

Improving Speaking Skill of Eight Graders of MTs Surya Buana Malang Through Role Play

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Abstrak: Penelitian ini bertujuan untuk meningkatkan kemampuan berbicara siswa melalui tehnik *role play* pada siswa kelas VIII MTs Surya Buana. Hasil dari study pendahuluan menunjukkan bahwa siswa tidak dapat berbicara dengan baik, kurang dalam tata bahasa, dan mereka mempunyai cukup kosa kata. Peneliti tertarik dalam melakukan penelitian tindakan kelas untuk mengidentifikasi dan menyelesaikan permasalahan siswa dalam berbicara. Peneliti memfokuskan pada tiga aspek yaitu kosa kata, kelancaran, dan ketepatan. Dalam melaksanakan kegiatan, penelitian ini adalah kolaborasi dimana peneliti dan guru bahasa Inggris berkolaborasi dalam mempersiapkan dan melaksanakan kegiatan peran kolaborator adalah untuk mengobservasi kegiatan selama proses belajar mengajar dan mengisi instrumen-instrumen. Kegiatan diterapkan dalam satu siklus dan siswa sudah mencapai kriteria sukses. Hasil dari penelitian menunjukkan bahwa penerapan dari penggunaan tehnik *role play* dalam pengajaran berbicara dapat meningkatkan kemampuan berbicara siswa.

Abstract: This study was aimed to improve the students' speaking skill through role play technique at grade eight of MTs Surya Buana Malang. The result of a preliminary study showed that they could not speak English well, had bad grammar, and they had insufficient vocabulary. The researcher was interested in conducted the classroom action research to identify and solve the students' problem for speaking. The researcher was focused to three aspects, namely vocabulary, fluency, and accuracy. In conducted the action, it was collaborative where the researcher and the English teacher collaborated in preparing and implementing the activity. The role of collaborator was to observe the activity during teaching and learning process and fill the instruments. The action was applied in one cycle and the students have got the criteria of success. The finding of the study showed that that the implementation of the use of role play cards for teaching speaking can improve the students speaking ability.

Key Words: Speaking Skill, Role Play.

Introduction

Speaking is a crucial part of second language learning and teaching. Teaching speaking is not merely to let students repeat or memorize dialogues, but they should be able to use the utterance to communicate in real situations. The role of teachers to make the students more interesting and fun in teaching and learning process is very important. One technique that can be implemented to do it is by asking them to practice the conversation like in real situation. Traditionally speaking usually meant repeating after the teacher, memorizing a dialog, or responding to drills, all of which reflect the sentence-based

view of proficiency prevailing in the audio-lingual and other drill-based or repetition-based methodologies of the 1970s (Richard, 2008). Brown (1994), states that speaking is an interactive process of constructing meaning that involves producing and receiving and processing information.

Chaney (1998), in addition, considered speaking as a process: speaking is the process of building and sharing meaning through the use of verbal or non verbal symbol in a variety of contexts. Speaking is an interactive process of constructing meaning that involves producing and receiving and processing

information (Brown,1994; Burns & Joyce, 1997).

The objective of teaching English in Indonesia based on the 2006 Standard of Competence is that students can develop their communicative competence both in oral and written form to achieve a certain functional literacy stage, it involves four language skills: listening, speaking, reading, and writing (Pusat Kurikulum, 2006). The same definition of the goal of speaking as stated in Pusat Kurikulm (2006) also stated by Richard and Roger (1990), they state that the goal of language teaching is to develop communicative competence. The objective of teaching English for second graders of junior high school students based on 2013 curriculum is stated in KI 4 namely to process, to prepare, and to think in concrete situation (use, arrange, modify, and make) and abstract condition (write, read, count, draw, and compose) based on what have been learned in school and other same resource in view point or theory.

Teaching speaking skill for teachers in Indonesia especially for teaching speaking skill for second graders of junior high school have many problems. The problems are: The students lack vocabulary, grammar, and lack of practice of the language both inside and inside the classroom. These problems cause the students to find difficulties in doing speaking skill and have communicative competence.

The other factor that influences the students' success in speaking skill is limited time of teaching English especially for teaching speaking skill. Junior high school English teachers just teach fours hour per week which is divided into two meetings.

