

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter presents the presents of reviewing of some theories that are relevant to the problem. These reviews are expected to serve important background information to support the research and the discussion of findings. The literature review consists of pronunciation and role-play strategy.

A. Speaking

Speaking is a skill which deserves attention every bit as much as literally skills, in both of first and second language. Oxford university (1995: 403) state that most people mastering the speaking skill is the single most important aspect of learning a second or foreign language, and success is measured in terms of the ability to carry out a conversation in the language.

Speaking has some important things in the language. People that learn about English must have speaking skill to make some conversation to other, because without speaking the learner will not have opportunity to give information with other orally McDounough and Chrishtopher (2003: 134) state that as one of language skill, speaking has given an important contribution to human work. The important speaking can be seen in people daily activities and business activities. Speaking is an interactive task and it happens under real time

processing constrains. It mean that they will be able to use words and phrases fluently without very much conscious thought. As skill that enable people to utterances, when genuinely communicative, speaking is desire (and purpose driven), in other words the genuinely want to communicate something to achieve particular end.

And in the speaking there some basic elements that must be learn it is pronunciation, vocabulary and grammar.

1. Pronunciation

Pronunciation is part of speaking that so important when someone make conversation. According to Kline (2001:69) pronunciation is the way for students to produce clearer language when they are speaking. It means that the student can communicate effectively when they have good pronunciation and intonation even though they have limited vocabulary and grammar. Pronunciation refers to the traditional or customary utterance of word. From that statement can be conclude that pronunciation is the way for students to produce the utterance words clearly when they speak.

In the pronunciation there are some elements that have to understand, they are vowel, diphthong, and consonant. They are useful to produce good pronunciation when someone wants to speak English.

Kusuma (1993:14) states vowels are the tools of poet since it is vowels that allow to create assonance and rhythm, and thus to shape language musically and make it pleasing to ear. Vowel is to define them as sound in which there is continual vibration of the vocal cord and the stream is allowed to escape from the mouth in unobstructed manner, without any interruption.

Kusuma (1993:19) states diphthongs are result of a movement of the tongue during the pronunciation of the sound. He, moreover states diphthong is an independent vowel-glide not containing a peak or a valley of prominence.

Kusuma (1993:14) states consonant are speech-sound in which the airstream after having passed the larynx is either stopped for a moment and release.

2. Vocabulary

Vocabulary development refers to the knowledge of stored information about the meanings and pronunciation of words necessary for communication. Antunez (2002: 9) vocabulary developments is important for beginning reading in that when a students sound out word, they also determining if the word make sense based on their understanding of the word. If students do not know the meaning of the word, it is difficult to check for the word that fits.

3. Grammar

Grammar is also part of speaking that use for rules of system when someone speak. Patrick (1997: 189) said that Grammar can mean a system of rules which allows the users of language in question to create meaning, by building both meaningful words and large construction of sentence.

B. Teaching speaking

To mastering about speaking, learner must study and know about some skill, because speaking is part of language that complicated the teacher must teach them with some method to make learner easy to mastering speaking ability. According to Harmer (2001: 271) speaking is an interactive task and it happens under real time processing constraints. It means that they will be able to use words and phrases fluently without very much conscious thought. Effective speaker need to be able to process language in their own heads and put into coherent order so that it comes out in forms that are not only comprehensible, but also convey the meaning that are intended. One of the reason for including speaking activities in language lessons is to help students familiar with oral use of language in English conversation. Speaking activities provide exercise opportunities in real life speaking in the safety classroom.

According to Gilbert (2008:121) teaching pronunciation involves a variety of challenges. There are also psychological factor that affect the learning

of pronunciation in ways that are not true studying grammar or vocabulary. For one thing, the most basic elements speaking are deeply personal. Teacher can help overcome this psychological and other challenges by thinking of the goal of speaking by the interesting of teaching and it must be enjoyable techniques so students can enjoy when they speak.

