

## **CHAPTER II**

### **THEORETICAL BACKGROUND**

Chapter two reviews elaborated literary reviews of teaching speaking description, role play technique description and the implementation of role play and teaching speaking. In addition, this chapter presents the study of relevant research and framework.

#### **A. Literary Review**

##### **1. Description of Teaching and Learning Process**

In teaching and learning process is not merely teaching the material directly using the certain technique. The teacher needs to use do several phases of the teaching and learning to make the teaching and learning process running well. As the impact, the students will follow the teaching and learning process well. Maheshwari (2012) stated, “There are pre-active phase, inter-active phase and post-active phase.” These phases could be interpreted by introduction as the pre-active phase, implementation as the inter-active phase and evaluation as the post-active phase.

In teaching at the first phase, pre-active phase, the teacher needs to make the students realizing that they will learn the material. In this phase, the teacher or lecturer has a role to give stimuli and motivation for making the students willing to learn.(Maheshwari, 2012).

In second phase, inter-active phase or the implementationphase, the teacher implements what the teacher or lecturer has planned. In this phase,

the teacher or lecturer can use some of the techniques to help the teacher or lecturer teaching the material. (Maheshwari, 2012).

In post-teaching phase or evaluation phase, it is the one that involves teacher's activities of analyzing, assessing and reflecting the students' learning process. It is done to know the change of the students whether they become better or no and to know whether the goal of learning is achieved or no. The activities can be done in number of ways including tests or quizzes or by observing student's reaction of questions, comments, structures and unstructured situations (Maheshwari, 2012).

## **2. Description of Teaching Speaking**

Speaking is one of the language skills used to communicate orally. Scott, stated (2005)“ Speaking is so much a part of daily life that we take it for granted” (p. 1). It means that the activity of speaking itself has a very important role in human life. Speaking is one of the important language skills to master by the students in order communicate English orally. Speaking is the activity to convey idea and information orally.

Jeremy (2003) stated, “the ability to speak fluently presupposes not only knowledge of language features, but also the ability to process information and language ‘on the spot’ (p. 269). it means speaking ability is the power to express ideas, thought, and to communicate in an appropriate way according to the situation faced.

It is concluded that speaking ability is the ability to produce sound with all the indicators of speaking and to share or express feeling and thoughts each other as communication tool in daily life.

The teacher should aware to make the activity in the learning process be interesting. In this case, the writer use role play which will interest the students and force themselves to speak out. The teacher should know the students' needs and the most important things to give them an appropriate technique in teaching learning activities.

In the process of teaching speaking materials to the students, an English teacher should recognize the steps of teaching speaking. Brown (2000) stated,

- Keep the snort (a few minutes of a class hour only)
- Keep them simple (preferable just one point at a time)
- Keep them “snappy”
- Make sure students know why they are doing the drill
- Limit them to phonology or grammar pointd.
- Make sure they ultimately lead to communicate goals.
- Don't overuse them (p.273)

Based on the theory above, speaking activity should not take longer time just make it short and simple. The teacher has to make the students smart to speak out by choosing the most interesting topic to talk about the purpose to make the role play snappy. The students have to know the reason why they are learning by using role play technique before doing the drill. Phonology and grammar sometimes are not too be concerned with, because the main of speaking is to get the information among speakers.

The writer concludes that the the technique of teaching help the teacher in the learning teaching process.Steps of teaching can be reference for the teacher to lead the students in speaking competence at school.

### **3. Description of Role Play Technique**

Role play technique is one of the techniques used in language teaching. Brown, (2000) states, “Role play minimally involves (a) giving a role to one or more members of a group and (b) assigning an objective or purpose that participant must accomplish” (p. 183). It means role play technique allow the students to play some characters of a certain situation which simulate a real life condition. Further, Brown (2003) stated, ”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”(p. 174). It means that in practicing speaking English by using role play technique, the students can express themselves freely.

Based on the explanations above, the writer concludes that the role play is a technique used in a communicative and teaching speaking skill in the classroom. This technique will motivate the students to practice language creatively related to the specific situation and case given by the teacher.

### a. Types of Role Play Technique

There are some types of role play technique according to Wood and Little, here are some types of role play technique as follows:

1. Role play controlled through cued dialogues Wood, William Little (1988) stated, "The cues enable them to predict the large proportion of what the other will say and, of course to prepare the general gist of their own responses" (p.51).
2. Role playing controlled through cues and information Wood, William Little (1988) stated, "in cued dialogues, two sets of cues must interlock closely. In such a way that no cue produce utterance which conflicts with that follows"(p. 52)
3. Role playing controlled through situation and goals Wood, William Little (1988) stated, "directed at the higher level of situation and the goals that learners have to achieve through communication" (p. 55)
4. Role playing in the form of debate or discussion Wood, William Little (1988) stated, "the situation is a debate of discussion about a real or simulate issue"(p. 57)
5. Improvisation  
Wood, William Little (1988) stated, "learners are often presented on with a stimulus situation, which they can interpret and exploit any way they wish (p. 57)

Based on the theory above, there are five types of role play technique. For the first type of role play is the cued dialogue. In this type, the dialogue is not merely provided by the teacher, it is only given the cue as a prediction for what the students will say. The second is role playing controlled through cues and information. In this type, the cues are provided relating each other for avoiding the cues conflict. The third is role playing controlled through situation and goals. In this type, the situation at the higher level and the goals to achieve is the thing that must be provided by the teacher before the

students act the role play. The fourth is role playing in the form of debate or discussion. In this type, the students act the role play in form of arguing process and or making agreement between the students in a real or simulation. And the last of this type role play is improvisation. In this type, the learners are only given the stimulus situation to improve by the lecturer or the teacher. Therefore, the teacher can select the appropriate type based on condition and level of the students.