One meeting lasts for 80 minutes, and teachers must integrate English teaching which consist of listening, speaking, reading, and writing, consequently that the time teaching of each skill is one four of the whole time. Such problems also happened for the eighth graders of MTS Surya Buana Malang. It is based on speaking observation that has been done for identifying the ability of students in speaking. Based on the result of role play observation, it is showed that the students still have low or little vocabulary. In the role play process, when the researcher who acted as the tourist asked help for direction to Malang town square for example, many of them got difficulties in explaining the object even there were some of them that did not understand what the researcher asked although the researcher repeat the questions twice, while for interviewing process where the researcher acted as the interviewer and students as interviewees, there were so many of them that cannot organize their vocabulary into good order so that become good sentences and some of them that answered with short answer without good order vocabulary. Grammar is also one factor of them that causes them to feel difficult in expressing their idea besides they have little vocabulary.

According to Lucantoni (2002) role play can be very enjoyable for learners and provide excellent opportunities for using language in real life situations. It is a communicative activity where the learners can use spontaneous language. It also helps learners to develop real life speaking skills. Ments (1999) agree that role play increases learners' motivation and involvement in the

learning process. He also adds that role play lends itself well to mixed ability groups and that it provides learners with opportunities to practice and develop communication strategies. Role play can also require the learners to use their imagination, background knowledge and communications skills.

Role play is a way of bringing situation into the classroom (Doff, 1990), while according to Littlewoods (1991) role play is one of the techniques that are generally connected to communicative language teaching. Richards & Rodgers (1992) state that role play allow students to engage in real communication by helping them to be proficient in sharing information and negotiating meaning. It is also possible to that these skill will help students as they try to communicate in the target language outside of the classroom, provided they are motivated enough to do so. Role play card can be as a media for students to practice their speaking skill like the real situation by bringing the activities into the classroom. Role play, as defined by Livingstone (1983), is a classroom activity which gives the students the opportunity to practice the language they may need outside the classroom. It is a speaking activity which improves communicative competence and provides practice in contexts which simulate real-life experience.

According to Gower (2005), a role play is when students take the part of a particular person: a customer, a manager, a shop assistant, for examples. As this person, they take part in a situation, acting out a conversation. It is unscripted, although general ideas about what they are going to

say might be prepared beforehand. These might well come out of a text or a previous context. Meanwhile according to Revel (1994) role play defined as an individual's spontaneous behavior reacting to other in a hypothetical situation. The essential core of the activity is understanding the situation of another person, and to do this well the player need to come to grips with the other participation, not just his own.

Research Methods

The design of the present study was Collaborative Classroom Action Research (CCAR). In conducting the research, the researcher worked together with one of the classroom English teachers to solve the students' problem in speaking. It is relevant to Kemmis and Mc Taggart's idea (1988) who mentions that approach is only action research when it is collaborative, though it is important to realize that the action research of the group is achieved through the critically examined action of individual group member. The role the collaborator in this study was to observe teaching and learning process, observe students' activity and note it, gave feedback, and filled the observation checklist. The design of this study was a cyclical process adapted from Kemmis and Mc Taggart (1988) which consisted of four steps: (1) planning of action, (2) implementing of action, (3) observing of action, and (4) reflecting of action.

Since this study is classroom action research, the researcher prepared lesson plan and instruments before doing the treatment or action in the classroom. In planning the action, the researcher prepared lesson plan

for every meeting. The numbers of meetings conducted by the researcher were four meetings. Lesson plan is a detailed description of the individual lessons that a teacher plans to teach on a given day. A lesson plan is developed by a teacher to guide the instruction throughout the day. It is a method of planning and preparation. A lesson plan includes specific instructional objective, instructional materials, media, learning activities and evaluation, the name of the lesson, the date of the lesson, the objective the lesson focuses on, the materials that will be used, and a summary of all the activities that will be used. Lesson plans are a terrific set of guidelines for teachers. The instruments used in this study were speaking performance rubric, observation checklist, and field notes. All of the instruments were designed to determine whether or not one cycle of the action meets the criteria of success. The other aspect used in implementing the action was criteria of success. The criteria of success were used to determine whether the implementation of the action was successful or not.

Findings and Discussion

The teaching and learning process using role play cards was applied in one cycle because in one cycle the students have met the criteria of success. The implementation of the role play cards used in the speaking class lasted in four meeting with time allocation 2 x 40 minutes in every meeting. The meetings started from May 12th 2014 and ended on May 16th 2014. The result of the finding of the study was presented in terms of the data collected

using the students' speaking performance guide, observation checklist, and field notes.

The first meeting was carried out on Monday, May 12th 2014 with time allocation 2 x 40 minutes. The activity for the first meeting was used for students' speaking observation and for teaching and learning process for the first lesson. The observation activity was conducted for twenty five minutes and then continued to explain about the first role play with the topic of a shopkeeper and customer. The first thing done was explaining the role play, modeling the role play, asked the students to make five groups, and asked the students to practice the role play in pair in front of the class.

