THE IMPLEMENTATION OF ROLE PLAY TO IMPROVE SPEAKING SKILL FOR GRADE X NURSING CLASS OF SMK MUHAMMADIYAH 3 KLATEN TENGAH IN THE 2015/2016 ACADEMIC YEAR

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The Implementation of Role Play to Improve Speaking Skill for Grade X Nursing Class of SMK Muhammadiyah 3 Klaten Tengah in the 2015/2016 Academic Year

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Abstract: The research was aimed to improve the speaking skill of Nursing Programme students Grade X in SMK Muhammadiyah 3 Klaten Tengah, in the 2015/2016 academic year through the use of role play. Based on the observation and interview that had been conducted, it was revealed that there were three problems to solve. They were the students' pronunciation, the students' vocabulary, and the activities in English teaching and learning process. Regarding to those problems, the researcher decided to use role play as the innovative way to improve speaking skill for Grade X Nursing Class in SMK Muhammadiyah 3 Klaten Tengah. The type of the study was an action research. It was conducted in two cycles. The participants of the study were 22 students of Class X Nursing programme and the English teacher. The data obtained during the research were qualitative data and quantitative data. The qualitative data were obtained from observations and interviews while the quantitative data were gained from tests. The qualitative data were analyzed by reducing the data, displaying the data, drawing conclusion and verification. The mean scores of the tests were gained as the result of the quantitative data analysis. The validity of the research data was democratic, outcome, process, catalytic, and dialogic validity. The reliability of the research data used was time triangulation, investigator triangulation, theoretical triangulation, and inter-rater reliability. The results of the research showed that the use of role play successfully improved the students' speaking skill. In the pre-test, the mean score of the grammar in the students' performance was only 1.8. The vocabulary mean score was 2.1, the comprehension mean score was 2.2, the fluency mean score was 1.8, and the pronunciation mean score was only 2. Meanwhile, the mean score of the grammar in the students' performance in the post-test was 3.8. Then, the vocabularies mean score was 3.4, the comprehension mean score was 3.9, the fluency mean score was 2.9, and the pronunciations mean score was 3.1. Therefore, it was very clear that there were significant improvements on the students' speaking skill through the use of role play.

Keywords: improvements, role plays, speaking skill

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Abstrak

Penelitian ini bertujuan untuk meningkatkan kemampuan berbicara siswa kelas X Jurusan Keperawatan di SMK Muhammadiyah 3 Klaten tengah tahun ajaran 2015/2016 menggunakan teknik bermain peran. Berdasarkan pengamatan dan wawancara yang telah dilakukan, terbukti bahwa terdapat tiga masalah yang perlu di perbaiki. Masalah-masalah tersebut meliputi pelafalan siswa, kosa kata siswa, dan proses pengajaran dan pembelajaran bahasa Inggris. Oleh sebab itu, peneliti memutuskan untuk menggunakan

teknik bermain peran sebagai cara yang innovatif untuk meningkatkan kemampuan berbicara siswa kelas X jurusan keperawatan di SMK Muhammadiyah 3 Klaten Tengah. Penelitian ini merupakan penelitian tindakan kelas. Penelitian dilaksanakan dalam dua siklus. Subjek penelitian ini adalah 22 siswa kelas X jurusan keperawatan dan guru bahasa Inggris. Data yang diperoleh dari penelitian ini berujud data kualitatif dan data kuantitatif. Data kualitatif diperoleh dari pengamatan dan wawancara sedangkan data kuantitatif dari tes. Data kualitatif tersebut di analisis dengan menyusutkan data, menyajikan data, dan menarik kesimpulan dan verifikasi. Nilai rata-rata yg diperoleh dari setiap tes merupakan hasil analisis data kuantitatif. Validitas penelitian yang digunakan meliputi *validitas democratic, outcome, investigator, catalyctic,* dan *dialogic.* Reliabilitas penelitian yang digunakan meliputi reliabiltas waktu, investigator, dan teoritis. Hasil dari penelitian ini menunjukan bahwa penggunaan teknik bermain peran mampu meningkatkan kemampuan berbicara siswa. Peningkatan tersebut dapat di jelaskan sebagai berikut. Dalam pre-tes, nilai rerata penampilan siswa dalam aspek tata bahasa sebesar 1,8. Nilai rerata kosa-kata 2,1, pemahaman 2,2, kefasihan 1,8, dan nilai rerata pelafalan 2. Sementara itu, nilai rerata penampilan siswa saat post-tes dalam aspek *grammar* mencapai 3,8. Kemudian, nilai rerata kosa kata 3,4, pemahaman 3,9, kefasihan 2,9, dan nilai rerata pelafalan 3,1. Dengan demikian, sangat jelas bahwa terdapat peningkatan dalam kemampuan berbicara siswa melalui teknik bermain peran.

Kata kunci: peningkatan, bermain peran, kemampuan berbicara.

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Introduction

English has become a primary language of communication. It is spoken by millions of people all over the world and it has become a dominant language in many fields of activity. English language covers abilities of language. One of them is speaking ability. Speaking is one of the most important skills to acquire because it is the real aspect that implies the language as a means of communication. Brown (2001: 267) states that when someone can speak a language, it means that he can carry on a conversation reasonably competently.

