

THE USE OF ROLE PLAY TO IMPROVE STUDENTS' SPEAKING ABILITY AT THE EIGHTH GRADE OF SMP DU 1 JOMBANG IN ACADEMIC YEAR 2014/2015

Amanita Fatimatuzzahro

amanitafatimatuzzahro@gmail.com

Universitas Pesantren Tinggi Darul Ulum

Abstract

Speaking ability is an important factor for people in learning a language, but there are many difficulties faced by the eighth grade students of SMP DU 1. There are lack of vocabulary, motivation, and self confidence. Besides, only 40% of 29 students (11) can pass the target score of KKM (75). Therefore the researcher used role play technique to solve the students' problems and to improve the students' speaking ability. There are three kinds of role play, but this research used multiple role play.

This research used Classroom Action Research (CAR) based on Kemmis and McTaggart which consists of planning, acting, observing and reflecting. This research used descriptive analysis which is supported by the quantitative and qualitative data. The quantitative data obtained by analyzing the result of students' achievement test. Then, the qualitative data obtained by analyzing from the result of observation as the students' involvement.

The finding of this research indicated that the implementation of role play technique was successful. From the result of test in cycle, it showed that 26 of the students or 89% of the 29 students could pass the target score. Besides, the result of observation showed that by using role play technique, the students were actively involved during teaching and learning process. However, the improvement of speaking skill through role play could be obtained when role play were conducted under the following situations :1)The role play consisted of small groups of students (each group ideally consisted of two or three students), 2)The explanation of the material and the direction of role play were slowly delivered, 3)The teacher gave role orientation because it made the students easier to understand the task, 4) The students brought their dictionary to help them translate the expressions.

Key words : **Speaking, Teaching speaking, Role play, Multiple role play.**

A. Background

In learning English, there are four skills that need to be mastered by the students. They are listening, speaking, reading, and writing. Those skills are important, but all of the four skills, speaking seems intuitively the most important (Ur, 1996:120). According to Ur's statement, the researcher concluded speaking ability is an important factor for people in learning a language, but there are many difficulties in the speaking ability that faced by the students.

As the researcher's observation at the VIII-4 class of SMP DU 1, the researcher found many problems faced by the students in speaking skill such as lack of vocabulary, motivation, and self confidence. Besides, only 40% of 29 students (11) can pass the target score (75). Therefore, to determine whether the cycle successful or not the researcher

used criteria of success, the first criterion is the 75% of 29 students (22) can pass the target score at least the same or more than 75 score passing minimum (KKM), the second criterion is the students actively participates and shows good response in teaching and learning process.

Related to the problems in the class above, this research considered that it is necessary to find out an alternative way to create suitable and interesting technique related to students' condition. Therefore, to solve the students' problem in speaking, this research used role play. Role play is very effective technique in teaching speaking because by using it, the students could practice their speaking skill and pretend to be someone else in the social life.

As Ur (2007:9) stated that "The use of role play has added a tremendous number of possibilities for communication practice". Because It gives students an opportunity to practice in different social

roles. In addition, It also allows students to be creative. Role play is also a technique that makes the students work in pairs and the class more interesting. Moreover, Bailey (2005:137) states that role playing and simulation are extremely important for several reasons. Firstly, students can tell the topic before they perform their speech. secondly, role playing can give students a good chance to try out their English speaking skill in a safe environment. Thirdly, in role playing or simulation, students have opportunity to try again and they redo the interaction with improvement.

There are several previous studies about role play in teaching speaking. The first is by Susanti (2007) in her thesis "*Using Role Play in Teaching Speaking (A- pre experimental study at islamic Junior High school Soebono Mantofani Jombang – Ciputat)*". Susanti's research used pre-experiment method by using "one group pre-test and post-test design", where it did an experiment in a single group . The data were gathered through quantitative and qualitative data. The finding of this research indicated that there was a significance increase after the role play was used in teaching speaking. It seen from the result of analyzing the data by using formula, showed that the coefficient is 13, 420. Based on the finding mentioned before, the researcher suggests that the use of role play in teaching speaking is quite effective.

