TEACHING SPEAKING THROUGH ROLE CARDS

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ABSTRACT

The purpose of this paper is to give explanation about implementation of role cards activities in teaching speaking especially for senior high school students. Role card is one kind of various materials of the test that can be used by a teacher in assessment activity. Role cards are minimum information for students to understand what to do. The teacher share the role cards to the students and asks the students to read and understand the contents of role cards. After that, the teacher asks the students to develop role cards become dialogue and presenting of it in front of the class. The advantages of this activity; can help students to develop their ideas freely, increase their speaking ability, given high spirit and be more motivated. The procedure of teaching speaking through role cards consists of pre-teaching activities, whilst-teaching activities, and post-teaching activities. Pre-teaching activities the activity done at the beginning of the study, in whilst-teaching activities the teacher instructs and asks them to do some activities, and post teaching activities is done during implementing teaching material. Writer hopes that to use the role cards, it can help the students to find solution to develop their speaking ability.

Keywords: *Teaching speaking, role play cards.*

INTRODUCTION

English is an international language that is important in almost all over the world and an important part in education. English is very important because it is a way to open the window of the knowledge in the world. English is one of the compulsory subjects that should be learnt by the students from junior high school up to university level. English is also taught in some elementary schools, but many Indonesian people cannot speak English well. As an English teacher, we must pay attention highly to students' competence in English, especially relation to four language skills, namely listening, speaking, reading, and writing.

The purpose of studying English is to master four language skills, namely listening, speaking, reading and writing. Because language is absolutely central to your learning: without it, you cannot make sense or communicate your understanding of a subject. Therefore, an English teacher should motivate the

students in studying English, especially in speaking skill.

Based on the writer's observation in teaching practice by using describing picture at Senior High School 13 Padang, there are several reasons of having difficulties to speak. First, they are shy to speak if their teacher asks them to speak. They do not know how to use appropriate grammar, so it makes them afraid of making mistakes. Second, they do not have enough opportunities to practice English because they have lack of vocabularies. Third, the teacher spends much time on explaining the material instead of giving them opportunity for teaching speaking.

Based on the reason above, we must solve the problem as soon as possible and encourage the students to speak well and be active in speaking class. It is important for English teacher to find out some solutions in teaching speaking. One of them, the teacher should find out the new activities that can increase the students' motivation to speak English and develop their speaking fluency. The writer will focus on one activity that can be used to enhance the students' ability in speaking, that is teaching speaking through role cards. Role cards is one of the ways to share an idea of an event,

arrive a conclusion, or find the solution of the problems for teaching speaking.

REVIEW OF THE RELATED LITERATURE

Speaking is the key to communication. Tarigan (1990) says that "Speaking is the ability to pronounce articulation of sounds or words for expressing, stating and conveying thought, ideas and feeling. Speaking is so complex because it includes many aspects such as grammar, pronunciation, fluency and vocabularies. The objects of speaking are various such as discussion, speech, debate, dialogue and conversation. According to Syakur (1987), speaking is a complex skill because at least it is concerned with components of grammar, vocabulary, pronunciation, and fluency.

Speaking is important to be learnt by the students in language learning process. According to Brown (1994), teaching speaking or oral communication is providing oral communication skill fluency, accuracy, and interaction. It means that, in teaching speaking the teacher does not only consider about grammar, vocabulary, and pronunciation but also think about the use of sentences in communication.

The purpose in teaching speaking should improve student's communicative skills

because only in that way students can express themselves. In The National Capital Language Resource Center (2004) states that the purpose of teaching speaking skills is communicative efficiency.

In language teaching, especially teaching speaking, the teachers help their students develop their knowledge by providing authentic practice that prepares students for real life communication situations. According to Nunan (1991:54-56), there are five principles in teaching speaking, as follows:

a. Be aware of the differences between second language and foreign language
in learning context.

b. Give students practice with both fluency and accuracy.

c. Provide opportunities for students to talk by using group work or pair work, and limiting teacher talk.

d. Plan speaking tasks that involve negotiation for meaning.

e. Design classroom activities that involve guidance and practice in both transactional and interaction speaking.

The teachers help their students develop their knowledge by providing authentic practice that prepares students for real-life communication situations.

The use of technique in the process of teaching speaking is very essential as one of factors determine the success of the whole processes of teaching and learning. According to Brown and Nation the techniques of teaching speaking divides into two types, such as:

1. Form-Focused Speaking

Brown and Nation (1997:1) state that in the Form-Focused Speaking, the students must be exposed to details of pronunciation, grammar, vocabulary and so forth.

