CHAPTER II

REVIEW OF RELATED LITERATURE

In this chapter, the researcher would like to present the review of related literature. It deals with role play definition, role play in teaching English, and teaching in using role play.

2.1 Role Play

Role play is kind of motion game in which there is purpose, the rules and also involving the element of pleasure. In a student’s role play is conditioned on a particular situation outside the classroom, although at that time learning took place in the classroom. In addition, role play is often intended as form of activity where the learner imagines himself being outside the classroom and play role of others Trianto (2007).

Role play is a learning method as part of a directed simulation to create cultural and social change events, creates actual events my appear in the future. Joyce (2007) state that role play method is a learning directing students to dramatize social change cultural or psychological to achieve certain goals.

2.2 Role Play in Teaching English

Role play is an effective technique to animate teaching and improve the learning atmosphere. It arouses the interest of learners, develops collegiality and makes the learning of language acquisition simpler through purposeful communication and team work Liu and Ding (2009).
At the time of the learning process teachers are expected to have a strategy so that students can learn effectively efficiently and wear on expected learning objectives. One strategy that can done by mastering the method of learning Vienna Sanjaya (2010) states method is the way to implement the plan that has been prepared the activity. On learning methods can be used certain activities learning is more varied. As described by Roestiyah (2008:1) that teaching method is presentation technique mastered by teachers to teach lesson materials to learners in the classroom, so that the lesson can be captured, understood, use by learners well conclude that the learning is mastered presentation technique teachers to present lesson on the learning process so that students something of knowledge both theoretically as well as practice.

a. Purpose Implementation role play

Application of role play method in learning process. Oemar Hamalik (2003) states that the purpose of role play include:

1. Learn by doing. The learners do a certain role corresponds to that reality indeed. The goal is to develop interactive skills.

2. Learning through imitation. The learners drama observes equate themselves with the actor and their behavior.

3. Learn through feedback. Observes commented responding to the behavior of the players/role holders has been displayed. The goal is to develop cognitive procedures and principles underpinning skillful behaviors that have been dramatized.
4. Learning through assessment, and repetition. The learners can improve skills them by repeating it in appearance next.

b. Aspect
According Baruch Yehuda (2006) method of role play is a method of is learning through the development of imagination and appreciation of students way of playing a character both life figures and characters die, so students practice appreciation and skilled use of the material being studied. Through this role play method can involve three aspects. Cognitive aspects include attitudes, developing empathy on the basis of the characters they play. Psychomotor n aspects when students perform role play.

c. Benefit for student
The advantages of role play application for students in learning. Roestiyah (2008:93) states the advantages of the application of role play method include:
1. Learners are more interested in the lesson.
2. Learners easily understand the problems that occur in character
3. Learners can feel the feeling of others, can acknowledge the opinions of others, so cultivate an attitude mutual understanding, and tolerance.
4. Learners actively observe and propose suggestion or critics.
5. It can be impressed with strong and durable in memory learners.
   Besides being a great experience fun then hard to forget.
6. It is very interesting for learners, so allowing the class to be dynamic, and enthusiastic.
7. It is waken the passion and spirit of optimism within them self learners as well as foster a sense of togetherness and high social solidarity.

8. It can live the event goes with easy and can pick wisdom grains that contained in it with the appreciation of learners own.

9. It is possible to improve the ability professional learners, so it can grow or open opportunities for employment.

2.3 MTs Surya Buana

In Indonesia English has been taught from junior high schools and MTs (Madrasah Tsanawiyah). There is no significant difference between MTs and Junior high school. MTs is an institution that established under the guidance of KEMENAG while Junior high school under the guidance of KEMENDIKNAS. The difference between MTs and Junior high school only in curriculum which is the number of lessons. In general, there are several lessons taught in junior high school such as mathematics, English, religion and so forth. The lessons are also taught in MTs, but in MTs there are some kind of subjects about Islam which the Koran hadith, aqidah akhlak and Fiqh.

a. MTs Surya Buana has 3 classes for class VII of them. A class containing only males, for class B contains women and final class C contains males. In one classroom containing 26 students and some more. The conditions in the classroom are very crowded when there is no teacher and there is teacher they are very follow the rules of the teacher in learning process.
b. Pre-eliminary study in MTs Surya Buana is religion about islam which qur’an, hadits, fiqih and followed by learning IPS, Matimatika and English.

c. Researcher want to know the learning process that is done by teachers who are in MTs Surya Buana Malang because students who study there often get championship in the national Olympics.

2.4 Using Role Play in Teaching English

a. Role play is method of learning as part of a simulation directed to recreate historical events, actual events, occurring in the future. Role play is a party campaigner or possible picture of the situation in the age of information technology or history Vienna Sanjaya (2006). b. facilitate teachers in teaching and facilitate students in learning.

c. problem in using role play there are :

- Not all subject matter can be presented through this method.
- if the implementation of sociodrama and role play fails not only can give a bad impression, but also means purpose teaching is not achieved.