

IMPROVING STUDENTS' SPEAKING ABILITY IN CLASS THROUGH THE ROLE PLAY TECHNIQUE

Erasma, Y. Gatot Sutapa, Urai Salam
Teachers' Training and Education faculty
Tanjungpura University
Email: erasmaeras@yahoo.com

ABSTRAK

Penelitian ini dilaksanakan sebagai upaya meningkatkan kemampuan berbicara siswa di kelas VIIA semester dua SMP Negeri 3 Meliau pada Tahun Pelajaran 2012-2013. Metode penelitian ini adalah penelitian tindakan kelas terhadap siswa kelas VII A SMP Negeri 3 Meliau berjumlah 38 Orang. Data diperoleh dari hasil penilaian keterampilan siswa dalam berbicara. Hasil penelitian menunjukkan bahwa kemampuan siswa dalam berbicara di kelas dengan menggunakan teknik bermain peran dapat meningkat. Data hasil test menunjukkan bahwa rata-rata perolehan nilai siswa pada siklus 1 57,24 dan rata-rata perolehan nilai pada siklus 2 menjadi 66,18 yang berarti kategorinya cukup baik, dan itu berarti bahwa penggunaan teknik bermain peran dalam meningkatkan kemampuan berbicara siswa dikelas dapat digunakan. Kata kunci: Teknik bermain peran, Penelitian tindakan kelas, Kemampuan berbicara.

ABSTRACT

This research is designed as a research on improving students' speaking ability in class to the second semester of the seventh grade class A students of SMP Negeri 3 Meliau in academic year 2012-2013. In this research the researcher used Role play as technique in teaching speaking.

The method of this research is called "A Classroom Action Research". The subject of this research was seventh grade class A students of SMP Negeri 3 Meliau in academic year 2012-2013 consist of 38 students. The data of this research were collected by using measurement technique that was a performance test to measure students' achievements.

The findings of this classroom action research showed that speaking ability in class increases by using Role play technique. Based on data analysis the mean score of the students on the first cycle is 57.24 that qualified poor to average, and the mean score of the students on the second cycle is 66.18 that is qualified average to good. It means that action hypothesis the using Role play technique to improve students' speaking ability in class is proved.

Keywords: Teaching Technique, CAR, Speaking Ability.

Speaking is a process to convey and sharing ideas and feelings orally. Speaking involved some skills such as accuracy, appropriateness, fluency and vocabulary building. All of those elements need to be mastered by the students. In teaching and learning process, the teachers give less attention to speaking. Therefore, if students do not learn how to speak or do not get any opportunities to speak in the language classroom, they may soon lose their interest in learning. Students, who do not develop strong oral skills during this time, will find it difficult to keep pace with their peers in later years.

Learning English does not mean just learning about the structure and vocabulary, but also learning how to speak the language for communication to one another. Students get involved in communication because they have ideas and feeling they want to share. This sharing can not be done in one way, but there must be senders and receivers to build a conversation. On the other hand, having wide speaking students can communicate effectively even though they may be weak at grammar and vocabulary. It means that teachers must pay a lot of attention on enriching students speaking

In fact, the researcher found that the students of A class grade seven students of junior high school SMPN 3 Meliau have problems in learning english during the teaching process. Most of the students think that English is always be difficult subject, they could not enrich their speaking and sometimes got confused to start speaking in class, when the teacher asked them to speak, they were not able to express their opinion, ideas thought, or share information to the teacher or other students, the class tended to be silent, only few of them was actively involved in the speaking activity.

Based on the explanation above the writer would like to conduct a classroom action research to solve the problem. The writer would like to use role play technique in improving student speaking ability in class . Through role play technique there are so many advantages for students in learning process. The students can be more motivated and challenged to communicate using english in their daily life because they have pratice it in their classroom.

As a mean of communication, language has an important role to get or to share the information. To convey the information we may use written or spoken language, but if we want to convey our ideas directly we need to speak. We can say that people aren't able to comprehend the language if they can't use the language in speaking, so it is important for people to have a good speaking ability.

According to Brown and Yule (1994) speaking is an interactive process of constructing meaning that involves producing and receiving and processing information. It's form and meaning are dependent on the context in which it occurs, including the participants themselves , their collective experiences, the physical environment, and the purpose of a speaking. Speaking requires that learners not only know how to produce specific point of language such a grammar, pronunciation or vocabulary, but also they understand when, why and in what ways to produce language.

Tompkins (1998), Role Play encourages thinking and creativity, let 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. Role playing is a primary technique to provide participation and involvement in the learning process. In a training environment, role playing allows the learner to receive objective feedback about one's performance.

