

IMPROVING STUDENTS' SPEAKING ABILITY THROUGH ROLE PLAY

Siti Nurbaya, Urai Salam, Zainal Arifin

Teachers' Training and Education faculty

Tanjungpura University

Email:sitibaya92@gmail.com

Abstract: This research is designed as a research on improving students' speaking ability in class to the second semester of tenth grade class B students of MAN 2 Filial Pontianak. The purpose of the research is to improve students' ability in speaking of expression of happiness by applying role play technique. The method of this research was classroom action research. It was conducted in three cycles. The subjects of this research were 35 students at the second semester of the tenth grade students of MAN 2 Filial Pontianak in academic year 2014/2015. After collecting the data, the writer found that improving students' ability in expression of happiness through Role Play technique is work well. Based on the data analysis, the result of the research was progress. It is showed that the students' mean score for speaking ability in expression of happiness improved. It could be seen on data analysis result from each cycle (53, 11 on cycle 1, 67, 51 on cycle 2, and 75, 85 on cycle 3). Even students fulfilled KKM (standard achievement) on cycle 2, however, the teacher and collaborator decide to do 3 cycle to make sure that using role play was really suitable for students' speaking ability improvement. Based on the result of the data analysis, the writer took a conclusion that Role Play technique is work well and can be applied.

Keywords: Role Play Technique, Classroom Action Research, Speaking Ability.

Abstrak: Penelitian ini dilaksanakan sebagai upaya meningkatkan kemampuan berbicara siswa kelas X semester 2 MAN 2 Filial Pontianak. Tujuan penelitian ini adalah untuk menunjukkan kemampuan siswa dalam berbicara dengan menerapkan teknik bermain peran, dimana siswa berperan menjadi rang lain saat pertunjukan di depan kelas dimulai. Metode penelitian ini adalah Penelitian Tindakan kelas dan dilakukan dalam 3 siklus dengan prosedur yaitu, persiapan, bertindak, obserpasi, dan refleksi terhadap siswa kelas X semester 2 Man 2 Filial Pontianak tahun akademik 2014/2015 dan jumlah siswa adalah 35 orang. Data tes menunjukkan bahwa rata-rata perolehan nilai siswa pada siklus 1 yaitu 53, 11, siklus 2 yaitu 67,51, dan siklus 3 yaitu 75,85, itu berarti kategori yang cukup baik. Berdasarkan data diatas dapat disimpulkan bahawa dalam penggunaan teknik bermain peran di kelas adalah baik dan dapat digunakan.

Kata Kunci: Teknik Bermain Peran, Penelitian Tindakan Kelas, Kemampuan Berbicara.

Speaking is one of the important skills that should be mastered students in order to communicate in English fluently and clearly. Speaking involves interaction with one or more participants (Harmer, 2001:271) this means that effective speaking also involve a good deal of listening. Speaking take places everywhere and became parts of our daily activities. Speaking is the most difficult skills to be mastered by the students, among the four skills (listening, speaking, reading and writing).

Rees (2004) states “speaking is fundamental to human communication”. Communication can help people to interact with others. It is also the process of expressing and receiving the ideas. In the school, the students can learn about the language but the only way to learn to use it for communication. In fact, in teaching speaking, the teacher should cover some aspects such as fluency, accuracy, pronunciation and choices of proper words for the appropriate the expression. Learning English does not mean just learning about the structure and vocabulary, but also learning how to speak the language for communication to one another. Students get involve in communication because they have ideas and feeling they want to share. This sharing cannot be done in one way, but there must be senders and receivers to built a conversation. On the other hand, having wide speaking students can communicate effectively even though they may be weak at the grammar and vocabulary. It means that teacher must pay a lot attention on enriching student speaking.

