

## CHAPTER II

### REVIEW OF RELATED LITERATURE AND HYPOTHESIS

#### A. Previous Studies

Some studies dealing with the research of how Role Play Game enhancing students' speaking skill, especially role play game strategy, were conducted by some researchers. The brief explanation of those studies is described as follows:

First, a research was done by Wiratna Tri, Fadhillah Siti Sutarni, Triyatno (2017) at fifth grade students of SDN 04 Palur, Mojolaba, Sukoharjo with title *Improving Student Engagement in Speaking Class using Role Play*. The research focuses on classroom action research that conducted into two data. First source collected immediatly from the fifth grade students of SDN 04 Palur, Mojolaban, Sukoharjo and teacher that immediatly relevant in making use of role-play. Secondary source covers syllabi, lesson plan of the fifth grade, and students' score in learning speaking. In cycle I represent the accomplished students' mean score is 11.37, it is classify into average category. In cycle II students' mean score advance become 13.08. In cycle III students' mean score also enhance become 14.86 whereby it is classify into good. Data collection techniques used interview, observation, test, and documentation. Data validity used was data and technique triangulation. The results of this research showed that the use of role-play can enhance students' activity in knowing speaking skill to the fifth grade students. It can be proved by the improvement of mean score of students' activity.

Second, a research that was done by Putri Arin Amalia, Hariyanti Hendra Sri of Darul Mahdeeyah Private School Songkhla Thailand in 2015/2016 academic year with title *Improving Students Speaking Ability by using Role Play at Seventh Grade of Darul Mahdeeyah, Thailand*. The research focuses on classroom action research. In cycle I represent the mean score was 57.5 and the students' percentage who got score more than 65 was 50%. Based on the speaking test result of Cycle 1, it means that the standard requirement of the mean score and the percentage score of the student was not achieved yet. In cycle II showed the mean score was 68.13 and the students' percentage who got score more than 65 was 81.25%. It means that the standard requirement of the mean point of the student had already been achieved. Data collection techniques used test and observation. The output of this research showed that the apply of role play is able to improve the seventh grade students' speaking skill at Darul Mahdeeyah Private School Songkhla Thailand by developing students' vocabulary, grammar and fluency through role play.

Third, a research in a journal that was done by Krebt Dhea Mizhir (2017) at University of Baghdad Collage of Education Ibn-Rushd with title *The Effectiveness of Role Play Techniques in Teaching Speaking for EFL Collage Students*. The research focuses on experimental research. Selected students divided in two groups for experimental and a control group. Data collection techniques used pre-test and post-test. The data of the current study are analyzed t-value (t-test) was calculated between the post-test scores of speaking skill in the two groups of students to show the impact in the hypothesis of the study. The mean scores of the both groups have been compared; where the mean of experimental group's score is 15.27, while the control group's score is 6.36. This indicates that there is a significant difference in the total scores of post-test between the experimental and control groups in the experimental

group. The outcome of this research showed that using role-play as classroom technique is effective to improve the performance in an examine of speaking among Iraqi EFL students.

Fourth, a research that was done by R Arham, Yassi Abdul Hakim, Arafah Burhanudin (2016) at STIKES Amanah Makassar with title The Use of Role Play to Improve Teaching Speaking. The researcher focuses on quasi experimental research. In accumulating data, three instruments: speaking, questionnaire, and interview. The data gather through pre-test and post-test as represents that the students' performance of the two groups become better significantly. The pretest of students , the experimental group's mean score is higher than the control group = 47.0000 > 45.4000. Nevertheless, from the statistical estimation, it is constant that the diversity is not important. In Control group's post-test, there is a significant enhancement. The mean score in pre-test improve as of 45.4000 to 58.8667 in post test. The mean distinction in paired sample test represent the amount of 13.4667 (58.8667-45.4000) and the standard deviation is 2.44573. The results of this research showed that Role Play is respected as a suitable way to enhance English speaking skill for nursing students at STIKES Amanah Makassar.

