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## Teacher's Experience in Teaching Speaking Using Role Play Technique

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### Abstract

This study aimed at analyzing the way the teacher teaches speaking using role play technique and investigating the drawback of role play steps implemented by the teacher while teaching speaking. Descriptive qualitative study was undertaken by observing and interviewing an English teacher at Fatih Bilingual School. The result of the observation was analyzed by using role play procedure proposed by Huang (2008). The result of the study revealed that there were two steps of role play that were modified by the teacher and one step that was skipped by the teacher while she implemented role play technique in teaching speaking. In conclusion, there were two steps that not related to the theory.

Key Words: *Speaking, Role Play Technique*

### 1. INTRODUCTION

Students in Indonesia are familiar with English as one of the subjects due to its important use in nowadays era. There are four skills that must be learned are listening, speaking, reading and writing. One of the significant skills to be learned is speaking. It is hoped by learning speaking skills, students are able to speak confidently. Therefore, here is needed teacher's role to guide the students to learn speaking skills.

Nunan (2003) stated that speaking is a teaching process to make the students able to speak fluently. This statement means that teaching speaking is one of the teaching processes that can enhance students' ability in speaking aspects. In order for the teaching-learning process run smoothly, the teacher must use a technique. Kayi (2006) stated that are 13 techniques that can be used in teaching speaking, one of them is role play. Furthermore, Ments (1999, p.5) also said that in role play students act as someone who does social activities and they have to create a framework. This means, in role play techniques, the students act as someone who is doing a social activity. Additionally, the students also have to prepare the framework or dialogue as the guidelines for the role that they will play.

Based on the preliminary study (January – April 2017) during Internship Program (PPL) at the first grade, SMP Teuku Nyak Arif Fatih Bilingual School, the researcher found out that the students have less confident in speaking English

individually. Meanwhile, when the teacher applied the role play technique, the students seemed to be more enthusiasts in learning speaking. It was seen from the way they perform the speaking skills in front of the classroom with their group when the teacher asked them to do it. They showed their speaking ability bravely. The phenomenon somehow inspired the researcher to choose this school because it was clear that the role play technique was effective to help them deepen their speaking skills.

Related to the problem above, the researcher intends to observe how the teacher at SMP Teuku Nyak Arif Fatih Bilingual School uses role play in teaching speaking for the first-grade students. Therefore, the researcher analyzed the teacher's activities in the classroom while implemented role play technique in order to obtain the effectiveness of this technique

## **2. LITERATURE REVIEW**

### **2.1 Definition of Speaking**

As stated by Kayi (2006) speaking is one of important part of second language learning and teaching. That means, speaking leads a vital skill in the English subject. Meanwhile, Chaney (1998, p.13) added that speaking is the communication process through the use of verbal and non-verbal symbols in various contexts. It can be said that speaking is not only performed orally with phonological rules.

### **2.2 Type of Speaking**

According to Brown (2004, p.14) they are five speaking types in English which found in oral production; imitative, intensive, responsive, interactive, and extensive. Imitative is the ability to mimic a word, phrase or sentence. It means that the students have to repeat the given stimulus. Intensive is a speaking type that the students have the ability in linguistics at a specific level. Responsive is the communication that happens when the students give a statement or listen to a statement such as discussion. Interactive happens when the students interact with relatively long span of time and the task that should have the same duration of length but less interaction. While extensive needs more action and interaction with the listener.

### **2.3 Teaching Speaking by Using Role Play Technique**

According to Kayi (2006), teaching speaking is an activity to get the EFL (English as a Foreign Language) learners to be proficient in choosing the right words and sentences that are appropriate in any context. Hence, since there are various kind of technique in teaching speaking, Brown (2001) stated that role play is effective to be applied in teaching speaking skills. The technique works when the teacher asks the students to practice the speaking materials in groups, then each student will get a role. Furthermore, they should play it well and make it looks like a real situation.

