

IMPROVING STUDENTS' SPEAKING ABILITY IN USING EXPRESSIONS FOR ASKING, GIVING, AND REFUSING OPINION THROUGH ROLE-PLAY TECHNIQUE

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Abstrak : Siswa kelas VIII A SMP Yakhalusti Pontianak mempunyai kesulitan dalam mengikuti pelajaran Bahasa Inggris, terutama dalam aspek berbicara. Oleh karena itu, digunakan teknik role-play untuk meningkatkan kemampuan siswa dalam berbicara, dalam hal penggunaan ungkapan meminta, memberi, dan menolak atau mengingkari pendapat. Metoda penelitian ini merupakan penelitian tindakan kelas yang diterapkan pada 40 siswa kelas VIII A SMP Yakhalusti Pontianak. Pengumpulan data menggunakan tabel observasi dan field note. Pengumpulan data juga dilengkapi dengan tes penampilan siswa bermain peran dengan menggunakan rubrik penilaian. Hasil analisis data menunjukkan adanya peningkatan kemampuan siswa berbicara pada siklus pertama, kedua, dan ketiga. Pada siklus pertama hasil kemampuan rata-rata siswa berbicara adalah rendah, hanya mencapai 54.075. Meningkat menjadi 63.075 pada siklus kedua. Dan menunjukkan peningkatan pada siklus ketiga menjadi 70.40. Oleh karena itu dapat disimpulkan bahwa menggunakan teknik role-play dapat meningkatkan kemampuan siswa berbicara dalam menggunakan ungkapan meminta, memberi, dan menolak pendapat.

Kata kunci : Kemampuan berbicara, teknik role-play, dan ungkapan pendapat

Abstract : Most of eighth grade students' SMP Yakhalusti Pontianak have difficulty to follow English lesson especially in learning speaking activity. Therefore, role-play technique was applied to improve students speaking ability in using expressions for asking, giving, and refusing opinion. Classroom action research method was used to solve the problems. This method was applied on 40 students of eighth grade of SMP Yakhalusti Pontianak. The data were collected by using observation table and field note. Collecting the data also completed by using performance test and scoring rubric. The result of data analysis showed there were improvements in students speaking ability from the first cycle, second cycle, and third cycle. Student ability in speaking in first cycle was low, mean score was 54.075. In second cycle become 63.075. Then, in third cycle mean score showed improvement become 70.40. Therefore, it can concluded that using role-play technique can improved students speaking ability in using expression for asking, giving, and refusing opinion.

Keywords : Speaking ability, role-play technique, and expressions opinion

Speaking is the important skill that the students should acquire in order to be able to communicate through oral language. When the students are able to communicate in oral language they would be able to express their thoughts, feelings, opinions, and experiences. Clark (1997 : 223) said that in speaking, a speaker expresses his thoughts and feelings, words, phrases, and sentences following certain structure which regulates the meaningful units and meaningful of sentences. This is supported by Gordon Wells (1999 : 39). He said, speaking is essential to be mastered by students as a tool of communication.

In the reality, based on the writer's experience during teaching at SMP Yakhalusti Pontianak, most of students have difficulty in learning speaking. The students can not deliver their ideas and thoughts orally, when the teacher asked their opinion about something. They did not know how or what to say in English. It caused them to become speechless. The factors might be caused by lack of vocabulary and self confidence. Meanwhile, demand of curriculum in teaching speaking students are expected to be able to communicate in oral language.

Based on the problem above, the students were low ability in speaking. In order to reach the goal to make students improved in speaking ability, the writer is interested to apply an interesting and appropriate technique. It is very important to give the students opportunity to practice with their own words and help them to speak in English. Therefore, to improve students speaking ability is by using role-play technique which the students can be involved in communication actively.

Role-play is one of the techniques that used in teaching speaking. In role-play, students are given opportunity to demonstrate how to use English in real situation and they are expected to play the role actively, and teacher should keep motivating the students to speak. Besides that the purpose of using this technique is also to improve students' ability in speaking skill where activities are put students in situation which they are required to use and develop form of language.

