

THE USE OF ROLE PLAY TO IMPROVE STUDENTS' SPEAKING SKILL

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ABSTRACT

This study was aimed at: (1) finding out how the use of role play in improving the students' English speaking ability; and (2) finding out whether or not the use of role play was able to improve the quality of Students' English speaking in Midwifery Major in Medical Institution Bengkulu, Indonesia. This study applied Classroom Action Research with two cycles. The instruments used to find out the data were observation, tests and interview. The calculation of the study was applying simple calculation, i.e. by finding out the means differences of the pre-test and post-tests in Cycle 1 and Cycle 2. The study result showed that role play was applied during the process of the teaching and learning in the classroom. It showed significant different on students' English achievement from pre-test to post-test in Cycle 2. It means that role play method could improve students' English speaking skill and could also motivate students to learn more.

Keywords: speaking skill, role play.

ABSTRAK

Penelitian ini dilaksanakan dengan tujuan untuk (1) meneliti bagaimana penggunaan metode Bermain Peran (Role play) dalam meningkatkan kemampuan berbicara Bahasa Inggris mahasiswa, dan (2) meneliti apakah penggunaan metode Bermain Peran (Role play) dapat meningkatkan kualitas berbicara Bahasa Inggris mahasiswa Sekolah Kebidanan, Bengkulu, Indonesia. Penelitian ini merupakan Penelitian Tindakan Kelas dengan dua siklus. Instrumen yang digunakan dalam penelitian ini antara lain: observasi, ujian (tes), dan wawancara. Perhitungan penelitian menggunakan perhitungan sederhana yaitu dengan cara mencari perbedaan rerata antara Uji Awal dan Dua Uji Akhir pada Siklus 1 dan Siklus 2. Hasil penelitian menunjukkan bahwa Bermain Peran (Role play) dapat diterapkan dalam pengajaran dan pembelajaran di dalam kelas. Hasil lainnya adalah metode ini menunjukkan perbedaan yang cukup signifikan pada kemampuan berbicara Bahasa Inggris mahasiswa dari Uji Awal, Uji Akhir Siklus 1 dan Uji Akhir Siklus 2. Secara sederhana, dapat ditarik kesimpulan bahwa bermain peran (role play) dapat meningkatkan kemampuan berbicara Bahasa Inggris dan juga meningkatkan motivasi mahasiswa untuk belajar.

Kata Kunci: Kemampuan berbicara, bermain peran.

INTRODUCTION

In life, people communicate with others every day. Communication is very important, especially if an individual is willing to convey information, ideas, suggestions or criticism to other individuals. Communication signifies that individual has a good social relationship (Rahmat, 2007). The simplest and most important communication is using a language. Language is a social communication tool that bridges people to other human beings wherever they are. In other words, communication always occurs in the social realm of society. A language is said to be effective if humans use it in communication and others could understand the language. In this case, language is the main tool in social interaction

In language learning, an individual is required to be able to master four skills at once, including: listening, reading, writing and speaking. These four skills are mutually related to each other. While learning any single language, these four skills could not be separated but prioritized from each other. In language learning, one of the primary responsibilities of a language teacher is to enable learners to communicate verbally effectively (O'Malley & Pierce, 1996: p.57), especially if the language is a foreign one.

To be able to communicate effectively, good speech is required. It makes

individual's speaking skill more prudent. Speaking skills are important as speaking is a skill that requires high efficiency and effectiveness. By speaking, an individual could be more direct, influential, convincing, and motivating in delivering the message. Moreover, by communicating verbally or in more speech, it is possible to make decisions, actions by yourself and by others who are straightforward without waiting process.

Speaking is the ability to speak that provide information, express ideas or criticism to others or in the presence of others. The main thing to have in mastering speaking skills is courage, which means having a courage to express ideas, critics or simply dare to start communication completely. Having speaking skills is the main goal of language learners learning another language. It can be said that learning a language is to be able to speak using that language.

As a foreign and international language, English is constantly a mystery that is always being studied by almost all people in the world. This is due to the fact that English is the official foreign language, and learning it has already become a necessity or obligation. Because of the demands of a modern era and the boundaries among countries are increasingly narrowed,

English nowadays has become a bridge that connects countries.

Indonesians` ability in English is still low. According to a survey conducted in 2007 by Education First English Proficiency Index or EF EPI, Indonesia was ranked 34 out of 44 countries in terms of the ability in English. The score was 44.78 which indicated that Indonesia was in the lower level of English proficiency, left by Malaysia which was ranked 9 (Katos, 2007). It showed that Indonesia needs to help their younger generations with their foreign language proficiency.