The most important part of learning a second language rest on speaking (Pennington 1996:30); thus pronunciation is so important in acquiring and using language (Dan 2006:55). Dan claims that language competences cover many aspects. Phonetic both in theory and practice constitute the basis of speaking above all other aspect of language and pronunciation is the foundation of speaking. Good pronunciation may make the communication easier, more relaxed and more useful

C. The Roles of The Teacher in Speaking Class

Speaking is a means to communicate with other people. It can be done in monologues or dialogue. So the role of speaking in human life is so important, because human not live normally without communicating with other people. But the problem that commonly faced by the teacher is speaking class is so complicated, such as the students who are mostly afraid to speak, it is so difficult for teacher to make them speak, the students are not only afraid to speak up but

also they do not have much vocabulary to speak. So the teacher has important role in encouraging students to speak.

The role of teacher in the classroom can effect the success of teaching and learning process. The teacher facilitates communication in the classroom. In this role, one of the major responsibilities is to establish likely to promote communication. Teacher should play such of different roles in teaching speaking.

Harmer (2011) states the roles as follow:

- a) Prompter: Students sometimes get lost, cannot think what to say next, or in some other way lose the fluency the teacher expect of them. The teacher can leave them to struggle out of situation on their own, and indeed sometimes this may be the best opinion. However, the teacher may be able to see the activity progress by offering discrete suggestion.
- b) Participant: teachers should be good animator when asking students to produce language. Sometimes this can be achieved by setting up an activity clearly and with enthusiasm. At other times, however, teacher may want to participate on discussion or roleplay themselves. That way they can prompt covertly introduce new information to help the activity along, ensure continuing students' engagement, and generally maintain creative atmosphere. However, I n such circumstances they have

to be careful that they do not participate too much, thus dominating the speaking and drawing all attention to them.

- c) Feedback provider: when students are in the middle of speaking activity, over-correction may inhibit them and take the communicativeness out of the activity. On the other hand, helpful and gentle correction may get students out of the mistakes or errors they have made.

D. Definition of Role-play

Role-play is activities that decide real character and other character. Muslich (2012) states to act and speak as if students are the character student are portraying. To role play is as much about what not to say as what to say. It means to keep your speech in the context of the setting in which your character exist. Context can be define both time and place.

Penny (1996) stated that roleplay is used to refer to all sort of activities where learner imagine themselves in a situation outside classroom, sometimes playing the role of someone other than themselves, and using language appropriately to the new context. Based this statement roleplay is a strategy to play the role of other character in any kinds of situation.

Moreover, according to Snow (2007), roleplaysare form of pair practice that allows students freedom to play, improvise, and create. In this case students

can come to the real situation although they are not in that situation. For example, students pretend to be travel agents and customers in a conversation about book an airplane's ticket.

Beside, according to Diane (2000) Roleplays are very important in CTL because they give students an opportunity to practice communicating in different social contexts and in different social roles, and roleplay can be set up so that they are very structured or in less a less structured way. It means the teacher tells the students who they are and what they should do. The teacher also tells the students what the situation is, and what they are talking about, but the students determine what they will say. Students also receive feedback on whether or not they have effectively communicated.

In roleplay there are many subject topics available for roleplay purpose, such as compiling and representing a news magazine program for radio or television. According to McDonough and Shaw (2003) Roleplay material are often written specifically to get learner to express opinion, to present and defend points of view and evaluated arguments. On the other hand in roleplay learners also require learner to use language to get the meaning, and learners also require playing more attention to maintenance of social relationship.

E. Teaching speaking skill with role play

Role-play can give feedback to someone that doing this strategy. It can use in teaching and learning process, Role-play has some benefits when used in teaching and learning process. According to Lucy Pollard (2008:36) using role-play technique is to see how the students performed in groups when they were given familiar situation to role play in. They also observed their language potency and how the errors can be corrected as well as how to give feedback to the learners for further improvement

In this case role-play also can practice to socialization in real life. They will study to interaction with any people when they doing role-play like audience, partner of drama, teacher and other. According to Henichi (2002:35) role-play refers to type simulation in which the dominant feature in relatively open ended interaction among people. Its means that role-play is condition like people or something to do.

