

Improving Students' Speaking Skill through Role Play Technique

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Abstract

The purpose of the research is to improve students' speaking skill through role play technique, this research used classroom action research, the subject of this research was eight grade students and it was 20 students. The finding of this research explained in two cycles. . In cycle I the average score was 63, 75 and the score was increased in cycle II it was 75, 25. The percentage of the research in cycle I was 30% and in the last cycle was 85%. It could be concluded that using role play technique was really effective and useful to improve the students' speaking skill.

Keywords: role-play technique, speaking skill.

INTRODUCTION

English is a language that used by people all over the world to communicate each other to make relationship, English has become the primary language of communication. In learning English language, learners need to master four language skills, those are listening, speaking, reading and writing. Listening and reading skills are regarded as receptive skills while speaking and writing are productive skills. The four skills are all important but speaking seems to be the most important.

In the nature of communication, we can find the speaker, the listener, the message and the feedback. Speaking skill is a skill and like other skill, it must be practiced continuously. Yet at MTS Al Khairiyah Bekasi half of a class cannot speak English, and they are even weak of the five component of speaking. There are many problems faced by the students such as 1) the students are not confident to speak in front of their friends, 2) the teacher used monotonous method (giving material, listen, and giving task) then the teacher is the main source of the teaching learning process. The effect of these phenomenon are students tend to be lazy to pay attention to the materials, feel sleepy, make conversation each other and class become uncontrollable.

From the problem above it is concluded into two factors namely internal and external that should be improved. Internal factors involve of motivation, confidence, and background knowledge, while, external factor involves of teacher, facility, method and environment.

It has been decided that role play is a technique that would be used to increase students speaking skill. Role play is giving students a suitable topic provides interest and subject matter for discussion, dividing them into groups improves the amount and quality of the verbal interaction (Ur, 1981). (Gower, 2005) Claimed

that role play makes students easier to improve speaking skill because they could choose their own way to speak by choose role first. Hence, it is concludes the goal of teaching speaking is similar to the goal of role play technique that is communication. It means role play can be applied in teaching speaking and it can help students.

Speaking Skill

Speaking is the most important thing as the productive skill in communication and it involves speakers and listeners. In the nature of communication, we can find the speaker, the listener, the message and the feedback. According to Jones (1989) Speaking is a form of communication, so it is important as what you say in conveyed in the most effective way. How you say something can be as important as what you say in getting meaning across. Based on that opinion, speaking is realized as communication therefore, speaker are required to able to express what they want to say as effective as possible in order to convey the message. Harmer (2001) Stated that there are three main reasons for teaching speaking skill. Firstly, speaking activities provide rehearsal opportunities chance to practice real-life speaking in the safety on the classroom, secondly speaking task in which students try to use any or all of the language the know provide feedback for both teacher and student. Finally, the more students has opportunities to active the several of language; they have stored in their brains, the more automatic they used of these elements become.

According to Harris (1997) the criteria of speaking assessment can be seen into four of five components and those are generally recognized of analysis of speech process, namely; Pronunciation (including the segmental features vowels, consonant, stress, and intonations patterns), Grammar, Vocabulary, Fluency (the case and speed of the flow of speech), and Comprehension (requires the subject to respond to speech as well as to initiate it).

Role-Play Technique

Many experts have different opinions in defining role play. The following are some of the points of view about role play. Ur (1981) stated Role play is giving students a suitable topic provides interest and subject matter for discussion, dividing them into groups improves the amount and quality of the verbal interaction. Jane Revel explained The essential core of the activity is understanding the situation of another person, and to do this well the 'player' needs to grips with the other participants' roles, not just his own.

It is concluded that Role-play is a technique in English teaching in which the students learn in an imaginary situations or roles in order to develop the students' fluency. The situations and the roles are made as a real situation so the students know the function of English in real life.

