

Improving Students' Speaking Skill through Role Play Technique

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Abstract

The aim of the research is to improve student's speaking skill through role play technique. Method of the research is classroom action research. This research uses three cycles and each of cycle consists of four steps. They are planning, acting, observing and reflecting. The data resources are students of tenth grade MIA 1 of SMA Taman Harapan 1, Bekasi. The class consists of twenty-four students. Fifteen male students and nine female students. Data collection of this research are interview, test, observation and documentation. The result of the result showed that there was a significant improvement of student's speaking skill after using role play technique in teaching learning process. The students are able to speak in English confidently, clearly and fluently. Based on the statement, it can be concluded that role play technique can improve student's speaking skill.

Keywords: role play, teaching learning process, speaking.

Introduction

Speaking is very important to be learned by the students to improve and develop their skills in learning English. Its functions are to share and to express the ideas. In the real classroom situation at the tenth grade MIA 1 students of SMA Taman Harapan 1 Bekasi, teaching speaking has many problems. The first problem faced by students is lack of vocabularies. They do not know what they want to say in English, so they respond and answer the teacher's question by their local language or their mother tongue. Because of their limitation of vocabularies, there were a lot of vocabularies that they unfamiliar with and it caused problems because communication only happens when both the speaker and listener understand what they are talking about.

The second problem is mispronunciation. The students get difficulties in pronouncing some words because they are still confused on how to pronounce them. The wrong pronunciation may cause misunderstanding between the speaker and the listener. For the example, when the students pronounce "day" to be "die" /dai/. The next problem is related to the students' motivation. They fear of being laughed by their friends and have less confidence with their own ability when they studied in the class.

The last problem is the method used by the teacher. The teacher gives little opportunity to students to express their idea. The materials learnt by students. It is not suitable with the basic competence topic of tenth grade of senior high school, because the teacher often teaches grammar and writing exercises. Based on the reality above, the researcher decides to conduct classroom action research to overcome the problems of the students in learning English, especially in practicing speaking English. The researcher tries to conduct a communication activity that is role play. As one of activities for speaking, role play activities give the students lots of opportunity to communicate in different social contexts and roles (Littlewood, 1981). Role play activities also develop conversational skill among students. The flexibility of a role play forms a new conversational practice and creates a positive environment in class, so the students can enjoy the speaking practice (Budden, 2006).

Definition of Speaking

Many definitions about speaking have been proposed by language theorists. Harmer (1998; 2001; 2007) defines that speaking ability as the ability to speak fluently presupposed not only knowledge of language features but also, the ability to process information and language on the spot. It requires the ability to cooperate in the management of speaking turns and non-verbal language. It happens in the real situation and has little time for detailed planning. Therefore, the fluency is required to reach the goal of the conversation. Brown (2000,2001, 2004) stated that when someone can speak a language it means that he can carry on a conversation reasonably competently. In addition, he states that the benchmark of successful acquisition of language is almost always the demonstration of an ability to accomplish pragmatic goals through an interactive discourse with other language speakers.

Cameron (2001) also stated that “speaking is the active use of language to express meaning so that other people can make sense of them”. It means that speaking consists of producing systematic verbal utterances to convey meaning which make other people know what we are talking about clearly. Therefore, it is often spontaneous, open-ended, and evolving, but it is not completely unpredictable. From the explanation above, the researcher concludes that speaking is a process to convey and sharing ideas and feelings orally. Speaking involved some skills such as accuracy, appropriateness, fluency and vocabulary building. All of those elements need to be mastered by the students. Speaking, especially in a foreign language, is a very necessary activity for all ages of learners. It is expected to be understood by other people who use a foreign language; everyone needs to pay attention to precise details of language. He needs to find the most appropriate word and also the correct grammar to convey meaning precisely and accurately.

Definition of Role Play

Role play is a method of acting out particular ways of behaving or pretending to be other people who deal with new situations (Budden, 2006). In this case, Ladousse (1987) argues 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 joyful and playful as possible. According to Brown (2001), role play is a popular pedagogical activity in communicative language-teaching classes. It makes the students free to be someone based on their creativity linguistic input. Role-play will help the students to achieve the fluency. Harmer 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”. For example, the students in vocational school are drilled to practice several functions to book a hotel’s room. Moreover, according to Ladousse (1987), role play is an enjoyable activity and does not threaten the students.

