

Chapter Two

Literature Review

In this chapter, the researcher explains about some theories about the influence of role play on students' speaking confidence. The theories are taken from some journals and books to support the ideas of each point. In the last of chapter two, it presents review of related study and conceptual framework.

Role Play

In this part, the researcher shares information about role play. The first point is the definition of role play. The second point is about the benefit of role play. Then, the last point is about the challenges of role play. Also, the information gives contribution to this study.

Definition of Role Play. The first point is about the definition of role play. Role play is the activity that people will act to be someone else. In Cambridge International Dictionary of English (1995), 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. Kodotchigova (2002) mentioned that in a role play, the students play a part they do not play in real life, and the examples are prime minister, managing director of a multinational company or a famous singer. Additionally, Richards (2006) argued that the definition of role play is activity in which students play roles and improvise a scene or exchange based on given information or clues.

Role Play in Language Learning. Role play is usually used as a technique to learn speaking skill by communicating to the other. Role-plays are one type of active and participatory learning activity that creates interaction between students

and a simulated scenario (Kilgour, Reynaud, Northcote, & Shields, 2015).

Phuetphon, Chayanuvat, Sitthikul (2012) stated that students perceive role-playing as one of the most important techniques for learning communication skill after discussion.

Bryne as cited in Susanti (2007) stated that role play is part of drama activity. He described that three terms cover drama activity. Those are mime, role play, and simulation. In mime, the participants perform actions without using words (although as we shall see, this activity leads naturally on to talk). Besides, in role play, the participants interact either as themselves in imaginary situations. In the simulation, this involves role play as it is defined above. Besides, for this activity, the participants normally discuss a problem of some kind with some setting that has been set for them.

In addition, there are many steps to make a role play applicable as teaching technique. Kodotchigova (2002) stated that there are six steps to make successful role play. The steps included situation of role play, role play designed, linguistic preparation, factual preparation, assigning the roles, and follow-up. Making situation of role play is based on interest of student. Livingstone as cited Kodotchigova (2002) said that to begin the role play, choosing a situation for a role-play and keeping in mind students' needs and interests are the steps of getting rolled in role play. Then, the next step is to come up with ideas on how this situation may develop. It is called role play designed. In linguistic preparation, teacher may use new vocabulary. It is recommended to introduce any new vocabulary before the role-play (Sciartilli, 1983). The next step is factual preparation. Kodotchigova (2002) said that this step suggests providing the

students with concrete information and clear role descriptions so that they could play their roles with confidence. Then, for assigning the roles, the teacher asks students to present the role play, though it might be a good idea to plan in advance what roles to assign to which students. Thus, the aim of follow-up is to discuss what has happened in the role-play and what students have learned. In addition to group discussion, an evaluative questionnaire can be used.

Benefits of doing Role Play. Role play has many benefits. Susanti (2007) mentioned that role-play has aims for the students to encourage thinking and creativity, let students develop and practice new language and behavioral skills in a relatively non-threatening setting, and create the motivation and involvement necessary for learning to occur. Then, she also stated that through role play activities, the students learn how to express ideas, opinions, or feeling to others by using words or sounds of articulation.

The other opinions about the functions of role play are also proposed by some theories. Morales (2008) stated that the functions of role play are to increase students' ability to appreciate themselves and other feelings. In other opinion, Ladousse (1987) maintained that role play helps many shy students by providing them with a mask. Ladousse' argument means that shyness feeling can be faced by acting in role-play. Feeling shy is a problem of students in speaking skill. He also argued that role-play makes feeling fun for students. This theory is also argued by Oradee (2012) who said that the students' attitude towards teaching English speaking skills using the discussion, problem solving, and Role playing activities was rated as good. He stated that the result of providing adequate language functions in situations occurs in real communication leading to their

confidence in speaking the language. Therefore, role play has a function to help many shy students learning their speaking confidence.

The implementation of role play is held in a pair or group. There are some benefits for students who have implemented role play in a pair or group. Richard (2006) stated that there are some benefits for learner. The first benefit is that the students can learn from hearing the language used by other members of the group. The second benefit is that the students will produce a greater amount of language than they would use in teacher-fronted activities. When doing role play, students would like to be active because they have to speak based on their characters in role play. It might help students to produce new language more than they listen to teacher's explanation in class. Likewise, the students will also have the chance to develop their fluency. Then, their motivational level can increase more.

