

**USING ROLE PLAY TECHNIQUE TO IMPROVE STUDENTS' SPEAKING**

**A RESEARCH ARTICLE**

**By:**

**PETRONELA RINA**  
**F1022131034**



**ENGLISH EDUCATION STUDY PROGRAM**  
**LANGUAGE AND ART EDUCATION DEPARTMENT**  
**TEACHER TRAINING AND EDUCATION FACULTY**  
**TANJUNGPURA UNIVERSITY**

**2019**

**USING ROLE PLAY TECHNIQUE TO IMPROVE STUDENTS' SPEAKING**

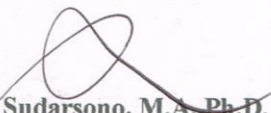
**A RESEARCH ARTICLE**

**By:**


**PETRONELA RINA**  
**F1022131034**

**Approved by :**

**Supervisor I**

  
**Drs. Sudarsono, M.A., Ph.D.**  
**NIP 195804141987031001**

**Supervisor II**

  
**Dr. Y. Gatot Sutapa Y, M.Pd.**  
**NIP 196507171992031003**

**Legalized by :**

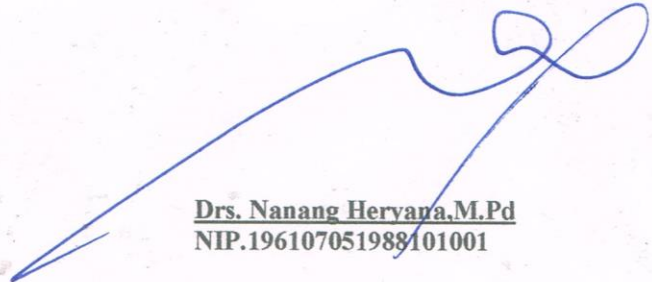
**The Dean of Teacher Training and Education**

**Faculty**

  
  
**Dr. H. Martono, M.Pd**  
**NIP. 196803161994031014**

**The Head of Language and Arts**

**Education Program**

  
**Drs. Nanang Heryana, M.Pd**  
**NIP. 196107051988101001**

# USING ROLE PLAY TECHNIQUE TO IMPROVE STUDENTS' SPEAKING

**Petronela Rina, Sudarsono, Gatot Sutapa Y**

Teachers' Training and Education Faculty, Tanjungpura University

*Email: Petronelarina@gmail.com*

## Abstract

This research aimed to improve the students' speaking of class XI Mechanical Engineering of SMK SMTI Pontianak in Academic Year 2018/2019 by implementing role play technique. It was carried out based on the procedure that have been planned before. The method of the research was the classroom action research. It was conducted in two cycles with each cycle 2 meetings. The researcher used role play to teach speaking. The subject of this research were 35 students of Mechanical Engineering student in SMK SMTI Pontianak in Academic Year 2018/2019. The tool of data were collected by observing the teaching and learning process as follows field notes, observation checklist, and video recording. Meanwhile, the quantitative data were collected through assessing the students' speaking performance as the students' speaking scores. The procedure of this research consisted of planning, observing, acting, and reflecting. Most of the students were not confident to speak English because they were shy and afraid of taking a part in conversation. Most of them spoke with pauses. The technique of data collecting was observation. The result of data analysis showed that role play technique can improve the students' speaking.

***Key words: Improving Students' Speaking, Role Play Technique, Classroom Action Research***

## INTRODUCTION

Mastering English refers to four skills: listening, reading, writing and speaking. Speaking is important for students to communicate and share their ideas or feelings. To teach speaking, the teacher needs to cover aspects such as pronunciation and fluency. The teacher needs to make the class interesting and fun to make the students enjoy the teaching-learning process.

In reference to the one observation at SMK-SMTI Pontianak, the students were not confident to speak English in front of the class. They were afraid of making mistakes in pronunciation. They spoke with a lot of pauses. During the teaching-learning process the students lacked speaking practice in English. Then, they also expressed their ideas and opinions in a very simple and short the conversation with a lot of stops and pauses. Fluency is actually important. It can affect the listener's interpretation of the messages.

In addition, students had poor pronunciation. Pronunciation may make the listeners fail to understand the messages delivered of the students.

