CHAPTER II

REVIEW TO RELATED LITERATURE

This chapter will discuss the theory of speaking for EFL learners, the nature of teaching speaking, teaching conversation, anticipating problems in teaching speaking, why role play and the implementation of role play.

2.1 Speaking for EFL Learners

To speak is not necessarily a hard thing to do because, as Thornbury (2008:1) pointed out, 'Speaking is so much a part of daily life that we take for granted'. For EFL learners, speaking English is ideally to utter what the native-speakers do thereby knowing what the native-speakers know may be fundamental requirements for success in speaking in another language.

He further mentioned (2008:1-8), in term of what the native-speakers do, speaking involves at least three stages; speech production, conceptualization and formulation, articulation. During the process, the speaker is also engaged in self monitoring and repair.

In speech production there are five basic operational concepts introduced byThornbury (2008:2). The first is the concept of linearity which means that 'speech production takes place in real time and therefore essentially linear; words follow words and phrases follow phrases. The second concept is utterance which tells that speech is produced utterance-by-utterance in response to the word-by-word and utterance-by-utterance production. The third is the interlocutor to whom

we talk. The fourth concept is that utterance is contingent or dependent on a preceding one. The final concept is spontaneity.

In conceptualization and formulation stage,Thornbury (2008) elaborated, the speaker associate utterance (she/he heard) in his mind with his own experience such as the discourse type (story, a film etc), its topic (wedding, birthday, holyday etc) and its purpose (to amuse, to inform etc). After conceptualizing, the speaker formulates it by making strategic choices at the level of discourse, syntax, and vocabulary.Having been conceptualized and formulated, the next stage is articulating or producing sound to communicate the idea with the interlocutor. During the articulation stage, change in loudness, pitch, tempo is taking place.

The native-speakers cover the three stages thus produce automaticty and fluency. Thornbury (2008:6) pointed out that automaticity is achieved by using prefabricated chunks. The features of fluency includes 'long but not frequent pauses', 'pauses which are usually fulfilled', occurrence of pauses at meaningful transition points' and 'long runs of syllables and words between pauses'.

Further, knowing what the native-speakers know when they are speaking (Engllish) is worth to discuss in order to give basic view of what to do in teaching English.Thornbury (2008:11) categorized the relevant knowledge to speaking into 'linguistic knowledge' and 'extralinguistic knowledge'.Extralinguistic knowledge includes knowing the topic, socio-cultural aspect, context and familiarity to other speaker. Linguistic knowledge includes genre knowledge, pragmatic knowledge, discourse knowledge, grammar, vocabulary and phonology.

Related to the importance of speaking, it is not an easy for the teacher to teach speaking in the classroom. In fact, most of the students are reluctant to speak up in the classroom and they have low motivation. It is supported by Nunan (1993), he states that there are some challenges in teaching oral skill in EFL classroom namely lack of motivation, and they tend to use their first language.

To improve students speaking skill, teacher should find the appropriate technique of teaching speaking. It means that teacher plays an important role to create interesting teaching and learning process. In this research, the researcher would like to choose role play to solve the problem of speaking. In addition, Harmer (2007) says that role play can stimulate the students in real world and it gives learners an opportunity to practice communicating in different social contexts and different social roles.

2.2 The Nature of Teaching Speaking

The previous sub-chapter may have given clear direction what the EFL learners should do and what they have to know in order to speak the language (English) they are learning. Therefore, teachers are expected to base the instruction in speaking classroom on that nature. It must be emphasize because for many years, English language teachers seem to have continued to teach speaking just as repetition of drills or memorizing the dialogues. However, today's world requires that goals of teaching speaking should improve the 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. Chaney (1998, p. 13, in Kayi, 2006) explains that

speaking is the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of context. Further, Kayi (2006) says that speaking is crucial part of second language learning and teaching.

Despite its importance, In order to teach second language learners how to speak in the best way possible, Yalden (1987) provided suggestions that can be applied to the English as Second Language teaching.According to Yalden, task-based should be realistic; it could be something the learner will do in the target language. Further, she suggested that "whenever possible, there should be an information gap. A learner should have information that other learners (or the teacher) so not have but need in order to complete task". Yalden (1987) also added that the activity in the classroom should allow the studentsto feel free in deciding what to do.

