Chapter II
Role Play in Enhancing Students' Speaking Ability

2.1 Teaching Speaking

Language has four components there are listening skills, speaking skills, reading skill and writing skills. It is relevant to Nida and Harris (in Tarigan 2013): stated. To master the language we have to learn all of the component, one of them is Speaking skill. We can master speaking skill by practice, as Tarigan (2013): said that we can get and master the speaking skill by practice and more training.

Speaking is very important because we have to talk to convey our intention. When we have the important information we have to put forward by speaking but sometimes we have difficulties to convey our intention, according to Brown and Yule (1999): stated that speaking is depending on the complexity of the information to be communicated; however, the speaker sometimes finds it difficult to clarify what they want to say.

And recently Rickheit and Strohner explained speaking more clearly, Rickheit and Strohner (2008): stated that speaking is speech or utterances with the purpose of having the intention to be recognized by the speaker and the receiver processes the statements in order recognize their intentions. When the receiver or listener get our intention that means the speaker did the speaking well.

Risnadedi (2001): stated that speaking ability more complex and difficult than people assume, and speaking study like study other cases in study of

language, naturalize many cases to language teachers. Therefore we have to learn more about speaking, as Risnadedi says that speaking ability is complex and difficult.

There are some problems when we learn speaking, based on Tarigan (2013): stated that there are some problems that we often face, one of them is misunderstand to the meaning of what others said. In this section, the role of the teacher is needed. The teacher has to clarify the truth or the purpose. There are components in speaking which we have to consider. There are pronunciation, fluency, and diction, based on Harris (in Tarigan 2013): stated that the components are *fonologi, struktur, kosa kata. dan kecepatan kelancaran umum.* (Phonology, structure, vocabulary and General fluency rapidity).

According to Harmer (2001): stated that speaking divide into two categories. First is accuracy, it is an aspects covering the language feature, such as the correct to use vocabulary, grammar and pronunciation and second, fluency is related to the mental processing which may be defined as the ability to maintain speaking in real life context and process information.

Based on those experts, we are as a teacher has to teach a student how to pronounce a word, to choose a good or appropriate diction and help students to do a practice as many as they can have many vocabularies and speak fluently. Therefore in teaching speaking, the students can get so many aspects as the writer states above.

2.2 Approach, Method and Technique in Teaching English.

It is important to determine the methodology of teaching English for teacher. The methodology of teaching English will relate to approach, method and technique. Let takes a look at the differences between Approach, method and technique according to Anthony (in Brown 2001): Approach is a set of assumptions dealing with nature of language learning and teaching. Method is an overall plan for systematic presentation of language based on selected approach.

The last, techniques are the specific activities used in the classroom. Therefore the role-play is a method because it is a specific strategy of each teacher to teach a students. In brevity approach is assumption or theory, method is a plan and technique is classroom activity. In addition Hamer (2001): also stated the definition of approach, method and technique. An approach describes how people acquire their knowledge of the language and makes statements about the conditions which will promote successful language learning.

The method is the practical realization of an approach. The originators of a method have arrived at a decision about the type of activities, the role of teacher and learners, the kind of material which will be helpful, and some model of syllabus organization. Technique refers to type of learning activities.

The clearer definition proposed by Majid (2009): He stated that Approach is a set of assumption, method is a whole plan about teaching material through specific approaches, and technique is a specific activity which implement in the

class based on the approach and the method. Therefore based on the explanation above, role-play is a method which is used in teaching English. Role-play is teacher's strategies to teach students, every teacher has their method to teach, one of the methods is Role-play.

2.3 Role-Play as a Method of Teaching Speaking

The writer intends to apply Role-play to enhance student's speaking ability. Moreno (1910): designed the first known role-playing method in 1910. Role-play is a method that the students can pretend to be someone else, as Ladousse (1995) and Byrne (1986): said that the Role-play is an activity that the students take "roles" as themselves or as other characters in the specific situation. In early Role-playing is defined as participation in simulated social situations that are intended to throw light upon the role/rule contexts governing 'real life' social episodes, stated by Cohen, Manion and Morrison (2007). Role-play is not an approach or technique, it is a method. Because approach means theory, method means the theory that put into practice and technique is classroom activity.

According to Moreno (1910): Role-playing is a technique used in the learning process to provide the participant and involvement in the learning process. Therefore the students can learn how to work in group and cooperate well. And not only that, role-play also can develop fluency in language as Ladousse (2004): indicated that "role-play is one of a whole gamut of

communicative techniques which develops fluency in language students, which promotes interaction in the classroom, and which increases motivation.

Livingstone (1983): supported Ladousse's statement that the use of role-play can be effective to stimulate student's motivation in speaking English more than using oral English test. But Nolasco (in Junaidi 2011): stated that speaking ability is not fluent speaking but conversation. Based on the explanation above, the writer wants to conduct role-play method because this method not only develops the fluency but also communication skill.