2. Meaning-Focused Speaking

Further Brown and Nation (1997:1) state that in Meaning-Focused Speaking, language learners should also be given opportunities to practice and used meaning-focused communication in which they must both produce and listen to meaningful oral communication.

There are many activities to promote speaking. According to Kayi (2006), there are some activities to promote speaking, which are:

1. Discussion

The students may aim to arrive at conclusions, share ideas about an event, or look for a solution in their discussion groups.

2. Role Play

Students pretend that they are in various social contexts and have a variety of social roles. In role play activities, the teacher gives information to the students such us who they are and what they think or feel.

3. Simulations

Simulations are very similar to role-plays but what makes simulations different than role plays is that they are more elaborate. In simulations, students can bring items to the class to create a realistic environment. For instance, if a student is acting as a singer, she brings a microphone to sing and so on.

4. Information Gap

In this activity, students are supposed to be working in pairs. One student will have the information that other partner does not have and the partners will share their information. Information gap activities serve many purposes such as solving a problem or collecting information. Also, each partner plays an important role because the task cannot be completed if the partners do not provide the information the others need. These activities are effective because everybody has the opportunity to talk extensively in the target language.

5. Brain Storming

On a given topic, students can produce ideas for a limited time. Depending on the context, either individual or group brainstorming is effective and students generate ideas quickly and freely. The good characteristics of brainstorming is that the students are not criticized for their ideas so that students will be open to sharing new ideas.

6. Storytelling

Students can briefly summarize a tale or story they have heard from somebody beforehand, or they may create their own stories to tell their classmates. Storytelling fosters creative thinking. For instance, at the very beginning of each class session, the teacher may call a few students to tell short riddles or jokes as an opening. In this way, not only will the teacher address students' speaking ability, but also get the attention of the class.

7. Interview

Students can conduct interviews on selected topics with a variety of people. Conducting interviews with people gives students a chance to practice their speaking ability not only in class but also outside and helps them becoming socialized.

8. Story Completion

This activity, a teacher starts to tell a story, but after a few sentences he or she stops narrating. Then, each student starts to narrate from the point where the previous one stopped. Each student is supposed to add from four to ten sentences. Students

can add new characters, events, descriptions and so on.

9. Reporting

Before coming to class, students are asked to read a newspaper or magazine and in the classroom, they report to their friends what they found as the most exciting news.

10. Playing Card

In this game, students should form group of four. Each card will represent a topic. For instance: diamond represent earning money, hearts represent love and relationship, spades represent an unforgettable memory, and using card can represent best teacher. Each student in a group will choose a card. Then each students will write 4-5 questions about that topic to ask the other people in the group.

11. Picture Narrating

This activity is based on several sequential pictures. Students are asked to tell the story taking place in the sequential pictures by paying attention to the criteria provided by the teacher as a rubric. Rubrics can include the vocabulary or structures they need to use while narrating.

12. Picture Describing

Students discuss the picture with their groups, then a spokesperson for each group describes the picture to the whole class. This activity foster the creativity and imagination of the learners as well as their public speaking skills.

13. Find the differences

For this activity students can work in pairs and each couple is given two different pictures, for the example, picture of boy playing football and another picture of girl playing tennis. Students in pairs discuss the similarities and /or differences in the picture.

In speaking teaching, there are several techniques and activities of teaching that can be used as an alternative for teachers to deliver the subject matter in the classroom. In this part the writer discusses about one of the activity to develop speaking ability is that teaching speaking through role card, or play a card. Role card is something an instructor would give to a student that gives them instructions on what they should do, or more specifically, what role they will be playing. Role cards is also minimum information for students to understand what to do.

Harmer in Tasaufi and Latief (2007) states role-cards which only have the front side for giving the situation for the students. Role play card or commonly referred to as playing the card of a learning activity that invites students to imagine they to be in a condition outside the class, or play another character by using language that is appropriate to the context.

Use the role-play cards you find suitable/interesting. Role play cards can be a very useful tool. According to Dorathy and Mahalakshmi (2011) role-play cards invite students to assume the role of a specific person or character and to react to a stimulus or prompt as that person.

Role card is very important in teaching speaking because it gives students in opportunity to practice communicating in different social context and in different social roles. Play the role card can be held by applying linguistic forms that exist in the dialogue.

The purpose of this study is using role card give the opportunities for learners to perform and process feedback from the teacher. Teaching speaking through role card has an important role to provide information about the students' learning progress. Role cards activities can improve learners speaking skills in any situation, and helps learners to interact. As for the shy learners, role play card helps student with difficulty in conversation are liberated.