In 2016, Indonesia was officially declared MEA or *Masyarakat Ekonomi Asean* where the ASEAN countries have the ability to trade among members` countries. It hopefully invited opportunities to have cooperation with other countries. Moreover, it takes qualified individuals to make this MEA program successful. One skill that could be taken as granted is the ability to communicate in foreign language. Talking in native language is good, meanwhile, the greater number of foreign people coming in needs the greater challenges that ends with better communication.

In academic world, universities students are challenged to master foreign language, especially English. They are often faced numbers of assignments, national and international seminars, presentations, and

final assignment. Those activities need books which are mostly written in English. Moreover, their lecturers usually have their students to have the English referenced books. It coincidentally forces the students to learn English for their academic need. Having them translated in translation counters are time and money consuming.

It also happens to the students who study in Medical School. They also face numbers of books written in English. There are several medical terminologies in English, as examples: ICU that stands for Intensive Care Unit, Medical Record, hospital bed, injection, check up, and appendices. These kind of English medical terminologies should be learnt more serious to avoid mistakes in the future.

One effective solution in mastering foreign language is by using it. Role play is considered effective and beneficial. Role play is a game where the actors are given responsibility to play certain roles in conducting stories (Wikipedia, 2016). This method could be said as good method of teaching as it focuses more on motoric, cognitive and affective domains and also social skill. All are packed in one in order to dramatize them in one stage where the scripts are the shadows from daily lives. This method is considered effective for language learners as they usually face the almost real live condition.

In role play, language learners should be able to cooperate well with others to develop a strong story. They are expected to well-play the roles as protagonist or even antagonist. Playing the roles are proper actions conducted consciously so that further discussion for better script and role improvisation.

Role play as method of teaching plays significant role in student-centered learning. Students are given assignment to act out certain situation related to the working world that they are going to face later on to be practiced earlier. Students are faced to issues that force them to negotiate solution.

In one preliminary study, it was found that almost all the students of Midwifery have difficulties in learning English. The most common factor that arose were they tended to be mocked by other friends when they tried to practice their English.

This study was conducted in the second semester students majoring in Midwifery of Medical Institution, Bengkulu. It focused on the students to develop their English speaking ability by applying several medical conversations written in English. They also had to select medical dictions, arrange creative ideas and explore them into good English conversation.

Problem Statements

The problem statement of this study was formulated in the following questions: (1) How was the use of role play in improving the students` English speaking ability? (2) was the use of role play able to improve the quality of Students` English speaking?

Research Objectives

The objective within this study was (1) to find out how the use of role play in improving the students` English speaking ability; and (2) whether or not the use of role play was able to improve the quality of Students` English speaking in Midwifery Major. Medical Institution, Bengkulu, Indonesia.

LITERATURE REVIEW

Speaking skill is a final result hopefully mastered by every language learner. Being able to speak in the foreign language being learnt with other individuals is the main goal of learning foreign language. Tarigan (2000) states that speaking is the ability of saying articulation sounds or words to express and state information, ideas, and feeling. It is the ability to express them to other people that is well arranged by concerning the listener and speaker`s ability. The result is the understanding of the conversation being held. Speaking skill if

productive skill that means it is gained through direct interaction.

There are three kinds of interaction in speaking skill, they are:

1. Interactive

It means the conversation is conducted face to face through direct communication or video call (*WhatsApp, Skype, Line, Facebook*, and others) that allow the speaker and the listener to do natural conversation.

2. Semi-interactive

The example of this interaction is speech conducted in front of public. In this case, audiences could not give their direct response toward the speech since it is a one way. The reactions from the audiences could be seen through their face look and body languages.

3. Non-interactive

The example of this interaction is also speech but the speech is conducted through recorded video, live on television, or on air in the radio. There will be no reaction from the audiences seen since it is not live streaming.

The followings are the fundamental speaking skill that should be in individuals (Setiowati, 2005), they are:

1. Producing different sounds to make the listeners be able to differentiate them.
2. Using exact and proper emphasize, tones, and intonation.
3. Using correct and proper word forming, word ordering, and dictions.
4. Using suitable language based on context.
5. Making the main sentences clear enough for the listeners.
6. Trying to express ideas or additional information to explain the main sentences.
7. Trying to have cohesion and coherence in the sentences to avoid misunderstanding.

There are reasons for the importance of speaking, they are as follows:

1. It improves the speaking skill.
The competence of speaking more and less could improve the ability of speaking. The more frequent an individual speaks English, the better the English speaking skill of that individual.
2. It improves the critical thinking.
The competence of speaking could reflect to the critical thinking. The critical thinking has a significant relationship with the brain ability to find out solutions of every problem. By using English, an individual is forced

to switch their thinking style following the rules of that in foreign language. It could trigger the work of brains.

