IMPROVING STUDENTS' SPEAKING SKILL THROUGH ROLE PLAY TECHNIQUE

Nona Inocentia Pratama Lumintu[1], **Eni Rosnija**[2], **Wardah**[3]
nonainocentia@student.untan.ac.id[1], eni.rosnija@fkip.untan.ac.id[2], wardah@fkip.untan.ac.id[3]
Universitas Tanjungpura

ABSTRACT

This research aims to solve the students' problem in speaking in terms of pronouncing the word, fluency, and vocabulary in delivering the dialogues. The researcher took one class of the tenth grade students from marketing class (X BDP 1) as the participants in this research consisting of 30 students. This research was conducted in two cycles. Every cycle consists of planning, acting, observing, and reflecting stages as classroom action research procedures. According to the findings of the study. 1). Students' speaking skills in terms of the accuracy of word pronunciation, fluency of delivering dialogues and increasing students' vocabulary in making dialogues, by applying role playing techniques increases. The role play method can make students more interested in following the subject matter and encourage students to be actively involved in speaking and can practice their confidence in speaking with cooperation and interaction between two students in learning activities. 2). Students' ability in speaking performance has increased from cycle to cycle. In the first cycle, the average score of students' speaking ability in role-playing was 55.997 and in the second cycle was 65.99.
Keywords: Effect, Role Playing, Speaking Skill.

INTRODUCTION

Speaking is a process of communicating that contains giving and receiving information from the speaker to the listener. Ichsan et al (2019, p.3) state that speaking is a skill that allows the learner to produce spoken language mainly in single sentence turns. Speaking is the most basic form of human communication, most people consider the ability to speak a language to be equivalent to learning that language Lawtie (2004).

Based on observations, students in the tenth-grade Vocational high school 3 Pontianak have low motivation to speak internally in class because they cannot speak English fluently. They still need some help in mastering speaking skills, such as a lack of vocabulary and opportunities in real speaking activities to support their pronunciation speaking English, and lack of confidence. The researcher took action research to solve students' problems in learning English.

One way to improve students' speaking skills is to give Role play as a form of English learning activities in class, Elizabeth et al (2005) says Role Play is a situation created where students deliberately act or assume characters or identities they do not want usually assumed to achieve learning objectives.

The researcher was inspired and interested in doing this research in order to improve students' English performance using the role-play technique, in particular for a tenth grade of tenth a class of Vocational High School 3 Pontianak. In addition, the researcher found research gaps from previous studies that were be covered by this research. Whereas previous research involved students in junior high school, this research involved students at the vocational high school level. The researcher adjusted the levels and stages of practice speaking and conversation in the role play technique to students' levels and problems in speaking English. Furthermore, the researcher also adjusted the material and topics for speaking and conversation practice with the speaking material in the syllabus. Based on the problems in the class, the researcher determined the research focused on aspects of speaking

pronunciation, fluency, and vocabulary. Therefore, the researcher applied Classroom Action Research (CAR) as a research design to solve existing problems in class.

The researcher found that this research can solve the students' problem in speaking and improve their speaking skills in terms of pronouncing the word, fluency, and vocabulary in delivering the dialogues. In short, this technique makes classroom communication more effective as the students have already had an opportunity to communicate in their pair.

RESEARCH METHOD

The present research is a Classroom Action Research study with a research design In accordance with McTaggart cited in Burns action research has four stages: planning, action, observing, and reflecting. The research location is a very important aspect of collecting data for research. The ability of researcher to find facts efficiently and quickly is determined by the circumstances of the location. The research was be conducted at Vocational high school 3 Pontianak.

The subjects of this study were tenth graders in Vocational high school 3 Pontianak. Researcher collaborate with English teacher there. The researcher took one class of the tenth grade students from marketing class (X BDP 1) as the participants in this research consisting of 30 students. The reason why the researcher chose the that class as a participant was that class is the recommendation of the English subject teacher considering that the class still has a problem in speaking ability and has scores below the Minimum Completeness Criteria.

In the implementation of research, the researcher would pay attention to students' behavior in the natural environment during the teaching and learning process. This observation was the form of the situation in the classroom, the role of the researcher and the speaking skills of students to understand English. According to Creswell (2018), observation is a technique of data collection in which the researcher observes certain phenomena and takes field notes to obtain information, particularly on the behavior and activities of the participants at the research site. The data would be obtained through observation during the teaching and learning process in the classroom. During the observation, the teacher as a collaborator observed what was happening in the classroom to obtain the objective data.