In fact, the low level achievement of speaking ability in Man 2 Filial was because there were many factors that influence speaking ability especially in pronunciation, grammar and vocabulary. Based on the observation in Man 2 Filial Pontianak, the writer identified the problem by the topic that expression of happiness the students found difficulties pronunciation in expression of happiness, lack of vocabulary and students were still shy to speak. Another reason is caused by the inappropriate techniques used by the teacher in teaching speaking ability. Whereas, teaching English as foreign language requires the use of effective learning methods, techniques or activities that promote the speaking ability.

In order to overcome this situation there was an effective way that teaching speaking ability can be done through some various activities that can progress speaking ability. We can choose one of the language teaching activities that are suitable with the level of the students. One of them is by using role play activity as a technique in teaching and learning process.

Role play is important in teaching speaking because that gives students an opportunity to practice communication in different social context and in

different social roles. In addition, that also allows students to be active and to put students in another person's place for a while. Role play technique is the way to teach speaking by setting up the students in the situations in pair of groups. This means putting two or more students together and giving students handouts sheet, which they can read and study first taking

Based on the explanation above the writer would like to conduct Classroom Action Research to solve the problem. The writer would like to use role play technique in improving speaking ability in class. Through role play technique there are so many advantages for students in learning process. The students can be more motivated and challenged to communicate using English in their daily life because they have practice in classroom.

As a mean of communication, language has an important role to get or to share the information we may use written or spoken language, but if we want to convey the ideas directly we need to speak. We can say that people are not able to comprehend the language if they cannot use the language in speaking, so it is important for people to have a good speaking ability.

According to brown and Yule (1994) speaking is an interactive process of constructing meaning that involves producing and receiving and processing information. It's form and meaning are dependent on the context in which it occurs, including the participant themselves, their collective experiences, the physical improvement, and the purpose of a speaking. speaking requires that learner not only know how to produce specific point of language such a grammar, pronunciation or vocabulary, but also they understand when, why and what ways to produce the language.

Brown (2001:14) says, "Technique where the specific activities manifested in the classroom that were consistent with an approach as well". it is supported by chirandon, et all (2010:2) say, "A number of affective teaching techniques are used to stimulate beginners' interest. Using role play in classroom is one of recommended techniques."

According to Brown and Yule (1994) there are three functions of speaking:

a. Speaking as Interaction

Speaking as interaction refers to the interaction which serves a primarily social function. When people meet, they exchange greetings, engage in small speaking and chit chat, recount recent experiences because they wish to be friendly and establish a comfortable zone of

interaction with others. The focus is more than speaker and how they wish to presents themselves each other.

b. Speaking as Performance

Speaking as performance is refers to public speaking, it is talk with transmit information before and audience such as public announcement and speeches. Speaking as performance tends to be in form of monolog rather than dialogue, often follow a recognizable format and it is closer to written language than conversational language.

c. Speaking as Transaction

Speaking as transaction refers to situation where the focus is on the message about what is said or achieved in order to make people understood early and accurately. In speaking as transaction, the focus activity is group discussion. According to Killen (1998:26) that” discussion is an orderly process of face to face group interaction in which people exchange ideas about an issues for the purpose of solving problem, answering the question, enhancing their knowledge or understanding, or making decisions.

In this research, the writer offers the teaching of speaking though role play in order to improve the students’ speaking ability in expression of happiness. Dealing with the type of communication, expression of happiness is one of the types of public communication in class through role play. In expressing of happiness the students more active and doing the dialogue with another student, they work by the group. There will be learners are suppose this activity. The topic is being discussed must be clear told to the students/group.

According to Llivingstone (1986:6) defines role play as “a classroom activity which gives the student the opportunity to practice the language, the aspects of roles he may actually meet outside the classroom.” Larsen freeman (2000:68) explained that role plays are important in the communicative approach because they give learners an opportunity to practice communicating in different social context and different social roles. In role plays, students are assigned role and put into situations that they may eventually encounter outside the classroom. Because role plays imitate life, the range of language functions that may be used expands considerably. Also role play is highly flexible learning activity, which has a wide scope for variation and imagination. By the same, Ladousse (1995:4) states that a role play uses different communicative techniques and develops fluency in the language, promotes interaction in the classroom and increases motivation. Thus, role play can improve learners’ speaking skills in

any situation, and help learners to interact among the students as they play their parts lead them to practice and develop the ability in speaking.

