

**ROLE PLAY PROCEDURES IN A SPEAKING CLASS  
AT ECC (Effort Central Course) PURWOREJO**

**A PAPER**

**Presented as Partial Fulfillment of the Requirements  
to Obtain an *Ahli Madya* in English**



by

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Yogyakarta, Februari 2009

Yang membuat pernyataan

Dyah Puspitasari

## DEDICATION

*With gratitude and love, this project is dedicated to:*

*My beloved Allah SWT and Muhammad SAW*

*My beloved Much Rodin and Priyani, for their love, prayer and support*

*My best lecturer and supervisor Ms. Anie*

*All staffs and teachers of ECC*

*My beloved AAN*

**MOTTO**

*Reading and writing are the key of knowledge (Q.S Al-Alaq:96)*

*Knowledge is a light and light of Allah will never be given to expert  
in violation of God's law ( an advice of Al'Waqi'I to Imam Syafi'i)*

*God never change people's fate, unless if they try to change them selves  
(Q.S Ar Ra'du: 11)*

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The writer is aware that this paper is still far from being perfect, so any suggestions and criticisms for better improvement of the paper are welcomed. The writer hopes this paper benefit for people. Amien.

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Jogjakarta, February 2009

The writer

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**ROLE PLAY PROCEDURES IN A SPEAKING CLASS  
AT ECC (Effort Central Course) PURWOREJO**

Arranged by:

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**ABSTRACT**

The objective of this research is to describe the procedure of teaching speaking class at ECC and to discuss the roles play activities. My observation was conducted on 10<sup>th</sup> of November 2007 – 10<sup>th</sup> of December 2007 at ECC (Effort Central Course), which is located on Diponegoro st. Kauman 1 Kutoarjo, Purworejo Central Java 54212. The objective of observation is to explore the procedures of teaching speaking at ECC, especially the use of role playing in speaking class. The procedures consist of five steps: pre-teaching, while teaching, grouping processing, moving in and out activity, and evaluation. The participants of elementary level were 10 students, which consisted of 7 female and 3 male students.

During the role play the students practiced with their partners and their cooperation is a successful key in communication. The students could improve their creativity by improvising the dialog in term of vocabulary, sentence, and they could also speak English correctly based on their pronunciation and grammar.

The students were able to spell the words that have been studied, to ask and answer simple questions, to do short and simple conversation fluently, and to express simple opinion, idea, and feeling. Additionally, the students could improve their speaking skill covering expressing politeness, giving compliment, asking question, and increasing the vocabulary. Based on the observation conducted in one of the speaking classes it was found out that role playing is appears the liveliest activities with can bring real life situation into the classroom. Therefore, it could be seen that role play was enable to increase the ability of the students in enhancing their curiosity, creativity, and activeness.

*Keyword: Teaching Speaking, Role play, Procedure, and Language learning*

## CHAPTER I

### INTRODUCTION

#### **A. Background of the Problem**

Human beings are social creature. They live in a society where they interact with each other. In order to build a relation with other people, they create interactions among them. Whenever they interact, they perform communication activities. To run a communication, people need a tool called language. Although a language is not the only tool which facilitates communication, people communicate principally through it (Saputra, 1990).

It is true that through language people communicate with each other, but language is not simply a tool. Through language people can express their thoughts, their ideas, and their feelings. Besides, people can tell what they actually want other people to do. Through language, people can show their role and existence to their society. Language cannot be separated from the community where it exists as there is no society exists without the presence of language. The relation between language and its society is reciprocal, meaning that the presence of one of them brings the existence of another (Saputra 1990).

Realizing the importance of language in communication it will be necessary to observe how speaking skill is taught in a class. In relation to this, the writer is interested to conduct a teaching observation at ECC (Effort Central Course) an English course located in Purworejo. In ECC, especially in the speaking class, the teacher teaches the students how to perform effective

communication while obtaining knowledge of sentences form and their meanings. Furthermore, the students are also taught how to use correct sentence and effective sentence in communications. Through those teaching and learning activities, the student can transform the messages conveyed in conversations into real communication experience. This is mostly done by asking the students to practice using dialogs in class. It is interesting that the students practice dialog in class using role play. By role play, the student can transfer what they think and learn, and the student can express ideas naturally both inside and outside class activities.

The writer learns from the observation at ECC, that one way to increase students' ability to speak English is by using role play. In the role play activities, student must learn how to perform themselves in various social contexts and practice a variety of social roles. In role play activities the teacher gives information to the students, for example about who they are and what they think and feel (Hammer, 1984). Role playing, which allow students to practice the dialog can be a good media to transform the knowledge. The major use of role play by practicing dialog is to encourage student to take a look at the material they are learning in a new light. The instructor is persuading them to change mental maps of the world instead of just filling them in (Blatner, 2002).

In this paper, the writer discusses the role play activities as one of the procedures in teaching speaking at ECC. This topic was deliberately chosen by the writer because it is interesting to be discussed. As we know there are four language skills learned when students learn English as a second or foreign language, and speaking skill is one of the language skills. In order to be able to master the speaking skill, it might be better for learners practice communicating with others in a real context which resembles conversations used in daily activities. It is apparent that during the role play activities, the students and the teacher have the opportunity to bring those real life experiences into the classroom.

## **B. Problem Identification**

Considering the wide range of the problems and the limitation of the writer ability to handle the whole matter related to the topic, this project is only focused on the procedure of teaching speaking at ECC in the class especially the use of role play as one of the procedures in teaching speaking. This study, therefore, was concerned with applying daily communication activities, both from the textbook and real life situations into the classroom. The writer is interested to investigate how the role play procedures are able to increase the student's speaking ability and to discuss the role of the teacher in role play procedures.

