

ROLE PLAY STRATEGY IN TEACHING SPEAKING

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ABSTRACT

Penelitian ini bertujuan untuk meningkatkan kemampuan berbicara Mahasiswa Semester II Program Studi Pendidikan Bahasa Inggris dengan strategi role play menggunakan metode penelitian tindakan kelas (PTK) yang bertujuan untuk mengatasi masalah pada kemampuan Mahasiswa dalam berbicara bahasa Inggris. Penelitian ini dilakukan dalam 2 siklus, setiap siklus terdiri dari perencanaan, tindakan, observasi, dan refleksi. Data kualitatif didapatkan melalui observasi dan catatan harian, sedangkan data kuantitatif didapatkan melalui tes. Hasil dari penelitian ini menunjukkan bahwa penerapan strategi role play telah sukses sejak ada peningkatan pada kemampuan berbicara Mahasiswa. Hasil dari penelitian menunjukkan adanya peningkatan kemampuan berbicara Mahasiswa dari rata-rata siklus I hingga pada siklus II.

Keywords: *Kemampuan Berbicara, Strategi Role Play*

INTRODUCTION

Language is a very important tool in the lives of children, as language to communicate with others. It is also very important in order to enable students to communicate effectively through oral language because the disability of the students to speak may lead them to be unable to express their ideas even in a simple form of conversation. Learning a language means using it in communication in oral or written form, and being able to express feeling, thoughts, and experiences in various contexts. English as a foreign language in Indonesia taught at Junior High school as a compulsory subject. The implementation of English teaching at present based on the Content Standard. Its target is to have the students reach an informational level of literacy. It means that the students expected to be able to access knowledge by using English.

The students of English Department in University of PasirPengaraian have learnt many English subjects. One of them is speaking. Speaking subject is decided into three levels; speaking I,

speaking II, speaking III and Speaking IV. All speaking levels are intended to encourage the students to practice the language that they have already known. Sometimes when they want to state their ideas, it is not easy for them to utter in the correct words of the language. Moreover, if speakers do not know how to use its structure, vocabulary, and pronunciation in their speaking, misunderstanding will happen **Brown and Yole** in Hormailis (2003:5) supports this viewpoint that “one needs to master rules of speaking, usage of vocabulary and pronunciation”. In addition, **Haris (1981:81)** defines speaking as a complex skill requiring the simultaneous use of different abilities. Five components were generally recognized in speaking. They were pronunciation, grammar, vocabulary, fluency and comprehension.

Then, there are some objectives of speaking II based on curriculum and syllabus in English study program. First, the students are expected to be able to develop their fluency and confidence in speaking activity. Second, they enjoy learning English by providing variety

activities that is given by the lecturer. Third, the students can express their own views clearly and regularly. However, in classroom, most of the students do not use English, as Syllabus required. They are not self-confident to say what they want to say something important expected in the subject.

As explained above, speaking is a complex skill. In oral communication, in terms of speaking skill, most of people face some problems. They cannot speak clearly because their skill in using some accurate components, such as pronunciation, grammar, vocabulary, fluency and the like. Furthermore, some of students of English Study Program in University of PasirPengaraian still get difficulties to apply this language in classroom. In this case, the variety of technique and strategy in teaching speaking in the classroom are needed. Dealing with the problem stated in the description above, the researcher conducted this research in order to know how good is the skill of the second Semester students in University of PasirPengaraian through Role Play strategy.

DISCUSSION

A. Speaking

English is one of the foreign languages in Indonesia. The single most important aspect of learning a language is mastering the art of speaking and success as measured in terms of the skill to carry out a conversation in the language.

According to **Rivers** in Erwadi (2004:7), what the students need in a target language is the skill to use the language in acts of communication, because speaking is a very complex and different skill to learn especially by the foreign language students. In other words, learning to speak a foreign language will be facilitated when students are active to communicate,

because there is a proverb which says that we learn to read by reading and we learn to speak by speaking. Speaking is a language skill or means of communication in which one can express his/her idea, feeling and information to others orally. Speaking skill needs direct interactions, in which someone speaks to someone directly. Furthermore, speaking shows cap skill to use a language. **Hornby (1989:27)** supports this viewpoint by stating that to speak is to reproduce words or to use words to utter the words by using conversation.

Speaking is the process of building and sharing meaning with verbal and non-verbal symbols, in a variety of contexts, Chaney in Kayi (2006). Its form and meaning are dependent on the context in which it occurs, including the participants themselves, their collective experiences, the physical environment, and the purposes for speaking. It is often spontaneous, open-ended, and evolving.

