II. FRAME OF THEORIES

To have better understanding in this research, it is necessary to know concept of

speaking, concept of teacher's performance, teaching speaking in the classroom,

concept of role-play, teaching speaking through role-play and its general

procedure and the last is theoretical assumptions. Below is the further explanation

about those concepts.

A. Concept of Speaking

Byrne (1984 : 8) mentions that speaking or oral communication is a two-way

process between speaker and listeners and involves the productive skills and

the receptive skill of understanding. Therefore, in the process of speaking

there must be at least two people: one is a speaker who gives information and

the other is listener who receives information.

Speaking skill is very important in daily activities. It because we can give

responds to other people and situation and can express our ideas, thoughts, and

feeling through spoken language. Speaking is the productive skill in the oral

mode. The success is measured in terms of the ability to carry out a conversation in the language (Nunan, 1991). It can be said that we need to master speaking in order to communicate in a foreign language especially in using conversations.

In accordance with Chaney (1998:13) speaking defines as a process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts. Speaking can take place if the speaker uses verbal symbols like words and sentences, and non- verbal symbols like gesture or sign to convey the meaning.

Meanwhile Brown (2001:250) states that speaking is an interactive process of constructing meaning that involves producing, receiving, and processing information.

From the above definition, it can be inferred that speaking is expressing ideas, opinions, or feelings to others. Besides, Speaking is the process of building and sharing meaning through the use of verbal and non verbal symbols in a variety of context that involves producing, receiving, and processing information.

Brown (2001: 251) also classifies the types of spoken language. Those types are as follows:

1. Monologue

    In monologue, when a speaker uses spoken language like in speech, lecture, et cetera, the listener must process long stretches of speech

without interrupting the stream of the speech will go on whether or not the listener comprehend.

2. Dialogue

   Dialogue involves two or more speakers and can be subdivided into interpersonal and transactional language is a dialogue involves two or more speakers to convey propositional or factual information.

There are three aspects that would be measured for the speaking test. The researcher examined the aspects of pronunciation, fluency, and comprehensibility. Kenworhty (1987) defines that pronunciation is native speaker (competent user the language) to know how to say a word – that is how to pronounce it. Meanwhile O'Connor (1989) defines pronunciation as the analyzed sound that is very different from the written language. From the definition above we can see that pronunciation is a way in which someone utters the words or the language to another based on the available rules. In line with the statement above, the researcher decided to score pronunciation of isolated words in order to know which words that students more mispronounced.

Hedge (2000) defines fluency as the ability to link units of speech together with facility and without strain or inappropriate slowness, or undue hesitation. Fluency is the smoothness or flow with which sounds, syllables, words, phrases, are joined together when speaking. Meanwhile, comprehensibility focused on the students' understanding of the conversation. Comprehensibility measures how much interpretation is required to understand students'

responses. These aspects of speaking are important for the learners to master English communication.

B. Concept of Teacher's Performance

Teacher's teaching performance is the way in which a teacher carries out the teaching process and behaves in the process of teaching. So, teacher's performance is any behavior done by the teacher when she/he teaches the students.

Therefore, we understand that in CAR the performance of the teacher is closely related to her / his students' achievement. A teacher must be able to master teaching theories and learning strategies, because students have their own characteristics and different interests. Besides, teacher must have good teaching skills. Based on the observation sheet of Teacher's Performance of PLPG (Pendidikan dan Latihan Profesi Guru) there are aspects of looking at teacher's performance or teaching skills during teaching and learning process on Pre- activity, while-activity, and post- activity :

1. Pre- activities

a. Doing an apperception. Doing apperception means teacher can correlate the previous material with the material that will be given to the students.

b. Informing the competence that will be achieved to the students

2. While- activities

a. Mastery of Learning Material

In these activities, teacher must be able to master the learning material which covers showing the mastery of learning material, correlating material with real life, achieving communicative competence, transferring and explaining the material clearly.

b. Learning Strategy

Besides learning material, teacher is also able to master learning strategies which involve doing teaching and learning process which is suitable with the competence, doing a teaching and learning process which is suitable with students' needs, mastering the class during teaching learning process, doing a teaching learning process which can build positive attitudes, doing a teaching and learning process which is suitable with time allocation, emphasizing on teaching the language skills integratedly.

c. Use of Learning Media

Teacher also must be able to use learning media, because media can stimulate idea, feeling, and students' ability, so that students can get the material easily. In using learning media, teacher must be able to show the skills in using learning media, producing an interesting message from media, and involving the students making and using the media.

d. Students' Involvement

In students' involvement, teacher must be able to build active participation of the students in teaching and learning process, give positive responses to the students' opinion, facilitate interaction between teacher- student and

student-student, show an interpersonal relationship, and grow students'
enthusiasm in learning.

e. Doing an Evaluation

Evaluation is also the aspect that covers monitoring students' improvement
after teacher explains the lesson, doing a final evaluation which is relevant
to the competence so that the teacher knows whether the competence that
will be achieved is accomplished or not.

