CHAPTER II

THEORETICAL REVIEW AND RELATED STUDIES

This chapter covers: (a) related studies, (b) speaking, (c) communcative language teaching.

A. Related Studies

To vouch the authenticity of this research, the writer presented some previous studies that deal especially with related to this research. First of all, Siti Nurhayati, showed that there was improvement of the student's speaking skill in actively communicative by using Communicative Language Teaching. Most of students in the first grade of MA Pembangunan UIN Jakarta achieved good score in the post-test. The finding of this research related to the test, they were pre-test and post-test. The average score of pre-test from the experimental class was 71 and the control class was 71.8. The average score of post-test from experimental class was 81 and control class was 73. Related to the result of the research showed that communicative language teaching (CLT) was effectively improving students" speaking skill in communicating.[1]

Second, at the high school level, Dedi Efrizal, stated that result of data analysis there are improvements on students' speaking achievement in each cycle. The data shows that in pre-assessment students' speaking is 0% (excellent), 0% (very good), 20% (good) 36% (low) and 44% (failed). In cycle I students speaking achievement is 0% (excellent), 8% (very good), 24% (good), 32% (low), 36% (failed). In cycle II the students speaking achievement is 0% (excellent), 16%

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[1]Siti Nurhayati, *Teaching Speaking Skill Through Communicative Language Teaching,* UIN Syarif Hidayatullah Jakarta, 2011

(very good), 44% (good), 20% (low) and 20% (failed). In cycle III students' speaking achievement is 12% (excellent), 20% (very good), 56% (good), 8% (low) and 4% (failed). In cycle IV students' speaking achievement is 24% (excellent), 48% (very good), 28% (good), 0% (low) and 0% (failed).[2]

The last, Yang, Yingjie I. J. stated that was the obtained results of Communicative language teaching (CLT) indicated both the EFL teachers and learners were taken into account for the effectiveness and achievement of fluency development in speaking. Findings in data and factor analysis suggest that the EFL teachers should draw attention on relevant pedagogical implication and the EFL learners were strongly encouraged to put efforts on learning strategies. Such considerations were necessary to be involved in the EFL teaching and learning. Therefore, the conclusion of study was, within a collaborative learning environment, the implementation of the speaking fluency is took place dramatically to enhance the effectiveness of CLT and that indeed needs a long term effort, patience and monitoring in the EFL class.[3]

In this study, the writer emphasized the focus of CLT on the students' speaking performance which became the similarities to all previous studies above but there were some differences in research design, background and the techniques used. As Efrizal used classroom action research as his design and Yang used pedagogical implication as background and Collaborative Learning

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[2] Dedi Efrizal, *Improving Students' Speaking through Communicative Language Teaching Method at Mts Ja-alhaq, Sentot Ali Basa Islamic Boarding School of Bengkulu, Indonesia,* IAIN Bengkulu, 2012.
[3] Yingjie I. J. Yang, *The Implementation of Speaking Fluency in Communicative Language Teaching: An Observation of Adopting the 4/3/2 Activity in High Schools in China,* University of Southern Queensland Australia, 2014.

Environment as the technique used. Whereas, Nurhayati has the same design but there was no specification on the technique used.

B. Speaking

There were three important parts of speaking was explained. They were nature of speaking, teaching speaking, teaching speaking at senior high school, and types of clasroom speaking performance.

1. Nature of Speaking

Speaking is an interactive process of constructing meaning that involves producing, receiving, and processing information.[4]

Dell Hymes, a famous sociolinguist states that there eight components which has acronym SPEAKING from the set of first letter. The explanation that **S** *(Setting and Scene),* refers to the time and place of conveying an idea or thought orally; **P** *(Participants),* refers to everyone who involved of the speech, such as speaker, listener, and so on; **E** *(End: purpose and goal),* refers to purpose and goal of conveying an idea or thought orally; **A** *(Act sequence),* refers to the content of speech such as words used; **K** *(Key),* refers to intonation, manner and pronunciations when conveying speech; **I** *(Instrumentalities),* refers to the kind of language use, such as written or oral; **N** *(Norm of interaction and interpretation),* refers to the norm and roles of social interaction, such as how to ask opinion, and so on; **G** *(Genre),* refers to the form of conveying speech, such as narration, proverb, and poem.[5]

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[4] H. Douglas Brown, *Principles of Language Learning and Teaching,* 2000, p. 115.