To solve the problems the researcher used role-play technique to improve students' speaking fluency and pronunciation in English through classroom action research. Role play technique is a specific action to make the learning process more active, enjoyable, and communicative. Role play technique gives the student the opportunity to practice speaking English because there is any speaking activity that pretending to be someone else. Actually, speaking is not easy for language learners. Through a role-play technique, the students would be motivated to practice speaking and use their imaginations to be someone else so that the students will also have fun in class. In role play, the students work in a group, they work

as a team that should help each other. Through the role play technique, it allows the students to explore realistic situations by interacting with other people in order to develop experience and gave a supported each other. Even though, students may change their behavior from shyness to confidence or interest. They can be comfortable and enjoyable to participate in the speaking class.

The focus of the Classroom Action Research in this research is the process on how the role-play could improve students' fluent speaking will correct pronunciation.

According to Umora, (2016, p.47) speaking is an important part of the curriculum in language teaching, and the ability to speak in a foreign language is at the very heart of what it means to be able to use a foreign language. Cited in Chaney (Louma (2009, p.10) claim that speaking is the process of building, sharing meaning, expressing ideas through the use of verbal and non-verbal symbols, in a variety of contexts.

Anderson (2004, p.86) covers 5 aspects: pronunciation, grammar, vocabulary, fluency and comprehension.

- a. Pronunciation is the way of the students to produce clearer language when they are speaking.
- b. Grammar is needed for the students to arrange correct sentences in conversation both in written and oral forms.
- c. Vocabulary is essential for successful second language use because, without an extensive vocabulary, students will be unable to use the structure and function we may have learned for comprehensible communicative.
- d. Fluency refers to express oral language freely without interruption.
- e. Comprehension is an ability to perceive and process stretches of discourse for formulating representations the meaning of sentences.

Teaching is the process of sharing knowledge and experiences from the teacher to students. Teaching makes the students not only memorize, but also question, examine,

create, solve, interpret, and debate the material Crawford (2005, p.1). According to Peterson (2006, p.1) teaching is an intellectual work; in which teachers have various roles, like information deliverer and team coach; to take effective teaching. This leads to the students' to improve achievement using outcomes that matter to their future success.

Teaching speaking means teaching people to be skilled in producing and communicating ideas from one to another. According to Newton, (2008 p.23), teaching speaking is the teacher and learners talk about things that happened outside or inside. Wallace(2004, p. 10) claims, "Teaching speaking is the teacher's way to help students adapt their speeches and informal talks and the information to be communicated which they will speak and illustrate how to be a good speaker in speaking practice with to enable learners to present ideas." In doing so, they can improve their own speaking skill.

Role-play can improve learners' speaking skills in any situation, and help learners to interact. Role-play is a learning device used to explore issues, situations, themes, or texts where diverse opinions need to be exposed and ideas require fleshing out.

Bowman (2010,p.83)claims that role-playing increases the enjoyment of the learning process while decreasing the risk incurred through real-world experience. Scenarios offer the opportunity to try out different roles or courses of action in a safe atmosphere with little cost to the players. According to Larsen (2000, p.134) role plays are very important because they give students an opportunity to practice communicating in different social contexts and in different social roles. Through role play, the students can make a group work as a good place to discuss various kinds of a group which makes the students do interaction, which requires students to apply their knowledge and to address functioning knowledge in general learning Tang (2011, p.165).

Woodhouse (2014, p.73) explains that role-play in which the students can be themselves or another person, where they are

asked to behave exactly as they feel that a particular person would, such as a doctor, nurse, therapist, patient, client, administrator, secretary, and so on. Ding (2016, p. 141) states the purpose of role-playing that applies to practical usage in communication demands the flexibility of participants' words, generally speaking, the more approximately the activity access to reality, the more interests students will take in. Harmer (2002, p.104) states that role-play activities are those where students are asked to imagine that they are in different situations and act out accordingly.

Role play can be grouped into two forms, those are scripted and unscripted role play (Byrne 2006). A scripted role play that uses a script provided by the teacher. Script role-play involves interpreting either the textbook dialogue or speaking text in the form of speech. The main function of a text, after all, is to convey the meaning of language items in a memorable way. It means that the students perform a role based on the dialogue in the script. Unscripted role-play different with scripted role play. The situations of unscripted roleplay do not depend on textbooks, which means that the students perform their dialogue without any script. The students are not depending on the script. The teacher gives very clear instruction and the picture of the situation that should be understood by the students. The students themselves have to decide what language to use and how the conversation should develop. In order, they also are given enough time practice before showing their performance.

### **The Advantages and Disadvantages of Role Play**

The advantages of role play technique in speaking are described below:

1. Roleplay helps students work together as a team or group. The students are communicating and interacting in order to understand each other. It consists of more than two persons that can develop teamwork to communicate and share their idea. This activity also could

provide the students with a lot of speaking practice as well as.