### **C. Problem Limitation**

The writer focuses on analyzing role play as one of the procedures in teaching speaking class at ECC which consists of the practice of daily conversation in class using the dialogs from the textbook and communicative language teaching method for elementary level which is effectively aimed at increasing the ability of the students in speaking.

### **D. Problem Formulation**

The project is mainly aimed at giving some descriptions of the procedures through which student learned English at ECC especially the elementary level. Based on the objective mentioned above, the writer formulates some problem statements as follows:

1. What are the procedures in role play in speaking class at ECC?
2. What are the roles of teacher during the teaching learning process at ECC?

### **E. Objective**

Based on the problem statements previously stated, the objectives of this project are as follows:

1. To describe the procedures in role play in speaking class at ECC.
2. To discuss the roles of teacher during the teaching learning process at ECC.

## **F. Significance of Research**

The writer hopes that this research will be able to:

1. Provide more insights about the method of teaching English for young learner.
2. Motivate students/teachers in teaching learning process so that the objective of learning speaking could be achieved.
3. Provide references for future researchers who are interested in the same issues related to the procedure teaching speaking.

## **CHAPTER II**

### **THEORETICAL REVIEW**

In this chapter, the writer wants to present the literature review which consists of the language learning, the procedure in teaching speaking, the materials used in speaking class, the teacher's role, and the teaching plan.

#### **A. Language Learning**

Nowadays, English language holds a more important role in the field of education because by learning English people know about knowledge, science, and information from other countries or other parts of the world. As a communication means, speaking is concerned three essential factors. They are the sender or the speaker, the message, and the receiver or the listener (Glenn, Richard, 1996).

In language learning the student should master four major skills namely listening, speaking, writing and reading. These four English skills are called interaction skills. Specifically in speaking skill, we find complex sub-skills. The complex sub-skills that are important for speaking English are vocabulary, grammar, listening, and pronunciation. These sub-skills are all considered when someone carries out a conversation in the language.

Several famous experts on language and language learning proposed some points to consider in learning speaking. The points are the methods, using content based disciplines, task based, and the other. Encouraging good habits is also suggested to achieve a successful communication and increasing

the speaking ability. Role play is one of the examples of the habit formation activities. Role play activities are those where students are asked to imagine that they are in different situation and act accordingly (Larsen, 2000). The students must choose accurately how to clarify one meaning in role play activities.

Additionally, Streven (1977: 5) quoted a definition about language learning from a source, states that “learning a language is process of acquiring conscious control of phonological, grammatical pattern of a second language largely through the study and analysis of these pattern as a body of knowledge”. It means that teaching and learning materials will be needed to support the speaking activities. In this case, textbook might be useful in teaching speaking especially in role play. In other words, the textbook is needed in learning teaching process. The textbook is needed for supporting learning teaching activities for example when the teacher explains the lesson she/he will need teaching media provided by the textbook. Meanwhile, the students perform role play activities in front of the class based on original text (dialog) from the textbook.

### **b. The Procedure in Teaching Speaking**

According to Larsen, the procedure is an ordered sequence of process in teaching. The teacher is expected to create a procedure that will enable speaking activities fun and enjoyable. The activities are hoped to make the students interested in learning process.

Teaching procedure especially at ECC uses role play because it is considered that role play can make the students interested in the classroom activities, so that the speaking class will not be not bored and become a favorite activity to study English. The teacher is not only creating favorite activities, but the teacher must be familiar with the class situation and also they have the knowledge related to the classroom. The teachers can have a successful class room management if they can motivate the student to focus in their concentration. Role and teaching procedure are used to guide students' behavior in class. In general, there are three stages of teaching procedures: the first opening, the second activities and the last closing and follow up.

In the opening stages, Winataputra (2003) said that the teacher should make good environment to make the student enjoy in learning process which will also build students motivation so that they are interested in the material brought to the classroom. In activities stages, Winataputra (2003) said that the teacher should deliver the purpose of teaching and discuss the material, and explain the alternative of learning activities to be done. In closing and follow up, Winataputra (2003) said that the teacher should evaluate the result of learning process. The teacher should give grades, analyses the result, follow up, and give clues/hints on the material for next meeting, and closing activities.

The procedures of teaching speaking are expected to make speaking activities fun and enjoyable. Especially at ECC, the teacher uses role play in the hope that the students will be interested in learning process. The activity in role play is in line with Brumfit's (1991: 37-46) idea concerning the speaking activities that can be practiced in class. According to Brumfit, speaking activities can be divided into three steps:

1. Controller Activities

The activities can be conducted by for example asking the student to tell about what they are doing. The purpose of these activities is student can speak fluently in communication. The student may have to repeat sentences, be corrected, and go through it several times.

2. Guided Practice

It usually gives the student some sort of choice but the language is limited. Telling the time, talking about the colors, asking for directions are the examples.

3. Dialog and Role Playing

Dialog may bridge the gap between guided practice and free activities. A teacher can divide the student in pairs. Another way of presenting dialog is through playing, and the student can make use of this activity to creatively use the language. They can also learn intonation and

specific cultural related expression, because in role play activities they will use expressions used in daily activities.

In relation with that, Alton, Biron (1964) stated that there are three points that have to be considered in conversation practice: first, direct the conversations means that the audience feels that the speaker can bring message clearly. Second, genuineness in conversation advises the speakers to be them selves. The last, fluency is achieved when the speaker can exchange rapidly when the listener suffer from miscommunication.

