

CHAPTER 2

LITERATURE REVIEW

This chapter presents a brief explanation of some theories that support the study. The theories are related to the nature of speaking skill, role play, types of role play, stages of role play in EFL classroom, the benefits of role play in speaking classroom, students' perception, and studies of relevant research.

2.1 Nature of Speaking Skill

In general, speaking and skill have different terms. In terms of speaking, students have enough knowledge of vocabulary mastery and grammar rules. It means, they are accused of knowing how to speak and share the information. Different with the skill, they have to adapt in many varieties to speak and be ready with the new things that are probably coming. It is not about how to arrange the sentences in the abstract but how to make them adapt and ready with unexpected things out of our appearance (Bygate, 2010).

Speaking skill is the ability of humans in transferring the information that they draw to express their ideas, feelings, opinions and needs orally. Speaking abilities are the capacity to apply linguistic knowledge to real communication (Ameiratrini, 2019). Moreover, speaking skill also is known as how the learners produce and share the information as the active and productive skill combining with the writing skill. According to Rao (2019) speaking and writing are recognized as active or productive skills. Speaking skill is the most difficult skill because understanding, implementing the grammatical structure, knowing a lot of vocabularies, and adapting with the different situations are the main modal. Foreign or second language learners find it challenging to construct sentences without mastering the grammar rules and having a sufficient vocabulary (Rao, 2019). The capacity to perform an action, either physically or cognitively, is known as skill (Woods, 2005, cited in Tompunu & Arid,

2021). Speaking skill seems to be the most challenging of the four fundamental English language abilities since speakers must master both three of them.

The importance of the speaking skill for senior high school level is crucial in dealing with how students are expressing and acting the dialogue in front of the class. The core objective of having speaking skill as a school topic is to get children ready for this global language and expect them to be proficient in it (Ameiratrini, 2019). Moreover, speaking skill is the tool for students to communicate with each other. Students can build social connections as humans by developing their speaking abilities (Tompunu & Arid, 2021). Even though it is important, some students find some challenges when dealing with their speaking skill. Lack of grammatical skill, lack of vocabulary mastery and how students can be ready to do the speaking in different situations are the main problems for speaking skill. Therefore, it brings the teacher and student to conduct the speaking skill with the effective method.

2.2 Role Play

One of the effective methods to teach speaking skill is role play. Role play provides the space for students to discuss, practice the material before performing the material. Role play is one of methods for teaching speaking that is crucial because it provides the students a chance to be imaginative thinkers and practice speaking during their short class periods by putting themselves in the role of another person (Suchi et al., 2022). Role play is determined to practice the students' speaking skill through various social roles. Students may feel more inclined to speak up using this method. It gives the pupils a chance to practice speaking in various social contexts and positions (Tompunu & Arid, 2021). Furthermore, the role play method also was known as students centered which copying the attractiveness in the actual word. Pupils are urged to build expectations based on a person's look, conduct, and qualities, and they are required to forecast how this person

would act or behave in a particular setting (Keezhatta, 2020). In conclusion, role play allows students to engage actively in discussions, practice speaking in various social roles, and develop imaginative thinking. It offers a structured way for students to use language in simulated real-life situations, improving their speaking skills during limited class time. Additionally, role play promotes a student-centered approach where students can predict behaviors and practice speaking in diverse social settings. Overall, role play emerges as a valuable tool for students aiming to develop students' speaking skills through interactive and engaging learning experiences

According to Ladousse (1987), the principles of role play in the learning can be defined as the method that:

- a. Providing the students to do the someone's role

As the definition of role play, students will do someone's role which invites the students to know what they will do in that social situation.

- b. Engaging students to learn the linguistic of language

Role play gives time to the students to discuss their topic that has been divided by the teacher. Students will focus on exploring vocabularies and try to organize the grammar rules.

- c. Promoting the interactive method

In the process of discussing the student who is inactive will be invited to be active causing them to feel the responsibilities to speak up.

The researcher concludes that role play is a teaching method in the EFL classroom in which the students learn in an imaginary way by doing someone's role. It engages the students in learning the linguistics of language with the interactive classroom.