There are so many benefits from the role-play, starting from having a good cooperation, increase the fluency, have a good communication and many more as Furness (1976): stated that a child can enjoy and profit from a role-play experience "in terms of improved communication skills, creativity, increased social awareness, independent thinking, verbalization of opinions, development of values and appreciation of the art of drama." The students need to learn something by the role play, but they do not interest the role play will not be success, as Livingstone (1983): stated that one way to ensure interest is for the students to be allowed to choose the topic or situation themselves. But the teacher must reselect, in order that they still can get the benefit of the role-play.

The students will choose the easy topic and they will not think about the benefit that they will get, but if the students still can get an opportunity to practice a wide range of vocabulary, function and attitude, the teacher may let the students

do role-play with that topic. As Livingstone (1983): added "it is difficult to know exactly what they will be required to, or want to, use the language for. We must therefore try to select role plays that will give the students an opportunity to practice a wide range of vocabulary, function and attitude".

2.4 The Procedure of Role-Play

The procedures or the steps that we can do when we play a Role-play method. Livingstone calls it Role-Play Check List. There is "Role-Play Check List" according to Livingstone (1983):

1. Selection.

    A Role play cannot be successful unless it has been chosen with the level, needs, and interests of the students in mind.

2. Preparation

    There are some preparations that you have to prepare, if you want to play a role-play. There are the teacher's pre-class preparation include Linguistic preparation, Situational and cultural preparation and Factual preparation.

3. The class's pre-role play preparation,

    We have to prepare a class for the role-play. The students have to make a class as same as the real situation base on the story.

4. The role play

    It is include The organisation, the role of the teacher and Time.

5. Follow-up

It is include Immediate follow-up and Long-term follow-up.

Richard (1985, in Tompkins): had a different procedure. He recommends a six step procedures for role playing, there are: preliminary activity, a model dialogue, learning to perform the role play with the help of role card, follow-up and repeating the sequence. Ladousse (1987, in Tompkins) also has a different procedure of role-play, she calls it "The Island Game" the propose eleven factors of role-play, there are level, time, aim, language, organization, preparation, warm-up, procedure, follow-up, remarks and variation.

Role-play material divide into 2 categories, there are for beginner and advance. When we want to apply role-play to the students in senior high school of course role play for beginner will be applied. Here are some procedures proposed by Livingstone (1983):

1. Teacher preparation

Teacher preparation consist of four steps:

a. Selection

In this phase, teacher should consider the material, situation, and theme of role-play which is suitable with the level of students and the time available.

b. Breakdown of roles

In this phase, teacher make a brief description about the role which consist of situation, roles, language function thatwill be used in the role, etc.

c. Requisite students' knowledge

Teacher should identify their students' knowledge, so they can choose the new materials that will be given.

d. Requisite teaching aids

Teacher should prepare pictures or other teaching aids which will be used in the role play.

2. Class preparation

Class preparation consists of two phases:

a. Linguistic preparation

In this phase, new material is presented and practice. Pictures and realia are used to present and practice the new words. In this step, the new words are repeted chorally and individually using picture or realia.

b. Linguistic, situational and functional preparation

In this phase, teachers present a model dialogue and the utterance practiced orally with correct pronunciation, stress, rhythm, and intonation. Then, the students are asked to produce their own dialogue base on the role cards given. The last, set the setting and students asked to exercise their role without text.

3. The role play

Before the role-play begin, the students prepare the setting of the role-play. In this phase, students are introduced to the situation where they are in. students can use clue cards but they are not allowed to read the script they have made before.

4. Follow-up

Immediate follow-up can be done when the role-play is held. The Whole role-play follow-up can be given after the role-play is done. The teacher can discusses the role play with the students or ask the student to practice again some part which has a mistake.

5. Further work

The situation of the role play can be explained, in which the teacher and the students can make many variations of the role-play.

2.5 The Learning Material

Before the teachers teach students, the teacher has to prepare a material. The material is about Compliment, this is based on the syllabus. In this case the teacher used Role-play method to teach this material. The material is as follows:

Social Function of giving compliment:

Compliment make people feel good about themselves and we all need that at times. In other words, giving compliment is a way of showing that you have

noticed and appreciated something about someone or situation. A compliment is expression of praise or admiration.

To compliment means to tell someone that you like the way they look or that you are please with something they have done. A compliment is remark expressing admiration, approval, or respect. Most compliments are used to express attention. If you often compliment your friends, it means that you are a good and attentive person. So, give someone a compliment today!

The following are some example of giving compliment.

