

CHAPTER II

REVIEW OF THE RELATED THEORY

Based on the discussion in chapter 1, this chapter describes some theories related to the speaking, teaching speaking, role play, and teaching speaking using role play.

2.1 Speaking

2.1.1 Definition of Speaking

Speaking, especially in a foreign language, is a very necessary activity for all ages of learners. It is expected to understand with other people using a foreign language, one needed to pay attention to precise details of language. He needs to find the most appropriate word and also the correct grammar to convey meaning precisely and accurately. It is also important to organize the discourse so that the interlocutor understand what the speaker says (Cameron, 2001:41).

Speaking is one of the four skills in the language activities. It is important to convey in the communication. According to Cameron (2001 : 40) “Speaking is the active use of language to express meanings so that other people can make sense of them”. It means that speaking consists of producing systematic verbal utterances to convey meaning which make other people know what we are talking about clearly.

2.1.2 Components Underlying Speaking Effectiveness

Building on Hymes’s theory, Canale and Swain (1980) purpose that communicative competence includes grammatical competence, discourse competence, sociolinguistics competence and strategic competence, which reflect

the use of the linguistics system and the functional aspect of communication, respectively. In the framework of Canale and Swain (1980) in Jack C. Richard and Willy A. Renandya's book (2002 : 206) it can be shown graphically the abilities underlying speaking proficiency as follows:

The first, Grammatical competence is an umbrella concept that include increasing expertise in grammar (morphology, syntax), vocabulary and mechanics. The second, Discourse competence, in addition to grammatical competence, EFL learner must develop discourse competence, which is concerned with intersentential relationships. The third is sociolinguistic competence. Learners must have competence which involves knowing what is expected socially and culturally by users of the target language. The fourth is Strategic competence, which is "the way learners manipulate language in order to meet communicative goals

Based on the explanation above, it can be concluded that the speaking effectiveness consists of some components that are very important. Those are the things that make the EFL learners can achieve the communicative goals of the target language.

2.2 Teaching Speaking

Richard and Renandya (2002 : 201) say " A large percentage of the world's language learners study English in order to develop proficiency in speaking". The ability to speak a second or foreign language well is a very complex task if we try to understand the nature of what appears to be involved.

2.2.1 Oral Communication Skills in Pedagogical Research

A review of some of the current issues in teaching oral communication will help to provide some perspective to the more practical (Brown, 2001 : 207).

The first is conversational discourse, when someone asks you "Do you speak English?" they usually mean: Can you carry on a conversation reasonably competently? The benchmark of successful language

acquisition is almost always the demonstration of an ability to accomplish pragmatic goals through interactive discourse with other speakers of the language. The second is teaching pronunciation, there has been some controversy over the role of pronunciation work in a communicative, interactive course of study. Because the overwhelming majority of adult learners will never acquire an accent-free command of a foreign language, should a language program that emphasizes whole language, meaningful contexts, and automaticity of production focus on these tiny pedagogical details of language? The answer is “yes,” but in a different way from what was perceived to be essential a couple of decades ago.

The third accuracy and fluency, an issues that pervades all of language performance centers on the distinction between accuracy and fluency. The fourth is affective factors, one of the major obstacles learners have to overcome in learning to speak is the anxiety generated over the risks of blurting things out that are wrong, stupid, or incomprehensible. And the last is the interaction effect, the greatest difficulty the learners encounter in attempts to speak is not the multiplicity of sounds, words, phrases, and discourse forms that characterize any language, but rather the interactive nature of most communication.

From the statements above, There are five important aspects of teaching oral communicative skills. They are conversational discourse, teaching pronunciation, accuracy and fluency, affective factors, and an interaction effect. Conversational discourse refers more on the meaning of the conversation rather than what is literally said. It means that the teacher also explains the implied meaning brings out of the conversation. Besides, teaching pronunciation is also a basic way to the EFL learners since pronunciation is something that is different with their first language. Furthermore are accuracy and fluency. Accuracy is something about whether the language is clear, grammatically, and phonologically correct or not. While fluency is about how fluent the EFL speakers are. Moreover is the affective factors. Learners are often afraid to speak in case they are wrong, stupid, and incomprehensible in speaking. So the teachers have to provide kind of warm, something that can encourage them to speak. Last thing is the interaction

effect. It shows that the greatest difficulty of the learners is the interactive nature of most communication.

2.2.2 What Makes Speaking Difficult

These are some characteristics that must be taken into account in the productive generation of speech. The following characteristics of spoken language can make oral performance easy as well as in some cases. (Brown, 2001: 270)

The first is clustering. Learners can organize their output both cognitively and physically (in breath groups) through such clustering. The second is redundancy, the speaker has an opportunity to make meaning clearer through the redundancy of language. The third is reduced forms. Students who don't learn colloquial contraction can sometimes develop a stilted, bookish quality of speaking that in turn stigmatized them.

The fourth is performance variable is one of the advantages of spoken language is that the process of thinking as you speak allow you to manifest a certain number of performance hesitations, pauses, backtracking, and corrections. The fifth is colloquial language, make sure your students are reasonably well acquainted with the words, idioms, and phrases of colloquial language and that they get practice in producing those forms. The sixth is rate of delivery, another salient characteristics of fluency is rate of delivery. The seventh is stress, rhythm, intonations, this is the most important characteristics of English Pronunciation. And the last is Interaction. Learning to produce waves of language in a vacuum without interlocutors would rob speaking skill of its richest component the creativity of conversational negotiation.

