

**IMPROVING STUDENTS' SPEAKING SKILL THROUGH
ROLE PLAY TECHNIQUE ON ELEVENTH GRADE
STUDENTS**

A RESEARCH ARTICLE

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TANJUNGPURA UNIVERSITY

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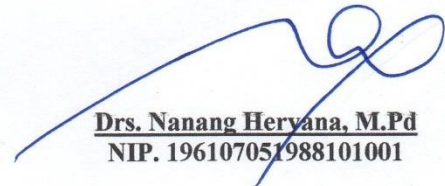
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Abstract

This research was aimed to improve students' speaking problem through Role Play on class XI IPA 1 of MAN Putussibau in academic year 2016/2017. In this research, the writer implemented Role Play to solve the students' problem. The 33 students were participating in this research. The method of this research was Classroom Action Research. The students' attitude towards the learning process were gathered by observation checklist and fieldnote. The data of speaking skill were obtained by speaking assessment according to the scoring rubric. In each cycle, the students improved their speaking skill through Role Play, especially in the last step, practicing and reviewing. According to the finding, the students were not able to pronounce some words and not fluent in speaking in the first cycle. They started to improve their speaking in the second cycle. In the cycle three, the students were able to pronounce the words and fluent when performed the Role Play. As the conclusion, Role Play improved the students' speaking problem. For English teachers, Role Play can be used to improve students' problem in speaking.

Keywords: *Role Play, Speaking Skill, Classroom Action Research*

Speaking in daily life is an important element in creating relationship. Since communicating deals with oral interaction, speaking is necessary in communication. Brown and Yule (1999, p.25) state "in the production of speech, however each speaker needs to speak. He needs to speak individually and, ideally, he needs someone to listen to him to speak and respond him." According to the statement, speaking is a process of producing and responding of a speech. People speak to utter their ideas to their interlocutor and respond in a conversation. English is nowadays becoming a requirement to communicate with people around the world. For that reason, English is taught in many schools. The students are demanded to master the four basic skills in learning a language, those are reading, writing, listening and speaking. According to the School-Based curriculum (KTSP) and the syllabus in senior high school, students should learn those four basic skills.

As one of the skills, speaking then, becomes one of focus to be concerned in teaching. In learning English, speaking can be said as the most important skill to teach since students need to speak and interact in classroom. Here, students will be assigned many kinds of speaking activities which speaking skill as the learning goal. In classroom, students learn how to use their English especially to speak. The teacher designs lesson plan and strategies that will be applied to students. Sometimes, students are instructed to discuss about a topic in a pair or group using the target language, that is English. It also would be a performance where students are asked to work in group to play a dialogue and act according to the situation that is given by the teacher. Those activities are Communicative Language Teaching techniques which are purposed to improve students' speaking skill.

Students in especially senior high school however, sometimes find learning

obstacles in their learning process which bother their learning interests. In the term of English as a foreign language, students find some problem since they are not used to apply English in their life. In speaking, some students are reluctant to speak, afraid of making mistake and passive in a speaking activity. Besides, in English subject, the material are quite complicated than junior high school material. These difficulties in learning lead students to have little interest in learning English. The same case was happening to one of eleventh grade students of MAN Putussibau. Based on the observation to the students, it had been observed that the students sometimes felt hard in learning English and were passive in class. In speaking, they were not able to give their opinion if the teacher asked them to give their idea. It has been observed that they did not master the vocabularies of asking and giving opinion. Besides, lack of the way to pronounce each word made them were not confident, reluctant and affraid of making mistake. Some students preferred to be silent when they were expected to participate in a speaking activity. According to the teacher, their level of learning was still low as intermediate students. Since the students learnt English the foreign language, they were also not used to speak with English in their daily lifes. According to the problem, the writer of this research tried the appropriate technique which could be used to help students to improve their speaking skill. It was Role Play technique which required students to work in pair or group to perform a simple dialog or scenario.

Role Play is an activity which students act a role in a situation based on the script that they make. Harmer (2001) defines Role Plays as activities which students are asked to imagine that they are in different situation and act according to the situation. Based on the Oxford Advanced Learning Vocabulary (2015) Role Play is “a learning activity in which you behave in the way somebody else would behave in a particular situation.” In Role Play, students are required to simulate a real-life situation with different role of each student (Littlewood, p.1980). Role Play is a teaching strategy in Communicative Language Teaching

method which demands the students to be creative and active in applying the material and expression they learn. In this technique, students directly used the vocabularies and pronunciation through speaking. Since this technique was simple and easy to use, students were interested to participate in learning. According to Littlewood (1980, p.49), Role Play can be applied by an EFL teacher since English itself is not spoken in the country which is not used in daily life. In Role Play, the students were easier to comprehend the way to ask and give opinion since they practised it directly like in a real-life situation. If the students understand the use of the vocabularies, they will be confident to use them in speaking. As the result, they will be fluent in speaking.