[5] Abdul Chaer and Leonie Agustina, *Sosioliguistik Perkenalan Awal,* Jakarta: Asdi Mahasatya, 2004, p. 48-49.

The definitions above can be concluded that speaking is an activity to convey or express an idea, thought, feeling orally from one person to others in particular place and time which has purpose and language use.

2. Problems in Speaking

Here are Some problems in Speaking based on Larry M. Lynch[6]:

a. Lack of learner motivation

Students skip class, and when they do show up it's likely due to fear of failure more than anything else. They may lack any semblance of attention during class, chatting with classmates, doodling in their note books or, (gasp!) in their textbooks. What experienced English or other foreign language teaching professional hasn't faced the problem of reluctant, unmotivated learners? One key to increasing motivation is to use activities matched to the personalities, learning styles and characteristics of the learners as often as practically possible.

b. Insufficient time, resources and materials

You know the old adage, "you can never be too rich, too thin or have enough English or foreign language vocabulary. So what can you do when charged with teaching English or a foreign language in only one or two hours per week? Add too little time to a decided lack of resources and virtually zero other resources in many third-world classrooms and you have a critical teaching / learning situation indeed. But there are ways, even on the lowest budget, of producing virtually free or very inexpensive English language teaching and learning aids for use in the EFL or foreign language classroom.

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[6]Larry M. Lynch, http://bettereflteacher.blogspot.com.tr/2008/02/three-critical-problems-in-english.html, (Accessed on March 11, 2016).

c. Over-crowded English classes

The number of learners in a class room can range from one, for those who teach individual private learners, to 15 or twenty learners in a typical classroom up to "multitudes of 35 or forty or even fifty or more learners packed into a language leaning situation. Forget anything even remotely resembling "individual attention". Either the throng "gets it" or they don't with little available to the teacher. When I'm faced with over-sized groups I immediately implement strategies using choral, small group and pair work to help in lessening the load on both me and my large group of learners. I also separate out a few of the more "advanced" learners to help me with group work elements. It doesn't solve all the problems, but it's a good start.

3. Teaching Speaking

Teaching speaking means to teach English language learners to: [7]

a. Produce the English speech sounds and sounds patterns.

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

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

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

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

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

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[7] Hayriye Kayi, *Teaching Speaking…,* p. 1 – 2

Two core issues need to be addressed in planning speaking activities for an English class. The first is to determine what kinds of speaking skills the class will focus on. The second issue is to identifying teaching strategies to "teach" (i.e., provide opportunities for learners to acquire) each kind of talk.[8]

The fact that conversation can focus on such vastly different aspect as fluency or grammar or listening ability is a clear indication of the board scope that it encompasses. Most conversation class will encompass all these aspects in varying amounts at different times. Thus, it should come as no surprise that even the name for this class can vary. While most widely used name for this type of language class is probably *conversation,* others tend to refer to it as *speaking, discussion,* or *oral communication.*[9]

In speaking class, learners want to learn how to speak a language, and a good program curriculum is based on learner's needs. Therefore, it is only logical that speaking features prominently an almost all language programs, regardless of learner proficiency level, learner age, or type of course. Thus, to be most effective teacher that can be, it behaves teacher to know as much as possible about teaching speaking. It involves much more than merely tossing out a topic to the class for discussion.[10] In addition teachers who want to land the best teaching jobs need to show that they can teach speaking classes and teach the students well.

When teaching young learners teachers constantly have to keep in mind the fact that what they have in front of them is a mixed class with varied abilities,

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[8] Jack C. Richard, Teaching Speaking …, p. 29
[9] Keith Folse, *The Art of Teaching Speaking,* United States of America: The University of Michigan Press, 2006, p. 5
[10] Ibid.

expectations, motivation level, knowledge and last but not least, different learning styles. Thus, teachers need to vary their approaches and offer as much opportunity as possible to make the whole class find a little something to hold on to, expand and grow.[11]

Students are like sponges, they soak up everything teachers say and how teachers say it. Thus clear and correct pronunciation is of vital importance, since young learners repeat exactly what they hear. What has been learned at an early stage is difficult to change later on. One rule that applied here is slowly and steadily through constant revision and recycling. With the help of mixed activities, such as dialogues, choral revision, chants, songs, poems and rhymes, students speaking abilities grow, their pronunciation gets better and their awareness of the language improves. When applying the above-mentioned tools into the teaching practice, what should be kept in mind is that interaction is an important way of learning.[12] Therefore, increased oral emphasis should be included in classroom to give the students as much speaking time as possible so the students can explore their speaking ability.