2. Roleplay builds students' self-confidence. As for the shy students, role play helps by providing mask where the students with difficulty in conversation are liberated. The shy students will be given an opportunity to speak and act like another one. They will be asked to participate in the classroom.
3. Roleplay helps the students who had difficulty to master the lesson. This activity leads the students to play such a drama. The students will be playing the role to be another person in a certain situation. It is important to train the students to be aware to speak. When students speak they have to know the setting or where the conversation happens and what situation it is. So that, role play can help the students who had difficulty to master the lesson materials as a result of asking and interacting with other friends.

The disadvantages of role play are as follows:

1. The using of student's native language in the monolingual group. Sometimes the teacher finds the groups talking in their native language in discussions while they are required to use English.
2. Indiscipline and noisy. If the teacher goes and concentrates on one group excluding the others, the rest of the students will become noisy. Some learners are unable to identify with the characters or situations.

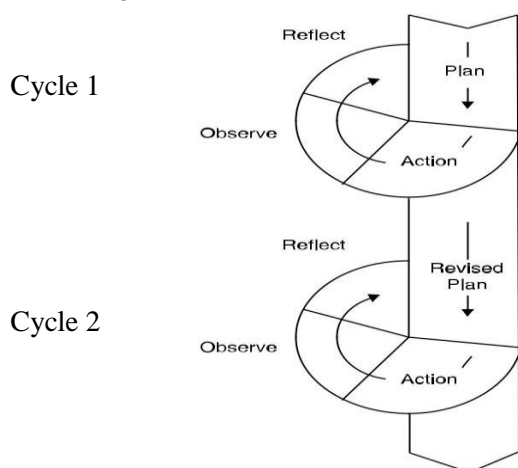
### **METHOD**

To solve the research problem, there are techniques that can be applied. It depends on the kind of research. Since the researcher intends to find out whether role-play can improve students' speaking, so the research is conducting classroom action research where the researcher pays more attention to the teaching learning process. According to Robert (2010, p.4) Classroom Action Research is what a teacher does as a teaching professional in the classroom. Creating the

learning environment, interacting with your students, developing lesson plans, assigning homework, and almost everything you do in your daily routine of teaching constitutes the “action” of action research. Mettetal (2001, p. 7) states that a classroom action research is a method of finding out what works best in your own classroom so that you can improve student learning.

In conducting a classroom action research, the researcher used collaborative action research. The researcher and an English teacher worked together to study the problems. The teacher do a role-play as the collaborator who assisted the researcher in the classroom during the teaching learning process running. This research in a classroom want to know what actually happened in the classroom, what the students thought, and what the teacher responded or how she reacted in class

According to Keynes (2005, p.9) classroom action research consist of four essential steps the model of action research, those are; Planning, Acting, Observing and Reflecting.



**Figure 1. Action–reflection cycle**

a. Planning is the teacher’s prepared something or everything that the teacher needed in doing the action research such as lesson plans, observation checklist, field notes, and recording.

- b. Acting is which the researcher presented the material that was prepared in the lesson plan to the students in the classroom and the students’ action.
- c. Observing is use as one instrument in collecting the data.
- d. Reflecting is the analyzing the result of observation and evaluated the teaching and learning, and observation checklist which was made during the action

**Technique and Tool of Data Collection**

In this research, the data were collected using observation and measurement. The tool of the data collection are an observation checklist and field note. The observation checklist was used to observe the data that contained the improvement of students’ speaking using role-play technique. The researcher also give a checklist (✓) in the observation checklist table. This observation checklist helped the researcher in observing the improvement of students’ speaking. The second tool was field note used note in the classroom. The steps of action research were planning, acting, observing and reflecting. The data were collected from video recording of speaking using role-play technique.

In analyzing the data of the students’ speaking, the The researcher counted the number of the students’ individual in speaking fluency and pronunciation in the table of students’ speaking, and then the score was divided 4 based on the table. After getting the final score, the researcher categorized the score based on four criteria: excellent, very good, good and fail. When the students’ individual score is getting higher from cycle to other cycles, the researcher considered that using role play technique improved the students’ speaking in the process of teaching learning English.

**Data Analysis**

The researcher analyzed all aspects in the observation checklist then described it into the paragraph. The researcher described in detail the aspects which were done and

were not done in the teaching-learning process using role-play technique.

