

CHAPTER II FRAME OF THEORY

This chapter discusses literature review and it deals with concept of speaking, component of speaking, types of speaking, concept of role play, types of role play, procedure of teaching speaking through role play, classified like the following:

2.1 Concept of Speaking

Speaking is the productive skill in English. It is one of the skills that is used for communication between at least two people. It is a way to express someone's ideas, feeling to his or her interlocutor. Lado (1977:240) explains that speaking is described as an ability to converse or to express a sequence of ideas fluently. It means that we deliver spoken language for someone to tell what we need and try to fulfill what other people ask. People can express themselves to other people to get a comfort situation in understanding each other.

Chaney (1998;13) states that speaking is the process of building and sharing meaning through the use of verbal and non-verbal, in a variety of contexts. This statement also similar to Tarigan (1928:28) who says that speaking is the instrument of language and the primary aim of speaking is for communication. It means that speaking is the instrument which is fundamental in communication, speaker says something in order to get the effect for the listener, speaker express his feeling to change listener's understanding, speaker asks to get information,

answer, and response from others, naturally speaking is important role in communication process. So it can be said it is important for us to communicate with other people to share our ideas and feeling.

Byrne (1948:8) clarifies that speaking or oral communication is a two way process between speaker and listener and involves productive and receptive skill or understanding. It means that between speaker and listener have a feedback. The speaker transfers her/his idea and produces utterances for listener so that he/she receives the message from what he/she listens. Therefore, speaking process needs at least two people because it cannot be done individually. One as a speaker who produces information and the other functions as a listener who receives information.

2.2 Component in Speaking

In this research, the researcher find that, there are five components in speaking, there are:

a) Pronunciation

Pronunciation which consist of vocal, consonant, and intonation. Kenworthy (1987) defines that pronunciation is native speaker's utterance, how to say a word- that is how to pronounce it

b) Structure

Structure is the way in which a word is constructed, the elements of which it is made, is an important building block in our understanding. Structure of words

which are not constructed well, will give wrong understanding for the listener and miscommunication among each other.

b) Vocabulary

Vocabulary is a range or system of symbols, qualities, or techniques constituting a means of communication or expression. One cannot communicate effectively or express ideas in oral form if they do not have sufficient vocabulary.

c) Fluency

Hedge (2000) defines fluency as the ability to link units of speech together with facility and without strain or inappropriate slowness, or undue hesitation. Fluency is the smoothness or flow with which sounds, syllables, words, phrases, are joined together when speaking. It means when a speaker makes a dialogues with another speaker, the other speaker can respond well to the other speaker.

d) Comprehensibility

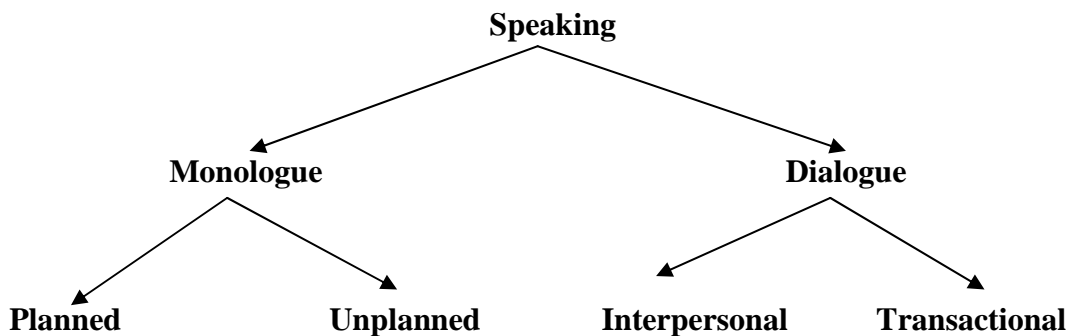
Comprehensibility denotes the ability of understanding the speaker's intension and general meaning (Heaton,1991:135).It means that comprehensibility focused on the students' understanding of the conversation. Comprehensibility measures how much interpretation is required to understand students' responses. In other words, it means that if a person can answer or express well and correctly, it shos that she/he comprehends well. Comprehensible input is provided in role play because students engage in genuine communication in playing their roles.