Further, Kayi (2006) defined "teaching speaking" must be based on some criteria such as producing the English speech sounds and sound patterns, using word and sentence stress, intonation patterns and the rhythm of the second language, selecting appropriate words and sentences according to the proper social setting, audience, situation and subject matter, organizing their thoughts in a meaningful and logical sequence, using language as a means of expressing values and judgments and using the language quickly and confidently with few unnatural pauses, which are called as fluency.

2.3 Teaching Conversations

The review on teaching speaking issue will be more focused in this sub-chapter, which is teaching conversation. It is in line with the topic of discussion in this study that will record 'role play' as a technique in teaching speaking.

Thornbury& Slade (2006) elaborated that teachers often tend to assume that conversation in the language classroom involves nothing more than putting into practice the grammar and vocabulary skills taught elsewhere in the course. But if we want to teach conversation well, we need to know something about what native speakers do when they have conversations. We have chosen to deal with conversation here, because conversation is what normally occurs in everyday life, in the contacts students will have with foreign friends or foreign people in general. With the term "conversation" we refer to a spoken interaction between two or more people who don't follow a fixed schedule. The purposes of conversation include the exchange of information, the creation and maintenance of social relationships, the negotiation of status and social roles as well as deciding on joint actions.

Further, according to Harmer (2001:345), 'when teaching speaking, we need to make students aware of fixed phrases, functional sequences and adjency pair. We can do this by teaching functional exchange because the basic unit of a conversation is an exchange. An exchange consists of two moves (an initiating move and a response)' as Thornbury& Slade (2006) gave the examples as follows:

A. Would you like a cup of coffee?

B. Yes, please.

Moreover, Thonbry& Slade (2006) suggested to give a function to each move. In the case above we have *offering* (A) and *accepting*(B). To do so we need to take account of factors such as who the speakers are and where and when the conversation occurs as an exchange or a series of exchanges are not necessarily the same thing as a conversation:

A. Excuse me?

B. Yes?

A. How do I get to the railway station from here?

B. Go straight on, then take the first turning on the right. The railway station is at the end of the street.

Therefore, the one above is not a conversation because the two speakers want to finish their business as quickly as possible; on the other hand, conversation is open-ended and has the potential to develop in any way. Brown (2007:333) suggested that in teaching conversation, teachers should encourage the 'the students inductive involvement in meaningful tasks as well as consciousness raising elements of focus on form'. It is possible that the example above could contain a conversation if B enquired about A's nationality and A told him the reason why he wanted to reach the station. The potential is always there in real life. Unfortunately, many students never have the confidence or opportunity to go beyond simple exchanges like the one above, so, as offered by Richard (1990:79-80, in Brown: 2007), one of the main aims when teaching speaking skills is to

propose exercises and activities which allow students to develop the ability to initiate and sustain conversation.

Grugeon et al (2000) explained that conversation is such a natural part of our lives that many people are not conscious of what happens within it. However, conversation follows certain rules which can be described. During a conversation usually one person speaks at a time. It also includes the speakers change.The length of any contribution varies. There are techniques for allowing the other party or parties to speak. Neither the content nor the amount of what we say is specified in advance.

The two moves in an exchange are related to each other when the second utterance can be identified as related to the first. Tillit and Bruder (1985) called these as 'adjacency pairs'. Some examples are:

A. Hello!

B. Hi! (greeting-greeting)

A. Are you OK?

B. Yes.

In some cases we can predict the second part of a pair from the first as in the first example while'learning a language' as pointed out by Offner (1997), 'is imaginative, creative and even artistic' In other cases there might be a variety of options.We need to think about ways of developing appropriate second parts to adjacency pairs from the start. For example many drills require students to reply to yes/no questions with "yes" or "no" plus a repetition of the auxiliary. We therefore get exchanges like this one:

A. Has Amin arrived?

B. No, he hasn't.

What students do not often get are opportunities to practice other options, such as:

A. Has Amin arrived?

B. There has been an accident on the motorway. She has just called to say she's stuck up.

Offner (1997) stated that another reason why students usually appear flat and unresponsive in conversation is the tendency to encourage them to produce isolated sentences containing a target structure. Thus, we all should keep in mind that a minimal answer does nothing to drive the conversation forward. Many students have great difficulty in getting into a conversation, in knowing when to give up their turn to others, and in bringing a conversation to a close. In order for conversation to work smoothly, all participants have to be alert to signals that a speaker is about to finish his or her turn and be able to come in with a contribution which fits the direction in which the conversation is moving. We need to train students to sense when someone is about to finish.Falling intonation is often a signal for this.

