CHAPTER II
REVIEW OF RELATED LITERATURE

This chapter discusses the review of related literature which includes the description about teaching English. Speaking, teaching speaking, role play, and the advantages of using role play.

2.1 Speaking

Speaking is an activity which produces something in this case work to share information. Pillai (2006: 94) states speaking is a productive skill that involves genuine exchange of information. Commonly, speaking is one of the produce language. Speaking expresses the information, ideas and opinions. It is also one of the ways of students to send message to other. It is because speaking is communication media used by the students to interact.

Kayi (2006: 1) said that speaking is the process building and sharing meaning through the use of verbal and non verbal symbols, in a variety of context. According to statement above, the process speaking is from using verbal and nonverbal symbols. Verbal includes spoken language and written language while nonverbal is gesture, body language, and etc. Speaking is spoken language that produce a sounds that come from thoughts.

Meanwhile, Donough and Shaw (2003: 134) state “There are reasons for speaking involved expressing ideas and opinions expressing a wish or a desire to do something ; negotiating and solving a particular problems ; or establishing and maintaining social relationships and friendships. Besides, fluency, accuracy, and confidence are important goal in speaking.” Therefore, as a language skill, speaking
becomes an important component to master by the students as the main tool of verbal communication because it is the way to express ideas and opinion directly what we have in our minds.

Based on the formentioned statement, speaking is the process of sharing information with another person, knowledge, ideas, emotions, and opinions. Besides, speaking also is the way to make someone to the information that the speaker wants to share.

2.2 Teaching Speaking

Teaching is an activity that helps students to develop their skills. According to Harmer (2007: 123), “speaking activities provide rehearsal opportunities—chances to practice real-life speaking in the safety of the classroom”. Seen how speaking activities provide opportunities for rehearsal give both teacher and students feedback and motivate students because of their engaging qualitative. All in all, they help students to be able to produce language automatically. It means that teaching speaking is an activity that intent to help the students to learn spoken language as one of the productive skills.

According Nunan cited to Kayi (2006: 2) points out that the aim of teaching speaking is to teach ESL learners to:

a. produce the English speech sounds and sound pattern
b. Use word and sentence stress, intonation, patterns and the rhythm of the second language
c. select appropriate words and sentences according to the proper social
setting, audience, situation and subject matter
d. organize their thoughts in a meaningful and logical sequence
e. Use a language as a means of expressing values and judgments
f. Use the language quickly and confidently with few unnatural pauses, which called as fluency (Nunan, 2003).

Based on the theories, the researcher concludes that teaching speaking is the process where the teachers help the students to develop their ability to use the target language.

2.3 Role Play

Many experts have different opinion in defining role play. The following are some of the point of view about role play.

Dorathy (2011: 2) states that role play is very important in teaching English because it gives the students an opportunity to practice communicating in different social context and in different social roles. Hence, role play in the classroom situation its good to make students have set the context and support the learning. It encourages thinking and creativity, lets students develop and practice new language and behavioral skill in a relatively non threatening setting, and create the motivation and involvement necessary for learning to occur.

Kusnierek (2015: 81) states that role play can be successful tool in the teachers hands. As its prime goal is to boost students interaction in the classroom, educators should not forget incorporating such a speaking activity to reflect learners theoretical knowledge of a language practice. In role play, a teacher has important role to make teaching and learning process success or not. A teacher as guide to motivate students
in role play. A teacher should have effective and efficient ways to increase students’ speaking English ability.

According to Harmer (2003: 352), role play is students’ simulation of a real life encounter (such as a business meeting, an encounter in an aeroplane cabin, or an interview) as if they were doing so in the real world, either as themselves in that meeting or aeroplane or taking in the role of character different from themselves. Role play helps a teacher to give imagination activities before students’ performance in real life. It is a way to improve students’ imagination because in role play the students are free to make dialogue related to the material. A teacher gives instruction to students to speak up in front of class.

Based on the statements, the researcher concludes that role play is a technique in teaching speaking which brings the students to real communication in order to develop the students’ skills acquisition. In role play, students learn through observation, giving a thought for analysis the concept, an skills development in modeling or acting out. As the final result, students are able to communicate and be creative in learning.