A previous research by Solehet.al (2014) displayed that students' speaking skill by using Role Play were increased, i.e. 58% in the first cycle, 74.5% in the second cycle, and 86.5% in the third cycle. This finding shows that Role Play technique improves speaking skill from every cycle. According to the writer, the students gave a good participation when doing Role Play, asked and gave their opinion actively and used the correct pronunciation and vocabulary. According to the finding which had proven that Role Play can be applied to improve students' speaking skill especially increasing fluency, vocabulary, pronunciation and grammar in speaking. The writer was sure that this technique is appropriate to solve the students' problem in speaking. The writer hoped, this technique would help students to solve their speaking problem which caused by the lack of vocabulary and pronunciation. Therefore, the writer intended to conduct this research that was entitled “Improving Students' Speaking Skill through Role Play Technique” (A Classroom Action Research on Eleventh Grade Students of MAN Putussibau Academic Year 2016/2017).

RESEARCH METHODOLOGY

In conducting this research, the writer applied Classroom Action Research design. Classroom Action Research is a research design that requires to solve the

problem that takes place in class recently. Creswell (2012, p.577) defines action research as “systematic procedures which is done by teachers or other individuals in an educational setting to information about, and subsequently improve, the ways their particular educational setting operate and their students learning.” The participants were the 33 students of class XI IPA of MAN Putussibau. The technique of collecting the students’ progress was speaking performances through Role Play. The instrument of data collecting was through field note and observation checklist. According to the pre-research result, it was found that the students had the speaking problem, especially in fluency and pronunciation. In this research, the procedures were following the CAR theory, those are planning, acting, observing and reflecting.

Planning

In this stage, the writer firstly found the references and literacy about Role Play and made the pre-research to the school to get the students’ data. After that, she designed the lesson plan Cue cards for the Role Players. Observation list table, to record students’ work, Field note and Speaking assessment sheet.

Acting

The further step was acting. Teaching the students by applying the learning strategy that had been planned before was done in this step. The teacher implemented the Role Play technique during the learning. The procedure is briefly like this descriptions:

- a. Pre-activity
In this steps, the writer informed the students about the activities that would be done and motivated the students by telling the learning goal and benefits after studying the material.
- b. Whilst-activity
In this step, firstly, students were shown 2 pictures which they were asked about their opinion about those pictures. The teacher, in asking their opinion, used the expression of asking opinion. Then, the teacher gave them a

dialogue about asking and giving opinion.

- c. Post-activity
In this activity, students and the teacher evaluated the Role Play and reviewed the learning activity. The teacher told the next plan and material to students.

Observing

In this activity, students and the teacher evaluated the Role Play and reviewed the learning activity. The teacher told the next plan and material to students.

Reflecting

The last step was reflecting. The data that had been collected were used as reflection to see the level of progress after treated by Role Play. The data showed the students’ progress. If the progress was improved, the research was well-done. If it was not, the writer would go to the next cycle. The procedures are briefly described by this picture below :

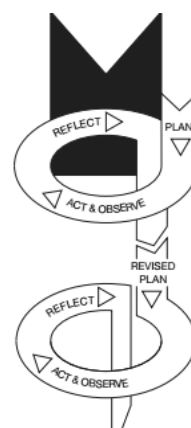


Figure Action Research steps adapted from Kemmis and McTaggart in Koshy (2005, p.4)

This research was done in three cycles. Therefore, after the writer had done the pre-research and conducted the research by following the procedures to collect the data, then finally the writer made the research report. To get the data of the students’ speaking progress, the researcher applied qualitative and quantitative data collection. The qualitative data were gathered by : (1) observation checklist to figure out things to become the problem identification, (2) field note to record anything happen in the

classroom. It contained the students' reaction and the researcher action started planning, acting, observation and reflection. This data were used to back up the data that were gathered through observation checklist. After that, the quantitative data were collected by speaking test through role play. Here, the students were asked to play a dialogue in a group. By this data, the researcher can find out the students' speaking skill whether improved or not.

