

THE USE OF ROLE PLAY TECHNIQUE TO IMPROVE STUDENTS' SPEAKING ABILITY AT GRADE X OF SENIOR HIGH SCHOOL

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Abstract

The purposes of this study are to find out the improvement and the strengths as well as limitation after the use of role play technique in English speaking class for the tenth grade students of SMA PIRI 1 Yogyakarta at X MIA in the academic year of 2017/2018. This study is an Action Research. The data collecting techniques used were observation, interview, and test. The data analysis used was descriptive qualitative. The results indicate that role play promotes the students' speaking skill development. Through playing the roles, the students were able to answer questions orally, analyze dialogue, speak and express their opinion. The students could also construct dialogues creatively and practice them critically. Therefore, they could reduce their anxiety of feeling afraid and unconfident in speaking. Besides, they also exhibited self-confidence to share their opinion and suggestion during the teaching and learning process.

Key words: *improving speaking, speaking ability, role play*

Introduction

It is widely known that language is an important tool for human in communication. Increasing the English learners' ability is very important. It can be done through four major skills. The skills are listening, speaking, reading, and writing. Speaking is a skill that a learner should acquire, because it is essential for students in the future. They need to acquire a good speaking skill in order to make them fluent to communicate using English.

Considering the benefits of being fluent in speaking for an English language learner, the researcher thought that there must be some efforts. One way that can improve the speaking skills is doing regular practices. The researcher applied role play technique in teaching speaking at grade tenth of SMA PIRI 1 Yogyakarta Academic year 2017/2018. Role play technique is one way to help students learn English speaking seriously but in more enjoyable way. With this technique the learning process is not only study about speaking; it means that the students can enjoy the learning process. Since the speaking is conducted based on certain context, the students are hoped to be more confident in their pronunciation and are not afraid of making mistakes in their words choice or sentence structure. Through the given situation, the students can possibly speak more naturally.

Theoretical Review

Theory of Speaking

Speaking is a kind of language ability in spoken form. It means that is the use of language in real communication among members of society. Speaking is an ability express, to communicate and describe the ideas, the thinking and feeling as a clearly as possible in oral language activities.

Lawtie (2004) emphasizes that speaking is fundamental to human communication because in their daily lives most of them speak more than they write. Thus, speaking is an essential tool for communicating, thinking, and learning. From the explanation above, it means that speaking is an important skill that has to be mastered by the learners.

In teaching speaking there are some aspects that should be followed by the students. Brown (2001:268) states that four aspects in speaking, they are fluency, accuracy, pronunciation, and vocabulary. It implies that speaking is not simply expressing something orally. There are some aspects that need to be acquired by the students to have good speaking skills. The aspects will help the students achieve the goal of learning language.

Role Play

Role play is a technique which leads the students to have an opportunity to involve in thinking about how to act and react in real world situation. Indeed, it is one of the strategies to teach speaking skill to the students that lead them to practice directly. Role play is established as a teaching technique for organizing controlled, pre communicative language practice. Role play will help the students to achieve the fluency.

The same idea is stated by Harmer (2007) who claims that role play can be used to encourage general oral fluency or to train students for specific situation, especially where they are studying for specific purpose. Moreover, according Ladousse (2009:5), role play is an activity and does not threaten the students. This activity leads the students to play such as drama. The students will play role to be aware to speak in a certain situation.

In teaching speaking, the role play technique will lead the students to directly use the language. The students will be trained to be aware in deciding what to say and how to say. It is related to the linguistic competence and performance.

From the discussion above, the purpose of the teaching and learning process of English in senior high school is to develop communicative competence. However, the current practice of teaching and learning English has not fulfilled the required or ideal practice. Thus, the noble goals of English teaching and learning are not yet achieved as hoped. Based on a limited observation conducted by the writer, the obstacles come from the students' low motivation and conventional methods employed by the teacher.

Based on the problems above, the teacher needs to make a reflection on his practice to enhance students' speaking competence as well as their motivation. The teacher has to give the opportunities for them to learn and practice. The writer

then believes that role play technique is suitable to be conducted in speaking class to improve the students' speaking ability.

Through the appropriate English learning, the students are hoped to acquire sufficient speaking skill to communicate, survive in work opportunities, or continue their study to the higher level. Role play is considered as one of promising activities to improve students' speaking ability. It is good for it gives students more opportunity to participate actively in the class practicing their English.

Method

The aim of the research is to improve the students' speaking ability at Grade X of SMA PIRI 1 Yogyakarta through role play. The study belongs to Action Research (AR). As stated by Bassey in Koshy (2005:8), AR is a process of research conducted in such a place and the aim is to understand, to evaluate, and to change, in order to improve the educational practice. In the other hand, action research can be defined as a way to reflect on what the teacher, students, and stakeholder do in school.

This study involved two cycles covering planning, acting, observing, and reflecting. This is in line with the idea of Kemmis and Mc Taggart in Koshy (2005:4) that there is, at least, two cycles in action research; the first cycle involves the major steps of planning, action, observation and reflection. Then, the second cycle is revising the first cycle. Planning is the step of creating plan to observe and record the classroom activity. Action is the step of implementing the plan. Observation is the steps of recording the classroom activities. And then, reflection is revising a classroom activity from what the researcher plan first.

