

IMPROVING SPEAKING SKILL BY USING ROLE PLAY FOR TEENAGER

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ABSTRACT

This study revealed the teaching speaking by using role play. This is classroom action research. The subjects under the study was the students of class VIIA in academic year 2017/2018, it consist of 31 students. This is done in 2 cycles. The research result is the speaking ability in VII A MTs Mathla'ul Anwar Pontianak had an improvement. It could be seen with the mean score in cycle 1 achive 57.60 % and in cycle 2 had achive 73.54%.

Keyword: Speaking, Role Play, Teenager,

ABSTRAK

Studi ini mengungkapkan pengajaran berbicara dengan menggunakan permainan peran. Ini adalah penelitian tindakan kelas. Subjek penelitian adalah siswa kelas VIIA pada tahun akademik 2017/2018, terdiri dari 31 siswa. Hal ini dilakukan dalam 2 siklus. Hasil penelitian adalah kemampuan berbicara dalam VII A MTs Mathla'ul Anwar Pontianak mengalami perbaikan. Hal ini dapat dilihat dengan skor rata dalam siklus 1 mencapai 57,60% dan dalam siklus 2 telah mencapai 73,54%.

Kata kunci: berbicara, role play, remaja,

INTRODUCTION

English is compulsory subject at school in Indonesia. In order to make students be able to use English as a language and use it properly, speaking is needed to be taught. As emphasized by Kharismawati¹ (2014: 4) that "speaking is very important to be learned by students to develop their skills in learning English". Moreover, by having good speaking ability, students will obviously have less problem in communicating their thoughts and feelings which could increase their confidence and involvement in the classroom. However, mastering speaking

¹ Kharismawati, B. S. (2014). *Improving Students' English Speaking Skill through Role Play*. A thesis of Bachelor Degree of Yogyakarta State University.

is not an easy thing. There should be problems which arise when learning to speak in English. Those problems are for instance, lack of vocabulary which limits the ability to express the intended meaning by using appropriate words, having problems in pronouncing English words, or having insufficient knowledge about grammar. Those problems clearly will impede students' progress to gain decent ability in speaking.

The problems above also were found on junior high school students at MTs Mathlauh Anwar Pontianak. Based on the researcher pre-observation and interview to English teachers at MTs Mathlahul Anwar, the researcher gained some important information regarding students' problems in speaking English in the classroom. The results of the interview to one of the English teachers at MTs Mathlauh revealed that most of the students in grade seven had poor pronunciation of English words which made their speaking seemed hard to be understood by the teachers. Moreover, this affected the students confidence to speak by using English in the classroom. They became shy and used bahasa Indonesia instead of using English during speaking activity. For instance, when the students were asked to perform a dialogue in pair in front of the class, the students had problems in pronouncing English words. So, the students ended up being unsatisfied with their performances.

Additionally, the researcher also saw that the students were quite active in speaking class. They frequently asked the English teachers on how they could improve their speaking. This indicates that the students really want to improve their speaking ability. However, when the English teachers asked them to speak in front of the class for doing short dialogue, the researcher witnessed that the students were very irritated by their own pronunciation which made them looked unconfident. Instead, the students are also have lack of understanding grammatical sentences and lack of vocabulary that could make the students unconfident to speak English.

The situations described above motivates the researcher to implement a technique which can provide more chances for students to practice their oral skill

in the classroom. One of the teaching techniques can be utilized to achieve the goal mentioned above is by using Role-play technique to teach speaking in the classroom.”². Liu and Ding³ (2009: 140) state “Role play is an effective technique to animate the teaching and learning atmosphere, arouse the interests of learners, and make the language acquisition impressive”. Furthermore, Kusnierek (2015: 9) argues that “Role-play can be a very successful tool in the teachers’ hands⁴. As its prime goal is to boost students’ interaction in the classroom”. In other hand, Harmer (2007: 352)⁵ claims that “Role play can be used to encourage general oral fluency or to train student for specific situation, especially where they are studying for specific purpose”. In other words, Role-play techniques demand students to be active in the learning process when practicing their speaking ability in English.

