CHAPTER II

REVIEW OF LITERATURE

A. Teaching Speaking

1. The Definition of Teaching

There are some differences about the definition of teaching. Scientist gives definition based on their research. According to Manser Teaching is work of teacher.[1] Teaching is an activity which guidance to the children that has a certain rule and a certain purpose. Especially, in teaching English the young learners or students the aim is to enrich their English.

Teaching is guiding learning, enabling the learner to learn, setting the condition for learning.[2] Teaching is an interaction process between teacher and students in order to they can learn knowledge, skill and attitude chosen by teacher relevant with the purpose from a lesson that suitable in cognitive structure they have. Teaching is also an educational activity that the teachers or instructors give the information to the student or learner. Teaching is the activity at school where the teacher gives the useful thing, like science, knowledge, and information in order to be absorbed by the student.

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[1] Martin H. Manser, *Oxford Learners Pocket Dictionary* (London: San Francisco State Unite, 1995), 425

[2] Brown, Douglas, H., *Teaching by Principle: An Interactive Approach to Language Pedagogy, Second Addition* (New York: Pearson Educatin Company), 23

In teaching case, teachers should provide activities and structures of intellectual, social, and emotional support to help learners to move forward in their learning. Because teaching is the process of transferring knowledge to the students, so it should be done carefully so that they can get the knowledge.

Teaching is related to the way in which the teacher has carried out the activities and what results have been achieved. In this term, the teacher should master the teaching skill well to carry out the good result on the students.

Teaching English is one of the activities at Indonesian school. It is related with the teacher's style and way to manage the classroom well. English skills are many; they are reading, listening, speaking and writing. One of the goals of teaching speaking is to develop fluency in language use. Fluency is natural language use occurring when a speaker engages in meaningful interaction and maintains comprehensible and ongoing communication despite limitations in his or her communicative competence.

Teaching will be successful if students study as an effect of the teaching. For them, study is changing their attitude become a formation of personal attitude. The result of the study is not only knowledge but also personal attitude, understanding, motivation, respect about norms.[3] There is no differences between teaching and educating. It means that educating

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[3] Nasution, S., *Didaktik Asas-Asas mengajar* (Jakarta : Bumi Aksara, 2010), 5

include in teaching in every teaching. Therefore, teaching a lesson, the students do not only get knowledge about it but also they cooperate with other students. As a teacher, he/she is one of determiner factor of success in education efforts.

2. The Definition of Speaking

Speaking is a part of productive skill in English Language Teaching. It consists of producing systematic verbal utterance to convey meaning. In Oxford Advanced Dictionary the definition of speaking is to express or communicate opinions, feelings, ideas, etc. by or as talking and it involves the activities in the part of the speaker as psychological, physiological (articulator) and physical (acoustic) stages.[4]

Speaking is one of the four language basic skills that occur in every situation. Learners of a language should develop effective communication skill in daily situations as well as in conflict situation. Carolyn Duffy provides a good suggestion for the English language learner to develop effective communication skill in order to carry out positive interactions in every day social situations as well as in conflict situations.[5]

According to Chaney, speaking is the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts.[6]

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[4] Manser, Martin H., *Oxford Learner pocked Dictionary* (New York: Oxford University Press, 1995), 13.

[5] Duffy, Carolyn, *Chapter 5, Speaking the Language of Peace* (2003), [online]. Available: URLhttp://www.exchanges.states.gov/forum/journal/pea5background.htm[Accessed:26 May 2015]

[6] A. L. Chaney and T. L. Burke, *Teaching Oral Communication in Grades K-8* (Boston: Allyn & Bacon, 1998), 13.

While another expert, Theodore Huebner said Language is essentially speech, and speech is basically communication by sounds. And according to him, speaking is a skill used by someone in daily life communication whether at school or outside. The skill is acquired by much repetition; it primarily a neuromuscular and not an intellectual process. It consists of competence in sending and receiving messages.[7]

From the above definition, it can be inferred that speaking is expressing ideas, opinions, or feelings to others by using words or sounds of articulation in order to inform, to persuade, and to entertain that can be learnt by using some teaching–learning methodologies. According to Brown, there are three basic type of speaking as follow: [7]

a. Imitative

The ability to simply parrot back a word, phrase or possibility a sentence.

b. Intensive

The production of short stretches of oral language designed to demonstrate competence in a narrow band of grammatical, phrasal, lexical, or phonological relationship.

c. Responsive

Interaction and test comprehension but somewhat limited level of very short conversation, standard greetings and small talk, simple request and comments, and the like.

