

USING ROLE PLAY FOR IMPROVING STUDENTS' SPEAKING SKILLS INTO RELAYING TELEPHONE MESSAGES IN TEACHING ENGLISH

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Abstract : Penelitian ini mengamati bagaimana siswa meningkatkan kemampuan berbicara mereka menggunakan teknik role play yang diterapkan didalam kelas melalui skrip percakapan relaying the telephone messages. Penelitian dilaksanakan di SMPN 18 Pontianak kelas 8 (delapan) dengan menggunakan metode classroom action research (CAR). Penelitian ini dilakukan terhadap 32 orang siswa terdiri atas 2 (dua) cycle. Hasil dari penelitian menunjukkan bahwa penggunaan role play dapat meningkatkan kemampuan berbicara siswa terutama dalam percakapan relaying telephone messages. Pada cycle 1, masalah-masalah yang dihadapi oleh siswa dalam berbicara nampak jelas terlihat. Siswa banyak membuat kesalahan terutama dalam aspek pronunciation contohnya pada kata-kata seperti “could”, “right”, “message” serta aspek kosakata dan ekspresi. Namun siswa belum memenuhi nilai KKM pada cycle 1 dimana pencapaian siswa hanya 48,2. Oleh karena itu, penulis melanjutkan penelitian cycle 2 agar kemampuan berbicara siswa dapat ditingkatkan. Pada cycle 2, penulis dibantu oleh kolaborator dalam menyiapkan lembar simulasi siswa atau lembar contoh percakapan yang bertujuan memudahkan siswa dalam menghafal informasi yang tertera pada lembar kosong yang disesuaikan dengan informasi masing-masing siswa. Ternyata dengan strategi ini cukup efektif dan sukses. Siswa akhirnya dapat mencapai nilai 66,9. Disamping itu permasalahan siswa pada aspek pronunciation, vocabulary and expression dapat teratasi.

Kata Kunci: Kemampuan Berbicara Siswa, Menyampaikan Pesan Bertelepon

Abstract : This research investigated how the students had improved their speaking skills when the role play technique was applied into the classroom through the scripted conversation of relaying the telephone messages. It was conducted in SMPN 18 Pontianak on the eighth grade students using classroom action research method. There were 32 students which was done into two cycles. The result of the research proved that using role play could improve the students' speaking skills especially in relaying telephone messages. In cycle 1, the students showed their issues in speaking. They made mistakes particularly on pronunciation for example the words of “could”, “right”, “message” etc as well as vocabulary and expression aspects. The class was noisy and some were active talking but some were less paid attention. The students did not fulfill KKM on cycle 1, it was only 48,2. Therefore, the writer would conduct cycle 2 to make the students get

improved on speaking. In cycle 2, the writer was assisted by her collaborator to provide the student the simulation or sample conversation sheets. It was intended to make the students would memorize easily since the information on the blank sheet as accordance with their own information. Result of it that there was effective and worked successful. The students finally reached mean score of 66,9. Moreover, their issues about pronunciation, vocabulary and expression could be solved as well.

Key Word: Speaking Skills, Role Play

This research is about improving students' speaking skills into relaying telephone messages through role play. When teaching English, the writer found out that mostly her students faced problems in learning English as the foreign language especially in speaking skill. Speaking skill is measured in terms of the skill to demonstrate a conversation in the language. According to school-based curriculum (KTSP) particularly on Junior High School level that English language teaching recently has focused on teaching the English language rather than teaching about the English language. It means that the emphasis of teaching foreign language like English is not only on linguistic competence of the language but also the improvement of the students' communicative skill. According to the writer's experiences on teaching English she found out that the most problems her students face that the students' native language causes them difficult to use the foreign language. In addition, other reason why the students' get the difficulty on speaking is that they lack of motivation to practice the foreign language in daily conversation. They are also too shy and afraid to get involved in the group conversation activity. Moreover, they play too much with their group conversation and make fun each other especially when their other friends ask some words that they do not understand clearly which make their focus distracted. At least there are 3 (three) problems on this research : (1) How well does the student pronounce after having been taught through role play? (2) How does role play increase the students' vocabulary? And (3) How do the students manage their appearance relating to the scripts of relaying telephone messages in manner of role play activity?