Steps of Teaching Using Role Play Technique

These are the steps of teaching using role play technique. They are mentioned as follows: (a) students are divided into several groups, (b) teacher

give a topic for each group (optional), (c) students select the situation and create the dialogue, (d) practice for a few minutes in group, (e) perform the situation in front of the class, (f) other groups' member gives comments and suggestions, (g) teacher gives comments after all groups performed (Brown, 2001; Ladousse, 1987; Budden, 2006). Ladousse (1987) explained that there are several types of role. The first is the roles which correspond to a real need in the student's lives. In this category, it involves such roles as doctor dealing with patients, or salesman traveling abroad. The second type of role is the students play themselves in a variety 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 vast 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.

Research Method

In this research, the researcher used classroom action research to improve student's speaking skill through role play technique at the tenth grade of SMA Taman Harapan 1, Bekasi. This research used three cycles and each of cycles consisted of four steps. They are planning, acting, observing and reflecting. The model of action research used in this research was adopted from Kemmis and Mc. Taggart model (Burns, 1999; 2010). They illustrated their view of the action research process as shown in figure below. Which each cycle has four steps, there were planning, acting, observing and reflecting. According to Asmani (2011), classroom action research is reflective research by doing the certain acts so that can improve or enhance the learning and teaching in the classroom professionally.

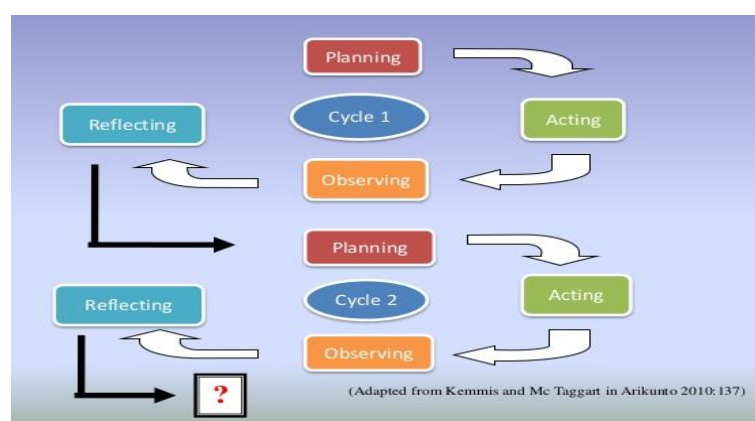


Figure 1. Cycle of Action Research

The objective of the research was to improve students' speaking skill through role play technique at tenth grade of SMA Taman Harapan 1 Bekasi. The classroom action research needed the data to support the investigation. In this research, there are several methods using to collect the data, they are: (a) observation, Its meant to give previous view to the researcher about the condition of the students in SMA Taman Harapan 1 Bekasi, classroom observation was used

in this study because of the researcher interest in finding out how the researcher implemented the classroom practice to improve speaking to their students and the type of the tasks they provided, the researcher was interested in the multiple action and interaction of the teacher and students; (b) test, it was given at the end of action step to determine student success in learning, the test results were also used to measure the successful implementation of the action; (c) interview, it was designed in face to face with the respondent, there was elaborated based on teaching of the teacher, the class quantity, frequency of teaching writing, the material of teaching writing, and the problem when teaching learning process; (d) documentation, its is used in this study learning activities during the study. The assessment of speaking is oral test or students' performance. The students' speaking performances were assessed using a scoring rubric proposed by Harris (dalam Helmanda & Nisa, 2019; Louma, 2004). The rubric is shown in the following Table 1 at appendix section.

To analyze the data from the classroom action research, the researcher used some techniques as follows: (a) data reduction, it was done after collecting data, this activity covered the categorization and data classification, after being classified, the data was grouped and then continued to summarize, to summarize the data, the researcher simplified the data by making the summary, code, reduce the unused data and manage the problem in the classroom action research; (b) data description, that was for summarizing the research result of the classroom action research by interpreting the insight of the phenomenon performance on test, the target population and the source of the information in this research was tenth grade students of SMA Taman Harapan 1 Bekasi, and students as the source of the data follow the learning process and oral performance in every cycle based on the material which was given by the researcher.

Result and Discussion

This study has been in three cycles. The result of this study for every cycle like in figure 2.

