

II. LITERATURE REVIEW

2.1 Concept of speaking

Speaking has important role in human beings' life. Speaking is used for communication among people in a society in order to keep in relationship going well. Rivers (1987: 162) says through speaking, someone can express his ideas, emotions, attentions, reactions, to other person and situation and influence other person. So through speaking someone can communicate or express what he wants from other and responds to the speaker.

Byrne (1958: 8) states that speaking or oral communication is two ways of process between speaker and listener involving the productive skill and receptive skills as well. The skills in language are divided into productive skills and receptive skills. Productive skills include speaking and writing and receptive skills include listening and reading. The mastery of productive skills means that someone has ability in speaking, for instance: how to make listener understand what he delivers in communication. While mastering the receptive skill means that someone has ability in listening, such as catching and understanding what he listens, how to understand and differentiate the sounds into words or meaning, and so on.

Lado (1977) defines speaking as an ability to converse or to express a sequence of ideas fluently. It means that through speaking, someone can express the idea in his mind to other people. For example: someone says: "It's hot here", the listener will understand that the window should be opened or he needs a fan to be switched on.

Byrne (1984: 8) further says that speaking is an activity involving two or more participants as hearers and speakers who react to what they hear and give their contributions. Each participant has an attention or a set of intention goals that he wants to achieve in the interaction. In speaking there is a purpose that has to be achieved by the speaker. As Byrne stated, speaking involves two participants at least. In practicing speaking ability we cannot do it individually, we need a partner who can speak the same language.

So, speaking is a process of transferring a message or information using good sentence forms to make the listener understands what the speaker means.

2.2 Classroom Interaction in Language Teaching

Classroom interaction is social relationship in the classroom. Interaction is used in the sense of verbal interchange between teacher and students. (Page, Malamah and Thomas; 1997, 1979:67). Furthermore Douglas (2001:168) defines interaction as collaborative exchange of thoughts, feelings, or ideas between two or more people, resulting in reciprocal effects on each other. Theorist of communicative

competence emphasizes the importance of interaction as human beings use language in various contexts to “negotiate” meaning.

Classroom interaction can also be studied by using discourse analysis technique. According to A. Demo (2001) by using this technique the teacher can investigate the interaction patterns in his/ her classroom and see how these patterns promote opportunities for the learners to practice the target language. Furthermore, A. Demo stated that the study of interaction patterns can be calculated by following a four-part process that is Record-view-Transcribe-Analyze.

Rivers (1987:15) finds that communication is derived essentially from interaction. Rivers also states that there are two kinds of class interaction in the teaching learning activity; teacher-student interaction and student-student interaction. In line with this Larson (1985:133) states that the nature of teacher-students interaction is that the teacher act as initiator or facilitator of the activities, he must establish situation that prompt communication between and among students. While the nature of student-student interaction is that the students interact a great deal with others.

This interaction, according to Rivers (1985:15), includes mime, request for clarification and confirmation check. Mime means that the learners use non-verbal interaction in place or lexical item or action, for example clapping, waving, or nodding. Chaikka (1982:14) says that mime is language learners, interaction to

substitute words or to make conversation clear, for example, Students A says, “I’m sitting in a public square” (acting as if sitting).

Request of clarification comprises all of the expression design to elicit clarification of preceding utterance and consist of W-H question, yes/ no, un-inverted intonation and question tag, for example, “*try again*” or *i don’t understand*” (Pica and Doughty 1980). Other example is student X says “*we’re running out of time*” student Z responses “*what? Repeat please!*” hence, request for clarification is a language learner interaction when a learner wants to elicit clarification with WH-question, yes/no and question tag. In addition, misunderstanding or request for clarification often occurs in the course of verbal communication. It may not always be entirely clear to addresses what the addresser’s intentions are.

Pica and Doughty (1980) define confirmation check as the simplest way of seeking confirmation by repeating the words or phrase, for example:

Student X says, “*when Michael left the city?*”

Student Z says, “*Michael left the city*”.