Fifth, a research in a journal that was done by Soraya Aida (2017) at XI IPA 1 of MAN Putussibau in academic year 2016/2017 with title Improving Students' Speaking Skill through Role Play Technique on Eleventh Grade Students. The researcher focuses on Classroom Action Research. In cycle I represents that the students were not really focus to the teacher' explanation. In cycle II showed that the result of the Role Play represents that the students showed some improvement in the second cycle. In the Role Play, 50% students could pronounce the vocabularies of speaking correctly. In cycle III showed that the performing group was more confident

and easy to be observed. The instrument of data collecting was through field note and observation checklist. As the result of the research, Role Play improved the students' speaking problem.

From the previous above, it can be conclude that role play is effective to improve students' speaking skill. It considered that the technique was used to improve speaking skill. The differences with previous studies and the present research are the focus on general designing of speaking skill and the object of the research. In this research, the writer focus on designing game based on role play technique to improve students' speaking skill and the object of this research is the tenth grade of SMA Negeri 1 Tahunan in academic year of 2020/2021.

## **B. Theoretical Background**

### **1. Game**

#### **a. Definition of Game**

A game is a physical or mental contest played according to specific rules, with the goal of amusing or rewarding the participant. A video game is a mental contest played with a computer according to certain rules for amusement, recreation, or winning a stake, and a serious game is “a mental contest played with a computer in accordance with specific rules that uses entertainment to further government or corporate training, education, health, public policy, and strategic communication objectives” (Zyda : 2005, p.55).

A game is a structured form of play, usually undertaken for enjoyment and sometimes used as an educational tool. Games are distinct from work, which is usually carried out for remuneration, and from art, which is more often an expression of aesthetic or ideological elements. However, the distinction is not clear-cut, and many games are also considered to be work

(such as professional players of spectator sports or games) or art (such as jigsaw puzzles or games involving an artistic layout such as Mahjong, Solitaire, or some video games).

Games are sometimes played purely for entertainment, sometimes for achievement or reward as well. They can be played alone, in teams, or online; by amateurs or by professionals. The players may have an audience of non-players, such as when people are entertained by watching a chess championship. On the other hand, players in a game may constitute their own audience as they take their turn to play. Often, part of the entertainment for children playing a game is deciding who is part of their audience and who is a player.

Key components of games are goals, rules, challenge, and interaction. Games generally involve mental or physical stimulation, and often both. Many games help develop practical skills, serve as a form of exercise, or otherwise perform an educational, situational, or psychological role.

Attested as early as 2600 BC, “games are universal part of human experience and present in all cultures. The Royal Game of Ur, Senet, and Mancala are some of the oldest known games,” (Salen & Zimmerman : 2003, p.120).

Based on the explanation above about game, the writer concludes that game is a system in which players engage in an artificial conflict, defined by rules, that results in a quantifiable outcome.

#### b. The Aim of Game

It certain that game has an aim or goal that achieved, “The game or a game is something that can be played with certain rules so some win and some

lose, usually in context not serious with the aim of looking for entertainment,”

M. Fahrul (2010:2).

c. Types of Game

According to Sulisty (2010:65), there are several types of platforms in the gaming world always chosen by game users, namely:

1. Arcade games, which are often called ding-dong in Indonesia, usually located in an area/special place and has a box or machine that is indeed specifically designed for certain types of video games and not infrequently even has features that can make the player feel more in and enjoy, such as a pistols, special seats, motion sensors, and tread sensors steering wheel (and of course the transmission).
2. PC games, which are video games that are played using Personal Computer.
3. Console games, namely video games that are played using a console certain, such as Playstation 2, Playstation 3, XBOX 360 and Nintendo Wii.
4. Handheld games, which are played on special video game consoles can be carried everywhere. For example Nintendo DS and Sony PSP.
5. Mobile games, which can be played or specifically for mobile phones or PDA.

Based on the explanation above about the types of game, the writer concludes that there are several types of game, such us arcade games, PC games, console games, handheld games, and mobile games.

d. Game for Learning

As a learning medium, games have several advantages, namely; the game is something fun to do, something entertaining and interesting. The game makes it possible active participation of students for learning. The game can provide bait forthright. The game allows students to solve real problems. “The game provides real experiences and can be repeated as many times as desired, operational errors can be repaired. Helping students improve their communicative abilities. Help students who have difficulty learning with traditional techniques. A game flexible can be used for various educational purposes. The game can be with easily made and reproduced,” (Sadiman, Arif : 2006, p.70). There are several educational game criteria by (Nurrun Muchamad : 2013, p. 42);

1. Curiosity, fantasy and user control.

- a. Intrinsic motivation, fun to use. The user has control of the game.
- b. Integration between educational material and fantasy aspects of the game.
- c. Encourage curiosity, users can explore free, the game contains hidden secrets.
- d. Success is determined by knowledge, not accidental.
- e. Realistic simulation of the world.
- f. Educational material adapted to real world material.