Now many English teachers agree on that students learn to speak in the second language by "interacting". Speaking includes both transactional and interactional purposes. When the purpose is transactional, the focus is primarily on the meaning of the message. For example, imagine describing aches and pains to a doctor. When the purpose is interactional, the focus is on maintaining social

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[11] Natasa Intihar Klancar, *Developing Speaking Skills in the Young Learners Classroom*, Internet TESL Journal, Vol. XII, No. 11, November 2011. http://iteslj.org/Techniques/Klancar-Speaking Skills.html. p. 1 (accessed on November 23th 2014)
[12] *Ibid,* p. 1.

relations, for example, greeting, complimenting and chatting with friends.[13] An English teachers should create a classroom environment where students have real-life communication, authentic activities, and meaningful tasks that promote oral language. This can occur when students collaborate in groups to achieve a goal or to complete a task.

There are three basic reasons why giving students speaking tasks which provoke them to use all and any language at their command.[14]

a)   Rehearsal: getting students to have free discussion gives them a chance to rehearse having discussion outside the classroom. Having them take part in role-play at an airport check-in desk allows them to rehearse such a real life event in the safety of the classroom. This is not the same as practice in which more detailed study takes place; instead it is a way for students to get the feel of what communicating in the foreign language really feels like.

b)   Feedback: speaking task where the students are trying to use all and any language they know provides feedback for both teacher and students. Teachers can see how well their class is doing and what language problems they are having, students can also see how easy they find a particular kind of speaking and what they need to do improve. Speaking activities can give them enormous confidence and satisfaction, and with sensitive teacher guidance can encourage them into further study.

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[13] Jerry Gebhard, *Teaching English as a Foreign or Second Language,* United States of America: University of Michigan Press, 1996, p.169.

[14] Jeremi Harmer, How to Teach English, England: Addison Wesley Longman Limited, 1998, p. 88-89.

c)   Engagement: good speaking activities can and should be highly motivating. If all the students are participating fully- and if their teacher has set up the activity properly and can then give sympathetic and useful feedback- they will get tremendous satisfaction from it. Many speaking tasks (Role Play, discussion, problem solving, etc) are intrinsically enjoyable in themselves.

4. Teaching Speaking at Senior High School

The high School English Curriculum presents a curricular proposal that answers mandatory questions teachers should respond as they plan their classes. The English curriculum is designed on the curricular components which are orderly developed as follows:[15]

a. Description of competencies, proficiency levels and approach that orients the English subject development.

b. Presentation of content sets which are aligned with the subject objectives and allow the structuring of didactical units.

c. The methodology guidelines provide specific recommendations for sequencing the didactical units.

d. Evaluation is developed through suggestions and criteria applicable to diagnostic, formative and summative evaluation functions.

The general standard objectives of English language teaching at Senior High Schools in Indonesia are determined as follows:[16] (1) Developing communicative competence both in oral and in written in order to reach the level

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[15] The Ministry of Education of El Savador, *English Syllabus Tenth and Eleventh Grades High School*, 2008, p. 5.

[16] Karim Mattarima and Abdul Rahim Hamdan, *The Teaching Constraints of English as a Foreign Language in Indonesia: The Context of School Based Curriculum;* an internet article, 2011, p. 287   www.sosiohumanika-jpssk.com/sh_files/File/Karim.pdf (accessed on May 02nd 2014).

of informational literacy; (2) Raising awareness of the nature of English as a foreign language in order to compete with other countries in global community; and (3) Developing comprehension of students about the relation between language and culture.[17]

According to the first statement above it is requirement to develop communicative competence since it was focused on microskills of oral communication.[18] In this study, one of skills used is accomplish appropriate communicative functions according to situations, participants, and goals. It will be provided in congratulating and complimenting about lesson.

Graduates' Speaking Competency Standard for Senior High School students in the first year students determines as following:[19]

SILABUS

Nama Sekolah   : SMA MUHAMMADIYAH PALANGKA RAYA

Mata Pelajaran   : Bahasa Inggris

Kelas   : XI

Semester   : 2

Standar Kompetensi	Kompetensi Dasar

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[17]Depdiknas RI 2006

[18] H. Douglas brown, *Teaching by principles: An Interactive Approach to language Pedagogy,* p. 272.

[19] Adopted from SMA Muhammadiyah Palangka Raya English Syllabus in Academic Year 2015/2016.