“*Michael left the city this afternoon.*”

Accordingly, confirmation check is the language learners’ interaction, when the learner repeats the previous speaker’s utterance with rising intonation to look for confirmation.

Furthermore, classroom interaction according to Thomas (1978:67) is the realization of lesson plan in action. Responding to previous statement it can be

inferred that the interaction implies both reception and expressions of message. Interaction occurs when interest is presented. When there is no interest, communication of personal messages does not occur. Therefore, to promote interaction teacher must maintain a lively attention and active participation among students in the classroom (Rivers 1987:15). The situation in the classroom should be maintained lively and active in order to promote interaction and not to meet boredom during the learning process because interaction will not be happen if the students are not active in doing communication. Teacher can use communicative activities to maintain the students' interest such as drama games which emphasize much on speaking skill. According to Scott and Ytreberg (1990:39) working with dialogues in the form of drama is a useful way to bridge the gap between guided practice and freer activities. Putting pupils into pairs during the dialogues is a simple way of organizing even in a large class.

Classroom interaction is defined as description of the form and content of behavior or social interaction in the classroom (Marshall: 1998). Bishop (2000) states that students will not get enough practice just by talking to the instructor, and very little by just listening to the instructor. Furthermore he says that students develop competency and become critical thinkers in classroom that provides opportunities for intensive, structured interaction among students.

Malamah (2008:6) states that the teacher must engage in the sort of interaction with the learner, in which the communication is able to take place. She also adds that communication is achieved by mean of variety of resources. In the classroom interaction communication among the students and teacher-students take place.

Interaction in the classroom take place when the students interest in presented. To promote interaction on other language, the teacher therefore must maintain a lively attention in another language among students in the classroom (Rivers:16 1987) it means that the teacher can use non verbal cues to encourage students speaking interaction, for example, smile expectantly and nod as students talk.

When we talk about different interaction in class, we mean the issue of who is speaking to whom. Edge (2001:69) divides classroom interaction into 6 types of interaction:

1. Teacher – students interaction where teacher gives instruction to the whole class (T-Ss)
2. Teacher-students interaction where there is an exchange between the teacher and the whole class such as question and answer (Ss-T)
3. Teacher-student interaction where teacher initiates the interaction with an individual of students. The teacher asks a student to answer question, repetition, confirmation and so on (T-S)
4. Student-teacher interaction where the communication with the teacher stated by student. The student initiated himself to question the teacher, giving opinion, complaining, eliciting in form of information and many others (S-T).
5. Teacher-student-student interaction where the teacher tells one student to say something to another (T-S-S).

6. Student-student interaction where students communicate directly with each other in form of discussion, asking for the correct term, confirmation of an information, giving opinion and so on (S-S).

In addition, Rackham (1971) divides eight categories of contribution that can be used as an aid to analyzing patterns of classroom interaction, they are:

1. Seeking Suggestions. This label is used when someone invites others to contribute their ideas, suggestions or proposals
2. Suggesting. This can take a number of forms e.g. "I suggest we do so and so", "Let's do the following", "Shall we do X, Y and Z", "Can I take your idea a stage further?"
3. Agreeing. This covers all types of supporting or backing up what has just been said. This includes nodding.
4. Disagreeing. This covers all ways of opposing or withholding support for what has just been said: i.e. not only an outright disagreement ("No, I can't go along with that.") but also stating a difficulty, whether valid or not: "The snag is that ..." or "We are running short of time again."
5. Seeking clarification. Whenever someone asks for a recap or checks that he has understood what was intended e.g. "Do you mean ...", "What happens if A and B coincide."
6. Clarifying Responses is to requests for explanations; also spontaneous summaries of a discussion.
7. Interrupting. Whenever someone beaks in to stop a member from finishing his or her contribution; or when everyone seems to be speaking at once.