2.3 Types of Role Play

Ladousse (1987), viewed that there are several types of role in role play:

1. First, the role that corresponds to the real needs in students' lives. In this type, it involves roles such as a tour guide who treats a traveler.
2. The second type of role is the students play themselves in a variety of situations, which may or may not have direct experience. The example, which is included in this category is a customer in a restaurant asking an order to the waiter.
3. The third type is the type that few students will ever experience directly themselves, but it is easy to play because the teachers have such vast indirect experience of them. The announcer of the train station is a good example of this type and it is a very useful kind of role taken from real life.
4. The last type is fantasy roles, which are fictitious, imaginary, and possibly even absurd.

In summary, all types of role play above have similar aims to train the students to deal with unpredictable situations. In this research, the type of role play that was used in the EFL classroom was the second type which implemented a variety of situations.

2.4 Stages of Role Play in EFL Classroom

To hold the role play as an effective method in the EFL Classroom, teachers and students must know some stages to guide them to the goals of learning. According to Folse (2006), the teacher should know the needs, preparation steps, and action in the class before conducting the role play in the real class. Reminding that role play method is the activities of the students who use their creativity and personality to play the role of person while interacting with each other. A story, incident, or court case and list of the characters are the main material which you have to know. The next

one is the preparation steps. First, finding a story or theme which is interesting to the class. It has to pass the discussion with the students, they know about the scope of the story or theme. Second, figuring out a list of the possible characters that are relevant with the student's level. Lastly, the preparation steps are about telling the characters of the person, in essence, this is telling the student how to act. For example, students may find it difficult to reserve the hotel, so the student can tell and ask for many details about the personal identity and hotel facilities.

More details, the last one that the teacher has to know by the teacher is action in the class. There are five steps in this stage, first the teacher has to give the clear information about the activities. Second, put students into several groups before distributing the roles. Third, distributing the roles. Students should not know each other's roles, students will look for it through speaking. After that, giving time for discussion, this time for students to consult and discuss with each other. The students write down some of the things their character would need to say. Students begin the activity, students perform themselves and discuss their view about the topic. Finally, the teacher will give a reflection about the students' performance at the end of the session.

Jakob, 2018 (cited in Amelia & Fitriani 2022) also mentioned, the role play will run effectively with seven steps:

- 1) Explain to students about the technical implementation of the role-play
- 2) Dividing students into groups
- 3) Tell a story or situation to students
- 4) Provide vocabulary that reflects the story or situation
- 5) Give students time to prepare the dialogue from the role-play that will be present
- 6) Give time to students in each group to present their role-play in front of the class

- 7) Allow each student an opportunity to provide feedback among the group

It can be concluded that the implementation of role play in the classroom has the same stages such as preparation or explaining the technique of role play, dividing the students into groups, giving the role, practicing time before performing, then performing which is followed by feedback from teacher and the other groups.

2.5 Role Play in Speaking Classroom

Before going to the benefits of role play, the researcher found one of the drawbacks that should be pointed out by the teacher and student who want to implement this method in learning speaking. Role play will change to be a difficult method if the teacher does not know about the familiar topic that the student has. Role play will make learning more difficult to organize caused by the conflict of the students' study habits (Rezeki et al., 2022). In contrast, role play gives solutions for that problem. Mentioned by (Pinatih, 2021), role-playing offers several possibilities to practice linguistic and social skills. Keezhatta (2020) also stated that by responding to the interests of students and facilitating easy language comprehension, it is recognized as an excellent method for energizing the teaching and learning environment in classrooms. In order to categorize and describe a mix of behaviors and appearances, roles are established.

Next drawbacks, it is about how students can adapt with the new vocabularies to express their role in given situations. Students need to master the new vocabulary that is directly related to those professions in order to play out their roles (Yakubov, 2022). Lack of vocabularies will bring the students to the next problem and it is low motivation in learning speaking. Students feel shy and not confident to speak up. According to (Suchi et al., 2022, Damayanti & Listyani 2020) that they are poor in vocabulary which make it difficult, felt insecure and shy for them to talk

clearly in English. Role play gives time to the students to discuss their topic that has been divided by the teacher. Students will focus on exploring vocabularies and practice how to pronounce it. One team of students participating in classroom activities, known as a role-play, focuses on a certain issue that may arise (Al-Islamy, 2019). Furthermore, supported by the research of Alabsi (2016) that role-playing techniques have been shown to be helpful in teaching English to non-native speakers because they foster students' excitement, self-assurance, empathy, and critical thinking. Gusmuliana et al. (2021) also stated that role play is a terrific teaching method that encourages pupils to speak English more confidently and actively. The power of role play has brought the students and teacher which offering the interactive speaking classroom activities.