However, many teachers of vocational high school also do not really understand that teaching speaking to vocational high school students tends to be different from that for high school students. Furthermore, with the increased number of students enrolled in nursing programs and lack of clinical training sites, there is a need to adopt alternative innovative ways to teach the clinical component of nursing program.

Based on the observation done by the researcher in Class X Nursing programme of SMK Muhammadiyah 3 Klaten Tengah, the students' ability in speaking English was considered poor. The obstructions in speaking English came from some aspects: the students, the media, and the activities.

The first aspect was the students. The students were reluctant to speak English since they lacked of vocabulary and had difficulties in pronouncing English words correctly. In the aspect of media, the students got bored easily because the media which can be used to attract students' attention was absent. Moreover, the materials used were only from the textbook which was less varied. Last but not least, the third aspect was related to the activities in teaching and learning process. Almost all of the time, the students were listening to the teacher's explanation. Although there was a listen and repeat activity, it did not give enough time for the students to practice their English.

Regarding to these problems, the researcher decided to use role play as the innovative way to improve speaking skill for Grade X Nursing Class at SMK Muhammadiyah 3 Klaten Tengah. It was because unlike traditional teaching methods used in common classes, role play helps students learn the skills that they need to accommodate with their future career. Ladousse (1987) states that there are some special reasons for using role play. The first reason is because role play is fun. It puts students in situations in which they are required to use and it helps many shy students speak out by providing them with a mask.

Ladousse's statement (1987) is supported by Brown. Brown (2004: 174) stresses that role play gives students opportunities to be creative and permits them to have a rehearsal time which has an effect of lowering their anxieties. In addition, in implementing role play to teach the students, the teachers have an important role and responsibility to make the teaching and learning process run well. Harmer (2001: 275) points out three different roles that the teacher needs to play to get students speak fluently. The first role is as a prompter. The second role is as a participant, and the last role is as a feedback provider.

Despite lots of advantages role play has, it is possible that role play has had disadvantages. Possible disadvantages, especially for inexperienced nurse educator, are the time and the learners. However, these disadvantages can be minimized through practice with the good technique because like any skill, role play requires practice. The nurse educator can ask members of the class to set up the role-playing situation, suggest how to handle shy learner, and so on.

Research Method

This research was in the form of action research. The subjects of this research were 22 female students who belonged to class Nursing 1 of X grade Nursing Program in SMK Muhammadiyah 3 Klaten Tengah. The research study was carried out at the first semester of the 2015/2016 academic year.

Following the action research procedure proposed by Kemmis and McTaggart (1988) in Burns (2010), this action research consisted of four steps. Those were the step reconnaissance, planning, action and observation, and reflection. Therefore, the researcher at first developed a plan for the action, acted to implement the plan, observed the effect, and reflected on these effects as the basis of a further planning.

To collect the data, several instruments and techniques were used in the

research. The detail of the data collection instruments and techniques of this research can be seen in Table 1.

Table 1: **Table of Data Collection Instruments and Techniques**

No.	Data	Instrument	Technique
1.	Teaching and learning process of SMK Muhammadiyah 3 Klaten.	Observation checklist Interview-guideline Field notes Camera Recorder	Observation Interview
2.	Students' performance	Pre-test Post-test Speaking rubric Interview-guideline Camera Recorder	Test Interview

This research consisted of two cycles. Both of the first and the second cycle consisted of two meetings. At the end of the second cycle, there were some discussions between the researcher and the collaborator about whether or not there would be the third cycle. Based on the discussion of the observation during the two cycles, the collaborator and the researcher agreed that the students' speaking skill improved. Therefore, the research was ended.

The data obtained during the research were analyzed both qualitatively and quantitatively. The change of students' learning behavior reflected on the field notes, and interview transcripts were analyzed qualitatively through the steps of data reduction, data display and conclusion drawing and verification as proposed by Miles and Hubermen (1994: 10-12). Meanwhile, the students' speaking performance scores before and after the research was carried out were analyzed quantitatively.

According to Anderson *et al*. (1994) in Burns (1999: 161-162), there are five validity criteria that are suitable to be implemented in some transformative action research. Those are democratic validity, outcome validity, process validity, catalytic validity, and dialogic validity. In this research, all of those five validity criteria were fulfilled. Then, kinds of triangulation were also used. Those were time triangulation, investigator triangulation and theoretical triangulation. Moreover, to make the quantitative data reliable, the data were analyzed by using inter-rater reliability.

Research Findings and Discussions

As the final reflection, the writer and the collaborator discussed the result of the research. They made a conclusion that role play can be the effective way to help the students improve their speaking skills. This proved the theory proposed by Brown (2004: 174) that role play gives students opportunities to be creative and permits them to have a rehearsal time which has an effect of lowering their anxieties. The results of the reflection of actions both in cycle I and cycle II were in Table 3.