8. Miscellaneous. In practice, it is difficult to assess all contributions quickly enough to categorize them, so any unspecified contribution can be put in this category rather than go unrecorded

Rahmawati (2007) has done her research which focused on the process of classroom interaction in speaking class by using video at SMPN 2 Bandar Lampung. She used qualitative method, in which the process of teaching learning was observed and she also used descriptive method to describe the data she got. This research was conducted to find the pattern of interaction in the classroom and kind of interactional strategies performed by students to get their meaning across during teaching and learning process by using video. Two methods, observation and video recorder were used to gather the data in her research then she coded the data into kinds of interaction by Edge (2001:69) T-Ss (Teacher-Students), Ss-T (Students-Teacher), T-S (Teacher-Student), S-T (Student-Teacher), T-S-S (Teacher-Student-Student), S-S (Student-Student) interaction occurred and kinds of interactional strategies performed by students, they are: Appeal for help, Repetition request, and Response including repetition, confirmation, and rejection. In applying the research design, she acted as an observer. She prepared lesson plan for the class teacher who conducted the instruction. The implementation of video had three stages; pre-activity including pre viewing, while activity including while-viewing and post viewing, and post-activity.

The results show that:

- There were six patterns of interaction occurred in the classroom, they are :
T-Ss (Teacher-Students), Ss-T (Students-Teacher), T-S (Teacher-Student),

S-T (Student-Teacher), T-S-S (Teacher-Student-Student), S-S (Student-Student)

- There were three kinds of interactional discourse performed by students, there are: Appeal for help, Repetition request, and Response including repetition, confirmation, and rejection.

Interactional strategies frequently happened in students-teacher interaction where the teacher asked the student to describe or retell the story of video. Appeal for help and response mostly occurred while repetition request did not since the instruction and explanations from teacher were clear enough for students.

From the explanation above, we can conclude that interaction is social relationship of people in the classroom whether the interaction initiated by the student himself or the teacher. Classroom interaction in English class include some activities in the class such as expressing the students' ideas verbally, opposing some information, giving clarification, complaining about something, interrupting and so on. In order to develop the learners' competency, they are expected to practice the language in the classroom.

2.3 Notion of Drama

The word drama actually derives from Greek language, "dran", which means to act, to work or to perform. Each of the meanings has its connection to each other. To act, however, holds a very important role than the other. It becomes important because, it supports the content and the performance of drama. Aristotle a great

Greek philosopher defines drama as “imitated human action” which overall scheme is described simply as “rising action, crisis, and falling action”. Drama is literary composition that tells a story, usually human conflict, by means of dialogue and action to be performed by actors.

2.4 Concepts of Drama Games

Dougnill (1987) differentiates the term “informal drama” or drama games with theatre. He insists that the first term deal an activity where the participants’ experience of using English is the most concern while the later deal more with interpretation. Furthermore drama games stress more on the participants’ social intellectual and linguistic development than the viewers’ satisfaction of a theatre. Drama applies on any activity, which asks the students to portray himself in an imaginary situation; or to portray another person in an imaginary situation (Holden, 1981:10). Meanwhile, Littlewood (1981) underlines drama games as social interaction activities where the students are expected to be able to use English or even their mother tongue in order to overcome information gap or try to solve problems.

From those statements the researcher puts drama as an activity in language learning and refers to the term of social interaction activities in the classroom. The writer uses drama games to observe the teaching learning process towards students’ spoken skill. Drama is quite similar to the role-play, take for an example, in warm-up drama identity game, the students does not need to answer a

fake occupation as they were playing a role as somebody else (manager, bartender, and so on), instead they should give their own identity.

The writer also understands that role play does not have a plot. This aspect differentiates between drama and role-play. Five steps given below show that drama game has plot. According to Freytag, every story worth telling has the following parts: exposition (inciting incident), rising action, climax (turning point), falling action, and denouement (resolution). Freytag's pyramid is used to show how stories move; it is a graphic plot chart. Sometimes a story can be more complicated than Freytag's pyramid, but most stories fit perfectly into the pyramid. See figure I.

