

**IMPROVING STUDENTS' SPEAKING ACHIEVEMENT USING ROLE
PLAY FOR THE ELEVENTH YEAR STUDENTS AT SMAN 2 BATU**

SCIENTIFIC ARTICLE

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Abstract

Students in high school are expected to be able to speak English well because having speaking ability is important for communicating in the global era.

Communication using English is very important for every student as the common language used in communication. In Indonesia, English as a foreign language has become compulsory for all high school students. Based on the previous study conducted by the researchers at SMAN 2 Batu, there were many students had difficulties in learning English conversation, they are grammar, vocabulary, pronunciation, and self-confidence. This is shown on the students' achievement which were still under the standard minimum score, that is under 75. Therefore, the researcher proposed role-play techniques aiming at increasing students' speaking achievements in XI Interests Cross class at SMAN 2 Batu.

This study used classroom action research to solve problems relating to the students' speaking skills. Through role-play techniques students are able to express ideas and opinions in a role. The researcher used 4 instruments in this study to support the data collection which were done in one cycle. Those instruments were observation sheets, tests, questionnaire, and field notes.

From the results obtained, it can be concluded that role-play technique can help students increase the speaking achievement. This was shown by the achievement of the criteria of success that have been made by the researcher. It can be seen at the end of the test results 70% of students were able to reach the standard minimum score, 75. Role-play can also help students to be more interested in learning English, especially in the study of speaking. This was shown in the results of the questionnaire, 65% of students feel motivated to learn English by

using this technique. Role play also can improve speaking classroom become better situation in the way that the classroom situation becomes more alive and increase the students participation

Keywords: Speaking Achievement, Role Play Technique



1. INTRODUCTION

In Indonesia, English is treated as a foreign language, which becomes one of the subjects at schools. The students are expected to master English to follow a global development. In learning English language, there are four basic skills, namely listening, speaking, reading and writing. In learning English language, the four skills are important, however, speaking seems intuitively the most important.

However, the English instruction in some senior high schools does not demonstrate a satisfactory result. Many students are still unable to communicate English in a right way especially on their pronunciation because they feel confused about how the proper pronunciation of each word in the English itself.

The other problem in speaking may happen by an excessive use to formulate utterances into target language. Aleksandrak (2011, p.38) also adds that the other problem come from individual personalities and attitude in the learning process, such as inhabitation, blank ideas, low participation, and mother tongue use.

The role play technique is one of the techniques that can improve speaking achievement in English learning. According to Ments (1990, p.20), role playing is working a set of behaviors which is considered appropriate to a particular role. The involvement of the participant in role play can create emotional and intellectual to the subject matter. The students can practice directly how to pronounce the words or sentences in an English language both in correct vocabulary, correct pronunciation, and good self confidence with role play technique. Role play can develop the students' imagination of a role and simulates a real life by performing in front of the class. Role play and simulations are form of experimental learning (sysonev, 2002). It can conclude that role play technique make the students active, creative, and imaginative when they pretend to be another person for a while. The students will be able to develop their feeling through spoken language.

In this study the writer aimed to find out how role play can improve students speaking achievement of XI Lintas Minat class students in SMAN 2 Batu.

2. REVIEW OF RELATED LITERATURE

Speaking in English Language Teaching (ELT)

The language is a system of arbitrary vocal symbols which permit a person to communicate or to interact (Bashir et al, 2011, p2). As we well known that there are four basics skills of English, none of which should be ignored. Speaking does not mean merely uttering word by using mouth but also it is conveying the message using the words of mouth. Speaking is the basic means for human communicate. Ever since they know about their language, speaking has already becomes one of the most skills that produce verbal utterances to convey their information. It is supported by Brown and Yule (1983, p13) that the purpose of the speaker in speaking is primarily to communicate the message rather than to be nice to the listener.

Teaching Speaking in ELT

Speaking has becomes one of the skills that should be learnt, the ability to improve speaking itself is needed for the students to communicate in their further life. Bashir *et al* (2011, p2) add that speaking is not a part of the examinations. Therefore, the students do not get many chances either in the classroom or in the outside to speak English. Palmer (2011, p4) says that speaking skills may have been somewhat underemphasize in school, but they have not been underemphasized in the real world. Meanwhile, learn to speak demands a lot of practice and attention.

Role Play

Role play is one of teaching activities that involve students to play a role derived from everyday activity. Ladousse (1995, p.5) defines role play by its word where "role" is a particular person that can be their own or somebody else, while "play" means the environment in which students are inferred to play with. The role play player may never be another person when they do a role play.

Joyce & Weil (1986, p.241) also state that Role-playing as a model of reaching has roots in both the personal and social dimensions of education. It attempts to help individual's find personal meaning within their social worlds and to resolve personal dilemmas with the assistance of the special groups.