Besides, Slade &Thornbury (2006) elaborated that students often lose their turn because they hesitate in order to find the right word.Teaching them expressions like *Wait, there's more* or *That's not all* as well as fillers or hesitation devices such as *Erm…, Well…,* etc will help them to keep going.

As regards topics, Slade &Thornbury (2006) added, the teachers must keep in mind that different cultures talk about different things in their everyday lives. Native speakers are very aware of what they should and should not talk about with specific categories of people in their own language. That is why both teachers and students need to develop a sense of taboo subjects if they are to avoid offence.

2.4 Anticipating Problems in Teaching speaking

Speaking class is always a problem for most English teachers. According to Yalden (1987), it seems that teachers always blame the students for the unsuccessfulness in the class; the students do not want to co-operate with teacher, the students do not have respect to the teacher, the students do not have motivation to practice speaking etc. It may be true; however, teacher should count his problem as objective as possible. At least, there are four factors should be taken into account; personality of the teacher, competence and confidence of the teacher, teacher's ability to interest the students, and the students' need.

Therefore, Hammer (2008) suggested that teacher should have interesting personality. Smiling when entering the class could put the students at ease. Using calm tone and choosing smooth language when addressing caution will not discourage the students. Above all, the teacher has to behave as interesting as possible. Besides, English teacher is a model of the students. His ability to speak well could motivate the students to have such ability. Teacher with high

confidence attract the students, even make the class more live. Finally, the teacher should be able to raise the students' feeling of needs.

2.5 Role Play

Teachers often do not realize that they should encourage the students to have more speaking practice. On the other hand, he just talks himself that the class becomes boring and the students become reluctant to speak. In contrast,Krish (2001) explained that by applying Role play in the class, perhaps the students will be involved in speaking because this method brings situations from real life into the classroom. Students imagine and assume roles. They create a pretend situation, and they pretend to be some different persons. This way, the students will have more talk-time.

Role play is intended when the students have got adequate practice to the expressions prepared by the teacher. Strictly speaking, it occurs in production stage. Firstly, Krish (2001) pointed out, teachers should select the roles beforehand so that the roles to be assumed are familiar and are within the linguistic competence attained until then by the students. Roles such as friends, brothers, sisters, parents, teachers, shopkeepers, police officers, characters from the textbook and popular television programs are much suggested. Everyday life situations such as shopping, holidays, camps, local journeys, fables and folktales, etc., have been found very useful. Interviews are yet another excellent situation for role play. Further, role play increases motivation. Always talking about real life can become very dull, and the chance to imagine different situations adds

interest to a lesson. In addition, role play gives a chance to use language in new contexts and for new topics.

Further, Kayi (2006) found that students may have difficulty composing their thoughts in English or expressing them coherently, using appropriate grammatical structures and words. Teachers should give prompts wherever necessary, which would encourage students to guess and produce utterances appropriately. According to Harmer (2008), role plays help reduce the common reluctance found among the second language learners in using English because of fear of committing errors in English. Brown (2007) thought that teachers can improve structure practice by encouraging students to give a variety of responses, rather than the usual set responses a situation and a role may demand. The focus of practice should be on producing a text of related sentences suitable for the role and the situation, rather than on the production and practice of single sentences.

Role-play involves several students at once and holds the attention of the class, even as it enables students to be original and produce utterances often on their own. Yalden (1987) promoted the technique by beginning first with the contexts of familiar stories before going to local contexts including market situations, and then to contexts that may be peculiar to the native English speakers. Yalden (1987) also recommendedthis activity for all classes to try to include a role-play for every lesson and giving 'role play' instruction by providing the students with 'gambit' was necessary. In the early stages of conversational development students can be taught to take the part of the person who responds to what somebody else has said, by producing an appropriate response or "gambit".

Here's a list of what we might teach suggested by Tillit&Bruder (1985):

Table 2.1.Language to indicate Greeting and Responding to it.

Good morning.	*Good morning*
Good afternoon.	*Good afternoon.*
How are you?	*I'm fine/ very well,thanks*
How'is everything?	*All right*
Hello / Hi	*Hello/ Hi*

Table 2.2. Language which indicates Closing and Responding to it.

Nice to meet you.	*Nice to meet you, too*
Sorry.Ihave to go.	*OK, see you.*
See you later.	*See you later.*
Good bye / Bye.	*Good bye / Bye*

Table2.3. Language to indicate Apology and Responding to it.

