

**IMPROVING THE STUDENTS' SPEAKING SKILL THROUGH ROLE PLAY
TECHNIQUE OF CLASS XI MIA 5 OF SMA NEGERI 2 YOGYAKARTA
IN THE ACADEMIC YEAR OF 2015/2016**

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Abstract: This research was aimed at improving the students' speaking skills of class XI MIA 5 of SMA Negeri 2 Yogyakarta by implementing the role-play technique. It was carried out based on the procedure that had been planned before. The study was action research. It was conducted in three cycles with one meeting in the first cycle and 2 meetings in the second and third cycle. The subjects of this research were 32 students of class XI MIA 5 at SMA Negeri 2 Yogyakarta. 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 form of field notes, interview transcripts, and photographs. Meanwhile, the quantitative data were collected through assessing the students' speaking performance by comparing the means of the pretest and posttest. The data were the students' speaking scores. 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 vocabulary and pronunciation practices and role play performances also helped them to enrich their vocabulary knowledge and build their accuracy.

Key words: speaking skill, role play technique, improvement

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Introduction

English is one of language in the world. It is widely used in many sides of life in this world. It has been used in global communication. English has become one of the compulsory subjects taught at school in Indonesia. Realizing the importance of English, The government of Indonesia has decided that English is one of the compulsory subjects for senior high school which have four major language skills that should be mastered by students during their period of learning in school. There are listening, speaking, reading and writing. Speaking is one of the four language skills that is very important in human life. Through speaking, many people can communicate each other. According to Cameron (2001:40), speaking can be defined as an active use of language to express meaning so that other

people can understand. Speaking occurs when a speaker uses a language actively to express and deliver meaning in order to interact with the listener. It means that, speakers can use language actively to interact with the listeners.

Learning speaking is still in less proportion because in examinations, the focuses are mostly on the two skills: the reading skill and writing skill. Furthermore, the learning process is dominated by those two skills whereas students deal more with communication activity in their lives. Therefore, they do not have enough opportunity to practice their speaking well. The less proportion of learning speaking makes students consider the speaking skill as the most difficult and challenging skill to learn.

Based on the researcher's observation and also teaching practicum and teaching experience in class XI MIA 5, there were some problems in teaching-learning speaking. The problems were; the students were shy and lack of confidence. When the teacher asked them to act out a conversation in front of the class, they were still shy and afraid to do what they were asked to do. Most of the students said that they were afraid to mispronounce words and had low motivation on challenging themselves. Another problem during the lesson was, most of the students got stuck and did not know what they wanted to say. As the result, the class became less communicative since they prefer to remain silent. When the researcher asked the students why did they remain silent, most of them said that they did not know how to say what they want to say in English. The students were reluctant to speak English as they thought it was difficult. They lacked self-esteem to speak in English as they were afraid of making mistakes. Difficulties in pronouncing certain words also made them hesitated in expressing their ideas in English. In addition to pronunciation, the vocabulary mastery was also important. Further, the students still lacked vocabulary mastery and that prevented them to be able to speak in English.

The other factor was the lack of media. Media which can be used to attract students' attention were not present. The lack of media made the teaching and learning process less interesting. Furthermore, the appropriate speaking materials were also not present. The materials used in the classroom were only materials from textbook which were less various. The exercises in the textbook did not provide the students with speaking activities. The last factor was related to the teaching and learning process. The classroom activities were monotonous. The activities did not give many opportunities to students to improve their speaking skills. The activities were less communicative.

Thinking about the importance of creating enjoyable and effective activities in the classroom, the researcher chose a technique that is expected to be

able to motivate and give students opportunities to speak or express their ideas in a situation they were likely to encounter outside the classroom that is using role play. According to Ladousse (2009:5), role play is an enjoyable activity and does not threaten the students. This activity leads the students to play such a drama. The student will playing role to be another person in certain situation. It is important to train the students to be aware to speak in a certain situation. Of course when people speak they have to know the setting or where the conversation happens and what situation it is.