Berbicara	
9. Mengungkapkan makna dalam teks percakapan transaksional dan interpersonal resmi dan berlanjut (sustained) dalam konteks kehidupan sehari-hari	9.1 Mengungkapkan makna dalam percakapan transaksional (*to get things done*) dan interpersonal (bersosialisasi) resmi dan berlanjut (*sustained*) dengan menggunakan ragam bahasa lisan secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dan melibatkan tindak tutur: menyatakan sikap terhadap sesuatu, menyatakan perasaan cinta dan menyatakan perasaan sedih

5. Types of Classroom Speaking Performance

There are six categories of oral production that students are expected to carry out in the classroom.[20] It explains as follow;

a. Imitative

A very limited portion of classroom speaking time may legitimately be spent generating "human tape recorder" speech, where, for example, learners practice an intonation contour or try to pinpoint a certain vowel sound. Imitation of this kind is carried out not for the purpose of meaningful interaction, but for focusing on some particular element of language form.

b. Intensive

Intensive speaking goes one step beyond imitative to include any speaking performance that is designed to practice some phonological or grammatical aspect of language. Intensive speaking can be self initiated or it can even form part of some pair work activity, where learners are going over certain forms of language.

c. Responsive

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[20] H. Douglas Brown, Principle of Language Learning And Teaching, New York : Prentice Hall, 2001, p. 271.

A good deal of student speech in the classroom is responsive: short replies to teacher or students initiated questions or comments.

d. Transactional (dialogue)

Transactional language, carried out for the purpose of conveying or exchanging specific information, is an extended form of responsive language.

e. Interpersonal (dialogue)

It carried out more for the purpose of maintaining social relationship than for the transmission of fact and information.

f. Extensive (monologue)

Finally, students at intermediate to advanced levels are called on to give extended monologues in the form of oral reports, summaries, or perhaps short speech. Here the register is more formal and deliberative. These monologues can be planned or impromptu.

C. Communicative Language Teaching

Freeman proposes a communicative language teaching aims broadly to apply the theoretical perspective of communicative approach by making communicative competence the goal of language teaching and by acknowledging the interdependence of language and communication.[21]

In this section, there are four important parts of communicative language teaching (CLT) will be explained. There are the nature of communicative language teaching (CLT), the purpose of communicative language teaching

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[21] Diane Larsen-Freeman, *Techniques and Principles in Language Teaching* (UK: Oxford University Press, 2000), p. 121.

(CLT), the characteristic of communicative language teaching (CLT), Several Techniques in communicative language teaching (CLT).

1. The nature of Communicative language teaching (CLT)

Central to an understanding of communicative language teaching is an understanding of the term communicative competence. Coined by sociolinguist Hyme to include knowledge of sociolinguistic rules, or the appropriateness of utterance, in addition to knowledge of grammar rules, the term has to be come used in language contexts to refer to the ability to negotiate meaning-to successfully combine a knowledge of linguistic, sociolinguistic and discourse rules in communicative interaction.[22]

A major strand of CLT centres around the essential belief that if students are involved in meaning-focused communicative tasks, then "language learning will take care of itself", and that plentiful exposure to language in use and plenty of opportunities to use it are vitally important for student's development of knowledge and skill. [23]

Based on the definition above the writer states that CLT is one of methods which design to help the English learners to use the target language for daily communication that can improve the students' knowledge and skill especially in speaking skill.

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[22] http://www.jstor.org/pss/1476834 (accessed on May 02nd 2015).
[23] Jeremy Harmer, *The Practice of English Language Teaching…*,p. 69.

2. The purpose of Communicative language teaching (CLT)

Freeman clarifies the goal of CLT is to enable students to communicate in the target language. To doing it students need knowledge of the linguistic forms, meanings, and function.[24]

According to Hymes the goal of the communicative language teaching is to develop communicative competence. In his view, a person who acquires communicative competence acquires both knowledge and ability for language use with respect to;

a. Whether (and to what degree) something is formally possible.

b. Whether (and to what degree) something is feasible in virtue of the means of implementation available.

c. Whether (and to what degree) something is appropriate (adequate, happy, successful) in relation to a context in which it is used and evaluated.

d. Whether (and to what degree) something is in fact done, actually performed, and what its doing entails.[25]

Jack C. Richards and Theodore S. Rodgers describe in their book that communicative purposes may be of many different kinds. What is essential in all of them is that at least two parties are involved in an interaction or transaction of some kind where one party has an intention and the other party expands or reacts to intention.[26]

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[24] Diane Larsen-Freeman, *Techniques And Principles In Language Teaching* (UK: Oxford University Press, 2000), p. 128.