Findings and Discussion

In the research finding, the researcher describes the entire findings based on the two research questions i.e. the implementation of role play technique and the strength & limitation of role play technique in teaching speaking for the grade X at SMA PIRI 1 Yogyakarta. The research findings can be reported as follows:

The implementation of role play technique in teaching speaking for the x grade of SMA PIRI 1 Yogyakarta

The implementation of role play during the English teaching and learning covers the stages below:

- a. Brainstorming
- b. Giving example (playing video)
- c. Giving exercise (gave a worksheet)
- d. Practicing

The strengths and weaknesses of role play technique to improve students' speaking ability at SMA PIRI 1 Yogyakarta

a. The strengths

- 1.) Working in pairs to make a dialogue and practicing the dialogue encouraged the students work collaboratively.
- 2.) The students were enthusiastic during the activities since they worked in pairs.
- 3.) The given situation to make the dialogue helped the students to think and speak critically.
- 4.) The students were more confident to speak.

b. The limitations

The limitations are viewed from the teacher and students' sides:

The teacher

- 1) It is challenging to help the students to play roles naturally and without memorizing the dialogue.
- 2) The ability of the teacher to improve students' self-confidence during the activity is required.

The students

- 1) The students could not play their roles naturally and still memorizing the dialogue.
- 2) There were some students who were not confident enough during the activity.
- 3) There were some students who did not concentrate on the lesson, and made noise during the teaching and learning process.

The role play technique can be employed as a technique to help the students improve their speaking skills. Based on the explanation above described the improvement of students' speaking ability and strengths and limitations of the implementation. It can be concluded that the use of role play technique was effective on improving students' speaking ability in the teaching and learning process although there were some limitations. The following excerpt shown the evidence:

S: (majukedepan) Rositawati: Hi Yulaikha! How are you? Yulaikha: Hi Ros, I am fine, how is about you? Rositawati: I am fine too, Do you have an android. Yul? Yulaikha: yes, of course. Rositawati: what is your opinion about " <i>effect</i> "the social media for the community? Yulaikha: I think social media is good but it's depends on how to use it. Rositawati: yes, agree with your opinion. (Appendix c class obs.)

The evidence above shows that there were students who were able to make dialogue based on the situation and practice well, beside that they could make critical thinking such as "*but it is depends on how to use it*". It shows that the

student is aware of the negative and positive effects of smart phone. Another evidence is shown in the transcript below:

Jainal : dimas, what do you think in my new shoes
Dimas: in my opinion, your shoes is very good.
Jainal: is it suitable if I *use* that shoes?
Dimas: yes, sure.
(Appendix c class obs.)

The evidence above shown that still there were students have problem such as in the choose vocabulary such as “I *“use” (wear) that shoes”*.”

During the implementation of role play technique the students enjoyed the teaching and learning process. The activities make the students more active and they had been given much opportunity to practice in speaking. The evidence could be seen the transcript interview below.

R: Bagaimana menurut adik tentang pembelajaran dengan role play?
S14: Ya menurut sangat bermanfaat, jadi sedikit lancer buat bicara.
R: Dari sekian banyak materi yang kamu sukai yang mana? Yang paling membantu menguasai materi?
S14: Membuat dialog, terus praktik itu mas.
Appendix/IT-13/

Besides, after the students finished practice the dialogue, then the researcher gave some comments and feedback to their performance. This can make the students still motivating during the lesson. The evidence below:

R: bagus, dari penamplan kalian, kalian sudah cukup bagus dan baik.
Karena sudah berani membuat dan mempraktikanya di depan kelas. Saya mau tanya, kesulitan apa yang kalian temui selama pembelajaran termasuk mempraktikan dialog?
S: susah buat vocabnya mas, masih kurang.
R: masalah vocab kalian harus banyak membaca dan cek kamus agar vocab kalian bertambah. Tapi yang terpenting kalian mau belajar dan mencoba. Selain itu, yang lain?
S: masih sedikit grogi mas saat praktik, jadi bingung mau ngomongnya tapi walaupun begitu tetap asik mas bisa jadi berani dan ngelatih bicara.
R: iya hal seperti itu wajar, yang paling penting kalian terus berlatih dan belajar bicara untuk melatih mental kalian.
(Appendix c class obs.)

Such short question and answer above could give the teacher opportunity to know what the students have really got from the activities. the students will also feel monitored and guided whenever the teacher have a check on what they feel is difficult.

Implementation of the role play technique provided the students with more opportunities to apply the speaking in the class and implemented their knowledge. After being accustomed to speaking activities, the students seemed to have better performance in speaking. It is easier for them to find ideas to speak than before. It meant that the use of role play technique influenced the speaking skills of the students. It is supported by the findings during the research when the students played role, they had an opportunity to learn English. It was very useful to enable

them not to just acquire set phrases, but to learn how interaction might take places in a variety of situations. Based on the explanation above, the role play technique can be employed as a technique to help the students improve their speaking skills.

Conclusion

Based on the explanation above, those were some successful actions during implementation of role play technique in teaching speaking. The researcher did not find any difficulties in implementation role play. Generally, the researcher could deliver the materials while the students could follow the practices of role play easily and enjoy in the teaching learning process. There were some successful actions such as: the interaction in the class was intense and better, the students were confident to join the teaching and learning process, the students were enthusiastic in the activities since they worked in pairs, the students participated more actively in the teaching and learning process, and their fluency, pronunciation seemed increased significantly.

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