There are two types of role play stated by Byrne (2006) as scripted and unscripted role plays. A scripted role play is a role play that uses a script provided by the teacher. Students are asked to perform dialogue or conversation by using script about the dialogue. Another type is an unscripted role play which means that students perform their dialogue without any script. Teachers give a very clear instruction and picture of the situation that should be understood by students. They are also given enough time to practice before showing their performance.

The researcher used role play technique because there were some advantages of role play, for examples: 1) It can build students' self-confidence, 2) It will give a chance to get some experience in handling difficult situation, 3) Increasing students' listening ability. The researcher assumes that role play technique is very enjoyable for students because they can be more active and it can make good interaction to their friends through drama situation based on their knowledge.

So, from the explanation above, this research was focused on improving students' speaking skills through role-play technique of class XI MIA 5 of SMA N 2 Yogyakarta. The research problem of this research is to find out whether there is any significant improvement of the students' speaking skills after they were taught by using role play Technique.

Research Method

The goal of the research, is improving the students' speaking skill through role play technique of class XI MIA 5 of SMA N 2 Yogyakarta in the academic year of 2015/2016 this research follows the action research design. The data on this research were in the form of qualitative and quantitative. The qualitative data were obtained through observations and interviews. The qualitative data were collected in the form of field notes, interview transcripts and photographs. The quantitative data were collected in the form of students' score in pre-test and post-test. In connection with the instruments, the research instruments were in the forms of speaking rubric, observation guide, and interview guide. In line with data analyses, the qualitative data were analyzed by assembling the data, coding, comparing, building interpretation, reporting the outcomes.

On the other hand, the quantitative were analyzed students' speaking scores of the pre-test and post-test by using descriptive statistics.

Findings

Based on the observation, interview and the pre-test at reconnaissance stage, it could be found that there were some problems occurred in the teaching and learning process related to students' speaking. Besides, the students had difficulties in pronouncing words appropriately and using language functions in correct grammar. They also had problems in comprehension, fluency and vocabulary mastery. In other words, their speaking skills were still low. To overcome the problems related to students' low speaking skills, some actions were implemented. The main action was applying the role play technique.

The role play technique was chosen because the students had an opportunity to learn English, learn how to interaction might take a place in a variety of situations. The role-play technique can also improve the students' self-confidence. It may help shy students by providing them with a mask. The shy students will be given an opportunity to speak and act like another one. They will be asked to participate to the classroom. This activity could provide the students with a lot of speaking practice as well as contexts where a certain language functions would be used without hesitant. This activity also helped the students who had difficulty to master the lesson materials as a result of asking and interacting with other friends. Furthermore, the students were facilitated to develop their self-confidence and motivation to speak English fluently in comfort and creative atmosphere.

As the result, students will understand what is expected of them, they thoroughly enjoy letting their imaginations. Based on the discussion above, the role-play technique can be applied as a technique to help the students improve their speaking skills. The implementation of the role play technique was combined with other actions, i.e. using classroom English during or in the end of teaching and learning process, giving feedback on the students' performances, giving daily handouts with a new topics, interesting modified English materials, asking the students to always have dictionaries with them, using various media or fun activities in presenting new language, giving classroom English instructions, giving some feedbacks during or in the end of teaching and learning process, and inviting the students in competition among teams to answer questions in the end of the lesson.

The aim of these actions was to improve students' confidence, comprehension, fluency, pronunciation, vocabulary and grammar. It was also aimed to lead the students to have more speaking practices, provide

them with more opportunities to apply the speaking in the class and implemented the knowledge they already had. Indeed, it helped them improve their speaking. After being accustomed to speaking activities, the students seemed to have better performance in speaking. It was easier for them to find ideas to speak than before.