Therefore, the data were gathered by this formula :

$$M(I) = \frac{Xf+Xp}{2} \dots\dots\dots(1)$$

Note :

M (I) : *Students' Speaking Mean Score*

Xf : *Fluency grade*

Xp : *Pronunciation grade*

Then, the researcher calculated all of the students' scores to see the students' mean score after treated by role play. The formula was like the following :

$$M(G) = \frac{Mtotal}{s} \dots\dots\dots(2)$$

Note :

M(G) : *Average Speaking score*

Mtotal : *sum of speaking score*

S : *number of students*

The students' speaking scores were gathered by summing up the pronunciation and fluency score. Therefore criteria was like this followings:

Table 1 Pronunciation Score Criteria

Score	Description
5	Pronounces perfectly each word
4	Pronounces very little mistakes of each word
3	Pronounces little mistakes of each word, but can be understood
2	Pronounces some mistakes of words
1	Pronounces very much mistakes and is hard to be understood

(TFU Foreign Language Assessment Rubric)

Table 2 Fluency Score Criteria

Score	Description
5	Speaks smoothly with little hesitation
4	Speaks with some hesitation and doesn't interrupt the conversation.
3	Speaks with some hesitation and sometimes interrupt communication.
2	Speaks with much hesitation and often interferes with communication.
1	Speaks very little or doesn't speak at all.

(TFU Foreign Language Assessment Rubric)

RESEARCH FINDING AND DISCUSSION

Research Finding

This research was purposed to improved the class XI IPA of MAN Putussibau students' speaking skill through role play. According to the result of the finding, the students made some progress from cycle 1 until cycle 3 which are clearly described by this followings :

Cycle 1

The students were not really focus to the teacher' explanation. They were busy with their work. This was because they were not really interested in the learning

activity. The students also were a bit noisy because they tended to speak much. When the group were performing the dialogue, the other group did not pay their attention. This was because they did not understand the purpose of the Role Play. The fluency and pronunciation of each student was not really good. They often mispronounced some words. Sometimes, they did not say a word that they felt hard to say. This was because they were affraid of making mistake. Some students still pronounced the word "idea" with /idea/ not /aɪ'diə/, the word "opinion" with /ɒpɪniən/ not /ə'pɪnjən/ and the word "think" by pronouncing /tɪng/ not /θɪŋk/.

Cycle 2

The result of the Role Play shows that the students showed some improvement in the second cycle. They paid attention when the writer explained the material. The students gave their respond when the writer asked them some question. In giving their opinion, there were many students that were able to apply the speaking in English.

In the Role Play, 50% students could pronounce the vocabularies of speaking correctly. It influences their fluency. When they were confident about their pronunciation, they were fluent in uttering each sentence. But, while the group performed the Role Play, the other groups were still noisy.

Cycle 3

Based on the observation of the acting stage, it was found that the level of noisy when the students performed the material had been reduced. This was because each group paid more attention to the performing group to find their friends mistake. As the result, the performing group was more confident and easy to be observed. The target students were also better than in the previous cycle. They did some improvement in the third cycle. They were able to pronounce some words and this affected their fluency when they performed. Even, there were few of them were not really good at pronunciation, they showed their improvement at least.

Discussion

This research was conducted in three cycles which the general purpose is to improve the students' speaking skill in

speaking through Role Play technique. Each cycle consisted of planning, acting, observing and reflecting stage. In doing this research, the writer acted as the teacher and applied the Role Play while the teacher acted as collaborator which checked the students' respond and participation during the learning process. The data were collected by observation checklist, fieldnote and speaking assessment. Based on the result, it can be seen that the students improved their speaking skill and gave good respond after treated by Role Play in the learning process.

In this research, the writer tried to answer the research question. The general question was how does Role Play improve students speaking in speaking. Then the specific research question are : (1) how does Role Play improve students' fluency and pronunciation in speaking?, (2) how does Role Play attract the students to be interested in learning English?, (3) does Role Play improve the students' speaking skill in speaking?, (4) does Role Play improve students' vocabulary in speaking?.

The first question can be answered by the frequency of speaking English in acting a dialogue. According to the result of the data collection, there were some progress from the first cycle until the last cycle. The students that had many speaking problem in the first cycle then improved their speaking skill in the second cycle and got better improvement in the last cycle. This following chart will describe the students' improvements in speaking :