### **2.4 Types of Role Play**

Laddouse (1995) stated that there are several types of role play. The first type happens when the students play a situation that appropriates with their daily needs, for example, a situation that happens when a student talk about homework with their pals. The second type occurs when the students play a situation that may or may not their direct experience, for example, the situation when they are invited to a party. The third type takes place when the students play a situation that will

only be experienced by some students, for example, a situation where a student plays a role as a presenter. The last type goes on when the students play a fantasy role, for example, the students play a fairytale

## **2.5 Procedure of Using Role Play in Teaching Speaking**

Huang (2008) stated that are 6 steps that can be used in teaching speaking using role play. The six steps of role play will be explained below:

- 1) Decide on the teaching materials.  
The materials that will be taught must be chosen by the teacher. It can be taken from textbook or non-textbook and should be appropriate with the students' level, interest, teaching objective and suitability of teaching.
- 2) Select the situation and create dialogue  
After choose the material, the teacher should select the situation and provide the dialogue for each role play situation or ask the students to create by themselves.
- 3) Teach the dialogue for role play  
The next step happens when the teacher should teach the language features that exist in the dialogue. The language features include vocabulary, sentences and the dialogues which are exact to the role play situation.
- 4) Have the students practice role play  
After teach the students about the language features, the teacher asks the students to practice the dialogue in pairs or in small group. When the students are well prepared, the teacher then asks them to perform in front of the classroom.
- 5) Have students modify the situations and dialogue  
In this step, the teacher asks the students to modify the situations and its dialogue. By doing that, the students can be more understand some roles in the situation which are given by the teacher.
- 6) Comprehension  
The last step is the teacher checks the students' comprehension about the material or the language features. The several evaluation that can be done to check the students' comprehension are; asks the students some question related to the role play, asks the students to reenact the role plays, or asks the students to translate the role play dialogue based on their native language.

## **3. METHODS**

According to Flick (2007, p. 1), qualitative study is explaining, understanding, and describing the social phenomena by analyzing document, experience, interaction, group or individual. Therefore, in this study, the researcher used qualitative method to find out the activity of the teacher in teaching speaking while implemented role play technique.

The instrument of data collection in this research were observation sheet and interview guide. The researcher did the observation when the teacher was teaching speaking using role play and the observation sheet used was adopted from Huang (2008). Moreover, the researcher also interviewed the teacher by using the unstructured type.

The researcher recorded the teacher's activities while teaching speaking using role play and categorized the steps that implemented by the teacher based on Huang's (2008) theory. Then, the researcher analyzed the data when the teaching-

learning activity was still going on. Next, the researcher interviewed the teacher because the role play steps that teacher used was less correspond with the theory. The researcher then transcribing the interview result into written form. Finally, the researcher described the problem and explained the data in a descriptive way.

#### 4. RESULT AND DISCUSSION

##### 4.1. The Application of Role Play in the Classroom

This includes the categorization of the teacher activities in using role play in the classroom by using Huang's (2008) theory. The following table presents the result of the observation:

###### 4.1.1 *Decide on the teaching materials*

Huang (2008) stated that the first step of role play that the teacher should do is deciding the material for the role play. The teacher applied this step by asking the students to sit in group while deciding the materials to be used. At the moment, she took the materials from the textbook. The activity that teacher did in this first step was corresponding with Huang (2008) theory. Below is the result of the first step that teacher done:

**Table 4.1: Observation Result of Role Play Technique –step 1**

Steps	Activities	Yes/No	Explanation
Decide on the teaching materials	- Teacher decided which materials will be used.	✓	Before started this first step, the teacher asked the students to sit in group.

###### 4.1.2 *Select the situation and create the dialogue*

After decide the teaching materials, the next step that suggested by Huang (2008) is to select the situation and create the dialogue. Here is the result of the second step:

**Table 4.2: Observation Result of Role Play Technique –step 2**

Steps	Activities	Yes/No	Explanation
Select situation and create dialogues	- Teacher or students provided the dialogues.	✓	The situation was already available on the textbook and the teacher chose the

			situation for the students.
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From the result, the teacher chose the situation that already available on the textbook. On the textbook, there are two situations; situation A and situation B. Therefore, the teacher chose the situation A for the first group and situation B for the second group. After that, the teacher asked the students to create the dialogue by themselves. This corresponds with Huang (2008) theory.

