

## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

#### **A. Previous Researches**

In this study, there are many previous studies which are similar to this present study. First, Harni Diyah Susanti (2007) this study had title Using Role Play in Teaching Speaking. The result of the analysis of the research, it is proven that the students' score of speaking taught by using role play is better. This result has answered the research question that the use of role play in teaching speaking is quite effective.

Second, it was written by Sari Irianti (2011). The title of her thesis is "Using Role Play in Improving Students' Speaking Ability "This research uses classroom action research for knowing whether students' speaking ability can be improved by role play technique. The writer conclude that role playing activity can improve students' speaking ability showed by the score they get and students seemed braver and more confident in speaking.

Third, it was written by Ayu Fitriana (2014), in titled The Effectiveness of Role Play on Students' Speaking Skill. The writer used pre-experimental study and the result of the research show that the students' score of speaking taught by using role play is increase. In other words, role play technique is effective in teaching speaking.

Fourth, it was written by Nurzafira Swandayani (2015), the title of her thesis is Improving Students' Speaking Ability through Role Play Technique of VIII-D Students at SMP Wahid Hasyim Malang. This research used classroom action research to cope with the students' problem related to the speaking ability. The result of this research showed that role play technique helped the students to cope with the speaking problem in English.

Although role-play method is rarely used in the school, but on previous studies above, the writer conclude that improving students' speaking skill can be done by role play method. Role play method is about encouraging

students and building their self-confidence. Besides, it can be a lot of fun however a class full of shy students may reluctant to participate.

This research was written for analyzing role-play method in teaching speaking whether it influences the progress of eighth grade students' speaking achievement of MTs Darul Ulum Srikandang or not. The writer would use different way for this research because the writer uses camera recorder for scoring. Camera recorder is really useful media because it can be a real documentation for the writer.

## **B. Theoretical Review**

### **1. Teaching Speaking**

#### **1.1 What is Meant by Speaking a Second Language**

According to Harris (1969:81-82), there are four or five components in analyzing speech process, they are Pronunciation, Grammar, Vocabulary, Fluency and Comprehension. Sometimes when the students practice to speak English, we really give attention of their speaking skill to communicate informally so that the listener give attention and understand enough about the speaker says. Thus in our test of speaking ability we are not only primarily interested in foreign students' control of the signaling system of English such as; his pronunciation, grammar, vocabulary and also not with the idea content or formal organization of the message that he conveys.

#### **1.2 Reason for Teaching Speaking**

Before starting the activity, teacher must set up the activity so that it can run well and give feedback for their works in order to make them feel satisfied, more confident in speaking English and also it can motivate them to practice more.

According to Harmer (2007:123), there are three main reasons for getting students to speak in the classroom. Consist of:

- Speaking activities give chance to students for practicing their speaking, such as talking about their real-life, their experiences and others.

- Speaking activities can give feedback for both teacher and students because they can control each other. Besides that, they will know how successful they are speaking.
- Students can share their experiences during the time of their class so that they become confident more and get new language to improve their speaking skill and having much vocabulary.

### **1.3 Basic Types of Speaking**

According to Brown (2007:140), the basic types of speaking includes imitative, intensive, interactive, responsive and extensive.

#### **1.3.1 Imitative**

First types of speaking performance is the ability for imitating a word, phrase or sentence. It usually only focuses on pronunciation and do not see the meaning, student's understanding or student's participation in an interactive conversation.

#### **1.3.2 Intensive**

A second types of speaking performance is the production of oral language that designed to demonstrated competence in a narrow band of grammatical, phrasal, lexical, or phonological relationship (such as prosodic elements-intonation, stress, rhythm, juncture). The intensive assessment tasks include directed response tasks, reading aloud, sentence and dialogue completion; limited pictured-cued tasks including simple sequences; and translation up to the simple sentence level.

#### **1.3.3 Responsive**

Responsive assessment tasks include interaction and test comprehension in very short conversations, standard greeting and small talk, simple requests and comments.

### **1.3.4 Interactive**

The difference between responsive and interactive speaking is in the length and complexity of the interaction. Interaction can take the two form of transactional language, which has the purpose of exchanging specific information, or interpersonal exchanges, which have the purpose of maintaining social relationships. In interpersonal exchanges, oral production can become pragmatically complex with the need to speak in a casual register and use colloquial language, ellipsis, slang, humor, and other sociolinguistic convention.

### **1.3.5 Extensive**

Extensive oral production tasks include speeches, oral presentations, and storytelling. Language style must be planned before delivering the speech.

## **1.4 The Roles of the Teacher in Teaching Speaking**

According to Harmer (2007:347), teachers need to play a number of different role during different speaking activities. However, three have particular relevance if we are trying to get students to speak fluently.