Expert on ELT (English Language Teaching) proposed several methods for teaching speaking, and one of them is CLT (Communicative Language Teaching). In relation to how to help students in practicing their speaking skills, CLT is one of the examples of role play activities in class. The aim of CLT is to encourage the students to be able to communicate freely in the target language. Meanwhile, in CLT activities, the student can also use language in variety of functions.

The characteristic of CLT in communication is that the student can use the language through communicative activities, such as game, role plays, and problem solving task. According Morrow (1981) the communicative activities have three features, there are information gap, choice and feed back. In role playing activities the teacher can help students determining what topic to be discussed. Three features by Morrow can be illustrated in the student did not go to course. In a topic

related to weekend activities, for example, the communication features can be described as follow: First, an information gap exists because the speaker did not know what her classmate was going to do the following weekend. Second, the speaker has a choice as to what she would predict and how she would predict. Third, the speaker receives feedback from the member of group. CLT gives opportunity for the students to practice using communicative function of making predictions.

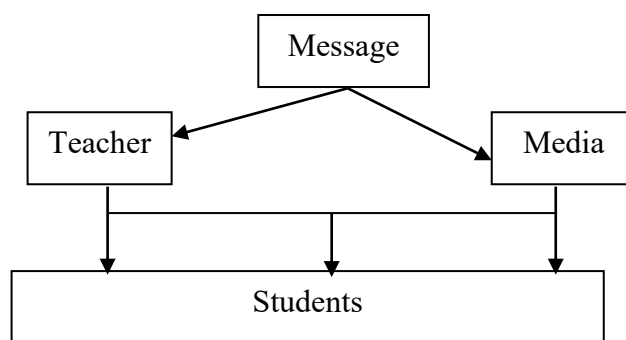
In line with Morrow, Mulyasa (2003) pointed out that there are five models learned in curriculum competence, which are contextual teaching learning, role playing, participative teaching and learning, mastery learning, and modular instruction. Mulyasa (as cited in Shaftel, 2003) divided the process of learning through role playing into ten steps which are creating situation, format role playing, preparing observation, discussion and evaluation, replay role playing, the second discussion and evaluation, dividing experience and decision maker.

### **c. Media Used in Speaking Class**

The media is everything used in the process teaching and learning so the effective learning can be achieved (Zainudin, 1984). Henrich, Molenda, Russel and Smaldino (Burden and Byrd, 1999) divided media into three kinds such as audiovisual materials, books, and duplicated materials. The examples of audiovisual materials are movies, and television, while the duplicated material can be found by copying animation pictures.

Furthermore, according to Ornstein and Behar (1995) among instructional media, a text book is almost universal part of school instructional aspect. A textbook contains some instructional materials. Brumfit (1991: 5-6) stated that “the text books is part of contain all material and could help the teacher for achieving objective learning and teaching process”. In addition, Goodman (2000: 28) stated that “textbook is a book dealing with a definitive subject of study, systematically arranged to be used at a specific level of study material for given course”.

The textbook helped the students understanding of the material. The text book supported the materials clarity and the limited teaching media. Textbook could build students motivation and it is hoped that they will be interested in the lesson. The textbook could interest, illustrate students, and help the teacher in explaining the lesson. Therefore text book may be more effective in learning.



(Adapted from Sadiman 1986: 13)

From the diagram model of communication above the writer agrees with Sadiman (1986:13) who states that the message can be received by all students clearly. By using media, it will be easy for the

teacher to explain the material (message) to the students.

The textbook or in the form of modul can bring the message clearly. There are many advantages of using modul. In my opinion, the advantages of using modul institutionally prepared modul for speaking class are because moduls are:

1. Easy to bring for the students.
2. Attractive to the students and easier for the teacher to explain.
3. Able to increase student's knowledge and the teacher competency on teaching learning process.

Keeves, (1988: 332) stated a number of advantages of text book when used for classroom instruction:

#### 1. Individualization of instruction

Text book enables students to proceed at their own rates and to a limited extent, according to what they are interested in studying.

#### 2. At the point of economy

Text book costs are quite lower than the other media.

#### 3. Organization of instruction

Text book help student to learn how to read better, to study, to weight evidence and solve the problem.

However, there is a disadvantage of using textbook, in which the students may have difficulty in seeing detail sound on real.

Keeves, (1988) stated that the characteristic of textbook. Which are suitable for speaking class is:

- a. The textbook should be suitable for curriculum
- b. The textbook should use picture and description
- c. The textbook should be suitable based on difficulty level
- d. The textbook should be interesting

During practicing the dialog, the participant may also need many properties for supporting those interactive activities. The properties may be able to add more meanings to the speaking activities; we can find teaching learning media. The teaching learning media such as game, story, and card use the teacher to help explanation in learning process. The game make the student feel enjoy where they bored in class activities. The student work in small group work together and communicate to express their idea, emotion and feeling. The picture strip story makes the student work together find the problem. The card builds the student ability in thinking in discussing the topic. The costume needed for enhancing speaking the activities. Costume can attract the students to the topics and make it easier to understand their roles in dialog, so the costume may create illustration the on the flow of dialogs.

#### **d. Teacher's Role**

The teachers have several different roles in the English classroom. The role of a teacher is encouraging students to become better and ready to use their material.

