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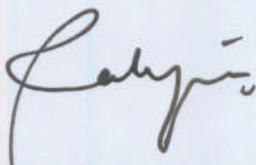
**IMPROVING STUDENTS' SPEAKING SKILL THROUGH ROLE PLAY STRATEGY
AT GRADE EIGHTH IN SMP N 6 RAMBAH**

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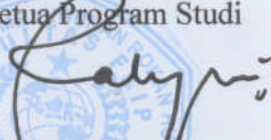
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IMPROVING STUDENTS' SPEAKING SKILL THROUGH ROLE PLAY STRATEGY AT GRADE EIGHTH IN SMPN 6 RAMBAH

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ABSTRAK

Penelitian ini bertujuan untuk meningkatkan kemampuan berbicara siswa kelas VIII SMPN 6 Rambah dengan strategi role play menggunakan metode penelitian tindakan kelas (PTK) yang bertujuan untuk mengatasi masalah pada kemampuan siswa 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 siswa. Hasil dari penelitian menunjukkan adanya peningkatan kemampuan berbicara siswa dari rata-rata siklus I (56,25) ke (68,62) rata-rata pada siklus II.

Kata kunci: Kemampuan Berbicara, Strategi Role Play

ABSTRACT

This research was conducted to improve students' speaking skill at eighth grade students of SMPN 6 Rambah through role play strategy used a Classroom Action Research (CAR) method which is conducted to solve the students' problem in English Speaking. The researcher did two cycles, which each cycle consists of planning, acting, observing, and reflecting. The qualitative data were gained by analyzing the field note and observation result and the quantitative data were obtained from the students' speaking score. The finding of this research indicated that the implementation of role play strategy was successful since there is an improvement in students' speaking skill. The finding showed an improvement in students' speaking skill from the average of speaking test in cycle I was (56, 25) to (68, 62) the average of speaking skill in cycle II.

Key words: Speaking, Role Play Strategy

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.

Based on the preliminary study conducted at SMP N 6 Rambah, one of Junior High School in Rambah, Rokan Hulu, the researcher found out some problems related to the instructional activities in this school. Those problems are : 1) the students have low speaking skill; 2) the students have low motivation in learning English; and 3) the teacher does not has creativities in teaching speaking. It can be seen from the percentage of eighth grade students in speaking score at last semester 2013/2014, only 5% of the students got 83, 5% of the students got 78, 30% of

the students got 60 and the last 60% of the students got 50. Considering the problems faced by the researcher, it can be said that the English teacher of SMP N 6 Rambah still meets some problems in teaching and learning process. Therefore, the researcher interested to do a research in applying role play strategy in class. The research will be conducted to the students at grade eighth, where the researcher does the teaching and learning process every week.

A. Purpose of the Research

There are goals to be achieved in the repair process of learning are as follows:

1. To explain whether Role-play strategy improves students' speaking skill at grade eighth students of SMP N 6 Rambah.
2. To explain the factors those influence the use of Role-play strategy in improving students' speaking skill at grade Eighth students of SMP N 6 Rambah.

B. Review of Related Theories

1. Speaking

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

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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 use 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.

2. Role Play Strategy

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.

3. 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. A part 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 use 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 provide (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.

RESEARCH METHODOLOGY

A. Research Design

This research is classroom action research. Based on the statement, action research is a form of research in which practitioners reflect systematically on their practice, implementing informed action to bring about improvement in practice. As one widely accepted definition describes it: Action Research is a research which is occurred in a form of circle and continuously. According to Lewin (Sanjaya: 2013) there are four steps that we have to do in action research: planning, action, observation and reflection.

B. Technique of Collecting the Data

To collect the data of this research, the direct observation was conducted. The data is done to find out what happening while implementing these role play strategy in teaching speaking. In other words, the researcher make general observations who, what, when, where, and how, taking into account participants, activities, goals, emotions, time

and space. To gain the data, the collaborator used observation sheet and field notes during the observation. They are for observing teacher and students during the action.

Then, after doing the action, the researcher gave the speaking test at the end of the cycle to see students' development in speaking skill. Each test showed in the Graphic forms. The results of students' speaking test were use as data sources. Then, it would be analyzed by using then assessment of scoring the aspect in speaking skill.

C. Technique of Analyzing the Data

The data collected and analyze with qualitative and quantitative forms. Qualitative means the data will report in numerical form of percentage and use graphic in describe it. The result students' speaking skill also will analyze based on some criteria of Arthur Hughes.