3. RESEARCH METHODS

a. Research design

in this research, the researcher applies classroom action research, as Hopkins (2002, p.47, as cited in Costello, 2003, p.3) suggests action research combines as substantive act with a research procedures; the action disciplined by enquire; personal attempt as understanding while engage in process of improvement and reform. CAR is usually conducted in several cycle, while each of a cycle will be repeated if the result of the first cycle does not reach the criteria of success.

b. Research Procedure

The first step, the researcher did a preliminary study. In the preliminary study, the researcher also did the interview with English teacher in SMAN 2 batu in order to know the class condition, the students' problems in learning English especially in speaking skill. The interview was supported with class observation done by the researcher and the result of the questionnaire that had been distributed to the students dealing with learning speaking. Meanwhile, the researcher did the pre-test to get the students speaking score before the implementation and also to be used to set the criteria of success. The researcher conducted a preliminary study deal with the subject or the research on May, 14 2016 in, XI Lintas Minat class at SMAN 2 Batu. It was also supported with some instruments, such as interview, class observation, and pre-test. Here, the researcher discussed about the result of preliminary study.

The second step was planning. Planning is an action as solution to the problems that had been identified in the preliminary study. The researcher should

be flexible enough to adapt with unpredicted constraints. The researcher needs to act more effectively over a greater range of circumstances. The researcher needs to act more wisely and more prudently. In this research the planning step is translated into the development of lesson plan. The lesson plan was made based on curriculum 2013 and, scientific approach was the method used by the researcher in teaching speaking. In this phase, the researcher made a planning to done this research. Those are designing a lesson plan, designing an instrument, doing a preliminary study to get a pre test before implemented this technique, and setting a criteria of success. The criteria of success in this research was 70% students must passed the minimum standard score.

The third step was acting. The researcher practiced 'idea-in-action', meaning that all the ideas which are set before in planning step are applied in this stage. The researcher has control toward the process of implementing the planning, but the researcher is not controlled by plan and prior practice. The researcher has an option to do some variations of practices due to unpredicted situation in the class. Although the researcher was not rigidly controlled by plan, the researcher needs to be careful and thoughtful in applying variation of practice. When the barrier comes, the researcher needs to deal with real constraints. The researcher should be dynamic, meaning that the researcher should take instant decisions to overcome the problems that appear. It aims to struggle towards improvement. In this phase, the researcher took a role as the English teacher and implemented the lesson plan. This research was conducted in one cycle where in this study, the researchers do this in one cycle where in one cycle, there are 5 meetings. The researcher introduce role play technique while delivering the material and practiced role play technique by using the creativity of the students in understanding the meaning of a song. In the end of the cycle the students are given the post test by the researcher in the form of students' perform of role play. Students performed a scripted role play based on their idea and creativity.

The fourth step was observing, in this phase, the researcher collaborated with his partner to observe the researcher's performance, situation in the class, students' responses, and participations which were found during the teaching and

learning process. He also used the observation checklist that covered about lesson plan, speaking activity, and students' participation in teaching and learning process. The observer sometimes helped the researcher to cope with the students' problem in the activity.

The last step was reflecting, in this phase, the researcher identified the problems that have been found after seeing the result of the observation and the result of the post-test in implementing this technique. It is also supported by the observation checklist and field notes from the researcher. That was used to make a new plan for the next cycle to reach the criteria of success.

c. Setting and subject of the study

The researcher conducted the research at SMAN 2 Batu. It is located in Jl. Hasanuddin Junrejo, Batu. The subject of the research is XI Lintas Minat year in the academic year 2015/2016. There were 20 students which consist of 10 boys and 10 girls. SMAN 2 Batu chosen as the research subject because the researcher found some problems in learning English especially in speaking during teaching practice. After having the data from interview with English teacher, the researcher also did the class observation to know the factual situation within the classroom and also to analyzed the students' problem especially in speaking.

Meanwhile, the XI Lintas Minat years students were chosen because from the result of the teachers' interview, class observation, and pre-test score about the speaking ability found that some problems still need to be solved. The researcher proposed CAR to find the solution of the problem in the classroom through particular technique. The implemented technique in this research was role play focusing on the improvement of students' speaking achievement.

d. Data Collection

A research needs a data collection to help the researcher collect the data that can be done in several ways. The data collection commonly used in classroom action research was in the form of test scores, teacher evaluation, and other progressive classroom assessment techniques (Schmidt, 2002). As this research

focused on the students' improvement, the researcher used observation, interview, test, field note. The first instrument that was used by the researcher is observation. Observation was conducted to get the real information about condition in teaching learning activities including teachers' performance, and students' responses in speaking activity, such as pronunciation, vocabulary, grammar, and their braveries to speak up in front of the class. The researcher did the class observation in the preliminary study to get the real situation in the classroom before implementing the research.

Second, the researcher also did the interview with English teacher in order to collect the particular information that might be needed for the research. It is important in the respondent have the willingness to answer the question honestly.

