

## THREE FOLD MODEL OF ROLE PLAY TECHNIQUE IN IMPROVING SPEAKING SKILL

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### ABSTRACT

*The objective of this article is to elaborate the use of Three Fold Model of role play in improving speaking competence. Threefold model is a game where each actor and actress has pre define his/her character that he/she attempts to act out.*

*Then, the students make the scenario and then develop it to stretch the ability of an actor and actress. It will improve their speaking skill. So the threefold model is a very necessary technique in teaching English as a foreign language.*

**Keywords:** *three fold model, role play, speaking skill*

### INTRODUCTION

Choosing certain method used in class should be suited with the goal of teaching learning process based on the curriculum, as the right method will result better achievement. Basic language skill are taught and trained intensively based on genres and functional speeches. functional speeches is the utterances produced by the people to show their ideas in communication with the other.

There are four skills of teaching learning language process; one of the basic language skills in speaking. Speaking English becomes very important in using English for communication. Someone is considered to be competent in language if he or she is good in scrutinizing, reading and writing and in using the language. Speaking is one of the important and essential skills that people must practice.

By speaking with others, people are able to know what kinds of situation are in the world. People know that language is a habit. Language is not only taught and learnt but it is used as a habit. So, people must be able to speak English well because other people identify the English mastery with their ability in speaking English. It can be concluded that people who have ability in speaking will be better in receiving the information.

Speaking is the cognitive, linguistic and the motor skill to use language in expressing opinion, ideas, perception and feeling interactively with other speaker (s) of language.

The goal of teaching speaking skill is communicative efficiency. Learners should be able to make themselves understood, using their current proficiency to the fullest, but in fact

there are many students who cannot achieve this goal. In teaching and learning process of speaking, many students speak hesitatingly, inactive and even choose to be silent. So, teachers should use a new way to solve the problem in order that the students enjoy and benefit from the teaching and learning activity.

Teaching speaking is intended to give basic competence in English communication among the students, but, commonly the teacher way of teaching seldom includes the students' participation in the teaching learning process, so the teaching learning process become boring and uninteresting and the students become passive. Thus it is needed to develop the students speaking ability in learning English. There is role play technique as a collaborative learning model may improve the students' speaking skill. Role Playing Technique in teaching speaking can make the students support each other because this method needs relationship in a group. Besides, it makes the students become critical and creative. The reason of using collaborative role play is to make the class more interesting and not boring because this method gives opportunity to the students to play the characteristics in front of the class contextually. So, the students have high motivation in learning English.

In role play technique there are three models and one of the models is Threefold model. Threefold model is a game where each actor and actress has pre define his/her character that he/she attempts to act out. Then, the students make the scenario and then develop it to stretch the ability of an actor and actress. It

will improve their speaking skill. So the threefold model is a very necessary technique in teaching English as a foreign language. Based on the background above, the writer is interested in elaborating threefold model of role play technique in teaching speaking.

## DISCUSSION

### Speaking

O'Malley and Pierce as quoted by Hughes (2002:74) state that speaking means negotiating intended meanings and adjusting one's speech to produce the desired affect to the listener. In other words, it can be said that speaking is the ability to communicate or convey something to another orally.

According to Levelt as quoted by Harisdayani (2010:8) speaking is one of the most complex cognitive, linguistic and motor skills. Articulations flow automatically, at a rate of about fifteen speech sounds per second, while we are attending only to ideas we want to get across in our articulation. In addition, Hughes (2002:135) states that:

1. Speaking fundamentally is an interactive task
2. Speaking happens under real – time process constraints
3. Speaking is more fundamentally linked to the individual who produces it than the written form is.

### Speaking Ability

Speaking ability (Retrieved from : NSELS\_36 Comparing Literacy Achievements. html) is the ability of the students in their ability to speak and to communicate orally which can be determined by the scoring of speaking ability. It is not only to apply the grammatically correct sentences, but also to know when and where to use these sentences and to whom. The concept of fluency reflects the assumption that the speakers set out to produce discourse that is comprehensible, even though this goal is often not found due to processing and production demands.

Byrne as quoted by Hughes ( 2002 : 67 ) argues about the main objective in teaching speaking namely :

The main goal in teaching, the productive skill in teaching will be oral fluency. This can be defined as the ability to express oneself intelligibly, reasonably, accurately and without too much hesitation ( otherwise communication may break down because the listener loses

interest or gets impatient ). To attain this goal, you will have to bring the students from the stage where they are mainly imitating a model of some kinds, or responding the cues, to the point where they can use the language freely to express their own ideas.

The statement is appropriate with what Hieke states about oral fluency as quoted by Richards (1990:75) that the prime objective of the speaker is the generation of maximally acceptable speech in both content and form. The primary goal in teaching the productive skill will be fluent speech.

