

**IMPROVING THE STUDENTS' SPEAKING SKILL THROUGH
ROLE PLAY FOR GRADE XI MIA 4 AT SMAN 1 WATES
IN THE ACADEMIC YEAR OF 2016/2017**

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IMPROVING THE STUDENTS' SPEAKING SKILL THROUGH ROLE PLAY FOR GRADE XI MIA 4 AT SMAN 1 WATES IN THE ACADEMIC YEAR OF 2016/2017

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Abstract

The objective of this action research was to improve the students' speaking skill for grade XI MIA 4 at SMAN 1 Wates in the academic year of 2016/2017 through the use of role play. This action research was conducted in two cycles. The cycles consisted of six meetings in total. The research involved role plays that were conducted in pairs and in groups. The role play was based on the basic competences such as making phone reservation and relative clause or noun modifiers. Conducting integrated pronunciation teaching, reading aloud, practising cued dialogue, directed response task were the complements of the main activities. The data were obtained by observing the teaching and learning process, interviewing the students and collaborators, and taking photographs. The validity of the data was gained by applying democratic, outcome, process, catalytic and dialogic validity. The research result show that the students' speaking skill improved through the use of role plays. The students were more confident and were not afraid of making mistakes when speaking. They actively participated during the teaching and learning process .

Keywords : speaking, role play, action research

Abstrak

Penelitian tindakan kelas ini bertujuan untuk meningkatkan kemampuan berbicara siswa kelas MIA 4 di SMAN 1 Wates pada tahun ajaran 2016/2017 dengan menggunakan role play. Penelitian tindakan kelas ini dilaksanakan dalam dua siklus. Siklus tersebut secara keseluruhan terdiri dari enam pertemuan. Role play dalam penelitian ini dilaksanakan baik secara kelompok maupun pasangan. Role play juga didasari pada kompetensi dasar seperti membuat reservasi melalui telepon dan relative clause atau noun modifiers. Melaksanakan pengajaran pengucapan yang terintegrasi, membaca nyaring, mempraktikkan cued dialogue, directed response task merupakan pelengkap dari aktivitas utama. Data diperoleh dengan mengobservasi proses kegiatan belajar mengajar, mewawancarai siswa dan kolaborator, mendokumentasikan dalam bentuk foto. Validitas data diperoleh dengan mengimplentasikan validitas demokratis, outcome, proses, catalytic dan dialogic. Hasil penelitian menunjukkan bahwa kemampuan berbicara siswa meningkat melalui penggunaan role play. Siswa menjadi lebih percaya diri dan tidak takut dalam membuat kesalahan ketika berbicara. Mereka juga aktif selama kegiatan belajar mengajar.

Kata kunci : berbicara, role play, penelitian tindakan kelas

INTRODUCTION

Speaking is one of the macro skills that should be mastered. Teacher should notice the importance of speaking. Though, students focus more on reading, since they need to have national examination, their speaking skill should be improved. Getting students practice speaking more should be done in order that students can practice daily expressions appropriately. English expressions are varied. So, providing them with a lot of daily expressions which are in line with core competences and basic competences that have been made by government is a must. Besides, having good speaking skill is a need.

According to several experts, speaking has some definitions. First, Cameron (2001:40) states that speaking is the active use of language to express meanings so that other people can make sense of them. It means that people have something to utter or to express their ideas or their intention to people and people they are talking to shall understand it. Next, Thornburry (2005) says that speaking or oral communication as an activity which includes two or more people in which hearers and speakers have to react to what they hear and make their contribution at speed of high level. So, speaking involves two or more people and people have their own contribution when speaking occurs. Then, according to Chaney (1998) in Kayi (2006), speaking is the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts. Based on that definition, speaking occurs in some contexts. In conclusion, speaking is an activity which involves speaker(s) and hearer(s) in which and it can occur in a variety of contexts.

According to Brown (2004:142), speaking consists of micro and macro skills. Micro-skills refer to producing smaller chunks of language such as phonemes, words, collocations and phrasal units. Meanwhile, the macro-skills include fluency, discourse, function, style cohesion, nonverbal communication, and strategic options. So, micro-macro skills should be considered to be the part of the teaching speaking.