Third, the researcher made a test as the research instrument. The test that was used in this research was performance-based test. In the post test was taken from students' performance based on scripted role play that make from the song that have been chosen by themselves. To make a final score of speaking during performance, it was need standardized rubric of evaluation test. Therefore, the researcher used the scoring rubric of speaking taken from teachers' book "When English Rings a Bell".

The last instrument was field note. This instrument used to record the teaching and learning process toward teachers' technique, students' responses, and classroom situation.

e. Data Analysis

After the data had been collected, the researcher came up into data analysis. The data obtained for this research is qualitative data taken from observation, interview, and test. Then, those data will be reported in descriptive analysis. The researcher also used quantitative data to calculate the percentage of pre-test to post-test result score that is obtained to know how many students who

pass the minimum score in this research which is 75 based on the school agreement using the formula proposed by Sudijono (2008, p. 43).

The researcher use scoring rubric as the guideline to give a score to the students. Dealing with the problem faced by the students in XI Lintas Minat class which pronunciation, confidence, grammar, vocabulary here the researcher focus with five aspects. The aspect are pronunciations, intonation, fluency, content, and confidence. The researcher do not include grammar in scoring rubric because it is very difficult for the students to focus on grammar especially in speaking where the learning of grammar is not maximal in the class.

4. Research Finding

This research was conducted only in one cycle because it already met the criteria of success. This cycle consisted of four stages, namely planning, implementation, observation, and reflection. This cycle finished in four meetings. The first meeting was conducted on Saturday, Saturday, 20 August 2016. The second meeting which is held on Tuesday, 23 August 2016. The third meeting was conducted on Saturday, 27 August 2016. The forth meeting was held on Tuesday, 30 August 2016. The fifth meeting as the last meeting was held on Saturday, 3 September 2016. After having the score from the post test, the researcher analyzed that the percentage of the students who passed the minimum standard score was 70%. It can be conclude that the improvement from the pre-test result was clearly shown and it was enough, dealing with the criteria of success of the students who passed the minimum standard score is 70%. Based on the results of the research that conducted by the researchers, this study has been a success, because the results of this study have achieved criteria of success which have set by the researcher.

The improvement in the speaking elements which became the problem of this research such as grammar, vocabulary, pronunciation, and self-confidence were happened in the teaching and learning activity. In a grammar and vocabulary, it can be solved by the researcher always checked and given a revision on the students' script before they practiced role play in front of the class.

The students shown an improvement on grammar and vocabulary in the third meeting until the last meeting of this research. While in pronunciation, it can be solved by the researcher always given a direct feedback during practicing a role play in each meeting. For self-confidence problem it can be solved by always reminded the students that they did not to be shy to speak up because the researcher always given a direct feedback to them.

5. Discussion

Role play is one of the technique that can used to teach speaking English. Role play closed to students' imagination which bring them to the attractive activity. This section presents about the discussion of the research findings toward the implementation of the role play technique to improve students' speaking achievements. It is revealed by the significant improvement from the preliminary study to post-test result in cycle 1. In the preliminary study, the students had low speaking achievement and their common difficulties were in grammar, vocabulary, pronunciation, and confidence. The pre-test results showed that was only 20% passed the minimum standard score, while in the post test result showed that 70% students passed the minimum standard score..The students also had the significant improvement in grammar usage, vocabulary usage, pronunciation, and self confidence. This research called successful since the result reached the criteria of success. It was proven by the improvement of the students' percentage which get the minimum standard score, where is when the researchers conducted the pre-test only 20% of the students passed the minimum standard score. Then, after researchers implemented role play technique and did the post test, the results showed that 70% students passed the minimum standard score. This result reached the criteria of success which was 70% of the students at least passed the minimum standard score.

6. Conclusion and Suggestion

The researcher had two conclusion after implemented the technique. The first conclusion were, Role play technique can improve students speaking

achievement that is defined from the significance improvement from pre-test to a post test. Role play also can improve speaking classroom into better situation in the way that the classroom situation become more alive and these is also rising the students participation. The second conclusion were, Role play technique also can improve the students motivation in learning English, especially in speaking class. it was clearly shown from the questionnaire result after implemented the technique

The researcher suggested the classroom teacher in the selecting material, the teachers should be able to choose the right material and do not burden the students. Therefore, the uses of right teaching technique can help the teacher in teaching and learning process, especially in teaching speaking. The uses of right teaching technique can make the classroom situation enjoyable and stress free, so that also increase the students' participation in speaking class

While for XI Lintas Minat students, The students should be realized that learning English especially in speaking skill is very important. Speaking is also needed in communicating, therefore role play can help the students to improve their ability in speaking English because role play let the students to practice speaking directly like in a real live. The students also does not need to feel shy and should be brave in express their ideas, feeling, and thought especially in speaking class. in addition, students also do not be shy to ask to the teacher if they had some difficulties regarding to the role play activities to improve their speaking.

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