[25] Jack C. Richards and Theodore S. Rodgers, *Approaches and Methods in Language Teaching* (New York: Cambridge University Press, 2001), p.159.

[26] Jack C. Richards and Theodore S. Rodgers, *Approaches and ...,* p.154.

The writer assumes that the purpose of the communicative language teaching is developing communicative competence which establishes an interaction and transaction activity.

3. The Characteristics of CLT

The most obvious characteristic of CLT is that almost everything that is done is done with a communicative intent. Students use the language a great deal through communicative activities such as language games, pictures strip story and roles play.[27]

Littlewood states, "Ones of the most characteristics features of communicative language teaching are that it pays systematic attention to functional as well as structural aspects of language".[28]

According to Richards and Rodgers, analyses of theoretical base of communicative language teaching offer the following four characteristics of a communicative view of language:

a. Language is a system for the expression of meaning.

b. The primary function of language is for interaction and communication

c. The structure of language reflects its functional and communicative uses.

d. The primary unit of language is not merely its grammatical and structural features, but categories of functional and communicative meaning as exemplified in discourse.[29]

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[27] Diane Larsen-Freeman, *Techniques And Principles In Language Teaching* (UK: Oxford University Press, 2000), p. 129.
[28] Jack C. Richards and Theodore S. Rodgers, Approaches and Methods in …, p.155
[29] MC. Donough and Christopher Shaw, *Material and Methods in ELT: A Teacher Guide*, (Cambridge: Blackwell Publisher, 1993), pp.153-154.

Based on the three opinions above the writer makes one of the basis assumption of characteristic of CLT is everything that is done is often carried out learners in true communication situation.

4. The Functional of CLT

Littlewood distinguishes between "functional communication activities" and social interaction activities" as major activity types in communicative language teaching. Functional communication activities include such tasks as learners comparing set of pictures and events in a set of picture; discovering missing features in a map or picture; one learner communication behind a screen to another learner and giving instruction on how to draw a picture or shape, or how to complete a map; following direction; and solving problems from share clues. Social interaction activities include conversation and discussion sessions, dialogues and role plays, simulations, skits, improvisations, and debates.[30]

According to Morrow, activities that are truly communicative have three features in common: information gap-the students in the groups did not know what the picture contained. They had a choice as to what their prediction would be and how they would word it. And they received feedback not on the form but on the content of the prediction, by being able to view the picture and compare it with their prediction.[31]

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[30] Jack C. Richards and Theodore S. Rodgers, *approaches and methods in language teaching* (New York; Cambridge University Press, 2001), p.166.
[31] Diane Larsen-Freeman, *Techniques And Principles In Language Teaching* (UK; Oxford University Press, 2000), p. 129.

Based on the previous paragraph the writer states, teaching speaking skill trough CLT has many techniques.

5. Several Techniques in CLT

There are many effectiveness techniques in communicative language teaching to improve students' speaking skill, as in Diane Larsen and Freeman's book, they are reviewing many techniques and materials. These are authentic materials, scrambles sentences, language games, picture strip story, and role play.[32] But the writer just notes some of them and their examples; they are language games, filling questionnaries, gassing unknown information, gassing games, picture strip story, and role play.

a. Langu“game

Games are used frequently in CLT. The students find them enjoyable, and if they are properly designed, they give students valuable communicative practice. Speaking activities based on games are often useful way of giving students valuable practice, especially, although by no mean exclusively where younger learners are involved. Game-based activities can involve practice of oral strategies such as describing, predicting, simplifying, asking for feedback, through activities such as filling questionnaires and guessing unknown information.[33]

b. Filling questionnaires

One such activity based on questioneres can be found in Interaction: an interaction workbook where learners have to decide what constitutes job satisfaction. They have to decide first of all what criteria would lead to job

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[32] Ibid, Pp. 132-134.
[33] Ibid, Pp. 133.

satisfaction and then the class is divided into 4 or 8 equal, A to D or A to I for example. Each group then decides which job/s are going to be discussed (own parents', husband's, wife's and so on). Each group has to interview members of another group and then learners have to discuss who of the group they interviewed has the best job. The questionnaire can include details of job, the approximate salary, the hours worked, distance to work, holiday entitlement, what fringe benefits are included and so on.

