

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Speaking

1. Definition of Speaking

In Oxford Advanced Dictionary the definition of speaking is to express or communicate opinions, feelings, ideas, etc, by or as talking and it involves the activities in the part of the speaker as psychological, physiological (articulator) and physical (acoustic) stages.²

According to Chaney, speaking is the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts.³

While another expert, Theodore Huebner said Language is essentially speech, and speech is basically communication by sounds.. And according to him, speaking is a skill used by someone in daily life communication whether at school or outside. The skill is acquired by much repetition; it primarily neuromuscular and not an intellectual process. It consists of competence in sending and receiving messages.⁴

From the above definition, it can be inferred that speaking is expressing ideas, opinions, or feelings to others by using words or sounds of

²Oxford Advanced Dictionary, p. 13

³A. L. Chaney and T. L. Burke, *Teaching Oral Communication in Grades K-8*, (Boston: Allyn & Bacon, 1998), p. 13

⁴Theodore Huebner, *Audio Visual Technique in Teaching Foreign Language*, (New York: Cambridge University Press, 1960) p. 5

articulation in order to inform, to persuade, and to entertain that can be learnt by using some teaching learning methodologies.

2. Teaching Speaking

Speaking is a crucial part of second language learning and teaching. Despite its importance, for many years, teaching speaking has been undervalued and English language teachers have continued to teach speaking just as a repetition of drills or memorization of dialogues. However, today's world requires that the goal of teaching speaking should improve students' communicative skills, because, only in that way, students can express themselves and learn how to follow the social and cultural rules appropriate in each communicative circumstance.

a. What is Teaching Speaking?

What is meant by teaching speaking is to teach English language learners to Produce the English speech sounds and sounds patterns, use words and sentence stress, intonation patterns and the rhythm of the second language, select appropriate words and sentences according to the proper social setting, audience, situation and subject matter, organize their thoughts in a meaningful and logical sequence, use language as a means of expressing values and judgments, use the language quickly and confidently with few unnatural pauses, which is called fluency. (Nunan 2003)⁵

⁵Hayriye Kayi, *Teaching Speaking: Activities to Promote Speaking in a Second Language*, The Internet TESL Journal, Vol. XII, No. 11, November 2006. <http://iteslj.org/Articles/Kayi-TeachingSpeaking.html>. p. 1 - 2

b. How to Teach Speaking?

When teaching young learners we constantly have to keep in mind the fact that what we have in front of us is a mixed class with varied abilities, expectations, motivation level, knowledge and last but not least, different learning styles. Thus, we need to vary our approaches and offer as much opportunity as possible to make the whole class find a little something to hold on to, expand and grow.⁶

Young learners are like sponges, they soak up everything we say and how we say it. Thus clear and correct pronunciation is of vital importance, since young learners repeat exactly what they hear. What has been learned at an early stage is difficult to change later on. One rule that applied here is slowly and steadily through constant revision and recycling. With the help of mixed activities, such as dialogues, choral revision, chants, songs, poems and rhymes, students speaking abilities grow, their pronunciation gets better and their awareness of the language improves. When applying the above-mentioned tools into the teaching practice, what should be kept in mind is that interaction is an important way of learning. Therefore, increased oral emphasis should be included in our teaching to give the students as much speaking time as possible.⁷

Now many linguistics and English as second language (ESL) teachers agree on that students learn to speak in the second language

⁶Natasa Intihar Klancar, *Developing Speaking Skills in the Young Learners Classroom*, Internet TESL Journal, Vol. XII, No. 11, November 2006. <http://iteslj.org/Techniques/Klancar-SpeakingSkills.html>. p. 1

⁷Ibid.

by "interacting". Communicative language teaching and collaborative learning serve best for this aim. Communicative language teaching is based on real-life situations that require communication. By using this method in ESL classes, students will have the opportunity of communicating with each other in the target language. In brief, ESL teachers should create a classroom environment where students have real-life communication, authentic activities, and meaningful tasks that promote oral language. This can occur when students collaborate in groups to achieve a goal or to complete a task.

B. Role Play

1. Definition of Role Play

In Cambridge International Dictionary of English, role defined as the person whom an actor represents in a film or play, while role play is a method of acting out particular ways of behaving or pretending to be other people who deal with new situations. It is used in training courses language learning and psychotherapy.⁸

In this case, Gillian Porter Ladousse illustrated that when students assume a role, they play a part (either their own or somebody else's) in specific situation. Play means that is taken on in a safe environment in which students are as inventive and playful as possible.⁹

According to Crookall and Oxford, there is a little consensus on the

⁸Paul Procter (Ed.), *Cambridge International Dictionary of English*, (New York: Cambridge University Press, 1996), p. 123

⁹Gillian Porter Ladousse, *Role Play: Resources Books for Teacher Series*, (New York: Oxford University Press, 1995), p. 5

terms used in the role playing and simulation literature. A few of the terms often used interchangeably are, simulation, games, role play, simulation game, role play simulation, and role playing game.¹⁰

There seem to be some agreement; however, simulation is a broader concept than role playing. Simulations are complex lengthy and relatively inflexible events. Role play, on the other hand, can be a quite simple and brief technique to organize. It is also highly flexible, leaving much more scope for the exercise of individual variation, initiative and imagination. And role play also included in simulation as well.

