IMPROVING STUDENTS' SPEAKING SKILLS THROUGH THE USE OF ROLE PLAYS IN GRADE EIGHT OF SMPN 4 BANGUNTAPAN, BANTUL IN THE ACADEMIC YEAR OF 2017/2018

Ririen Rizki Putri, Siti Mahripah

English Language Education Department, Faculty of Language and Arts

Yogyakarta State University

Nurazmi3078@gmail.com

ABSTRACT

The objective of this research was to improve Grade VIII students' speaking ability by using Role Playing technique in SMPN 4 Banguntapan, Bantul.

It was an action research study which consisted of two cycles. The researcher worked collaboratively with the English teacher, the students, and the collaborators. The subjects of the research were students of VIII C of SMPN 4 Banguntapan in the academic year of 2017/2018. The data were in the forms of qualitative and quantitative ones. The qualitative data were collected by observing the teaching and learning process, and interviewing the students, the teacher and the collaborators. The data were in the forms of field notes, interview transcripts, photographs, and videos. Meanwhile, the quantitative data were collected through assessing the students' speaking performance. The data were in the form of students' speaking scores. They were analyzed descriptively. The procedure of the research consisted of reconnaissance, planning, acting, and reflecting.

The results of this research showed that the use of Role Playing technique was successful to improve the students' speaking ability. Based on the qualitative data, the use of classroom English helped the students to be more familiar with English. The role play performances also helped them enrich their vocabulary knowledge and build their accuracy. Furthermore, Role Play technique was successful to encourage them to practice speaking. Meanwhile, the use of various media could attract their attention to get engaged towards the teaching learning process. Based on the quantitative data, the students' mean scores for the speaking skill improved significantly from 61 in the pre-test (with SD 1,4) to 75 in the posttest (with SD 5,4) which showed Role Play technique gave a significant improvement in students' speaking performance.

Keywords: Role playing technique, speaking ability.

MENINGKATKAN KETERAMPILAN KETERAMPILAN SISWA MELALUI PENGGUNAAN PERAN ROLE DI KELAS DELAPAN SMPN 4 BANGUNTAPAN, BANTUL DI TAHUN AKADEMIK 2017/2018

Ririen Rizki Putri, Siti Mahripah
Departemen Pendidikan Bahasa Inggris, Fakultas Bahasa dan Seni
Universitas Negeri Yogyakarta
Nurazmi3078@gmail.com

ABSTRAK

Tujuan penelitian ini adalah untuk meningkatkan kemampuan berbicara siswa kelas VIII dengan menggunakan teknik Role Playing di SMPN 4 Banguntapan, Bantul.Itu adalah penelitian penelitian tindakan yang terdiri dari dua siklus. Peneliti bekerja sama dengan guru bahasa Inggris, siswa, dan kolaborator. Subyek penelitian adalah siswa kelas VIII C SMPN 4 Banguntapan pada tahun akademik 2017/2018. Data berupa data kualitatif dan kuantitatif. Data kualitatif dikumpulkan dengan mengamati proses belajar mengajar, dan mewawancarai siswa, guru dan kolaborator. Data berupa catatan lapangan, wawancara transkrip, foto, dan video. Sementara itu, data kuantitatif dikumpulkan melalui penilaian kinerja berbicara siswa. Data berupa skor berbicara siswa. Mereka dianalisis secara deskriptif. Prosedur penelitian terdiri dari pengintaian, perencanaan, akting, dan refleksi.

Hasil penelitian ini menunjukkan bahwa penggunaan teknik Role Playing berhasil meningkatkan kemampuan berbicara siswa. Berdasarkan data kualitatif, penggunaan bahasa Inggris kelas membantu siswa untuk lebih akrab dengan bahasa Inggris. Pertunjukan bermain peran juga membantu mereka memperkaya pengetahuan kosakata mereka dan membangun keakuratannya. Selanjutnya, teknik Role Play berhasil mendorong mereka untuk berlatih berbicara. Sementara itu, penggunaan berbagai media dapat menarik perhatian mereka untuk terlibat dalam proses belajar mengajar. Berdasarkan data kuantitatif, nilai rata-rata siswa untuk keterampilan berbicara meningkat secara signifikan dari 61 dalam pre-test (dengan SD 1,4) menjadi 75 dalam posttest (dengan SD 5,4) yang menunjukkan teknik Role Play memberikan peningkatan yang signifikan dalam kinerja berbicara siswa.

Kata Kunci: Teknik bermain peran, kemampuan berbicara.