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[7] Brown, H. Douglas, *Principle of Language Teaching Learning* (New Jersey: Prentic Hall, 1980),

a. **Elements of Speaking**

The elements of speaking are divided by two features. They are Language features and mental or social processing.[8]

1) Language Features

Among the elements necessary for spoken production, are the following:

a) Connected speech: effective speakers of English need to able to produce the individual phonemes of English. In connected speech sounds are modified (assimilation), omitted (elision), added (linking), or weakened (through contractions and stress patterning). It is for this reason that we should involve students in activities designed specifically to improve their speaking comprehension.

b) Expressive devices: native speakers of English change the pitch and stress of particular parts of utterances, vary volume and speed, and show by other physical and non–verbal paralinguistic or means how they are feeling (especially, in face to face interaction).

c) Lexis and grammar: spontaneous speech is marked by the use of a number of common lexical phrases, especially in the performance of certain language function.

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[8] Harmer, Jeremy, *The Practice of English Language Teaching: third edition Completely Revised and Updated* (England: Longman, 2001), 269

d) Negotiation language: effective speaking benefits from the negotiator language we use to seek clarification and show the structure of what are saying.

2) Mental or social processing

a) Language processing : effective speakers need to able to process language in their own heads and put it into coherent order, so that it comes out in forms that are not only comprehensible, but also convey the meanings that are intended. Language processing involves the retrieval of words and phrases from memory and their assembly into syntactically and propositionally appropriate sequences. One of the main reasons for including speaking activities in language lessons in to help students develop habits of rapid language processing in English.

b) Interacting with others: most speaking involves interaction with one or more participants. This means that effective speaking also involves a good deal of listening, an understanding of how the other participants are feeling. And a knowledge of how linguistically to make turns or allow others to do.

c) (On the spot) information processing: quite apart from our response other's feeling, we also need to be able to process the information they tells us the moment we get it. The longer it takes for the penny to drop the less effective we are as instant communicators. However, it should be remembered that this

instant responses" is very culture specific and is not prized by speakers in many other language communities.

b. Activities To Promote Speaking

There are many activities to promote speaking. According to Endang Fauziati in Teaching of English as Foreign Language, there are five activities to promote speaking, which are:

a. Role playing

It is creating a dramatic situation in a classroom, or in a part, simply acting out dialogues, but also in part relabeling objects and people in the room to prepare for imaginative role playing. The situation which they have to developed representative problems which high school students is very likely to encounter, including meeting with an advisor, being stopped by a policeman, and going to a doctor's office for treatment.

b. Games

A game is one of activities which can help to create dynamic, motivating classes. The reason is that real learning takes place when the students in a relaxed atmosphere, participate in activities that require them to use what they have been drilled on. Some example of games as presented by silvers are: circle chat, games based on the combination of incongruous ideas (silly answers, confessions, crazy story), games of observation and memory (Kim's games, picture observation) and others.

c. Problem solving

Materials which focus on problem solving offer further opportunities for students to work in pairs or small groups, to share information and opinions on topics, which are meaningful to them. The basic principle lying behind such activities is that the teacher sets us a situation where there is "an information gap" among the participants, and this gap has to be bridged either orally or in written form.

White suggests that more advanced students be given problems which require going out into the community or on campus to interview people who can supply concrete information about the problem.

Classroom activities include the preparation of informal "script" to be used as guides during the interviews. After the students have completed their research, they present their findings to the class by re-enacting the interview and then answering questions from the group in the guise of person whom they interviewed.

d. Discussion

Group discussion may be composed of three to five students. If such group work is used regularly and introduced with careful explanations of it propose, the class will soon accept it as a natural activity. The main aim of group discussion is to improve fluency

and grammar in probably best allowed functioning as a naturally communicative context.

e. Song

Using song in classroom, especially speaking one can be both enjoyable and educational. Songs usually provides a peaceful and happy mood for the listeners. Richards suggests that songs can be used as a useful aid in the learning of vocabulary, pronunciations, structures and sentences pattern. Whereas Pomeroy suggests that songs can also be used to teach aspects of culture, especially the culture of the target language speakers.

3. Definition of Teaching Speaking

There are some definitions of teaching speaking. They have different way in how to write the definition. However, they have the same meaning. Manser states that "Teaching speaking is the way or plan of teach in teaching. Exactly, the teacher gives explanation the lesson to the students with suitable way or interesting way and enjoyable situation for them".[9] According to Hayrire Kayi in *Activities to promote Speaking in Second Language* is to teach English language learners to:

a. Produce the English speech sounds and sound pattern.

b. Use word and sentence stress, intonation patterns and the rhythm of the second language.

