# ENHANCING STUDENTS' AURAL COMMUNICATION SKILL THROUGH ROLE PLAY TECHNIQUE AS THE LEARNING MODEL

By

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## ABSTRACT

Teaching speaking to the first year students of English Department is intended to give basic competence in communication in English to the students. In the effort of upgrading the students' ability in spoken language, the writer as the lecturer takes the topic of the research about the learning model of role play to increase the students' aural communication skill. The research is purposed to describe how the role play as the classroom activities should be done in the classroom as well as the impact. The method of the research is the experimental method. The writer took 25 students. The technique of collecting the data that the writer used in order to support the research was pre-test and post-test. The result showed that the learning model of role-playing encouraged students to memorize, drill the expressions, and act out the roles. The data of scoring through analytical method was analyzed by using t-test formula. From the analysis of t-observed, it was found that the role-play technique was able to lead the students toward the better speaking performance. It means that the role-play technique has significant impact on the students' face to face communication skill. In other words, the students found it helpful to perform their aural communication skill through role-playing.

Key Words: *role- play, aural communication skill, classroom activity.*

**Introduction**

Aural communication ability is crucial to for having participation in the worldwide. People say that the first priority in the use of foreign language is speaking or aural communication skill. Oral skills (Listening and speaking) has drawn much attention in general English classes since the high demand from schools, colleges and markets (Krebt, 2017). In fact, people who have ability in aural communication will be better in getting the interaction all over the world (Wood, William. 1981).

Aural communication skill is measured in terms of the ability to carry out a conversation in the language. This reality makes teachers and parents think that it should be mastered by their students. However, to gain aural communication is not an easy task to do for the students as well as the teacher. The lack of students' motivation, participation, interaction and self-confidence are the reasons why it is difficult to get a significant achievement for this skill (Samsibar, 2018). Therefore, teachers have challenges to help students master this communicative skill and, they are demanded to have teaching method in order to solve the problems faced by the students in acquiring the aural communication. The difficulties are due to their low vocabulary mastery, poor knowledge of grammar, feeling shy to speak English, being unconfident, or being afraid in making mistakes. Therefore, teachers need certain techniques to help students gain the skill.

Emerging respectable quality of teaching is one of the conditions needed ed for second language acquisition (Arham, Yassi, & Burhanudin Arafah, 2016). There are various methods in teaching aural communication among others are Communicative Language Teaching (CLT), Naturalistic Study, Contextual Teaching and Learning, and Collaborative Learning Model. The way of teaching speaking to the first year students is intended to give basic competence in communication in English among the students. Communicative language

teaching springs from a multidisciplinary viewpoint including linguistics, psychology, philosophy, sociology, and educational research). The focus has been the development and enactment of programs and methodologies that uphold the development of functional language ability through learners' participation in communicative occasions (Savignon, 2002). It can be said teachers are demanded to have specific technique and involve the students' participation in the teaching learning process so that the teaching learning process promotes habit, strong confidence, fluent, interactive learning, and eliminate all the speaking aspects which become the barriers for students' performance. Therefore, some experts propose idea to give students speaking tasks which incite them to practice all and any languages at their understanding such as having students carry out a free discussion and provide them a chance to go over aural communication outside the classroom.

Therefore, it is believed that role play is one of the ways in developing the students' aural communication. Through role-play, students are given a situation that involve them in aural communication practice. Although just imitating the context, they can improvise and practice the language utterances, pronunciation and good intonation. Indeed, role plays are important in the communicative approach because they give learners an opportunity to practice communicating in different social contexts and different social roles.

**Aural Communication Skill**

Aural communication in term of teaching language usually refers to aural communication. Aural communication is a skill or competence in delivering ideas, thought, opinion, or feeling toward others. The aural communication can be measured through performance. In other words, we do communication to express feelings and opinions, to share knowledge, and to get information by using language (Douglas, 2002). The goal of communication is well-crafted or well-turned communication that creates mutual understanding between speakers

and hearers. In line with this, speaking is particularly problematic for foreign language learners as effective aural communication involves the ability to use the language appropriately in social interactions. The ability to deliver intention with correct intonation and articulation comes to be the major prevailing of measurement for aural communication (Heaton J.B: 2003).