The second meeting was carried out on Wednesday, May 14th 2014. The teaching and learning process started with greeting the students and then checking the attendance list. All of the students were present in the second meeting. The next step was asking students about the previous material namely role play of shopkeeper and the buyer. In this case, the teacher acted as the shopkeeper and one of the students as a buyer. It was done in order that the student could remember and understand about the previous material. The next step was asking the students to make the groups. There were five groups consisted of four students. In making the groups, the teacher used attendance lists. Number one until number five were for group one, number six until number ten were for group two, then number eleven until number fifteen were for group three, and number sixteen until number twenty were for group four. After the teacher has made the groups based on their attendance list, teacher asked the students to

find their friends to be the same group and after all students have found their friends to be a group, the teacher distributed the role play cards to all the groups. All the groups had the same activity that should be done namely role play of taxi driver and passenger. After all the group had done their role play, then teacher asked them to practice it in front of the class.

Meeting three was applied on Friday, May 16th 2014. The material for the third meeting was for front desk and traveler in the hotel. Next activity was making the classroom like in the hotel where one table and one chair were moved to in front of the class. The table and the chair were set up in which one student sat on the chair while waiting the traveler. Before activity of role play was started, the teacher explained the role play of front desk and traveler. The teacher and the students made one examples of role play or conversation between a front desk and a traveler in the hotel before teacher showed the right one that has been made by the teacher. After teacher and students finished, then teacher showed the right form of role play of front desk and traveler. The next activity was showing the modeling and asked the students to practice it.

Meeting four was conducted on Friday 16th May 2014. The next step was explaining the role play of student who come late and teacher. The teacher and the students made a form of conversation between a student who come late and a teacher. The next step was showing the modeling of role play of student who come late and teacher. In showing the modeling, the teacher asked two students to do it. One

of student became a teacher and the other one became a student who came late. The teacher guided the students and instructed them to do those activities. After all students understood the role play, the teacher asked them to practice it in pair. While the students practiced the role play, the teacher corrected them directly because that day was the last day for teaching and learning process and they did not have enough time to practice it for long time and that day was also used for final test or post test. In practicing process, almost all of students did good performance or got good qualification based on scoring guide and only there were two students that still could not show good performance or got poor criteria. The teacher supported the two students who did poor performance and the teacher also advised them to study hard to practice their conversation.

Speaking test was conducted on Friday, 16th May 2014. In conducting the post test, the teacher asked the students to do it. Based on the attendance list, number one and number two were for the first pair, number three and number four were for second pair, number five and number six were for third pair, and so on. In the post test, the achievement was focused on three aspects; vocabulary, fluency, and accuracy. To achieve the students' speaking achievement, the researcher used the students speaking scoring rubric.

The result of the test was, there were 3 of the students (15%) got very good criteria, 14 of the students (75%) got good criteria, and 3 students (15%) got poor criteria. So, it can be concluded that there were 3 students (15%) that got poor criteria and there were 17 of the students (90%) that

got good criteria. The result of the analysis of the students' score showed that there was a significant improvement of the students' speaking ability in the preliminary study to the students' speaking ability after the treatment. In the preliminary study only 3 students (15%) among 20 students got good qualification (see appendix 1) while after the treatment there were 17 students (85%) among 20 students got Good qualification (see Appendix 7b). It means that there was an improvement from preliminary study to after the treatment. Based on the criteria of success there should be 75% out of the students who achieved good qualification in speaking performance and the students of MTs Surya Buana have got 85% of the students with Good qualification after the treatment. It means that they have met the criteria of success and the researcher stopped the treatment.

Teaching speaking through role play cards can improve the students' speaking ability. The finding of this study has proven that teaching English through role play cards can improve the students' speaking ability. It can be seen from the improvement of the students' performance. In the preliminary study, there were three students (15%) out of 20 students got Good qualification in speaking test. After the implementation of role play cards, it became 18 students (85%) out of the students already achieved Good qualification in the speaking test.

The use of role play cards also brought positive effect to the students' attitude and involvement during the teaching and learning process. It can be seen from the result of the observation checklist in every meeting. In the meeting one, the students

involvement in teaching and learning process were 85% or 17 of 20 students, in meeting two the students involvement were 90%, but in meeting three there were no improvement from the meeting two namely there were 90% involved in teaching and learning process, and the last meeting or in the meeting four, the students involvement were 95%. From the result of field notes, it shows that the students were active in teaching learning process and they were happy and joy in practicing the role play activity.