#### **b. Steps of Using Role Play Technique**

There are some steps in using role play technique in teaching speaking and teacher should recognize those steps to make the teaching process run effectively. Here are some steps in applying role play technique according to Kodotchigova (2002),

##### **1. Choose a Situation for Role Play (A Situation for a role play)**

Teachers should select role plays that will give the students an opportunity to practice what they have learned. At the same time, we need a role play that interests the students. One way to make sure your role play is interesting is to let the students choose the situation themselves.

##### **2. Develop the Role Play Design (Role Play Design)**

After choosing a context for a role play, the next step is to come up with ideas on how this situation may develop. Students' level of language proficiency should be taken into

consideration

3. Prepare the Language Needed (Linguistic Preparation)

Once you have selected a suitable role play, predict the language needed for it. It is recommended to introduce any new vocabulary before the role play

4. Give the Description for Each Role Play that will be Played (Factual Preparation)

This step implies providing the students with concrete information and clear role descriptions so that they could play their roles with confidence.

5. Ask the students to be a model and act the role play (Assigning the Roles)

The teacher can take one of the roles and act it out as a model. Sometimes, the students have role play exercises for the home task. They learn useful words and expressions, think about what they can say and then act out the role play in the next class.

6. Ask The Students' Opinion About The Role Play (Follow up)

Follow-up means asking every student's opinion about the role play and welcoming their comments. The aim is to discuss what has happened in the role play and what they have learned. In addition to group discussion, an evaluation questionnaire can be used.

Based on the steps above, teaching students using role play can be started from choosing the situation for role play. To choose situation, the teacher needs to consider the students' needs and interests. To make the interesting situation, the students may choose by themselves what the situation that will be chosen. After choosing the situation, the students may develop the idea or the design for the role play. The idea can be provided some conflicts in order to make the role play more interesting. Before acting the role in front of the class, the students need to prepare the language needed. In this step, the teacher may introduce the new vocabularies dealing the context chosen. After that, the students should get the description for each role. For example, in the situation at a railway station, the person giving the information should have relevant information: the times and destination of the trains, prices of tickets, etc. Then, the students can act in front of the class and get the comment from the other students.

In addition, Christina (1997, p.5) stated, For the role play activity, students work in peer groups of three or four students. Each peer group is assigned a 10 to 12-page section of the assigned novel from which to create their role plays.

1. Individually, each group member reads the assigned section. Each group member creates a list enumerating the main events in that section.

2. Group members discuss the main events and decide on two events that they will role play. At home, members write a paragraph about each event that they will role play.
3. Students create scenes with dialogs depicting the main events in their reading section. For this step, students must draw inferences because the dialog is not clearly spelled out in the text. Each group also writes or outlines a summary of the reading section which will be presented before the role play.
4. Students list 10 new vocabulary words from the reading section and then prepare an overhead transparency with vocabulary words, their synonyms, antonyms, different word forms, and sentences including the vocabulary words in context.
5. Each group performs role plays. Each role play includes an introductory overview and a thorough presentation of new vocabulary words.
6. After groups perform, group members answer questions from observers for five to 10 minutes. Group members must stay in the roles of the characters they portrayed in the role play.

Based on the theory above, it could be concluded that the steps of role play consists of 6 steps. The steps are designed combined with reading activity. So, the students are asked to read the novel at first as stimulus. Then, the students write the events lists that consist of main events and the events that will be role play. These events can be the situation

where the students will perform the role play. After that, the students create the scene with the dialogue. In this step, it can be said that they do a discussion when creating the scene and the dialogue. Next, listing the vocabularies as the teacher effort for the students to prepare the language needed and then the students can perform the role play. After performing the role play, the students are given the questions based on the story of the role play. This step can be said as the evaluation step for checking the students' understanding.

Based on the steps provided above about teaching using role play, the steps can be summarized into:

1. The teacher and the students choose the situation for the role play.
2. The students develop the idea of the situation chosen.
3. The students choose the participant, set the stage and prepare the audiences.
4. The teacher introduces the new vocabulary of the situation chosen.
5. The students are given the clear instruction for the role play rule.
6. The students come to the front of class and act as each role that the students choose.
7. The other students give feedback, opinion or comment for the students who have performed.

#### **4. The Implemenetation of Role Play Technique in Teaching Speaking**

The writer considered that role play technique is one of the communicative techniques in teaching speaking, beacuse this technique is not only attract the students to speak in English but also increase their skills in solving problems. It is in line with Kusnierek (2015, p.92) stated, "Implementing role-play activities develops students" speaking skills."Moreover, Role Play is the instructional strategy to develop the students' speaking skills not only to attract the students to speak in English but also to develop it.

#### **B. Study of Relevant Research**

In this research, the writer takes the study of the relevant research from Liu (2010). It was found that the teachers can use some communicative classroom activities such as role-play to arouse the students' motivation of English speaking. This research was conducted in Chinese University where English as a Second Language. Moreover, it will be different with the current research. It is because the research will be conducted at Siliwangi University in Indoensia where English as a Foreign Language.

#### **C. Framework**

Teaching Speaking skill is not an easy thing. The teachers often find the difficulties in using the technique. One of the appropriate for teaching speaking is Role Play. It is because by using role play, the student can feel motivated due to the technique can encourage the students to act the people

like in the real life. The students will understand the issue or topic because the students imagined the real life, so the students have the idea to speak. Furthermore, this research will investigate the implementation of role play with the difficulties of using role play in EFL Speaking Classroom.