RESEARCH METHODOLOGY

This research is used qualitative paradigm by taking classroom action research, here, it is to do classroom action research to improve students' speaking skill at the eighth grade of MTS AL KHAIRIYAH Bekasi that consist of 20 students It is intend to improve students speaking ability through role play technique. The

research connected in three cycles, each cycles consist of four steps, namely: Planning, Action, Observing, and Reflecting.

FINDINGS AND DISCUSSION

Findings

Based on pre-action result half of the students in that class were lack in every components of speaking skill. Confidence, motivation, environment, facility, and support probably become another factors that can make the students here difficult to speak, but those factors could be manipulated with the good technique in teaching learning process.

Therefore the researcher choose role play, because role play is one of technique which has a flexible way to be done and it make students easier to learn speaking, Role play is giving students a suitable topic provides interest and subject matter for discussion, dividing them into groups improves the amount and quality of the verbal interaction.

This research conducted for 2 cycles. It has some steps of teaching reading, they are:

1. Planning

In this first cycle, The researcher prepare the syllabus which is related to the standard competence, the lesson plan for guidance in classroom, and also dialogue script that containing comparative picture as an example for the students. The researcher was acted in front of class. It gave the students an example how to do the role play. After the students know what and how the role play run, the researcher give the dialogue script, the researcher allocated time 2×45 minutes.

2. Action

The researcher start by greeting the students and the researcher introduce himself to the students. Afterwards the researcher took the attendance list to check the student attendance. After go for it, the researcher give the simple explanation about the role play. In order to solve their needs in components of speaking skill, the researcher write down the words and several tenses on the whiteboard that could be used in their task. Afterwards the researcher made a role play in front of with clear pronunciation and good expression.

The researcher asked the students to write the dialogue in their notebook. The researcher ask them to practice it with their group, and after they had practice it, the researcher asked the students who have been ready to act out and saw their performance.

When the students act out in front of class, the researcher ask the other students to pay attention and give some opinions about it. Afterward the researcher also give suggestion about the first performance of the students and told them that they could be better than this.

3. Observing

During the studying process, the collaborator observe the learning teaching process and the students activities by using observation sheet that had been prepared. The aspects of observed were: the activities of students during the teaching learning process either individually or in pair, the students ability to show their vocabulary, pronunciation, grammar, fluency, and comprehension. The researcher got the students' score from the test in every cycles.

4. Reflecting

Based on the data from the observation to studying process in this cycle, there are some point gotten, those are: the students speaking skill was good but because they were low on five components of speaking skills they cannot speak properly, because of it some students was lost their confidence when they did their role in front of class, and the time management was not good yet, and this chart is showing the percentage of students who can reach the learning target

$$\text{Percentage} = \frac{F}{N} \times 100\% \rightarrow P = \frac{6}{20} \times 100\% = 30\%$$

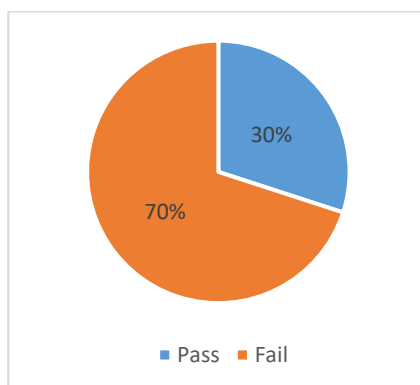


Chart 1. The percentage of students' score result (cycle 1)
Based on the standard minimum achievement

In the first cycle around 30% of students could reach the target learning, and 70% of students are not able to reach the target yet and it including the student who did not attend in the first cycle. In order to make the students who cannot reach the target learning the researcher give them a homework and guide them by group chatting to improve their needs in the next cycle.