Based on the syllabus composed by the government, in the end of the lesson studied in senior high school the students are expected to be able to show their attitude that can reflect their English skills. Then, the students are expected to be able to have factual, procedure and metacognitive knowledge related social function, meaning and linguistic features of any kinds of English text types. In the basic competence, it is stated that students are able to understand, apply and analyze factual, conceptual, procedural, and metacognitive knowledge based on their curiosity, knowledge of technology, art, culture, humanism. One of the English skills should be mastered is speaking. Speaking skill is the most ultimate skill. Thus, having good speaking skill, students will gain good confidence.

A good speaking skill means able to speak fluently and accurately. Fluency in speaking is defined as speaking with the natural use of language. Speaking accurately means speaker is able to express by using good grammar and pronunciation. Therefore, students should be provided with activities that can improve those aspects. Speaking activities in schools may vary. It depends on how teacher thinks what speaking activity may suit with their students.

In class XI MIA 4 of SMAN 1 Wates, students' speaking skill can be described as follows. Students hesitate to speak since they are not confident. It could be caused by several problems. First, they are afraid of making mistakes in grammar. As we know, making mistakes or errors in grammar can lead to misunderstand the meaning. Second, they are afraid of making mistakes or errors in pronouncing words. Having good pronunciation, their speaking can be understandable. This means that there is a problem in the steps of the teaching speaking.

Based on the observation, students' speaking assesment was in the form of reading aloud dialogue. The teacher said that students did not have not enough time to memorize the dialogue. Before they performed, students needed to consult the grammar, the choice of

words used in the dialogue to the teacher. However, when performing their dialogue there were still mistakes with the use of grammar in their dialogue. Having such activity like making dialogue is one of speaking activities. However, teacher needs to know what kind of good speaking activity so that he or she may provide suitable activity in which it can make students dare to speak.

In terms of teaching of speaking for XI MIA 4 students at SMAN 1 Wates, the teacher has actually provided good task but it was still not communicative. The activity was in the form of memorizing dialogue. Though the students had been given time to consult the grammar used in the dialogue, they still made mistakes.

There are several ways to improve the teaching condition. First, related to the teacher and researcher, we need to read books and articles which are relevant for this study. Thus, we can have a lot of inspiration to design activity to improve students' speaking skill. Secondly, the students need to be given communicative task both in pre-communicative activities and in communicative activities. In terms of communicative activities, the researcher used role play. Role play gets students to act out the role they get. Using role play, students can also practice the use of language faced in real life.

RESEARCH METHOD

The research was conducted in grade XI MIA 4 in SMAN 1 Wates. Grade XI MIA 4 consisted of 33 students. The amount of girl students was more than the boys. There were 28 girl students and 5 boys. The classroom was quite large. As usual the students had to sit with their pairs. The teacher was facilitated with a whiteboard attached in front of the class. However, there was no LCD and screen to support presentation using laptop. So, if the teacher wanted to present something using laptop, he needed to borrow LCD from TU. There was no speaker. So, the teacher needed to bring it if he got students to practice listening.

The research was conducted through action research. Burns (2010) says that "It is related to the ideas of 'reflective practice' and 'the teacher as researcher'. It involves taking a self-reflective, critical, and systematic approach to exploring your own teaching contexts."

As Burns says, the research should involve systematic approach. Kemmis and McTaggart (1988) who are the experts on this field have designed steps to take when doing an action research. The steps that they offer are adapted to become the framework of steps in this research. The steps involve planning, action, observation and reflection.