2. Challenges.

- a. Challenges are given continuously but adjusted accordingly player’s level of understanding.
- b. Providers hints and instructions to help users.
- c. Users of children and those with special needs.

- d. Images, objects, screens neatly arranged.
- e. The game itself is an important activity (play for the sake of play).
- f. Inspire children, even after the computer is turned off.

### 3. Speaking

English has several skills that complete that knowledge, such as listening, speaking, reading and writing. The one of productive skills that should be learned by students is speaking. Brown (2001:88) declares that speaking as an interactive process of developing meaning that incriminate producing, receiving, and processing speech of noises as major instruments. In addition, Cameron (2005:40) states that speaking is used to delivers meanings so that other people capable create sense of them. In another word, speaking is an important skill that is used to speak with other people. Related to the importance of speaking, it is not an easy for the teacher to teach speaking in the classroom.

Speaking is not easily produced as producing sentences without knowing what to speak since the target of language teaching is the students become communicatively competence in target language as capability of using language well Sumpama (2010:9). Therefore, teacher should choose a technique or technique in teaching speaking which can involve students to speak. Hadi (2015:14) said that teacher did not give students enough activities in speaking to improve their speaking skills. Whereas, speaking needs to be practice frequently. One of various technique which involve students to practice before they are speaking is role-play.

Speaking is necessary in communication. Brown and Yule (1999, p.25) state “in the production of speech, however each speaker needs to speak. He needs to speak individually and, ideally, he needs someone to listen to him to speak and respond

him.” According to the statement, speaking is an action of producing and responding of a speech. People speak to utter their ideas to their interlocutor and respond in a conversation.

Speaking is perhaps the most fundamental of human skills, and because we do it constantly, we do not often stop to examine the processes involved. The students frequently discover some problems in practicing English speaking .The problem often found is that their original language causes them complicated to use the foreign language. Other reason is inasmuch as lack of motivation to performance the second language in habitual conversation. They are also too ashamed and scared to take a part in the conversation. Many elements can induce the problem of the students’ speaking skills specifically the students’ readability, the material, and the media among others belonging the technique in teaching English. There are many ways that students can do to develop their skill in speaking English. The appropriate technique used by the English teacher also bolster their fascinated in practicing their speaking.

According to the statements from the researchers above, the writer assume that in English there are four basic skills in learning English, , those are listening, speaking, reading and writing. As one of the skills, speaking becomes one of focus to be concerned in English. Speaking is the action of delivering information or expressing one’s thoughts and feelings in oral language. In learning English, speaking can be said as the most notable skill to learn since students need to speak and interact in classroom.

#### a. The Process of Speaking

In speaking there are some processes included in that skill. It can influence our way in speaking. Fan Jinyan (2014:694) divides speaking process into two parts, they are:

1. The Monitoring of Attention on Language Production.

The topic of the monitoring of attention on language production interests many psychologists. Mainly, there are three monitoring theories: the editor theory, the expansion activation theory and the perceptual cycle theory. Among the three theories, the perceptual cycle is the most popular, which argues that monitoring can have the speaker discover speech mistakes, and self-repairing is the explicit manifestation of it. Similarly, Ferreira & Bailey (2004:231) thinks that, reparable, suspension point, and edit term are typical non-fluent utterances.

According to Kormos (2006:39) and Carroll (2008:48), all the theories of the process of the language output are same in the following points: 1) The output of language includes four stages—the concept formation, the constitution, the pronunciation and the self-monitoring. 2) The operation of the four stages obeys the order of the arrangement here. 3) The basic working mechanisms of language output are activation and spreading.