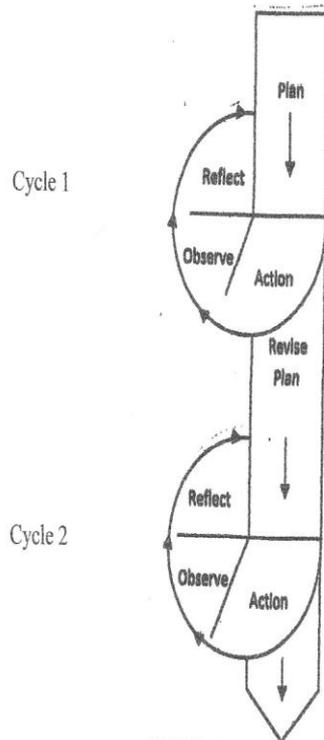
Through role play technique, the writer hopes her English teaching not only can improve the students' speaking skill but also increasing the students' score achievement (KKM) of 65. So far, the students of SMPN 18 on eighth grade only reach the score under 65. In addition, using role play is important in teaching speaking because it allows the students an opportunity to practice communicating by imagining different social contexts and in different social roles using English and allows the students to be creative and to put themselves into another person's shoes as well. According to Donough (1993), "the role play would seem to be the ideal activity in which students could use their English creatively and it aims to stimulate a conversation situation in which students find themselves and give them an opportunity to practice and develop their communication skill". Kayi

(2006) also said that “one other way of getting students to speak is role-playing”. Students pretend they are in various social contexts and have a variety of social roles. In this classroom action research, the writer will stimulate the students to play the characters and carry out the conversation in group or partner using English spoken by giving them role cards and dialogues into relaying telephone messages. As we know that today using telephone especially mobile phones or hand-phones are very modern to use by teenagers.

Role play is one of interesting techniques in promoting students to speak and communicate using English. According to Hammer (1984) role play is applied when the students pretend they are in various social contexts and have a variety of social roles. In role-play activities, the teacher gives information to the learners such as who they are and what they think or feel. In addition, Byrne (1986) said that role play is a part of drama activity covering three terms such as mime (mimicry-memorization), role play and simulation. Furthermore, speaking competence based on the school curriculum or school syllabus in SMPN 18 Pontianak includes expressing the short and simple transactional and interpersonal conversation with its surrounding. The teacher can assess from the speaking activity through oral test or role play. From these kinds of activities, the students can improve some aspects involving in speaking such as producing proper pronunciation, increasing vocabulary so the students can develop their own conversation outside of the contextual text and delivering particular expression for certain expression. Moreover, other values from these kinds of speaking through dialogue and role play activity may make the students more active, communicative, high self-confident. In addition, the teacher can improve her/his students’ speaking by displaying some certain pictures and asking the students to describe those pictures given.

The research applied a Classroom Action Research (CAR). According to Burns (2010:7) classroom action research is “typically involves four broad phases in a cycle of research. The first cycle may become a continuing, or iterative, spiral of cycles which recur until the action researcher has achieved a satisfactory outcome and feels it is time to stop.” In addition, Costello (2003:6) says “CAR has a practical and problem solving emphasis that is done by individuals, professionals and educators to improve educational practice”. So, classroom action research means that it is a systematic investigation of a phenomenon for the purpose of adding to knowledge which involving between the teacher and the students. Moreover, according to Dawson (2002:17) classroom action research or CAR has four stages of planning, acting, observing and reflecting which means that these works are as cycle process. The researcher should pay attention with each procedure since each step has certain characteristic and determine whether continuing the next procedures. From the phasing procedure the researchers are able to figure out when they stop the research or continue the research. Here is the following classroom action research procedure:

Action Research Process



Source: Cyclical action research model based on Kemmis and McTaggart (1988).

Gambar 1

RESEARCH FINDINGS

Findings

The students wondered when the teacher handed role play scripts about relaying the telephone messages. They seemed interested in the colourful script sheets with tables. Some students directly spoke loudly in reading way but some spoke silently and the rests only looked at the scripts carefully. After handing the scripts to all the students, the teacher started to read the scripts and were followed by the students. The class was a little bit noisy because some students played around and were not so serious that distracted other students' concentration. Then, the teacher divided the students into groups with certain roles, some were callers, some were receivers. Before the teacher began the role play technique, she gave brainstorming relating to the speaking material. The students looked enthusiastic and they began to understand the role play technique even the teacher found some mistakes the students made such as pronunciation and expression. The student' mean score could not fill school's KKM. The students have not memorized the whole words in the scripts yet.