The implementation of role play for teaching speaking gives the students the fun activities, it can help them to reduce reluctant to speak. Learning speaking through role play cards enhanced not only the students' speaking ability but also their involvement in the teaching learning process and their motivation in learning English. It was wonderful technique that can led the students to discover the joy learning. It also makes the students learn language enjoyable. By doing activity of speaking by role play, it helps the learner to develop real life speaking skill. It is very helpful that the role play cards can employ the students with any kinds of conversation like in real situation. By learning and practicing any kinds of conversation containing in the role play cards can help them to speak fluently, accurately, and it also can enrich their vocabulary and able to use any vocabulary in appropriately. Beside, learning English especially learning speaking through role play cards can help students to self confidence of doing speaking process in the classroom and it may help to self confidence outside the classroom.

Teaching speaking through the implementation of using role play cards made the students more active, fun, and enjoyable in teaching and learning process. It is in line to Lucantoni (2002) that role play can be very enjoyable for learners and provide excellent opportunities for using language in real life situation. Teachings speaking through role play cards help the students to be more active in practicing their speaking ability. Richards & Rodgers (1992) state that role play allow students to engage in real communication by helping them to be proficient in sharing information and negotiating meaning. It is also possible that it will help them learn as they try to communicate in the target language outside of the classroom, provided they are motivated enough to do so.

By doing role play activities, the students could expresses themselves to others and could explore their ideas, because the teacher encouraged them to practice speaking, not just to memorize the role play but lets the students to be more creative in speaking by exploring their ideas and make role play Teaching speaking through role play cards could make the students active because teaching speaking through role play cards allowed the students to practice more about the role play. Ments (1999) agree that role play increases learners' motivation and involvement in the learning process. He also adds that role play lends itself well to mixed ability groups and that it provides learners with opportunities to practice and develop communication strategies. Role play can also require the learners to use their imagination, background knowledge and communications skills.

Conclusion

The implementation of teaching speaking through role play cards to improve students' speaking ability can be done successfully when it pursues several procedures, those are (1) deciding on teaching material by looking at the curriculum or syllabus, (2) dividing the students into the group, each group consist of four students, (3) giving explanation about the role play and role play cards in order that the students understand about both of it, (4) showing modeling of how to doing the role play activity, (5) distributing the role play cards for each the group, (6) asked the students to make the role play based on what the role play containing in the role play cards, (7) distributing the vocabulary which refer to each of the role play activity (8) collect the students work, (9) discuss the role play, (10) asking the students to practice the role play in front of the class, and (11) correct the students' mistake in doing the role play activity.

The role of English teacher in teaching and learning process is very important to make the students successful in the learning process. Speaking is one skill that must be taught by teacher, teaching speaking not only how to teach students able to speak but how to make students have communicative competence in speaking. So, it is very important that a teacher be creative in managing the teaching technique in order that the students enjoy and be active. Regarding to the teaching speaking through role play cards, the researcher give some suggestion for the teacher, students, and the principal.

Teacher has vital role in teaching and learning process especially for teaching speaking through role play cards. In order that the teacher can teach speaking through role play cards well, the researcher supposes any suggestions. First is, the teacher should choose the material which is relevant and appropriate with students' ability and not too difficult. It is very important to choose the relevant, appropriate, and not too difficult. It functioned in order that the teacher teach based on the curriculum not based on self interest and it also in order that the students easy in understanding the materials. The second suggestion is the teacher should show the modeling of role play before ask the students to practice it. The modeling functioned in order that the students can understand the process and steps of doing role play. Next is the teacher should present the easy language, enjoyable, and understable way. Teacher should make the role play by using words or vocabulary which are familiar to students, and often used in the daily life. The fourth is teacher should not allow the students to memorize the role play or dialogues but let them to understand it and let them to explore their idea and creativity. Last is teacher should keep control the students' activities during the role play process.

The other important aspect for the successful of teaching and learning process especially for teaching speaking through role play cards is students. So, the suggestions are also addressed to the students. The first is the students are expected not to be shy in practicing the role play. Self confidence in performing role play is very important for the students. By self confidence, the students

find it easy in practicing the role play and they can express their ideas. The next suggestion is the students are hoped to be active and creative in practicing the role play activities and they should not just memorize the role play but they should understand it. When the students are practicing the role play, the researcher hope the students to elaborate their role play or conversation and not just follow based on what the teacher taught. Finally, the researcher suggests the students to practice more both inside and outside the classroom.

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