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[9] Manser, Martin H., *Oxford Learner Pocked Dictionary* (New York: Oxford University Press, 1995), 424

c. Select appropriate words and sentences according to the proper social setting, audience, situation and subject matter.

d. Organize their thoughts in a meaningful and logical sequence.

e. Use language as a means of expressing values and judgments.

f. Use the language quickly and confidently with few unnatural pauses, which is called as fluency. [10]

In those meanings of teaching speaking above, the teacher must pay attention of some important aspects include producing sentences, intonation, rhythm and stress. Those sound productions must be meaningful because it must be produced logically from thoughts.

4. Reasons of Teaching Speaking

Harmer stated that there are main reasons for getting students to speak in the classroom:

a. Speaking activities provide rehearsal opportunities changes to practice real life speaking in the safety of the classroom.

b. Speaking tasks in which students try to use any or all of language they know provide feedback for both teacher and students. Everyone can see how well they are doing: both how successful they are and what language problems they are experiencing.

c. In speaking, students have opportunities to activate the various elements of language they have stored in their brains, the more automatic their

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[10] Hayriye Kayi, *Teaching Speaking: Active to Promote Speaking in a Second Language,* http://iteslj.org/Techniques/Kayi-TeachingSpeaking.html (Accessed on May 17, 2015)

use of these elements become. As a result, students gradually become autonomous language users. This means that they will be able to use words and phrases fluently without very much conscious thought.[11]

See how speaking activities provide activities provide opportunities for rehearsal give both teacher and students feedback and motivate students because of their engaging qualities. Above all, they help students to be able to produce language automatically.

5. Explanation of Teaching Speaking

As known that speaking is process of transferring information or massage, the language learners must speak fluency if their massage caught by listener clearly. There are the elements of speaking. The elements of speaking according to Carner, they should try to avoid confusion the massage due to faulty pronunciation, grammar, intonation, articulation, and to observe the social and cultural rules that apply in each communication situation.[12]

Speaking is a complex skill requiring the simultaneous use of a number of different abilities, which often develop at the different rates. Either four or five components are generally recognized in analyzing the speech process.[13]

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[11] Ibid
[12] Carner, Robert, *Teaching Speaking: Goals and Techniques for Teaching Speaking.* TESL Journal Vol. XIII, 2007 No. 2
[13] J.B Heaton, *Clasroom Testing Longman Keys to Language Teaching* (New York: Longman, 1990), 70-71

Based on the statement above, students should use the correct elements of speaking in transferring their massage. The elements that used consist of pronunciation, grammar, fluency, and vocabularies.

a. Pronunciation

Pronunciation is a way in which a language or a particular word or sound is spoken.[14] It means that sound of the word is same as the structure of the word in phonology. If we get it than we can speak better. If we want to be able to pronounce the words correctly, we must learn and practice pronunciation every day and every time. If we do it, so we will be able to speak better.[15]

Pronunciation refers to the way a word or a language is spoken, or the manner in which someone utters a word. If one is said to have "correct pronunciation", then it refers to both within a particular dialect. Pronunciation is producing the sounds of speech, including articulation, stress, and intonation, often with reference to some standard of correctness or acceptability: sound of words that can be listening with the communicant when someone speaks. English pronunciation is difficult to learn because it is not related to the spelling of words.

b. Fluency

Fluency is quality of being facile in speech. It means that when we are speaking we do not make mistakes like a slip tongue. Fluency is

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[14] Manser, Martin H., *Oxford Learner pocked Dictionary* (New York: Oxford University Press, 1995), 343

[15] Harmer, Jeremy, *The practice of English Language Teaching* (England: Personal Education limited, 2007), 343

an important element in speaking skill. Speaking fluency will help us to be able to speak well in front of all of people. Speaking fluency is difficult. If we want to speak fluency, we must practice every day and every time. We can practice in front of the mirror by our self. Then we must watch movie and listen music program that use English. As we know, foreign people can speak fluency, so we can learn from them.[16]

Fluency is natural language use occurring when a speaker engages in meaningful interaction and maintains comprehensible and ongoing communication despite limitations in his or her communicative competence. It is one of an aspects of oral communication to express human idea, feeling, opinion and thought or information which helps people to communicate one another without hesitation, repetition, and false start.