Challenges of Doing Role Play. There are many challenges of role play. The first challenge of role play is “live like a real story” or committing emotionally. Heyward (2010) said that “when using structured role-play, it is important for the students to commit emotionally and feel that all participants believe in the dramatic world. Also, it is crucial for participants not to be rushed into roles but are gradually introduced to the dramatic world by taking time to establish the time and space in which the role-play is to exist and clarifying the social conventions of this fictional space (p.201).”

The second challenge is limited time for preparation. When making a role-play, usually students need long time of preparation. Hedberg as cited in Craig and Bloomfield (2006) suggested that a simple role-play should have a week

preparation, one for the actual interaction and one for debriefing and reflection.

Therefore, sometimes quick time for preparation will be challenging of role play.

Speaking

In this part, the researcher would like to share information about Speaking. The first point is the definition of speaking. The second point is about the activities in speaking. Then, the third point is about teaching speaking. Also, it is about how to teaching speaking. The last point is method to teach speaking. The information gives contribution to this study.

Definition of Speaking. There are some definitions about speaking. In Oxford Advanced Dictionary (1995) speaking is defined to express or communicate opinions, feelings, ideas, and the other. by or as talking, it involves the activities in the part of the speaker as psychological, physiological (articulator) and physical (acoustic) stages. The main point of speaking is to communicate to other people and to share about opinion, idea, and feeling. Chaney as cited in Kayi (2006) said that speaking is the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts. Then, Nazara (2011) argued that speaking is so intertwined with daily interactions that it is difficult to be defined. Therefore, speaking is a tool to communicate in daily interaction which is used in many aspects of life.

Speaking is one of important thing to learn. Nunan (1991) stated that mastering the art of speaking is the most important aspect of learning second or foreign language, and success is measured in terms of the ability to carry out a conversation in the language. In addition, Morozova (2013) stated that speaking is one of the most important skills to be developed and enhanced as means of

effective communication. Speaking is one of important skill that students should have to achieve the communication.

Activities of Speaking. There are many activities to improve speaking skill. Activities in learning speaking are question and answer. Bahrani and Soltani (2012) stated that traditional classroom speaking practice often takes the form of drills in which one person asks a question and another gives an answer. The purpose of asking and answering the question is to demonstrate the ability to ask and answer the question.

Besides, there are other activities that can be applied in teaching speaking activities. Kayi (2006) argued that there are thirteen activities to promote speaking, which are discussion, role play, simulations, information gap, brain storming, storytelling, interviews, story Completion, reporting, playing cards, picture narrating, picture describing, and finding the differences. Kayi (2006) stated that those activities make students more active in the learning process and at the same time make their learning more meaningful and fun for them.

In addition, Oradee (2012) stated that from the study of teaching theories in developing speaking skills using communicative activities and many related research studies, it was hypothesized that three communicative activities , discussion, problem-solving and role-playing might help to solve problem of speaking. Therefore, those activities can improve learning speaking in classroom that can be used by teacher.

Problem of Speaking. There are many problems in speaking. One of problem in learning speaking is about students' confidence. Confidence influences students to speak out (Morley, 1998). If students are not confident, they cannot

express something to other people. Varasarin (2007) gives comment that they will not be afraid of making mistakes or being blamed. The necessity of confidence in articulation is that when teaching pronunciation, working through a list of sounds and practice are important. In relation to Morozova (2013) who stated that most college students are not confident in their ability to learn speaking; teachers must overcome their reluctance in order to change this situation.

Then, the other problem of speaking is pronunciation. Khamkhien (2010) stated that pronunciation is one of major problems claimed to be impeding or contributing to the lack of speaking competence of Thai learners. Thai is EFL country, and the condition is not different to Indonesia that uses EFL too. Therefore, the characteristic of Thai learners and Indonesian learners are not different. Also, the learners are difficult to use good pronunciation.

In other opinion, Hosni (2014) stated that there are some problems of speaking found based on the data collected through observation. There are three major difficulties of speaking. The problems are usually linguistic difficulties, inhibition, and mother tongue use. Hosni stated that linguistic difficulties means students struggle to find the appropriate vocabulary item when trying to speak in English, which reflects their insufficient vocabulary repertoire. Ur as cited in Hosni (2014) stated that inhibition means students are worried about making mistakes, fearful of criticism, or simply shy. Ur also stated that mother tongue problem will happen when learners who share the same mother tongue tend to use the mother tongue instead of English. This is because it is easier and because learners feel less exposed if they are speaking their mother tongue.