In brief, these aspects of speaking are important for the learners to master English communication because speaking is an ability to express ideas, feeling, and

emotions to other person. It means that people try to communicate with each other and use the language to make the listener understand; therefore the people can interact with others.

2.3 Types of Speaking

Brown (2001:250) says that much of our language teaching is devoted to instruction in mastering English conversation. He classifies the types of oral language as the figure below:



In monologues, when one speaker uses spoken language, as in speeches, lectures, readings, news broadcast, and the like, the hearer must process long stretches of speech without interruption, the stream of speech will go on whether or not the hearer comprehends. In planned, as it opposed to unplanned, monologue differs considerably in their discourse structures. Role play is categorized as a dialogue. While dialogues involve two or more speakers and can be subdivided into those exchanges that promote social relationship (interpersonal) and those for which the purpose is to convey proportional or factual information (transactional).

Brown also provides types of classroom speaking performance, they are:

1. Imitative

A very limited portion of classroom speaking time may legitimately be spent generating “human tape-recorder” speech, where for example, learner practice an intonation contour or try to pinpoint a certain a vowel sound. Imitation of this kind is carried out not for the purpose of meaningful interaction, but for focusing on some particular element of language form.

2. Intensive

Intensive speaking goes one-step beyond imitative to include any speaking performance that is designed to practice some phonological or grammatical aspect of language. Intensive speaking can be self-initiated or it can even form part of some pair work activity where learners are “going over” certain forms of language.

3. Responsive

A good deal of student speech in the classroom is short responsive applies to teacher or students initiated questions or comments. These replies are usually sufficient and do not extend into dialogues. Such speech can be meaningful and authentic.

T : How are you today?

S : Pretty good, thanks, and you?

T : What is the main idea of this essay?

S : The United Nations should have more authority.

T : So, what didi you write for question number one?

S : Well, I was not sure, so I left it blank.

4. Transactional (dialogue)

Transactional dialogue, which is carried out for the purpose of conveying or exchanging specific information, is an extended form of responsive language.

Conversation, for example, may have more of a negotiate nature to them than does responsive speech, e.g.

T : What is the main idea of this essay?

S : The United Nations should have more authority.

T : More authority than what?

S : Than it does right now.

T : What do you mean?

S : Well, for example, the UN should have the power to force a country like Iraq to destroy its nuclear weapons.

T : You don't think the UN has the power now?

S : Obviously not. Iraq is still manufacturing nuclear bombs.

5. Interpersonal (dialogue)

Interpersonal dialogue carried out more for maintaining social relationships than the transmission of facts and information. The conversations are a little trickier for learners.

For example:

Dira : Hi, Vie, how's it going?

Yovie : Oh, so-so.

Dira : Not a great weekend, huh?

Yovie : Well, far be it from me to criticize, but I'm pretty miffed about last week.

Dira : What are talking about?

Yovie : I think you know perfectly well what I am talking about.

Dira ; Oh, that... how come you get so bent out of shape over something like that?

Yovie : Well, whose fault was it, huh?

Dira : Oh,wow, this is great, wonderful. Back to square one. For crying out loud, Vie, I thought we'd settled this before. Well, What more I can say?

6. Extensive (monologue)

Finally, students at intermediate to advance level are called on to give extended monologues in the forms of oral reports, summaries, or perhaps short speeches. In this, the register is more formal and deliberative. This monologue can be planned or impromptu from the explanation above, there are many types of speaking mentioned above. In this case, the teacher uses dialogues as one of types of speaking because in dialogue, there are two speakers who can share their feeling and experience in order to get information and it is related to the topic given and appropriate for two persons.