Figure 1. Drama Games

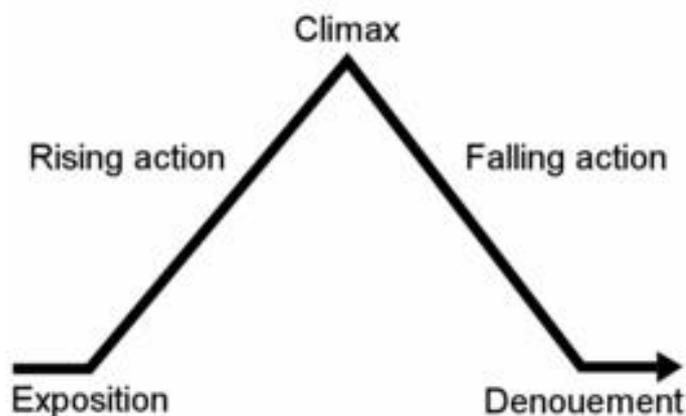


Figure 2. Role-play



In language teaching, drama games provide the students with a given situation. They create the need for speaking by putting the emphasis on taking action to resolve such conditions (Wessel, 1897:28)

Wessel claims that the concept of drama games occupied some elements. Firstly, drama games involve action. They call for movement and action around the whole classroom. Learners are invited to work around the room and to communicate with as many people as possible.

Secondly, drama games exercise the students' imagination. The learners are called upon to see beyond the teacher's presentation to invent new situations with their own ideas and to permit the dreams of their mind to flower in to speech.

Thirdly drama games involve both learning as well as acquisition; drama games generally practice more language than just the core structure. From the beginning the students are free to experience speaking without anxieties. It will lead to some form of discussion among the participants.

Fourthly, drama games permit the expression of emotion linguistically. The learners are given the freedom to express a whole range of emotion, not only in speech but also through gesture and facial expression.

Considering the condition of the students it is not difficult task to apply drama game in the class. The teacher can invite the students for movement and action in performing their drama. Teacher also has a chance to let his/ her students to

practice their English based on situation given, so the students will be able to create the need for speaking.

2.5 Selected Techniques in speaking class through Drama Games

2.5.1 Drama Script in Relation to the Study

The teacher could use his/her drama script in which he/she has already chosen or written before the class begins. In choosing or making script, the teacher should evaluate few things first, such as; number of types of roles, language and topic, dramatic demands, and the length of the script. In determining drama script that will be used, the teacher should keep the needs of the classroom in mind, for example; the students' degree of language competence and the number of students willing to take part in the activity (Burnett and Selly in Helmy; 1986). In addition to that, according to Wessel (1990:70) in choosing a text, the text should have very simple vocabulary and short utterance.

In line with statement above, we can conclude that there are some requirements in choosing good drama script, they are; number of types of roles, language and topic, dramatic demands, the length of the script and short vocabularies and utterances. Teacher can even fulfill these requirements by modifying conversation text from students' handbook.

2.5.2 Steps of Playing Drama Games

There are stages in playing drama games “Presentation-discussion-rehearsal-performance” (Doughill: 1987)

However, the researcher will modify those stages into:

Pre Activities

In this step the activities can be described as follows:

- Greeting the students and checking students’ attendance.
Teacher tells briefly a story of a movie she watched the night before and shows a picture about story and then tells them to share what they see in the picture.
- Presenting and discussing the topic with the whole students to stimulate their interest in performing the drama script. For example, the teacher gives each of the students a drama script and tries to build their interest and motivation upon the drama script.
- Reading the script with the teacher as a model in order to promote life and meaning into printed text. In this activity the teacher reads the script in front of the students. In reading the script, it is better for the teacher to use mime, correct intonation and spelling based on the situation in the script in order to prompt the students’ interest

Whilst activities

- Discussing about the difficult word. This will help them to understand the script thoroughly and also may be used to see how rich the students’ vocabulary is.