Fluency is quality or condition of person to speak a language easily and well. Adequate preparation before delivering a speech increases fluency, as ideas are organized ahead of time and can be effectively presented. *Disfluencies* occur when speakers vocalize pauses. Typical speech *disfluencies* include "um," "uh" and "you know." When overused, *disfluencies* can become distracting to audience members. These should probably be added (e) comprehension, for oral

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[16] Harmer, Jeremy, 343

communication certainly requires a subject to respond to speech as well as to initiate it.[17]

When speaking you has be able to:

➢ use different part of the mouth and body from those needed in your own language

➢ make individual sounds and combine them

➢ produce correct stress on individual word and on longer stretches depending on the meaning you want to convey

➢ use intonation (including tones across discourse)

➢ work with appropriate rhythm and pace

➢ express your own meaning and your own personality by choosing from a range of physical and verbal expression

➢ Interact with people appropriately, repairing breakdown of messages,

➢ Taking turns and speaking alone for short and long periods.

c. Vocabularies

Vocabulary is a basic matter in learning language, not only English but also every language. We will see the most improvement if we learn more words and expressions. We can say very little with grammar, but we can say almost anything with words. When we learn a foreign language such as English, learners also need to know about the

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[17] Harris, David P., *Teaching English as a Second Language* (United State of America: Mc Graw–hill Book Company, 1969), 81

word in that language.[18] Caroline T. Linse defined a vocabulary as the collection of words that an individual know.[19]

Vocabulary is the stock of words used by people or particular uses or person, or a list of collection of the word of a language, book, author and branch of science or lie that, in alphabetical order and define. Someone always needs vocabulary to communicate effectively or express his/her ideas in in oral communication.

d. Grammar

Grammar is study or science of, rules for, the combination of words into sentences (syntax), and the forms of words (morphology). In the other hand, explained that grammar is the study of structural relationships in language or in a language, sometimes including pronunciation, meaning, and linguistic history.

e. Comprehension

The last speaking element is comprehension. Comprehension is discussed by both speakers because comprehension can make people getting the information they want. It is defined as the ability or as understand something by a reasonable comprehension of the reject or as the knowledge of what a situation is really like.

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[18] Scott Thornburry, *How to Teach Vocabulary* (New York: Longman, 1988), 15
[19] Caroline T. Linse, *Practical English Language Teaching: Young Learners* (New York: McGraw–Hill Companies, 2005), 121

6. Purpose of Teaching Speaking

The goal of teaching skill is communicative efficiency. It means learners should be able to make themselves understood, using their current proficiency to the fullest. They should try to avoid confusion in the message due to faulty pronunciation, grammar, or vocabulary, and to observe the social and culture rules that apply in each communication situation.

From the definition above, the writer concludes that teaching is transferring knowledge from the teacher to the students, so that they know and understand about the material. It is an action and interaction between the teacher and the students, then the students with the others in a class. In addition, the purpose of teaching speaking is to make the students diligent and smart person.

7. Principles of Teaching Speaking

Three principles which can influence and inform our decisions as we teach speaking to beginning and false learners are:[20]

a. Provide something for learners to talk about

When people choose to speak, it is usually about something. They want something, or they find a topic or incident interesting and want to comment on it. They wish to share ideas or emotions. There is usually some communicative need that moves people to talk.

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[20] Bailey, Kathelen M. & David Nunan., *Practical English Language Teaching Speaking* (New York: Mc Graw–Hill, 2005), 36

b. Create opportunities for students to interact by using group work can improve learners" motivation and promote choice, independence, creativity, and realism. Pair work and group work also provide feedback to the learner from sources other than the teacher. Pair work, as the name suggests, involves two students working together to complete a task or exercise using the target language. Group work is three or more students working together.

c. Manipulate physical arrangements to promote speaking practice

Changing the physical environment can encourage speaking activities, partly because it partially alters the power structure of the traditional English classroom. Here are some ways with the seating and other aspects of the environment to encourage speaking. *Firstly*, the inside outside circle is a technique for giving students the chance to repeat a conversation or interview with several new people, in order to build fluency and confidence. *Secondly*, tango seating is simple seating arrangement designed to force people to use oral communication during information gap tasks that involve drawing, pictures, following maps, or creating designs or structure from verbal descriptions. *Thirdly*, the cocktail party technique is a quick way to get students talking to new partners and to break up the routine of sitting during language lessons.

