

TEACHING SPEAKING USING ROLE PLAY TECHNIQUE (A Case Study at the Eighth Grade of SMP N 17 Tangerang Selatan)

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Abstract

This study aims to investigate the best methodology in teaching Speaking using Role Play technique with regards to Communicative Language Teaching for grade eight at SMPN 17 Tangerang Selatan. By giving role play, the students were interested in doing speaking activities because the students were given a role by the teacher. Role play as one of the interesting activities is also help many shy students to speak with various topic and situation. The students may also create their own dialogue based on the topic given. The steps of collecting the data used in investigating were by observing the students activities in the class, interviewing the teacher and giving questionnaires based on the qualitative approach. It is hoped that the result of investigating the students speaking skills can be an overview and consideration of setting up good teaching and learning process in EFL speaking class. Besides mastering speaking skill, students must study three components of it, such as pronunciation, grammar and vocabulary. Lacking of these components often cause some problems, moreover for foreign language students; they do not know how to express the sentences grammatically and the most common problem is they do not know how to pronounce the words correctly.

Key words: *teaching speaking, role play technique, CLT, junior high school level*

INTRODUCTION

Background of the Study

Advance in information technology and changing job market demand people to be able to speak English as an international language. In response to this, some schools open international classes or apply bilingual system. Thus, English as a foreign language is considered to be an important subject at schools in Indonesia.

One of the skills that have to be taught in teaching English is speaking. By speaking, people will be able to communicate with others or to transfer information. In mastering speaking skill, students must study three components of it, such as pronunciation, grammar and vocabulary. Therefore, teachers should have good proficiency in these areas and become a model of speaker, be creative to find the way of teaching which is more interesting for their

students. Besides, teachers should also motivate and encourage them to speak as often as they can. Other factors that cause the problem of speaking are being shy, afraid to speak or to take part in the conversation. To solve these problems, the teacher should find many activities to create better circumstances.

Based on the above reasons, role play could be the right technique in teaching speaking. It gives students an opportunity to practice communicating in different social roles and it also gives more fun for them. Additionally, it gives students an opportunity to involve themselves as another person or play like in a drama. By giving them roles in learning English, teachers can make their student enjoy studying with their peers in the class with regards to Communicative Language Teaching (CLT).

Statements of the Problems

Concerning to the background of the study, this study will analyze the following problems:

1. What are the reasons of teaching speaking using role play technique in the eighth grade of SMP N 17 Tangerang Selatan?
2. What materials are used in teaching speaking using role play technique in the eighth grade of SMP N 17 Tangerang Selatan?
3. How is role play activities applied in speaking class in the eighth grade of SMPN 17 Tangerang Selatan?
4. What are the results of teaching speaking using role play in the eighth grade of SMPN 17 Tangerang Selatan?

REVIEW OF LITERATURES

Teaching Speaking

Basically, English teaching materials deal with grammar as knowledge of the rules and four English language skills: speaking, writing, reading and listening. Teaching speaking is one of the interesting subjects in learning a language because by speaking students are able to interact and communicate with both student and teacher.

As one of the language skills, speaking is also aimed at enabling the students to use their English to communicate in real life situation. Pearsal (1999:1377) says that "Speaking is the action of expressing oneself in speech or giving speeches, used for or engaged in speech,

able to communicate in a specified language and/or conveying meaning as though in words.”

Richard and Renandya (2002:210) state:

“Speaking is one of the central elements of communication. In EFL (English for Foreign Language) teaching, it is an aspect that needs special attention and instruction. In order to provide effective instruction, it is necessary for teachers of EFL to carefully examine the factors, conditions, and components that underlie speaking effectiveness”.

From the statements above, it can be assumed that people who are learning a language know well that speaking is the key in communication and it is also an aspect that needs special attention and instruction. In other words, speaking is the way of expressing ideas or opinion, transferring information and telling about something by using words in a language. In doing this, a student has to use correct grammar to meet accuracy and has to be fluent in expressing ideas.

Gower *et al* (2005:99) state:

“Accuracy involves the correct use of vocabulary, grammar and pronunciation. In controlled and guided activities the focus is usually on accuracy and the teacher makes it clear from feedback that accuracy is important. Ongoing correction is often appropriate during accuracy activities. In *freer* activities the teacher is hoping for the correct use of language but is also keen to encourage the students’ attempts to use the language they have in order to communicate. In feedback the teacher will probably comment on correct use of language but also on how successfully the students communicated”.