According to Sudjana (2003) cited by Istarani (2014: 228) Role playing is a learning activity that emphasizes the ability of the performance of students to play the status and functions of other parties contained in real life. In addition, Hamdayama (2014: 189) states that Role playing is kind of activity which the learners will imagine themselves as if they are outside of the classroom and play the role of the others. The development of the imagination and appreciation of the students by playing it as a living figure or inanimate object”. Furthermore, Role playing is a kind of motion game in which there is a purpose, the rules and also involving the element of pleasure (Hadfield, 1986 cited by Hamdayama, 2014: 189). Indeed, it is one of the strategies to teach speaking skill to the students that lead them to practice directly. Role play is established as a teaching technique for organizing controlled, pre-communicative language practice. Whereas according

² Arham, R., Yassi, A.H., and Arafah, B. (2016). *The Use of Role play to Improve Teaching Speaking*. International Journal of Scientific and Research Publications: Hasanuddin University, 6(3):239-241.

³ Liu, F., and Ding, Y. (2009). *Role play in English Language Teaching*. Asian Social Science Journal: Qingdao University of Science and Technology Qingdao, 5(10):140-143.

⁴ Kusnierek, A. (2015). *Developing Students’ Speaking skills through Role-play*. Poland: Teacher Training College in Leszno, 7:73-111.

⁵ Harmer, J. (2007). *The Practice of English Language: Fourth Edition*. United Kingdom: Longman.

to Ramayulis (2005: 273) cited by Istarani (2014: 228)⁶ "Role playing is the presentation of material by showing the demonstration both in the form of description and reality, all in the form of behavior in the socio-relationship which then asked some learners to play it"

The researcher believes that Role play technique is a good alternative in teaching and learning process. By Role play technique, students can be active and have more opportunity to speak. The researcher is convinced that Role play technique can be conducted in improving students' speaking skill in the class because it can be seen on the previous research.

Teaching four skills in learning English become the challenge for the teacher, especially teaching speaking. Ur (2009: 120)⁷ states that "of all the four skills (reading, writing, speaking, and listening), speaking seems intuitively the most important. People who know a language are referred to as 'speaker' of that language, as if speaking include all other kinds of knowing, and many of foreign language learners are primarily interest in learning to speak". Furthermore, Hamdayama ⁸(2014: 189) states that "Role playing is the way of mastering materials learning through imagination development and students comprehension". Based on the expert statements above, it can be inferred that through Role play students are trained to master learning material. Also Role play could give information to the students by having them get used to interact socially by using English as medium of interaction.

There are some previous research about speaking Role play technique, Sari Irianti (2011)⁹conducted research showed that using Role play in teaching speaking improved students' speaking skill of second grade of SMP PGRI II

⁶ Istarani. (2014). *58 Model Pembelajaran Inovatif*. Medan: Media Persada.

⁷ Ur, P. (1996). *A Course in Language Teaching*. Cambridge University.

⁸ Hamdayama, J. (2014). *Model dan Metode Pembelajaran Kreatif dan Berkarakter*. Bogor: Ghalia Indonesia

⁹ Irianti, S. (2011). *Using Role Play in Improving Students' Speaking Ability*. A thesis of Bachelor Degree at Universitas Islam Jakarta: Published.

Ciputat. The subject of this research was students in VIII.1 class and the number of students consists of 36 students. Based on research finding, the implementation of Role play technique for students' participation in speaking class had successfully improved students' speaking skill. Sumpna (2010)¹⁰ also did the research that using Role play could improve students speaking and also give the students more opportunity to speech at SMA Karangpandan, Surakarta. The subject of this research was the Eleventh Grade students. After the implementation of Role play in teaching speaking the result showed that it could improve the students' speaking competence at the students of eleventh grade of Immersion Program 1 of the State Senior High School of Karangpandan. Other research by Nining Hidayati (2015). The title is "Using Role Play to Improve Students' Speaking Ability"¹¹. The research result confirmed that Role play is an effective technique and can improve students speaking ability at MTs.NU 05 Sunan Katong Kaliwungu, Semarang. The subject of this research was VIII B class and the number of students consisted of 36 students. The implementation of Role play in teaching speaking improved students speaking skill.