8. Guidance of Teachers in Teaching Speaking

Here is some guidance for English language teachers while teaching oral language:

a. Provide maximum opportunity to students to speak the target language by providing a rich environment that contains collaborative work, authentic materials and tasks, and shared knowledge.

b. Try to involve each student in every speaking activity; for this aim, practice different ways of student participation.

c. Reduce teacher speaking time in class while increasing student speaking time. Step back and observe students.

d. Indicate positive signs when commenting on a student's response.

e. Ask eliciting questions such as "What do you mean? How did you reach that conclusion?" in order to prompt students to speak more.

f. Provide written feedback like "Your presentation was really great. It was a good job. I really appreciated your efforts in preparing the materials and efficient use of your voice "

g. Do not correct students' pronunciation mistakes very often while they are speaking. Correction should not distract student from his or her speech.

h. Involve speaking activities not only in class but also out of class; contact parents and other people who can help.

i. Circulate around classroom to ensure that students are on the right track and see whether they need your help while they work in groups or pairs.

j. Provide the vocabulary beforehand that students need in speaking activities.

k. Diagnose problems faced by students who have difficulty in expressing themselves in the target language and provide more opportunities to practice the spoken language.[21]

B. Role Play

1. Definition of Role Play

One of the techniques to increase their speaking skill is role play. Role play is very important in teaching speaking because it gives students an opportunity to practice communicating speaking in different social contexts and in different social roles. In addition, it also allows students to be creative and to put themselves in another person's place for a while. According to Stephen D. Hattings, based on his observation class, the role play seem to be the ideal activity in which students might find themselves and them an opportunity to practice and develop their communication ability.[22]

In Cambridge International Dictionary of English, role defined as the person whom an actor represents in a film or play, while role play is a method of acting out particular ways of behaving or

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[21] Huebner, Theodore, *Audio Visual Technique in Teaching Foreign Language* (New York: Cambridge University Press, 1960), 5–6

[22] Hatting, Stephen D., *Role Play* (Cambridge: Blaadwell, 1993), 165

pretending to be other people who deal with new situations. It is used in training courses language learning and psychotherapy.[23]

In this case, Gillian Porter Ladousse illustrated that when students assume a Role, they play a part (either their own or somebody else) in specific situation. Play means that is taken on in a safe environment in which students are as an inventive and playful as possible.[24] It can be illustrated that in role play, a player is given basic information about who he is what he is like, and what he wants to do. A player must interact with others relate to the situation to theirs.

The writer concludes that role play is technique in English teaching in which the students learn in an imaginary situations or roles in order to develop the students' fluency. The situations or roles are made as a real life situation so the students know the functions of English in real life.

According to Crookal and Oxford, there is a little consensus on the terms used in the role playing and simulation literature. A few of the terms often used interchangeably are, simulation, games, role play, simulation game, role play simulation, and role playing game.[25]

There seem to be some agreement; however, simulation is a broader concept than role playing. Simulations are complex lengthy

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[23] Paul Procter (Ed.), *Cambridge International Dictionary of English*, (New York: Cambridge University Press, 1996), 123

[24] Gillian Porter Ladusse, *Role Play: Resources Books for Teacher Series* (New York: Oxford University Press, 1995), 5

[25] Crookal,D. and Oxford, R. L., *Linking Language Learning And Simulation/Gaming . In D. Crookal and R. L. Oxford (Eds.), Simulation, Gaming, and Language Learning* (New York: Newbury House, 1990), 3

and relatively inflexible events. Role play, on the other hand, can be a quite simple and brief technique to organize. It is also highly flexible, leaving much more scope for the exercise of individual variation, initiative and imagination. And role play also included in simulation as well.

In defining role play, Donn Byrne gave comments that role play is a part of drama activity. In details, he described that there are three terms to cover the drama activities. They are mime (mimicry-memorization), role play and simulation. He distinguished the terms as follows:

a. **Mime,** the participants perform actions without using words (although as we shall see, this activity leads naturally on to talk).

b. **Role play,** the participant interact either as themselves in imaginary situations.

c. **Simulation,** this involves role play as defined above. However, for this activity the participants normally discuss a problem of some kind with some setting that has been defined for them.[26]

Both role play and simulation are commonly used in foreign language classes to facilitate communicative competence. Whereas mime seems more appropriate as a language game. It is performing actions without using words. For instance, if someone mimes and action, the others try to guess what it is.

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[26] Donn Byrne, *Teaching Oral English: Longman Handbooks for English Teacher,* (Singapore: Longman Group, 1986), p. 115

From those explanation above, the writer views that role play is a technique which involves fantasy or imagination to be someone else or to be ourselves in a specific situation for a while, improvising dialogue and creating a real world in scenario. It aims at the students to encourage thinking and creativity, lets students develop and practice new language and behavioral skills in a relatively non–threatening setting, and can create the motivation and involvement necessary for learning to occur.