INTRODUCTION

As we know, language has several functions in our daily life. These functions include interaction and communication. Interaction is an action or arrangement that involves two or more people. Interaction occurs when they want to exchange interests, feelings, thoughts, opinions or information with a series of codes. The codes include signals, symbols, and sounds which can be understood by other people. Interaction cannot occur if there is no communication among people. In fact, communication is a complex process of interaction between two or more people. In most occasions people communicate with others to achieve certain goals. The goals can be varied such as for seeking information, for obtaining knowledge, for survival, for socializing and so on. As stated above, communication is a human activity which is done every day to socialize with others. Communication can be done through written and spoken channels. Yet, people commonly use spoken channel as this is mostly considered the practical one.

Being used as the main tool in communication, speaking commonly becomes the focus in language learning, including in English learning. However, most learners, particularly English as Foreign Language (EFL) learners find that it is quite hard to master speaking skills. Many believe that some aspects have contributed to students' constraints in learning speaking

LITERATURE REVIEW

Speaking is not simply expressing something orally. However, the students need to acquire some speaking aspects to have a good speaking skill. As proposed by Brown (2001: 168), those aspects are pronunciation, fluency, vocabulary, and accuracy.

skills. Those aspects include pronunciation, stress pattern, idioms and collocations.

Despite the fact that English becomes a compulsory subject at schools, starting from junior high schools, many believe that in average, the Indonesian students' English speaking skill is still low. This can be seen from their performance when they are asked to speak in English. In the long run, this low ability has contributed to the low competitiveness of Indonesians, particularly when they have to deal with people from overseas. This lend a serious problem to the Indonesia's education institutions as to know how to improve the students' speaking skills.

Some studies had shown that students' low speaking skills were due to some reasons. Most of the contributing factors laid on the inappropriate teaching and learning methods the students experienced during their school time. Most of them had little time to practice speaking in English. On top of that, they were not trained and acknowledged well of the micro skills of speaking, particularly pronunciation which eventually cause the students' inadequate speaking ability. Considering those above mentioned constraints that students' face in learning speaking, the researcher tried to find solutions to overcome them. Therefore, the researcher conducted a research on improving speaking skills.

Role play is method acting out particular ways of behaving or pretending to be other people who deal with new situations. In this case, Ladousse (1995:5) 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 playful as possible.

According to Brown (2004:174), "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. In line with Brown, Nunan (2003:57) also states that role play activities are important in the teaching of speaking because they give the students an opportunity to practice communicating in the different social contexts and target language.

To strengthen the arguments, Thornbury (2005:96) states, "That speaking activities involving role play activities, in which learners take an imaginative leap out the confines of the classroom, provide a useful spring broad for real-life language use" Through role play, the teacher can encourage their students to experiment and innovate with the language, based on their imagination and creativity. It makes the joyful atmosphere to them for speaking without fear of embarrassment when they make mistake. This will improve their self-esteem to speak English. According to Ladousse (1989:13), there are several types of role play activities. The first is a role play activity which is in the real situation need of the students' lives like involves such roles as students and teacher practice in the class. The second is a role play activity which is in some various situations that happen in the daily life but the students may or may not have direct experience, such as a student which gives information to tourist about the direction of place. Then, the type of a role play activity that the students never experienced themselves before, but it is easy to play because the teacher give many indirect examples to give additional information about it like another example of a manager of a tourism agent who gives explanation to tourists. The last is a role play

activity that is fantasy role play activity. Those are fictitious, imaginary and possible even absurd, such as an astronaut in the moon.

It has been mentioned before that role play activities to promote speaking. Through role play activities the students learn how to express ideas, opinions, or feelings to others by using or sound of articulation.

Role play activities can improve the learners speaking skill in any situation and help the learners to interact. According to Nunan (2003:57), role play activities are also excellent activity for speaking in the relatively safe environment of classroom. In role play activities, the students are given particular roles in the target language before they do in real environment. Several reasons for role play activities in teaching speaking quoted from Ladousse (1995: 6) as follows. Ladoussse asserts that there are many situations can be brought into the classroom and the teachers can train students to speak in any situations through role play activities based on the students' competence in languages and communication in social relationships. But the role play activities should appropriate with the students' language teaching syllabuses. The next is role play activities can increase the students' confidence. The last is role play activities are fun activities. From the explanation above, role play have many reasons to be used in the speaking teaching learning activity.