Speaking is a meaningful interaction, forms a part of the shared social activity of talking (Bachman: 2002). It is mean two or more people talk to each other about things that they think are mutually interesting and relevant in the situation. Their aim can be to pass the time, amuse each other, share opinions or get something done. Each participant is both a speaker and a listener. The point in their interaction is that they do these things together.

The terms of speaking, according to Brown in Umam (2009), is an interactive process of constructing meaning that involves producing and receiving and processing information. Its form and meaning are dependent on the context in which it occurs. The speaker generally uses speaking as a means of communication in daily interaction. The presence of speaker and listener is necessary to build up a mutual communication in speaking activity. Thus, speaking is considered to be inseparable to something

we call communication. Communication is the way individual can show the feelings, tell the thoughts, ask questions, ask for help, argue, persuade, explain, and give order each other.

According to Thornbury (2005), speaking is a skill, and as such needs to be developed and practiced independently of the grammar curriculum. Speaking also interactive and requires the ability to co-operate in the management of speaking turns. It is also typically takes place in real time, with little time for detailed planning. In these circumstances, spoken fluency requires the capacity to marshal a store of memorized lexical chunks.

According to **Chastain** in Yossi (2004:6), speaking is a productive skill since it produces ideas, messages, and suggestions and we need to practice it. To increase our skill in communicating in English, it is not enough in the classroom but practice outside of the classroom it will be influenced our speaking skill.

When people speak, they do more than just exchanging information. They use language to make social interaction possible. This involves the skill to carry out the different kinds of conversational tasks and speech function, such as to greet and acknowledge people, to open and close conversation comfortably, to introduce and develop topics naturally. According to **Richards (1985:12)**, when we speak to people we do not only say things, we do such things as describe events, feelings, things, ideas, plans, and accomplishment; we make request, offer suggestions and recommendation; we respond and react to suggestions, opinions, requests, orders and so on. It means that when we communicate we not only speak but we need the comprehension of what we are talking about, therefore speaking is a language skill or means communication in which we can express our ideas, feelings, and

information to other people orally. Speaking skill needs a direct interaction, in which someone speaks to someone else directly. Furthermore, **Wilkin** in Erwadi (2004:7) suggests that in speaking, the skill to compose a sentence is needed but it is not the only one needed because oral communication takes place when someone makes use of sentences to perform a variety of different acts of essential.

It can be concluded that speaking is a language skill or a means of communication in which one can express his ideas or information in a good logical order and master the convention mechanics of speaking (pronunciation, grammar, vocabulary, fluency, and comprehension). In other words, the purposes of speaking or communication in English, besides being able to describe things, peoples, places, and sequences of even orally, we should be able to express our ideas, opinions, feelings simply and to encourage ourselves to communicate to other people.

B. The Components of Speaking

There are four aspects below have a great influence in speaking skill, there are:

Vocabulary

Vocabulary is one of the extreme aspects that support speaking activity. It deals with the right and appropriate words. **Ur** in Hormailis (2003:6)

Grammar

Warriner in Ramli (2003:6) believes that communication in speaking runs smoothly if its grammar can be understood. Therefore, speakers must be aware of the grammar that they use in speaking. In other words, grammar is the rule by which we put together meaningful and part of words of a language to communicate messages that are comprehensible.

Fluency

Speaking is an activity of reproducing word orally. It means that there is a

process of exchanging ideas between a speaker and a listener. Therefore, it is important to have fluency as having the cap skill or other components of speaking. Longmanin Hormailis (2003:7) states that the fluency is the quality or condition of being fluent. It is the cap skill to use the language spontaneously and confidently and without undue pauses and hesitation.

Pronunciation

Nunan (1999) states that pronunciation still obviously influences by L1 though clearly intelligible. In this case, the students who are able to pronounce correctly will be marked has a foreign accent.

C. Role Play Strategy

Getting students to talk about their feelings is not always easy. There are many issues that are hard for them to talk about because they may be afraid of ridiculer dismissal. Students need to be given permission to play and explore. Role play can help them play with personal problem. It allows them to be spontaneous by releasing creative energy. Role play, on the other hand, can be a quite simple and brief technique to organize. It is also highly flexible, leaving much more scope for the exercise of individual variation, initiative and imagination and role playalsoincludedin simulation as well. Role play is a technique that involves students taking on a role and carrying out a discussion with each personplaying their role. For example, the local council wishes to introduce a new system andlocation for dumping waste. Some students play local councilors ,others are localresidents, others are members of an environmental organizationand others aremanagers and employees of the company being asked to carry out the work. Theteacher 11describes and sets up the situation. The students prepare in groups, thoseplaying the same roles

prepare together. They then form new groups to carry out thediscussion (Lucy Pollard, 2008: 36).In playing their role for the first time the students' will be nervous when they have to perform in front of others, especially the teacher, but with time, the more role-plays that they do, the more proficient and confident they willbecome.In the end, they might actually get to like it, especially if they imaginethemselvesto be rehearsing for a role, just as they would if they were playing a small part in a movie or TV series. This is an attitude that the teacher shouldcultivate (David Holmes, 2004:134)