The teacher's role in classroom is different depending on the place such as whether it is located in the village or in the city. The role of the teacher in the classroom especially in the village will be as director; the student must obey his/her with command and instructions. In contrast, the role of the teacher in the city will mostly be as controller. As a controller the teacher for example, may supervise the students in group discussions. The writer suggests that teachers who teach both in the village and city would adopt a role as a reflective practitioner. Nunan (2003: 13) stated that "teacher is people who give knowledge and make the student grow up with experience". He added that teacher has many roles, namely as a decision maker and as a reflective practitioner.

The teacher as a decision maker has the important task in teaching based on knowledge, skill and class environment to improve the ability of the students. The teacher as a decision maker builds the implementation of learning as an innovation from failure in teaching. How the teacher can manage the class is one the most important role in teaching learning process.

Teacher reflecting on the student practice may be one means to better understanding of reflective practitioner and decision making. Reflections can be defined by David as a way of thinking about educational matters that involves the ability to make rational choices and assume responsibility for decision and actions.

Another definition of the roles teacher is presented by Breen and Candlin in Nunan's (1989), where he pointed out that the teacher has three

main roles in the communication in the classroom. The first is to act as a facilitator of the communicative process, the second is to act as a participant and the third is to act as an observer and learner.

#### e. Teaching Plan

Learning to speak English communicatively is a lengthy process until the main goal of learning English is achieved. It is not easy to reach it. There are a lot of preparations that need to be done by the teacher prior to teaching. One of the vital preparation stages is preparing the teaching plan that will provide outline during the teaching learning process. The following is an example of a teaching plan for a speaking class.

**Table 1. Example of Teaching Plan in Speaking Class**

No.	Meeting	Topic	Time	Media	Activities	Language Focus
1.	2	Introduction	90 minutes	Textbook	-Making dialog -Making effective sentence	Learn language function such as greetings, giving opinions and advice, polite expressions, and word spelling.

The purpose teaching speaking English especially in daily conversation is introducing the student to the use of language in real communication. The teacher tries to introduce the language to the students through practice and dialog. The ways to present vocabulary are by pronouncing the words, knowing their meanings, and then writing them. The students have not focused on grammar and sentence pattern, because they should focus on the language rule first.

Based on the fact above, the media like textbook needed for the student especially in elementary level. From the observation, the writer learned that textbooks are needed for the teacher to help him/her explain the material more clearly.

## **CHAPTER III**

### **DISCUSSIONS AND FINDINGS**

In this chapter the writer wants to present the discussion and finding of the study.

#### **A. The First Research Question**

The goals of learning speaking in speaking class are to increase the ability of the student to speak English correctly and fluently. However, it is not always easy for the teacher to help the students to achieve the goals. The teacher has to be able to create, combine, and decide which methods will be applicable for particular contexts.

From the observation conducted at speaking class at ECC, the writer obtained several findings related to how role playing was applied in class. Therefore, in this chapter the writer wants to give detail about discussions and finding of the final project.

From the observation, the writer gathered information about participant at ECC, which consist of students' background, the ability of the students, and the students' activities in teaching learning process. The data of students participating in elementary level ECC can be seen in the appendix section.

The writer will discuss several stages used in teaching speaking gathered from the teaching observation, which consists of: before starting the lesson, while teaching, activities, review, and closing as follows:

a. Before starting the lesson

During the observation, the writer noticed that, before the lesson started, the teacher must be familiar with the situation in class. For example, whether the students have been ready or not for learning, the textbook, the situation in class, whether it was noisy or quiet. Meanwhile the teacher should work hard to familiarize him/herself with the situation in class, so the teacher explanations could be absorbed by the student effectively.

Furthermore, seat arrangements were also very important for making the students comfortable in studying. The teacher should make sure if the chairs were set based on the teaching plans. The media in class room such as white board, computer, and table and were also needed to support the teaching and learning activities.

b. While teaching

The teacher used interesting method to keep their students interested in their lesson. The teacher tried to pay attention to the students and the lessons, and applied different techniques so that the students would not be bored. The monotone learning could make student bored, so the teacher mixed the activities with games and songs to improve the situation.

The writer has observed the procedure of teaching speaking in conversation class. There are two ways in teaching speaking at ECC, namely:

1) Guided speaking/guided conversation

The teacher guided the students of what they say. The students were asked to follow up what the teacher said. As the primary source of knowledge in the classroom, the teacher had a role as an instructor. During the practice, the teacher said something and asked the students to repeat the sentences.

2) Free speaking/free conversation

In this way the teacher gave the student a great deal of choices regarding the sentence pattern and vocabulary the teacher used. The teacher acts as observer and gave the learner opportunity to improvise the vocabulary.

c. Activities

1) Drills

In drilling method, the teacher dictated the student about the dialog, and then the students repeat it. In the drilling activities, the students followed the teacher's guidance. The students must focus in these activities, and pay attention in class activities.

2) Role play

In role play activities, the students practiced the dialog from the textbook or the modul. Role play could increase the students' understanding of grammar and vocabulary. Role play is hoped to be able to motivate the students by increasing their active participation. The students enjoy the

activities in role play because they also practiced the language used in daily activities.

### 3) Discussion

During the discussion the teacher gave question about the material, and then asked the students to discuss the question together. When the students found difficulties on the material, for example difficult words, the teacher helped result them by showing the meaning of the words.

#### d. Review

The teacher gave comment about the students' performance. That means the teacher reviewed about the teaching plan and teaching materials. The teacher asked the students to answer the questions about the material, to check whether the student could understand the lesson.

