

## **Improving speaking ability of the students of SMK Kelautan dan Perikanan Negeri 12 Medan Labuhan by implementing role play technique**

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**Abstract** – This research aims to describe whether role play technique can improve speaking ability of students of SMK Negeri 12 Marine and Fisheries Medan Labuhan. The object of this research is 30 students of class XI and used as sample. This research was conducted in two cycles collaboratively where the researcher was assisted by English teacher as a collaborator. The implementation procedure of this research consists of four stages including planning, implementation, observation, and reflection. Data were collected using several research instruments, viz. scoring rubric, observation sheet and field notes. The results show that role play is an effective learning technique in teaching speaking. Students can speak with confidence, use better grammar and pronunciation as well as increased vocabulary. Students become more active and enthusiastic, teaching and learning process becomes more interesting.

Keywords: speaking ability, technique, role play

### **1. Introduction**

English learning process in many schools actually does not show satisfying results. Many students are failed in learning English. They cannot communicate by using the language learned either orally or in writing even though they have already learned the language. Many students in conversation classes are afraid to speak. It is caused by their learning experiences which are not emphasized in the usage of the language. Most of the students study in classes with many students and school environment situation which is noisy, so the opportunity to speak is also limited. Some other students study English at school but are not motivated to use it.

We cannot deny a fact that the failure is caused by many problems during the learning process. Problems in English teaching seem to become something special and important. These problems have also been become the topics which are most frequently discussed and analyzed, especially the problems which are related directly to English

teaching. However, the most important thing is that, we, as English teachers which are involved directly in the learning process must try to find solution to solve those problems to fulfill the learning objectives.

Based on the preliminary research conducted at SMK Kelautan dan Perikanan Negeri 12 Medan Labuhan, researchers found out some problems related to the learning process at school. The problems found were: 1. Students have lack ability of speaking; Students have low motivation in learning English; 3. The teachers still applied monotone technique and method of teaching.

The problems in this research are: Is the English speaking ability of students in SMK Kelautan dan Perikanan Negeri 12 able to be improved through role play technique?

This research was aimed at finding out whether the English speaking ability of students in SMK Kelautan dan Perikanan Negeri 12 able to be improved through role play technique.

Speaking commonly is the most difficult among the four abilities in language. In one thing, speaking is listening and understanding or even reading and writing. Speaking is an ability to produce articulation sounds or words to express, state, and tell thoughts, ideas, and feelings (Tarigan, 2008:16). That definition shows clearly that speaking is related to word pronouncing which is aimed to convey feelings, ideas, or concepts.

Brown (2001) states that 'speaking is an interactive process that forms the meaning that includes producing, receiving, and processing information. The form and its meaning depends on the context in which the conversation takes place ". We usually use the ability to speak as a means of communication in everyday interactions. The presence of speakers and listeners is a necessity to establish two-way communication in speaking activities. Therefore speaking can be separated from activities called communication. Communication is the way a person menunjukkan his feelings, his thoughts, to ask, to ask for help, to argue, to persuade, and others.

Richard in Nunan (1992) gives some characteristics of speaking competence: 1. grammar and vocabulary knowledge of the language. 2. knowledge and rules in speaking, such as knowing when to start and end talking, know what topics can be discussed in different situations. 3. Knowledge of how to use and respond to various topics such as begging, apologizing, inviting, and others. 4. Knowledge of how to use the language correctly.

Speaking is the most popular form of language used by people in building relationships with one another. As a communication tool, speaking basically arises in context. In the social context, speaking is used as the most dominant mode of communication. In other contexts where written language is given higher status exists in the educational context, but still spoken language is still required.

The main purpose of talking is to communicate. Communication is the sending and receiving of messages or news between two or more people so that the intended message can be understood. Therefore, in order to convey the message effectively, the speaker must understand what will be communicated or communicated. Tarigan also argued that speaking has three general purposes: to inform and report (to inform), entertain and entertain (to entertain), and to persuade, persuade, persuade and persuade (to persuade). Therefore students should be taught about acceptable language functions and sentences used in opening the conversation, responding, and ending the

conversation. For this reason, English teachers should use teaching techniques that can engage students actively in conversation.