#### 4.1.3 Teach the dialogue for role plays

As stated by Huang (2008), the third step is teaching the dialogue for the role play. Here is the result:

**Table 4.3: Observation Result of Role Play Technique –step 3**

Steps	Activities	Yes/No	Explanation
Teach the dialogues for role plays.	<ul style="list-style-type: none"> <li>- Teacher teaches the vocabulary necessary for the role play situation.</li> <li>- Teacher teaches the sentences necessary for the role play situation.</li> <li>- Teacher teaches the Dialogues necessary for the role play situation.</li> <li>- Teacher allows the students to ask something that they did not know about the dialogues.</li> </ul>	<p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p>	<p>The teacher also provided the examples based on the topic from the textbook.</p>

In this step, the teacher not only taught the students about vocabulary and sentences but also the example which were necessary for role play situation. While the students created the dialogue, the teacher was allowing them to ask if they had understood. At that time, she also monitored and guided the students to create the dialogue. The activities that teacher did in this step was corresponding with Huang (2008) theory.

#### 4.1.4 Have students practice the role play

After the students finished creating the dialogue, the next step that the teacher did was ask the students to practice the role play. Below is the observation result:

**Table 4.4: Observation Result of Role Play Technique –step 4**

Steps	Activities	o Yes/No	Explanation

Have students practice the role plays	<ul style="list-style-type: none"> <li>- Teacher allowed students to practice in pair or small group.</li> <li>- Teacher asked them to do the exchange roles.</li> <li>- Teacher asked students to perform in front of classroom.</li> </ul>	<p style="text-align: center;">✓</p> <p style="text-align: center;">-</p> <p style="text-align: center;">✓</p>	The students were practicing by themselves without being supervised by the teacher. The teacher then decided which group should perform first.
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The teacher gave 10 minutes to create the dialogue and 10 minutes to practice. The students practiced the role play by themselves without being supervised by the teacher. After 20 minutes, the teacher asked the students to perform the role play in front of the classroom and the teacher chose which group should firstly perform. The activity that teacher did in this step was not corresponding with Huang (2008) theory. The teacher reduced the second activity of this step.

4.1.5 *Have students modify the situation and the dialogue*

Huang (2008) stated that, after the students finish performs the role play, the next step that the teacher should do is to ask the students to modify the situation and dialogue. Hence, at the moment, the teacher skipped this step. Here is the fifth step observation:

**Table 4.5: Observation Result of Role Play Technique –step 5**

Steps	Activities	Yes/No	Explanation
Have students modify the situations and dialogues.	- The teacher allows the students to modify the situation or dialogues of the original role play.	-	-

4.1.6 *Comprehension*

For the last step of role play based on Huang’s (2008) theory, the teacher checks the students’ comprehension about language features of the role play. The result of this last step can be seen below:

**Table 4.6: Observation Result of Role Play Technique –step 6**

Steps	Activities	Yes/No	Explanation
Comprehension	- Teacher check students’ comprehension about the vocabulary, sentences, and Dialogues of the role plays.	✓	The teacher checked the students’ comprehension during their performance.

			She then also asked the other students' opinion.
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In this final step, the activity that teacher did was correspond with Huang (2008). The teacher gave rewards by giving applause for the students who already performed. Moreover, the teacher also checked the students' comprehension while they were performing the role play and asked the other students' opinion about the group that have been performed.

#### **4.2 The Drawback of Role Play Technique in Teaching Speaking that Implemented by the Teacher**

From observation result, the researcher found that there were five steps of role play technique that the teacher applied in teaching speaking. Meanwhile, if compared with Huang's (2008) theory, there are six steps of role play that can be used. The differences discovered when the teacher skipped the fifth step of role play and reduced the step fourth. Therefore, the drawback of role play steps that applied by the teacher in the classroom was found.