3. **Post- activities**

These activities covers the aspects of reflection or making summary of the
lesson by involving the students' participation, and doing a follow-up by
giving direction or tasks as a remedy to the students.

It is important to observe the teacher's performance during teaching learning
process because according to Foster (1976:37), a teacher is a central force that
shapes the behavior of the individual child as well as those of children in
groups. The teacher's performance covers the teacher's behavior that can be
described according to specific roles that stem from the expectation of society,
school, peers, colleagues, and the students themselves.

Foster (1976:38) adds that the qualified and competent teacher must have
mastered the knowledge and skills necessary for the performance of the
psychological roles, a teacher must be :

1. A social model

In performing this role, the teacher must be aware that students in certain communities still expected the teacher to be a model for the social values. Thus the teacher is expected through the use of percept and example, to inculcate those moral values, life styles, and career goals that have high priority in the community.

2. An evaluator

The way the teacher performs this role can frequently determine how students view themselves. Because they are sensitive about all matters concerning success and failure, the way in which the teacher performs the evaluator role is often more critical than the evaluation itself.

3. A walking encyclopedia

It means a teacher must be able to provide any information needed by the students. In other word, a teacher must be knowledgeable.

4. A moderator

The school teacher portrays the moderator role on many occasions. Especially in this area of personal conflicts, the role must be played objectively.

5. An investigator

This role can be performed in a constructive way by an understanding teacher, or it can result in devastating trauma for students if it is performed in an insensitive manner.

6. An ombudsman

This role provides the support and the encouragement that many students need if they are to overcome difficulties in learning and personal matters.

In performing this role, a teacher usually respond by listening to the needs of students in an understanding way.

7. A moral builder

This role is important in the daily instructional program, especially where cognitive learning tasks are concerned. A teacher should build the morale of her students when they feel inadequate, or experience an early failure.

8. A leader of the group

For a teacher, skills in group leadership lie in the area of classroom management and planning for instruction. At this point, group leadership is a critical role for the teacher to perform.

9. A substitute parent

A teacher acts as a parent for many students. With very young children, the teacher frequently must assist the students with personal attire, as well as to perform a number of essentially psychomotor tasks.

10. A friend

A teacher must be able to make friends with the students but it is not necessary to be too friendly with them because he will find it difficult to be objective with them.

Meanwhile, in instructional roles a teacher must be able to perform the following roles:

1. A planner for learning and instruction

2. A facilitator of learning and instruction

3. An evaluator of learning and instruction.

Considering the important role of a teacher, the researcher intended to observe the teacher's performance when he taught speaking by using role-play technique. The main tools for assessing the teacher's performance were observational schedules and rating scales. In this action research, the researcher used an observation sheet (see appendix 7) in which there were some aspects that was scored, the aspects covered the teacher's performance in pre activity, while activity, and also post activity.

C. Notion of Teaching Speaking in the Classroom

Brown and Yule (1983) suggest that when teaching spoken language, teacher should focus on teaching longer transactional turns. This is because native speakers have difficulty with them and because students need to be able communicate information efficiently whether in their country or in a native-speaker country.

A speaking lesson is kind of bridge for learners between a classroom and the world outside. In order to build this bridge, speaking activities must have three features. They must give the learners practice opportunities for purposeful communication in meaningful situations (Hadfield, 2000).

Therefore, if students do not learn how to speak or do not get any opportunity to speak in the language classroom they may soon lose their motivation and interest in learning. On the other hand, if the right activities are taught in the right way, speaking in class can be a lot of fun, raise general learner

motivation and make the English language classroom a fun and dynamic place.

Teaching speaking is to teach English language learners to:

1. Produce the English speech sounds and sound patterns

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

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

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

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

6. Use the language quickly and confidently with few unnatural pauses, which are called as fluency. (Nunan, 2003 in Kayi, 2006)

In order to teach second language learners how to speak in the best way possible, the teacher must use speaking activities that can be practiced and applied in the classroom.

