

CHAPTER V
CONCLUSION AND SUGGESTIONS

5.1 Conclusion

English is taught as a first foreign language in Indonesia. The objective of teaching English is stressed on mastering reading. However, the English teacher should not forget to teach the other basic language skills; they are: listening, speaking and writing, that must also be achieved by the students.

As it is stated in the curriculum 1994, one of the main objectives of teaching English at the Senior High School is to teach the students to speak English so that they can communicate with others easily. But in practice, most SMA teachers - consume most of their time with teaching grammar.

As English is accepted as an International language used in getting in touch with each other in the intercooperation in any field, teaching speaking should also be emphasized for Senior High School students. Speaking English can help students to gain better jobs when they cannot afford to continue their study. It can also be a help for the students who continue their study to be able

to listen, ask questions in English when there is a lecture from a native speaker.

In fact, most of the Senior High School graduates still cannot communicate in English well although they have learned it for six years; i.e. in the SMP and SMU. It is due to the fact that the teaching of speaking is not emphasized. Only the teaching of grammar and reading are emphasized. As a result, students may have some knowledge of the code, but they do not know how to use it as a means of communication.

In relation to this, the writer would like to choose role play as an alternative technique to be used to improved the oral communicative competence of Senior High School students. The reasons why role play is chosen are: (1) Role play helps the students to have a higher motivation to study English. (2) Role play helps the students to overcome their nervousness and reluctance to speak English. (3) Role play promotes peer teaching and correction among the students themselves. (4) Role play helps the students to learn English in context. (5) Role play can bring a very wide variety of experience into the classroom.

In conducting role play in the classroom, the writer puts forwards three basic procedures that should be

followed by the teacher. They are :

(a) Preparation

Here the teacher should select a suitable topic which is accordance with the proficiency and interest of the students. Then, she is required to prepare the format of the role play which includes the situation, the roles, and the useful expressions.

(b) Presentation

In presenting role play, the teachers are suggested to take the following steps :

1. The teacher tells the students the topic for that day.
2. After telling the topic, the teacher can ask some questions to elicit the students' background knowledge.
3. The teacher gives an example of the dialogue concerning the topic.
4. In order to check whether or not the students understand the dialogue presented, the teacher can ask some questions to the students.
5. The teacher gives the format of the role play to the students and explain the situation, the roles, and the useful expressions.

6. The teacher divide the students into groups and assigns the roles.
7. The teacher lets the students write down their own dialogue based on the situation given. They are also required to use the expressions given. As they work on that task, the teacher is free to move from one group to another checking the written work (as it is finished), prompting the students with ideas, helping them on language difficulties, and looking for flaws in the logic of their conversations.
8. As the students finish doing their work, they can submit it to the teacher. The teacher, then, checks the students' work and gives them back two or three days later.
9. The teacher asks the students to memorize it since they are not allowed to bring their notes while performing the role play a week later.
10. The teacher asks the students to submit their notes again before the role play being performed. By doing this, hopefully students may give attention to watch the others' acting and listen to their dialogues being performed instead of being

busy preparing their own dialogue for the next performing.

11. The teacher lets two or three groups act out their play in turn in one meeting classroom and lets the rest of the class listen and watch the role play being performed.
12. The teacher discuss with the students the role plays which have been presented.

(c) Evaluation

The teacher evaluates the students' speaking ability when they perform the role play.

5.2 Suggestions

In order to make the role play more successful, the writer wants to give some suggestions :

- (1) In one speaking class there should be more or less 15 students only; so that, the teacher can manage the classroom activity better and all of the students can participate in the classroom activity. However, if role play is used in the intra curricular activity in which each class usually consists of 30 until 35 students, the teacher can divide the students in two speaking classes, so there can be more or less 15 students in one speaking class.

- (2) It would be better if there are not many chairs in the speaking class, and those chairs are arranged in such a way that all of the students can see each other's faces.
- (3) In conducting conversation classes, the teacher should create a relaxed atmosphere. In order to create atmosphere, the teacher can start with learning the students' names. Praising when it is desired, and smiling can also create comfortable atmosphere.
- (4) Concerning the roles, the teacher should give the fictitious name; otherwise, the students who get the unfavorable roles may be ridiculed by others outside the class.
- (5) The teacher must correct the written dialogues that have been submitted by the students, and give them back to the students. This enables them to learn from their mistakes that have been corrected.
- (6) In evaluating the students' speaking ability, the teacher should not consider the acting too much since it is not the objective of teaching speaking.

The writer realizes that this thesis is still theoretical. It has not been served in practical yet, so she

hopes that someday there will be someone who is eager to try out role play in Senior High School in his teaching speaking activities.

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