3. It improves the personal quality.

It is very true that when an individual is good at English, it will help him to have strong confidence as they have an ability they could be proud of.

4. It improves the ability of leadership.

The ability of speaking in English of an individual invites him to have one strong point on him. It is one strength that might not be easily had by others. At some point, this person could be given responsibility to be a leader.

5. It avoids speaking doubts.

The ability of speaking in English is important to overcome fear. Being able to talk in foreign language not in their mother tongue invites an individual to defeat their fear and shame, especially toward other individuals that tend to underdog him. The more he could practice his English speaking skill, the faster the fear could diminish.

Concept of Role play

Role play is a game where the players play certain roles given and they run the stories (Wikipedia, 2016). According to Hadfield (1986), Role play is a kind of game that shows actions where there are numbers of objectives, rules and happiness. Sudjana

(2009) states that Role play is one teaching method that dramatize people's behavior in daily lives. Furthermore, Sanjaya (2006) states that role play is part of learning any subjects. One good point of role play is that the players could improve their imagination as they play their roles in the story. This imagination is artificial one.

This method of teaching force the language learner to explore with their emotions, intuitions, and improvisation in playing their roles. Creativity is also one part of the success of role play.

Procedure of Role play

There are steps in Procedure of Role play as method in teaching, which are as follows:

1. Warming Up

The competences being learnt are explained to the students. Students are also introduced to the problems. When the problems are clear, it is a little easier in explaining the script of the story.

2. Role Audition

Audition is one way of finding the roles of the players.

3. Take the Role

In this step, the script is played directly. The group of the students are learning the the script (script reading)

so that they could actively play the roles.

4. Observation

There will be one group performs, while the other group is given an observation sheets to observe and score the performance of the other group.

5. Stage Preparation

In this case, the students discuss to set the stage for the performance.

6. Trial

This step is about practicing the script in front of the audience or other students.

7. Evaluation

In this step, students are asked to score critically about their performance.

There are some benefits in applying this method of teaching, they are as follows:

1. It invites attention.
2. It gives deeper heart leaving that lasts long.
3. The students could play roles that might be related to the real problem they might encounter.

There also disadvantages of this method of teaching, they are as follows:

1. It is time consuming.
2. Preparation that is not serious will give no result.
3. If it attracts no support, this activity will end up in useless.

RESEARCH METHODOLOGY

The method of the study was descriptive qualitative by applying Classroom Action Research. The action was the English speaking learning process that had been conducted by using role play in Medical Institution, Bengkulu, Indonesia.

The subject of the study was students from Medical Institution, Bengkulu, Indonesia. This study was conducted in the odd semester in the academic year of 2016-2017. The sample consists of 40 students. There were two cycles in this study. Each of them would be explained further.

There were five steps used in this study. Each of them was explained as the followings:

1. Step 1: Preparation and Action Plans

In this stage, the subject of the study was selected based on the need of the study problems. The next step was choosing one partner as an observer that helped the main researcher. Furthermore, the action plans were designed.

In this stage, a learning scenario or lesson plan was also designed. The lesson plan was using role play as its main core of the study. It consisted of the steps that should have been conducted by the lecturer (the researcher) and the students. The next thing was designing the class as the main stage of the role play process. It included providing materials and other learning sources related

to the topics of the role play. The design also covered the lecturer and observer desk along with the observation instruments.

2. Step 2: Implementation of the Plans

In this stage, the researcher conducted the study or implemented the plans which were applying the learning process or teaching English Speaking by using role play. The researcher provided various themes or topics for each meeting. In this stage, the observer was also giving the contribution by filling in the result of the class observation during the study. The observation instrument was given to help the observer took several notes. There was an agreement between the researcher and observer that the existence of the observer did not disturb the study process.

3. Step 3: Observation

Observation was conducted during the research process. Observation is an activity of identifying, recording, and documenting the whole process of action research.