In this field note, the researcher got the data from the teacher's and the students' from activities in the teaching-learning process which was not gathered in the observation checklist. Like in the observation checklist, the researcher also described every point in the field note as the additional description of the activities in the classroom where role play technique was applied. This data gave more information to the researcher about the class eleven grade Mechanical Engineering students' speaking at SMK SMTI after applying role-play techniques in the classroom.

## **RESEARCH RESULTS AND DISCUSSION**

### **Research Results**

The students were not confident to speak English in front of the classroom. They were shy and afraid of making mistakes in pronunciation. They spoke with a lot of pauses. During the teaching-learning process the students lacked speaking practice so that they tended to speak Indonesian rather than English. Then, they also expressed their ideas and opinions in a very simple and short the conversation and having to stop and pause a lot. It seemed that the students lacked fluency in speaking practice. The researcher of this research believed that using role-play technique could improve students' speaking.

The researcher conducted this Classroom Action Research to investigate the improvement of students speaking after being taught using role-play techniques. Classroom action research was conducted on eleventh-grade students of SMK SMTI Pontianak on August 27th to September 10th, 2018. Two cycles were carried out involving 35 students and an observer.

The result in the first cycle was very unsatisfactory. 11 students were got the failed score. They were not confident to speak English in front of the classroom in terms of speaking performance using role play technique, because they making mistakes in pronunciation. They were speaking with words incomprehensibly and

just some students were speaking with incorrect pronunciation but still understandable. And also some students still lacked fluency in speaking practice. They speak too slowly and pause a lot. And some other with generally at normal speed. It can be seen from the result of the student's mean score 62,28 was categorized "fail". Based on the indicator of success, this result was still unsatisfying.

Almost all the students looked confused when the teacher asked them to perform the job interview using a role-playing technique. When they're performing their job interview using role play technique, some of them were not really mastering their job interview script including the vocabulary and the pronunciation.

The teacher and the researcher needed to overcome the problem such as asking the students to make their group better, and revising their role play performance; asking the students to be more active and better pronunciation based on the conversation; and motivating the students to improve their role play performance. Then the teacher and the researcher decided to continue the action in the second cycle.

The researcher and collaborator found that the students gave positive responses during the activity in cycle 2. The students could speak fluently and be confident in role play performance. Most of the students were speaking with correct pronunciation and their fluency is very smooth. Just some students speak with several incorrect pronunciations but do not interfere with the meaning and fluency with generally at normal speed. In other words, they are not afraid to speak because they practice speaking with their friends in their group. Because in role-play techniques, the students also had many opportunities to speak because all of them have the same opportunity to speak with their friends.

The result in the second cycle was a bit satisfactory. Only 2 students got a failed score. It can be seen that the result of the student's mean score of 77.14 was categorized as good.

Based on the result of the second cycle, the English teacher and the researcher concluded that the second cycle had been successful. So, they were able to express dealing with asking and answering the questions in a job interview when they were performing the job interview used role-play performance. The students mean score was improved. More importantly, the shortcoming happened in the first cycle had been able to be minimized in the second cycle. Also, the teaching-learning process was better than the first cycle. It meant that the cycle could be stopped.

### **Discussion**

From the research findings above, the researcher had some important points to be discussed: Role-Playing as one of teaching speaking technique was suitable to be implemented in English class. This technique could improve the students' speaking in the process of teaching-learning English speaking. Through this technique, the students made themselves to get involved in practicing their English speaking. When role-play was applied in the classroom, the students showed their progress slowly but sure. The students got better communication in teaching-learning English process.

The students can guess the words such expressions of asked and answer the questions on a job interview conversation, even it was hard for them to try to communicate in English and some students still confused to differentiate the words, but finally they could do it well. The students could start speaking and pronounce their vocabulary in correctly, and the speaking activity more appropriate because they were not nervous anymore when performed their teaching practice in front of the class. They also looked enthusiastic to follow the activities of the class. It concluded that the students in speaking is better.

The researcher of this research considered that role-play technique was successful in improving students' speaking to eleventh-grade students of Mechanical Engineering at Vocational High School

SMTI. It could be seen from the process of teaching learning. The students gave positive responses during the activity. The improvement was analyzed from their ability in role play performance. The students could speak fluently and be confident in speaking. It counted that 30 students were speaking with correct pronunciation and their fluency is very smooth. Just 2 students speak with several incorrect pronunciations but do not interfere with the meaning and fluency with generally at normal speed. In other words, they are not afraid to speak because they practice speaking with their friends in their group. Because in role-play techniques, the students also had many opportunities to speak because all of them have the same opportunity to speak with their friends. Furthermore, it can be seen from the students' score in the table of fluency and pronunciation, they got improvement in every teaching learning process.