According to Dananjaya (2013) role play is an activity in learning process which is the students should not be worry, because in this role play activity, the real situation of live will be create. This activity differ with drama, the duration is very short. The teacher only gives short scenario and the students feel free to modify or improve the situation and character.

Role-playing clearly promotes effective interpersonal relations and social transactions among participants. "In order for a simulation to occur the participants must accept the duties and responsibilities of their roles and functions, and do the best they can in the situation in which they find themselves" (Tompkins in Diyah, 2002). To fulfill their role responsibilities, students must relate to others in the simulation, utilizing effective social skills. Role play can improve learners' speaking skills in any situation, and helps learners to interact. As for the shy learners, role play helps by providing a mask, where learners with difficulty in conversation are liberated. In addition, it is fun and most learners will agree that enjoyment leads to better learning.

From those explanation above, the researcher views that role play is a strategy which involves fantasy or

imagination to be someone else or to be ourselves in a specific situation for a while, improvising dialogue and creating a real world in scenario. It aims at the students to encourage thinking and creativity, lets students develop and practice new language and behavioral skills in a relatively non-threatening setting, and can create the motivation and involvement necessary for learning to occur.

D. Role Play Procedure in the Classroom

Role play in this distance learning class allows the objectives of the course to be met in the limited time, through an integrated approach which allows the practice of language skills, content and interaction skills and strategies. The teacher's role in giving clear instructions was equally important. The learners were asked to get into groups of five and choose a leader for each group. All the reports were given to the leaders who assigned individual roles to each group member. They were asked to improvise the message in the reports which were not too structured and to find a structure that fits into a real life situation. Apart from that, the learners were asked to jot down in a diary, journal or log book, their feelings, comments, thoughts and perceptions about a particular learning experience related to the role play. Such entries could provide opportunities to the learners for self-reflection and self-observation.

There are six major steps in the procedure (Huang: 2008):

1. **Decide on the Teaching Materials.**
The teacher must decide which teaching materials will be used for role play activities. The teacher can take teaching materials from textbooks or non-textbook teaching materials such as picture books, storybooks, readers, play-scripts, comic strips, movies, cartoons, and

pictures. The teacher selects the material ahead of time. The teacher can also create his or her own authentic teaching materials for role play activities. The teaching materials should be decide based on students' level and interests, teaching objectives and appropriateness for teaching.

2. **Select situations and create dialogs,** then a situation or situations to be role played should be select. For every role plays situation, should be providing (by the teaching materials or by the teacher) or created by the students themselves.
3. **Teach the Dialogs for Role Plays,** the teacher needs to teach the vocabulary, sentences, and dialogs necessary for the role play situations. The teacher needs to make sure the students know how to use the vocabulary, sentences, and dialogs prior to doing the role play activities, otherwise, the teacher should allow students to ask how to say the words they want to say.
4. **Have Students Practice the Role Plays,** students can practice in pairs or in small groups. After they have played their own roles a few times, have them exchange roles. That way, students can play different roles and practice all of the lines in the role play. When students are confident enough to demonstrate or perform in front of the class, the teacher can ask them to do so for their classmates.
5. **Have Students Modified the Situations and Dialogs,** once students have finished and become familiar with an original role play situation, they can modify the situations and/or dialogs to create a variation of the original role play.
6. **Evaluate and check students' comprehension,** the teacher shall evaluate the effectiveness of the role play activities and check if students have successfully comprehended the

meanings of the vocabulary, sentences and dialogs. There are several ways to do student evaluations. Students can be given oral tests relating to the role plays. Example oral tests can include students are asked to answer some simple questions relating to the role plays or students are asked to act the role plays.

CONCLUSION

Based on the purpose of the research, this classroom action research was conducted to find out whether the students' speaking skill better improved by applying the role plays strategy. This strategy was applied at second semester of English Study Program in University of PasirPengaraian. It was conducted in two cycles; each cycle had three meetings; each meeting was in 2 x 40 minutes.