Based on explanations above, the writer assumes that to have a good achievement in speaking, students should have oral fluency. Oral fluency does not always mean that the students cannot make errors in grammar.

### The Purpose of Speaking

Harmer (2003:40) says that communication occurs because there is communicative purpose between speaker and listener. The communication purpose for the speaker could be:

1. They want to say something
2. They have some communicative purposes ; speakers say something because they want something to happen as a result of what they say
3. They select from their language store. Speakers have an inventive capacity to create new sentences. In order to achieve this communicative purpose they will select the language they think is appropriate for this purpose.

As a language skill that enables us to produce utterance, when genuinely communicative, speaking is desire and purpose driven. In other words, we genuinely want to communicate something to achieve a particular end. This may involve expressing ideas and opinions, expressing a wish or a desire to do something; negotiating and solving a particular problem; or establishing and maintaining social relationships and friendships.

### Role Play Technique

Kim (1989:130) states that Role play is one of the communicative techniques which develop fluency in using the language of the students, which promotes interaction the classroom in which increases motivation. This technique is a kind of strategy; trick, to make a

lesson more understandable to the students. Not only is peer learning encouraged by it, but also the sharing between teacher and student of the responsibility for the learning process.

Role play will be discussed in two parts; it is concept and procedure. In the first part “what is role play” will be the topic. This part focuses with reasoning underlines role play, definition of role play and types of role play itself such as threefold model will be discussed. In the second part “what step to follow” and “what should be done in each step”. The main purpose in this discussion is to elaborate the definition and the procedure of role play.

### Role Play Concept

Hornby (1995:884 and 1018) says that students assume a “role”. They play a part (either their own or somebody else’s) in specific situation. “play” means that the role taken on in safe environment in which students carrying out successful role play in a classroom has much in common with a group of children playing, school, doctors, and nurses, or star wars. Both are unselfconsciously creating their own reality and by doing so, are experimenting with their knowledge of the real world and developing their ability to interact with other people. Barrows & Zorn (1988:44) Role playing is drama like classroom activities in which students take the role of different participants acting out dialogues. For example, to practice how to retell the story of narrative text “Cinderella” in a foreign language, students may have to role play the Cinderella story. Such a role playing can help teachers expand the classroom indefinitely and provide natural context for the language being.

Role play is learning process in which participants act out the roles of other individuals in order to develop particular skills and to meet particular learning objectives. It’s a way of presenting dialogues. In a role play, the pupils are pretending to be someone else. Role playing seems to be an educational tool favored by students and instructors alike. Students or trainees welcome role playing because this activity bring variations, movement, and most likely, simulated life experience into the classroom or training session. Teachers favor role playing as a handy means of enlivening the learning content; in particular, this model brings forth detailed and concrete study materials which are more difficult to pinpoint by the way of lecture and discussion.

The role play technique refers to a strategy of a teacher to improve the students’ speaking skill by assigning them in certain roles in narrative text. This technique follows the practice of simulation in class. Meanwhile Barrows & Zorn (1988:48) elaborate a method of role playing which gives a way to involve the whole class, encourage the students to speak up without worrying about set patterns, gets them to use their imagination and create an amusing atmosphere that would make them forget that they are in classroom. This method also encourages the students to apply spontaneously the grammar they have already learned.

Role play is also usually based on the real life situation and provides useful practice in the kind of language of the learning may eventually need to use in similar situation outside the classroom. Many students find this type of practice easier and more attractive than ordinary discussion. Kagan (2001:95) says that there are five main reasons why using role play:

1. A very wide variety of experience can be brought into the classroom through role play. The range of function and structures, and the areas of vocabulary that can be introduced, go far beyond the limits of other pair of group activity, such as conversation, communication games or humanistic exercise.
2. Some people are learning English to prepare for specific roles in their lives; people who are going to work or travel in an international context. It is helpful for these students to have tried out experimental with the language they will require in the friendly and safe environment of a classroom. For these students, role play is a very useful dress rehearsal for real life. It enables them not just to acquire set phrases, but to learn how interaction might take place in a variety of situation.
3. Role play helps many shy students by providing them with a mask. Some more reticent members of a group many have a great deal of difficulty participating in speaking about themselves or in producing the oral product of the text, and in other activities based on their direct experience. These students are liberated by role play as they no longer feel that their own personality in implicated.
4. Role play put the students in situations in which they are require using and developing those phatic from language which are so necessary in oiling the works of social

relationships but which are so often neglected by our language teaching syllabuses. Many students believe that language is only to do with the transfer of specific information from one person to another. It is possible to build up these social skills from a very low level through role play.

5. The most important reason for using role play is that it is fun. Once students understand what is expected of them, they thoroughly enjoy letting their imagination trip. Although there does not appear to be any scientific evidence that enjoyment automatically leads to better learning, most language teachers would probably agree that in the case of the vast majority of normal people this is surely so.