Teaching Speaking. There are some definitions of teaching speaking. The first definition is to teach ESL learners to produce the English speech sounds and sound patterns. Then, teaching speaking to teach using word and sentence stress, intonation patterns, and the rhythm of the second language. The third definition is selecting appropriate words and sentences regarding the proper social setting, audience, situation, and subject matter (Kayi, 2016). Eventually, teaching speaking is used to organize their thoughts in a meaningful and logical sequence. The last is to use language as a means of expressing values and judgments. Nunan (2003) also gives the argumentation that teaching speaking is to teach ESL learner to use the language quickly and confidently with few unnatural pauses, which is called as fluency.

How to teach speaking. Communicative language teaching is one of examples how to teach speaking. Kayi (2006) argued that communicative language teaching and collaborative learning serve best for teaching speaking aims. He also stated that communicative language teaching is based on real-life situations that require communication. Richards (2006) argued that communicative language teaching can be understood as a set principle of goals in language teaching on how learners learn a language, kind of classroom activities given best facilitated learning, and the roles of teachers and learners in the classroom. He said again that the goal of communicative language teaching is to achieve communicative competence.

There are several aspects included in communicative competence. Richards (2006) argued that communicative competence includes the following some aspects of language knowledge. The first is to know how to use language for a

range of different purposes and functions. The second is to know how to vary our use of language according to the setting and the participants. Then, knowing how to produce and understand different types of texts. The fourth is to know how to maintain communication despite having limitations in one's language knowledge.

Method to teach speaking. There are some methods to teach speaking. One of methods used to teach speaking is communicative language teaching. Richards (2006) stated that there are some activities in communicative language teaching method in teaching speaking. Those activities are accuracy and fluency activities, information gap activities, jigsaw activities, and other activities related to speaking.

He stated that other activities are task-completion activities such as puzzles, games, map reading, and other kinds of classroom tasks in which focus on using one's language resources to complete a task. Besides, information-gathering activities are that the students can conduct surveys, interviews, and searches in which students are required to use their linguistic resources to collect information. Also, opinion-sharing activities are activities in which students can compare values, opinions, or beliefs. Then, information-transfer activities are the activities required learners to take information that is presented in one form and to represent it in a different form, and role play is the last activity. Thus, those activities mentioned are related to the communicative language teaching methodology to teach speaking.

Confidence

In this point, the researcher would like to explain about the definition of confidence, the reason why students' confidence is importance, problem of confidence, and how to solve the problem.

Definition of confidence. There are many definitions of confidence. Based on Oxford dictionary, confidence is the feeling or belief that one can have faith in or rely on someone or something. Then, the other statement, confidence is generally described as a state of being certain either that a hypothesis or prediction is correct or that a chosen course of action is the best or most effective (Wikipedia, 2017). From the statement mentioned previously, it means that confidence is belief about something or someone that people suggest it which has truth and he best chosen.

Confidence is not about belief toward someone or something. People can belief about their self. It called self-confidence. Self-confidence means a belief in your own ability to do things and to be successful. Based on Oxford dictionary, self-confidence means a feeling of trust in one's abilities, qualities, and judgment. Besides, Feltz (1988) stated that self-confidence is the belief that one can successfully execute a specific activity rather than a global trait that accounts for overall performance optimism. In conclusion, self-confidence means people who have self-confidence; they believe and trust about their own ability in many aspects or performances that can reach their successful.

Confidence in Speaking. Confidence is one of element in speaking. Morley (1998) stated that confidence influences students to speak out. Then, Boonkit (2010) stated that confidence and competence usually lead to strengths of

English speaking skills. In brief, confidence has important role in English speaking.

There are many reasons why confidence has important role in speaking. Speaking performance was showed by building up confidence to audience as one of reasons in speaking confidence. Building up confidence in speaking to an audience was mainly reported as a factor strengthened speaking performance (Boonkit, 2010). One of participant of Boonkit's research presented that confidence should be developed first; more confidence is very important to make students gain confidence to speak.

Reason why confidence is importance. Self-confidence is important aspect in learning English. There are many reasons why the confidence is important. Based on Pasaribu (2010), she stated that students' confidence is one of the factors to improve their learnin, and also, it includes self-confidence significantly contributes to the learners' willingness to communicate in a foreign language. Self-confidence is one of factors to improve students' learning and it gives contribution to learners' willingness in communication with native. Brown (2007) also suggested that self-confidence is as one of principles of language teaching. He said that the students' belief to be able to accomplish the work will be a factor that can determine their success in language learning. Additionally, he argued that the core of all learning is the students' belief in their ability to complete the tasks.