Moreover, the students looked the conversation scripts even the teacher warned them not to do so. The students had to memorized the words. Therefore, to make the students easier catching the words meaning, the teacher made

simulation conversation sheets. The teacher explained how to fill the sheets. The students seemed happy with this strategy, it showed that the students were more active and enjoying when interacting with their partners while filling the blank sheets in accordance with their own information.

The students showed the better progress after simulation conversation sheets given. They could adjust the speaking technique with data information given by each partner. The 3 (three) issues on the Classroom Action Research (CAR) could be improved by using role play technique. In cycle 2 (two), the students reached the mean score more than KKM, it was 66,9. These are following aspects to determine whether the students' speaking skills improve or not as seen on this following table (Score of Speaking Aspects).

Tabel. 1
Score of Speaking Aspects

Score	Pronunciation	Vocabulary	Expression
4	All of pronunciations are not influenced by the mother tongue.	All the words in speaking are correct.	Full of expression, gestures, eyes contact, supported by good postures but not over acting.
3	Pronunciation is only one or two words error in speaking	One word in speaking is not correct.	Using expression, active hand, sometimes do the eyes contact, usual postures.
2	More than three of pronunciation are error	Two words in speaking are not correct.	Usual gestures, sometimes using gestures, relax.
1	Pronunciation only two words are correct	More than two words in speaking are not correct.	No expression and eye contact, only use of a little gesture.

(Adapted Chaney, A.L., T.L. Burke, Teaching Oral Communication in Grades K-8)

Discussions

The writer conducted her classroom action research in two cycles starting from September 9th 2013 until September 23rd 2013. Each cycle consisted of two meetings that were in accordance with the English class schedules where the writer taught. Actually, there were many aspects on speaking skills but since in the classroom action research the writer conducted only focusing on three aspects such as pronunciation, vocabulary and expression so that she just emphasized on those aspects for delivering role play technique with materials of relaying telephone messages.

In cycle 1 on the first meeting, it was a little bit harder since most of the students still faced the same problem before role play technique was introduced. In addition, the class was noisy because some students were busy with themselves by playing and making joke each other. When the writer handed the relaying telephone messages scripts to the students, the class was more noisy. Some of them directly read when they got their scripts but some were just silent staring at the scripts. As the script wholly delivered, the writer spoke the script and asked the students to repeat after her. After two times speaking, the writer explained the words or vocabularies so that the students got the meaning when they spoke. On

the second meeting, the writer started to assess her students' speaking skill with pronunciation, vocabulary and expression aspects as the students performed. But, the students showed poor progress. They made many mistakes on pronunciation with some words as seen on this following table (Word Pronunciation Issues)

Tabel. 2
Word Pronunciation Issues

No	Words	Pronunciation	Correction
1.	Could	/ket, /kod	/kud
2.	Right	/ret,	/rait
3.	Messages	/mesek,	/meseij
4.	Here	/her	/hir
5	Call	/col	/kol
6.	Called	/collid	/kold
7.	5	/fif, /fef	/faif
8.	8	/ek, /aik	/eit
9.	A lot	/a lot	/e lot

Furthermore, the students' expression was poor as well. The new vocabularies were forgotten sometimes. Thus, they did not make the good score, they did not fulfill KKM. It was only 48,2 while SMPN 18 Pontianak achievement standart is 65. Therefore, cycle 2 had to be conducted to reach KKM.

