

Chapter Two

Literature Review

In this chapter, the researcher deals with some theories related to the studies taken from previous studies and books as the basis of this research. The researcher discusses some information about two main topics in this study, namely CLT and role play. The researcher writes about the CLT in general, the definition of role play, types of role play, and procedures in doing role play. Lastly, a review of previous studies and conceptual framework are also provided at the end of this chapter.

Communicative Language Teaching (CLT)

One of the methodologies used in the classroom is CLT. According to Richards (2006), Communicative Language Teaching (CLT) is a lot of principles concerning teaching language goals, how learners learn language, the activities in the classroom that best facilitate learning, and teachers and learners roles in the classroom. CLT is an approach that emphasizes the importance of communicative aspects rather than grammatical aspects and vocabulary development (Richards & Rodgers, 2001). Richards (2006) also states that the teaching goal of communicative approach is that the students are communicatively competence.

Moreover, to recognize the CLT, there are some principles of CLT itself. According to Brown (2001), six characteristics of communicative language teaching are existing. The first is the classroom activities should implement and provide some components of communicative competence. It means that either students or teacher should communicate using English meaningfully. The second

is that the language techniques are applied to encourage students acquiring meaningful interaction. The third, fluency and accuracy are complementary principles in which fluency is becoming more crucial in language use. Fluency is defined as the way of speaking using target language naturally that requires meaningful interaction (Richards, 2006). The fourth, using the target language in the classroom is compulsory for the students either productively or receptively. The fifth, the opportunities for using target language should be obtained by students as much as possible. The sixth, teachers' roles are guiding students to keep the interaction running among individuals.

Role Play

In this part, the researcher discusses some essential information about role play. The first is the definition of role play. The next is about types of role play followed by some procedures of role play. The last is about the teachers' roles in applying role play.

Definition of role play. Roleplay can be defined in many ways. Krebt (2017) asserts that role play activities can be represented as how the students act in a certain situation and context. This is in line with Budden (2006), who mentions that role play is an activity of speaking in which someone puts him or herself into an imaginary situation. Asman (2016) also mentions that the role play activity allows the students to behave like another person in a specific situation (Yen, Huei, & Kuo, 2013). Krebt (2017), as cited in Blatner (2009) states that the role play activity can indicate and estimate the way of student acting when they are faced with a situation that needs to solve. Accordingly, Nunan (2003: 57)

mentioned that “role plays are also excellent activities for speaking in the relatively safe environment of the classroom.”

Moreover, Kusnierek (2015) defines role playing as a comprehensive range of communication technique that encourages fluency on students’ language skills and allow students to interact each other using English while the class runs, being the students’ motivation encouragement, upgrading students’ learning, yet the responsibility between teacher and student still divided equally. However, Jackson and Backs (2011) defines that role play is an activity that encourages the teacher's ability to employ a learning environment which is safe; serving constructive and objective-directed feedback; and maintaining the competence to interact with others.

In short, role play has various definitions. It depends on which point of views to define the role play itself. To sum up, role play generally can be defined as a learning activity that demonstrates individual or a group of individuals pretending to be another character of them or themselves by adopting the contexts and situations in the current played story.

Types. There are various types of role play. According to Krebt (2017), role-play has three kinds, namely scripted role play, semi-scripted role play, and unscripted role play. Firstly, Harper-Whalen and Morris explain that in a fully scripted role-play, the students are provided with texts, however the students still have to memorize and understand their own role in the role-play (as cited in Krebt, 2017). This is in line with Byrne (1986) who says that scripted role play can be defined as a role play activity that generates the interpretation of the written text of dialogue or reading into the form of speech.

The second type of role-play is unscripted (non-scripted) role play. Krebt (2017) asserts that unscripted role play is the reverse of scripted role play. The circumstances of unscripted role play do not depend on written texts. Unscripted role play is well-known as a free role play or improvisation. The third is semi-scripted role play. Krebt (2017) explains that in semi-scripted role play, the students are given a handout that has missing words and then the students should fill up the blank parts using proper words and contexts (as cited in Livingstone, 1983). Therefore, the students can alter the main dialogues of conversation into another dialogue and develop their dialogue conversation.

Procedures in applying the role play. There are several major stages in the implementation of role play. Huang (2008) suggests that in order to employ a role play, some following stages must be followed.

Teaching materials selection. First of all, the teacher should choose what kind of teaching materials will be used in the implementation of role play. There are many teaching materials that can be used in role play, such as from textbooks or non-textbook teaching materials. For example, picture books, play-scripts, storybooks, comic strips, readers, movies, cartoons, and pictures. The teacher should select the material in advance. In some situations, teachers can also create authentic teaching materials for role-play activities by themselves. The teaching materials must be chosen based on teaching goals, students' level and interests, and appropriateness for teaching.

Situation selection and dialogues creating. Second of all, the teacher must select a situation or situations to be implemented in the role play. In every situation of role plays, the dialogues must be prepared whether by the teaching

materials, the teacher or the students themselves. Moreover, it is better whenever the teacher lets the students choose the situations by themselves in order to make the role play is interesting. The taken situation can be from the situation that students encountered in real life, reading books, or watching movies since those sources provide various role play situations (Kodotchigova, 2002). After the context already chosen, students should plan how to develop the situation in the role play.