Brown (2001:14) says, "Technique where the specific activities manifested in the classroom that were consistent with a method and therefore were in harmony with an approach as well". It is supported by Chirandon, et al(2010:2) say, "A number of effective teaching techniques are used to stimulate beginners' interest. Using role play in classroom is one of recommended techniques."

According to Brown and Yule(1994) there are three functions of speaking:

a. Speaking as Interaction

Speaking as interaction refers to the interaction which serves a primarily social function. When people meet, they exchange greetings, engage in small speaking and chat, recount recent experiences because they wish to be friendly and to establish a comfortable zone of interaction with others. The focus is more on the speaker and how they wish to present themselves to each other.

b. Speaking as Performance

Speaking as performance refers to public speaking, it is talk which transmits information before an audience such as public announcements and speeches. Speaking as performance tends to be in form of monolog rather than dialogue, often follow a recognizable format and it is closer to written language than conversational language.

c. Speaking as Transaction

Speaking as transaction refers to situation where the focus is on the message about what is said or achieved in order to make people understood clearly and accurately. In speaking as transaction, the focus activity is group discussion. According to Killen (1998:26) that "discussion is an orderly process of face to face group interaction in which people exchange ideas about an issue for the purpose of solving problem, answering the question, enhancing their knowledge or understanding, or making decisions".

In this research, the writer offers the teaching of speaking through role play in order to improve the students speaking ability in expressing asking and giving opinions. Dealing with the types of communication, asking and giving opinions is one of the types of public communication in class through role play. In asking and giving opinions the teacher to student and the student to others act as an active speaker. There will be learners are supposed this activity. The topic are being discussed must be clear told to the learners in order to get the information of the asking and giving opinions (dialogue). The intonation and pronunciation or spelling of the performer also expected more in asking and giving opinions, which is why this activity fits with the communication to the beginning learners.

These are the things which people often do when they speak ; pronouncing word, using intonation, asking and answering question, explanation, correcting themselves, taking part in discussion, greeting people, and talking part in conversations or dialogues. The goal of teaching speaking skill is communicative efficiency.

Learners should be able to make themselves understand using their English proficiency. Helping the students to develop communicative efficiency in

speaking, the teacher is supposed to have numerous activities to be observed. choosing the appropriate one for students is good to help them understand in learning how to speak.

According to Finocchiaro (1973:11), the important goal of study language is that learners will be able to develop competence and performance of a native speaker at the same age level, and should be able to create utterances that will allow him to respond appropriately using the grammar, sound, and vocabulary system”.

In speaking skill the learners have to decide what he wanted to say, select words that is appropriate to pattern used, use the correct arrangement of sounds, pitch, and forms, the content is suitable to the situation and place his tongue and lips in certain position to produce sounds

As Brown (2003) pointed out, in teaching fluency teacher should be willing to let learners have some say, authority, and responsibility over oral work being carried out. There must be exercises set up, and situation in which fluency can develop and flourish, encouraging learners to orally communicate is positive and enrich environment outside and inside the classroom.

The term “role” comes from the “rolled-up” script actors to use over two thousand years ago in ancient Greece. In time, the script become the part, and actors were said to play the “role” of, say, Hamlet or Othello or Ophelia or Desdemona. Dr J. L. Moreno designs the first known role playing techniques in 1910. Role-playing become more widely known and used after he moved from Vienna, Austria to the United States in the 1930; Cited in Srimuhadir (2006)

Role-play technique is on the speaking technique that used by the teacher to improve the student’s skill in exploring their ideas clearly, accurately and fluently. In this research, role play it self will be applied to the seventh grade students of SMP Negeri 3 Meliau in academic year 2012/2013 by the researcher. The season of applying this method is that technique provides a lot of opportunity to the students to be an active speaker.

According to Bartle (2002) plays simulate situations in reality and can give players and opportunity to practice their new skills. According to Tompkins (1998), Role play encourages thinking and creativity, let students develop and practice new language and behavioral skills in a realitively non threatening setting, and can create the motivation and involvement necessary for learning to occur. Role playing is a primary techniqueto provide participation and involvement in the learning process. In a training environment, role playing allows the learner to receive objective feedback about one’s performance.

Savage (1996:210) stated” 3 popular approaches to group learning, one of them is role play. This technique can help leaners to develope interpersonal relation skills, recognize and appreciate perspective of others, recognize the impact of one person’s decision on others, and master academic content by replicating roles of people”. Savage had the opinoin that role play should begin with a probelm. This is accordance to the opinion of Chesler and fox (1966). They also see role play as media to solve problem. Student explore human relations problem by enacting probelm situations and then discussing the

enactment. It attempts to help individuals find personal meaning within their social world and to resolve personal dilemmas with the social group.