Kim (1989:140) said that there are several model of role play; they are Table Top, The Big Model and Threefold Model. And Threefold model is one of the three models that the most important aspect in learning English. And this model was better than another style of role playing. Threefold model is like drama in the classroom.

A tabletop role-playing game, pen-and-paper role-playing game, or Table-talk role-playing game is a form of role-playing game (RPG) in which the participants describe their characters' actions through speech. Participants determine the actions of their characters based on their characterization, and the actions succeed or fail according to a formal system of rules and guidelines. Within the rules, players have the freedom to improvise; their choices shape the direction and outcome of the game.

The Big Model is a body of role-playing game theory developed primarily by Ron Edwards. It serves as a capstone and organizing principle to the amorphous body of work commonly referred to as GNS Theory.

The Big Model attempts to contextualize the many different aspects of the role-playing game hobby in a set of meaningful, hierarchical relationships by organizing these phenomena into four nested 'boxes'. The contents of each inner box are considered to be within the aegis of the outer box. A "skewer" that thrusts through the set of boxes identifies creative agenda.

### Threefold Model

Threefold model is concerned with improvisational games where each actor and actress has pre define their character that they attempt to act out. Threefold model is originally developed to stretch the ability of an actor and

actress. Many resemble word games: such as improvising a conversation where successive starts with the next letter of alphabet. The basic technique is to have a set of actors, each of whom has a defined character ([http://en.wikipedia.org/wiki/Threefold Model](http://en.wikipedia.org/wiki/Threefold_Model)).

Threefold model that concern with the artistic qualities of the game, such as story, nuances meaning, define the character and exploration of themes, etc. The participants assume the roles of characters and collaboratively create stories. Participants determine the actions of their characters based on their characterization, and the actions succeed or fail according to a formal system of rules and guidelines. Within the rules, they may improvise freely; their choices shape the direction and outcome of the games. [G:/role-play/Types of Role-Playing Exercises.htm](http://G:/role-play/Types%20of%20Role-Playing%20Exercises.htm).

There are five procedures of threefold model of role play technique, namely;

1. Demonstration of interest in a topic through basic communication skills and expressions of interest and eye contact.
2. Demonstration of ability to correctly formulate and interpret some simple expression of meaning such as asking and answer yes/no question.
3. Demonstration of active listening – the student responded verbally or otherwise to utterances and was able to communicate most intended meaning.
4. Demonstration of some detail and depth in discussion of a chosen topic at a level of relative complexity for a false beginner.
5. Demonstration of broader lexical and structural knowledge to allow for the confident, succinct, and accurate expression and interpretation of most basic meanings as well some more complex meanings.

### Role Play Procedure

Dangerfield (1977) in Pattison (1987:33) suggests a standard procedure for role play:

1. Language input. This will often mean the presentation and practice stages I the teaching of language item which is now to be practiced within a freer framework.
2. Setting of context. This should be done so as to help the students to appropriate fully the situation in which they will be role playing.
3. Allocation of roles. The teacher should decide this; otherwise, if the choice is thrown open to

volunteers, the extrovert students will always get the best roles.

4. Statement of aim. This is visual because it gives the students a concrete result to aim for in the role play and thus provides motivation and prevents the activity fizzling out.
5. Familiarizations with roles. This can take the form of reading role cards or student discussion in the above example of the retired couple.
6. Demonstration. This is an optional and one which is generally not applicable to a role play.
7. Role play and achievement of aim. One point to note here is that, if some groups finish significantly earlier than others, the teacher should have ready one or two ideas for an activity which can keep them occupied while they wait. This should ideally be in the form of an extension of the role play.
8. Report-back. This will concern how the different groups reached their aim what decision each group made. This is an important phase because the students are usually interested in comparing their decisions with those of other groups.
9. Follow-up. This can take two forms; firstly, written work based on the role play, perhaps set for homework and secondly, remedial work based on mistakes noted by the teacher while monitoring students' performance.

In conclusion, role play is fun and it is not isolated, but an integral of the lesson in which it is used. Exactly how it is used will depend on the individual teacher. It may be the climax of the lesson contributing to some other more general aim. Useful structures can be presented before role play starts, or can be fed in afterwards as remedial work.

Therefore, it is expected that by using Role Play technique in teaching and learning will improve students' speaking achievement.

## CONCLUSION AND SUGGESTION

Based on the explanation above, it can be concluded that the use of the threefold model of role play may give a positive contribution to the students' speaking skill. This language game as one of the techniques in teaching learning activity is an interesting way to learn, especially English. Role Play can change the dynamic of class and rejuvenate students and help them to learn more effectively, fun and enjoyable. Role Play technique has some benefits in teaching and learning English especially in teaching speaking.

That's why this method is suggested to be applied by the teachers to improve students' speaking skill and motivate the students to be active in the learning process.

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