The researcher also used data as a data collection technique in this study. Assessment data is used to collect and integrate data in the framework of development education evaluation. In this study, assessment data would be formed from numerical data to be obtained through a speaking test. Therefore, the researcher assesses test results to measure improvement in students' English performance after using the dialogue using the role-play method in English-speaking teaching activities. Therefore, the measurement would be done by calculating the average score or average of the test results.

To found whether students' speaking skill increases, the researcher used cycles. Students conduct role play techniques using appropriate materials and techniques and according to procedures to be effective.

RESEARCH METHOD
Result

From the results of the analysis, the findings of classroom action research are quite satisfactory. Students' speaking skills in terms of the accuracy of word pronunciation, fluency of delivering dialogues and increasing students' vocabulary in making dialogues, by applying role playing techniques increases. This technique helps students to learn and

experience a pleasant speaking process in expressing their thoughts and it affects their ability to speak English.

From the research findings, it appears that the students' ability in speaking performance has increased from cycle to cycle. In the first cycle, the average score of students' speaking ability in role playing was 55.997 and in the second cycle was 65.99. This figure indicated an increase in students' speaking ability in class.

Discussion

Researcher and students gave a positive opinion about this activity. They agreed that role-play is an interesting activity that will attract students' attention and improve their speaking ability. In line with Mariani (2019), by using role-play, many students enjoy it easily, make good progress, even when their knowledge of the language is minimal and the improvement could be seen in the students behavior. The students were ready in the class when the teacher entered and they were ask question when found difficulties about the subject. Pair weak students with more advanced ones, provided they are patient and willing to help. According Arham (2016), the students who studied through role play technique show significant improvement in their speaking performance on the post test section. The researcher added that learners are motivated to exploit all their latent knowledge about a foreign language, all that they absorb through listening and reading.

Another positive thing in implementing role-play activities is that students can enjoy speaking English in front of the class, because role-playing activities can bring fun situations to students. According to Krebt (2017), we can build something that students naturally enjoy when using role-play and also encourage students to use gestures, body movements, facial expressions or all natural nonverbal elements in speaking. Role play also encourages students to be more confident in playing a role in the dialogue learning environment that provides opportunities for them to express themselves. In a fun atmosphere that is brought, students relax and are excited to explore the language and what stories are offered.

From the results of this study, researcher feels relieved and happy because the problem has been resolved. It is proven that the role-play technique has benefits for students' speaking practice and can solve their problems in class.

CONCLUSIONS

The conclusion of this research is how to improve the speaking skill of the tenth grade students of Vocational High School 3 Pontianak in the academic year of 2022/2023 by implementing the role play. After carrying out all the processes of this research, there are some conclusions that can be drawn. They are presented as follows:

1. Based on the application of role play, researcher saw that students were interested in doing role play techniques. This can be seen from the learning process shown by students while in class. In the first cycle when doing role play most students use notes to read dialogues. However, in the second cycle, many students had already memorized the dialogues, so students did not need to take notes. This shows that students have an interest in technical role play so students want to try and practice seriously when doing role play in front of the class.
2. The observation results show that students become more active and creative while in class.
3. Based on the application of role playing activities, students' speaking skills in expressing asking questions and giving information and making, accepting and rejecting appointments increased from cycle I to cycle II. The average value in the first cycle is 55,997, and in the second cycle is 65,99.
4. The level of students' speaking achievement is increased by applying role playing

activities from poor level to moderate level to good level. This can be seen from the table of their speaking scores which experienced an increase from the first cycle to the second cycle. The more students who experience an increase in the level of average to good.

DAFTAR PUSTAKA

Arham, R. (2016). The use of role play to improve teaching speaking. International Journal of Scientific and Research Publications. ISSN 2250- 3153, Volume 6, Issue 3, March 2016. Indonesia.

Barkley, Elizabeth F., K.Patricia Cross, and Claire Howell Major. (2005). Collaborative Learning Techniques. A handbook for College Faculty. San Fransisco: Jossey-Bass Publisher

Ichsan, M. H., Apriliaswati, R., & Rosnija, E. (2019). Improving students speaking skill through project-based learning. Retrieved from https://media.neliti.com/media/publications/213975-none.pdf

Krebt, D.M. (2017). The effectiveness of role play techniques in teaching speaking for efl college students. Journal of Language Teaching and Research, 8(5), 863.

Lawtie, Fiona ELT teacher (2004). Teaching Speaking skills 2- Overcoming Classroom Problems. British Council. Caracas