And Gower *et al* (2005:100) also state:

“Fluency can be thought of as ‘the ability to keep going when speaking spontaneously’. When speaking fluently students should be able to get the message across with whatever resources and abilities they’ve got, regardless of grammatical and other mistakes. Normally, students should not be corrected during fluency activities. However, in feedback afterwards you can comment favorably on any strategies the students used to increase their fluency.”

Based on the statements above, it is definitely clear that accuracy and fluency play an important role for speaking activities. In this activity, the teacher should be ready for giving a comment or correction and to encourage the student to use a language. Meanwhile, usually at the first meeting, students may be hesitant and reluctant to speak in front of the class. However, there are ways of providing environment or comfortable situation in which the students can begin to practice speaking. Gower *et al* (2005:101) define some ways of encouraging students to speak such as:

1. Encourage student interaction

Teacher should aim how to create a comfortable atmosphere in which students are not afraid to speak and student can enjoy communicating with the teacher

2. Give plenty of controlled and guided practice
Generally, the lower the level of the students the more controlled and guided practice, compared with freer practice
3. Make speaking activities communicative
The aim to communication activities is to encourage purposeful and meaningful interaction between students.
4. Plan speaking activities carefully
Speaking activities need to be very carefully structured at first, especially at lower levels, so that the students have few demands on them. (Gower et al (2005:101))

Referring to the points above, the teacher probably could help the students how to speak in front of the class. The teacher should also be able to create a good environment to make students speak, not to be afraid in producing a language and make speaking activities communicative.

Talking about communication, we find classroom as one of some communication settings. There are teachers, students and educational media used for the classroom activities. A language classroom in which communication is the object should include students-centered activities which mean that the students should be active participants in practicing their English. Besides providing proper materials, for having a good communication in the classroom, the teacher should also create positive condition. The teacher should encourage the students to interact with other in doing speaking class activities. Harmer (2007:123) mentions:

“There are three main reasons for getting to speak in the classroom, first, speaking activities provide rehearsal opportunities – chances to practice real-life speaking in the safety of the classroom. Second, speaking tasks in which students try to use any or all of the languages they know provide feedback for both teacher and students. And finally, the more students have opportunities to activate the various elements of language they have stored in their brains, the more automatic their use of these elements become”.

The points above show us that speaking activities play an important role to make students speak in the classroom. Of course, it can be actualized in students’ daily life. Moreover, the efficiency of communication is the goal of teaching speaking skills. Meanwhile, teaching speaking in writer’s opinion is the way a teacher leads activities to make the students express their ideas, opinion, thoughts, or feeling into sentences; then, they are able to share, to participate, and to response in speaking activities in the class.

Method of Teaching Speaking

In learning a language, Communicative Language Teaching (CLT) is one of the right methods to teach communicative in English class. Richards and Rodgers (2001:158) state:

“Common to all versions of Communicative Language Teaching is a theory of language teaching that starts from a communicative model of language and language use, and that seeks to translate this into a design for an instructional system, for materials, for teacher and learner roles and behaviors, and for classroom activities and techniques”

Based on Richards and Rogers’s explanation, in teaching a language, besides dealing with materials, roles and behaviors, classroom activities and techniques are the key to teach English. In Communicative Language Teaching (CLT), learners can be given roles to make them speak. So, they can communicate with others according to their roles.

Related to the statements above, the writer concludes that the goal of Communicative Language Teaching methods is to create and improve the student’s ability in communication. And role play is one of the classroom activities that can help students talking.

Role Play Technique

Role play is one of the best techniques to make students speak. This technique is very useful for developing the interpersonal skills of learners, for example, in role play activities a teacher gives a role to students and invites them to act as a police, hotel reception, doctor, etc by giving them a scenario. Perhaps, in other session, the teacher also could give an opportunity to the students to create another narration, ideas for dialogue or scenario. As Kayi mentioned before, in role play activities students pretend that they are in a various social contexts and have a variety of social roles.

The definition of Role play may vary from one expert to another. Ladousse (1987:5) defines:

”The word ‘role’ is they play apart (either their own or somebody else’s) in a specific situation. The word ‘play’ means the role is taken on in a safe environment in which students are as inventive and playful as possible. A group of students carrying out a successful role play in a classroom has much in common with a group of children playing school, doctors, and nurses.”

