

CHAPTER 2

LITERATURE REVIEW

2.1 Theoretical Framework

2.1.1 EFL Learning

English is a commonly used language for international communication. The usage of English in a non-native country can be separated into two categories: English as a second language and English as a foreign language. Indonesia is one of the countries that have adopted English as a foreign language. In EFL countries, English can be used as a variety of purposes, including education and business (Riadil & Yosintha, 2021). There are four skills that are being taught to EFL learners including speaking, listening, writing, and reading. Reading and listening are categorized as receptive skills while speaking and writing are categorized as productive skills (Masduqi, 2016). In teaching practice, both receptive and productive skills are taught simultaneously, listening with speaking and reading with writing (Benzerroug, 2021).

There are various teaching methods that can be used to teach in EFL classrooms. According to Dogget (1986), there are eight approaches to language teaching including the grammar-translation method (GTM), the direct method (DM), the audio-lingual method (ALM), the silent way, suggestopedia, community language learning (CLL), total physical response (TPR), and communicative approach or known as communicative language teaching (CLT). Listening and speaking skills are taught simultaneously in one sequence since any communicative scenario involves a speaker and a listener. In learning listening and speaking context, there are several things that must be recognized such as listening including recognizing, understanding, and interpreting. Similarly, speaking includes reacting, articulating, and producing (Benzerroug, 2021). Maryslessor et al. (2014) believed that

the communicative language teaching approach is appropriate for teaching listening and speaking.

2.1.2 Communicative Language Teaching (CLT)

Communicative language teaching (CLT) is a language teaching approach that focuses on developing learners' communicative competence. Communicative competence involves some fields including grammar, sociolinguistics, and strategic competence (Maryslessor et al., 2014). CLT is also recognized as an approach that stresses the authentic communication, and it requires the lectures or teachers that use the CLT approach to communicate in the target language (in this case English) even at the beginning of the class (Rahmatillah, 2019).

Maryslessor et al. (2014) stated that there are five characteristics of CLT: 1) focus on learning to communicate through interaction in the target language, 2) the integration of actual texts into the learning environment, 3) giving opportunity for learners to focus on both language and the learning management process, 4) enhance learner's personal experiences as essential contributing components to classroom learning, and 5) attempt to connect language learning and language utilization. The characteristics of CLT relate to one of the classroom activities which is role-play. These activities become part of the CLT approach since the activity requires the interaction in target language and gives the learners the opportunity to use the language in real situations.

2.1.3 Role-Play Technique

Role-play is a technique used in teaching speaking that involves playing the role of someone else. Role-play is defined as taking on various roles to comprehend perspectives from other individuals, to engage with others in real-time actively, and to openly communicate thoughts by participating in the activities. It is regarded as an interactive learning approach (Doğantan, 2020). According to Bell

(2001), in the educational context, role-play is a teaching strategy that enables students to act out particular roles and characters in order to examine issues and behaviors in a realistic setting. Role-play technique is believed by some scholars can improve the students' communication skills (Doğantan, 2020; Nasihah, 2019; Neupane, 2022). Therefore, role-play can be used as an effective strategy in foreign language teaching.

Role-play can be categorized into several types based on the difficulties. According to Harper-Whalen and Morris (2005) as cited in Neupane (2022), there are 3 types of role-play, namely fully scripted role-play, semi-scripted role-play, and non-scripted role-play.

a) Fully scripted role-play

This type of role-play is recognized as the easiest one. It requires someone to do the whole act based on the provided script whether in understanding his/her role and each word that he/she said (Yusuf & Setyamardani, 2020). According to Neupane (2022), this fully scripted role-play is suitable for beginner-level students who are conscious of the context since the students are only required to follow the provided script.

b) Semi-scripted role-play

The second type of role-play is semi-scripted role-play. In this type of role-play, students are required to fill in the blanks with appropriate words based on a model conversation that has some missing words. Therefore, students can change and develop the conversation based on their minds (Neupane, 2022). This type of role-play is appropriate for intermediate levels of proficiency since they should be developed in the conversation.

c) Non-scripted role-play

The last type of role-play is non-scripted role-play. Only the general outline of the scenario is used in this kind of role-play, which is done without a script. The students should create the

conversation by following the general outline that has been prepared (Yusuf & Setyamardani, 2020). Therefore, the non-scripted role-play is appropriate for students an advanced level.

2.1.4 Advantages and Disadvantages of Role-play

Role-play is one of the language teaching techniques in which students are assigned specific roles and must speak and behave in accordance with the roles assigned to them (Pinatih, 2021). However, role-play as a language teaching technique has its advantages and disadvantages. According to Osuafor (2011) as cited in Pinatih (2021), the advantages of using role-play as a language teaching technique include emphasizing student-centered learning, increasing the student's interest in learning, and giving opportunities for students to practice. Moreover, Woodhouse (2019) added that role-play can be used in individual or group situations, develops students' confidence and self-efficacy, and develops the students' cultural competence.

On the other hand, there are also some disadvantages or challenges of using role-play as a technique for language teaching. According to Woodhouse (2019), role-play needs enough classroom space to be conducted. Sato (2001) added that role-play is time consumed, and the length of time spent may influence the successful or failure performance makes some of the students not get the chance to perform, play-acting where the students should deepen the taken role, chaos in the classroom, lack of grammatical knowledge from the students, lack of equal opportunity for all the students to participate, and the students' shyness can interrupt the overall performance.

2.1.5 Role-Play in Higher Education

Role-play is one of the language teaching methods that can be used by the students from beginner to advanced level based on its type. This technique is used for some purposes, and it is most commonly used for improving students' speaking skills (Neupane, 2022; Pinatih, 2021; Rina et al., 2019; Sapitri et al., 2020; Yusuf & Setyamardani,

2020). Other researchers have investigated the use of role-play techniques to improve the students' conversational competence (Moulic & Rahman, 2020; Richards, 1985). Since the role-play activity involves both speaking and listening activities, thus it can improve the students' conversational competence.

In higher education, role-play can be also implemented as a language teaching method. Especially for undergraduate students in the English Education Department, this technique is appropriate to be implemented in the Professional Listening and Speaking course. The course aims to improve the student's listening and speaking abilities which can be gained by implementing role-play activity.

2.2 Study of Relevant Research

Some researchers conducted previous studies related to the students' challenges in using role-play context. Fan (2020), the study was conducted in Chinese University EFL class. The study aimed to investigate the use of role-play in the classes, the challenges of using role-play, and the effectiveness of role-play in Chinese University EFL classes. The interview was conducted with the EFL teachers and students at China University. The study revealed that the teachers maximize the effectiveness of role-play to improve students' skills. The challenges from the students are the issues of script preparation, different students' proficiency, and class size arose in the research.

Keezhatta S.M. (2020) conducted a study in the Department of English at Prince Sattam Bin Abdulaziz University Saudi Arabia, involving 70 EFL students and 20 teachers. The study aimed to investigate the effect of role-play, the impact of role-play, and the challenges of using role-play. The study revealed through pretest question paper, posttest question paper, and close-ended questionnaire that the implementation of role-play has shown in attaining proficiency in the target language, role-play is an effective technique, and challenges have cost a lot of classroom time.

Another relevant study was conducted by Pradhana R. A et al., (2021), they explored the use of role-play as a technique in online speaking classes.

The study aimed to describe the experience of the students toward using the role-play technique as a tool to learn to speak in online classes. The study was narrative inquiries and used semi-structured interviews as a data collection technique that involved four students of Senior High School 3. The result of the study revealed that one of the main difficulties faced by students in using role-play techniques is the English language.