#### e. Closing

Based on the review, the teacher knew how far the students understand the lesson, and also the teacher could measure the strength and weakness of the student about their performance. If the evaluation were not satisfying, the teacher gave home work for the student and to be discussed in the next meeting.

## **B. Findings**

### **a. Description of Procedure in Teaching Speaking**

In this part, the writer wants to describe the procedures in teaching speaking at ECC, especially the role play activities as one of

the procedures in teaching speaking. There were five steps done by the teacher in class during the role play activities.

a.) Pre-Teaching

Based on the interview with the teacher and observation the writer got many reasons why pre-teaching is needed before the activities begin. This activity is also called “ice breaking”. Those reasons are as follows:

- 1) to review last meeting/ lesson
- 2) to prepare the learning process
- 3) to motivate the student in learning process
- 4) to introduce the material to the student.

In the pre-teaching session, the teacher gave a warm up activity for the student by giving explanations and questions which are relevant to the material. The key words of the material are given by the teacher, and the students are also given question related to the topic, this activity made the student very busy. The question attracted the student to follow the next step. Because the students were interested to the lesson, they were ready to have another activity.

In the pre-teaching session, the teacher gave question for knowing the student knowledge of the topics given that day. The question could stimulate the students thinking so they are interested about the topic discussed. When they are interested to the lesson, they will be able to create more ideas during the dialogs in the role play activities.



**Picture.1 The teacher was preparing the material**

In classroom scene of pre-teaching, the traditional classroom speaking class at ECC made the student felt not comfortable in class because the design is too narrow. And also, the position of the teacher sitting in the middle of the class blocked the white board.

b.) While teaching



**Picture 2. The teacher began the lesson**

In this stage, the teacher explained the material from textbook. The first step, the teacher gave an instruction to begin the lesson and opened the textbook in the classroom. In the second step, the student listened to the teacher's explanation based on the textbook. The teacher could create fun activities to make students interested and give meaningful vocabulary or difficult word from the textbook. The teacher spent 15

minutes to explain the material. This step is needed because; according to Paul and David (2003), the teacher is someone who gives knowledge and makes the student grows up with experience. In this case, the teacher acts as source of information related to grammar, pronunciation.



**Picture 3. The student listened to the teacher's explanation**

c.) Group Processing

In the group processing session, the teacher divided the group, and created the following activities:

- 1) dividing the students into 5 groups. The group must divide the act and the dialog.
- 2) appointing each group who is responsible to practice the dialog.

In the group processing, the teacher gave instructions, as follows:

- 1) The students must make effective sentence in communication.
- 2) The students describe the importance of cooperation in a group.
- 3) The students make decisions about what behaviors should be kept or changed.

According to Brumfit (1991) the third step of speaking activity is a dialogue that bridges the gap between guided practices. In the second step, the teacher divided the students into groups consisting of two students and gave roles to the student in a short dialog. That means making group purpose to increase language skill in communication, so the communication by practice master the language skill will be more effective to learn language.

The teacher gave time to practice speaking about the dialog in the text book. In order to speak English very well in communicating with partner the student need time to master the dialog. According to Breen and Candlin (1989) the teacher acts as an observer and learner. Related to this statement, the writer thinks that it is impossible for the students to make speaking effective without having exercise and preparation to master the material in their memory.

In addition, in speaking class the students must be active and the teacher of course has to motivate the learner. The student was free to choose their roles in the dialog, and the teacher monitored process the learning the language. The teacher acted as a stimulator. The teacher controls the students in terms of communication. It means that the teacher supported the students to be active in the classroom. The student must master the conversation taken from textbook.



## 2) Detail activities during the role play

The teacher used CLT method (Communicative Language Teaching) and in the CLT the teacher used role play as techniques. And then the teacher gave the same material to each group to discuss in class activities. Role plays in CLT gave opportunity for the students to practice communicating in different social context so they have choice about information gap (form of communication) and they can also receive feedback if they can effectively communicated with other students in their groups. The writer agrees with Morrow (1981) the communicative activities have three features, there are information gap, choice and feed back.

During this communicative activity the students were asked to introduce their backgrounds. Then they talked with the partner in front of the class, so the students were expected to be able to improvise dialogs in this activity.



**Picture 4. The students were having discussion with the partner**

d.) Moving in and out an activity



**Picture 5. The teacher moved naturally**

The teacher moved around in class activities because she wanted to control activities in class. The writer noticed that The teacher wanted to must be familiar with the situation in class, whether the students have been ready or not for learning, the text book, the situation in class, whether it is noisy or quiet. Meanwhile the teacher also worked hard to familiarize the situation in class, so the teacher explanations can be absorbed by the student effectively.

The students prepare them selves for pre-practice. The student must memorize the dialog fully and understand the sentence context, so if the students forget the sentence they can improvise the text.

In moving in and out activity, the teacher observes the following activities:

- a) The teacher must give equal time to the groups for practice conversation more or less 5-10 minutes.
- b) The teacher monitors practice conversation a group, the teacher was there to listen, help and monitor but not to teach the students.

c) Eye contact of between the group and the teacher was necessary because the teacher can observe the student ability related to their confidence, pronunciation.

d) The teacher gave comment about the conversation practice with the group, for example about how to act the dialog in front of the class.

The students practiced in front of the class. Role play activities were done by group of students and they did it in front of the class. In this step each group had 5-10 minutes. While the group performed the dialog, the other group acted as the audience and they paid attention to what they practiced. In the role play activities most of the student could express emotion, interaction and reaction with partner.