Roleplay dialogues teaching. Accordingly, the third procedure is dealing with how the language used in the role play will be applied. Therefore, the students should predict what language used needed in the role play (Kodotchigova, 2002). The teacher is also necessary to explain to the students about the vocabulary, sentences, and text conversation in the dialogues of role play. This is because the teacher is needed to make sure that all the students understand the language that they use in the dialogues before the role play is done. In this situation, the students are allowed to ask how to say or pronounce the words that they use to the teacher. It is done to avoid misuse in using English, especially in difficult words or phrases. According to Magos and Politi (2008), grammatical, vocabulary, or syntactical structure have been the problems in employing a teaching technique to foreign language learning classes.

Students' role plays practices. The fourth procedure is to make sure that students have practiced before the performance. According to Kodotchigova (2002), students must be given an opportunity to practice what they learned after the teacher selects the role play situation. As a result, the students can perform all roles that involve in the role play. Accordingly, Magos and Politi (2018) mention

that the teacher must make students confident in small groups. That way, whenever students are ready and confident enough to perform their role, the teacher can ask them to do so in front of the classroom.

Situations and dialogues modification. The fifth procedure is to encourage students to change the situations and dialogues. The teacher must make sure that students have been familiar with the original situation in the role play. By the time the students familiar with the original one, the teacher can encourage the students to modify the original role play with another variation of dialogues and/or situations.

Students' comprehension checking and evaluation. The sixth stage is to review the activities carried out by students. According to Kodotchigova (2002), teacher and students spend some time on briefing after the role play is done. The teacher should evaluate the implementation of role play and make sure that students have understood the language used in the role play. However, the teacher should not analyze every mistake because it can cause the students to lose the feeling of satisfaction after the performance (Kodotchigova, 2002). In this part, the teacher is necessary to check whether the students have understood the meanings of the vocabulary used, sentences, and dialogues comprehensively. This step aims to talk about what students have learned from the role play (Kodotchigova, 2002).

In essence, the success of the teaching technique is determined by the teachers' preparation to implement it, especially in applying the role play. Therefore, to make the role play is effective, teachers need to have procedures that can lead the students to the objectives of teaching technique.

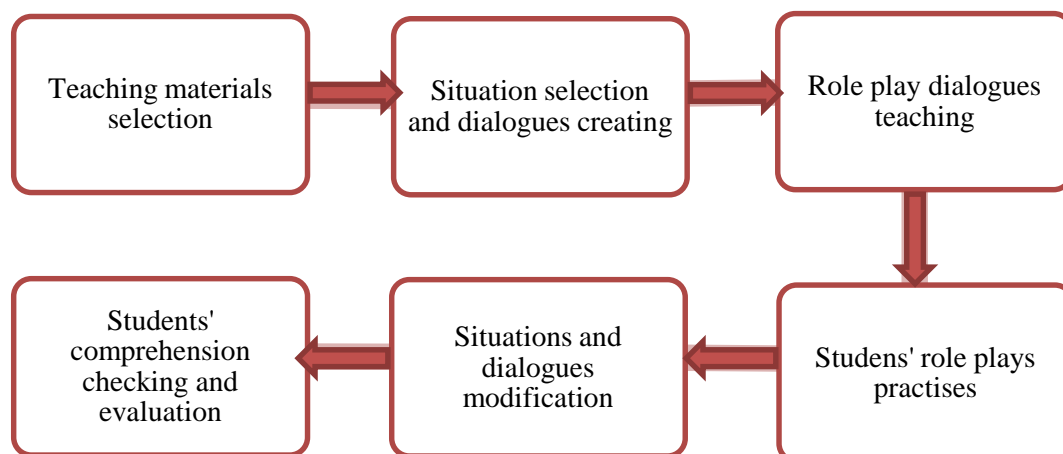


Figure 1. Stages of employing role play activity (Huang, 2008)

Students' Responses

In this part, the researcher explains about the nature of response in context of this study. The first is the definition of response. The next is about types of response that might participants show.

Definition of response. Response is a feeling or action as a form to answer a stimulus. As mentioned by Thinkmap (2019), he stated that responses s a reaction form a given question, experience, or any kind of stimulus. According to Treglia, response is an action or act of responding (as by an answer), a responsive or corresponding act or feeling, or a responding act to a motivation force or situation (2008). This is in line with Treglia (2008) who mentioned that responses in the action of giving a reponse, reply, or an answer. However, in this study, the term of response is dealing with students' experiences and feeling about the role play activity.

Types of response. There are several types of response. According to Borich (2000), students responses in the classroom are divided in two kinds such

as desired or undesired responses. Besides, Thurston mentioned that in terms of the type, responses are divided into non-verbal and verbal responses (as cited in Borich, 2000). In this study the researcher need to evoke students' responses since responses are essential in teaching and learning process.