Levelt (2008:235) thinks that the schematic of the speaker and the cognitive process are formed by the following components: (a) Conceptualizer, (b) Formulator, (c) Articulator. The concrete operation of this model can be summarized as that the Conceptualizer produces the preverbal message, the preverbal message is put into the Formulator, the Formulator produces the internal phonetic plan, the internal phonetic plan is put into the Articulator and the Articulator produces the language which

we can hear. On the other, the speaker can monitor his utterance by his speech comprehension and audition system, and then he may discover, repair and correct his utterances.

## 2. The Leading and Distribution of Language on Attention.

The language study and attention is mainly focused on psychology, psycholinguistics and cognitive linguistics. Psychologists mainly construct the related theoretical frames around attention. What the psycholinguists care for is the monitoring function of attention on the process of speaking. While for the cognitive linguists, what interests them is the language's leading and distribution for language user's attention.

Talmy (2007:512) argues that there is a wide attention system in language, and it is because of this attention system which distributes different attention to the different parts of language expressions. For the speaker or the hearer, consciously or unconsciously, the quite a few factors in language can influence the language user's attention distribution. And these factors can have the language user increase or decrease his attention on one or more aspects of language expressions.

Carroll (2008:48) claims that the prosodic factors of language include accent, intonation and frequency. As a matter of reality, the prosodic factors still include halt, tone, tune-pattern and gestures and so on. Talmy (forthcoming) thinks that, speech sound as one of the important factors constructing the attention system of language is mainly presented on the strength and the length of speech sound. For instance, when the accent is on one morpheme or word, the speech sound of that morpheme or word will be strengthened and at the same time, the attention of distribution of

that morpheme or word will be increased. The longer of the speech sound of a morpheme or a word, the attention of distribution of that morpheme or word will be increased also.

Based on the explanation about the process of speaking above, the writer deduces that there are some processes that include in speaking skill. They are the monitoring of attention on language production and the leading and distribution of language on attention.

#### b. Teaching Speaking

According to Nunan (2003), there are five fundamental of teaching speaking (p. 54-56). The description of the five principles is as follows.

##### 1. Be Aware

It is better to be aware of the Differences Between Foreign Language and Second Language Learning Context Speaking is learned in two board contexts: foreign and second language situations. A foreign language context is the target of language which is not used in communication in the learners society. Whereas, the second language situation in one where the target language is the language of communication in the society.

##### 2. Give Students Practice with Both Accuracy and Fluency

Accuracy is the level to which students' speech matches what people exactly say when they use the target language. Meanwhile, fluency is the level to which speakers used the language immadiately and confidently with few indecisions or unearthly pauses, incorrect starts, word searches, etcetera. The students must be given chance to develop their accuracy and fluency. Both the fluency and accuracy are significant especially in language lessons for the beginning and intermediate level.

### 3. Provide Opportunities

It is good to provide the students opportunities to talk by using group or pair work and limiting teacher talk. Pair and group work can be used to facilitate the students to talk more. One further interesting point is that the language teachers can be aware of how the teacher talks in the class.

### 4. Plan Speaking Tasks that Implicate Negotiation for Meaning

In the teaching speaking, the aims are to check and see whether the person understood what someone has said. Clarifying the understanding and confirming that someone has understood will get the purpose of conversation.

### 5. Design Classroom Activities

Design classroom activities that let in guidance and practice in both interactional and transactional speaking. Design classroom activities include both establishing and maintaining social relationships. Transactional speech involves communicating to get something done, including the exchange of goods, and/or services. Speaking activities inside the classroom need to realize both interactional and transactional goals since the students in both interactional and transactional setting will use the target language.

Based on the explanation about teaching speaking above, the writer concludes that there are some principles that include in teaching speaking. They are be aware, give students practice with both fluency and accuracy, provide opportunities, plan speaking tasks that implicate discussion for meaning, and design classroom activities.

## 2. Role Play

It is greatly coincident that learning takes place when activities are pleasing and memorable. There are some statements about Role Play from some researcher. According to Harmer (2001:271) defines Role Plays as activities which students are asked to imagine that they are in distinct fettle and act according to the situation. Based on the Oxford Advanced Learning Vocabulary (2015:11) Role Play is “a learning activity in which you behave in the way someone else would behave in a specific situation.” In Role Play, students are obligatory to simulate a real-life situation with different role of each student (Little wood, 1981:324). Role Play is a teaching strategy in Communicative Language Teaching technique which demands the students to be creative and active in applying the material and expression they learn. In this technique, students directly used the vocabularies and pronunciation through speaking.