RESEARCH METHODOLOGY

Form of Research

In this research, the researcher used Classroom Action Research (CAR). The study used classroom action research (CAR) as research design. The degree of the effectiveness of teaching speaking skill through Role play was figure out through comparing the mean score of initial reflection or pre-test (X₀) obtained by the subjects with their corresponding mean scores of reflections or the post-tests both in cycle I and cycle II.

Research Subject

In conducting the research subject, the researcher chose students at the seventh grade of MTs Mathla'ul Anwar Pontianak as the subject of this research. The subjects under the study was the students of class VIIA in academic year

¹⁰ Sumpna. (2010). *Improving the Students' Speaking Skill by Role play*. A thesis of Master Degree at Surakarta University: Published

¹¹ Hidayati, N. (2015). *Using Role play to improve students' Speaking Ability*. A thesis of Bachelor Degree at Walisongo University, Semarang: Published

2017/2018, it consist of 31 students. The researcher decided to select this class because the researcher found difficulties in some aspects of speaking thus causing can affect students in practicing their speaking. The students were having difficulties in pronouncing the words, lack of vocabulary, and grammatical sentence. It can be seen when the researcher was doing pre-observation, the teacher gave the students the word but the students could not pronounce the word correctly which caused misinterpretation and also did not know about the meaning of the words and sometimes when the teacher gave the students task to make a sentences, the students did not know how to construct the sentences. The 24 students were chosen which have low speaking ability. Therefore, Role play applied to improve the students' speaking skill.

Techniques and Tools of Data Collection

Techniques of Data Collection

Observation Technique

Observation can be served as a technique for verifying information provided in face to face encounters. Cohen *et al.* (2007: 396) state that "the distinctive feature of observation as a research process is that it offers an investigator the opportunity to gather 'live' data from naturally occurring social situations¹²". It may be about teacher's performance during Classroom Action Research and students' response concerning the use of Role play technique.

Measurement Technique

Bell (1999: 1) "A measurement tells us about a property of something¹³. By this measurement technique, the researcher use to know about the students' speaking skill by the test that will be given, to determine how well the improvement of the students' speaking skill using Role play technique to improve students' speaking skill.

¹² Cohen, L., Manion, L., and Morrison, K. (2007). *Research Methods in Education*. New York: Routledge.

¹³ Bell, S. (1999). *A Beginner's Guide to Uncertainty of Measurement*. United States: National Physical Laboratory.

Tools of Data Collection

Observation Checklist

The observation checklist table record the activities done by the students and teacher in teaching learning process. It is used to observe whether the teaching learning fulfill the target activity and the goal or not. This tool was a list of things that researcher was going to look when observing the class. The researcher mark the observation checklist based on the students' and teachers' activities and the researcher give mark in column "Yes" if the students of teacher doing the activities with the observation checklist. Then, the researcher was give mark in column "No" if the students of teacher did not doing the activities based on the observation checklist.

Field Note

The collaborator collects all information about what happens during teaching and learning process, collaborator writes comments, suggestions and some obstacles or problems that faced by the students and teacher in the class.

Speaking test

In this research, the researcher used the speaking test to measure students' speaking skill in order to see the improvement. The researcher would provide the role situation in form of role card. The teacher divided the students in the classroom into some pairs and give the card situation for the students. It is consist of the situation should be play. In pair the students will ask to understand the situation and made a conversation, after that the students will perform it in from of the class in turn. The students will perform in pair and the time for speaking test will be 3 minutes in one pair. The speaking test is assess in term of vocabulary, grammar and pronunciation.