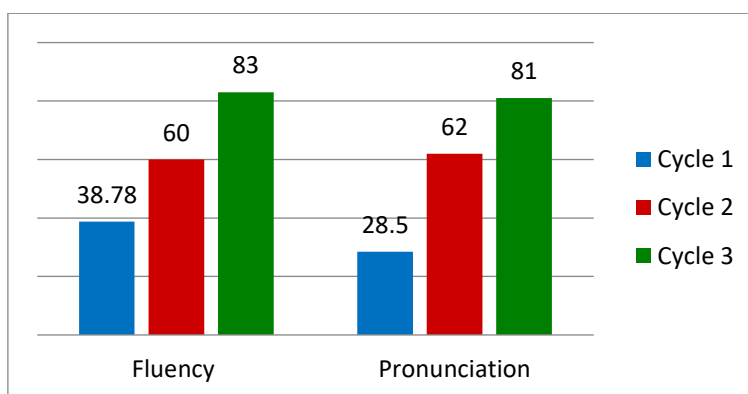


Chart 1 The Students' Speaking Scores Each Cycle

A similar research finding, an experimental research by Irianti (2011) found that the students got better score in post-test after treated by Role Play. According to the finding, the students' improved their fluency. The score was 25 in pre-test, 66 in post-test 1 and 88 in post-test 2. Likewise, their pronunciation score were also improved from 20 in the pre-test, 62 post-test 1 and 90 in post-test 2. According to the result of the observation checklist, the students also showed their improvement in fluency and pronunciation. The students were enthusiasm during the Role Play. This answered the question number 2, that Role Play attracted the students to be interested in learning English. According to the observation checklist and the fieldnote, the students were enthusiasm, active and communicative in Role Play

and in speaking in the confirmation stage. This was a proof that the students were interested in learning English. The third question was answered by the mean score of the speaking assessment. In the first cycle, the mean score of speaking in speaking was 33. This is categorized as an unsatisfying result and can be said as poor. 100% of the students did not pass both of the minimum standard score of the school and the research criteria. In the second cycle, there were some improvement to the students. The speaking score was 62 and categorized as still poor. In the last cycle, the speaking score was improved. The result was 82 and this was categorized as good. This following chart will describe clearly the students' speaking improvement of each cycle:

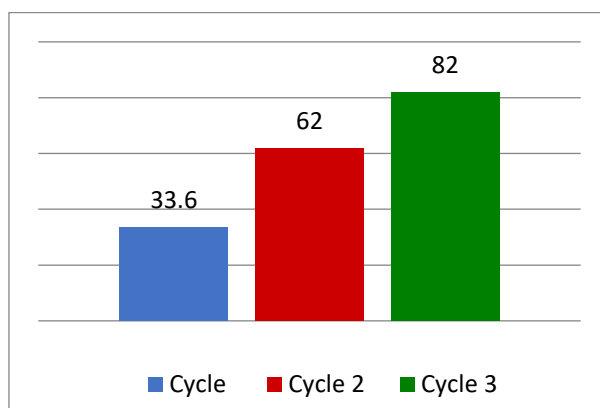


Chart 2 Students' Speaking Score and Vocabulary Mastery in Speaking

The last question was does Role Play improve students' vocabulary in speaking. In gathering the students' data of comprehending the vocabulary of asking and giving and also checking their understanding about the use of speaking, the writer and the teacher gave them an exercise in every post-activity in each meeting.

CONCLUSION AND SUGGESTION

Conclusion

Based on the observation to the class XI IPA 1 at MAN Putussibau in academic year 2016/2017, the writer makes the conclusion as following:

1. According to the process of applying Role Play to students, the writer found some improvement in speaking on

students. This can be proved from the students' speaking score when performing the dialogue. In cycle 1, the mean score was only 33,6 then improved in the cycle 2 to be 62. In cycle 3, the better improvement was reached and the mean score was 82. This improvement was due to the last step of role play, that is practising.

2. The fluency scores were also improved in each cycle. In cycle 1, the score was only 38,78. This was considered as bad. In cycle 2 the score was increased to be 60 then improved again in cycle 3 that is 83. The pronunciation was improved as well. The students pronounced the words with many mistake. The mean score in cycle 1 was 28,5, then 62 in the second cycle and 81 in the third cycle. By practicing

the role play and dialog frequently, the students made better improvement in speaking.

3. In attracting the students' attention, role play has worked well on the students. The students were noisy and busy with their own business in the first cycle, then the writer apply the role play. By working in group, practicing and performing of role play, the students got interested to learn and get involved in the process of studying.

Suggestion

According to the conclusion above, the suggestion of this research were : (1) for the English teacher of the class, it is suggested to apply Role Play to improve students' speaking skill. It gains the students' enthusiasm, participation and interests to learn English, (2) the teacher should be interactive and invite the students' participation to get involved in a learning activity, (3) it is important to control students when they work in group. Group work is a little bit complicated for a teacher because sometimes the students can not be controlled, too noisy and not focus. It is a challenge for teacher to control them while they are performing the Role Play.

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