Since this technique is simple and easy to use, students were interested to participate in learning. According to Little wood (1980, p.49), Role Play can be applied by an EFL teacher since English it self is not spoken in the country which is not used in daily life. In Role Play, the students were easier to comprehend the way to ask and give opinion since they practice it directly like in a real-life situation. If the students understand the use of the vocabularies, they will be confident to use them in speaking. As the result, they will be fluent in speaking. Role play pressing students to communicate in a particular context in which students have a character to act. In this way, role play is appropriate for health professional nominee such as nurses. Students act and talk the language that refers to their role in the future. Tompkins (2001:4) defines role play as “it is one of the classroom teaching techniques that push students to take a part actively in the process of learning English.

Therefore, foreign language students practice the target language in context similar to real-life situations where stress and shyness are removed". When we talk about role playing as a technique of teaching can be considered as a problem can solved deliberately which is briefly acted out so that the student can identify with the characters (Blanter, 2009:198). Keneth (2008:13) states that role play can be defined as the type of student's behaves in a certain context. In the field of managing, discrepancies in the identifying role that can be seen as role conflict which does not match for a person or by others role playing as a technique of teaching which is the conscious practicing and discussion of the role in a group. While in the class, the difficulty can be briefly acted out so that the student can identify with the roles. Role play activities could be shown as the way student behaves in specific context and situation. The researcher defines it as the role playing technique as a techniqueology for teaching which is mindful presentment and discussion of the role in a group. In the class a problem context is shortly acted out so that the students can cope with the character.

Based on the statements of those researchers above, the writer can conclude that Role Play is an activity which students act a role in a situation based on the script that they make or they read.

#### a. Types of Role Play

In Cambridge International Dictionary of English, role defined as the person whom an actor represents in a film or play, while role play we are acting out specific ways of behaving or pretending to be other people who agreed with new situations. It is used in training courses language learning and psychotherapy. In this case, Gillian Porter Ladousse (2014:5) illustrated that when students assume a Role, they play a part (either their own or somebody

else) 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 view of the persons taking an actor, according to Gillian (2014:81) there are some types of role. The first is the roles which correspond to a real need in the students live. In this category, it implicate such roles as doctors dealing with patients, or salesman traveling abroad. The second type of role is the students play themselves in a variation of situations which may or may not have direct experience. The example which include in this category is a customer complaining or a passenger asking for information. The third type is the type that few students will ever experience directly themselves, but it is easy to play because the teachers have such wide indirect experience of them. The television journalist is a good example of this type and it is very useful kind of role taken from real life. The last type is fantasy roles, which are fictitious, imaginary, and possible even absurd.

In case of role play activities, according to Donn Byrne (2015:191), role play can be grouped into two forms, scripted and unscripted role play. In details, those types of role play activities described as follows:

#### 1) Scripted Role Play

This type involves interpreting either the textbook dialogue or reading text in the form of speech. The primary function of the text after all is to deliver the meaning of language items in a memorably way. For more details, Adrian Doff (2012:50) gave an example of scripted role play dialogue and reading text and how the process is:

Angela : “Good morning. I want to send a letter to Singapore”

Clerk : “Yes, do you want to send it by air mail or ordinary mail?”

Angela : “I think I’ll send it air mail. I want it to get there immediately.

How much does it cost?”

Clerk : “To Singapore? That will be 30 pence, please”.

Angela : (give the Clerk 50 pence) “Here you are”.

Clerk : “Here’s your stamp, and here’s 20 pence change”.

Angela : “Thank you. Where is the post box?”

Clerk : “You want the air mail box. It’s over there, by the door”.

To perform a role play activity based on the dialogue, the procedures given by Adrian Doff (2012:60) is as follows:

- a) First, the teacher guides the role play by writing these prompts: (where? / air mail / how much? / post box? / thanks). Talk as you write to show what the prompts mean.
- b) If necessary, go through the prompts one by one, and get students to give sentences or question for each one.
- c) Call two students to the front: one play the role as Angela and the other one is the post office clerk. They should improvise the conversation using the prompts to help them. Point out that the conversation should be similar to the one in the textbook, but not exactly the same; the conversation can be shorter than the presentation dialogue. It should just cover the main points indicated by the prompts.
- d) Call out a few other pairs of students in turn, and ask them to have other conversation based on the prompts.