According to Cornett (1999) highlighted that the students develop fluency in language and verbal communication skills, as well as the use of the body in face-to-face communication, when they are involved in role play activities. Those skills are especially essential for students learning second language who may not often speak English at home. These EFL learners are simulated to employ the language and then improve fluency and pronunciation with the chance to participate in role plays (Burke and O' Sullivan, 2002). Role-players are simply required to act out the other role as they think how other roles may behave. Consequently role players will have clear understanding of reactions, feeling, values, and attitudes of the person in the same (Holt & Kysilka, 2006) then they stated that role play activities can be fun and lead to better learning. Because these activities use a student-student interactional pattern, they help EFL learners to understand the importance of cooperation and to have an interest in learning.

Learner should be able to make students understand using their English proficiency. Helping the students to develop communicative efficiency in speaking, the teacher is supposed to have numerous activities to be observed choosing the appropriate one for the students is good to help them understand in learning how to speak.

Teacher should choose a good technique in teaching English speaking skill. The teacher can implement these following steps in role play recommended by Tomlinson A. and his friends:

1. Use everyday examples and situations. Teacher selects the situation to teach. The situation should be relevant and similar to situations that students will encounter in their works.
2. Summarize the role play situation and clarify the objective
3. Choose the students or who want to be volunteers
4. Facilitate the role play situation
5. Make it exciting and fun
6. Pause or rewind the action
7. Create an unexpected situation
8. Ask for feedback and asses performances.

Role play can be practiced in group each person assigned a role to accomplish an objective. By doing that, the students are expected to play the roles actively so the speaking skill can be improved. The teacher should keep motivating the students to speak. Moreover,

students learn to use the target language in a more realistic and more practical way and they can become more aware of usefulness and practicality of English for speaking skill.

Moreover, Tompkins (1998) says that role playing/simulation is an extremely valuable method for L2 learning. That encourages thinking and creativity, lets students develop and practice new language and behavioral skills in a relatively nonthreatening setting, and can create the motivation and involvement necessary for learning to occur.

Furthermore, Hand (2011) says that the effective use of role play can add variety to the kinds of activities students are asked to perform. It encourages thinking and creativity and let students develop and practice new language and behavioral skills in a relatively safe setting, and can create the motivation and involvement necessary for real learning to occur to make them engage on speaking activity.

In addition, Milroy, (1982) says role plays provide the opportunity to push students to see if they have thought through implementation details and are prepared with the contingency plans to deal with unexpected outcomes.

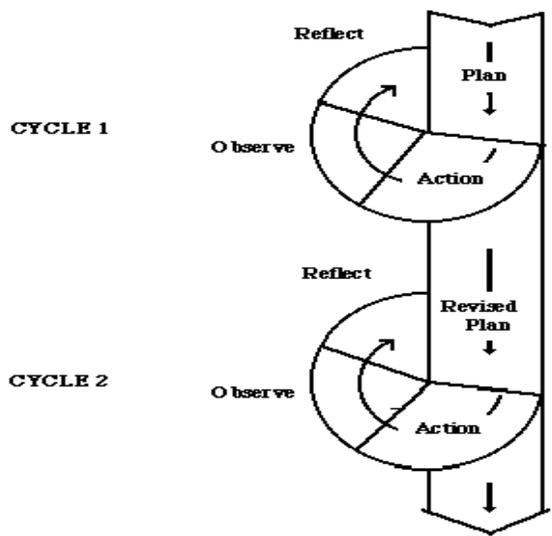
In conclusion, role play is a technique, which can develop students' ability in target language, promotes students to speak or interact with others in the classroom, increase motivation and makes the teaching learning process more enjoyable.