Table 3: **Table of the Research Findings on Qualitative Aspect**

	Materials	Media	Activities
Cycle I	In order to help the students learn the materials and do the role play easier, the researcher provided worksheet on the first meeting of Cycle I. The worksheet consists of some explanations and exercises needed by the students to improve their speaking ability. By having this worksheet, the students were able to create their own dialogue for role play.	The use of video, pictures, power point, and role play cards were successfully attract the students' interest toward the material. By watching the video, the students could get a good input since video could give students realistic models to imitate for role play. It could help them see how people behave in the culture whose language they are learning by bringing into the classroom a wide range of communicative situations. Moreover, by providing some situations, the researcher could help the students in creating their imagination	The implementation of classroom English was successful in improving the students' speaking skill and familiarizing them with English words since the students answered in English when the researcher asked questions in English. Besides that, by reviewing the previous material, the students' knowledge was reminded. The action of scoring and giving feedback to the students were also successful that could motivate the students to give their best performance during the scoring. Furthermore, during the Cycle I, the researcher introduced role play as one of the activities done in the class. However, Even though the use of role play could attract their interests in learning English, it showed that the use of role play gave no great improvement of students' speaking skills in terms of pronunciation, vocabulary, grammar, fluency, and comprehension. Dealing with those problems, the researcher had a

			discussion with the collaborator to determine what actions to be applied in Cycle II.
Cycle II	The use of video and power point successfully make the students understand the material easier. The decision of giving role play card for the students during the second meeting of Cycle II successfully help the students perform their role play. By providing different situations for the students, the researcher could help them in expanding their imagination. The researcher could help the students have a good work with different types of partners in their lives.	During this cycle, the researcher and the English teacher could present the material of expressing command and request well. Similar with Cycle I, to help the students to learn the materials and do the role play easier, the researcher also provided a worksheet on the first meeting of Cycle II.	The re-implementation of classroom English also successfully improve the students' speaking skill and familiarizing them with English words. Furthermore, during the first meeting of Cycle II, the researcher introduced role play again. The motivation that the researcher gave successfully make the students more confident in performing the role play without looking at their texts. Moreover, the actions of reviewing the previous lesson, giving feedback and additional time make the students create and practice their dialogue. The feedback was used by the students to check the quality of their dialogue using role play.

Meanwhile, the quantitative data were acquired through the pre-test and post-test of the five speaking skills aspects. Here, the researcher categorized the students' speaking skills into five criteria namely very good, good, moderate, poor, and very poor. The chart of the students' mean scores of five speaking aspects in the pre-test and post-test can be seen in the chart below.

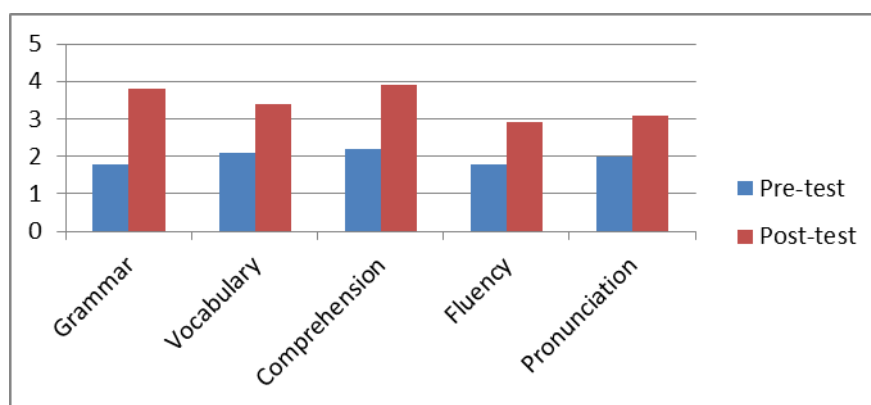**STUDENTS' MEAN SCORES OF FIVE SPEAKING ASPECTS IN THE PRE-TEST AND POST-TEST**

Figure 1: **Students' mean scores of five speaking aspects in the pre-test and post-test**

The chart shows that the students' speaking skills in each test improved. It was presented in the pre-test result that the mean score of the grammar in the students' performance was only 1.8. The vocabulary mean score was 2.1, the comprehension mean score was 2.2, the fluency mean score was 1.8, and the pronunciation's mean score was 2. Meanwhile, the mean score of the grammar in the students' performance in the post-test was 3.8. Then, the vocabularies mean score is 3.4, the comprehension mean score is 3.9, the fluency mean score is 2.9, and the pronunciations mean score is 3.1. therefore, it is very clear that there were significant improvements on the students' speaking skill through the use of role play. This condition was suitable with the theory stated by Ladousse (1987) that role play is a very useful dress rehearsal for real life and helps many shy students speak out by providing them with a mask.

Conclusions

Based on the findings, it can be seen that having role play as one of the activities in the classroom, the students had better speaking skills because they had more opportunities to practice their English. Role play successfully attract the students' interest and motivation to actively participate in the English classroom. They did not get bored because role play provided fun and enjoyable activities. Besides that, the activities in role play used some situations relating to their future surrounding as a nurse. It made them like having a real conversation in a real situation, and felt like being another person which was in fact they were learning English in the classroom as a student.

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