Based on these procedures, the writer views that the ways of organizing this dialogue can be carried out into pairs of students who would improvise

a conversation in front of class, in turns. The teacher can also ask the students to practice the conversation privately with their partners before they act it out in front of the class.

## 2) Unscripted Role Play

In contrast to scripted role play, the situations of unscripted role play do not depend on textbooks. It is known as a free role play or improvisation. The students themselves have to decide what language to use and how the conversation should develop. In order to do this activity, good preparation from teacher and students is really necessary. The example and procedures of unscripted role play which is adapted from Adrian Doff's book (2012) are as follows:

One student has lost a bag. He/she is at the police station. The other student is the police officer, and asks for details. To bring out this idea:

The teacher could prepare the whole class, by:

- a) Discussing what the speakers might say (e.g. the police officer would ask the students how he or she lost the bag).
- b) Writing a prompt on the board to guide the role play, and any key vocabulary.

The teacher could split the class into pairs, let them discuss together what they may say, and let them all try out the role play privately, before calling on one or two pairs to act out in front of the class.

Susan House explained that there are several procedures in using role play:

- a) Students read and familiarize themselves with the (example) dialogue.

- b) Divide the class in pairs, A and B, give A and B roles from the dialogues.
- c) Let students act out their role play, not just say them but students should read it loudly.
- d) Walk around correcting and checking.
- e) Students swap roles and repeat, those whose finish first can be asked to make up their own role play, using different words to fill the gaps.

The above procedures do not mean an appropriate to be used. It is flexible; teacher can create or develop procedures which is appropriate and suitable with his/her own class.

Based on the statements of those researchers above, we can conclude that types and procedures in teachingspeaking through Role Play Gamerole play can be grouped into two forms, scripted and unscripted role play. In scripted role play, the ways of organizing this dialogue can be carried out into pairs of students who would improvise a conversation in front of class, in turns. The teacher can also ask the students to practice the conversation privately with their partners before they act it out in front of the class. In unscripted role play the teacher can create or develop procedures which is appropriate and suitable with his/her own class.

#### b. The Benefit of Using Role Play Technique

It has been mentioned before in the above discussion that role play is one of the activities to promote speaking. Through role play activities the students learn how to express ideas, opinions, or feeling to others by using words or sounds of articulation. Larsen Freeman explained that role plays are important

in the communicative approach because they give learners an opportunity to practice communicating in different social contexts and different social roles. A role play is a highly flexible learning activity which has a wide scope for variation and imagination. According to Ladousse (2004:7), role play uses different communicative techniques and develops fluency in the language, promotes interaction in the classroom and increases motivation. Here peer learning is encouraged and sharing of responsibility between teacher and the learner in the learning process takes place. Role play can improve learners' speaking skills in any situation, and helps learners to interact. As for the shy learners, role play helps by providing a mask, where learners with difficulty in conversation are liberated. In addition, it is fun and most learners will agree that enjoyment leads to better learning.

Several advantages of using role play in teaching speaking quoted from Ladousse (2004:8) as follows:

1. A very wide variety of experience can be brought into the classroom and we can train our students in speaking skill in any situations through role play.
2. Role play puts students in situation in which they are required to use and develop those phatic forms of language which are so necessary in oiling the works of social relationships, but which are so often neglected by our language teaching syllabuses.
3. Some people are learning English to prepare for specific roles in their lives. It is helpful for these students to have tried out and experimented with the language they will require in the friendly and safe environment of a classroom.

4. Role play helps many shy students by providing them with a mask.
5. Perhaps the most important reason for using role play is that it is fun.

In conclusion, we state that the advantages of role play are develops students's fluency in target language, promotes students to speak or interact with others in the classroom, increases motivation and makes the teaching and learning process more enjoyable.

c. The Procedures of Using Role Play in Speaking Class

The Procedures of Using the Role Play in Speaking Class Schmuck (1980:146) reveals that "Role playing is a technique which takes interpersonal attraction and friendly feelings out of hidden areas and places them into an overt and public arena for analysis and understanding". Schmuck also adds that there are eight sequences in using role plays. They are described below.