The range of percentage for speaking skill

Range of the score	The level of Speaking Skill
81-100	Excellent
61-80	Good
41-60	Average
21-40	Fair
0-20	Poor

After analyze qualitatively, the data also analyze quantitatively. In this research the data will be get from observation and checklist. (Gay in Marthasuri: 2010) suggested some strategy in analyzing the data as follows:

1. Data managing
The data should be managed in observation, checklist and test form, in order to get good result and easy to analyze
2. Reading the note
The researcher will read and analyze deeply the data from observation checklist and the test
3. Describing
The data, which are getting during the research activities, will describe in order to provide detail information about the setting, the participants, and the activities. The aim of this step is to provide a true picture of setting and events that take place in the research

4. Classifying
The data is categorized into smaller units based on the data from observation checklist and result of the test during the research activities
5. Interpreting
After classifying the data, the next step is to interpret into general conclusion or understanding
6. Written report
Finally, all of the data has been analyzed will be presented in a written report

FINDINGS AND DISCUSSION

A. Description and Analysis of the Data

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 grade VIII SMPN 6 Rambah in 2014-2015 Academic Years. 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.

As it has been explained before, this research conducted in 2 cycles for 6 meetings, to investigate how far Role Play strategy can better improve the students' speaking skill at grade eighth SMPN 6 Rambah. The designing of this Role Play strategy has been fulfilled what 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

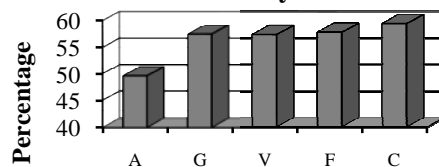
of their speaking test was not really increased. In the third meeting in cycle I, the researcher still tried to improve their understanding about the topic and their skill in speaking, because the result of their speaking test still low.

The Average of Students Speaking Skill In Cycle I

NO	Indicators of speaking	Percentage (%)
1	Accent	49,57
2	Grammar	57,43
3	Vocabulary	57,27
4	Fluency	57,67
5	Comprehension	59,30

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

The Average of Students Speaking Skill In Cycle I



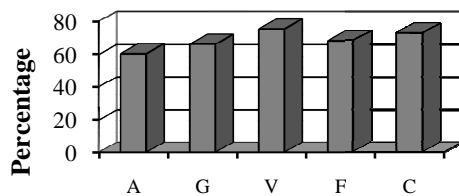
2. In the second cycle also consists of three meetings. In the first meeting in cycle II, in order to improve the student speaking skill in another indicator, the researcher ask the students to hear to teachers' pronunciation about the material so it could be increased their accent in their presentation. 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	60,50
2	Grammar	66,13
3	Vocabulary	75,37
4	Fluency	68,23
5	Comprehension	72,77

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

The Average of Students Speaking Test in Cycle II



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

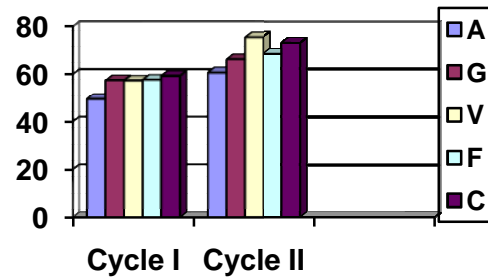
Improvement of the students speaking indicators in every Cycle

NO	Indicator of 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 of speaking	Cycle 1	Cycle 2
1	Accent	AVERAGE	AVERAGE
2	Grammar	AVERAGE	GOOD
3	Vocabulary	AVERAGE	GOOD
4	Fluency	AVERAGE	GOOD
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 (49,57) to (60,50) in the average of speaking test in cycle II. It can be read that the students' mastery on grammar better improved from (57,43) in the average of speaking test in cycle I to (66,13) in the average of speaking test in cycle II. According to the data above there was an increase on the students' mastery in vocabulary: from (57,27) 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 (57,67) in the average of speaking test in cycle I to (68,23) in the average of speaking test in cycle II. The last, the student's comprehension throughout the three meetings showed an improvement: from (59,30) 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.

CONCLUSIONS, IMPLICATION AND SUGGESTION

A. CONCLUSION

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

1. Role play 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 the eighth grade, of SMPN 6 Rambah in 2014-2015 academic years. 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.

B. 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.

C. 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 is 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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