RESEARCH FINDINGS AND DISCUSSION

Research Findings

Observation Checklist

a. Cycle 1

In observation checklist, the researcher and collaborator found that some of students paid good attention towards teacher's explanation about Role play

technique. The students have already paid good attention with the teacher's explanation although in the first meeting. However, the students did not respond teacher's question about teaching and learning Role play technique which showed that students less understanding about Role play technique. Meanwhile on the other side, the teacher could manage the class well in learning process by Role play technique. The teacher had prepared all the things needed in applying the technique. The teacher had explained the material and instruction by using easy language which was quite understood by the students. Furthermore, some of the students did not discuss their acting for the next act which showed that the students did not serious in doing the test.

b. Cycle 2

In observation checklist of cycle 2, there was not significant improvement with the cycle 1 but in the cycle 2, the students had become more interested with the topic and the technique used, and the students reenacted and discussed their performance. Meanwhile, the teacher could manage the class well in learning process by Role play technique. The teacher had prepared all the things that needed in applying the technique. The teacher had explained the material and instruction by using easy language which was enough to be understood by the students and the classroom condition was conducive to do learning activity.

1. Field Note

a. Cycle 1

There were four items observed in field notes, namely teacher performance, students' performance, class situation and students' activity. Based on field notes result, students' performances was good but several students still felt shy and the voices of several students were not aloud. The teacher corrected some wrong pronunciations of students' performance. The class situation when the teacher's explain the material of the test was conducive and the students respected teacher. Students prepared themselves and became very enthusiastic to do the test of speaking using Role play. Based on the result of observation checklist and field notes in cycle 1 when the researcher implemented Role play technique it

can concluded that in the first cycle, teacher and classroom situation including the students had not shown a good result in implementing Role play technique.

b. Cycle 2

Based on the result of field note in the first cycle, there was significant improvement from the cycle 1 to the cycle 2. Students' performance better and more relax than before because the students could handle their confidence. The class situation was more conducive than before because the teacher could handle the class and adapt well with the students. During class activity, the students were more active. They also practiced independently before the test started. The teacher aslo corrected some mispronunciaton of students' performance.

From the result of observation checklist and field note in cycle 2, the researcher concluded that teacher and classroom situation showed that there were significant improvement and the result was quite satisfying in implementing Role play technique.

2. Speaking Test

a. Cycle 1

Based on the result of speaking test, the students in cycle 1 have less ability to make a conversation and to act the Role play in the classroom. However, the students' pronunciation was quite good because teaching and learning in their English class always using English language because the real teacher using English when teach the students. The students had problems in grammatical sentences but the students bit understand sentence. The students also very good in fluency category because the students can read the word in conversation well but the students less of vocabulary. Therefore, the researcher need to reenact and reflect everything for the next cycle. The researcher calculated the result of speaking test individual score in cycle 1 below:

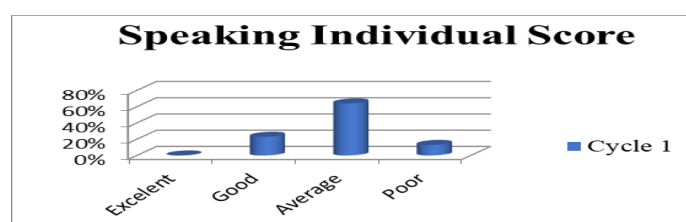
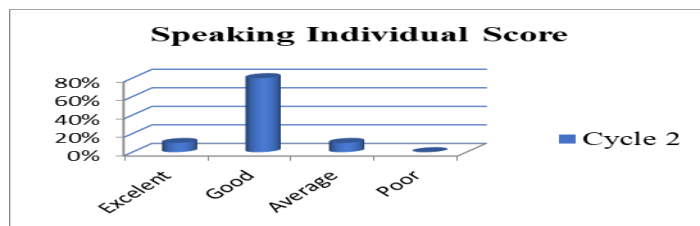


Chart 1.1. Speaking Individual Score in Cycle 1

Based on the result of speaking test in cycle 1, the researcher can concluded that most of students were mastering the aspects of speaking but the students were having poor vocabulary. This problems make the researcher should continued the cycle 2 to make better result in improving students speaking skill.