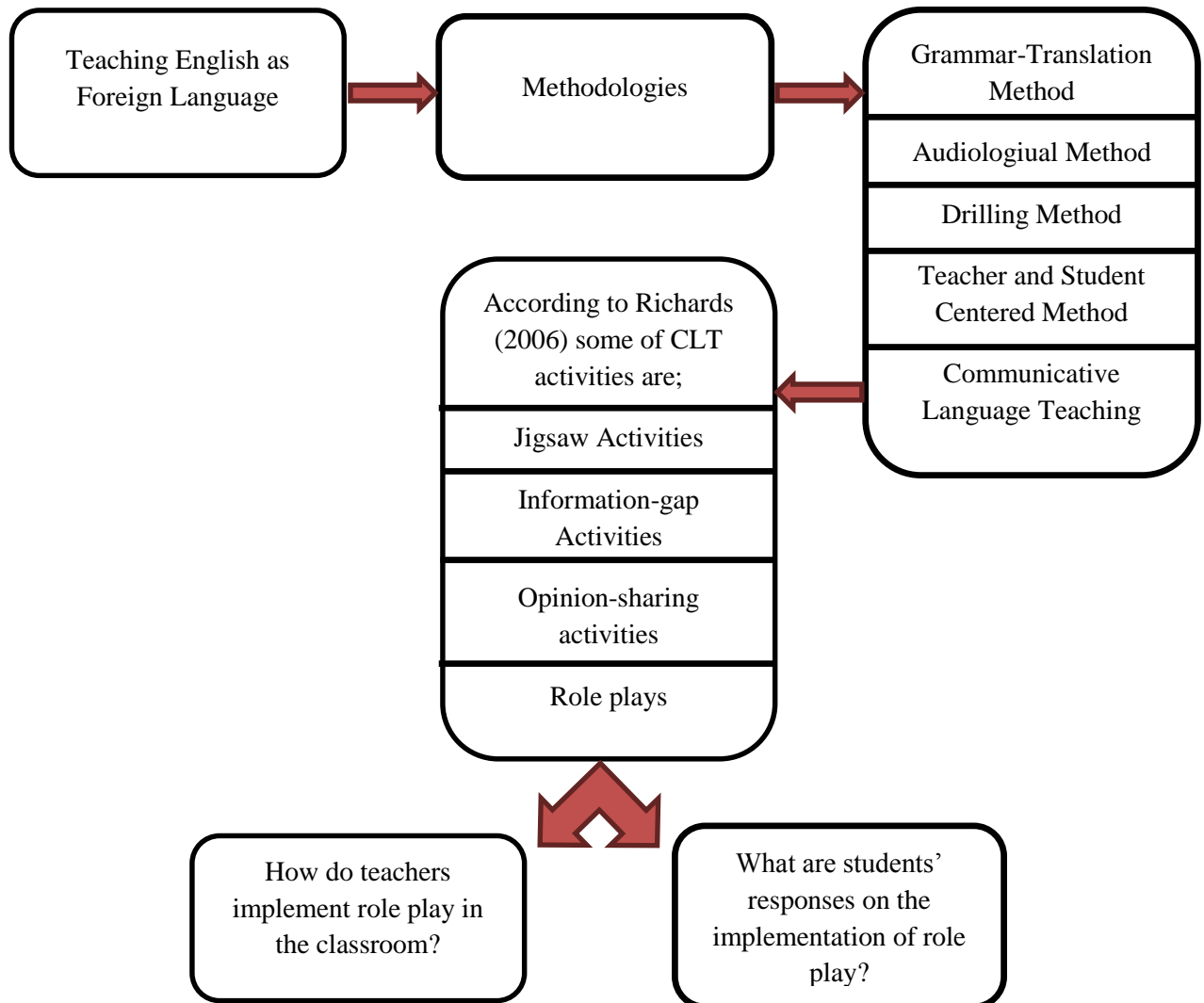
Review of Related Studies

In this part, the researcher talks about two related studies regarding this research. The first study was conducted by Suryani (2015) that aimed to know how the effect of using role play in teaching speaking. The process of gathering data for this study, the researcher used quantitative method. Pre-experimental such as pre-test and post-test were conducted on 30 students as the sample. The gathered data were analyzed using SPSS. The result of the study is that teaching speaking using role play is effective in improving students' speaking ability.

The second study was conducted by Rosati (2018) that focused on the implementation of role play, specifically the challenges faced by teachers. The study used qualitative method as the research method and qualitative descriptive as the research design. The data were gathered through interview to achieve the objective. This study results some challenges faced by students in the implementation of role play. Those results are the distribution of group, the materials determination, the performance preparation, the consuming of time, the assessment of students speaking performance, and motoring the students.

There are some differences of the two related studies above relating to this study. Those two review studies were written to discuss the implementation of role play, meanwhile this study has been writing about the implementation of role play activity in communicative language teaching situation. Therefore, the focus

of this study is on how CLT affects the implementation of role play itself. Those two related studies used qualitative method and the other one used quantitative method, but what becomes the difference towards this study is that this study uses qualitative descriptive as the research design.



*Figure 2.*Conceptual Framework