In order for teaching and learning process to be fun and active and students interested in practicing English are learned then teachers need to design and develop learning materials. One of the teaching techniques used in teaching speech skills is the roleplay technique. This method provides an opportunity for students to use their knowledge and experience to play the role given to them. In this way students will be able to improve their ability to issue targeted languages, can work together in groups, be effective in discussing the given issues, making students more creative.

In order to achieve the objectives of role playing techniques, we need to consider several aspects, among others, aspects of PBM activities, learning materials aspects, role play procedures, media aspects used, role-plays, role plays and aspects of teacher roles. Role-playing techniques involve a minimum role assignment to group members and provide goals to be achieved by the role-playing participants. Brown suggests playing roles by one person, in pairs, or in groups (Brown, 2001)

Role play is an activity to mimic the character or behavior of a particular person that is different from the character and behavior of the students. In this case, students pretend to be others in situations created in the classroom. Then the students are explained about the situation where they will dialogue, but the students make their own sentences to be used in dialogue based on the instructions given by the teacher.

While Huang (2008) applies six steps in the role play procedure in the class he teaches, the six steps are: determining learning materials, selecting situations and making dialogue, teaching dialogue for role play, asking students to practice the role, asking to modify the situation and dialogue and practice it, and the final step is to evaluate and check students' understanding.

## **2. Method**

This research was conducted in several stages, namely the design of research activities, the implementation of research, observation, and refleksi. Hal is in accordance with the characteristics of classroom action activities proposed by Kemmis and McTaggart (1988).

To obtain research data, researchers used several research instruments, namely scoring rubric, observation sheet, and field notes. The data is then tabulated by calculating the percentage of students' speaking skills for the four language elements and self-esteem. The criteria are successfully established as a basis for whether the implementation of class action activities is successful or not. Researchers use two successful criteria: Class action activities are said to be successful if:

- a.  $60\% \leq$  students achieve a minimum level of good while speaking in English.
- b.  $60\% \leq$  students meet 5 out of 7 confident indicators when involved in PBM and when students engage in conversation.

In the first criterion above, the researcher should assess the student's performance when speaking using analytical scoring rubric. What is meant by analytical scoring rubric is a guideline developed to promote consistency in the application of objectives and learning standards (Kemmis, S. & McTaggart, R. 1988). The assessed language elements include fluency, grammar, pronounciation and vocabulary using an observation sheet.

Scores speak students for each language element = Number of scores per language element: Number of students

Using the formula above the score the student will have a distance of 1-5 where: Figures 1-1.9 Bad categories; Number 2-2.9 Enough category; Figure 3-3.9 Good category; Score 4-4.9 categories Very Good; Best 5 category scores.

While the second criterion for 'confidence' is used an observation sheet that contains indicators of confidence in speaking, among others: speak without hesitation; does not show nervousness; maintaining eye contact with the other person, away from anxiety; not repeating the same word or phrase; understand what the other person is talking about; responding to what is being said.

### **3. Results and Discussion**

In cycle 1, based on the observation of students' speaking ability, students still find errors in some language elements, namely weakness in fluency, grammar, pronunciation and vocabulary.

In terms of fluency of speech, most students still use English influenced by the mother tongue. Six students (20%) are embarrassed in speaking, so the message they convey in speech becomes unclear. They often do the repetition in the sentence delivered. There are 18 students (60%) fearful and embarrassed in uttering almost every sentence, so they can not finish the sentence and repeat the same sentence over and over again. Only six students (20%) can communicate, meaning that they stumble in some parts of the conversation but do not interfere with the purpose of the conversation.