In addition, Van Ments (1983) in Graves (2008:7) identifies three general advantages to role-playing activities: they are positive and safe in dealing with attitudes and feelings, they provide a safe venue for expressing personal and sometimes unpopular attitudes and opinions, and role play is highly motivating as the majority of students enjoy these types of

activities and become more inspired learners.

In conclusion, role play is an important activity in the communicative approach because role play activities give the students a lot of opportunity to communicate in different social contexts which can develop the students' fluency in the target language, promotes the students to interact with others in the classroom, and increase motivation and makes the teaching-learning process more enjoyable. A role play is a flexible learning activity which has a wide scope for variation and imagination.

RESEARCH METHOD

This research was an action research (AR). This research was conducted on March- May 2018 in the second semester of SMP Negeri 4 Banguntapan. The subjects of this research were 28 students of VIII C at SMP Negeri 4 Banguntapan. The procedure of the research adopted the cyclical model proposed by Kemmis and McTaggart in Burns (2010). Each cycle of this action research consisted of four stages namely planning, action, and observation as well as reflection. In addition to these stages, this research also applied the stage of reconnaissance prior to the implementation of the cyclical model. The data in this research were consisted of qualitative data and quantitative data. The qualitative data were the data gathered through observation and interview with the students and the English teacher of SMP Negeri 4 Banguntapan. They were in the forms of field notes, interview transcripts, and photographs. Meanwhile, quantitative data of this research were obtained from the tests conducted.

	N	Min.	Max.	Sum	Mean
PRE-TEST	28	50	85	1725	61.61
POST- TEST	28	0	95	2100	75.00
STUDENTS	28				

The researcher validated the data collection in this research in order to ensure research findings. In this study, the researcher uses four of the five types of validity suggested by Anderson et al., (1994). They are democratic, outcome, process, and dialog validity. To enhance the trustworthiness of the data and to reduce subjectivity in analyzing the data, the researcher will use triangulation techniques (Burns, 1999). The aim of the triangulation is gather multiple perspectives on the situation being studied. For this purpose, the writer conducts time, space, investigator, and theoretical triangulations (Burns, 1999: 163). Time triangulation, the researcher monitors the periods of time in collecting data in six meetings. In this process, the researcher notes-down the developments of the changes of the processes over the research period of time. Then, for space triangulation, the researcher checks the data which were collected across different groups of respondents. This process is intended to avoid the limitation of the study conducted concerning differences among and within groups. For investigator triangulation, the researcher involves more than one observer in the same research setting to avoid based interpretation. The last, for theoretical triangulation, the researcher conducts data analysis through more than one perspective. For example, in the present student, the researcher uses both qualitative and quantitative data analysis techniques.

RESEARCH FINDINGS

To test whether there was the improvement before and after the implementation of the actions. The researcher conducted two kinds of test called pre-test and post-test of speaking skill. In this part, the researcher showed the result of pre-test and posttest mean scores. Those scores were displayed in table 6.

The descriptive statistics above showed the difference between the result of pre-test and post-test. In the pre-test, the minimum score was 50 and the maximum score was 85. Meanwhile, in the post-test, the minimum score was 0 and the maximum score was 95.The scores were gotten from 28 students. Furthermore, the mean scores were improved 61, 61 in the pre-test to 75, 00 in the post-test.

Based on the result of data analysis, the researcher inferred that teaching English by using role play had improved the students' speaking ability. The data from the pre-test and the posttest also supported the findings and in post-test the students' mean score is 75 with 84,71 % the students who passed the KKM. The standard deviation of the average pre-test (1,4) and post-test (5,4) that showed the significant improvement from the students' in teaching speaking by using the role playing technique. Moreover, by implementing a role play in teaching speaking the students have an opportunity to be active and cooperative in the speaking activity, a role play has various activities to help the teacher to teach students in big class, it is supported from the observation and interview data.

CONCLUSIONS AND SUGGESTIONS

Based on the result of the research, the implementation of the use of the role playing technique has been proved to improve the students' speaking ability. It also improved the teaching and learning process. However, the implementation of the role play should match with the context in daily life, so the students' understandings of the lesson were also improved and it could be applied in real life.

The researcher believes that classroom English, vocabulary practice, pronunciation drilling and the use of interesting and various media also took an important role to the success of the implementation of the actions. It implies that the activities mentioned were suitable to support the implementation of the Role Playing to improve the students' speaking ability. Vocabulary practice and pronunciation drilling in teaching and learning process helped the students to speak English fluently. The use of interesting and various media attracted the students to enjoy the teaching and learning process.

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