The essence of role play is the involvement of participants and observers in a real problem situation and the desire for resolution. It provides a live sample of human behavior that serves as a vehicle for students to: 1. explore their feeling, 2. gain insight into their attitudes, values, and perceptions, 3. develop their problem-solving skills and attitudes, 4. explore subject matter in varied ways. Those goals reflect several assumptions about the learning process. First, role play brings an experience – based learning situation. Another assumption is that emotions and ideas can be brought to consciousness and enhanced by the group. Last assumption is that role play covers psychological processes involving one's own attitude, values and belief system can be brought to consciousness by combining spontaneous enactment with analysis.

According to Penny Ur (1996:131), role play refers to all sorts of activities where learners imagine themselves in a situation outside the classroom. According to Chester and Fox (1996:5) in Joyce and Weil (1972:93) A sequence of feelings, words, and actions which are patterned are called a role. It is unique and accustomed manner or relating to others. The function of play is to become the source of knowledge which is the child's personal, social, and educational aspect of growth. It also appears to be an important integrative factor, a vital means of breaking down traditional divides.

Blatner (2009) sees role playing as a methodology derived from sociodrama that may be used to help students understand the more subtle aspects of literature, social studies, and even some aspect of science or mathematics. Furthermore, it can help them become more interested and involved, not only learning about the material, but learning also to integrate the knowledge in action, by addressing problems, exploring alternatives, and seeking novel creative solutions. Role playing is the best way to develop the skills of initiative, communication, problem-solving, self-awareness, and working cooperatively in teams. The idea is to foster spontaneous exploration of various situations, it is known as creative, developmental drama and similar terms. Based on Carol Livingstone (1983) role play is a class activity which gives the students the opportunities to practise the language aspects of role-behavior, the actual roles they may need outside the classroom. From the definition above it can be concluded that speaking is an oral communication that is used to express or give information about someone's feeling and ideas. The purpose of using spoken language is to get response from the learners. Thus the spoken language itself has to be understood by one person as well as.

The problem of speaking in language learning is not a new issue, as the writer experienced herself to the seventh grade students of SMP Negeri 3 Meliau. Students possess less skill of speaking because they are reluctant to speak. They feel shame and afraid of making mistakes. They have gained the theories about English language but they do not know what to do with it. The speaking classes have focussed on performing the explanations about the functions of the utterance, without giving chance to the students to practice it. The general objective of the

skills has been conditioned to provide ability to answer the National Exams. This makes the ability of student to speak is not developing.

One of the efforts to solve the problem is by implementing role play technique. This is meant to create the English atmosphere within the classroom. In role play, students are organized into certain situation where they can interact each other by using English. Role play is any speaking activity when you either put your self into somebody else's shoes, or when Role play gives teachers and students the freedom to create plays from topics studied in class. Nearly any subject area can be transformed into role plays. The joy of role play that the students can become anyone they like for a short time for instance: the president, the king, the queen, the prince, the counsellor, the lawyer, the choice is endless. Students can also take on the opinion of someone else. Moreover, functional language for a multitude of scenarios can be activated and practiced through the role-play, 'At the restaurant', 'Checking in the Hotel'. 'Looking for the lost property' are all possible role-plays. This joy brings motivation to student and if we are doing something with whole interest, we are more looked like to increase our ability.

As we know, there are three steps in communicative approach when applying in classroom teaching: presentation – practices – production. Role play is much more of the matter of language production. Students will be given a dialogue, modelling consists of sentence, phrase, vocabulary, and more specific in the parts of speech. Those are according to the acts that mentioned in the base competence of the relevant curriculum. Grammar is the competence that will be explored by the students in Role-Play. The minimal level of English in this Role-play is Elementary level because that taught in this Role Play is easy and ever been taught to students in the previous lesson, e.g. sentence pattern is made of simple present continues tense or simple past tense, auxiliary verbs, WH Question words, Yes / No question. There are several types of questions, e.g. *open questions* for getting another person to speak, they often used WH Question words, *closed questions* for checking fact, and commonly known as Yes / No question, *specific questions* for searching more details, probing questions for asking clarification, reflective question to reflect back what a speaker has said, and there are more types of questions. In this Role Play, the researcher uses open question and specific questions.