Each cycle in this classroom action research consisted of four phases; planning the research, acting the research, doing the observation and reflecting to what was found in three previous phases. The reflecting phase was as the base to go to the next cycle. Some finding started from what were found before the classroom action research, in cycle 1 and cycle 2.

Ladousse (2007) suggested about the using of Role Play strategy that help many shy students by providing them with a mask. This Role play strategy let the students have more opportunities to build up their speaking moment naturally. Based on the findings throughout the observation, field note and speaking test it can be concludes that:

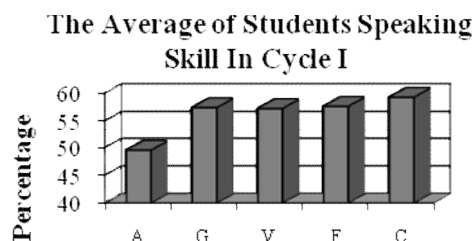
1. In the first meeting in cycle I, most of the students could not focus to teaching and learning process in speaking by using Role play strategy. It was because most of them still confused and could not know what does the topic

of their presentation means because there were some weaknesses in term of speaking skill. In the second meeting of cycle I, the researcher give more chance for the students to discuss about the topic to improve their comprehension and the result of their speaking test was not really increased. In the third meeting in cycle I, the researcher still tried to improve their understanding about the topic and their skill in speaking, because the result of their speaking test still low.

The Average of Students Speaking Skill in Cycle I

| NO | Indicators of speaking | Percentage (%) |
|----|------------------------|----------------|
| 1 | Accent | 59,57 |
| 2 | Grammar | 67,43 |
| 3 | Vocabulary | 67,27 |
| 4 | Fluency | 67,67 |
| 5 | Comprehension | 69,30 |

Based on the table of students' speaking skill average above, the following is the diagram of students' speaking skill average.



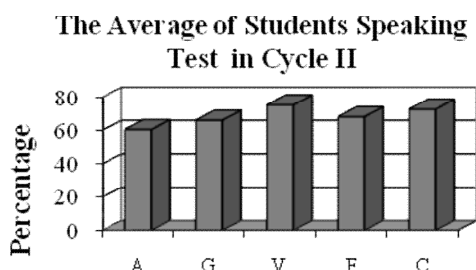
2. In the second cycle also consists of three meetings. In the first meeting in cycle II, in order to improve the student speaking skill in another indicator, the researcher ask the students to hear to teachers' pronunciation about the material so it could be increased their accent in their presentation. In the second meeting in cycle II, the researcher focused in their fluency in speaking skill. Here, the researcher asks the students to practice aloud in their group discussion even in their home. In the last meeting on the second cycle, the researcher could find the improvement of the students

speaking skill based on the each indicator by using Role play strategy.

The Average of Students Speaking Test in Cycle II

| NO | Indicators of speaking | Percentage (%) |
|----|------------------------|----------------|
| 1 | Accent | 70,50 |
| 2 | Grammar | 76,13 |
| 3 | Vocabulary | 85,37 |
| 4 | Fluency | 78,23 |
| 5 | Comprehension | 82,77 |

Based on the table of students' speaking skill average above, the following is the diagram of students' speaking skill average.



The increase of the students' speaking indicator in percentage from the average in every cycle can be seen in form of diagram below:

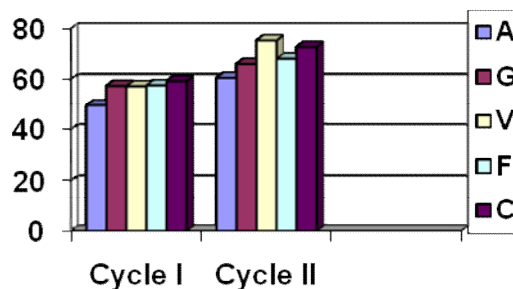
Improvement of the students speaking indicators in every Cycle

| No | Indicator Speaking | Cycle 1 | Cycle 2 |
|----|--------------------|---------|---------|
| 1 | Accent | 49,57 | 60,6 |
| 2 | Grammar | 57,43 | 66,13 |
| 3 | Vocabulary | 57,27 | 75,37 |
| 4 | Fluency | 57,67 | 68,23 |
| 5 | Comprehension | 59,30 | 72,77 |

Improvement of the students speaking indicators in every Cycle

| NO | Indicator speaking | of Cycle 1 | Cycle 2 |
|----|--------------------|------------|---------|
| 1 | Accent | FAIR | AVERAGE |
| 2 | Grammar | AVERAGE | AVERAGE |
| 3 | Vocabulary | AVERAGE | GOOD |
| 4 | Fluency | AVERAGE | AVERAGE |
| 5 | Comprehension | AVERAGE | GOOD |

