CHAPTER II

THEORETICAL BACKGROUND

A. Literature Review

1. Role Play Implementation in English Language Teaching

Role play is one of teaching methods used in classroom learning. It involves students in activities to learn a certain material which requires them to play a role because "students are required to act specific roles through saying, doing and sharing" (Altun, 2015, as cited in Alabsi, T. A., 2016, p. 229). The students in role play activities act to be someone else with different characters and behave accordingly based on a certain plot and characterizations. Therefore, the teacher can use it to stimulate students' activeness in learning.

Role play method is always tied with physical actions. In addition, "role play activities range from highly controlled guided conversations at one end of the scale, to improvised drama activities at the other; from simple rehearsed dialogue performance, to highly complex simulated scenarios." (Ladousse, P., 1987, p. 3, as cited in Kusnierek, A., 2015, p. 81). In this manner, when a teacher implements the role play method, the students are required to do diverse actions range from easy ones to more difficult ones depending on particular circumstances given by the teacher. Thus, it is possible to implement the role play method in teaching English speaking to facilitate them in learning.

Role play method can be implemented in teaching English. Additionally, "role-play technique is a powerful tool in teaching and learning as it offers holistic education in a multi-level experiential journey of discovery, expression, and mastery where all learners and teachers learn and grow together" (Julius, K. & Osman, A., 2015, p. 120). The role play method demands students to perform accordingly regarding with the given conditions and particular characters, so that it can help the students practice their language skills such as speaking and listening involving their behaviors as well. Based on the explanation above, it is constructed that role play is a learning method involving students' actions performing characters and behaviors of other people depending on a given situation when learning English in a classroom.

Role play implementation in English language teaching encompasses two types of the role play, they are 'real play' and 'surreal play' (Al-Arishi, 1994, as cited in Kusnierek, A., 2015, p. 82). A role-play activity which is a rehearsal for the real world is called real play (Al-Arishi, 1994, p. 339, as cited in Kusnierek, A., 2015, p. 82). In the real play, 'textual material' should be as authentic as possible (p. 82). It can be done also by bringing realia into the classroom. Moreover, the real play gives students opportunity to perform typical activities. They will probably encounter in real life, such as ordering food in a restaurant for directions, booking holidays at a travel agency, etc (p. 82). Roles of the situations can be as customer and

waiters/waitress or a tourist and a local person. Therefore, this kind of role play helps students prepare necessary learning for their future life.

Unlike the real play, "surreal-play should encourage an imaginative self-expression of the inner world of each students' mind" (Al-Arishi, 1994, p. 337 as cited in Kusnierek, A., 2015, p. 82). Additionally, surreal-playing promotes 'an expression of thoughts and feelings of each students' mind' and encourages them to perform it in a play (p. 82). As a consequence, the students can explore their imaginations and put it into the role they play.

English teachers who wants to implement the role play method should realize several considerations of organizing the role play activities. Here are the steps of role play implementation, as follows:

a. setting up the level of knowledge of the students,

b. maintaining the time for the activity,

c. managing the aims to be reached,

d. explaining the language supposed to be practiced,

e. organizing the students (pairs, groups, etc),

f. giving understandable instructions,

g. providing the students previous preparation (space, material, etc) and the procedures, and

h. evaluating the role play (Walesko, A. M. H., 2000, p. 6)

The teacher should give the students necessary knowledge before they are given roles in the role play. Then, it is necessary for the teacher to maintain time in order to be effectively used. Afterwards, the teacher should make

clear what the students need to achieve in the role play. Furthermore, the teacher should also explain language features which the students need to practice. Before starting the role play, the students should be managed well in the form of groups. After they have their own groups, they are given enough space, time, material and procedures to prepare their role play. Then, the teacher should explain them certain procedures they have to follow in their performance. When ready, they are pleased to perform their role play in front of the class. After they have finished it, it is a necessity for the teacher to evaluate their performances.

2. Advantages of Role Play Implementation

Teachers implement role play when teaching English speaking to students because they consider about its' advantages. Svinicki and McKeachie (2011) see the main advantage of role play is that students become active participants rather than passive observers (as cited in Crow & Nelson, n. d., p. 27). The role play avoids the students to only listen to the teachers' explanation. As a consequence, the students can involve themselves in playing roles provided by their teachers.

Another advantage of role play is that activities of it help introduce students to real world situations (Oberle, 2004, p. 199, as cited by Graves, 2008, p. 7). They are provided with positive and safe activities in dealing with attitudes and feelings they probably have in their own daily life (Van Ments, 1983, as cited in Graves, 2008, p. 7). In addition, it enables the students for expressing personal and sometimes unpopular attitudes and

opinions with their partners when practicing the role play (Van Ments, 1983, as cited in Graves, 2008, p. 7).

Scholars add the advantage of role play is that the role play encourages students, while acting in the role, to reflect upon their knowledge of a subject and act accordingly (Bhattacharjee & Ghosh, 2013). The students are able to put their knowledge about English into practice when they perform the role play. In addition, they can reflect on their own performance whether what they do in the role play is relevant with the knowledge they have, so that they can decide what they need to improve related to their knowledge and performance.

B. Empirical Review

This present study has similar topic with some previous studies. First, the study of Susanti (2007) focuses on investigating problems of role play method implementation in teaching speaking. The research findings show that the problems the students faced mostly in role play are lack of confidence and lack of vocabulary. Secondly, the study of Kusnierek, A (2015) investigates whether role play activities contribute to students' speaking skills development in the ELT classroom (p. 92). In addition, the study is conducted in a lower secondary school among sixteen students. Then, the findings of the study reveal that implementing role-play activities develops students' speaking skills (p. 92). Unlike the previous studies, this present study focuses on examining the implementation of role play in teaching English speaking of one junior high school located in Indonesia, more precisely in Tasikmalaya.