He mentions that “Role play is perhaps the most flexible technique in the range, and teachers who have it at their finger-tips are able to meet an infinite variety of needs with suitable and effective role play exercise” (1987:7). He also emphasizes that “Role play

should be concerned with the process of playing a part, rather than finished product.” (1987:10).

Moreover, Ladousse (1987:9) also adds:

“Role play belongs to that category of language learning techniques sometimes referred to as low input – high output. This means that the teacher-centered presentation phase of the lesson is very short and not at all the same as it would be for a controlled practice drill.”

Brown (2004:174) defines:

“Role playing is a popular pedagogical activity in communicative language-teaching classes”. In some version, role play allows some rehearsal time so that students can map out what they are going to say. And it has the effect of lowering anxieties as students can, even for a few moments, take on the persona of someone other than themselves”.

Whereas, Harmer (2007:125), points out:

“Role-Plays simulate the real world in the same kind of way, but the students are given particular roles – they are told who they are and often what they think about a certain subject. They have to speak and act from their new character’s point of view”.

Referring to the statements from the experts above, this study tried to make the following resumes. Firstly, Ladousse finds out that role play is the play apart in which students are as inventive and playful as possible in a specific situation and it is perhaps the most flexible technique in teaching speaking. Secondly, Brown defines that role play is a popular pedagogical activity in communicative language-teaching classes. Then, Harmer also points out that role play simulates the real world in the same kind of way where students have to speak and act from their new character’s point of view.

Moreover, role play activities are belongs to the social interaction activities, as Littlewood (1981) mentioned in Richards and Rogers (2001:166). He distinguished between “functional communication activities” and “social interaction activities” as a major activity types in Communicative Language Teaching. Littlewood states that, “Social interaction activities include conversation and discussion, dialogues and role plays, simulations, skits, improvisations and debates.” These statements explain us that by using role play activities, students can practice with their peers and interact with their social life.

This technique can help many shy students to speak. Both teacher and students can share each other while doing this activity. And finally, the most important reason for using role play that it is fun.

Materials for Teaching Speaking using Role Play

In teaching and learning process, the right and suitable material for student have to be chosen by the teacher to make the classroom interesting. Some of the teachers usually use authentic materials for teaching speaking.

According to Gower *et al* (2005:82):

“Authentic materials are anything a native speaker of English would hear or read or use can be described as authentic: theatre programmes, newspapers, magazines, poems, songs, brochures, information leaflets, menus, news broadcasts, films on video – the list is endless. Because authentic materials are not designed for the EFL student they are not graded for level, although some are obviously more difficult to understand than others”.

Regarding to the statements above, some teachers often use authentic materials in teaching speaking activities because it makes students more active to explore their ideas or opinions. Moreover, Gower *et al* (2005:83) also define the reasons of using authentic materials in the classroom as follows:

- For most students authentic materials, because they are ‘real’, are intrinsically more interesting and motivating and they give students confidence when they understand them.
- They provide examples of language as it is really used. By being exposed to authentic materials students have the opportunity to acquire or ‘pick up’ language.
- The real cultural content of many authentic materials encourages involvement and comparisons (especially in a multicultural group)
- Authentic materials lend themselves to authentic tasks: for example, getting information students may really need if they are planning a trip; listening to songs for pleasure; reading the menu of restaurant they are going to eat; etc.
- The use of authentic materials can be effectively linked with ways of helping students be more independent learners: making predictions and guesses, using reference books (grammar and vocabulary books, dictionaries).

The explanations above show us that using authentic material is very interesting for both teacher and students. Not only can teachers explore their creativity but also raise and acquire students’ opinions.

In teaching speaking using role play, there are several materials which can be used while doing this activity such as: a script or dialogue that refers to the relevant topic or ideas and the player or student who act as a character upon the topic including the supporting materials for this activity. Planning the role play activity is also one aspect that should be

taken care of the teacher. The scenarios are best provided on paper. Teachers may give players time to study the scenarios before they perform.

RESEARCH METHODOLOGY

Approach of the Study

In conducting this research, an approach has been chosen. Regarding to this study, the approach used is qualitative method. In qualitative method a lot of reading must be done such as by collecting the data from the library and doing observation in the classroom.

Cresswell (1994:11) states:

“In qualitative methods (or approaches) the human and social sciences offer several traditions. These traditions maybe method types for data collection, analysis, and reporting writing or overall designs that include all phases in the research process”.