In terms of grammar eight students make many mistakes in terms of grammar so that the message conveyed becomes less clear. A total of 24 students (80%) made a mistake almost on every sentence that was uttered but the message conveyed was still understandable. While 6 students (20%) did some grammatical errors but did not affect the message delivered.

In terms of pronunciation, a student is reluctant and very shy to speak, and every word pronounced wrong. A total of 18 students (60%) made a mistake in a few words thus making the meaning of the sentence to be unclear. Whereas 12 students (40%) reached 'sufficient' level in the pronunciation of words where there were only a few wrong words in the pronunciation but did not affect the meaning.

In the use of vocabulary, students do not experience much trouble when using certain words because the teacher has provided a conversation for them. They just study the conversations given and modify the conversation with the help of the teacher, practicing it in front of the class. Based on the observation sheets, 15 students (50%) use very limited vocabulary, 12 students (40%) use enough vocabulary and the remaining 3 people (10%) use very good vocabulary because they use varied vocabulary.

Data obtained by researchers from the Observation Sheet about students' self-confidence in terms of speaking during the learning process. In this first cycle none of the students showed self-confidence in speaking. Found the majority of students shy, embarrassed, afraid, nervous, not looking at the other person (not keeping eye contact in speech. This leaves them unable to express what they want to say Even students

repeatedly repeat for the same word or phrase, using or mixing the mother tongue into English conversation.

## Reflection

The above data is used to measure whether the use of role playing techniques meets the criteria 'successful' or not. The level of students' speaking skills is grouped into 5 categories: 'bad', 'sufficient', 'good', 'excellent' and 'best'. The use of role-playing techniques in English learning is successful when  $\leq 60\%$  of the students attain 'good' speaking levels for observed language elements, including fluency, grammar, pronunciation and vocabulary use. Based on the results of the researchers' calculations, none of the students reached 'good' levels for two of the four language elements observed. Only in the words 'vocabulary' element 3 students (10%) achieved 'very good' level and on the language element of 'fluency' 6 (20%) students reached 'good' level.

In terms of 'self-confidence' the criterion is successful when  $\leq 60\%$  of students meet 5 of 7 high confidence criteria when students are involved both in the learning process and in carrying out the conversation. Data obtained from the observation sheet showed six students who met the criteria of confidence in speaking using English. A total of 6 students were able to speak fluently but with poor grammar and pronunciation. While the six students have the criteria of confidence or 20% of students have confidence in speaking.

Considering the facts found in the field and based on the results of reflection, the researchers made changes to be made on cycle 2.

1. Researcher as teacher must change the way of teaching that is if previous teacher in explaining conversation talk quickly, then teacher have to change by talking with same speed with student. So that the whole stage of teaching and learning process can be followed by students.
2. Teachers should add and clarify guidance or instruction in each learning process so that students really understand the material or material being taught.
3. Teachers who must organize groups and group members. In addition, teachers should motivate students so that they are not afraid to make mistakes especially in English grammar. So they are not afraid and reluctant to speak in English.
4. Researchers should increase the time for students to modify the previous conversation 15 minutes to 25 minutes. This is due to the many students who complain about the short time given to them to modify the conversation.
5. Teachers should really observe which students need help when modifying the conversations to be displayed. Cycle 2 begins three weeks after cycle 1 is completed and the researchers ask for teacher cooperation to use role playing techniques in teaching students to speak English. It aims to get students accustomed to learning model of role playing technique before cycle 2 is implemented.

## 4.2 Cycle 2

From the results of student achievement analysis in speaking, it can be concluded that there is a significant increase in the implementation of role play in PBM. Although some of the students still make mistakes in some elements of the language observed ie smoothness, grammar, pronunciation, and proper use of words, but the number of students who make mistakes is reduced for the language element of 'fluency', there are 15 students (50%) who achieve the 'good' level, 3 students (10%) reached the " very good 'level, and 2 students (6.7) reached the' best 'level, and only 10 students (33.3%) remained at' good enough 'level. None of the students observed received a 'bad' level.