2.6 Students' Perception

Perception refers to the way individuals interpret and make sense of the sensory information they receive from the environment. Simanjuntak et al., (2021) claimed that perception is how a person can process the information using their senses. Humans can use their own five senses (senses of sight, hearing, smell, touch and taste) to respond to something and the information around them in the process of perception, which enables them to know, understand, and also realize something complex. Personal and structural variables can affect perception of the students. Personal elements include knowledge of psychological objects, needs, learning processes, and motivation. Meanwhile, the environment of social circumstances, appropriate laws, and societal ideals are structural variables (Jumroh & Syamsudin, 2019). Moreover, Tam (2022) also mentioned that academic maturity and emotions can affect the perception of students (cited in Lynam & Cachia 2018). It concluded, there are several factors which affect the students' different perceptions including the personal elements, structural variables, academic maturity and also emotions. In this research, the researcher explored the students' perception which includes the several

parts of personal and structural variable, academic maturity and emotions as the references regarding the use of role play as the learning method in EFL classroom.

2.7 Study of the Relevant Research

There are several studies regarding the implementation of role play to teach speaking in language learning. First, a qualitative study conducted by Arifin (2021) aims to investigate the students' expression of the role play technique in improving their speaking ability. This study involved 29 students which consisted 7 male and 22 female learners of XII IPA 2 MAN 2 Kuningan. The result of observation and questionnaire showed that role play is able to improve speaking skill on narrative text.

In addition, Tompunu & Arid (2021) investigated the implementation of role play teaching to develop the students' speaking skill. Their quantitative research involved two classes namely experimental and control class. The participants were selected by using a random sampling technique. 19 students of XI MIA 2 were taken as the experimental group and 19 students taken as control group. The result showed that the t- counted (2.89) is higher than the t-table (1.69). It stated that the implementation of role play technique can develop the speaking skill of the grade eleven students of MA Alkhairaat Central Palu.

Kaban et al., (2022) also conducted a descriptive qualitative that aims to identify the perceptions of nursing students of STIKes Flora on the use of the role play method in developing communication skills. The participants of this study were 20 students of Ners Study Program of STIKes Flora for the Academic Year 2021/2022 who were taking the English I course in the fourth semester. The results shows that there are four benefits that can be obtained from the application of the role play method in improving speaking skills: the role play method makes students understand the lecture material more easily, helps students to be more confident in speaking in English,

provides a lot of experience that can be applied in reality as a nurse who works in the hospital and encourage fun atmosphere in learning process.

Alawiah & Suwarsito (2018) also conducted a quantitative research of the effect of role play technique on speaking skill. The population of this research is IX grade students of State Junior High School, North Jakarta, with a total of 195 students. The results of questionnaires and objective tests for independent and dependent variables are valid and reliable. There is a significant effect of role play to improve students' learning motivation on students' speaking skill.

Krebt (2017) investigated the effectiveness of role play technique in teaching speaking for EFL college students in Iraq. This research applied two groups, experimental and control groups. The participants were 40 students college language from college of Education Ibn-Rushd and selected by randomly chosen. The result showed there is a significant improvement in speaking skill of experimental group in EFL college students in Iraq.

Moreover, Puspitorini (2018) also identified the influence of using role play for teaching speaking through experimental research. There are two variables, teaching using role play as independent variable and students' speaking skill as dependent variable. The participants were 62 from IX grade students of SMP NEGERI 9 BEKASI. The result showed that there is significant influence of using role play on student's English speaking skill.

Most of the studies above use a quantitative approach as the research method. Meanwhile, this study uses a qualitative method using case study as a research design to investigate the students' perceptions of the role play in EFL classroom at one of Senior High Schools in Tasikmalaya.