I'm sorry.	*It's okay*
I'm so sorry.	*It doesn't matter/ Okay, No problem*

Table 2.4.Language to provide Introducing oneself and responses.

My name is………	*Nice to meet you.*
I'm,……..	*Pleased to meet you*
Nice to meet you, I'm……	*Happy to meet you*
Let me introduce myself. I'm….	*How do you do?*
I'd like to introduce myself. I'm….	

Table 2.5. Language to provide Introducing someone to another and Responses.

Giselle, please meet….	*Nice to meet you.*
I'd like you to meet Dina.	*Pleased to meet you.*
I'd like to introduce you to John.	*Happy to meet you.*
Linda, this is Masha. Masha, this is Linda	*How do you do*

Table 2.6 Expressing gratitude and responding

Expressing gratitude

- *Thank you very much*

- *Thank you for you help*

- *I'm really very grateful to you*

- *You're welcome*

- *Don't mention it*

- *I want to express my gratitude to (my teacher, my father, etc)*

One way of getting students used to the function of short responses is to build them into drills. Although such practice is semi-mechanical students enjoy the challenge of getting the stress and intonation of the short response right. The important thing is not to use drills too extensively (Harmer, 2008)

2.6 The Implementation of Role Play

In implementing the role play, the students are involved in preparing the role play. Students' involvement is to encourage them to be active in selecting the

topic interesting for them, doing observation, searching the material and working on the material under the teacher's guidance. This activity aims to familiarize the students with the true natural setting of the language they will use in the role play. As a result, the students may learn the language effectively because they are provided by authentic material. Utami and Cahyono (2006:284) explained that 'because the students get the materials before they attend their speaking class, there is a possibility that they practice before performing in the class, thus the type of speech can be prefabricated.'

The steps of role play include the teacher explanation of a situation of the conversation between two or more people in a certain place such as in the class, in the school canteen, at school, in the headmaster's office etc. Then the teacher explains that the conversation will include expressing greeting, leave taking expressing gratitude and their responses. Next, the teacher gives the samples to practice between the students and the teacher or between student and student.

In the practice stage, the teacher divided the students into groups. Based on the script that the students have made, they practice the role play in front of the class. According to Dangerfield (1991) role play can maximize the students' talking time. Even shy students can benefit from role play and practice speaking in small group. Ladouse (1995:6) elaborated that "Role play puts students in situation in which they are required to use and develop those forms of language which are so necessary in oiling the works of social relationships, but which are so often neglected by our language teaching syllabuses." Role play may also help reduce the common reluctance found among the second language

learners in using English because of fear of committing errors in English. As Ladouse (1995:7) added that role play can give fun to the students. Therefore, role play may release the students' nerve when they practice speaking.

The implementation of the role play will use cards. For example, student A will get a card containing an instruction to be Marisa; student B will get a card containing an instruction to be Headmaster. Student C will get a card containing an instruction to be Kamal. To be clearer, the card which was adapted from Tillit&Bruder (1985) will show as follows:

CARD A

You are Marisa. You want to introduce Kamal to your Headmaster. You greet him: _____

CARD B

You are Headmaster. You response to Marisa _____

CARD A

You are. Marisa. You introduce Kamal to your headmaster. _____

CARD C

You are Kamal.. You introduce yourself to Headmaster.

_____

2.7 Previous Studies

Huda (2005) conducted a study on the case of role playing technique to improve rove the second grade students of SMAN 1 Jember.it was found that usage of role playing technique can improve the students' speaking skill. The students can not only involve in the speaking activities more effectively but also respond the conversation better.

Related to speaking, Nurkholis (2007) conducted a study to investigate the improvement of the students' speaking performance in functional dialogue. It was found that by functional dialogue technique in the speaking class, the students could improve their confidence and fluency.

The latest study on this topic of speaking skill was conducted by Lestari (2009) in which games were used to improve the students' speaking skill at SMA Genteng Banyuwangi.

However, none of the previous studies explained how the strategy worked effectively in improving the students' speaking ability including how it raised the students' confidence and fluency neither described the students' enthusiastic involvement during the class. Therefore, this study was intended to cover the missing information from the previous studies such as how the strategy could work well in the speaking class and to further investigate how role play could be

more effective by enhancing the students' ability in producing words, phrases and sentences and encouraging the students' involvement in the teaching and learning process.