METHOD

In conducting the research, an appropriate method must be used. The appropriate method used in this research is classroom action research by emphasizing students speaking ability in expression of happiness which is improved by using role play technique.

According Carr and Kemmis's (1986) cited in McNiff (1992:2) seems to be the most comprehensive. Action research is a form of self reflective enquiry undertaken by participants (teachers, students, or principles) for example in social (including educational) situations in order to improve the rationality and justice of (a) their own social or educational, (b) their understanding of these practice, and (c) the situations in which these practices are carried out.

In accordance with McTaggart (1988) cited in Burns (2010: 7) action research has four stages: planning, acting, observing, and reflecting. The scheme of action looks like this: Figure 1.1 Classroom Action Research stages:



Scheme of cycle by: Kemmis and McTaggart (1988) cited in Burns (2010: 7)

Following the brief explanations about the steps:

1. Planning

This was the early stage of the research. The writer prepared everything that she needed in doing the action research. Considering the teacher properties, the writer needed to prepare lesson plan, Role play strategies with particular topic, scoring table to assess the students' speaking, observation checklist, and field note.

2. Acting

In action section, the teacher did the research in classroom. The teacher explained the rules in playing the role in dialogue and the writer as the collaborator observed the activity in the classroom. The procedure as follows:

- a. The writer taught material about expression of happiness and also scoring aspects in speaking including pronunciation, grammar, and vocabulary.

- b. The writer using the role play and explained the instruction and steps of role play
- c. The writer gave the students the example of expression of happiness and showed how to express the expression. (Teacher asked to the students in pair to gave example in front of the class).

Steps of role play:

Teacher should choose a good technique in teaching English speaking skill. The teacher can implement these following steps in role play recommended by Tomlinson A. and his friends:

- (a) Use everyday examples and situations. Teacher selects the situation to teach. The situation should be relevant and similar to situations that students will encounter in their works.
- (b) Summarize the role play situation and clarify the objective
- (c) Choose the students or who want to be volunteers
- (d) Facilitate the role play situation
- (e) Make it exciting and fun
- (f) Pause or rewind the action
- (g) Create an unexpected situation
- (h) Ask for feedback and asses performances.

3. Observing

The writer observed the class and collected the data with the teacher during the teaching and learning process.

4. Reflecting

The teacher and collaborator discussed whether the activities used improved students' ability in speaking of expression of happiness including their ability in speaking. It gives the writer important information in doing the next performance or action in the next cycle.

After the three steps: planning, acting, and observing are conducted, the writer and the teacher discussed the weakness of the teaching and learning activities to solve the problem. It is expected that the problem would not occur in the next treatment. Tools of data collecting used this researcher are:

a. Scoring rubric

The tool in collecting data in this research was students' students' performance in presenting the dialogue through role play. The data, which focuses in the students' ability to comprehend the dialogue, used role play technique. Students' ability in speaking comprehension would be

scored by scoring rubric. The students were supposed speak up related to the topic.

b. Observation checklist table

Observation checklist table is the description of aspect that had been observed and it written before in the table form.

c. Field notes

The writer kept the processes of the activity in form of a note that recorded anything happened in the classroom.

RESEARCH FINDINGS AND DISCUSSIONS

Findings

The writer designed a research proposal that attempt to solve the problem. The writer proposed the research design of the research in may,11th 2015 to the head of the English Education Study Program. After consulting to the first and second supervisors, the design was approved in seminar on may 11th, 2015. The writer got a lot of inputs with theory, the real problem of the students, solutions of the problem, background, lesson plan, teaching media and the bibliography. Then, she revised the design based on the inputs and her searching. She designed a lesson plan and teaching media to be applied in teaching and learning process in the classroom.