Brown (2001 : 183) asserted that role-play minimal involves (a) giving a role to one or more members of a group and (b) assigning an objective or purpose that participant must accomplish. To do role-play in the classroom, teacher should focus on material and deal with it from many sides, such as reading, discussing, speaking, rehearsing, and presentation as Lever said (2009). The teacher also can apply these following tips recommended from The National Capital Language Resource Center. 2003 – 2004 in conducting role-play activity :

- Prepare carefully
- Set a goal of outcome
- Use role-cards
- Brainstorm
- Keep group small
- Give students time to prepare
- Be present as a resource
- Allow students to work at their own levels
- Do topical follow up

In using this technique, the teacher has to be aware of the rules of role-play. Role-play must be focused, objectives must be clear and understood as well as the instructions. In this research, the researcher has the objective focused on the students ability to express their opinions. So, at the end of learning speaking through role-play in expressions the students are able to express the expressions opinion fluently and accurately.

The subject of this research is the eighth grade students of SMP Yakhalusti Pontianak in Academic Year 2013/2014. The writer designed a speaking learning process through role-play and emphasized on the students's way of using expressions for asking, giving, and refusing opinion.

METHOD

In doing this research, the researcher used the appropriate method that was Classroom Action Research. This method should be applied to solve the research problem because classroom action research can be a very valuable way to extend teaching skill and more understanding about teacher, classroom, and students. Kemmis and Mc.Taggart said, "Action research typically involves four broad phases in a cycle of research". The phases are planing, action, observation, and reflection.

The procedures of classroom action research would explained as follows :

a. Planning

In this phase, the writer made a preparation for the action. The preparation covered designing role-play procedures and preparing the lesson plan, instruments, and technique and tool of data collecting.

b. Action

In this phase, the teacher implemented the planning by using role-play technique to improve students' speaking ability in expressions opinion. Firstly, the teacher greeted the students and started the activity by asking to the students singing a song together to attract students attention. Then, the teacher brainstormed the students by showing the pictures related to the topic. Secondly, the teacher distributed a dialog contain about expressions opinion. Thirdly, the teacher provided 3 cards that contain of expressions opinion. Then, the teacher explained the expressions and how to response them. The teacher also guided the students how to pronounce the expressions. lastly, the students were asked to make a group and they have to decide their role. After they discussed, the teacher asked the students to perform about the result of their discussionin doing role-play in front of the class.

c. Observation

In the observation, the researcher and the collaborator observed and analyzed whole activities in teaching and learning processof the students speaking ability in using expressions opinion through role-play. This is useful to know the students improvement and to identify the strengths and weaknesses in every cycle.

d. Reflecting

In this phase, both the researcher and the collaborator reflected what had done in the planning to observation phase. The result of the reflection determined whether the action implemented is successful or not. Based on the result of students individual

score, observation table, and field notes the researcher would get the important feedback. It is important in revised planning in the next cycle. It can change the action or add some more actions in order to get good result.

The subject of this research was the eighth grade students of SMP Yakhalusti Pontianak in Academic Year 2013/2014. The total of participants were 40 students. On the eighth grade the students are supposed to have ability to express any kind of expressions such as asking for opinion, giving opinion, and refusing opinion according to the curriculum applied in Junior High School.

Technique and tool of data collecting in this research were measurement and observation to measure the students achievement in speaking, the writer used performance test in doing role-play. Meanwhile, to collect data the writer used observation checklist table and field note. The observation checklist table is used to collect data both the teacher and students' action when conducted the activity in every cycle. Field note is used to record detail description of students and teacher behavior when role-play technique applied in the classroom. It was the description of pre-activity, whilst activity, and post activity in every cycle. To collect data of the students achievement the writer completed by using performance test and scoring rubric. Performance test is used to measure the students achievement through speaking performance test. The researcher assessed the students performance by using scoring rubric to get quantitative data. In scoring rubric table, they are five components of speaking that the researcher would assessed directly, and gave score in each description item. The components are pronunciation, grammar, vocabulary, fluency, and comprehension. The rating scale for each aspect was 1 – 3, in order to score become meaningful they should be converted to the scale 0 – 100 (transfer to 0 – 100 range). To get students' final score the formula is as follow :

$$final\ score = \frac{pronunciation + grammar + vocabulary + fluency + comprehension}{5}$$

in this research, the data have been collected are not only quantitative but also qualitative data but also qualitative data. To get students score into qualitative data , score qualification is used. The students score were judged whether their speech was good, sincerely attempt to communicate, or mostly unintelligible.