2.3.1 Reason for Using Role Play

There are many reasons why teachers use role play in teaching speaking. By using role play, students feel free to play and engaged naturally with conversation, dialogues, drama, and so forth. Snarski (2007: 3) states that role play can make students engaged naturally. It means that the students will increase because students are practiced the target language naturally or unconsciously.
Meanwhile, Dorahty (2011: 3) stated five good reasons using role play in class:

1. Role plays helps students cope real-life situations, commonly used expression, forcing them think “on their feet”.
2. Role plays helps students work together as a team or group, and communicate in order to understand each other, because role plays are not simple acts of reading or reproduction the information from a piece of paper.
3. Role plays can be adapted to the needs of the students, the may use specific vocabulary for specific situations, as learning English is sometimes done a for specific purpose;
4. Role plays give learners more responsibility in their learning, encouraging interaction;
5. Role plays offer students the chance to evaluate their learning progress and their level of English.

In conclusion, using role play students feel free to play, improvise and create their own ideas. Besides, many students will be more creative and active to play their role because the teacher gives opportunities to students to explore their actions. And students are attracting the students interest in speaking, decreasing the students anxiety of speaking, increasing the students imagination and creativity, and achieving the goals of speaking.

2.3.2 The Goal of Role Play

The goal of role play are to bring the language to life and to give the learners
some experiences of its use as a means of communication in real situations. The pretending realistic communication situation gives the students new experience in using the language they have learned, and the experience is good for remembering what they have learned. In other words, role play is used to develop communication situation. Harmer (2007: 352) states that role play can be used to encourage general oral fluency or to train students for specific situations, especially where they are studying English.

Hence, the writer summarize that the goal of using role play is similar to the goal of teaching speaking. It means role play can be implemented in teaching speaking skill and it can help students in improving their speaking skill. Role play can also develops students fluency in the target language, promotes students to speak interact with others in the classroom, increases motivation and makes the teaching learning process more enjoyable.

2.3.3 The Activities of Role Play in Class

Huang (2008: 4) applies six major steps in procedure for the role play activities in her classes, those are:

1. Decide on the teaching materials

The teacher must decide which teaching materials will be used for role play activities. The teaching materials can be taken from text books or non-textbook teaching materials such as picture books, story books, plays scripts, and so forth. The material is selected ahead of time by the teachers. The teachers can also create his or her own authentic teaching materials for
role play activities.

2. Select situations and create dialogs

A situation to be role played should be selected. For every role play situation, dialogs should be provided (by the teaching materials or by the teacher) or created by the students. Kodotchigova (2002: 2) states that to begin, choose a situation for a role play, keeping in mind students need and interest, teachers should select role plays that will give the students an opportunity to practice what they have learned. One way to make sure role play is interesting is to let the students choose the situation by themselves.

3. Teach the dialogs for Role Plays

The teachers need to teach the vocabularies, sentences, and dialogs necessary for the role play situations. The teachers to make sure the students know how to use the vocabulary, sentences and dialogs prior to doing the role play activities, otherwise, the teachers should allow students to ask how to say the words they want to say.

4. Have students practice the Role Plays

Students can practice in pairs or in small groups. After they have played their own roles a few times, have them exchange roles. That way, students can play different roles and practice all of the lines in the role play. When students are confident enough to demonstrate or perform in the front of the class.

5. Have modify the situations and dialogs

Once students have finished and become familiar with an original role
play situation, they can modify the situations or dialogs to create a variation of the original role play.

6. Evaluate and check students comprehension

Finally, the teacher shall evaluate the role play activities and check if the students have successfully comprehended the meanings of the vocabulary, sentences, and dialogs.

2.4 The Advantages Using Role Play

It has been mentioned before sub-chapters that role play is one the valuable media to create a real situation. It provides a safe environment for the students to imagine, experiment with the new skills and attitudes. Since the students are involved in their roles, it creates holistic learning involving their emotion, psychomotor, or cognition.

A role play is a highly flexible learning activity which has a wide scope for variation and imagination. According to Kowalska in Kusnierek (2015: 84) role playing develops learners imagination. For the roles given to learners may require creative thinking.

Dorathy (2011: 3) states role play can improve the student speaking skills in any situation, and helps the students to interact. As for the shy students, role play helps providing a mask, where the student’s difficulties in conversation are liberated.

In addition, it is fun and most students will agree that leads to the better learning.

Moreover, Harmer (2007: 354) states that role play gives students to be more forthright in their opinions and behavior without having to take responsibility for
what they say in the way that they do when they are speaking for themselves.

In conclusion, using role play can encourage students to create their performance as well as possible due to the freedom gives to them make up a dialogue or conversation by themselves. Therefore, most students are motivated to share and express their ideas during activity and the teaching learning process more enjoyable.