Improve speaking confidence. There are many ways to improve speaking confidence. An example way is improving pronunciation. Varasarin (2007) stated that increasing their pronunciation skills beforehand can build confidence and

make them feeling less reluctant to venture out to speak English. On the other side, it is not merely exposure which matters, but how the students respond to the opportunities of listening to English spoken by a native speaker or of speaking themselves (Kenworthy, 1987). From the statement, a response to English spoken is a way to improve students' confidence.

Additionally, the other ways to improve speaking confidence is to improve articulation and to practice it. Avery and Ehrlich as cited in Varasarin (2007) said, "I completed my Master's degree in language learning in 1996 and discovered that confidence increased when speakers improved articulation and with regular practice they could improve performance and confidence" (p. 4). They argued that practice is important thing to improve performance and confidence.

Moreover, to build confidence in speaking, it needs some ways to improve the confidence. Confidence and competence in speaking could be developed from appropriate syllabus design, methods of teaching, and sufficient tasks and materials (Bailey & Songsiri, as cited in Boonkit, 2010). Designing appropriate activities like role play can be a solution to improve confidence.

Review of Related Studies

This research is supported by previous studies. The previous studies related to this research. There are similar things with previous studies such as role play and speaking skill. The previous studies might help the researcher to conduct the research with their theories. Hence, the researcher would like to summarize the previous studies. The first research is "Students' Perception of The Use of role play in Speaking Class at English Education Department of Universitas Muhammadiyah Yogyakarta." This research was conducted by Puspawardhani

(2015). The participants of this research were 6 students English Education Department of Universitas Muhammadiyah Yogyakarta batch 2011. This research used qualitative method. The objective of this research was the writer would like to know the perception of student on the implementation, functions, stages, and significance of role play. Based on the research, there were several results found in this research. The first finding showed that the experience of role play was implemented in the first semester and the seventh semester in the subjects of listening and speaking for daily conversation, listening and speaking for formal setting, and interpreting . For the second finding, there were eleven functions of role play such as learning to communicate and interact with others in daily context, enhancing students' engagement, improving students' fluency, pronunciation, and readiness, improving students' confidence, appreciating and praising each other, becoming creative to make scenario building, developing critical thinking, practicing to speak, remembering longer, avoiding boredom, and training facial expression. Then, there were six stages of role play. The last, there were eleven significances of role play.

The second research is the research from Islam (2012) entitled, "Effectiveness of Role Play in Enhancing the Speaking Skills of The learners in A Large Classroom: An Investigation of Tertiary level Students". For the research, qualitative data were collected in the form of questionnaires, group interviews, classroom observation, and students' performance evaluation result. About a hundred twenty students of the department of English, Stamford University Bangladesh were involved in this investigation process. The result from classroom observations of students' performance had been presented in the form of graphic

analysis. The result showed learners' improvement in speaking skills through role-play and the positive attitudes of teachers help students to further their speaking skills. From the response of the students' questionnaire, it became obvious that role-play had been enthusiastically accepted by the students as it challenged their creativity and ability to think critically, which enabled them to speak more logically and confidently in the classroom. The result of the group interview showed the advantages and the disadvantages of students' performance while doing the role-play in groups inside the classroom and it also helped students to overcome inhibition when it came into speaking in front of others. Through classroom observation, the teacher identified students' ability to adapt with the situational factors and measured their fluency and the use of accurate language by recording their performances.

Conceptual Framework

From the literature review result, the researcher found few things concerning to the theoretical framework. Speaking is one important aspect to achieve effective communication. Moroza (2013) stated that speaking is one of the most important skills to be developed and enhanced as a means of effective communication. The target language will be mastered if there is a good communication. To achieve good communication, there are some challenges in speaking skill.

There are some problems of speaking. The first problem is lack of confidence. Confidence influences students to speak out (Morley, 1998). Then, the problem is pronunciation. Khamkhien (2010) stated that pronunciation is one of major problems claimed to be impeding or contributing to the lack of speaking

competence. Also, the other problems are linguistic difficulties, mother tongue use, and inhibition (Hosni, 2014).

Lack of confidence in speaking is the main problem discussed in this research. To solve the problem, teachers should have a method how to teach speaking. The method aims to improve speaking confidence of the students. There are some activities to develop speaking confidence. Oradee (2012) stated that speaking skill can be developed through communicative activities which include an information gap, a jigsaw puzzle, games, problem-solving, and role-playing.

Role play is an activity that will be the solution of the problem. Role play is a learning method that can increase students' speaking skill. Therefore, the relationship between role play and speaking confidence whether the benefit of role play is will give influence on speaking confidence or not.

Figure 2.1 Conceptual framework