Indeed, this improvement was resulted by some modifications which were made by the researcher and the teacher in the second cycle. In this phase, the teacher gave the students' opportunity to practice the conversation about a job interview with their friends, , so that the students could understand the material deeply. The teacher also actively to show a video about job interview that common in students' mind. By this way, the students could enthusiastic to perform a job interview conversation used role-play technique because they are familiar with the material that the teacher given. In relation to results of this research, using role play technique was good to improve the students speaking.

### **CONCLUSION AND SUGGESTION**

#### **Conclusion**

The problem of fluency and pronunciation in speaking has been argued as the major problem in Learning English by the eleventh-grade students Mechanical Engineering at SMK-SMTI Pontianak. To help the students improve their fluency and pronunciation correctly in speaking class, the researcher proposed a teaching technique



namely role-play technique. The technique helped the students to speak through the performed about a job interview conversation. The conversation were made by themselves based on the job interview material which has been given.

All the students got their turn to do role-play performance about a job interview and had more opportunity to practice their speaking and share their ideas and opinions to their friends. The students were divided into pairs group to discuss the material. This action would help the students to work together so that it could make them easier to overcome the problems. The role-play technique could bring the new situation to the class so that the class situation changed. As the result, the students' speaking skill was improved using role-play technique.

#### **Suggestion**

Based on the conclusion stated above, the researcher would like to provide some suggestions First, the teacher needs to teach students speaking using role play technique frequently. Since role play is an activity, it motivates the students to play the characters that make them comfortable to play so that provokes them to speak more and actively in speaking English in the classroom. Second, the researcher needs to research more on the use of role-playing techniques to teach English speaking for the students. The researcher realizes that this research gives an emphasis on the use of role-play activity to improve the students' speaking.

The findings of the research may be used as references for other researchers who want to conduct similar research. Third, the reader needs to read more on the research associating with the use of role-playing techniques in teaching students' speaking skills. The implementations of role play as a speaking activity are useful and important to improve the students' speaking. And also, the students become more active to speak English in their learning process.

#### **REFERENCES**

- Anderson, J. (2004). *Teaching Speaking & Listening in the Primary School* (Third Edition ed.). New York: David Fulton Publisher Ltd.
- Bowman, S. L. (2010). *The Functions of Role-Playing Games. How Participants Create Community, Solve Problems and Explore Identity*. Jefferson: McFarland & Company, Inc.
- Byrne, J. G. (2009). *Developing Oral English Language Skills Through Role Play*. New York: British Council.
- Crawford, A. (2005). *Teaching and Learning Strategies for the Thinking Classroom*. New York: The International Debate Education Association.
- Ding, F. L. (2009). Role-Play in English Language Teaching. *Asian Social Science*, 5 (10), 140-141.
- Harmer, J. (2002). *How to Teach English. An introduction to the practice of English language teaching*. Harlow: Longman.
- Keynes, M. (April, 2005). *Action Research. A Guide for Associate Lectures*. Chicago: The Open University.
- Larsen Freeman, D. (2000). *Techniques and Principles in Language Teaching* (Second Edition ed.). (R. N. Rutherford, Ed.) New York: Oxford University Press.
- Louma, A. (June, 2009). *Supporting Active Teaching and Learning in English Speaking*. New Delhi: New Age International Publisher.
- Mettetal, G. (2001). The What, Why and How of Classroom Action Research. *The Journal of Scholarship of Teaching and Learning (JoSoTL)*, 2, 7-8..
- Newton, J. (2009). *Teaching ESL/EFL Listening and Speaking*. Madison Ave, New York: Routledge, Francis & Taylor Francis Group.
- Peterson, P. L. (2006). *Theories of Learning and Teaching. What Do They Mean for Educators?* New York: National Education Association (NEA).

- Robert (2010). *Action Research for Teacher Candidates. Using Classroom Data to Enhance Instruction*. New York: Rowman & Littlefield Education.
- Tang, J. B. (2011). *Teaching for Quality Learning at University* (Fourth Edition ed.). New York: Society for Research into Higher Education & Open University Press.
- Umora, K. L. (2016). *Teaching Speaking Sub-Skills. Activities for Improving Speaking*. New York: Continuum.
- Wallace, T. (2004). *Teaching Speaking, Listening and Writing*. Geneva: International Academy of Education (IAE).