The implementation was conducted in two cycles. Based on the reflection of Cycle 1, the students' improvement had not covered all aspects of speaking. Their comprehension, vocabulary mastery, and pronunciation improved but still low. Some students have improved their pronunciation but others haven't. The findings also showed that the students still were shy and nervous to have a role play with their friends in front of the class. However, they had not shown great improvement on fluency. Moreover, another problem emerged during the cycle, i.e. the students' grammar accuracy had not been achieved. Cycle 2 was conducted to overcome problems that emerged in the previous cycle as well as to improve the speaking aspects that were still low. In this cycle, the use of role play as an activity in the teaching and learning process was successful in improving the students' confidence to speak English. Day by day, they were able to deliver a good dialogue with appropriate expressions and intonation. As they worked together with their friends in making and practicing the dialogue, they helped each other to improve their speaking skills. In this cycle, their participation in the teaching and learning process improved significantly.

The speaking skill in the cycle 2 was improved but the improvement is still low. Although the improvement in the cycle 2 was better than cycle 1, the researcher also conducted cycle 3 to overcome problems that emerged in the previous cycle. In cycle 3, the students were more confident in role playing with their dialogue. They were busy to create their dialogue be a good dialogue. And they also planned to use their good performance. In cycle III, the students were more creative than cycle I and II. They more focused in doing speaking activities. They more enjoyed their role play activity.

The result of the research before the implementation of the role play technique, the researcher gained the data from the result of pre-test. The mean score of the class before the action was 66.6. From the pre-test only three students who passed the KKM (75) and there are twenty nine students who get the score below the KKM. From the result in the pre-test, the researcher conducted the cycle 1. The score in cycle 1 after the action was 73.00. The students who passed the KKM were seven students and there were twenty five students who were below the KKM. The score in cycle 1 showed that the improvement of students' speaking skill still low. So, the researcher did cycle 2 in order to know the improvement of the students speaking ability. The score of the students in cycle 2 is 80.02.

There were not students who did not pass the KKM. All students passed the KKM, it showed that there were an improvement students' speaking skill in the cycle 2. The researcher thought that the score in the cycle 2 still low, so the researcher conducted action research in cycle 3 to get the better result in improving the students' speaking score and skill than the previous cycle. In cycle 3, the mean score of the students were 89.9. There were not students get average score 70. It showed that all students passed the KKM, so it has met a criterion of the action success. To support this result of this research, the researcher did a post-test. The score of post-test was 90.2. It showed that all students got a score above the average score of the KKM (75). Based on the discussion above, the role-play technique can be applied as a technique to help the students improve their speaking skills.

Conclusion

Based on the findings, it can be seen that there was improvement in the students' speaking skills after the implementation of the actions. The conclusions of the research can be concluded as follows; 1. The students had better speaking skills after having role plays as one of the activities in the class. By using role play as an activity in the teaching and learning process, the students had more opportunities to practice speaking. 2. Role play was helpful to attract the students' interest to actively participate in the English class. Role play provided fun and enjoyable activities in the classroom that were helpful to attract students' interest in taking an active part in the class. 3. Various activities and topics could be implemented in the teaching and learning process of English. 4. Various Media such as video and recording that implemented in the teaching learning process of English. The students also can learn how to say in a good pronounce like a foreign. The video and recording help the students to improve their speaking in pronounce aspect and students also know the express that the foreign use in speaking. 5. The students' handout can help students in learning English. The students can learn from this material, they also can practice in speaking with their friends because the dialogue has written on the students' handout.

Implication

There were some implications due to the result of the research which are described as follows; the use of role play can improve the students' speaking skills. In this issue, it provides the students opportunities to practice their speaking skills by interacting with others in the classroom. The students tend to be interested in participating in the classroom when a fun way of learning is present. They easily get bored if the classroom activities were monotonous. By creating a fun activity, it can motivate them to actively participate in the teaching and learning process. It implies that

the teacher has to be more creative in finding or creating activities to motivate the students to enjoy the lesson without getting bored easily.

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