4. Step 4: Reflection

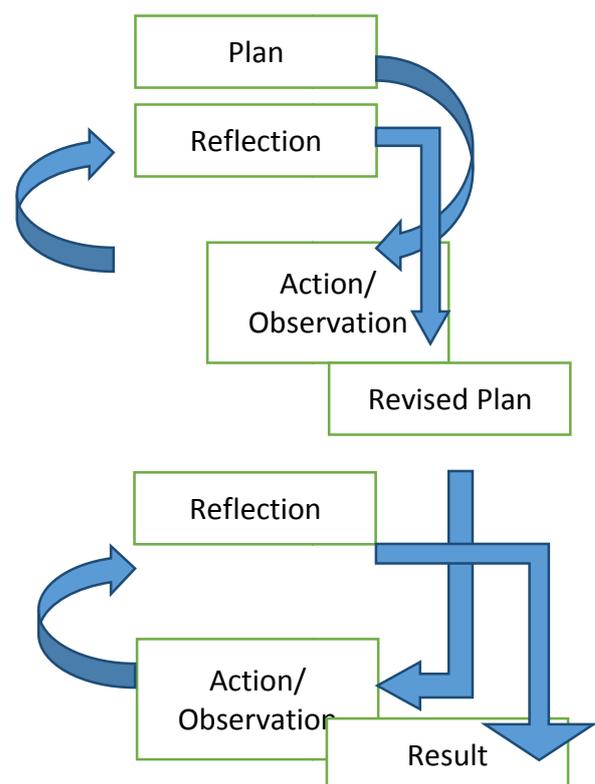
The activities in this stage were analyzing, synthesizing, interpreting, and taking explanation from the gained information. It meant that the collected data were confirmed, analyzed, and evaluated in order to find out whether the whole activities conducted were based on the lesson plans or not. Sustainable reflection was conducted in

order to make the lesson plans held effectively.

5. Step 5: Further Action Plans

This stage was for further action for the unexpected and no satisfaction result in the previous treatment. The planning for further action plans was the answer from the previous unsolved action research activity that needed improvement and action modification of which they could not help overcoming the problem.

The following picture shows the cycles of the study (Hopkins, 1993: p.34).



Picture 1 Cycles of Action Research by Hopkins (1993)

Data Collection Technique

The data in this study was taken by the following techniques, they were as follows:

1. Test: it was used to have the students' study result. The tests were speaking test where students were asked to work in group and to perform one of the dialogue topic given. The performances from the pre test and two post tests of the two cycles were recorded and rated by the raters. The raters scored the students' English Speaking based on a Speaking Rubric which covered six areas of scoring, they were: vocabulary, grammar, fluency, topic, response, and intonation.
2. Observation: it was used to collect data related to students' activities while they acted out the role play.
3. Interview: It was used to ask several questions related to the implementation of the role play.

Data Analysis

Data from the study were tested to the students and analyzed to gain the means of pre test and post test of the speaking skill. For observation, it was conducted through the process of the role play. Furthermore, interview was conducted after the whole process was comprehensively applied.

FINDINGS AND INTERPRETATION

In the preliminary observation, there were several findings became outlines. There were as follows:

1. The students' speaking achievement was still low.
2. Students tended to be reluctant in studying English.
3. The method of teaching made the students feel no excitement in studying.

Results of the Observation are presented and discussed along with the cycles of the study, which are as follows:

1. Results in Cycle 1
 - a. Students were not accustomed to the English Speaking Skill. They tended to learn English as cognitive side not yet the motoric side.
 - b. Students were lack of vocabulary and capability in grammar.
 - c. Having role play in the class, students showed great enthusiasm. It was shown by their happy faces and eagerness to find out more.
 - d. Students did not have high imagination; they were acting or role play just as the script asked without improvisation.
 - e. They felt shy and less focused; especially during the role play. They were not accustomed to act in front of their friends. In this position, the

researcher was motivating them to feel and enjoy the moment and asked them to show their biggest skills.

- f. They were also having lack of courage to express their ideas, critics, opinions regarding the process of learning. It was overcome by drilling and drilling. Researcher played significant role.
- g. The evaluation test or post test from the first cycle showed that their performances were still far from the expectation.

2. Results in Cycle 2

- a. The students were showing good and performances. They could show their performances without feeling shy.
- b. The students` courage were also shown up. They could perform and act totally.
- c. Their vocabulary and grammar showed better improvement with minor mistakes.
- d. Their concentration was also increasing as they were motivated that speaking is major in future working world.

e. Their imagination and improvisation in the performances showed significant improvement, as they had already understood what they were needed more.

f. Their happiness and enthusiasm were also getting better than the previous cycle as they felt free in expressing their body language, face expression, and others. Their acts were very total.

g. In fact, based on data and observation, the number of students who felt shy and lack of courage for expression showed lower number.

h. The researcher found minor difficulties.

i. The students were getting easier to be taught about acting out.

j. The researcher felt happy because most of the students could do their speaking test with great progress, indeed, it was far better than the expectation.