Based on the the explanation above, we know that clustering is something that makes speaking difficult. Also redundancy that means dismissing some words that are no longer needed. Reduced forms such as contractions, elisions, reduced vowels, etc. Next is performing variables, speaking is actually the process of thinking. So sometimes we often pause and make hesitations. In order in our "thinking time" is not silent, it is better for us to say such as *uh, um, well, you know, like, etc.* Colloquial language, in this case the teacher has to make sure

whether the students are familiar with the words, idioms and phrases. Rate of delivery refers to the speed of speaking. It often deals with the fluency. Moreover the stress, rhythm, and intonation. These things are the most important characteristic of English pronunciation since they convey an important messages. The last is interaction. It is about the creativity of conversation.

2.2.3 Types of Classroom Speaking Performance

According to Brown (2001 : 271) The six categories applied to the kinds of speaking production that students are expected to carry out in the classroom is as follows:

The first, Imitative for example, learners practice an intonation contour or try to pinpoint a certain vowel sound. The second, Intensive is intensive speaking goes one step beyond imitative to include any speaking performance that is designed to practice some phonological or grammatical aspect of language.

The third, Responsive is short replies to teacher or student initiated questions or comments. The fourth, Transactional (dialogue) is transactional language, carried out for the purpose of conveying or exchanging specific information. The fifth, Interpersonal is the other form of conversation carried out more for the purpose of maintaining social relationships than for the transmission of facts and information. The sixth, Extensive (monologue) Finally, students at intermediate to advanced levels are called on to give extended monologues in the form of oral reports, summaries, or perhaps short speeches.

Based on the types of classroom speaking performance that has been described above, it can be concluded that the students can be well trained and know how to perform the appropriate speaking in public.

2.3 Role Play

In Cox's view role play situation needed to show that students can converse confidently and naturally in English, using a range of appropriate vocabulary and grammatically structure (2002 : 65). In addition, "Role plays are all designed to be carried out simultaneously in pairs or small groups, with characters that will fit the student's own personality." (Ladousse, 1983 : 115). From the statements above role play can be concluded to show confidently and naturally with characters from students' personality.

2.3.1 Benefit to Students

There are some benefits of role play techniques to students in the class (Sweeney, 2000:2), they are :

Role play techniques will create classroom activity more is active. Then, they observe and practice the new ways of behaving. Next, Adding life and immediacy to academic descriptive material (History, Geography, English, Economics). Therefore role play also helps facilitate the development of interpersonal and communication skills. As well as build confidence will provide encouragement for students to be more confident and not shy when they are doing role play. Furthermore, role play can offer the learner an alternative angle from which to view a piece of text, a social issues and enable the student to express hidden learning and motivates students for future learning.

In conclusion, role play can encourage students to be more confident, create their performance as good as possible due to the freedom given to them to make up to dialogue/conversation by themselves. Therefore, most students are motivated to share and express their ideas during the activity for future learning.

2.3.2 Benefit to Teacher

There are some benefits of role play techniques to teachers in the class (Sweeney, 2000:4), they are:

Role play gives to students some responsibility for the direction of learning, motivates students to be more confident when they are doing role play. Then offer teacher opportunities to see other qualities in students. Next enable teacher to become a facilitator of learning rather than a disseminator of knowledge. It also provides an alternative method of teaching. Furthermore, role play helps students retain the understanding which has been developed through active learning and allows teacher to play a role too!

In conclusion, role play can make the teachers more creative, become a facilitator of who can increase students' skill to speak in English lessons. Furthermore role play can help students to develop a responsibility and confidence in speaking skill when they are doing role play.

2.3.3 Uses of Role Play

The most obvious uses of role play are a highly verbalised procedure. It is therefore very well suited to those subjects which deal with linguistic ability, namely languages, literacy and social skills training. It can also be a very effective methodology for building confidence and communication skills in less articulate young people (Sweeney, 2000 : 4).

Based on the statement above, it means that the use of role play subject deals with verbalised procedures. The procedures express ideas, opinions or emotions in words.

2.3.4 Basic of Catagories of Role Play

According to Sweeney (2000 : 6) Role play can be divided into two main categories:

2.3.4.1 *The practice of skills and techniques*, e.g. students may be asked to practise their public speaking skills in a simulated Town Council Meeting.

2.3.4.2 *Changes in understanding, feelings and attitudes*, e.g. students may be asked to explore how it might feel to belong to a minority group.

From the explanation of categories above, the students can practice their speaking skill through role play in group.

2.4 Teaching Speaking Using Role Play

Lindsay and Knight (2006 : 67) say:

“These can be like mini – dramas. Each learner is given a character and a card with some information on it which can include information about their role and the situation. With other learners or in a group they then have to act out a situation as if they were the people on their card.”

However, in teaching speaking using role play, the students must practice to pronounce well, and pay attention and interest in teaching and learn speaking.

In Tillitt and Bruder’s view greeting in all languages have the same purpose. They are to establish contact with another person, to recognize his or her existence, and to show friendliness. The formula for greeting are very specific and usually do not carry any literal meaning. People say “Good morning. How are today?.” reply to “ I’m fine, and you?,”even if they aren’t feeling well (1985 : 4). Here is an example:

A: *"Hey, good morning!"*

B: *"Good morning..."*

A: *"How are you today?"*

B: *"I'm fine, and you?"*

A: *"I'm fine too, thank you. What is your name?"*

B: *"I'm John."*

A: *"What do you come from?"*

B: *"I come from America."*

A: *"Okay, nice to meet you."*

B: *"Nice to meet you too.."*

Furthermore Tillit and Bruder say "When people have not seen each other for a long time, the greeting is often enthusiastic and is usually accompanied by shaking hands". Furthermore, from example the short dialogue above, it is very simply. The teacher can create which is appropriate and suitable with his/her own class.