In conclusion of the type of speaking, the researcher chooses an interpersonal (dialogue) in the process of teaching speaking through role play. In interpersonal speaking the component that can be reached because it is informal situation where the students can maintain the communication easily between their friends in the class. So that if the students are able to deliver their mind with accurately and fluently the comprehension will increase.

2.4 Concept of Role Play

Role is defined as the person whom an actor represents in a film or play, while role play is a method of acting out particular ways of behaving or pretending to be other people who deal with new situations. In this case, Ladousse (1998) illustrates that when students assume, "Role" they play a part either their own or somebody else in specific situation. "Play" means that is taken on in a safe environment in which students are as an inventive and playful as possible.

Role play is a type of drama activities. Murcia and Hilles (1988) clarify that role play is dramatization of real life situation in which the students assume roles. Here the student's ability will be exposed by playing the role likes in real situation. He feels the real communication among his friends when communicating without anxiety or feels shy. Students attempts to think, act, speak, and react as they think that person would.

Owen (1981:434) says that role play in classroom consists of the acting out by the students of situation and the ideas. It is clear that this activity invites the student to play the roles based on the situation given. He will consider what action he will be done in playing his roles by speaking and doing improvisation in front of the class. So that, in designing role play, teachers let students practice in pairs or in a small group, every student can be involved in role play exercises.

According to Welty and Welty (1976) role play is a type of creative drama in which the players take on the characteristics and problem of members of group other than themselves. Paulston and Buder (1976:70) say that role play is

exercises where the students are assigned fictitious roles from which they have to improvise some kinds of behavior toward the other roles in the exercises. From those explanation, it can be concluded that in role play the member of group involve in fictitious roles must do improvisation and cooperation to consider what character and behavior they will be impersonate in order to be successfull in playing the roles by using the target language.

Ladousse (1995) illustrates that when students assume a “Role”, they play a part (either their own or somebody else’s) in specific situation. Play ideally should be carried in a safe environment in which students are as inventive and playful as possible. It involves two or more students like in real situation while the first person initiates conversation and the second person responds to the first person.

Role play is interesting, memorable, engaging, and makes students retain the material they have learned. In their assumed role, students drop their shyness and other personality and cultural inhibitions, making them one of the best tools available for teaching a second language (Stocker,2005). For students who are shy, they usually need friend beside her/him in order to reduce their shyness because they will feel safe if there is a friend beside her/him. Communication can be natural in playing the role.

The use of role play has added a tremendous number of possibilities for communication practice. They can be mother, father, teacher, police, etc. They can be frightened, amusing, threatening, advising, and apologizing.

In role play, it is better for students to comprehend the situation before present the role play in order to improve their performance emotionally rather than read the dialogue without understanding what he impersonates. The important thing that should be considered for the teacher is to make the students understand about the general procedure and specific procedure of role play in class. So that the students understand when the role playing is applied in the class.

2.5 Concept of Teacher's Performance

Teacher's teaching performance is the way in which a teacher carries out the teaching process and behaves in the process of teaching. So, teacher's performance is any behavior done by the teacher when she/he teaches the students.

Therefore, we understand that in Qualitative Research the performance of the teacher is closely related to her/his students' achievement. A teacher must be able to master teaching theories and learning strategies, because students have their own characteristics and different interests. Besides, teacher must have good teaching skills. Based on the observation sheet of Teacher's Performance of PLPG (Pendidikan dan Latihan Profesi Guru) there are aspects of looking at teacher's performance or teaching skills during teaching and learning process on Pre-activity, while-activity, and post-activity:

1. Pre-activities

Doing an apperception. Doing apperception means teacher can correlate the previous material with the material that will be given to the students.