Improvement of the students speaking indicators in every Cycle



From the data in the tables and diagram above, it can be understood that their accent became better from the average of speaking test in cycle I (59,57) to (70,50) in the average of speaking test in cycle II. It can be read that the students' mastery on grammar better improved from (67,43) in the average of speaking test in cycle I to (76,13) in the average of speaking test in cycle II. According the data above there was an increase on the students' mastery in vocabulary: from (67,27) in the average of speaking test in cycle I to (75,37) in the average of speaking test in cycle II. Their fluency in pronouncing words and sentences became better: from (67,67) in the average of speaking test in cycle I to (78,23) in the average of speaking test in cycle II. The last, the student's comprehension throughout the three meetings showed an improvement: from (69,30) in the average of speaking test in cycle I to (72,77) in the average of speaking test in cycle II.

After the researcher did the research and found the improvement of the students speaking skill, the research found some factors that indicate the improvement of students speaking skill through the field note and interview. There are some factors influences the improvement of students speaking skill.

a) Materials

The materials that they have also take the influences in the Improvement of students' proficiency. In this case, because all of the students are eighth

grade students, the materials were also the topic that related to their background knowledge. Therefore, the Role Play strategy that the researcher conducted was really helped the students to increase their skill in speaking and it can be seen from the improvement of their speaking indicator in every cycle.

b) Discussion

The improvement of students' speaking skill in every cycle also influenced by the discussion that the students did in their group of work. In this discussion, the students discuss about the material means until they try to increase their comprehending about the material by asking the question related to the material.

c) Practicing

The Improvement of the students' speaking skill in every cycle also influence by practicing. From interview, that the researcher did to the students it can be seen that the students' always practicing their topic was not only in classroom but also in their home, and sometimes they ask their friends to listen to their dialog before their presented in front of the class.

d) Teacher

In this case, the teacher tried to give a model to the students to present their performance, and how they pronounce some difficult words.

Based on the result of the research or findings, it can be concluded that:

1. Role plays strategy helpful teaching and learning process and made the students motivated and actively involved in speaking activity.
2. Role play strategy helped the students develop better group work activities and made the students has high motivation to speak.
3. Role play strategy also could minimized the students' passiveness in the process of teaching and learning to speak

There were some factors that influenced the improvements of students speaking skill:

1. Materials

The materials were one component in the improvement students' speaking indicators. In this case, the materials were also the topic that related to their background knowledge. Therefore, the Role Play strategy that the researcher conducted was really helped the students to increase their skill in speaking and it can be seen from the improvement of their speaking indicator in every cycle.

2. Discussion

The improvement of students' speaking skill in every cycle also influenced by the discussion that the students did in their group of work. In this process, the students discuss about the material means until they try to increase their comprehending about the material by asking the question related to the material.

3. Practicing

Practicing is one important part in speaking. From interview, that the researcher did to the students it can be seen that the students' always practicing their topic was not only in classroom but also in their home, and sometimes they ask their friends to listen to their dialog before their presented in front of the class.

4. Teacher

In this case, the teacher tried to give a model to the students to present their performance, and how they pronounce some difficult words.

This research discovered that the implication of this Role play strategy could better improve the students' speaking skill at second semester of English study program in university of pasirpengaraian. The improvement of the students' speaking skill can be gained after applying Role Play strategy within six meetings in two cycles. The improvement can be seen from the

Improvement score of the students' speaking test result in cycle I until cycle II.

Implication

The findings and the conclusions of this research have some implications. Firstly, the researcher are she should consider applying this role play strategy in the process of teaching learning to speak at other classes, and the researcher should consider adopting relevant materials as the speaking teaching materials

Secondly, this strategy can be an alternative speaking teaching materials. The use of role play strategy in this case can be the model of developing teaching strategy; this strategy can be as an input for designing basic competencies and teaching materials at any level of teaching English.

Suggestion

Based on the conclusions and the implication above, there are some suggestions that might be useful for English teachers in the teaching of speaking.

The suggestions are:

1. It expected that English teachers at the junior high school especially Eighth grade Students to apply role play strategy in the teaching of speaking and improve students' motivation in speaking
2. It is suggested that English teachers at junior high schools especially eighth grade students to be creative in designing speaking teaching phase and speaking teaching materials for developing the students' speaking skill and their motivation
3. It was expected further and longer studies about the implication of role play strategy to investigate whether this strategy can be a solving problem at the other classes or other institutions.

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