In order to have a reliable data, the researcher also conducted an interview with the English teacher at SMP Teuku Nyak Arif Fatih Bilingual School to verify the observation data. The interview process took 15 minutes where there were nine questions to be asked related to the teacher's activities in using role play. In addition, to avoid the data manipulation, the researcher also recorded the interview process.

From the interview, the teacher explained that she did not use the K13 as the guide to make her lesson plan because Fatih Bilingual School uses Cambridge University curriculum for the English subject. It was also said that there are not much the differences between Cambridge curriculum and the K13. The conversation between the interviewer (I) and the teacher (T) can be seen below:  
Excerpt 1

I : Do you use the K13 to make your teaching plan?

T : No, I made it by myself.

I : Why you do not use K13 ?

T : Because here we have our own curriculum for the English.  
But, I think Cambridge curriculum and K13 are related.

The teacher also said that when she implemented role play technique, she did not apply the step based on theory; meanwhile, she used her own way. Here are the conversations:

Excerpt 2

I : Okay, about role play technique, do you implement role play technique based on a theory?

T : No, I just used my own technique.

I : Why you do not use someone's theory?

T : I do not like finding theory. I just create something I like.

Based on the teacher's response, although she said that she did not use a theory when implementing the role play in her teaching, all the steps that the teacher applied were identical with Huang's (2008) theory. However, the teacher still can get the benefits of the role play technique, here is the next conversation:

Excerpt 3

T : Is there any impact for the students in receiving learning materials?

I : Yes, I see that they can form sentences. So they are not only memorizing word by word. And they know how to ask and answer in a situated condition, I mean in certain condition.

T : Okay that means, those are the advantages of role play, right?

I : Yes.

T : Okay, talk about the advantages. Is there any disadvantage of using role play in your teaching?

I : I think, I will spend more time for letting them to do practice.

From the teacher explanation, it is seen that she got the benefits of using the role play technique, that is, it could help the students to form sentences in daily used. However, the teacher said that role play technique in teaching speaking needs a lot of teaching-learning time. After all, the next thing that the researcher did was ask the teacher about the role play steps that implemented by the teacher based on the observation result. The conversation can be seen below

Excerpt 4

T : Based on the observation result while you are teaching, I have seen that you are not asked students to do the exchange roles, why?



- I : Because it is wasting time.
- T : Okay. But, you also did not ask them to modify the situation and dialogue. Why?
- I : Because I have not much time to letting them to do that
- T : Okay, next question. On the last step, after students finish performs you are not checking their comprehension. Why?
- I : I am checking during the practice time. For me, this is the strategy to save time. That is also because I have other topics to teach so I controlled while they were practicing.
- T : Okay. Is there something that you want to improve in your teaching?
- I : Of course I want to improve my teaching, I want to apply a method or a technique which is best for my students. Not the best technique. Because all students has different character and sometimes what I apply does not fit to my students.
- T : So, this is the last question. What do you think about role play technique in teaching speaking for you students?
- I : It is good for my students.
- T : Okay miss, thank you for your time.
- I : You are welcome.

Based on the teacher's answer, the reason for modifying the steps of role play was to save her time in teaching. It also can be said that this is her strategy in using role play technique. In addition, the teacher also added that role play is one of the technique that appropriate for her students' character and ability.

## **5. CONCLUSION AND SUGGESTIONS**

Based on the research, it can be concluded that the role play steps that implemented by the teacher was less correspond with Huang's (2008) theory. The teacher applied the role play technique sequentially but there was a step that skipped by the teacher and she also reduced the step fourth. Besides, teaching speaking using role play technique also has the advantage and disadvantage. In conclusion, the drawback of role play steps that teacher applied in her teaching speaking was found.

Therefore, the researcher would like to give some suggestions that may be useful for the English Department students. This study only focus analyzing the steps of role play, it is recommended to the other researcher to conduct the

research about the other elements in the role play technique that used by the teacher such as the advantages and disadvantages and the types of role play.

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