Table 2.1
The Material

Compliment for Appearance/ Things worn	Compliment for Performance	Compliment for Achievement
- I really like your hair. - That's a lovely dress. - You look so beautiful. - I think you look good in white. - I love your jacket - What a beautiful hat	- I think you are very great. - That was a nice performance. - You are really a good singer. - You are wonderful on stage - You are doing great/ you did great. - It's interesting.	- Great job. - You are a great teacher. - You are clever. - What genius you are! - You are really did well.

2.6 The Teaching Media

The media that can be used in teaching compliment using Role-play method are picture series and realia. It is according to Livingstone (1983). For example :

The teacher spread a picture to every students, the picture series is contain a role. Every student has different role. For example   e it could be a doctor, teacher, nurse, farmer, president, paparazzi, and so many job or role that can be use. Or the teacher gives a realia to the students or the students may choose the realia and then their will role base on the realia that they get.

The example of picture series, the students can be a doctor, a nurse or a patient:

Figure 2.1
(The example of picture series)

The example of realia, first is an apple. The student can be a person who sell the apple. Second is a brochure, the student can be a salles who promote the brochure. Third is Eiffel tower, the students can be a tourist who saw the Eiffel tower. Or the student can be anything use the realia below:

Figure 2.2
(The example of Realia)

2.7 The Worksheet

The worksheet is not to be scored. This is just practice and the teacher can help the students who have difficulties to do their work. Here is an example worksheet according to Livingstone (1983):

Students prepared their roles in pairs. The story is about a small school, the problem is to stay in the old school or move to a large school, in this story students have to put a commend statement. The role cards gave the following information:

Role 1
You are parents of children at the old school. Decide whether you are for or against the move, and list your arguments. Be prepared to put your opinion clearly and politely, and to counter any arguments against it.

Role 2
You are teachers at the old school. Decide whether you are for or against the move, and list your arguments. Be prepared to give

> your opinion clearly and politely, and to counter any arguments
> against it.

> Role 3
>
> You are the school governor. You must chair the meeting. You
> must make sure that everyone's views are heard. You yourself are
> for the move, but must appear to remain neutral. Remember to
> 'open' and 'close' the meeting.

The students are allowed to make notes during their preparation, and to call on the teacher for help. The two students preparing the role of school governor were given a little extra help with the more official side of their role, for example, they will need to know phrases for 'opening' and 'closing' a meeting, as stated in their role cards.

2.8 The Evaluation

The evaluation that the writer will do is divided the students into some group. Each group consists of five or six students, and then gave them a story which they have to practice. This activity will be scored as authentic assessment. The skills that have to be test in this role-play method are pronunciation, grammar, vocabulary, fluency and comprehension. Oral English rating scale is proposed
by Harris (in Undayasari 2012). The scale is five to one, five for the best end one for the worse.

The following are the criteria for each aspect. The first is pronunciation. Five score is for the student who has few traces of foreign accent. Four score is for the student who always intelligible, though one is conscious of a definite accent. Three score is for the student who has pronunciation problems necessitate concentrated listening and occasionally lead to misunderstanding. Two score is for the student who is very hard to understand because of pronunciation problems, must frequently be asked to repeat. One score for the student who has pronunciation problems so serves as to make speech virtually unintelligible.

The second is grammar. Five score is for the student who makes few (if any) noticeable errors of grammar of word order. Four score is for the student who occasionally makes grammatical and or word-order errors which do not, however, obscure meaning. Three score is for the student who has makes frequent errors of grammar and word order which occasionally obscure meaning. Two score is for the student who has grammar and word order errors make comprehension difficult. Must often rephrase sentences and or restrict himself to basic patters. One score for the student who has errors in grammar and word order so severe as to make speech virtually unintelligible.

The third is vocabulary. Five score is for the student who use of vocabulary and idiom is virtually that of a native speaker. Four score is for the student who sometimes uses inappropriate term and or must rephrase ideas because of lexical inadequacies. Three score is for the student who frequently uses the wrong words, conversation somewhat limited because of inadequate

vocabulary. Two score is for the student who misuse of words and very limited vocabulary make comprehension quite difficult. One score for the student who has vocabulary limitations so extreme as to make conversation virtually impossible.

The fourth is Fluency. Five score is for the student who speech as fluent and effortless as that of a native speaker. Four score is for the student who speed of speech seems to be slightly affected by language problems. Three score is for the student who speed and fluency are rather strongly affected by language problems. Two score is for the student who usually hesitant; often force into silence by language limitations. One score for the student who speech is so halting and fragmentary as to make conversation virtually impossible.

The fifth is comprehension. Five score is for the student who appears to understand everything without difficulty. Four score is for the student who understands nearly everything at normal speed, although occasional repetition may be necessary. Three score is for the student who understands most of what is said at slower-that-normal speed with repetitions. Two score is for the student who has great difficulty following what is said. The student can comprehend only "social conversation" spoken slowly and with frequent repetitions. One score for the student who cannot be said to understand even a simple conversational English. This oral English rating scale will perfectly present by the rubric.