In this study, the data is analyzed through descriptive qualitative method by doing observation, interviewing teachers, and giving questionnaires. Babbie (1990) in Creswell (1994:11) defines, “Surveys include cross-sectional and longitudinal studies using questionnaires or structural interviews for data collection with intent of generalizing from a sample to population.” Thus, the process of teaching speaking through role play in eighth grade at SMPN 17 Tangerang Selatan is described based on the three techniques above. The data were collected through field research, then it is analyzed and described.

The type of this research is a case study conducted in class VIII-5 at SMPN 17 Tangerang Selatan. Johnson (1992:75) points out:

“A case study is defined in terms of the unit of analysis that is, a case study is a study of one case. A case-study researcher focuses attention on a single entity, usually as it exists in its naturally occurring environment”.

In this research focuses on one case that is speaking which occurred within the class environment in role play activities.

Techniques of Collecting Data

The data collected for the research deals with the following steps:

1. Observation. The observation was done by attending the classroom to know how the teacher taught in speaking class using role play and observed the

teaching learning process of the students' activities in the eighth grade of SMPN 17 Tangerang Selatan.

2. Interview. The interview has been done with the English teacher to get some data and information needed for this research by giving some questions about the role play activity, collecting the result of student scores and making recording of the speaking activity during the class. This is very important to know the problems faced by the teacher and how to solve them.
3. Questionnaires. The questionnaires were given to both students and the teacher to know about their responses regarding to speaking activities using role play. The result of the data was in the form of a descriptive report.

Method of Data Analysis

The data was analyzed and described in the essay form. The three components as mentioned above were taken from direct research. Then, the data were collected and interviewed was done by using recorded media. Related theories and opinion from experts are used to support the data analysis of the research.

FINDINGS AND ANALYSIS

In this study, the object of the research is class VIII-5 in SMPN 17 Kota Tangerang Selatan and its elements such as teaching and learning process, the teaching materials, activity of speaking, the teacher and the students. As one of the state junior high schools in Tangerang, since 2009, this school has become SSN or National Standard School (*Sekolah Standar Nasional*).

SMP N17 Tangerang Selatan sebagai Rintisan Sekolah Standar Nasional dituntut untuk mampu memenuhi semua aspek pendidikan berskala nasional yaitu aspek standar kompetensi lulusan, kurikulum, proses pembelajaran, tenaga pendidik dan kependidikan, sarana dan prasarana, pengelolaan, pembiayaan dan system penilaian.(Proposal Dana Blok Grant RSSN, SSN-2010, SMPN 17 Tang-Sel)

SMPN17 Tangerang Selatan as an RSSN (*Rintisan Sekolah Berstandar Nasional*) is demanded to fill the whole aspects of education in national scale, they are: the aspect of standard competence for under graduate, curriculum, process of learning, teacher and teaching process, facilities and resources,

school management, school fee, and evaluation system. (Budget Proposal of RRSN Block Grant-2010, SMPN 17 Tang Sel)

From the explanation above, this school is demanded to implement the whole aspects based on National Standard School, as well as educational learning process with difference standardization.

Data Findings

After collecting all the data based on the observation, interview and questionnaires were given to both the teacher and the students; this study can have the result of the research. The findings of the research are explained below.

The Illustration of Role Play Activities in Observation:

Meeting I

a. Opening

The opening of the lessons took place in 5 minutes. In this session, the teacher tried to focus on the students' attention by giving them speech. The teacher came to the class, greeted and asked the students' condition.

b. Presentation

The presentation took around 20 minutes. In this session, the teacher introduced the topic of the day was "*In the restaurant*". Then he gave some examples to start the role play. Before the teacher began to create a dialogue, he explained about the roles that usually appear in the restaurant then invited the students to express their ideas. After that, the teacher discussed with the students regarding to the topic on the day then he began to discuss by doing brainstorming to get the students' ideas about in the restaurant and asking the student to write the dialogue together. It took around 15 minutes.

c. Expressing ideas

In this step, the students were divided into several groups and each group consists of 4 or 5 students. Then the teacher gave 30 minutes to discuss the dialogue and asked the group to create their own dialogue regards to the topic. So they will have different dialogues. During discussion about the dialogue, the teacher never stayed in one side. He almost went around the students or group to discuss about the topic. After discussing about the dialogue that was made by the students, then the teacher asked them to prepare it and the students' performance would be shown on the week after.

d. Closing

In this session, the teacher closed the meeting and he reminded the students to prepare their performance next week. He thanked the students by saying *Alhamdulillah*, and greeted them.