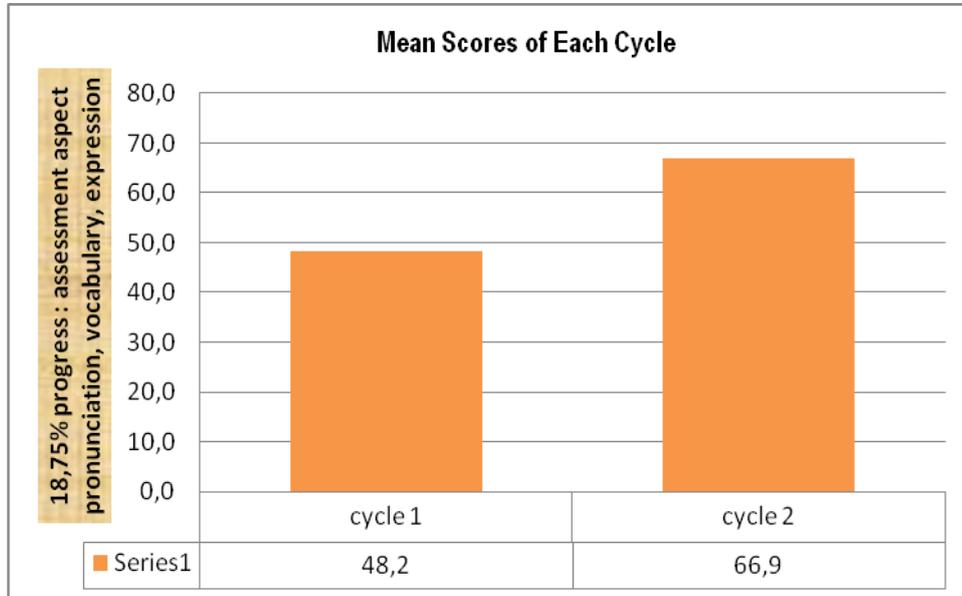
From the observation on cycle 1, the collaborator suggested the writer to try another way by giving the simulation sheet conversation as you can see on this following table. The students were asked to fill the blanks accordance with their factual information. By doing this simulation it was expected that students was not only understanding the script but also memorizing the whole vocabularies.

As a result, when they performed the role play in front of the class they played the roles well. This strategy seemed working, it showed from the students' enthusiasm filling the blanks on the simulation conversation sheet the students got excited because it was real information about them, it provoked them to speak more and better. Moreover, it was allowed them to improvise imagining or pretending to play other characters, they could act as themselves or they could imagine someone else when demonstrating the role play of relaying telephone messages.

Furthermore, cycle 2 showed good progress. The students paid attention to the class when other group performed. They were also active and not shy anymore to ask directly to the teacher or their partner and other group when they forgot the lines or made mistakes. On pronunciation aspect, some words that the students miss pronounced before it gradually could be corrected well. In fact, they could pronounce properly. On expression aspect, they were able show their expression with particular mimics. Moreover, there were some words or vocabularies in the scripts that the students spoke most like their numbers and "bye" word. It made the conversation more living and catchy. Finally, the students could reach KKM

on cycle 2. It was 66,9. Comparing cycle 1 to cycle 2 result, there was 18,75% increasing, it could be seen on the following graphic below.

Grafik. 1



Thus, the classroom action research was successfully done because the writer should not conduct the next cycle. It fulfilled more than KKM of 65.

CONCLUSION AND SUGGESTIONS

Conclusion

Using role play in teaching English is one of the techniques that can promote the students to speak more active and easily to understand some aspects on that skill itself. Role play gives the students a chance to imagine other characters and pretend to play the characters when having the conversation in the way of the dialogue with relaying telephone messages. By conducting the role play technique with the scripted dialogue, the students have the opportunity to experience the language and improve their speaking skill. As a matter of fact, speaking aspects consisted of pronunciation, vocabulary and expression are the most issues in the writer's class when teaching speaking. Therefore, through this classroom action research the writer emphasizes those aspects when preparing scripted role play dialogue. It is expected that the students will find easier to speak English since they are still eight grade where their vocabularies are still limited.

Finally, the writer proudly can tell from the observation that the students' speaking skill covering pronunciation, vocabulary and expression aspects improved step by step. It is seen on result of cycles. It is only 48,2 and 66,9 for cycle 2. It definitely fulfills SMPN 18 Pontianak KKM of 65. In addition, three aspects which mostly become issue in teaching English can be solved. The students recently pay attention pronunciation when uttering the words and considering the proper expression for contextual conversation.

Suggestions

The writer experienced the successful result in teaching English when conducting the classroom action research using role play technique with scripted relaying telephone messages conversation. Three aspects that her students mostly face in speaking consisting pronunciation, vocabulary and expression gradually can be solved. Therefore, the writer suggests to English teacher who have the same problems can adopt her technique in order to improve their students' speaking skill by considering that role play technique has the following suggestions: (1) The teacher should give the students a chance to act imagination characters which may attract their attention to be more using English when speaking, (2) The teacher should provide the students more time for preparation before conducting role play by interacting with their partner or other group, (3) The teacher should provide the students to develop their improvisation to speak English with many styles and expression as they wish so that it makes them easier in performing speaking memorably, (4) The teacher should manage the shy students to take part the role play since they have partner to speak, (5) The teacher should allow the teacher to not get too much involved when the students act their performances.

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