D. Concept of Role-play

Role-Play is a kind of task that can create a highly motivational climate because participants are actively involved a realistic situation. Role-Play also gives the students an understanding of the clients' situation. It also provides the opportunity for students to develop and revise their understanding and perspective by exploring thoughts and feelings of characters in given situation. This means that Role Play is an enjoyable task for students and it creates the

students to speak more in doing the activities, Role- Play can motivate students to speak.

Role-Play is a useful technique in Communicative Approach because it gives students opportunities to practice communication in different social context and in different social roles.

Pauslton and Buder (1976 : 70) say that Role-Play is exercises where the students are assigned fictious roles from which they have to improvise some kinds of behavior toward the other roles in the exercise. From the idea, it can be concluded that role play has two components that is the students can play role the characteristics of the person. Role-Play is a type of drama activities. Sharon Illiles (1988 : 69) states that Role-Play is dramatization of real life situation in which the students assume roles. Here the ability to choose role play scenes exposes students to the types of situation they likely to encounter inside or outside of the classroom. Considering the explanation above, the writer concludes that the students will face with real communication situation in a second language, they have real need for the communication practice they are receiving in the class.

Gillian Porter Ladousse (1995:5) illustrates that when students assume a "Role", they play a part (either their own or somebody else's) in specific situation. Play means that is taken on in a safe environment in which students are as an inventive and playful as possible.

In addition Role-play is interesting, memorable, engaging, and makes students retain the material they have learned. In their assumed role, students drop

their shyness and other personality and cultural inhibitions, making them one of the best tools available for teaching a second language (Stocker, 2005).

From some definitions above the researcher concludes that Role-Play is an activity where the teacher gives roles to the students and asks them to act the roles orally based on the particular ideas, situations, and attitudes. And also the students have to behave and speak in the same way as the roles ask.

E. Teaching Speaking through Role-play

One of ways to get students to speak is role-play. Students pretend they are in various social contexts and have a variety of social roles. The other point to make is that a role-play can always be used as a simple practice activity in information exchange if that is the limited investment that students want to make in it (Edge: 1993).

In role-play activities, the teacher gives information to the learners such as who they are and what they think or feel. It is hoped that what the students gain from role-play is learners can play-act. Because they have to struggle to say what they mean and they can pretend to mean what they say. It is widely agreed that learning takes place when activities are engaging and memorable. The researcher will use CAR in implementing role-play technique:

a. General Procedure

According to Alan M (1971), there are some general procedures in teaching speaking through role-play:

1. Language input. This will often mean the presentation and practice stages in the teaching of a language item, which is now to be practiced stages within a freer framework. It may also mean the pre teaching of the vocabulary and or other language considered useful for the context of the role-play, this pre teaching may be occurred after the context or the role has been set.

2. Setting of the context. This should be done to help the students to appreciate fully the situation. Visual can help to make this more effective, for example the troublesome boy with knife in the schools' role-play provide vital contextual information.

3. Allocation of roles. The teacher should decide this; otherwise, if the vice is throwing open to volunteers, the extrovert will always get the best roles.

4. Statement of the aim(s). This is vital because it gives the students a concrete result to aim for, in the role to play and those provides motivation and presents the activity fizzing out. It also provides a clean – cut result to discuss in the report back phase.

5. Familiarization with the role. This can take the form of reading role cards of students' discussion.

6. Demonstration. This optimal phase is generally not applicable to a role-play. However, if the students are unfamiliar with it, it is useful. It is advisable to choose the best students for this, as they can provide a good model.

7. Role-play and achievement of aim(s). One point to note here is that some group finish significantly earlier than other, the teacher should have ready

one or two ideas for an activity, which can keep them occupied, while they wait. This should ideally be in the form of an extension of role-play, example, writing up final decision.

8. Report work. This will concern how the different group reached their aim(s). Example what decision each group made, etc. This is an important phase because the students are usually interested in comparing their decision with these of other groups. It also gives the students opportunities to talk about the problem they had and it round of the activity beware however of making the stage unduly long listen to fifteen pairs of students' reporting back in turn would clearly be tedious.