They have concluded in the first cycle the students were still categorized poor. The students mean score for speaking of expression of happiness in the first cycle was 53, 11. There are 4 students who passed the KKM 65 and there were 31 of the students who got score below the KKM. For details information about the students score at the first cycle, see the appendix of table the result of the students' individual score in the first cycle. It could be concluded that the first cycle was not satisfying and still needed much effort to accomplish the goal of the technique applied.

The teacher and writer tried to use some ideas to solve the problems found during the acting stage following:

- 1) The teacher had to monitor all of the students in the class to keep silent during the teaching learning process.
- 2) The teacher should give more examples and explained clearly about the topic or materials, beside that some students had not mastered enough about the tenses so that influenced their score in grammar and fluency while performing.

- 3) Asked the students to mastered about the conversation and comprehending the phrase or sentence by found the new words from the dialogues' scripts.
- 4) Finally, the teacher had to manage time and respect enough to all the students.

The second cycle was conducted on 7th of October. The second cycle was only one meeting. On second cycle, the students showed their seriousness to play the roles. Even some students still played with other friends but it did not distract other students' attention, even their performed could play their roles well. By organizing the situation and managing the students, of course this helped by the writer and they seemed to existed in role playing. They tried to pronounce the words correctly. They worked by the groups. In the end of the class, teacher gave brief explanations as feedback. Gradually, the students started to pay attention to the aspects of speaking that fluency and accuracy.

While teaching learning process the teacher and collaborator discussed and checked the students' score. The following was the score of individual students. The result showed that the students had improvement score from the first cycle. The score categorized is good. In the second cycle there were almost the students who got good marks. By the table there 27 students passed and 8 students who not reached the score minimum. That means, most of the students can achieve $65 \geq$ (KKM).

The third cycle was conducted on 9th of October, 2015. In this cycle the teacher and collaborator expected they were supposed to be more active and do not be shy than before. The teacher and collaborator planed that all students took their position and practiced on their seat before coming to demonstrate in front of the class. The lass meeting on the last cycle the students reflected that role play activity could improve their speaking ability. In the third cycle was 75,85 and it was classified into good. The mean score had passed the KKM score. It proved that the technique improved students' speaking ability in expression of happiness.

RESULT

To conduct this research, the writer applied classroom action research. This method of research was intended to solve the problems found in speaking class. The problem was the student's poor in speaking ability special on how to express the idea,

students felt shy to speak, and the students lack on vocabulary. Thus, the writer concluded that the students' motivations were poor. This research was conducted on three cycles, during the group performance the collaborator and the teacher cooperated to record the process what actually happened in classroom through observation checklist table.

The results of the students mean score in cycle 1 was 53, 11, it meant the students did not reach of standard achievement so, it would be re-planned to the next cycle. On the cycle 2 was 67, 51, on this cycle the students fulfilled the standard achievement but the teacher and collaborator decided to do next cycle to make sure that role play was suitable for the students in order to improve the students' ability. On the last cycle (cycle 3), mean score was 78, 85, meant it very good progress. It was over school standard and it proved that through role play the students' speaking ability was improved.

The purpose of the research is to investigate how in expression of happiness through role play improves students' speaking ability of tenth grade of MAN filial Pontianak. The writer applied classroom action research in which the writer and the teacher pay more attention in teaching learning process.

To see clearly, the result of students' improvement mean score in each cycle can be seen in the chart below:

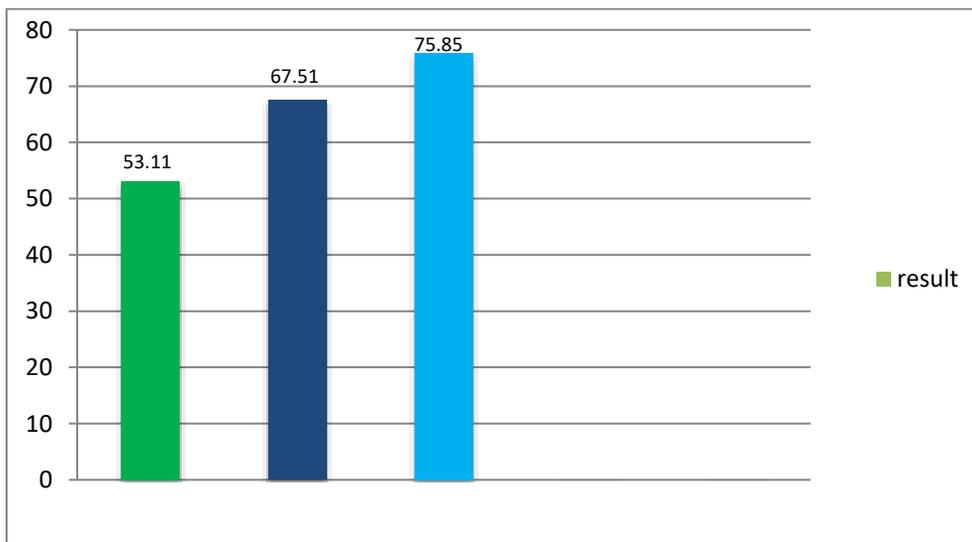


Chart: The results of each cycle

CONCLUSSION AND SUGGESTION

Conclusion

From the result of analysis of the research, it is proven that the students' score of speaking taught by using role play is better. This result has answered the research question that use of role play in teaching speaking is quite effective. The use of role play can make speaking and learning activity more enjoyable and interesting. It's because role play help the shy students in speak by providing an opportunity, the students with difficulty in conversation are liberated. In addition, it is fun and most students will agree that enjoyment leads to better learning. In the end through role play technique, students speaking ability in tenth grade of MAN filial Pontianak in Academic Year 2014/2015 improve well.

Suggestion

Based on the result of the classroom action research and the conclusion as well mentioned above, the writer points that there are many kinds of activities can promote the students to speak actively in using English as the foreign language. According to the classroom action research, the writer noticed some advantages from applying this technique as follow: (1)The students can interact with their friends which make them motivate to speak while playing attention the speaking aspects. (2)The students can correct themselves on grammar, pronunciation and increase their vocabulary after repeating the script. (3)The other researcher are hoped to do better researcher to the technique which had been applied by the researcher in this presents study; in addition, it is also expected that role play can be applied not only for teaching speaking skill but also for teaching other skills.

TEMPORARY BIBLIOGRAFHY

- Brown, H. Douglas. 2001. *Teaching by Principles An Interactive Approach to Language Pedagogy, Second Edition*. White Plains, NY: Pearson Education
- Brown, H. D. 1994. *Teaching by Principles: an Interactive Approach to Language Pedagogy*. San Fransisko Longman.
- Cornnett, C. E. (1999) *Whole language, Whole Learning*. Phil Delte Kappa Educational Foundation.
- Harmer, J. (2001). *The Practice of English Language Teaching Third Edition*. London. Longman Press.

- Holt, .L. C. & Kysilka, M. (2006). *Instructional Pattern: Strategies for Maximizing Students Learning*. Thousand Oaks, CA:Sage.
- Kemmis, Stephen, & Robin Mc Taggart. 1998. *The action research Planner*. Australia: Deakin University.
- Ladouse, Gillian Porter, (1995) *Role Play: Resources Book for the Teacher series*. New York: Oxford University Press.
- Levin, James & Nolan, James F., *Principles of Classroom Management*, 2nd Edition. USA: Allyn & Bacon.
- Livingstone, H. (1986:6) *Role Play: in English Learning Exess*: Laongman LTD
- Mc. Taggart (1988) cited in Burns, Anne. 2010. *Doing Action Research in English Language Teaching*. New York: Routledge.
- Mc.Niff.1992. *Action Research Principles and Practice*. Kent: Mackays of Chatan PLC.
- Rees, G (2004). *Increasing Speaking Class*.
- Salas E. Burke CS. "Simulation for Training is Effective." *Qual Saf Healthy Care*. June 2002;11