FINDINGS AND DISCUSSION

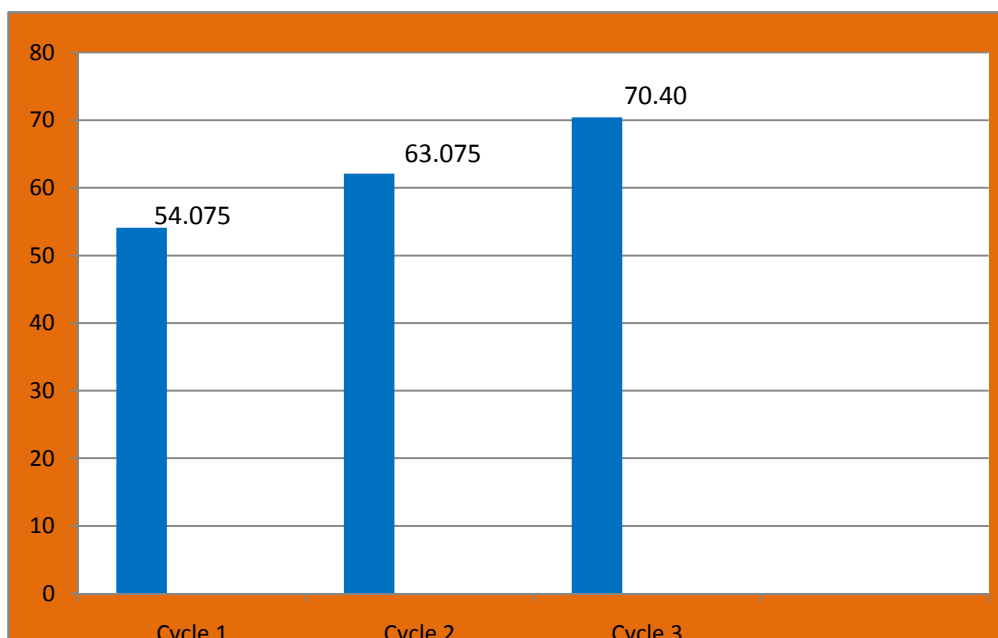
Findings

This research was conducted in three cycle. Each cycle consist of four phases of classroom action research. They are planning, acting, observation, and reflecting phase. Based on the result of the research, they were three datas that had been collected. The datas are taken from scoring rubric, observation table, and field note. In scoring rubric the researcher assessed five aspects of speaking skill to know the result of students speaking performances in doing role-play on expressions opinion. Based on the scoring rubric analysis, the mean score the students speaking ability in using expressions opinion in first cycle was 54.075. The students score showed from 40 students, 4

students get score 70 or higher (10%), 36 students get score below 70 (90%). It means the result of first cycle was low. In the second cycle the mean score of student speaking ability in using expressions opinion was 63.075. the students score showed from 40 students, 16 students get score 70 or higher (40%), 24 students get score below 70 (60%). It means the students speaking ability could not reach the minimum standard score 70, in other word the mean score of students speaking ability was still unsatisfactory. And then, the mean score of students speaking in using expressions opinion in the third cycle increased to be 70.40 which was reached the standard of successful. Based on the table classification the students speaking ability was improved. The improvement of students' mean score in each cycle can be seen on the chart 1. And to make clearly the mean score in each aspect of speaking can be seen on chart 2.

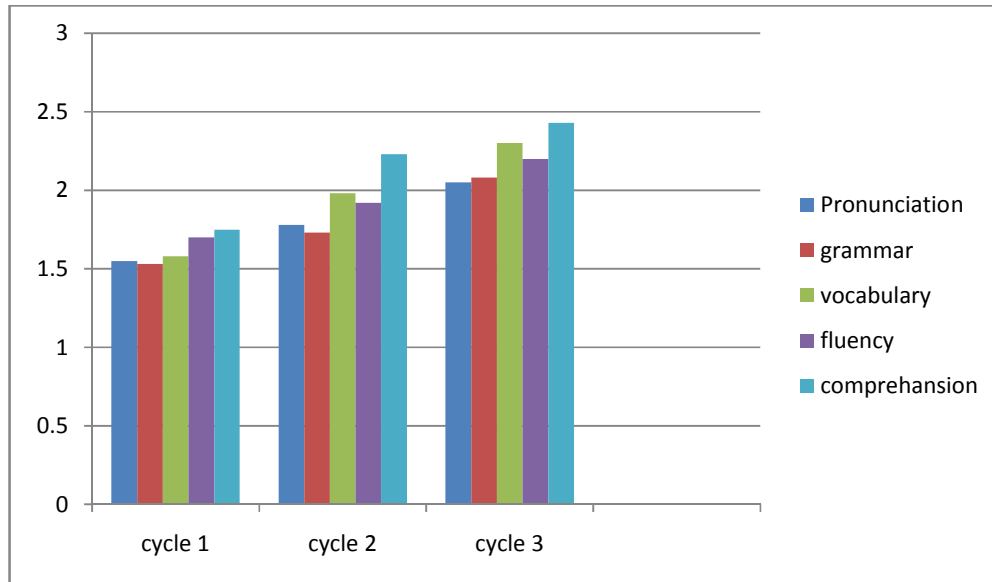
In observation checklist table, the researcher used two tables : table observation of for teacher and for students. The tables were used to write description by collaborator in observing teacher and students' behavior when conducted role-play activity in every cycle. Meanwhile field note is a note was written by the teacher and collaborator when role-play technique applied to the students. In the first cycle, it was found the students did not follow the lesson well and they talk each other. When the teacher gave explanation the students seemed confuse. Then in the second cycle, the students were not busy with their own business, however they paid attention to the teacher's explanation and they could answer the teacher's question actively. And the third cycle singing an English song made the students cheer and enjoy it the activity. They also did not seem confuse anymore and knew what would they learn. Nevertheless, still their were some students did not follow activity well and they talked each other. However there was improvement from first cycle to third cycle.