2. **Reasons of Using Role Play**

There are many reasons why teachers should use role play technique in teaching speaking as viewed by Nation and Thomas in *Communication activities*. They are:

a. Role play allows a wider range of language functions and language varieties to occur than would normally occur within a classroom.

b. Role play allows exploration of cultural issues, in particular, appropriate ways to behave in certain situations such as when being offered food and drink.

c. Role play can add interest to an activity and by distributing roles can ensure participation in an activity.

d. Role play can result in repetition of speaking activity by providing a change. [27]

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[27] Nation, I.S.P and Thomas, G.I, *Communication Activities* (Wellington: university of Wellington, 1988), 21

Several reasons for using role play in teaching speaking quoted from Ladousse as follows:

a. A very wide variety of experience can be brought into the classroom and we can train our students in speaking skill in any situations through role play.

b. Role play puts students in situation in which they are required to use and develop those phatic forms of language which are so necessary in oiling the works of social relationships, but which are so often neglected by our language teaching syllabuses.

c. Some people are learning English to prepare for specific roles in their lives. It is helpful for these students to have tried out and experimented with the language they will require in the friendly and safe environment of a classroom.

d. Role play helps many shy students by providing them with a mask.

e. Perhaps the most important reason for using role play is that it is fun.[28]

In conclusion, role play is a technique which can develops students' fluency in target language, promotes students to speak or interact with others in the classroom, increases motivation and makes the teaching learning process more enjoyable.

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[28] Gillian, *Op. Cit*, 6 - 7

In short, role play covers a wide range of possibilities because in students have to enter many different situations. Moreover, it can help students to achieve maximum communication.

3. **Types and Procedures in using Role play**

In view of the persons taking an actor, Gillian explained that there are several types of role. The first is the roles which correspond to a real need in the students' lives. In this category, it involves such roles as doctors dealing with patients, or salesman traveling abroad. 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 include in this category is a customer complaining or a passenger asking for information. 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 television journalist is a good example of this type and it is very useful kind of role taken from real life. The last type is fantasy roles, which are fictitious, imaginary, and possible even absurd.[29]

According to Teed, the role play instruction requires good preparation and management. It is important that the teachers are aware of the following steps: goal setting, context and role defining, role playing introducing strategies, character researching and

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[29] Gillian, *Op. Cit*, p. 13

preparing, role performing, feedback providing, and concluding evaluation.[30]

In case of role play activities, according to Donn Byrne, role play can be grouped into two forms, scripted and unscripted role play. It is very important in communicative approach because they give learners and opportunity to practice communicating in different social contexts and different social roles.[31]

a. Scripted Role Play

This type involves interpreting either the textbook dialogue or reading text in the form of speech. The main function of the text after all is to convey the meaning of language items in a memorably way.[32] For more details, Adrian Doff gave an example of scripted role play dialogue and reading text and how the process is:

Angela	: Good morning. I want to send a letter to Singapore.
Clerk	: Yes, do you want to send it by air mail or ordinary mail?
Angela	: I think I ll send it air mail. I want it to get there quickly. How much does it cost?
Clerk	: To Singapore? That will be 30 pence, pleas.
Angela	: (give the clerk 50 pence) Here you are.
Clerk	: Here's your stamp, and here's 20 pence change.
Angela	: Thank you. Where is the post box?

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[30] Teed, R., *Role Playing Exercises.* Retrieved May 27 2015 from Starting Point Web Site http://serch.carleton.edu/introgeo/roleplay/
[31] Byrne, Donn, *Language Assement: Principle and Classroom Practice* (San Fransisco: Longman. 1986), 97
[32] Don Byrne, *Op. Cit,* 122-123

> *Clerk* : *You want the air mail box. It's over there, by the door.*

(Adapted from living English book 2 : A.G. Abdalla et al)

To demonstrate a role play activity based on the dialogue, the procedures given by Adrian Doff is as follows:

1) First, the teacher guides the role play by writing these prompts: (where? / air mail / how much? / post box? / thanks). Talk as you write to show what the prompts mean.

2) If necessary, go through the prompts one by one, and get students to give sentences or question for each one.

3) Call two students to the front: one play the role as Angela and the other one is the post office clerk. They should improvise the conversation using the prompts to help them. Point out that the conversation should be similar to the one in the textbook, but not exactly the same; the conversation can be shorter than the presentation dialogue. It should just cover the main points indicated by the prompts.