### **1.4.1 Prompter**

In speaking practice, they sometimes have some mistakes like getting lost or cannot think of what to say next on their speeches. As teachers, we can leave them to struggle out of such situations on their own or we may be able to help them and giving suggestion for their next performances.

### **1.4.2 Participant**

Teacher may participates in discussion or speaking activity directly so that students have more motivation and active in joining the activity or classroom. Teacher should be a good educator, motivator and animator like introduce new information to help the activity along, ensure continuing

students engagement and generally maintain a creative atmosphere when asking students to practice in speaking English. In other hands, teachers may engage in direct conversation with their students so that they may talk together communicatively as near-equal participants.

### **1.4.3 Feedback Provider**

Giving feedback for student's work must be given by teachers because it can motivate them to practice more active and confident. In giving feedback, teacher should respond positively and encouragingly to the content of what the students have spoken.

When students are in the middle of a speaking task, teachers may consider the appropriate situation in giving feedback, teachers do not need to give helpful and gentle correction because it gets students out of difficult misunderstandings and hesitations.

When students have completed an activity, it is vital that we allow them to assess what they have done and that we tell them what, in our opinion, went well. We will respond to the content of the activity as well as the language used (Harmer, 2007:348).

## **1.5 Classroom Speaking Activities**

According to Harmer (2007:348), there are some categories of speaking activity, and will start by looking at them before going on to specific speaking example.

### **1.5.1 Acting from a Script**

We can ask our students to act out scenes from playing and/or their course books, sometimes filming the results. Students will often act out dialogues they have written themselves.

### **1.5.2 Communication Games**

There are two particular categories for students to speak quickly and fluently, they are: information-gap games, television and radio games.

### **1.5.3 Discussion**

Discussion range from highly formal, whole-group staged events to informal small-group interactions. It includes buzz group, instant comment, formal debates, unplanned discussion and reaching a consensus.

### **1.5.4 Prepared Talks**

One popular kind of activity is the prepare talk, where a student (or students) make a presentation on a topic of their own choice. Such talks are not designed for informal spontaneous conversation; because they are prepared, they are more 'writing-like' than this. However, if possible, students should speak from notes rather than from a script.

### **1.5.5 Questionnaires**

Students can design questionnaires on any topic that is appropriate. As they do so, the teacher can act as a resource, helping them in the design process. The results obtained from questionnaires can then form the basis for written work, discussions or prepared talks.

### **1.5.6 Simulation and Role-Play**

Simulation and role-play can be used to encourage general oral fluency or to train students for specific situations, especially where they are studying English for specific purposes (ESP).

When students are doing simulations and role-plays, they need to know exactly what situation is, and they need to be given enough information about the background for them

function properly. Of course, we will allow them to be as creative as possible, but if they have almost no information, they may find this very difficult to do.

## **2. Role Play Method**

### **2.1 Definition of Role Play Method**

According to Brown (2004:174), role playing is a popular pedagogical activity in communicative language teaching classes. Within constraints set forth by the guidelines, it frees students to be somewhat creative in their linguistic output. In some versions, role play allows some rehearsal time so that students can map out what they are going to say. And it has the effect of lowering anxieties as students can, even for a few moments, take on the personal of someone other than themselves.

According to Barkley, Cross and Major (no year:150), role play is a created situation in which students deliberately act out or assume characters or identities they would not normally assume in order to accomplish learning goals. Role playing provides an action environment for students to experience the emotional and intellectual responses of an assumed identity or imagined circumstance. At its essence, role play is an example of “*learning by doing*.” Many teachers ask students to become involved in simulation and role-plays. In simulations, students act as if they were in a real life situation. Role-plays simulate the real world in the same kind of way, but the students are given particular roles – they are told who they are and often what they think about a certain subject. They have to speak and act from their new character’s point of view.

According to Rose (1982:307), Role- playing also provides a good beginning method in helping students to recognize a variety of language levels for each person and turn – taking of dialogue to have a role-playing experiences and get students in role so that they can increase their understanding and attention from others.

Many students derive great benefit from simulation and role-play. Students simulate a real-life encounter (such as a business meeting, an interview or a conversation in an airplane cabin, a hotel foyer a shop or a cafeteria) as if they were doing so in the real world. They can act out the simulation as themselves or take on the role of a completely different character and express thoughts and feelings they do not necessarily share. When we give students these roles, we call simulation a role-play (Harmer, 2007:352).

Role playing is like a dramatization. Dramatization is done by group of students with teacher's instruction. Simulation is about memorizing or recreating past situation that will be happened in future situation or a real event and meant for now. Simulation becomes a challenging for students to do analysis of information and making important decision in solving some mistakes or problem (Putra, 2013:31-33).

According to Khoiri (2010:45), role playing is a method that focuses on practicing a dialogue. Role means imitating or pretending a human real life.

Based on those explanation, role play method is an activity in communicative language by giving opportunity to the students for speaking English so that students be more active, confidence and braver in doing the role of the dialogue and simulate a real life from their new character's point of view.