Result in cycle II there were some points gotten, those are most of students are able to make their own dialogue used their own vocabulary with the right grammar and they spoke fluently with the good expression. 85% of the students reached the KKM score, therefore the researcher would not continue the research because the research has been succeed.

$$\text{Percentage} = \frac{F}{N} \times 100\% \rightarrow P = \frac{17}{20} \times 100\% = 85\%$$

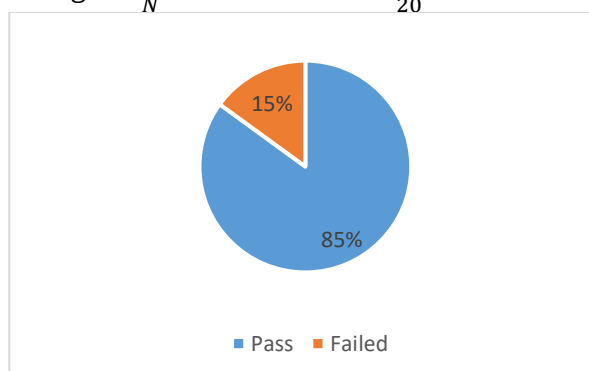


Chart 2. The percentage of students' score result (cycle 2)
Based on the standard minimum achievement

Discussion

Almost all of the students were lack of the five component of speaking, therefore the researcher have to find out the way of how to do the cycle I-II properly, before the researcher give the lesson the researcher always give them some treatment to make role play easier to be done, so the researcher start to wrote some example of words on the whiteboard, some tenses that often used in daily conversation and connect them to make sentences with the right grammar, afterwards the researcher make a role play in front of the students with the right pronunciation and ask the students to repeat what the researcher said.

Based on the observation in the first until the last cycle it was shown the good progress, they did it in the right way although they did it step by step but at last they got the satisfied result. The researcher found the increasing of score in every cycle,

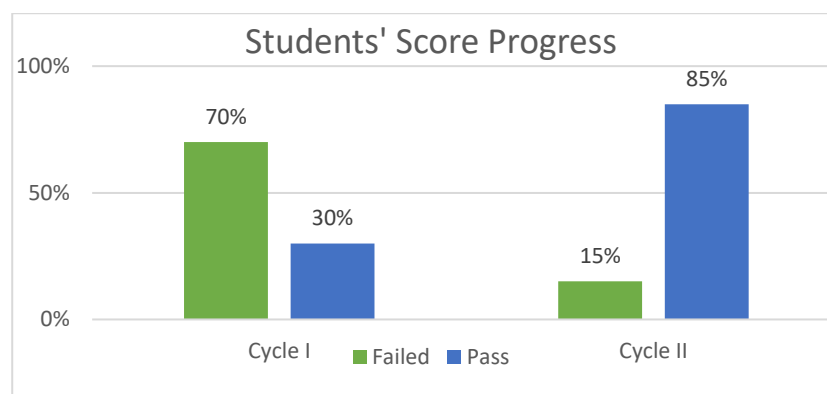


Figure 1. The Result of Students' Score in Cycle I and Cycle II

From the chart above, it can be seen that there is progress in the students' speaking skill and also it components through role play technique as media to motivate and attract the students to spoke. Improving students' speaking skill through role play was success.

CONCLUSION

Impact of this teaching learning process during the research can be concluded as 1) From the result that the researcher got, it can be seen that role play can be used to improve students speaking skill. Teaching speaking by using role play is effective way for the students to speak English, it makes the class situation more fun and alive. There is a good progress from cycle I until cycle II, there were some problem that students has that make them cannot speak English, but the researcher gave them some treatment to make role play easier to be done. 2) When the first time the researcher do the research, there were some students that refuse or dislike to learn English it was very impacted with their learning motivation, they though that English was the difficult thing to be learnt, but after they learn with role play, they love it slowly and make their English better.

Here are some suggestion that the researcher would give based on the classroom action research which the researcher conducted, the teacher have to understand about the role play technique and explain clearly to the students, the teacher should be able to manage the class and the time allocation well, the teacher should prepare

the topic that can be used by the students, The teacher gives the correction when the students have finished speaking, the teacher should add something fun as supporting to make the learning material more interesting to be learnt and also make the class situation more fun, the teacher must love their students.

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