At the end of the activity each group can tell the rest of the class about the best job that they found. They then compare these and decide which is the best in the whole class and why. Successful completion of the type of activity clearly depends on the effective communicative use of the language and of the sharing of information amongst the participants.

c. Guessing Unknown Information

The Describe and Draw principle is based on a series of plans and diagrams which one student has to describe to another so that the latter can complete the task. The idea behind this "describe and draw" communication activity is to give learners practice in handling, by means of oral description and drawing in pairs, a core of material of non-verbal data, i.e. maps, plans, shapes, graphs. The activities are motivated by the fact that many EFL learners have difficulty when trying to handle this sort of data in the spoken form.[34]

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[34] MC Donough and Christopher Shaw, Material and Methods in ELT: a Teacher Guide, (Massachusetts: Blackwell Publisher, 1993), p.163.

d. Guessing games

The teacher asks one student to think about something he or she has done. The rest of the class guesses what it is.

> ➢ Time
> Teacher: Hesti, you know what time you went to bed last night? Don"t tell us. We"ll guess.
> Dani: at 11 o'clock?
> Hesti: No (Earlier)
> Saiful: At 10:30?
> Hesti: No (Later)
> Etc.
> ➢ Birthday
> Teacher: Armand, tell us the month of your birth, but not the day
> Armand: June
> Teacher: Let's guess the date
> Indi: June 10th?
> Armand: No
> Maulana: June 19th?
> Armand: No

e. Picture strip story

Many activities can be done with picture strip stories. In this activity one student in a small group was given a strip story. She showed the first picture of the story to the other members of her group and asked them to predict what the second picture would look like. The activity just described is an example of using problem-solving task as a communicative technique. Problem-solving tasks work well in CLT because they usually include the three features of communication. What"s more, they can be structured so that students share information or work together to arrive at a solution. This gives students practice in negotiating meaning.[35]

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[35] Diane Larsen-Freeman, *Techniques And Principles* … , p. 134.

The other experts applies strip story activity by using short story or anecdote select that has exactly the same number of sentences as there are students in the class. Each sentence is written on a separate strip of paper. (if the same story is used with several classes, the sentences may be typed on a stencil, dittoed, and then cut into strips.) The strips are randomly distributed to the students. Each student must memorize the sentence of his or her strip. Then the strips are collected. The students move around, speaking only the target language, and ask each other questions until they have reconstituted the original story. The teacher"s role is merely that of facilitator; it is recommended that the teacher remain silent during the reconstruction activity.[36]

f. Role-play

Role-play is very important in CLT because they give students an opportunity to practice communicating in different social contexts and in the different social role.[37]

Teacher use the term Role-Play to refer to a number of different activities, ranging from simple dialogues prompted by specific information on role cards to more complex simulations which pass through a number of stages.[38]

Role Play material are often written specifically to get learners express opinions, to present and defend points of view and to evaluate arguments based on

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[36] Edward David Allen and Rebecca M. Valetta, classroom techniques …, p.238.
[37] Ibid, pp. 133-134.
[38] Tricia Hedge, *Teaching and Learning in the Language Classroom*, (Oxford: Oxford University Press, 2002), p. 278.

the notion of what Prabhu calls an opinion gap, in that the activity involved the learner in formulating an argument to justify an opinion for which there is no one objective way of demonstrating the outcome as right or wrong.[39]

In this study, the writer used Role Play as one of the technique from CLT which defined congratulating and complimenting as an opinion gap. Role Play is defined as drama-like classroom activities in which students take the roles of different participants in a situation and act out what might typically happen in that situation.[40] Getting students to talk about their feelings is not always easy. There are many issues that are hard for them to talk about because they may be afraid of ridicule or dismissal. Role Play can help them 'play' with personal problems. It allows them to be spontaneous by releasing creative energy. By gathering together in the safe environment of the classroom to hear and share stories, all students can feel they have a place in the class, school, and community.

Role Play is a kind of informal performance with no costumes and props. Participants take pre-determined roles and play within `the confines of previously determined "rules" or scenarios. For example, to practice how to express complaints and apologies in a foreign language, students might have to role-play a situation in which a customer in a shop returns a faulty article to a salesperson.