## **2.2 Procedure of Role Play Method**

According to Barkley, Cross and Major (no year:151),there are seven procedures of role play, consists of:

- Ask student to form groups with enough members in each group to assume each stakeholder role.
- Present the scenario and allow time for discussion of the problem situation. It is important to allow sufficient time for students to ask questions on any aspects of the scenario that are unclear.

- Assign or ask students to each assume a stakeholder role. If assigning group process roles such as moderator or observer, make sure students are clear on their tasks.
- Inform students of the time limit or other parameters that will signify the end of the activity.
- Instruct students to enact the role play. The role play should run only until the proposed behavior is clear, the targeted characteristic has been developed, or the skill has been practiced.
- Follow the role play with discussion within the small groups and/or with the whole class. Discussion should focus on the students' interpretations of the roles and the motivations for and consequences of their actions.
- Consider asking students to reenact the role play, changing characters or redefining the scenario and then holding another discussion.

According to Putra (2013:33), there are three technique in doing role play or simulation method, they are:

- First, role playing. This technique can be called dramatization where it can be done by group of students with teacher's instruction.
- Second, drama. This learning technique can be done by doing role play for solving social problems that involve human relationship. For example, relation between children and parents, drugs, fighting and so on. This technique can give understanding for students about social problems and increase students' ability to solve it.
- Third, simulation game. Simulation game is a role play where the students have a competition for getting their aims but the students must obey the rules that have agreed.

According to Khoiri (2010:46-47), for doing the process of role play method, there are some procedures must be set, they are:

- Determine the appropriate materials for teaching.
- Make written text or scenario.
- Ask the students to play the scenario.
- Practice the scenario well before performing.
- Do the performance with the procedures below:
  - Set the place for the players and audiences.
  - Do performance.
  - Audiences give attention then, comment to the performance.
- Teacher controls, gives score and comment to the students who have done the role play method.

Those three techniques of role play or simulation is possibly for students in order to be more active in teaching and learning process.

### **2.3 Examples of Role Play Method**

According to Barkley, Cross and Major (no year:151-153), there are some example of role play method for making sure the effectiveness of role play method, they are:

#### **2.3.1 Psychology of Prejudice**

In order to increase the students' awareness of the nature of prejudiced interactions as well as help them to identify the appropriate ways to respond, Professor Watts D. Matta uses Role Play frequently in his class. Professor Matta typically organizes his students into groups of three and assigns group members one of three roles: prejudiced speaker, responder, or social observer. Throughout the academic term, he craft a variety of simulated situations and creates character representing multiple perspectives that his students assume (such as ethnic, racial, gender, socioeconomic background, and physical disabilities).

### **2.3.2 ESL Oral Communication Skills I**

Professor Ann Glish knew that many students were self-conscious about speaking in her beginning ESL class because they came from countries around the world, and feared that they would mistake. Then, she discovered that if she asked students to pretend they were someone else, it ameliorated some of their anxiety. She created scenario such as ordering dinner at restaurant, or asking for directions to the main campus library, that emphasized everyday English. She then formed small groups so that students had more opportunities to practice speaking and so that the context would be less threatening than speaking in the whole class.

### **2.3.3 History of the Vietnam War**

In this Hybrid class on the Vietnam War, the professor believed it was important to use classroom time for lecture. Each student selected a role then adopted an appropriate name. He retained for himself the role of moderator so that he could intervene if exchanges became too emotional or inappropriate. He provided students with the option of entering the VRE anonymously, but if they wished to earn participation credit, they messaged him privately with the moniker they had assumed in the role play. At regular, scheduled intervals throughout the term, he devoted class time to discussion of the themes that emerged.

### **2.3.4 Business management practices**

A professor teaching an online course decided to use a role play game to teach concept and content. He formed six groups of four students each, with each group representing a company and with each students assuming one of the following roles: CEO, financial officer, operation chief, or marketing executive. The companies competed against each

other, completing the game that extended for three passes of the companies' life cycles (start-up growth, and independence). The simulated nine years during nine weeks of the course. Each year the students "employed" in each company established crucial input data, such as price, advertising, purchase, production, size of sales force, and so on. The instructor collected data compiled them for the game, creating output data for each company that consisted of units sold, back orders, market share, operating income, income tax, net income, and so forth. The professor evaluated the companies based on results after nine years. Each company met in regular conference, during with the employees discussed data. In another conference called managers' corner, the students participated in management-related discussions.

### **C. Theoretical Framework**

This research is a month with three topics where students will do pre-test for three meetings and post-test for three meetings in order to know the students' speaking achievement of eighth grade before and after using role play method in teaching speaking and to know the influence of role-paly method in teaching speaking of eighth grade students' speaking of MTs Darul Ulum Srikandang.