In the 'grammatical' language element, 6 students (20%) remained at a 'bad' level, 3 students (10%) reached 'excellent' levels, and 21 students (70%) reached 'good' levels. This data shows an increase compared to the outcome of cycle 1 where 24 students (80%) are at 'bad' levels.

The same thing happens to the language element of 'pronunciation'. The observation sheet showed the quality of 'pronunciation' increased significantly 22 students (73%) reached 'good' level, even 8 students (27%) could reach 'good enough' level. In the proper use of the word, there is no serious problem when students use certain words because the researcher has provided conversations and students are assisted in modifying the conversations. The researcher provides complete instructions for the conversations that the student will perform. They learn the conversation, modify the conversation, and practice the conversation and present the conversation in front of the class. Based on the observation sheets obtained results: 20 students (67%) reached 'good' level, 10 students (33%) got 'excellent' level, and they were able to use varied words.

Compared with the first cycle, there is an increase in students' confidence in speaking. The data show 12 students (40%) speak without hesitation and shy and they can express what they want to convey in conversation easily. 9 students (30%) showed no nervousness, 6 students (20%) reduced the use of mother tongue. Only 3 students (10%) are still thinking about English forms and rules of speech.

## Reflection

After all stages in the procedural play are implemented on the 2nd cycle, researchers and teachers jointly evaluate the learning process that has been done.

The researchers used the data obtained in cycle 2 to measure whether the use of role playing techniques in the English speaking learning process has met the 'successful' or 'not' criteria. Based on the calculations in cycle 2, the average speaking ability has reached a 'good' level  $\geq 60\%$ . The data obtained from the observation sheet on students' self-confidence shows that 70% of students meet 5 of the confidence indicators provided in this study.

Elevated Student Speaking Capacity for 4 Elements of a 'Good' Level of Language in Cycles 1 and 2

Language element	Base Line	Cycle 1	Cycle 2
Fluency	N/A	20%	67%
Grammar	N/A	0	80%
Pronunciation	N/A	0	73%
Vocabulary	N/A	10%	100%

Table 1 Enhancement of Student Self Confidence Achieving 'Good' Levels in Cycles 1 and 2

Things observed	Base Line	Cycle 1	Cycle 2
Confidence	N/A	20%	70%

Referring to the above data, it can be concluded that the use of role-playing techniques in teaching English can improve the ability and confidence in speaking. In cycle1, all students as much as 80% of people have the ability to speak fluently 'bad' and only 20% of students reach the good level. After role playing technique was used, students' fluency improved significantly to 67%, the same thing also happened to grammar elements increased significantly from 0% to 80%. In the pronounced element pronunciation also a significant increase from none of the students reach 'good' level in cycle 1 to 73% in cycle 2. Whereas in vocabulary language element there is a significant increase of 10% in cycle 1 to 100% on cycle 2.

Because the criteria succeeded in this study must meet: 1).  $\leq 60\%$  of students reach a 'good' speaking level. 2).  $60\% \leq$ siswa meet 5 of 7 criteria of high confidence in speaking, it can be said that the use of role playing techniques in learning speaking for students of SMK Negeri 12 Marine and Fishery Medandapat improve students speak and confidence in English.

#### 4. Conclusion

From the research result it can be concluded that using role play in English teaching can improve speaking ability of SMK Negeri 12 Marine and Fisheries Medan Labuhankarena result of this research has fulfilled the criterion 'succeed' that is  $60\% \leq$  student reaches level of speech 'good' for four element of language namely: fluency, grammar, pronunciation, vocabulary and  $60\% \leq$  students have met 5 out of 7 criteria of confidence in speech.

Teachers should consider several things in using role-playing techniques for speaking teaching, such as:

1. Teachers should organize the time as effectively as possible for each activity
2. Teachers should give clear instructions with moderate speaking speed.

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