Chart 1. Students mean score in first cycle, second cycle and third cycle



The mean score of first cycle was 54.075. In the second cycle the mean score was 63.075 and increased to be 70.40 in the third cycle. To make clearly the mean score in each aspect of speaking in could be seen in the chart below :

Chart 2. Students mean score in each aspect



Discussion

Speaking is essential to be mastered by students as a tool communication (Gordo Well, 1999). Students are expected to be able to express their feelings , ideas, opinions, and experiences. Low of speaking ability make the students can not achieve the goal of teaching speaking. This research purposed to improve students speaking ability in using expressions opinion.

Based on the writer’s experience during teaching at SMP Yakhalusti, most of students have difficulty to follow the lesson especially in learning speaking. It might be caused of some aspects of speaking skills. Most of them had very lack of vocabulary , wrong pronunciation, and made mistake in grammar, so they can not speak fluently. By using role-play they are hoped to solve their problem in speaking. Thus, the writer used role-play technique to improve students speaking ability, since role-play given oppurtunity to demonstrate how to use English in real situation and make them focus on communication.

Based on the result of the students speaking performance in the first cycle the students score was only 54.075. From 40 students only three (3) students were having good communicative. It could be concluded on average the eighth grade students of SMP Yakhalusti Pontianak had problem on their speaking skill. However in the second cycle the teacher had already prepared the plan to solve the problem found in the first cycle. There was some changes that were done in other to improve the students speaking ability. The media for discussion were different from the previous cycle which were already familiar for them. It purposed to make them more interesting in discussion.

The collaborator also helped the students had difficulties in finding the suitable words to make dialogue based on the pictures. Then, the teacher guided the students pronounce some new words. The result of students mean score is speaking performance in second cycle showed improvement, although they were not students having excellent communicative ability but on average the eighth grade students of SMP Yakhalusti had shown improvement.

According to the result of students score in first and second cycle, achievement of students speaking ability in using expressions opinion still unsatisfactory. The researcher hoped mean score of the students speaking ability could reach 70 or higher. That is why in third cycle the researcher more focused on practicing the conversation after the students really understood how to perform the dialog. On this cycle, the students looked excited and more confident since they understood about their role and sknow what they should play. The research finding showed that the students mean score in the third cycle was 70.40. It could be concluded that the research finding of classroom action research was satisfactory. The students speaking ability can improve through role-play technique.

CONCLUSION AND SUGGESTION

Conclusions

Using role-play as the technique in teaching speaking should be combined with media such as pictures and video as the first step to involve students in role-play situation. By using this technique the teacher was able to make students more active and fun in teaching learning process. It was proved by the result of mean score students speaking performance test from the first cycle to third cycle. The students speaking ability in using expressions opinion showed improvement.

Suggestion

Based on the research finding, the writer would like to propose some suggestion to improve students' ability in teaching and learning process especially in teaching learning speaking activity. The suggestions that would be delivered as follows :

(1) in order to make students more active and in teaching learning process, the teacher should by used the appropriated technique. One of the tehcnique is role-play. This technique is very useful to improve students speaking ability. (2) it is necessary for the teacher prepared more media to make students understood the material easily. (3) before a signing the rol-play; the teacher should make sure that the students understood and have information they needed. (4) teacher should manage time and classroom effectively in order to create a nice and enjoyable atmosphere during teaching and learning process.

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