Informing the competence that will be achieved to the students

2. While activities

a. Mastery of Learning Material

In these activities, teacher must be able to master the learning material which covers showing the mastery of learning material, correlating material with real life, achieving communicative competence, transferring and explaining the material clearly.

b. Learning Strategy

Besides learning material, teacher is also able to master learning strategies which involve doing teaching and learning process which is suitable with the competence, doing a teaching and learning process which is suitable with students' needs, mastering the class during teaching learning process, doing a teaching learning process which can build positive attitudes, doing a teaching and learning process which is suitable with time allocation, emphasizing on teaching the language skills integratedly.

c. Use of Learning Media

Teacher also must be able to use learning media, because media can stimulate idea, feeling, and students' ability, so that students can get the material easily. In using learning media, teacher must be able to show the skills in using learning media, producing an interesting message from media, and involving the students making and using the media.

d. Students' Involvement

In students' involvement, teacher must be able to build active participation of the students in teaching and learning process, give positive responses to the students' opinion, facilitate interaction between teacher-students and student-student, show an interpersonal relationship, and grow students's enthusiasm in learning.

e. Doing an Evaluation

Evaluation is also the aspect that covers monitoring students' improvement after teacher explains the lesson, doing a final evaluation which is relevant to the competence so that the teacher knows whether the competence that will be achieved is accomplished or not.

3. Post-activities

These activities covers the aspects of reflection or making summary of the lesson by involving the students' participation, and doing a follow-up by giving direction or tasks as a remedy to the students.

It is important to observe the teacher's performance during teaching learning process because according to Foster (1976:37), a teacher is a central force that shapes the behaviour of the individual child as well as those of children in groups. The teacher's performance covers the teacher's behaviour that can be described according to specific roles that stem from the expectation of society, school, peers, colleagues, and students themselves.

2.6 Procedure of Teaching Speaking through Role Play

The writer divided the procedure of teaching speaking through role play into two parts, they are:

a. General Procedure

The writer will use role play in teaching speaking according to Allan (1971), there are some general procedure in teaching speaking through role play:

1. Language input. This will often mean the presentation and practice stages in the teaching of language item, which is now to be practiced within a freer framework. It may also mean the pre teaching of the vocabulary and/or other language considered useful for the context or the role has been set.
2. Setting of context. This should be done to help the students to appreciate fully the situation, in which they will be role playing. Visual can help to make this play provide vital contextual information.
3. Allocation of roles. The teacher should decide this, otherwise, if the vice is thrown open to volunteers, the extrovert students will always get the roles.
4. Statement of aim(s). This is vital because it gives the students a concrete result to aim for, in the role to play and those provides motivation and presents the activity frizzing out. It also provides a clean-cut result to discuss in the report back phase.
5. Familiarization with roles. This can take the form of reading role cards or students discussion.
6. Demonstration. This optimal phase is generally not applicable to a role play. However, if the students are unfamiliar with it, it is useful. It is

advisable to choose the best students for this, as they can provide a good model.

7. Role play and achievement aim(s). One point to note here is that if some groups finish significantly earlier than other, the teacher should have ready one or two ideas for an activity, which can keep them occupied, while they wait. This should ideally be in the form of an extension of role play, example, writing up final decision.
8. Report work. This will concern how the different group made, etc. This is an important phase because the students are usually interested in comparing their decision with these of other groups. It also gives the students opportunity to talk about the problem they had and it round of the activity beware however of making the stage unduly long to listen to fifteen pairs of students 'reporting back in turn would clearly be tedious.
9. Follow up. This can take two forms, firstly, written work based on the role play, perhaps set for homework, and secondly, remedial work based on mistakes noted by the teacher while monitoring the students' performance.

b. Procedure of Applying Role Play in the Class

Based on Klippel (1984) the procedure of role play in the class is divide into three terms: pre-activity, while activity, and post activity.

Pre-Activity:

1. Students give greeting to the teacher.
2. Students respond to the teacher's questions and explanation

While- Activity

1. Students are asked to make group in pairs
2. Students are asked to choose the topic
3. Students are asked to create a dialogue based on the situation by using some expression have explained
4. Students are asked to practice dialogue
5. Students are asked to present the dialogue through role-play in front of the class
6. Students are asked about the role play performed by other group

Post-Activity

7. Students are asked to summarize the material learned
8. Teacher gives feedback and gives homework task related to the topic
9. Teacher closes the meeting