The followings Table is the Results from Cycle 1 and Cycle 2 of the Study:

Table 1 Activities and Results in Cycle 1

Cycle	Material	Activities	Essential Results
1.	Dengue Hemorrhagic Fever (DHF) and its prevention.	<ul style="list-style-type: none"> a. The vocabularies related to DHF were introduced to the students. b. The learning activities were applying the role play as its main centered. c. Students were divided into several groups where each group took their turns performing the material topic by using role play. d. Students were discussing the plusses and minuses of each group performance. e. Observer was giving attention, taking notes during the activities. f. Instruments used were sheets of observation, interview, field notes. g. There was also a video recording that recorded each group performances. 	<ul style="list-style-type: none"> a. Students showed great enthusiasm. b. Students were lack of vocabulary and capability in grammar. c. Students did not have high imagination. d. Students felt shy and afraid of performing in front of their friends.

Table 2 Activities and Results in Cycle 2

Cycle	Material	Activities	Essential Results
2.	Birth Delivery.	<ul style="list-style-type: none"> a. The vocabularies related to birth delivery were introduced. b. The learning activities were applying the role play as its main centered. c. Students were divided into several groups where each group took their turns performing the material topic by using role play. d. Students were discussing the plusses and minuses of each group performance. e. Observer was giving attention, taking notes during the activities. f. Instruments used were sheets of observation, interview, field notes. g. There was also a video recording that recorded each group performances. 	<ul style="list-style-type: none"> a. Students showed higher enthusiasm during the activities in the class. b. They were playing their roles as great as expected. c. They did not show their shy feeling. They could show their courage in performing their roles. d. They showed better imagination, intonation, and improvisation. e. Their vocabularies and grammar were getting better.

Results and Discussion of the Speaking Test

Speaking tests were conducted as the evaluation in finding out the significant contribution of role play for teaching English speaking to Midwifery Students. In the pre test, the students showed their early capability before the role play method applied. Meanwhile, the post tests were given at the end of the implementation of both cycles as evaluation. The followings are the result of the tests.

Table 3

Frequencies of Pre Test and Post Tests

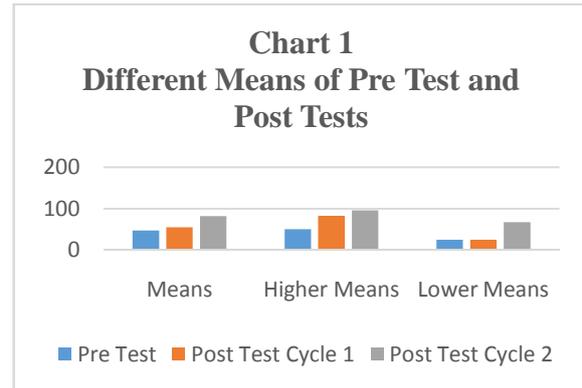
Level of Achievement	Score	Subject of Study		
		Pre test	Post Test Cycle 1	Post Test Cycle 2
<i>Very Good</i>	18.1 – 24	0	5	15
<i>Good</i>	12,1 – 18	14	12	25
<i>Fair</i>	6 – 12	26	23	0
Total		40	40	40

Table 3 shows the Frequencies of the students` achievement of the Speaking Skill. The followings are the result for the means of the Pre Test and Post tests of the study.

Table 4

Different Means of Pre Test and Post Tests

No		Pre Test	Post Test Cycle 1	Post Test Cycle 2
1	Means	46.77	55.10	81.88
2	Higher Means	50	83	96
3	Lower Means	25	25	67



Results and Discussion of the Interview

Interviews were conducted after each cycle ended. The results of the interviews are as follows:

1. This role play technique in learning English Speaking was new for the students. Most of the students felt enthusiast as they were about to study with this method. It was something they never had in any of their English classes.
2. In Cycle 1, they felt very hard in getting used to the situation and the method. They felt so shy and embarrass as they had to perform or act out the roles given in front of their friends. As the researcher motivated them to overcome their negative feeling, they were getting better.
3. In cycle 2, students performed better than cycle 1. It was due to the fact that they felt eager to experience real context in the future. They were challenged to show better imagination, improvisation, and voice intonation.

CONCLUSION

This study gave several conclusions that could be drawn, they are as follows:

1. Teachers at any level should create convenient and enjoyable learning situation. Teachers need to do variation in delivering learning materials to their students.
2. Role play gave significant contribution in students' learning as it is able to motivate them to improve their knowledge and capability, in this study, it could improve the students' English speaking skill.
3. It is certain that Role play method of teaching could be applied in English Speaking class. It is also certain that it could be applied in every subject. It only takes teachers' creativity in doing modification to their subjects.

Recommendation

Role play could improve students' motivation in studying English. This motivation could lead the students to perform their subjects better. It is due to the reason that in role play, they are happiness and enjoyable activities that attract students to find out more about the subject.

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