The next is by Sari (2011) in her thesis "*Improving Students' Speaking Ability by Using Role Play (A Classroom Action Research at VII Grade of SMPN 251 Jakarta)*". This research was conducted in order to develop students' speaking ability at first grade of SMPN 251 Jakarta through role play activities. Sari's research used classroom action research (CAR). The data were gathered through qualitative and quantitative data. The finding of this research indicated that the implementation of role play technique was successful since

the criteria of success were achieved. The first criterion was 75% of students could pass the target score \geq based on the KKM. Besides, the second criterion was the students become more actively involved in teaching learning process. Then, the writer suggest that the English teacher could implement role play technique in teaching speaking in order to motivate students in learning English speaking.

The similarity from the previous studies above with this research is the use of role play for teaching speaking. One of the previous studies –Susanti’s research– was using pre-experiment method, which is different with Sari’s research (CAR). Thus, both previous studies above and this research have the similarity and difference.

B. The rating score of speaking test

**The Rating Score of Speaking Test that Modified by
The Researcher
(Adapted from The Rating Score of Speaking Test by Hughes)**

| Rated qualities | Points | Behavioral Statements |
|-----------------|--------|---|
| Pronunciation | 3 | No conspicuous mispronunciation. |
| | 2 | Few pronunciation errors (two). |
| | 1 | Frequently make errors and unintelligible. |
| Grammar | 3 | No grammatical errors. |
| | 2 | No more than two errors during conversation. |
| | 1 | Many Grammatical errors. |
| Vocabulary | 3 | The conversation is done well, because of adequate vocabulary. |
| | 2 | No more than two inaccurate words and no more than twice in speaking Indonesian language during conversation. |
| | 1 | Vocabulary limitations so extreme for even the simplest conversation. |
| Fluency | 3 | Fluent |
| | 2 | Fluent with hesitation. |
| | 1 | Speech is so halting and indistinct. |

Note : Maximum score = 12

Score = $\frac{\text{The result of score} \times 100}{\text{Maximum score.}}$

The researcher modified the rating score of speaking test by Hughes (2003:131) because it was appropriate for the junior high school students, especially for the eighth grade students. Moreover, the researcher limited the elements of speaking that included pronunciation, grammar, vocabulary, and fluency.

C. Method

This research used CAR (classroom action research) because it occurred in the classroom frame and will intend to improve the eighth grade students’ speaking ability by using role play. Besides, Hammersley (1993:177) stated that “ action research is a form of self-reflective enquire undertaken by participants a social (including educational) situations in order to improve the rationality and justice of their own

social or educational practices, their understanding of these practices and situations in which the practices are carried out". It means that a classroom action research is evaluative and reflective as it aims about change and improvement in practice.

The researcher used descriptive analysis which was supported by the quantitative and qualitative data. The quantitative data were obtained from students' achievement test. Then, the qualitative data were obtained by analyzing the result of observation.

The design of this research followed the design of Kemmis and McTaggart (2014:19) that consist of two cycles and each cycle includes planning, acting, observing and reflecting.

D. Setting and Subject of the Study

This research conducted the classroom action research at SMP DU 1 Jombang which located in Rejoso, Peterongan. This school had eight (8) classes in eighth grade students, but the researcher chose "VIII-4" class of SMP DU 1 Jombang which was consisted of 29 students, this class has more problems in learning English than other classes, especially in speaking based on English teacher's description. Besides, the English teacher also suggested to conduct the research to this class. Moreover, the materials instruction used in this research were taken from Djatmika, 2008:34 and 126 entitled *Asking and Giving Opinion and The Expressions to Invite Someone and The Responses*.

