

Chapter Two

Literature Review

In this chapter, the researcher reviews some literatures to be included in this research. There are some explanation and definition about particular materials which from some experts. The definition and explanation are clearly mentioned and quoted by the researcher. This chapter also provides several related studies which are important for this research.

Role-play

Definition of role play Role play is a strategy of learning particular thing, and it requires the students to act like in real situation. Nguyen and Do (2017) stated that role play is seen as one of communicative-based or oriented bodily process which allows learners to practice the target area spoken language and interact with others for oral proficiency. Role activity is a schoolroom activeness that provides student with the chance to become completely and actively involved in using the language themselves.

Suryani (2015) contended that the function of role play is a method of playacting out particular ways of interacting with others in complex number state of affairs and it promotes interaction in the schoolroom and gain motivation. Suryani (2015) also stated that role-play is any speaking natural process when you either put yourself into somebody else's or put yourself into an imaginary situation. Based on the account above, role play is not only used to interactive instruction in the classroom but also to stimulate the students in real life situation. In a role-play, they can play their own part or someone else's in a safe

environment where they can act, experimentation, learn and teach with no risks of irreversible consequences (Grecko, 2009).

From all statements above, it can be concluded that role play is a process of learning which allows the students to mime and act by practicing the language orally. The main reason of implementing role play is to promote interaction in the schoolroom and gain motivation of the students to learn.

Types of role play

There are two kind of role play that the teachers often use. These two types of role play are scripted role play and unscripted role play. These two types of role play are from Suryani (2015). The definition and the differences between these two types of role play are clearly explained below.

Scripted role play. Scripted role play is one of the types of role-play where the students are provided with the speaking text either from textbook or self-made dialogue. As what Suryani (2015) asserted that the scripted role-play involves in understanding in either of form textbook dialogue or speaking text in the form of speech. The main function of text after all is to bring the meaning of the language items in a memorial way.

In this activity the students need to enact the dialogue of the speaking text. For example two or more students are provided with simple or more extensive script to try. They have to interpreting what are on the script become one concrete speech, emotion and act.

This role-play technique has the advantage to allow the lecturer or the teacher to design role-play in order to achieve on certain specific leaning

outcomes, such as grammar mastering. Hale (2007) also said that scripted dialogue are useful in controlling content, grammatical structures, and vocabulary. However Suryani (2015) said in order to do this activity, a good preparation from teachers and students is needed.

Unscripted role play. In comparison to scripted role play, the situations of unscripted role play does not dependent on textbooks or other source of scripted text. It gives the student freedom to make some improvisation. The students themselves can decide what language to use and how the conversation should be developed.

In this activity the students need to enact the role-play impromptu. For the example the lecturer or teacher will give one topic and the student need to develop the idea and dialogue spontaneously without any script from the teacher. The role of the lecturer or the teacher here is only as a mediator not as the text provider.

It is believed that this type of role-play can train the student to be more flexible in any kind of new situation. Stern (1983) stated that the strength of the flexible role-play forms new conversational practice. However Hale (2007) said that unscripted may lack depth of content and richness of the language.

From the explanation above, there are some kinds of role-play which can be used in teaching and learning process. This research used scripted role play materials, which means that the students make their very own dialogue in a group and present it in the classroom.

Benefits of role play. There are several important things which are useful from doing role play in the class. These advantages could be really strong reason why role play need to be implemented in the classroom.

Improving speaking skill. Role play is very important in teaching verbally because it gives learner the opportunity to practice communicating in different social situation and in different social roles. Arham, Yassi and Arafah (2016) confront that Role play urges learners to communicate in a specific context in which they have a role to act. In addition, it also allows learner to be openly creative with their idea and put themselves in another person's place for a while. Nguyen and do (2017) stated that this productive skill is seen as the most important tool for communication, which allows learners to become competitive with the target language that they're using and yields learning outcomes for them. This implies that role play activities have been of paramount importance as a speaking tool that moves learners beyond the classroom practices for real-world language use.

Another explanation was also from Suryani (2015) who concluded that role play is effective in teaching speaking. Yuliana, Kristiawan, and Suhartie (2014) echoed that, in role play, the teacher also teach dialogue, ask the students to practice the dialogue, gives the students a desire to communicate, gives the students opportunity to express personal feeling, ideas and opinion, provides supportive and dynamic classroom that make the students feel confident in using the language.

Fostering critical thinking. Bhattacharjee and Ghosh (2013) stated that role-playing teaching is an integrated teaching method that implants the process of critical thinking, which to urge emotions and moral values, and inform about factual data. Rashid and Qaisar (2017) said that role play serves as a transport for a learner to explore their feeling, gain insight of their attitudes, improve their self-confidence, improve their problem solving skills and remove their shyness by interacting with each other. By this case, Rashid and Qaisar (2017) debate that role play improves the learner critical thinking skill because after the role play activity, usually there's a debriefing session are provided with feedback to the learner, so it facilitate them to learn from their mistake and help them to reconstruct the new knowledge through real life situations. Paul (20016) states that role play enables us to reconstruct our own thinking. Similarly, Tripathi (2011) argued that role play need the individual to come out of his/her persona and to understand others personal mind by approaching their inner world.