Speaking really need activity and motivation. Shumin (1997) states the importance of activities in learning, "the effective factor related to second language and foreign language learning is emotions, self esteem, empathy, anxiety, attitude and motivation." (In Forum, 1997:8) "Language learners tend to be active in speaking if teachers encourage motivates them to speak". Students are active to speak if they think that they need to do that. Livingstone (1983) defines three important aspects, (1) A Simulation for Role play, it should suit the students' need and interests, (2) Role Play design, where students' level of language proficiency should be taken into consideration and the last aspect is (3) Linguistic Preparation, where we predict the language needed for it.

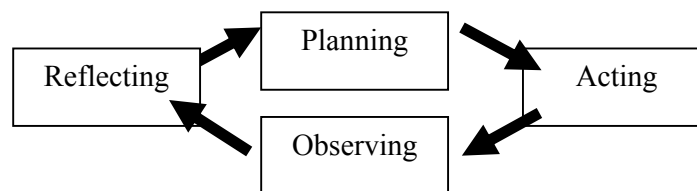
METHOD

The researcher conducted on a classroom action research where the researcher paid more attention to the student's activation that notified from their speaking frequency, while the teaching learning process is taking place.

According to Carr And Kemmis,1986 (in McNiff, 1992:2) "Action research is: "A form self-reflective inquiry undertaken by participants (teachers, students, or principals, for example in social (including educational) situations in order to improve the rationality and justice of (a) their own social or educational practices, (b) their understanding of these practices, and (c) the situations (and institutions) in which these practices are carried out."

The main focus of action research in classroom and school, however, is to encourage teachers to become involved in their own practice, and view themselves as researchers (Stenhouse:1975 cited in McNiff, 1999:2). Lewinin (McNiff, 1992:2) cited in Sri Muhadir (2006) described that action research as spiral off steps. Each steps had four stages: planning, acting, observing, and reflecting.

Fig.1.The cycle form



- Planning : How to make a better act
 Acting : The action of plan in the real treatment
 Observing : To see how the process of treatment
 Reflecting : Reflect what the research has been done

The researcher planned an activity that hopefully overcome the problem that appeared in the classroom. Put the plan in action of a real treatment, the researcher observed the process and finally reflected the treatment. Action research is a research where the teacher also as the researcher, where the teacher try to make a better teaching learning process.

The researcher administered the treatment with the help of collaborator. The collaborator is also the teacher in the research location. The collaborator acted as the observer who observed the treatment.

The procedure of this research can be described as follows:

1. Planning

The writer planned the material of the role play and prepared everything that she needed in process of the research. The preparations were lesson plan, checklist table, field notes, and scoring table.

2. Action

In action section, the teacher did the research in the classroom. The teacher explained the rules in playing the role in dialogue and the writer as the collaborator observed the activity in the classroom. The procedure of this stage as follows:

A. Pre- Activity

- a. Teacher greeted the students.
 - b. Teacher checked the students' attendance
 - c. Teacher inquired the students
 - d. Teacher explained the topic
- B. Whilst- Activity
- a. The teacher explained the language features of a dialogue.
 - b. The teacher distributed the text to the students.
 - c. Teacher asked the students to read the texts and the students tried to find the information from the text.
 - d. Teacher explained the function of WH-Questions.
 - e. Teacher asked the students to answer the questions about the information from the text given.
- C. Post- Activity
- a. The teacher asked the students about their problems
 - b. The teacher and students concluded the materials.

3. Observe

The writer observes the class and collects the data with the collaborator during teaching and learning activity.

4. Reflect

According to the field note, the collaborator and the writer discussed about the performance of all students. It gives the writer important information in doing the next performance or action in the next cycle.

The writer used observation technique. In this research, the writer needed a collaborator to help her in observing the students' performance, the observation will be done by using observation checklist table and field notes as a guidance to notice students' improvement through role play technique.

After the three steps: planning, acting and observing are conducted, the researcher and the collaborator discussed the weakness of the teaching and learning activities to solve the problem. It is expected that the problem would not occur in the next treatment.

Tools of data collecting used this research are:

- a. Scoring Rubric

The tool in collecting data in this research was students' performance in presenting the dialogue through role play. The data, which focuses in the students' ability to comprehend the dialogue, used technique role play. Students' ability in speaking comprehension would be scored by scoring rubric. The students were supposed to ask 5 questions and answered 5 questions related to the dialogue. Each question was judged for its accuracy and fluency.
- b. Observation checklist table

Observation checklist table is the description of aspects that had been observed and it have been written before in the table form.
- c. Field notes

The writer kept the processes of the activity in form of a note that recorded anything happened in the classroom.