The student could explore their performance in communicating in front of the class. The students were able to express their emotion, intention, reaction and explore the language, and have fun in practicing the dialog. They were also able to practice in the English pronunciation correctly.

#### e.) Role Playing Activities

Role play activity at ECC is done by performing the dialog in front of the classroom. The interactions in role play increase the ability of the students in learning speaking. When the writer observed the class, the student practices the dialog in role play activities. Many students felt nervous, so they changed the sentences in the dialog by using synonyms.

The writer took a sample of teaching speaking using ECC textbook at ECC. A sample of the dialog in the class is as follow:

- A: Hello, I am Ana. What's your name?  
 B: I'm Bobby. Where are you from?  
 A: I'm from Purworejo.  
 B: How do you spell your name?  
 A: A N A, Ana.  
 B: Thanks Ana. Could you tell me about your school in Purworejo?  
 A: Sure. I am studying at SMU I Purworejo, a senior high school.  
 It is my favorite school in my home town. I sit in the first  
 year, now.  
 I love English.  
 B: Great! You must be a good student.  
 A: No, not really.  
 B: By the way, why do you join this course?  
 A: Well, I love English, because English is the most important  
 language.  
 B: It's time to begin class now. Thanks for your attention.  
 A: You're welcome.

(Adapted from Window, 2003)

From the above dialogue, the student could learn:

1) Language function,

➤ Expressing opinion, for example:

“Well, I love English, because English is the most important language”. This means that the students could give reasons for joining the course.

➤ Expressing gratitude, for example:

“Thanks for your attention” and “You're welcome”. The student gave response to partners.

➤ Expressing politeness, for example:

”Could you tell me about your school ?”. This means that the students could make polite sentence for asking his/ her partner to identify the school.

➤ Expressing greeting, for example:

“Hello, I am Ana. What’s your name?” The student understands the phrases used for greeting with the other student. They talk about them selves.

➤ Giving compliment, for example:

“You must be a good student”. The student can praise their partner.

➤ Asking others to spell words, for example:

“How do you spell your name?” The students can spell alphabet correctly.

## 2) Vocabulary

Vocabulary from the text, for example:

- |             |             |
|-------------|-------------|
| ➤ home town | ➤ important |
| ➤ great     | ➤ language  |
| ➤ good      | ➤ begin     |
| ➤ join      | ➤ attention |
| ➤ course    | ➤ welcome   |

### 3) Improvisation

The purpose of role play is to encourage the students to practice dialog in class activities. It was enjoyable and fun for the student to express what they felt in the classroom. The student hoped to be able to increase their listening and responding skills, and their creativity to improvise their conversation.

Role play created active participation to help the students learn language effectively. It was apparent that the students wanted to be able to speak English correctly. If they made mistakes in communication, they would certainly feel nervous. However, by using role play activities, it could be seen that the students were motivated to speak bravely. Besides memorizing the dialog, they also had the opportunity to improvise some other dialogs which are not written in the textbook. This made their performance more natural.



**Picture 6. The Role Playing in front of the class**

#### f.) Evaluation

Teaching learning process is a communication process to transfer message from resources to receiver using media. The interaction between the teacher and the students used a textbook as a media. The techniques were asking and dialog. The lesson was about daily conversation.

Here, every student has a chance to finish the gambits according to their own ideas. Furthermore, the writer saw that the student expressed his idea or opinion about what the teacher have discussed in the class related to the theme. Then, the teacher asked other students to give comment about his friend's idea and performances.

When students performed their dialog, the teachers checked and corrected students' mistake. Different mistakes were made by the students when practicing in front of the class. The teacher tried to suggest correct pronunciation or grammar.

The teacher evaluated the dialog to check whether the students could understand the lessons, and then the teacher corrected the grammatical mistakes, pronunciation, stress and intonation and the other mistakes, furthermore the teacher give comments or critics about the performance of the students.

After evaluation the teacher could know the strength and weakness of the students, and then the teacher gave ideas related to their dialog improvisation to increase their abilities in communication by giving other sentences or the synonym of the difficult words.

There are strength and weakness to be checked by the teacher:

a) Vocabulary

The student can memorize the vocabulary effectively, pronounced clearly and correctly.

b) Grammatical pattern

The student can produce a good speech according to their thought or information.

c) Form of verbs and nouns

The student can understand about plural term, countable noun.

d) The use of element language

The student can use sentence related to, when to use it, and in what situation.

Evaluation is very important to know the students strength and weakness. Then the teacher gave comment related to the students' performance to measure their ability.

The practice could diagnose the student ability. Practice in front of the class used by the teacher as material evaluation. From this evaluation the teacher could know how long the student could understand the lesson. To know the minimum standard of student's competence the teacher used the teacher measure ability to follow up learning process to be continued in next material.

In speaking evaluation, the writer got the students problems when practicing dialog in the class especially in role playing the performance. The topic of the dialog was similar, but the performance of each group was different. There were different ways of grouping students, because:

- (1) The students were not equally communicative.
- (2) The students were not remembering fully about the text sentence.
- (3) The students were not relaxed and not comfortable, because they were afraid of making mistake and worried that other students would laugh.
- (4) The students were not confident.

The writer gave new point to solve the problem related to performance of the students. The suggested methods are drilling and group work activities for combining the method of teaching speaking English when the teacher got difficulty to give lesson until the student understand. Drilling method is a traditional method. The student must focus on it because the teacher may explain the material very fast so the students may have difficulties in understanding the topic.