9. Follow up. This can take two forms, firstly, written based on role-play, perhaps set for homework, and secondly, remedial work based on mistakes noted by the teacher while monitoring the students' performance.

b. Procedure of Applying role-play in the Class

Based on Klippel (1984) the procedure of playing role-play in the class is divided into three terms: Pre activity, while activity and post activity. Here are the procedures of teaching speaking through role play:

Pre Activities

1. Teacher greets the students.
    For example : *Good morning students, How are you feeling today?*
2. Teacher gives leading question or brainstorms the students related to the topic that they are going to learn.
    For example : Teacher　　: *"Do you like going to a party?"*

    　　　　　　　The student : *"Yes, I do".*

Teacher   : *Do you know how to invite someone and accept*

and refuse an invitation?"

The student : "*Yes.*

3. Teacher gives a chance for some students to share their opinion.

While Activities

1. Teacher introduces expressions of making, accepting and refusing an invitation.

    For example : *Now, we would like to learn about the expression of*

    accepting and refusing invitation by using role play

    technique.

2. Teacher teaches them how to use the expression and gives the material in a paper which contents table of accepting and refusing, and how to pronounce some difficult words accurately and fluently.

    For example : *Now here I have got the paper which contains table of*

    accepting and refusing. Listen to me and repeat after me.

3. Teacher asks their comprehension and new difficult vocabularies.

    For example : *Do you understand?*

    Is there any difficult vocabulary ?

4. Teacher explains the material and introduces the role play technique by giving little demonstration to the students.

5. Teacher asks the students to think for about 3 minutes about the topic.

    For example : *Ok students, now think about the topic in 3 minutes.*

6. Teacher asks randomly the students whether they have got the answer or not by asking them *"Do you have any idea how to express yourself?"* It is intended to force them in order to elaborate their expression about the topic.

7. Teacher divides the class in-group and may consist of three or four students.

   For example : *Now class, I want you to make a group consisted of three or four students.*

8. Then, the students are asked to move to their group and give the students 5 minutes to role play to make a dialogue with their group related to the topic and work out their dialogue.

   For example : *Now, move to your group and I give you five minutes to make a dialogue and then you may work out your dialogue in front of the class.*

9. Teacher moves from one group to another and helps students, for examples in vocabulary, expression and pronunciation. The teacher monitors the class and offers assistance as and when necessary.

10. Teacher asks the students to perform their role-play in front of the class.

    For example : *Ok, time is up and it is time for each group to perform your dialogue in front of the class.*

11. Teacher makes the situation conductive to make the play run smoothly and asks the students to make note about misspelling pronunciation, difficult vocabulary, comprehension, and wherever possible wrong grammar that students meet or hear. The teacher will make a note of common mistakes and ensure that the students do not lose motivation by being corrected directly or straight after the role play.

12. Teacher evaluates students' speaking ability (pronunciation, fluency, and comprehensibility) using oral test sheet consists of students' score based on their oral production.

Post Activities

1. Teacher gives comment and explains necessary thing, such as wrong pronunciation, wrong grammatical use, intonation and gesture.

2. Teacher provides a chance to ask question and answers them.
   For example : *Ok students, Is there any questions?*

3. Teacher concludes the lesson on each topic that he has given to the students' knowledge.
   For example : *Ok class, since you've already understood about the material today. Let's conclude our material today.*

4. Teacher closes the class by greeting.
   For example : *All right students, that is the end of our meeting today. Thank you very much and good day.*

c. Advantages and Disadvantages of Role-Play

Role-Play has both advantages and disadvantages that the teacher should pay attention to in order to achieve more effective during teaching learning process.

I. The advantages of Role-Play are as follows :

1. The students get communicative competence since the students do not only have to master the knowledge of form and meaning but also the students must be able to apply their knowledge in negotiation through the interaction between speaker and listener so that the meaning becomes clear.

2. It builds up the students' creativity in their learning process. The students do not only sit as passive learners because they can actively involved in the learning process and create the students to speak more in doing the activities and motivate them to speak.

II. The Disadvantages of Role-Play.

1. The teacher can not monitor every student in the class since the classroom is noisy.

2. Some students especially for passive students may feel threatened during the role play.

F. Theoretical Assumption

Based on the previous explanation in the theories, the researcher assumes that teaching speaking through Role play technique can bring an improvement to students' speaking ability. It is supported by the previous supporting theories about the implementation of role play. One of the theories states that, by implementing role-play makes students retain the material they have learned provides the opportunity for students to develop and revise their understanding and perspective by exploring thoughts and feelings of characters in given situation. In their assumed role, students drop their shyness and other personality and cultural inhibitions. This means that Role Play can be implemented and creates the students to speak more in doing the activities and motivate students to speak.