Motivating students to learn English. The students will be more motivated when the teacher implements role play in the classroom (Bhattacharjee & Ghosh, 2013). It is because the students sometimes are more jubilant to use the language that they have already known. Sometimes, the students are also more interested to watch and listen to their friends' performance than to see the teacher who is busy explaining a thing.

Roestiyah (2008) stated the advantages of implementing role playing methods include learners are more excited in their attention to the lesson, learners easily understand the problems that occur in play and learners can feel the feelings

of others, which they can acknowledge the opinions of others, so as to foster mutual understanding, tolerance and tolerance, and learners actively observe and approved suggestions from others or accept criticisms. Besides, implementing role play also will improve the students' motivation in learning English because the students will practice their vocabulary like in a real situation.

Problems in implementing role play. Role play is really important to be implemented. It needs to be implemented because it has some benefit that could be the reason why the teachers often apply this strategy. However, even though role play has some benefit, role play also has several problems.

There are several problems that the teachers often face while implementing role play. It may be a reason as consideration for another teacher who plans to implement role play in their class.

Involving a lot of Instruction. To conduct a role-play, the teacher needs to be good in giving the instruction. They need to explain in detail every aspect of the role-play, start from the role distribution, the properties, and the scenario. The teacher need to make sure that all of the students understand about what they are going to do and how. The problem will occur when the teacher does not give a clear instruction and cause the student have no idea of what to do. Therefore the objective of the use of role-play will not be achieved.

Roestiyah (2008) states the lack of role playing methods in the teacher does not master instructional actions for a lesson, it will not succeed, and the participant does not pay attention to norms, social rules, customs, habits and

beliefs, it will offend others, and the teacher does not follow the steps in the implementation of this method, it will disrupt the playing process.

Unsupporting situation. To make successful role-play, there are a lot aspect involved. Beside a clear instruction that has been mentioned before, the teacher have to create a comfortable an friendly atmosphere in the classroom in order to give less anxiety the to the student. Makita (1995, p. 2) asserted that educators need to play an important part in overcoming the low-anxiety situation to become more comfortable and effective classroom. Another problem faced when the teacher failed to create this comfortable atmosphere that will cause the student has less motivation to participate with the role-play.

Grouping students. The second problem that the teachers often face is about grouping students. Grouping the students is not simple as making a pie. Because the teachers want to make the students become comfortable with their group member, the teachers then group the students with their friends that they love to work with. However, sometimes it is seen as a wrong decision. In this case, it often happens that smart students will choose smart friends to be their member and students with low level will be with the students who are low level either. This case will make the students with low level to be not confident to do a role play. Gonchar (2013) said that grouping students by ability is considered that it is perpetuated in equality by trepeing poor and minorities student in low level group.

Time management. The four problems that often happens in doing role play is about managing the time. Implementing role play in the classroom requires a plenty of time. Bluelow (2015) claimed that an effective role-play needs well-organized planning, effort and ample resourch and skill before it can be conducted. Let us just see for example, before doing role play, the students have to make a scenario related to the materials or the language that the teacher wants the students to achieve. After making or writing the scenario, the students have to practice so every member will perform successfully. It proves that the teachers need to think about the time management before implementing this strategy.

Related Studies

There are two studies related to this present study. First, Susilo (2014) conducted a research about improving students' English speaking skill through role play. It was aimed to find out and to know about how students can improve their speaking skill through role play. There were 33 students who were involved in this research. The participants in this research were given pre-test and post-test by the researcher.

Second, Yuliana, Kristiawan, and Suhartie (2014) conducted a research about the effect of role play toward students' speaking skill. This research aimed to find out and to know effect of role play toward students' speaking skill. An experimental approach was used in this research and there were 62 students who were involved as participants in this research. The observation checklists for the students found that the students feel more confident in using the language.

Besides, the students were more active in learning process. It means that role play has good impact for the students regards for their speaking skill.

This research found that the implementation of role play can improve the students' speaking skill. This research by Susilo (2014) is related to this current research which is about teacher's perception on the implementation of role play in the classroom. This research by Yuliana, Kristiawan, and Suhartie (2014) is related to this current research which is about teacher's perception on the implementation of role play in the classroom.

This research is related because this research focused on finding the effect of role play toward students' speaking skills, and this current research will be also focused on finding the benefits of using role play. It means that the comparison between the research by Yuliana, Kristiawan, and Suhartie and this current research is that this current research will also focus on finding the problems in doing role play. It is related because this current research also wants to find out the benefits of using role play.

Eventhough both of these reseach are related to this curent research there are a little bit differences in between. in comparison of both of the research, this current research will use qualitative research design. Beside that instead of obtaining the data from the student, this current research will choose three lecturer who have use role-play for more than five years as one of the technique to teach English.

Based on the data obtained by the researcher, the researcher stated that the implemmentation of role-play is not only to be benefit for students but also for the

teachers. The researchers also found that the implementation of role-play did not always run smoothly. There are several problems encountered during the application of this technique.