In observation, the writer found two important things, as follows:

a) The teaching speaking procedure at ECC which used role play activities is hoped to be able to build the students ability in:

- developing their creativity in improvising dialogs
- developing their knowledge related to English grammar and vocabulary
- increasing their self confidence

b) By using CLT method (Communicative Language Teaching), particularly role play, students can learn speaking which covers the following points:

- Grammar and vocabulary
- Fluency

## **b. The Role of the Teacher at ECC**

The teacher has a big role in dialog practice inside of the class to make her activities of the classroom successful. Roles of the teachers in the class are as follows:

a. Teacher as a controller

The teacher acted as a guide during the process of learning. That means that the teacher gave control in communication and the material

being taught. The teacher control herself when teaching such as reading text book loudly, observing when the students communicated.

b. The teacher act as the source of information.

In addition to information about the material, when the students have difficulties in identifying new vocabulary in the context sentence, the teacher was helped to choose the meaning in the sentence. The teacher was explains and then try gave meaningful in difficult word and applied it in the context sentence such as gave example in different sentence, tried the student to make different sentence but in grammatically same based from experience and professional the teacher.

c. Giving motivation

According to Paul and David (2003) a teacher has a role as a reflective practitioner. Motivation is one of the most important factors determining the effective classroom. If the student wants to achieve good grades (high score standard), the student must be active to find the meaning of difficult vocabulary, grammar and pronunciation.

The teacher must give motivation to the students. The teacher must make the students feel confidence in practice so the learn speaking English feel enjoy and fun. When the student forgets the sentence and cannot change the synonym of certain word they became panic, and they can not translate any expression in few times. The teacher helps who to find out.

d. Making interactive communication

Speaking in the class should not be bored and become a favorite activity in studying English. The teacher give mix game in speaking class, there are playing games, singing songs which add variation in addition to practicing the dialogs in front of the classroom. That activity could be interactive because in that way students could learn while they were having fun.

e. As an Evaluator

After the dialog was ended, the teacher gave some correction to the student mistakes. The teacher corrected the grammar, pronunciation mistakes and the other mistakes. Pronunciation such speech sounds appeared to be confusing, so speech a sound was a big problem in language learning, especially in pronunciation.

Pronunciation problem can be solved by repeating the word several time, because different pronunciation may changes the meaning of words. Pronunciation is big problem for student, because of different variety of English spoken in the world.

## **CHAPTER IV**

### **CONCLUSIONS AND RECOMMENDATIONS**

Based on the problems outlined, the literature reviews, the discussions, and the findings previously in earlier chapters, the writer would like to propose conclusions and recommendations.

#### **A. Conclusion**

After analyzing the topic, the writer could provide the following conclusion:

Role play as one of the procedures in teaching speaking at ECC Purworejo placed students as a central point in the classroom. In the role play activities, there are five steps done by the teacher in the class. The teaching steps consist of pre-teaching, while teaching, group processing, moving in and out activity, and evaluation.

The roles of teacher during the teaching learning process in speaking class at ECC were as a controller, a source of information, a motivator, and an evaluator.

Role play in conversation is maybe the liveliest form to get the class involved in speaking. The teacher brought communicative situation into role playing activities. The student has choice to determine what they should say. Role play created improvisation and produces words and sentences appropriate to the dialog.

## **B. Recommendations**

Based the conclusion gathered in this study the writer would like to propose the following suggestions:

1. In order to perform an effective procedure, the teacher at ECC must choose the material suitable for the ability of the student. The teacher must be competent in presenting suitable method for improving the student ability the student and quality, especially in speaking class. Problems were likely to occur when during the dialog there is a mismatch between sentences with grammar.
2. The teacher must also try to share their problem with the class teacher. The teacher should discuss about the way to overcome the problem and try to find result. The teacher must be patient with the students because the characteristic and intelligence of students are different. Good teacher can make students more confident in speaking practice.
3. The teacher must have idea to support the teaching learning activities such as providing facility in the classroom, for example using animation film (visual effect), power point, speaking directly with native speaker in class and the other media to socialize the material more effectively and can be motivating for the students.
4. The teacher should apply suitable teaching method in speaking class especially in elementary level. The application of teaching method should the teacher understand between the characteristic giving of the students. The teacher should be creative in explaining the material, giving home

work, and evolutions. The teacher should be careful in choosing the topics or materials depending on students' backgrounds, language levels, and the purpose teaching of learning.

5. The students should use simple vocabulary which will be easier to memorize and to understand. Memorizing structure, grammar, vocabulary is important for speaking activity so the student can use effectively in class.

## Appendix 1. Data of Elementary Level Student

**Data of Elementary Level Students**

<b>Group</b>	<b>Students Name</b>	<b>Sex</b>	<b>Age</b>
A	Sinta	F	15
	Ela	F	15
B	Widia	F	16
	Ita	F	15
C	Lia	F	16
	Sari	F	15
D	Anggi	F	15
	Joko	M	15
E	Soni	M	16
	Rio	M	15

## Appendix 2. Format Observation



**UNIVERSITAS ISLAM INDONESIA**  
**FAKULTAS PSIKOLOGI DAN ILMU SOSIAL BUDAYA**

Name Student : Dyah Puspitasari      Time : 15.30-17.00  
 No. Student : 05221007      Place of Observation : Purworejo  
 Date Of Observation : 10<sup>th</sup> Nov 2007      Program : D3 English

No.	Observation Aspect	Description of Observation
1.	Facilitation at ECC	1) The speaking class is neat and clean. 2) The media at speaking class are computer, table, and white board. 3) ECC located at central region there is Kauman St.1 Kutoarjo.
2.	Teaching Learning Process	1) The teacher gave the material and also the teacher gave the question. 2) The teacher gave home work the students.
3.	The Method in Teaching	CLT ( Communicative Language Teaching)
4.	Activities the students	The activities of the student were very quite.