According to Burhanuddin (2014) there are many procedures in implementation activity of role card. The procedures that must be done in implementing role card are:

1. Teachers prepare many kinds of conversation.

2. Then part of the contents of that conversation written on a small paper such as role cards.

3. After that, the role cards pasted on the board.

4. The teacher divides the students into groups; each group can consist of two students or more students.

5. Then students are asks to take a role card from the board.

6. The teacher asks the students to understand the role of each card that has been owned by the students.

7. The teacher asks the students to develop conversation through the contents of an existing role card.

8. The teacher ask the students to display their conversation in front of the class.

9. Students are trained to be able to play the role card and more expressive in their daily conversation.

The following are the advantages and disadvantages of the implementation of role card activity.

- Advantages

Budden in Eklova (2007) says that when role play is included in the lessons regularly, the learners "are given a chance to rehearse their English in a safe environment. Real situations can be created and students can benefit from the

practice. Mistakes can be made with no drastic consequences."

- Disadvantages

The requirement of a large component of time for practice; dependence on quality of observers to provide appropriate feedback; may sometimes rely on students having requisite skills/knowledge to perform adequately during role play ; and may dominate the learning to exclusion of other learning outcomes (adapted from van Ments, 1989).

The activities used in the study will not run perfectly without creativity of teachers. Teachers must need a little creativity, innovative in the use of learning activities, excited in any learning activities, capable of transmitting the spirit of the students, as well as being able to read a classroom situation. The teacher is successful when the students can apply what teachers teach in real life.

IMPLEMENTATION OF TEACHING SPEAKING THROUGH ROLE CARDS

Teacher must prepare everything that is important in teaching and learning process. The preparation includes the material selection, media, and time arrangement.

The procedures of teaching speaking through role cards involve three steps. There are pre-teaching activities, whilst-teaching activities, and post-teaching activities.

Pre-Teaching Activities

This activities are done at the beginning of the activity and the teacher can do the following activities:

1) The first, teacher greets the students.
2) The teacher leads or chooses one of the students to lead for praying together to start the lesson.
3) The teacher checks the student's attendance list.
4) The teacher increases the students' motivation, the students' spirit and the students' attention.
5) Then, the teacher does brainstorming to lead students introduce the topic of lesson.
6) The teacher explains about the purpose of role cards, which make students be able to develop their idea. The purpose is to make the dialogue in order to increase the students speaking ability through role cards.
7) Introducing the topic.

Whilst-Teaching Activities

After the teacher does the activities above, then the teacher leads the class to the whilst-teaching activities. They are:

1. The teacher divides the students into groups; each group consists of two students.
2. The teacher shares the role-cards to each group, each individual in the group getting a role-card.

   This situation happened at the pantry and met a colleague.

   Role card Learner A

   - You ask the weather today.
   - Invite her to Lisa's anniversary Party.
   - Give details when requested: 7pm, this Friday, Pangeran Hotel, Lolong.
   - Party end time at least until midnight.
   - Respond to tentative response: offer to wait for her at Hotel.
   - Respond to worry: offer to give a ride home.
   - Respond to question about gift: ask her to chip in to buy a gift (chipping in amount Rp 100.000).
   - End the conversation appropriately

   Role card Learner B

   - Talk about the weather today.
   - Ask about details of party (time, place,location, etc).
   - Request information about party end time.
   - Respond to invitation: give tentative response (English private until 9:30pm).
   - Express worry: no bus home after 10pm.
   - Ask about gift arrangement (bring gift?).
   - Agree to chip in.
   - End the conversation appropriately.

3. The teacher asks the students to read and understand the contents of the role cards.
4. The teacher asks students about new grammar, vocabulary or difficult words.

   Pantry : kamar kecil menyimpan barang.

   Arrangement: pengaturan.

   Invitation: mengundang/ mengajak.

   Anniversary: hari peringatan/ hari ulang tahun.

   Chip in : menyumbang

5. The teacher tells each group discussions to determine 'who plays whom'.

   For example : Frans as student A and Dessy as student B.

6. The teacher gives time to the students about fifteen minutes until twenty minutes to draw up its duty to make and develop their dialogue.
7. Each group makes its own dialogue according to the situations, problems, and the role to be played.
8. The teacher asks each group to start playing a role in front of the class one at a time.

For example:

➢ Based on the situation in role cards students above and the topic is about the Lisa's anniversary Party.

The example dialogue of the students is:

Frans : Hi good afternoon Dessy...

Dessy : Hi...good afternoon...

Frans : How are you today?

Dessy : I'm fine, thank you. How about you?

Frans : I'm very good.

Dessy : Hmmmm....(give smile).