There is no pre-written script; instead, the participants are given detailed description of the roles they will play plus some situation cards setting the tasks they are going to fulfill. The most basic of Role Play may not involve students in adopting a role other than their own; the situation in which they are placed is

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[39] McDonough and Christopher Shaw, *Material and Methods in ELT*: A Teacher Guide, (Cambridge: Blackwell Publisher, 1993), p.165.
[40] Richards, Jack and Richard Schmidt.. *Longman Dictionary of Language Teaching and Applied Linguistics (third edition*. (London: Pearson Education Limited, 2002), p. 460.

usually realistic terms of the culture of the target language. For example a witness of Bank robbery or job interview, etc.

Students acting a part or a role in events before a situation, during the situation and after the situation. It is not easy to distinguish clearly between Role Play and simulation. Both are forms of games mirroring a slice of reality. As a rule simulations are more highly structured and contain more diverse elements in their content and procedure. Simulations are simplified patterns of human interactions or social processes where the players participate in roles. Most simulations demand that the participants are supplied with background information and materials to work from both before and during the simulation.[41]

In contrast to simulation, Role Play often consists of short scenes, which can be realistic. Realistic Role Plays have been common features of situational language teaching for a long time and are catered for by suitable dialogues in most beginners' textbooks. Role Plays may be enacted around everyday situations as well as around topical problems. In addition, Role Play improves the students' oral performance generally, and simulations quite often train all four skills.[42]

In a Role Play the teacher added the element of giving the participants information about who they are, and what they think. Role Play are effective when they are open-ended, so that different people have different views of what the outcome should be, and a consensus has to be reached. That way there is a dynamic movement as the Role Play progresses, with people clearly motivated to say as much or as little as they need to achieve their aims.

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[41] Klippel, Frederike, *Keep Talking; Communicative fluency activities for language teaching,* (New York: Cambridge University Press, 1984), p. 121.
[42] Ibid, Pp. 121-122

g. Teaching Speaking Using Role Play

Learners want to learn how to speak a language, and a good program curriculum is based on learners' needs. Therefore, it is only logical that speaking features prominently in almost all language programs, regardless of learner proficiency level, learner age, or type of course. Thus, to be the most effective teacher, it behooves teacher to know as much as possible about teaching speaking.[43]

Learning is often focused through a key problem or issue for the students to tackle.[44] Teachers' job is to find techniques or methods for making their students are able to tackle the problem. One of the alternative techniques is Role Play.

There are many reasons in favor of using Role Play activities and techniques in the language classroom. Based on Richards and Rogers, first of all Role Play is entertaining and fun, and can provide motivation to learn. It can provide varied opportunities for different uses of language and because it engages feelings it can provide rich experience of language for the participants.

In Role Play, students are asked to use their creativity and personality to play the role of a specific person while interacting with another person in the Role Play.[45]

One of the goals of CLT is to develop fluency in language use. Fluency is natural language use occurring when a speaker engages in meaningful interaction

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[43]Folese Keith, *The Art of Teaching Speaking,* United States of America, (The University of Michigan Press, 2006), p. 5.

[44]Predinville, Francis and Nigel Toye, *Speaking and Listening through Drama,* (London: Sage Publication, 2007), p. 29.

[45] Jack C. Richards and Theodore S. Rodgers, *Communicative Language Teaching Today* (New York; Cambridge University Press, 2006), p.15

and maintains comprehensible and ongoing communication despite limitations in his or her communicative competence. Fluency is developed by creating classroom activities in which students must negotiate meaning, use communication strategies, correct misunderstandings, and work to avoid communication breakdowns. [46]

The things that teacher needs before doing a role activity are; a story, incident, or court case with several parts to it and perhaps the teacher also provide a list of characters.

These are some preparation that should be done to conduct the Role Play activity;

1. Find a story that is interest to the class. It would be one the teacher has already discussed in the class. It would be a story that everyone knows, but one part of the story must be changed. For example; teacher could do Cinderella, but Cinderella could be made naughty instead of nice.

2. Figure out a list of the possible characters that the students with their level proficiency could play the role.

3. Prepare small slips of paper with a role on each one, or list the characters on the board. For each character of the person; in essence, this is telling the students how to act.

Teaching often takes the form of an outline for the activities. Outline is important because in a learning situation the teacher's role is to structure the discourse and, to be fair to all students; the structure should be similar in all of them.

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[46] *Ibid*

Here is an outline for doing Role Play activity when teaching speaking;

1. Announce students that the class is going to do a Role Play. The first time doing activity, some students will need much more information and clear direction.

2. Put students into groups of whatever number that have planned for. If it has eight roles in the story, then break the students into groups of eight before distributing the roles.