4) Call out a few other pairs of students in turn, and ask them to have other conversation based on the prompts. [33]

Based on these procedures, the writer views that the ways of organizing this dialogue can be carried out into pairs of students who would improvise a conversation in front of class, in turns. The

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[33] Doff, Adrian, *Teach English: A Training Course for Teachers trainer s Handbooks* (Cambridge: Cambridge University Press Inc. The British Council, 1988), 233 – 234

teacher can also ask the students to practice the conversation privately with their partners before they act it out in front of the class.

b. Unscripted Role Play

In contrast to scripted role play, the situations of unscripted role play do not depend on textbooks. It is known as a free role play or improvisation. The students themselves have to decide what language to use and how the conversation should develop. In order to do this activity, good preparation from teacher and students is really necessary.

The example and procedures of unscripted role play are as follows:

> *One student has lost a bag.*
> *He/she is at the police station.*
> *The other student is the police officer, and asks for details.*

To brings out this ideas:

1) The teacher could prepare the whole class, by:

a) Discussing what the speakers might say (e.g. the police officer would asks the students how he or she lost the bag).

b) Writing prompt on the board to guide the role play, and any key vocabulary.

2) The teacher could divide the class into pairs, and:

a) Let them discuss together what they may say.

b) Let them all try out the role play privately, before calling on one or two pairs to act out in front of the class.

Susan House explained that there are several procedures in using role play:

a. Students read and familiarize themselves with the (example) dialogue.

b. Divide the class in pairs, A and B, give A and B roles from the dialogues.

c. Let students act out their role play, not just say them but students should read it loudly.

d. Walk around correcting and checking.

e. Students swap roles and repeat, those whose finish first can be asked to make up their own role play, using different words to fill the gaps.

The above procedures do not mean an exact to be used. It is flexible, teacher can create or develop procedures which is appropriate and suitable with his/her own class.[34]

4. Categories of Role in Role Play

According to Littewood as stated in Revell, there are five categories of role in role play, they are:

a. 'Inherent' role, such as sex or age roles.

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[34] House, Susan, *An Introduction to Teaching English to Children* (Richmond Publishing, 1997), 23

b. 'Ascribe' roles, such as class or nationality.

c. 'Acquired' roles, one's job, for example.

d. 'Actional' roles, such as patient, a coach traveler, or a client in restaurant, all of which occur in the course of our active life and which are temporary.

e. 'Functional' role, such as offering help or expressing regret.[35]

For learners, actional and functional roles will be of most use. There is a common core of actional roles which most learners must be perform creatively, such as asking for directions or buying a newspaper. Meanwhile in functional roles, learners enter into many different situations and because of this, a large amount of time should be develop to their practice.

5. Techniques to Control Role Play

There are many techniques that can be used by teachers to control the class during role play. Meanwhile, Littewood proposed four techniques may use by the teacher in control role play in their class. Those are:

a. Role play controlled through cued dialogues

b. Role play controlled through cues and information

c. Role play controlled through situation and goals

d. Role play in the form of debate or discussion

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[35] Revell, Jane, *Teaching Techniques for Communicative English*, (London: Macmillan Press LTD, 1994), 61

Conventional sessions when using role play are:

➤ Students meet dialogue, in textbook then the students read it and discuss it with their friends

➤ Students are paired up. One student takes a part of one character.

➤ Students read aloud in characters

➤ Students then swap the roles and read again while the teacher walks around to listening, correcting the mistake and helping students.

6. Purpose of Using Role Play

The purpose of using role play in teaching English speaking is to make students encourage thinking and creativity, let students develop and practice new language and behavioral skills in a relatively non-threatening setting, and can create the motivation and involvement necessary for learning to occur. Role-playing can be used as a method for teaching insight empathy competence.[36]

7. Significance of Role Play in Teaching Speaking

To solve the problem, many techniques can be used. One of them is role play. It can faster language skills such as reading, writing, speaking, listening by creating a suitable context. Role play is a powerful language teaching tool that involves all of the students interactively all of the class period. It can also provide the means for

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[36] Blanter, A., *Using Role Playing In Teaching Empathy: British Journal of Psychodrama & Socio drama, 20* (-,2006), 31–36

connecting students' emotions and cognition as it enables students to take risks with language and experience the connection between thought and action. Teaching English as foreign language inevitably involves a balance between receptive and productive skills; here role play can effectively deal with this requirement. Through role play, a class will address, practice and integrate reading, writing, speaking, and listening. Role play also fosters and maintains students' motivation, by providing an atmosphere which is full of fun and entertainment. In so doing, it engages feelings and attention and enriches the learners' experience of the language.