In planning stage, the researcher identified a problem and develop a plan of action in order to bring improvement (Burns, 2006). The researcher and the collaborators had identified problem in the classroom. The problem was students' speaking. The researcher and the teacher agreed to improve their speaking by using role play. So, role play was expected to be able to improve students' speaking. The planning also involved the following activities; conducting integrated pronunciation teaching, using classroom English, using audio record and digital dictionary, reading aloud, practising one sided dialogue, directed response task and conducting role plays. As the research conducted the action, the collaborators observed what occurs in the class. The collaborator was equipped observation sheet. She may note what happened during the lesson and may take photograph. Moreover, in order that the researcher can observe himself what really happens in the class, the class was recorded with video camera. Watching the video helped the researcher to reflect more deeply. The researcher also conducted interview with the teacher and the collaborator and of course, with the students. After conducting action and observation, the researcher reflected and evaluated whether the class had made good improvement. In the reflection phase, the researcher determined lack of his teaching and revised the plan. If the researcher was satisfied with the

result that students made, the researcher ended the research. There were two cycles conducted in this research.

FINDINGS AND DISCUSSION

After the researcher conducted the actions, there were some general findings. Here were the findings.

1. The researcher that the beginning of the class was very important since it could determine students' mood till the end of the class.
2. The researcher could monitor students' accuracy and fluency by giving them a directed response task.
3. Students found that role play was an interesting activity. they found that this activity could also improve their speaking skill.

The researcher found some changes after conducting the actions. Here is the summary of the change results of teaching and learning process in cycles one and two.

Actions	Cycle 1	Cycle 2
Conducting integrated pronunciation teaching	The researcher told the students the pronunciation terms.	The reseracher did not tell the students the pronunciation terms. Students could imitate the word correctly.
Using classroom English	The students could respond greetings given by me. However, I did not start the conversation of the class by asking their recent activities in English.	The students could respond the greetings uttered by I. I started the conversation of the class by using English. I made conversation about what they watched last night. The students could respond it so that they could be actively engaged in the lesson.
Using audio record and digital dictionary	The recoding can be used as their model of pronunciation.	The recoding can be used as their model of pronunciation.
Reading aloud	found difficulty when reading aloud in the classroom was conducted. I found that some boys did not read the text seriously.	–
One sided dialogue	Students practiced well. Though they made mistakes in grammar and pronunciation, the meaning could be understood.	–
Directed response task	Students could respond correctly though with there was still hesitation.	Students could respond well.
Role play	One of the role plays was given as homeworks, so there were students who did not submit it.	The role play was conducted in the class, so all students do the role play.

CONCLUSIONS AND SUGGESTIONS

The research findings and discussion in Chapter IV show that the speaking skill of the students of XI MIA 4 at SMAN 1 Wates improved through the use of role play. In cycle 1, the activities were conducting integrated pronunciation teaching; using classroom English during the teaching and learning process; using audio record and digital dictionary; reading aloud; directed response task; conducting role play. Those activities gave an improvement in the students' speaking skill. The activities in Cycle II were integrating pronunciation teaching; using classroom English; using audio record and digital dictionary; directed response task; and conducting role play. All activities in Cycle II could improve students' speaking. After conducting the research the researcher's way of thinking changes. The collaborators that were involved in this research also felt the same way. The teaching and learning process were more interesting yet more challenging. The students had pre-communicative activities like reading aloud and directed response task. The use of role play to improve students' speaking could encourage students to speak up fluently and accurately. The students showed that they were confident and were not afraid of making mistakes. Their attempt to have good speaking was seen as a positive improvement. The students also took part in delivering suggestions to make a joyful learning. After the researcher did as they suggested, they seemed to be more active and happier. Their vocabulary also increased. The English teacher became more open minded. The teacher also improved his knowledge in creating activities that could help students learn well. She has got much knowledge about conducting action research. She has learnt how to manage the class and to be a good teacher. After conducting this research, the researcher has more knowledge about teaching English, especially teaching speaking. The researcher realizes that when the researcher gives the students explanation, the class should be clear first, so that the material being given can be understood. Students' mood can affect the teaching and learning process so that the researcher can realize that the researcher should teach them in an interesting way. This research also has broadened the researcher's knowledge of action research. By having an action research, the researcher can prepare himself to be a professional teacher.

Based on the conclusions and the implications above, there are some suggestions addressed. The teacher needs to pay attention to the students' grammar. The students still lacked of grammar when they spoke out. However, she must not forget to keep drilling their pronunciation in a communicative way.

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