3. Students should not know each other's roles; they will reveal it through speaking. In a Role Play, students should spend some time telling people who they are.

4. Give students some class time (no more than 10 minutes) to write down some of the things their characters would need to say. In addition, this time is for students to consult each other in their first language or their dictionaries so that they can have the words they need. This is a real opportunity for students to push themselves to help their language grow as they actually attempt to stretch their current limited English.

5. Begin the activity. Students introduce themselves and discuss their views about the topic.[47]

Making sure in good steps that the necessary resources are available helps the actual teaching situation flow smoothly. Another thing which is also important in teaching speaking is time management, because in speaking activities are often administered to individual or small groups.

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[47] Keith Folese, *The Art of Teaching Speaking,* United States of America: The University of Michigan Press, 2006, p. 5.

h. Advantages and Disadvantages of Role Play

Role Play can be very enjoyable for learners and provide excellent opportunities for using language in real life situations. It is a communicative activity where the learners can use spontaneous language. It also helps learners to develop real life speaking skills.[48] Role Play can also require the learners to use their imagination, background knowledge and communications skills. These are some advantages of Role Play;[49]

The first advantage that can be cited is that of familiarity, because of the use of drama in schools. Students have been reported to find Role Play exciting and challenging and teachers have found it to be a powerful teaching technique. This potency may be the reason why Role Play is so widely used, as 'it can be used for messages, expressing or arousing emotion, negotiation and persuasion, or for a variety of other purposes.

A further advantage of Role Play is its versatility. The situations or scenarios can be simple or elaborate, familiar or strange. Students can learn by participation or through observation. Role Play can be used to practice telephone conversation or it can be recorded to provide feedback to participants. For these purposes, recording equipment will be required, using either audio or video equipment.

Perhaps the greatest advantage of Role Play lies in its contribution to the learning experience. Role Play is able to 'stimulate the imagination and enable course members to engage with people's concerns and complexities within a

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[48] Sameera Ahmed Al-Senaidi and Sharqiya South Region, *Using Role Play....*, p. 67

[49] Jan Woodhouse, *Strategies for Healthcare Education How to Teach in the 21st Century*, San Diego: Radcliffe Publishing, 2006, p. 74-77

supportive environment. A Role Player 'highlights the differences between how people think they are communicating and how their communication is perceived by others. Using Role Play as a teaching strategy allows the student to test out their repertoire of behaviors, or to study the interacting behaviors of the group, and helps them to 'to cope with the idea of uncertainty.

Whereas advantages, Role Play also has some disadvantages like other activities generally. Role Play is 'less "safe" than didactic methods. As there is less control, as far as the teacher is concerned, over what occurs during the Role Play. One cannot predict the emotional responses of the students, either to the notion of the Role Play itself or to the content of the Role Play. Role Play may awaken previously subdued or suppressed emotions, such as feelings of fear of failure, being pressurized into doing something one would rather not do, choosing to participate, and feeling unsafe.[50] So some students may react negatively to the mere prospect of being involved in a role-play situation.

The length of time spent in Role Play may also influence its success or failure. Students may find themselves in role for the whole day – for example, if they are on a management development day – and may find this exhausting.[51] Students may become 'stuck', not knowing how to progress, which happened in the example cited above. This may indicate that they have reached the end of their repertoire or knowledge, or that they find it difficult to move very far from their own persona. It has been suggested that if reach a moment like this call 'time out'

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[50] Ibid. p. 77
[51] Ibid

and ask for comments from the participants or the observers about how to proceed.

Replaying audio or video recordings may help to illustrate points, but here another disadvantage rears its head. If the tutor has used audio or video recording equipment, there are issues of consent, confidentiality, disposal and, of course, being able to use the equipment correctly. The use of recording equipment is associated with another possible disadvantage, namely the cost of resources. Such equipment may not be readily available, so this is yet another aspect that requires careful consideration during the planning stage.

Finally, some disadvantages of Role Play have been noted that relate to the teacher. If the students witness good role modeling, and this could engender feelings of inadequacy among the students. Similarly, the teacher may want to be 'loved' by the students and therefore may fail to challenge bad practices that are observed during the Role Play. One solution to these problems is to utilize co-teaching and/or peer supervision.

If both the advantages and drawbacks of Role Play are taken into consideration, this can be an enjoyable, safe and powerful strategy for enhancing learning where the emphasis is on human interactions and the acquiring of professional roles.