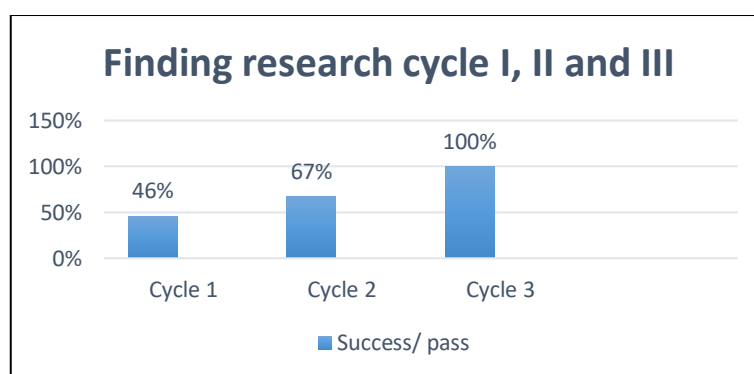


Figure 2. The percentage of students' activity

In the cycle I, the researcher and collaborator found some facts that teaching and learning process of speaking using role play technique was not running well yet. The researcher found some factors like students were not confidence to practice the script or dialogue in front of the class, the situation of the class that was not comfortable enough and other factor. In practicing role play, they just

spoke flat. There is no stressing, intonation and good pronunciation. That was because of they were not had an enough example and time to practice. Finally, the result wasn't good enough for full fill the target. There were 11 students or 46% passed the passing grade and 13 students or 54% failed. It meant that the research must be continued and solved in the next cycle.

In the cycle II the condition of the class was better than previous cycle. It could be seen from the result of the research in this cycle. The students who were able to be more focus and pay attention on the teacher explanation because the researcher had managed the condition of the class. When they followed the speaking test, they were enjoying practice describing people using role play technique. Even though, still there were some groups of student who need a lot of time to practice speaking test. Some groups did not able to speak confidently. The researcher should give more motivation and continue the research to the next cycle. The result of cycle II There were 18 students or 67% passed the passing grade and 6 students or 33% failed. Although there was improvement but that was still not enough for classroom action research. So, the research continued and solved the problem in cycle III.

In the cycle III, the situation of class is better, and the students were more confidence to speak and do role play. The researcher gave the students motivation and made some ice breaking so that the students enjoy and confident in practicing speaking using role play technique. There was significant improvement in this cycle, the result of the research in this cycle was 24 students or 100% of student succeed. They were able to practice in speaking using role play technique confidently, clearly and fluently.

Conclusion

Based on the result of the research on the previous chapter, the researcher would like to make some conclusions as follow: (a) the research of speaking test through role play technique in cycle I there were 11 students or 46% passed the passing grade and 13 students or 54% were failed, in the cycle II there was improvement, 16 (67%) students passed the passing grade and 8 (33%) failed. In the cycle III, there was a significant improvement. 24 students (100%) passed the passing grade, because the research was enough for filling the target, the cycle stopped; (b) the researcher found that role play technique is good to improve student's speaking skill. In role play, students had responsibility to practice speaking, they had partner to practice, and they didn't shy to speak in English in front of the class because the researcher had explained that they were other character when they were practicing using role play, the researcher should explain the condition of the material that would be practiced and explained the procedures, the researcher gave motivation, stimulus and clear example, and researcher also must control the condition and situation of the class.

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Appendix

Table 1. Scoring Rubric

Criteria	Score	Description
Pro-nunciation	5	Has few traces of foreign language
	4	Always intelligible, though one is conscious of a definite accent.
	3	Pronunciation problem necessities concentrated listening and occasionally lead to misunderstanding.
	2	Very hard to understand because of pronunciation problem, most frequently be asked to repeat
	1	Pronunciation problem to serve as to make speech virtually unintelligible.
Grammar	5	Make few (if any) noticeable errors of grammar and word order.
	4	Occasionally makes grammatical and or word orders errors that do not, however obscure meaning
	3	Make frequent errors of grammar and word order, which occasionally obscure meaning.
	2	Grammar and word order errors make comprehension difficult, must often rephrases sentence.
	1	Errors in grammar and word order, so, severe as to make speech virtually unintelligible
Vocabulary	5	Use of vocabulary and idioms is virtually that of native speaker.

	4	Sometimes uses inappropriate terms and must rephrases ideas because of lexical and equities.
	3	Frequently uses the wrong words conversation somewhat limited because of inadequate vocabulary.
	2	Misuse of words and very limited vocabulary makes comprehension quite difficult.
	1	Vocabulary limitation so extreme as to make conversation virtually impossible
Fluency	5	Speech as fluent and efforts less as that of native speaker.
	4	Speed of speech seems to be slightly affected by language problem.
	3	Speed and fluency are rather strongly affected by language problem.
	2	Usually hesitant, often forced into silence by language limitation
	1	Speech is so halting and fragmentary as to make conversation virtually impossible
Compre- hension	5	Appears to understand everything without difficulty
	4	Understand nearly everything at normal speed although occasionally repetition may be necessary
	3	Understand most of what is said at slower than normal speed without repetition
	2	Has great difficulty following what is said. Can comprehend only “social conversation” spoken slowly and with frequent repetitions.
	1	Cannot be said to understand even simple Conversation.