Meeting II

a. Opening

On the second meeting, the opening of the lessons took place in 5 minutes. In this session, the teacher tried to focus on the students' attention by giving them speech. The teacher came to the class, greeted and asked the students' condition. After that, the teacher asked about his students' preparation to perform the role play that was given on the week before.

b. Practice and Activate

In this step, the teacher gave around 15 minutes for students to prepare and memorize the dialogue of the roles that was made on the week before then show their performances in front of the class. Then after they were ready to perform, the teacher invited the group to play a role in front of the class.

c. Conclusion

In this step, the teacher took 10 minutes to comment or made evaluation about the topic today. He gave comment about students' performance.

d. Remarks

In the last step, the teacher closed the meeting by saying *Alhamdulillah* and thanked for the students' cooperation.

The Interview Results

After doing observation directly to the students in the class and interviewing an English teacher, it can be found that teaching speaking using role play activities given to the students in Class VIII-5 of SMPN 17 Tangerang Selatan were interesting and enjoyable.

Based on the explanation of the interview result, the speaking activities in class VIII-5 were interesting and the best activity in speaking that the teacher usually uses is role play because by using role play, students can speak even those who are shy. The teacher also states about topics of speaking activities using role play which were given to the students. Theme or topic is one of the important aspects in speaking activities to make the students focus on the topic. So, it is much easier for them to express their ideas related to the topic. The teacher also explained about the students' problems such as the lack of vocabularies often happens in students' difficulties. Besides, being shy and afraid are two problems that are faced by the students in speaking activities. Thus, based on this reason, the teacher has to encourage the students to make them speak and should also be creative to find the way of teaching speaking to avoid a boring class.

Data Analysis

Based on the data analysis and the theories, it can be concluded that one of the

speaking activities used by the teacher in class VIII-5 in SMPN 17 Tangerang Selatan was role play activities. This activity is one of the ways to make students speak. So, they can produce the language in communicative way in social context. In this activity, students pretend themselves to behave based on the roles given by the teacher for example as a waiter, manager, customer, chef and cashier.

The Observation

After doing observation by attending the class, the data can be analyzed into two parts:

- a. **Students Performance.** In practicing role play, the students must perform in front of the class and play a role as the topic given. They pretend as another person and act following the scenario. Because of this situation, a few of them were afraid of showing the role or performing it in front of the class if they have a bad performance. Sometimes, their friends laughed at his/her performance and it made them nervous to produce a language. However, many of them were fluent enough in producing the language with a few grammar mistakes.
- b. **Nervousness.** Nervousness is the problem that mostly faced by the students. A few of them in group were over a chance to another group when they had to come forward to perform their role. They seemed not ready to perform as the first performer. Nevertheless, a few of the students did not play seriously during the show. On the other hand, some of them are not too nervous, but enjoyed their roles.

These problems are natural in studying English related to speaking practices.

The Interview

Based on the interview to the English teacher, the results of interview can be analyzed as follows:

1. The speaking activities in class VIII-5 were interesting.
2. The best technique in speaking that the teacher usually used is role play because by role play, students were able to speak.
3. The advantages from role play activities that students can speak even those who are shy.
4. Theme or topic is one of the important aspects in speaking activities. It is much easier for students to express their ideas.

However, this study found a few problems that were faced by the teacher. As the teacher's statements from an interview:

“Basically, they have a problem from their vocabularies. Sometimes, they can speak but shy to speak because they afraid to make mistakes. “(Agus, 26 November 2010)

This statements show us that vocabulary is important for student to make them easy to produce a language or express an idea. Unfortunately, in this class, the students are often shy and afraid to speak and they kept talking with Indonesian language while doing the activities in English Conversation class. They have no awareness about how important the use of English in the real life situation. After analyzing the teacher’s statements and class observations, the writer found that there are a few problems in teaching speaking such as students always feel shy or ashamed to speak because of lack of vocabulary and some of them did not feel confident in expressing their ideas. However, some students were fluent to speak in English Conversation class and they felt confident in expressing their ideas.