E. Tecnique of data analysis

The first technique explained the students' achievement by assessing the result of test (using the rating score of

speaking test from Hughes and listening the result of tape recorder) then analyzed the score by using pattern:

$$X = \frac{\sum f_i X_i}{\sum f_i}$$

Note :

—
 X = Average score / Mean score
 f_i = the frequency of each score
 X_i = the total result of test (Susetyo, 2010:35)

The second technique explained the students' involvement through the result of observation by interpreting and concluding.

After analyzing the result, the researcher concluded the result of teaching learning process by implementing the role play technique, whether the cycle was successful or not.

F. Findings

1. Achievement Test

Based on the result of achievement test 1, the data showed that the mean score of achievement test 1 was 5,6. There were only 7 students or 24 % of 29 students could pass the target score at least the same or more than 75 score passing minimum (KKM).

After analyzing the result it can be concluded that most of the students had difficulties in speaking ability. Then, the researcher conducted the next cycle to solve the problem in the first cycle by revising the lesson plan and reselecting the material. Bellow, was the mean of the students' speaking score 1:

Table 4.1
The Mean of Students' Speaking Score 1

| Xi | Fi | Fixi |
|-------|----|------|
| 3 | 2 | 6 |
| 4 | 1 | 4 |
| 5 | 11 | 55 |
| 6 | 8 | 48 |
| 7 | 5 | 35 |
| 8 | 2 | 16 |
| Total | 29 | 164 |

$$\bar{X} = \frac{\sum fiXi}{\sum fi} = \frac{164}{29} = 5,6$$

\bar{X} = Average score/ Mean score

fi = the frequency of each score

Xi = the total result of test

The Achievement Test in cycle 2

After analyzing the result of achievement test 2, the researcher found that the mean of the students' achievement test 2 was 8,3, it also showed that 26 of the students or 89% of the 29 students could pass the target score at least the same or more than 75 score passing minimum (KKM).

Then, it means that the action met the criteria of succes which was the 75% of 29 students could pass the target score at least the same or more than

75 score passing minimum (KKM). Bellow, is the students' speaking score 2 :

Table 4.2
The Mean of Students' Speaking Score 2

| Xi | Fi | Fixi |
|----|----|------|
| 6 | 3 | 18 |
| 7 | 3 | 21 |

| | | |
|-------|----|-----|
| 8 | 10 | 80 |
| 9 | 7 | 63 |
| 10 | 6 | 60 |
| Total | 29 | 242 |

$$\bar{X} = \frac{\sum f_i X_i}{\sum f_i} = \frac{242}{29} = 8,3$$

Note :

—
X = Average score/ Mean score

f_i = the frequency of each score

X_i = the total result of test

2. Students' involvement

1. Cycle 1 meeting 1

First meeting in the cycle 1, the researcher got data from observer that there were 16 students who paid attention to the researcher's explanation and interested in the technique of learning, 4 students who finished the task on time, 2 students who concluded the material and all of the 29 students who did the researcher's instructions and asked the difficult thing in learning.

Furthermore, the researcher also found the students' problems when teaching and learning process, for examples; 1) They were still little bit confused with the material, 2) They didn't know what they were going to do, and 3) They got difficulties in making English dialogue.

2. Cycle 1 meeting 2

Based on the list of observation, the researcher found that there was improvement in the cycle 1 meeting 2. In this meeting there were 24 students who paid attention to the researcher explanation and interested in the technique of learning, 3 students who

concluded the material and all of 29 students who did the researcher's instructions, finished the task on time and asked about the difficult thing in learning.

Although there was improvement in this meeting, but the researcher found the problem that was faced by the students, for example they still had the difficulties to translate English in Indonesia.

3. Cycle 2 meeting 1

The researcher concluded that the meeting 1 in cycle 2 had an improvement significantly, because in this meeting the students' involvement was seen. It can be proved from the result of observation in cycle 2 meeting 1 that all of 29 students paid attention to the researcher's explanation, interested in the technique of learning, did the researcher's instructions, did the task on time, and asked about the difficult thing in learning, then there were 3 students who concluded the material.