According to Raz (1995:13) also demonstrates that role-play is the most effective method in foreign language education, because it has beneficial effect on the learner's communicative competence and motivation. In this case the researcher an English teacher explained the role of role-play strategy and asks students to apply this strategy in teaching-learning speaking.

Role-play strategy can be used to practice students' ability in speaking they will know how to make good conversation when they doing role-play. According to Livingstone (1983:36) role-play is therefore classroom activity which give the students opportunity to practice language, the aspect role behavior and actual roles he may need outside the classroom. It mean the process of teaching and learning of pronunciation ability using role-play strategy to the students give opportunity to practice language learning.

In addition accoding to DepartementPendidikanNasional (2009) the teacher must prepare some steps to make good performance when doing roleplay. Here are stages in roleplay activities:

- a) The teacher arranges or prepares scenario that will be performed by students.
- b) The teacher appoints some students to learn about the scenario several day before teaching and learning activity.
- c) The teacher makes groups of students consist of live people per group.
- d) The teacher explains about competence will be achieved.
- e) The teacher call a group who have been chosen to play prepared scenario,
- f) Each students in his/her group observes scenario being performed.

- g) After finishing performance, each students is given work heet for discussing each group performance.
- h) Every group which has performed gived conclusion about what scenario has been performed
- i) The teacher give general conclusion
- j) Evaluation
- k) Closing

F. Role-play can increase speaking ability

Role-play can increase some abilities in speaking for example speaking, writing, vocabulary, pronunciation and other. Role-play can increase writing when they make some text drama. And it can improve speaking because in the role-play the actors must remembering each words in the text then they must speak about it in other side they will study about new vocabulary and pronunciation because they are part of speaking, so the actor must mastering about them if they want to do the role-play. Rahaman (2004) states after a series of role-play they showed improvement in that speaking ability to pronounce and they were also to be quiet fluent so they become confident enough.

G. Previous Study

Researcher found some previous studies about role-play but in different aspects. He took two previous study is those are M.NoorFadilla and AgusBudiman. The first previous study was conducted by Afdillah (2015) at SMPN 244 north Jakarta, he used role-play strategy in his research the tittle of his thesis is The Effectiveness Role-play in Teaching Speaking. The method of study is Quantitative research. He did some techniques to use role-play in his research they are dialogue technique and role-play technique. In the dialogue technique the students asked to memorize the dialogue that made by researcher about going to the doctor and t describe color, types, and extra information about shoe shop.

In this case researcher found some significant different in speaking first is comprehension score, fluency score, vocabulary score and pronunciation score in the comprehension score. This strategy was effective to improve speaking ability , its proved by the significant different of the score the mean of pre test was 67.4 and post test was 74.54 with calculating score of hypothesis test that show $t_{observe}$ and t_{table} , that $7.49 > 2.00$ the writer used t-test formula in the significant degree of 5% to do the best.

The second previous study was conducted by Budiman (2009) under the tittle the use of Role-play Enhance Students Speaking Ability. For the method,

he used Classroom Action Research (CAR) that doing research at third grade of Daa'arulMa'rif Junior High School at Patemon. This is aimed at knowing whether students speaking skill could be improved by using roleplay and to know how the implementation of these technique. This correspondents' research consists of 30 students. With some cycles of the first previous study which consisted of planning, acting, observing, and reflecting. The result of this study showed that the implementation of role-play toward student's speaking skill is effective. In addition, the interview result showed the students will more motivated and interested in learning English.

The similarity between both previous studies with this research is aimed at teaching speaking with role-play strategy. But there are two differences about both previous study and this study. The first is both of previous study is first study use quantitative research and the second is use class action research. The second is both of the previous study took sample in junior high school but in this study took the sample in senior high school.