Frans : how the weather today?

Dessy : I think the weather is very good today. Why?

Frans : Lisa have anniversary party today. Do you have any time we go there?

Dessy : what time the party will be start? And where the place and location of party too?

Frans : At 7pm, this Friday, at Pangeran Hotel precisely in front of Mamma's Restaurant, at Lolong street.

Dessy : What time the party will end?

Frans : At least the party will end until midnight.

Dessy : I cann't to go there, because I have English private until 9:30pm.

Frans : Oh...Nevermind. I will await you at the Pangeran Hotel until you come.

Dessy : Oh, no. I'm so sorry, may be I cann't to go to that party because I'm afraid no bus until 10pm.

Frans : Don't worry about that. I will ride you to go home.

Dessy : How about the gift? What are we bring gift?

Frans : Yes of course. How if we chip in about one hundred thousand rupiah to buy its gift?

Dessy : Ok..nevermind good idea. (gift him a chipping in amount Rp 100.000).

Frans : Well... If so.... I'll buy its gift later. See you later this evening at the party place.

Dessy : Ok, thanks... see you later.

9. Other groups that have not performed to listen and record errors language used.

Example errors language from dialogue are:

1. Cann't
   Reason: writing cann't should just can't, n   it is only one course.
2. To
   False : I cann't to go there, because I have English private until 9.30pm.
   True   : I can't go there, because I have English private till 9.30pm.
3. To
   False : I'm so sorry, may be I cann't to go to that party because I'm afraid no bus till 10pm.

   True   : I'm so sorry, maybe I can't go to that party because I.m afraid no bus till 10pm.

Reason : Because "to" is conjuction. Why we use "to" because the sentence explain the events that will occur, and explain about the sentence which indicates to somewhere. If we use "to" after "can't" to translate it would sound inelegant. Then, according to its structure or grammar "to" usually located after verb.

Post-Teaching Activities

Post-teaching is the last step in learning process. According to Magrina (2006:19) post teaching activities are necessary as the follow up phase on what the students have studied. Here, there are some procedures in post-teaching activities:

1. The teacher reviews again about the topic.
   For example:
   Teacher : What is our topic today?
   Students: Invite a friend to Lisa's party.
   Teacher : What time the Lisa's party will be start? When and where the location of Lisa's party?

   Students : At 7pm, on friday, at Pangeran Hotel precisely in front of Mamma's Restaurant, at Lolong street.

2. The teacher ask students' difficulties about the lesson.
   For example: "ok students, any questions so far about our lesson today?"

3. The teacher ask the students to make dialogue about inviting friend from role card which have been owned and time about fifteen minutes.

4. Then, the teacher asks the student to perform in front of the class and collect it to teacher table for giving correction and value.

5. After all finishing, the teacher gives follow up by giving home work for the students.
   For example: The students make a group work that consist of two persons. Then, the students were asked to create a card that contains the role of their daily activities, and they also make the dialogue according to the respective roles of each card.

6. Finally, to close the class the teacher asks the students to sing English song together.

CONCLUSION AND SUGGESTION

🔱 Conclusion

The conclusions of this paper are as follows:

1. Role card is something an instructor would give to a student that gives them instructions on what they should do, or more specifically, what role they will be playing. Role cards are also minimum information for students to understand what to do.

2. There are several reasons that students have difficulties in speaking English. The students' shame to speak if their teacher asks them to speak, they do not understand the appropriate grammar so it makes them afraid of making mistake. They do not have enough opportunities to practice English because they have lack of vocabularies. Therefore, the teacher's many spends a lot of time to explain the lesson instead of giving them opportunity for teaching speaking.

3. Role cards are one kind of activities that is easy to use. Because role cards are a fun way to help students become more real life in environment.

4. The advantages through role cards are to provide an opportunity for individual to learn more.

5. In teaching speaking through role cards, there are three steps that can be followed. They are: Pre-teaching Activities, Whilst-teaching Activities, and Post-Teaching Activities.

🔱 Suggestions

Based on the conclusion above, the writer suggests some ideas for English teacher and English students as follows:

➢ It is suggested to the English teachers to use the role cards as a activity in teaching speaking because many benefits that can be taken by English teachers if using role cards. For example, the learners "are given a chance to rehearse their English in a safe environment".

➢ Teachers should try to use the role cards in speaking lesson because the teacher must have creativity to lead speaking class in improving student's motivation.

➢ For the English teachers, the role cards will be useful as a media for assessing speaking ability.

> ➤ It is suggested to the students to study speaking subject by using role cards because it can make them more spirit and motivated to express their ideas freely to increase their speaking ability.

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