1) Selecting the Problem

The problems are dealt with through action. the teacher is introducing and identifying the problem. A problem is outlined, acted out, and then discussed. In this sequence, the teacher introduces the role play and the topic. The role play is to act for sake of language learning. It will be enjoyable and exiting experience which is seen as an essential part of learning rather than a entertainment.

2) Warming Up

In the warming up, the teacher creates an atmosphere of acceptance where all feelings, views, and behaviors can be explored. Examples from real life or books are illustrate the situation. Questioning

and conversation practice are needed. The warming up is also designed to motivate the students in the role play. The warming up focuses on some degree which a problem confronts the students. It is necessary to develop interest and enthusiasm about the focus of the role play activity. It is also to reduce the students' anxiety about entering into a role play situation.

3) Setting the Stage by Explaining the Situation, Describing Participant roles, and Audience Roles

Some students are players, others are observers. Selecting roles and players. Individuals involved with the problem or who have strong feelings about the situation may volunteer. You might suggest people who you think will be best able to present or typify the problem. In this sequence, analyzing the roles and assist the selection of role players are needed. The settings should be sketched. The information about situation is also needed. The other participants can observe the role play. The guidelines are provided for observers for measuring effectiveness. They may give their comments afterwards. In order to obtain the best results, plan to succeed.

4) Enactment

The action should be kept fairly short until the proposed role is clear, character has developed, the action has expressed a viewpoint or idea, or perhaps an impasse has been reached. The role play should be an enjoyable and exciting experience. The role plays are performed in the classroom. Every group should have a turn.

5) Analysis and Discussion

In this sequence, the action is briefly reviewed. Reviewing the actions of role play involves events, positions, realism, and speaking mastery. An exploration of the motivations and the consequences of actions is important. Then, the major focus is discussed. Most students should feel comfortable and secure in sharing their own points of view. Consequently, discussions often become disorderly when people are so intent on giving their own ideas that they forget to listen to others. Observers are hugely beneficial to participants' learning. This can be the opportunity to gain from such focused attention. The students do not only have their own response to role play but also benefit from the fellow role players' observations, the teacher's point of view, and the feedback from the observers. The class should discuss how successful the role play was.

6) Evaluation

Speaking mastery is evaluated. It involves pronunciation, accuracy, fluency, and dictionaries. The students can evaluate their performances with each other. They should also know that they are graded for the easiness in generating language.

7) Re-enactment

This sequence is the time to develop the next enactments. The observers will be the role players and vice versa. The role play enacted is the revised ones.

8) Generalizing to the daily life of the classroom

The essence of role playing is participation in a real problem and the desire for resolution and understanding that participation brings

about. Role play provides a vehicle for students to explore feelings and gain insights into their attitudes, values, and perceptions. The teacher should relate the problem situation to real experience and current problems. This is also the time to explore general principles of behavior identified even though an analysis of the role play. Everyday life can be easily translated into role play. The teacher and the students, with their inventiveness and life experience and with helping of newspapers, magazines, books, or other things, can devise numerous situations.

### **C. Conceptual Framework**

Based on the interview with the teacher, the researcher knows that the tenth grade students have lack in speaking skill. Students have difficulties in speaking because of the teacher technique is not interesting to make the students have a passion to start conversation. Students' problems are low ability in speaking, lack in getting the ideas of conversation, low considered of the importance speaking as a habit, and the technique was not appropriate to involve the active role of all students.

Researcher teach simple past tense and Narrative text material to students. The researcher applies Bondowoso game to students to help them be more active and hone their speaking skill. In the Bondowoso game, students will practice speaking using simple past tense with Narrative material that is already available in the Bondowoso game. In this technique also helps students to have critical thinking in understanding each dialogue and in providing their alibis in order to survive and win the game. With the use of Bondowoso game, students are able to further develop their speaking skill very well and actively.

#### **D. Hypothesis of the Study**

a. The Null Hypothesis (Ho)

The researcher formulates the null hypothesis in this research as follow:

Ho : There is no effect of designing English game based on role play technique to improve students' speaking skill at tenth grade.

b. The Alternative Hypothesis (Ha)

The researcher formulates the alternative hypothesis in this research as follow:

Ha : There is effect of designing English game based on role play technique to improve students' speaking skill at tenth grade.