**Learning Model of Role Play**

There are various activities created by teachers to encourage the students involved in aural communication practice such as discussion, storytelling, interview, story completion, reporting, speech delivery, picture narrating, picture describing, and role-play. One way of getting students to speak is role-playing. Students pretend they are in various social contexts and have a variety of social roles. In role-play activities, the teacher gives information to the learners such as who they are and what they think or feel. Since the discussion of this research is role play technique, the writer will highlight this activity.

Role play is a technique that can enhance thinking and creativity. It means that the students are expected to develop and practice new language and behavior skill by themselves, while in other side, teachers are merely needed to supply the materials completed with clear information and directions. (Tompkins, 2008) Role play is way of directing students out of the classroom for a while and displaying them how English can be beneficial for them in certain situation. (Donn Byrne, 2000: 103). Role play activities are those where students are invited to figure out that they are in distinctive situations and perform accordingly. We may tell them to role-play being guests at a party, travel agents answering the customer questions or participants in a public meeting about a road-building project for example. Role play activities also provide the kind of rehearsal possibilities.

Obviously, role-play is a kind of technique in teaching speaking created to push the students involved in an oral communication activity. The teacher

usually provides the students with conversation text and the topic familiar to the students.

**Methods**

An experimental study is one of the reliable research methodologies researcher can use. It is the best way to build up cause and effect relationship between variables (John W. Creswell, 2008). The technique of collecting the data that the writer carries out in order to support the research is aural test. It is believed to be an instrument to collect the valid data of the students' achievement particularly in testing aural communication skill.

Several components which are usually highlighted in testing oral ability include accent or pronunciation, grammar, vocabulary, fluency, and comprehension. Those features are believed to indicate the level of students' oral ability (Douglas, 2000). The analytical method for giving scores to the students' oral test includes accent, grammar, vocabulary, fluency, and comprehension (2001). The writer used those components of aural communication skill in analyzing the impact of role play activities on the students' aural communication performance.

**Research Findings and Discussion**

In applying the technique of role-play for teaching aural communication skill in the classroom, the writer carries out procedures of pre-activity, whilst-activity, and post activity. In the pre-activity he introduced the students to the topic (inviting friends) and objectives of the lesson (students will be able to invite and persuade a friend including to accept and reject the invitation, and persuade); explanation of the expressions, drill or skill practice, and production in the whilst-activity; give students opportunity to ask questions and make some necessary correction including utterances, expression, and grammar. The writer introduced the topic by showing pictures of situation when and where people usually ask for personal information. (registration, getting a new acquaintance, job interview,

whatsoever as in the pre activities. Then the writer elicits the students' knowledge of points in personal information (name, address, job/school, hobbies, phone number, place and date of birth, place of origin, leisure time activities). The writer lists down the students' answers. The writer explains some expressions (questions and answers about asking for and giving personal information). The students practice saying the expressions (students repeat after the teacher). The writer asks one of the students for his personal information. The writer gives the students cards describing the situations where people have to ask for and give personal information (at the registration desk, in a new class/school, applying for a job, at a check-in hotel, etc). The students in pair play role as the given situation in the card. (For example; at a registration desk, one student plays role as the officer at college registration desk asking for personal information to a new student. The other student plays role as a new student who is registering at a college registration desk. The students in turn act out the dialogue in front of the class. Finally, the writer gives opportunity to the students to tell their difficulties in understanding the lesson. During the teaching-learning process the writer plays roles as a model, a supervisor, and a facilitator. Students however showed their effort in memorizing expressions, practicing pronunciation while acting out their roles.

Based on the analysis, positive thought toward the implementation of role-play for classroom activities direct to the improvement of several aspects on the students' behavior such as confidence, participation, and effort. Although grammatical and pronunciation errors frequently occur, the students show eagerness to complete without any shyness and awkward. The purpose of the method applied as to stimulate the students to have voices during the classroom activities so far come to the satisfactory result. Apart from that, the data quantitative analysis of students' aural communication performance based on the analytical method indicates the improvement compared to the previous condition. However, the role of teachers and familiar topic of the conversation still becomes the important factor of the students' performance.

**Conclusion**

      The students' scores based on the analytical method was analyzed by using t-test formula. Based on the result of the data analysis, the t-observed is higher than t-table so that it can be concluded that the role-play technique can lead the students toward the better speaking performance. It means that the role-play technique has significant impact on the students' aural communication skill.

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