In defining role play, Donn Byrne gave comments that role play is a part of drama activity. In details, he described that there are three terms to cover the drama activities. They are mime (mimicry-memorization), role play and simulation. He distinguished the terms as follows:

- a. **Mime**, the participants perform actions without using words (although as we shall see, this activity leads naturally on to talk).
- b. **Role play**, the participant interact either as themselves in imaginary situations.
- c. **Simulation**, this involves role play as defined above. However, for this activity the participants normally discuss a problem of some kind with some setting that has been defined for them.¹¹

¹⁰Crookal, D. and Oxford, R. L., *Linking Language Learning And Simulation/Gaming*. In D. Crookal and R. L. Oxford (Eds.), *Simulation, Gaming, and Language Learning*, (New York: Newbury House, 1990), p. 3

¹¹Donn Byrne, *Teaching Oral English: Longman Handbooks for English Teacher*, (Singapore: Longman Group, 1986), p. 11

Both role play and simulation are commonly used in foreign language classes to facilitate communicative competence. Whereas mime seems more appropriate as a language game. It is performing actions without using words. For instance, if someone mimes an action, the others try to guess what it is.

Another definition is stated by Joanna Budden in British Council Teaching English (BBC) on her article with the title 'Role Play'. She said that role-play is any speaking activity when you either put yourself into somebody else's shoes, or when you stay in your own shoes but put yourself into an imaginary situation.

2. Types and Procedures in Using Role Play

In view of the persons taking an actor, Gillian explained that there are several types of role. The first is the roles which correspond to a real need in the students' lives. In this category, it involves such roles as doctors dealing with patients, or salesman traveling abroad. The second type of role is the students play themselves in a variety of situations which may or may not have direct experience. The examples which include in this category is a customer complaining or a passenger asking for information. The third type is the type that few students will ever experience directly themselves, but it is easy to play because the teachers have such vast indirect experience of them. The television journalist is a good example of this type and it is very useful kind of role taken

from real life. The last type is fantasy roles, which are fictitious, imaginary, and possible even absurd.¹²

In case of role play activities, according to Donn Byrne, role play can be grouped into two forms, scripted and unscripted role play. In details, those types of role play activities described as follows:

a. Scripted Role Play

This type involves interpreting either the text book dialogue or reading text in the form of speech. The main function of the text after all is to convey the meaning of language items in a memorably way.¹³ For more details, Adrian Doff gave an example of scripted role play dialogue and reading text and how the process is:

Angela : Good morning. I want to send a letter to Singapore.

Clerk : Yes, do you want to send it by air mail or ordinary mail?

Angela : I think I'll send it air mail. I want it to get there quickly. How much does it cost?

Clerk : To Singapore? That will be 30 pence, please.

Angela : (give the clerk 50 pence) Here you are.

Clerk : Here's your stamp, and here's 20 pence change.

Angela : Thank you. Where is the post box?

Clerk : You want the air mail box. It's over there, by the door.

b. Unscripted Role Play

In contrast to scripted role play, the situations of unscripted role play

¹²Gillian, *Op. Cit*, p. 13

¹³Don Byrne, *Op. Cit*, p. 122-123

do not depend on textbooks. It is known as a free role play or improvisation. The students themselves have to decide what language to use and how the conversation should develop. In order to do this activity, good preparation from teacher and students is really necessary. The example and procedures of unscripted role play which is adapted from Adrian Doff's book are as follows: One student has lost a bag, he/she is at the police station, the other student is the police officer, and asks for details.

To bring out this idea, the teacher could prepare the whole class by discussing what the speakers might say (e.g. the police officer would ask the students how he or she lost the bag), writing prompts on the board to guide the role play, and any key vocabulary. The teacher could divide the class into pairs, and let them discuss together what they may say, let them all try out the role play privately, before calling on one or two pairs to act out in front of the class. Susan House explained that there are several procedures in using role play: Students read and familiarize themselves with the (example) dialogue, divide the class in pairs, A and B, give A and B roles from the dialogues, let students act out their role play, not just say them but students should read it loudly, walk around correcting and checking, students swap roles and repeat, those who finish first can be asked to make up their own role play, using different words to fill the gaps.¹⁴

The above procedures do not mean an exact one to be used. It is flexible;

¹⁴Susan House, *An Introduction to Teaching English to Children*, (Richmond Publishing, 1997), P. 23

teacher can create or develop procedures which is appropriate and suitable with his/her own class.

3. Significance of Role Play in Teaching Speaking

It has been mentioned before in the above discussion that role play is one of the activities to promote speaking. Through role play activities the students learn how to express ideas, opinions, or feeling to others by using words or sounds of articulation.

Larsen Freeman explained that role plays are important in the communicative approach because they give learners an opportunity to practice communicating in different social contexts and different social roles. A role play is a highly flexible learning activity which has a wide scope for variation and imagination. According to Ladousse, role play uses different communicative techniques and develops fluency in the language, promotes interaction in the classroom and increases motivation. Here peer learning is encouraged and sharing of responsibility between teacher and the learner in the learning process takes place. Role play can improve learners' speaking skills in any situation, and helps learners to interact. As for the shy learners, role play helps by providing a mask, it is fun and most learners will agree that enjoyment leads to better learning.