RESULT

To conduct this research, the writer applied classroom action research. This method of research was intended to solve the problems found in speaking class. The problem was the student's poor in speaking ability especially in giving for and asking opinion. This research was conducted in two cycles. During using the material, the writer and the collaborator cooperated to record the process-what actually happened in classroom through observation checklist table. The collaborator's viewed of the process was very important to avoid the subjectivity of the writer. After giving the students' worksheet, the writer computed the students' score and classified the mean score into the qualification. All those steps were done to obtain the research finding.

The result of students' mean score in cycle 1 was 57.24, consists of pronunciation 59.08, grammar 53.39. While the result of students' mean score in cycle 2 was 66.18, consists of pronunciation 66.71, and grammar 65.66.

This research indicated that the students speaking ability in giving and asking opinion was getting better in every cycle. The improvement that was gained in the classroom was considered as the result of treatment. In conclusion the research findings of the classroom action research were satisfying. Role-play helped students' improve their speaking ability in giving and asking opinion. Thus the prediction of the action hypothesis was accepted.

The purpose of this research is to investigate how in asking and giving opinion through role play improves the seventh grade students' speaking ability of class A at SMP Negeri 3 Meliau. The writer applied classroom action research in which researcher pays more attention in teaching learning process.

This classroom action research was conducted in two cycles. Each cycle consisted of planning stage, observing stage, and reflecting stage. The acting stage was conducted in one meeting (2 x 40 minutes) that was performed during the teaching learning process. While doing teaching learning process, the writer needed a collaborator to observe what was happening in the classroom and to take some notes. The presence of collaborator was to minimize the subjectivity of the writer while interpreting the data. The data was collected in the form of students' worksheet, observation checklist table, and field notes. In conducting the second cycle, the writer focused on the improvement of students' individual score. In this cycle, all of the students show improvement in their individual score.

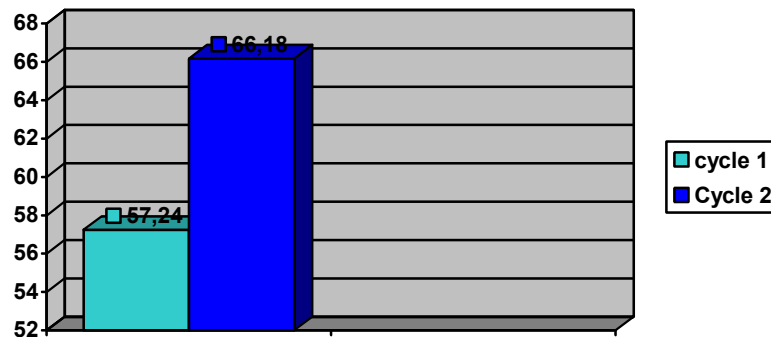
The first cycle was conducted on April 10,2013. The problem that happened in this cycle were some students did not follow the rules of the role play because they did not pay attention to the teacher explanation, some students were still poor in spelling pronunciation and grammar, and some students seen not enjoy the role play.

After the teacher and collaborator finished their first cycle, they discussed about something that must be change before continue to the next cycle. The teacher checked the students performed and give score. The result was unsatisfying. The research findings showed that students' mean score in the first cycle was 57.24 and qualified into poor to average.

The second cycle was conducted on April 16, 2013 the students mean score was increasing to 66.18 and qualified into average to good. This result was supported by the improvement of students' individual score. After observing the process and interpreting the data, the writer and the collaborator decided to stop the actions because the data showed that the indicators of success were fulfilled.

To see clearly, the result of students' improvement mean score in each cycle can be seen in this chart below:

Fig.2. Students' Mean Score Chart



This result indicated that the students' reading comprehension was getting better in every cycle. Mean score in the first cycle was 57.24, and mean score in the second cycle was 66.18. Based on the criteria of the school, for seventh grade in English subject is 60, 38 students passed the criteria. If the students score is sixty or more than sixty, means that the students can achieve the KKM. The improvement that was gained in the classroom was considered as the result of treatment. In conclusion, the research findings of the classroom action research were satisfying. Role play technique helped the students' speaking in class. Thus, the prediction of the action hypothesis was accepted.

CONCLUSION

Referring to the research findings and the students' test result, the writer drew the conclusion as follows:

1. The use of Role play technique can improve students speaking ability in class. It is shown by the students' mean score. The mean score improved in every cycle
2. On the second cycle all the students passed the criteria, it meant that students' speaking ability in class through Role play technique was improved.
3. Role play technique help to minimize the student's unfamiliar idea. So, the students are easy to understand and easy to give and ask for opinion in speaking class.
4. Through Role play technique, students speaking ability in class to the seventh Grade Class A students of SMP Negeri 3 Meliau in Academic Year 2012-2013 improve well.

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