- Acting out and rehearsing the script. The main purpose is to make the students understand the context of the play in the script deeper rather than memorizing. After all the students understand the script, teacher divides the class into two groups and tells them to act out in their group. Students are allowed to do small improvisations towards their dialogs in order to make them have better understanding. It is important for the teacher to keep the session as interesting as possible. Otherwise, the students may feel bored in following the activities.
- Performing the final stage, the teacher take his/her part as a supervisor and let the students experience speaking activities through drama games. Michael McCharty(1996:89) states that in drama class the teacher function is an a facilitators rather than provider of knowledge. The teacher should have a great deal of creative thinking and analysis as how to bring the classroom into a lively situation. In this final stage, the teacher asks the students to perform their drama scrip in front of he class. Furthermore the teacher also taken part in monitoring the students' performances and answering the students question.

Post activities

- Asking students' difficulties and delivering summary of the lesson. The teacher repeated some expressions from the script and asked the students to repeat her. And she explained again about asking and giving opinion and gave some more examples about this expression.

- Assigning homework for students. Teacher asked the students to make some sentences to be presented in the next meeting as their taken home assignment.

In short, there are some considerations that should be taken; presentation, discussion, rehearsal, and performance

2.6 Advantages and Disadvantages of Using Drama Games in Teaching Speaking

According to Wessel (1987:11) there are some advantages and disadvantages of using drama games in teaching speaking.

1. Advantages of Using Drama Games in Teaching Speaking

According to Wessel (1987:11) here are some potential benefits of using drama games in speaking class, there are:

1. Drama games employ the students to be active participants during the learning process.

The role of drama itself is very obvious getting someone to speak, so in this case students have to become active participants during the learning process. Drama can generate a need to speak by focusing the attention of the learners on creating a drama, dialog (as in simulations and games).

2. It replaces the monotonous interactions in classroom activity. The use of drama games would involve a consideration of most of the aspects genuine communication-background, emotions, relationships, status, body

languages and other paralinguistic features. Thus, it can enliven the classroom interaction among the students and teachers-students.

3. Drama games help the students to improve their confidence under the need of speaking.

Drama games can encourage the operation of certain psychological factors in participants, which improve communications: heightened self-esteem, motivations, and spontaneity, increase capacity for empathy, and lowered sensitivity to rejections. Consequently, it encourage the students o be brave to speak up in front of the class.

4. Drama games are a flexible technique that can fit into any area of the time table. It requires no major adjustments on part of teacher. I does not even demand that the teacher should change the material they are presenting. But it will help to bring the materials to life, by infusing the lifeless print with the feelings, imaginations, and thoughts of the learners, who become active participants in the learning process. Drama games add the nuance to the language teaching techniques as well.
5. Drama games have to create a need to speak by putting learners in situations where they feel compelled to speak.

It could simply be a respond o others during drama sessions, or becoming caught up in a situations that demands a solution, or by taking responsibility for a group activity as group leader. Consequently, it generates students to the extent their speaking ability as well.

2. Disadvantages of Using Drama Games in Teaching Speaking

Wessel (1987:11) also states that despite the technique benefits both the students and the teachers, still there are the disadvantages that may lead to unsuccessfully teaching learning process.

1. It can be used only in a small group of students.

To maximize the teaching process it is better if the drama technique is only played by a small group of students, above six until eight persons per group.

2. Not all students willingly to create the need of speaking. They will stop working if they think the project is no so important.

This situation may happen if the teacher cannot build a situation that can make his/her students feel that this subject is important.

3. The usage of drama games in the classroom is time intensive, requiring organizational skills and good planning from the teacher and dedication and loyalty from the students. The implementation of drama games in the classroom activities is taking much times, because the duration of the script normally about 15 - 20 minutes. Thus, the teacher should be able to plan and to organize the lesson carefully.