Dramatic activities according to Maley and Duff as quoted by Zyoud "Are activities which gives the students an opportunity to use his own personality in creating material in which part of the language class in to be based". Role play is such as drama activities can provide students with an opportunity to use language to express various emotions, to solve the development of oral communication skills, and reading and writing as well. That activities help students to communicate in the foreign language including those with limited vocabulary.[37]

Based on the principle above drama has criteria as a technique to teach speaking. It encourages thinking and creativity, lets students develop and practice new language and behavioral skill in a relatively

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[37] Aldavero, Vanesa, Alonso, *Drama in The Development of Oral Spontaneous Communication*, (2008) Encounter, May 27th, 2015 from www.encuentrojournal.Org/textos/Alonso.pd

non-threatening setting and can create the motivation and involvement necessary for learning. It encourages the students to actively participate in teaching learning English process because this technique provides a way of creating a rich communicative environment where students actively become a part of some real world system and function according to predetermined roles as members of that group. It can increase self-confidence of hesitant students, because in role play activities, the student will have a different role and responsibility.

It has been mentioned before in the above discussion that role play is one of the activities to promote speaking. Through role play activities the students learn how to express ideas, opinions, or feeling to others by using words or sounds of articulation. It is also one of the activities which is particularly suitable for practicing the sociocultural variations in speech acts, such as complimenting, complaining, and the like. Ladousse, role play uses different communicative techniques and develops fluency in the language, promotes interaction in the classroom and increases motivation. Even, role play helps many shy learners by providing a mask. In addition, it is fun and most learners will agree that enjoyment leads to better learning.[38]

Based on the statement, the writer assumes that role play gives many advantages: such as improving student's speaking ability, motivating them to practice their English, and the most important one

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[38] Gillian Porter Ladousse, *Role Play,* 6–7

is the students feel fun in learning English because role play is also a kind of games. Larsen Freeman explained that role plays are important in the communicative approach because they give learners an opportunity to practice communicating in different social contexts and different social roles.

A role play is a highly flexible learning activity which has a wide scope for variation and imagination. According to Ladousse, role play uses different communicative techniques and develops fluency in the language, promotes interaction in the classroom and increases motivation. Here peer learning is encouraged and sharing of responsibility between teacher and the learner in the learning process takes place.

Role play can improve learners speaking skills in any situation, and helps learners to interact. As for the shy learners, role play helps by providing a mask, where learners with difficulty in conversation are liberated. In addition, it is fun and most learners will agree that enjoyment leads to better learning.

C. Teaching Speaking by Using Role Play

In improving skill through role play, the teacher and collaboration ask the students to perform group, the topic is about asking and giving opinions based on the S.K.3. *Mengungkapkan makna dalam percakapan transaksional dan interpersonal lisan pendek sederhana untuk*

berinteraksi dengan lingkungan sekitar (to deliver meaning in short verbal simple transactional and interpersonal conversations to interact with their surroundings) and K.D. 3.1. *Mengungkapkan makna dalam percakapan transaksional dan interpersonal sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancer, dan berterima untuk berinteraksi dengan lingkungan sekitar yang melibatkan tindak tutur: meminta, memberi, menolak jasa, meminta, memberi, menolak barang, mengakui, mengingkari fakta, dan meminta dan memberi pendapat* (to deliver meaning in a variety of simple spoken transactional and interpersonal conversational accurately, fluently, and meaningfully to interact with the surrounding environment that involves speech acts: ask for, give, refuse favor. Ask for, give, and reject things, admit and deny the facts, and ask for and give opinion).

To hold role playing, the teacher must prepare some steps to make good performance. Here are the stages in role play activity:[39]

1. The teacher arranges or prepares scenario that will be performed by the students. This is important for the students to know the situation of their roles.

2. The teacher appoints some students to learn about the scenario several days before teaching and learning activities. Giving time for the students is useful to have them good preparation for acting.

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[39] Departemen Pendidikan Nasional, *Model Pembelajaran yang Efektif* (Jakarta: Dediknas, 2009), 4

3. The teacher makes groups of the students consists of five people for each group. The teacher has to make group in variant member due to their ability of speaking. So, the smart student is combined with low student.

4. The teacher explains about competence will be achieved. The teacher enlightens the students that from their performance, they will know some expression of giving opinions and it response, and making and declining and invitation.

5. The teacher calls a group of the students who have been chosen to play prepared scenario. On the other hand, the teacher chooses the group to perform.

6. Each student in his/ her group observes scenario being performed.

7. After finishing the performance, each student is given work sheet for discussing each group performance.

8. Every group has performed gives conclusion about what scenario has been performed.

9. The teacher gives general conclusion. That is about the material that has been done by the students in their role play.

10. Evaluation. It is held by test to know their understanding in the material.

11. Closing