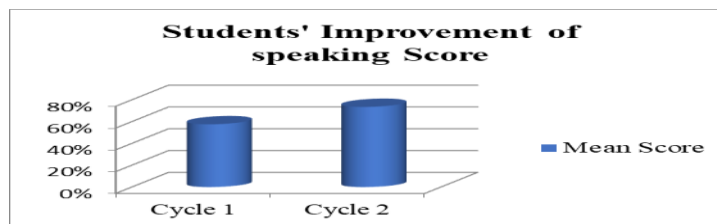
b. Cycle 2

Speaking test in cycle 2 had a good improvement, it could be seen with the students speaking performance. More details, the students could make a conversation and had a good act in applying the Role play. It could be concluded that from cycle 1 to cycle 2 had improvement in speaking ability. The result of speaking test in cycle 2 was present below:



1.2. Speaking Individual Score in Cycle 2

Based on the result of speaking test in cycle 1 and cycle 2, the researcher can concluded that the students speaking test had a significant improvement from cycle 1 to the cycle 2. It can be seen with the mean score below:



1.3. Students' Improvement of Speaking Score

From the mean score above, the researcher can determined that students speaking ability in VII A MTs Mathla'ul Anwar Pontianak had an improvement. It

could be seen with the mean score in cycle 1 achieve 57.60 % and in cycle 2 had achieve 73.54%.

B. Discussion

Based on the description of the research finding, it can be concluded that the implementation of Role play technique can improve students' speaking skill. The following are the discussion of research findings combined with the relevant studies. The planning implementation of Role play technique to improve students' speaking skill was running well. It could be seen from the observation checklist and field note during the teaching of Role Play technique in the classroom which depicts the improvement of students' speaking skill in each cycle. The planning made by the researcher and the teacher included the arrangement of learning set and instruments (reviewing main competence and basic competence, preparing learning materials, making syllabus and lesson plan, preparing media, and creating research instrument and test)

Based on the observation and test results, it was found that the implementation of Role play technique was increased the students' speaking skill in each cycle. Similar with opinion above, the research finding by Erasma *et al.* (2012, p.9-10) also stated that Role play technique can improve students' speaking skill¹⁴. This research indicated that the students speaking ability in giving and asking opinion was getting better in every cycle. The improvement that was gained in the classroom was considered as the result of treatment. In conclusion the research findings of the classroom action research were satisfying. Role-play helped students' improve their speaking ability in giving and asking opinion. Thus the prediction of the action hypothesis was accepted. While Irianti, S. (2011, p. 38-55) in her study found out that students' speaking skill which could be improved through Role play technique¹⁵. Sumpana. (2010, p.14-26)¹⁶ on his

¹⁴ Erasma, Sutapa.G.Y., and Salam, U. (2012). *Improving Students' Speaking Ability in Class through Role play Technique*. Pontianak: Tanjungpura University.

¹⁵ Irianti, S. (2011). *Using Role Play in Improving Students' Speaking Ability*. A thesis of Bachelor Degree at Universitas Islam Jakarta: Published.

research also stated that using Role play technique can improve students' speaking skill.

CONCLUSION

Based on the discussion in chapter four, the researcher concluded that role-playing activity can improve students' speaking ability. Furthermore, from the students' response toward the teaching and learning activity during CAR, it can be concluded that the students like role play technique. Moreover, the observation checklist and field note result showed that the students seemed braver and more confident in speaking, the students performances more relax, the students more active to practice, and The students anthusiastic to study using the technique. It is proven by their participation in the class conversations, discussions, perform in the front of the class, pronunciation, fluency and feeling confident about speaking.

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