Besides, the researcher also found the students' progressions, for instance; 1) They more interested in the class, 2) They did quite well in working group, and 3) They got the material well, but they were still didn't know how to translate Indonesia in English.

4. Cycle 2 meeting 2

In the last meeting of cycle 2 was same with the meeting 1 in cycle 2 that all of 29 students paid attention to the researcher's explanation, interested in the technique of learning, did the researcher's instructions, did the task on time, and asked about the difficult thing in learning, then 3 students who concluded the material.

Furthermore, in this meeting the students understanding was getting better and they performed the role play well although they had difficulties to translate Indonesia in English.

G. Conclusion

Based on the result of data analysis, the researcher inferred that teaching English by using role play could improve the students' speaking ability. It can be proved through several data such as; observation and achievement test in cycle 1 and 2. The result of achievement test in cycle 1 showed that the students' mean score was 5.6, and the achievement test in cycle 2 the students' mean score was 8.3. So, it showed the significant improvement in teaching speaking by using role play technique.

Moreover, it can be seen from the result of observation in cycle 1 and 2. In cycle 1 the result showed that only some of the students involved in the teaching and learning process. Besides, in the cycle 1 the researcher found the problems faced by the students. For example; 1) They were still little bit confused with the material, 2) They didn't know what they were going to do, 3) They got difficulties in making English dialogue, and 4) They have difficulties to translate English in Indonesia. Then, to solve the problems in cycle 1 the researcher asked the students to bring their dictionary to help them translate English in Indonesia or Indonesia in English and she tried more slowly in explaining the material and the direction in doing the role play. Therefore, from the result of observation in cycle 2 indicated that most of the students showed

the good involvement when teaching and learning process. Besides, in this cycle the students' understanding was getting better, they could create English conversation, and they performed it well. However, the improvement of speaking skill through role play could be obtained when role play was conducted under the following situations:

1. The role play must consist of small groups of students (each group ideally consisted of two or three students) because it gave the students more opportunities to practice their speaking skill.
2. The explanation of the material and the direction of role play were slowly delivered.
3. The teacher should give role orientation because it made the students understand the task easier.
4. The students should bring their dictionary because it helped them to translate Indonesia in English or English in Indonesia.

REFERENCES

- Bailey, Kenneth. 2005. *Practical English Language Teaching : Speaking*. New York : McGraw-Hill Companies, Inc.
- Djatmika. Priyanto, Agus Dewi,. Dewi, Ida Kusuma. 2009. *Passport to The World 2 (A Fun and Easy English Book for Grade VIII Of Junior High School)*. Jakarta: Platinum.
- Hammersley, Martyn. 1993. *Educational Research: Current Issues*. London: Paul Chapman Publishing.
- Hughes, Arthur. 2003. *Testing For Language Teacher, second edition*. Cambridge:

- Cambridge university Press.
- Kemmis, stephen and McTaggart, Robin. 2014. *The Action Research Planner*. Singapore: Springer.
- Sari, Nurina Permata. 2011. *Improving Students' Speaking Ability by Using Role Play (A Classroom Action Research at VII Grade of SMPN 251 Jakarta)* . Published S1 Thesis. Syarif Hidayatulloh State Islamic university Jakarta.
- Susanti, Ayu Diyah Harni. 2007. *Using Role Play in Teaching Speaking (A- pre experimental study at islamic Junior High school Soebono Mantofani Jombang*
- *Ciputat*. Published S1 Thesis. Universitas Islam Negeri Syarif Hidayatulloh Jakarta.
- Susetyo, Budi. 2010. *Statistika Untuk Analisis Data Penelitian*. Bandung: Refika Aditama.
- Ur, Peny. 1996. *A course in language teaching*. Cambridge: Cambridge University Press.
- Ur, Peny. 2007. *Discussions that Work: Task-Centered Fluency Practice*. New York: Cambridge University Press.