Based on the points above, the teacher is supposed to be creative to create better circumstances or enjoyable situation during learning process. He has to find many ways to make the student active in the class. In addition, he also gives sentences with new words to enrich their vocabulary and encourage them not to be shy in practicing English. There are some ways used by the teacher, (Mr. Agus), in handling the students’ difficulties in the speaking class:

- a. The teacher always gives advice and motivation to make students speak. He tries to emphasize that English is important to communicate with other people in the globalization era.
- b. The teacher always invites students to express their ideas during the lesson.
- c. The teacher always gives correction to the students’ pronunciation.

The Questionnaires

Questionnaire Results from Students Part A

Based on the result of the questionnaires in part A, there were 25 students who got clear instructions from the teacher, while only 2 students who did not. Whereas, 27 students enjoyed the speaking using role play, and were able to communicate with friends. However, only 14 students who felt confident to express their ideas, while 13 students did not feel confident. Meanwhile, there were 24 students who felt satisfied with the scores that had been given by the teacher while only 3 students unsatisfied.

Questionnaires Results from Students Part B

From the table in part B, it showed that this activity got good responses from the students and they enjoyed in speaking using role play because they could express their ideas, they brave to speak, they could practice English well and they felt it was fun.

Questionnaires Results from Students Part C

From the results of questionnaires in part C, it can be seen that students liked speaking using role play with various reasons on the answer. Based on the question in part C, 11 students answered that role play was interesting, fun, good and not boring. Meanwhile, 3 students answered that role play make them easy to speak, not shy and got more vocabularies. However, 7 students answered that role play was fun but sometimes made students bored. While 6 students answered that this technique made them bored because it was very often.

Questionnaires Result from Teacher's View

As mentioned in the previous paragraph, that the writer also gave the questionnaire to the teacher. It is needed for feedback between the students and the teacher's opinion.

From the results of the questionnaire that was given to the teacher, he answered 4 questions with 'Yes' and 1 question with "No". It means that he gave clear instructions to the student in role play activities, he enjoyed in teaching speaking using role play, and he could make his students communicate in role play. In this way the students can improve their speaking skill regarding to role play activities. Meanwhile, he answered with "No" for question number 4. It means that the students did not have serious problem regarding to fluency and accuracy.

Finally, from the questionnaire results above, the writer found that the teaching speaking through role play can make students more confident to speak English in the class and happier. They enjoyed the interesting topic that the teacher presented.

CONCLUSION AND SUGGESTIONS

Conclusion

Based on the research conducted for two weeks, the activities of teaching speaking at grade eight in SMP N 17 Tangerang Selatan were focused on role play. After analyzing the teacher's statements and class observations, it can be concluded that the problems faced by the students in practicing speaking English are a few students were ashamed to speak because they have lack of vocabularies and they still do not have the awareness of how important speaking English is. That is why the teacher always tried to find an interesting topic in every

meeting and tried to encourage his students by brainstorming in expressing students' ideas. These ways make students enjoy studying with their peers and enjoy creating their own dialogues and scenarios in various vocabularies regarding to the topic given by the teacher. However, some students enjoy doing these activities and many of them were fluent enough in producing the language through role play activities and they were able to communicate with others. Moreover, based on the questionnaires results from the students, this activity got good responses and they enjoyed in speaking using role play because they could express their ideas, they are brave to speak, could practice English well and they felt it was fun. However, one thing that should be taken care by the teacher is that a few students felt bored doing role play activities because it was done very often in the speaking class.

Teaching speaking using Role Play at the eighth grade of SMPN 17 Tangerang Selatan will have a significant improvement if the teacher can give or create a lot of examples in finding the interesting topics. So, the students can be active and more fluent in speaking class.

Suggestions

After evaluating the questionnaires result, finally, the writer can give some suggestions regarding to the result of this research. The main problems faced by the students are feeling shy because they have lack of vocabularies. Regarding to these problems, the teacher is supposed to be more active in encouraging students' development by giving some other activities with various vocabularies and to find interesting topics to avoid a boring situation. This is important for students' improvement in producing the language.

Furthermore, it is suggested to use role play activities in teaching speaking to the students because by role play activities students are more active in producing a language, able to express their ideas and able to communicate with others in their social life. Finally, it is also suggested to use Communicative Language Teaching (CLT) method, for example by giving the students roles in role play activities in teaching speaking because students will have a lot of opportunities to produce the language.

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