Consultant

Yogyakarta, 4<sup>th</sup> March 2009  
 Students,

Drs. H. Miftarah A M

Dyah Puspitasari



**UNIVERSITAS ISLAM INDONESIA**  
**FAKULTAS PSIKOLOGI DAN ILMU SOSIAL BUDAYA**

Name Student : Dyah Puspitasari      Time : 15.30-17.00  
 No. Student : 05221007      Place of Observation : Purworejo  
 Date Of Observation : 17<sup>th</sup> Nov 2007      Program : D3 English

No.	Observation Aspect	Description of Observation
1.	Media of teaching and learning	The textbook
2.	Teaching Plan	Introduction speaking
3.	Teaching Learning Process	Time : 90 minutes
	a. Pre-teaching	The teacher checked list in attendance of the students.
	b. While teaching	1) The teacher introduced her self and then the teacher asked the students to introduce their selves. 2) The teacher explained the material from the textbook.
	c. Grouping process	-
	d. Moving in and out activity	-
	e. Role play	-
	f. Evaluation	-
4.	Activities of the Students	1) The class was very quiet. 2) The student could not understand the teacher's explanation.

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Yogyakarta, 4<sup>th</sup> March 2009  
 Students,

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Dyah Puspitasari



**UNIVERSITAS ISLAM INDONESIA**  
**FAKULTAS PSIKOLOGI DAN ILMU SOSIAL BUDAYA**

Name Student : Dyah Puspitasari      Time : 15.30-17.00  
 No. Student : 05221007      Place of Observation : Purworejo  
 Date Of Observation : 24<sup>th</sup> Nov 2007      Program : D3 English

No.	Observation Aspect	Description of Observation
1.	Media of teaching and learning	The textbook
2.	Teaching Plan	Introduction
3.	Teaching Learning Process	Time : 90 minutes
	a. Pre-teaching	1) The teacher checked list in attendance of the students. 2) The teacher gave key word of the material and then the teacher gave the question.
	b. While teaching	1) The teacher explained the material from the textbook. 2) The teacher gave instruction to begin the lesson with pray. 3) The teacher built the question relevant to the teaching plan.
	c. Grouping process	1) The teacher divided the group. 2) The teacher appointed each group who is responsible to practice the dialog.
	d. Moving in and out activity	The teacher moved around the classroom.
	e. Role play	The student felt nervous when practice.
	f. Evaluation	1) The teacher gave comment about the students perform very badly. 2) The student could not enjoy in practice because they felt nervous.
4.	Activities of the Students	The student could not use maximum time.

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Dyah Puspitasari



**UNIVERSITAS ISLAM INDONESIA**  
**FAKULTAS PSIKOLOGI DAN ILMU SOSIAL BUDAYA**

Name Student : Dyah Puspitasari      Time : 15.30-17.00  
 No. Student : 05221007      Place of Observation : Purworejo  
 Date Of Observation : 1<sup>th</sup> Dec 2007      Program : D3 English

No.	Observation Aspect	Description of Observation
1.	Media of teaching and learning	The textbook
2.	Teaching Plan	Introduction
3.	Teaching Learning Process	Time : 90 minutes
	a. Pre-teaching	The teacher gave warm up activity for the student by giving explanation and question
	b. While teaching	1) The teacher gave instruction to begin the lesson. 2) The teacher built the question relevant to the teaching plan. 3) The teacher checked list in attendance of the students.
	c. Grouping process	1) The teacher divided the group. 2) The teacher appointed each group who is responsible to practice the dialog.
	d. Moving in and out activity	1) the teacher moved around the class 2) The teacher gave advise the student activities when they used hand phone, and also they talked not the topic with their friend when practice.
	e. Role play	The student practiced the dialog. (5 groups x 5 minutes)
	f. Evaluation	The student could enjoy in practice because they felt not nervous
4.	Activities of the Students	The class very noisy because the students practiced the dialog.

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 Students,

Dyah Puspitasari



**UNIVERSITAS ISLAM INDONESIA**  
**FAKULTAS PSIKOLOGI DAN ILMU SOSIAL BUDAYA**

Name Student : Dyah Puspitasari      Time : 15.30-17.00  
 No. Student : 05221007      Place of Observation : Purworejo  
 Date Of Observation : 8<sup>th</sup> Dec 2007      Program : D3 English

No.	Observation Aspect	Description of Observation
1.	Media of teaching and learning	The textbook
2.	Teaching Plan	Introduction
3.	Teaching Learning Process	Time : 90 minutes
	a. Pre-teaching	The teacher gave warm up activity for the student by giving explanation and question.
	b. While teaching	1) The teacher explained the material from the textbook. 2) The teacher gave instruction to begin the lesson. 3) The teacher built the question relevant to the teaching plan.
	c. Grouping process	1) The teacher divided the group. 2) The teacher appointed each group who is responsible to practice the dialog.
	d. Moving in and out activity	The teacher moved around the class.
	e. Role play	The student practiced the dialog. (5 groups x 10 minutes)
	f. Evaluation	The teacher checked list in attendance of the students.
4.	Activities of the Students	1) The students could practice dialog more effective. 2) The student could speak fluently.

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