Implementing Role Play to Improve Speaking Skill

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ABSTRACT

Many students are really passive and reluctant to speak English in the classroom. Therefore, This research is designed as a research on improving students' speaking ability in class The method of this research was classroom action research. Kemmis and MC Tanggart (MC Niff, 1992;27) design is used in this research, which consists of four phases; planning, Implementation, observation, and reflection in each cycle. The Method was conducted in three cycles. The subjects of this research were 19 students at the first semester of the Eighth grade students of Mts Al-Amiriyah in academic year 2019/2020. After collecting the data, the writer found that improving students' ability in expression of happiness through Role Play technique is work well. Based on the data analysis, the result of the research was progress. It is showed that the students' mean score for speaking ability in expression of happiness improved. It could be seen on data analysis result from each cycle (62,5 on cycle 1, 68,42 on cycle 2, and 76,32 on cycle 3). Even students fulfilled KKM (standard achievement) on cycle 2, however, the teacher and collaborator decide to do 3 cycle to make sure that using role play was really suitable for students' speaking ability improvement. Based on the result of the data analysis, the writer took a conclusion that Role Play technique is work well and can be applied, because by doing this action the students are interested and enjoy it. There is no doubt that through the Role play students provided with a change to study language freely in related atmosphere.

Keywords : Implementing, Role Play, Improve, Speaking Skill.

A. Introduction

In learning English, there are four language skills that are very needed to be learned by students. Namely reading, writing, Listening, and speaking. Speaking is one of the skills in English, according to tarigan (1986:89) speaking can improve students other language. which is very important for communicating with others, communication tools among countries around the world, and which can express their feelings and abilities. Speaking is one of the most important skills in language learning an also in our life. When people are learning to speak foreign, for example, they still find out the difficulties in their speaking, because they have to understand the dialect

stress, pronunciation, and the meaning of the speaking activity itself. Speaking needs to be applied well, because speaking is used to communication. So that is way, it is very important to understand how to speak well, student need more than just reading.

In fact, it is not easy for the teacher to teach speaking in English. They have important roles and a challenging task. Teaching speaking means developing the learners' communication ability. The teacher should create an English communication during the classroom the language teaching which actively involves the student. Language teaching and learning can only occur through a natural process when the students involved actively in using the language for communication. It concerns the methods or the techniques used the teaching English. That is why, Byrne (1986:1) suggests that teachers need to have a clear understanding and enrich their technique method in teaching oral ability.

Considering the facts, the researcher chooses one of the teaching techniques to create a good learning atmosphere through an Role play method. Role play in other classroom context has had several beneficial results. First and most importantly, Role play exercises have increased content.This Research is done in order to know the influence of role play technique in teaching speaking. Speaking is a skill used by someone to communicate orally in daily life whether at school or outside the school.most teacher tried to find techniques in order to make student interested in learnung speaking. At least, they can speak in a simple conversation freely. So, One of strategies to student more active to speaking one of Role play Method. according to life that need each other or social beings, role play strategies are very suitable, this strategy uses a general combination of social education and relationships between humans. that technique relevant with studies, but those cases involve individual in the dramatization from (Oemar hamalink, 2011 :199).

B.   Review of Related Literature

There are theories of Speaking. The theories basically make an attempt to explain the mechanisms of Speaking and the process of understanding through Speaking. Speaking will be understood if you can master the language as an intermediary tool. According to AS Hornby (1995:662) stated the language is the system of sounds and words used by human the express their thoughts and feelings. The language that is needed for the people to communication. Byrne (1986:8) said that communication involves four skills, among others: speaking skill, writing skill, reading skill, and listening skill. While the speaker has to prepare the message that will be conveyed in appropriate language, the listener should interpret the message appropriately. according to tarigan (1986:89) speaking can improve students other language. Which is very important for communicating with others, communication tools among countries around the world, and which can express their feelings and abilities In fact, it is not easy for the teacher to teach speaking in English. They have important roles and a challenging task. Teaching speaking means developing the learners' communication ability. The teacher should create an English communication during the classroom the language teaching which actively involves the student. Language teaching and learning can only occur through a natural process when the students involved actively in using the language for communication. It concerns the methods or the techniques used the teaching English. That is why, Byrne (1986:1) suggests that teachers need to have a clear understanding and enrich their technique method in teaching oral ability. The problem above indicate that it is important to give the students the same amount of change in exercising their speaking skill and pay more attention to create a learning situation with various teaching techniques. "A well prepared teacher will know what is likely to interest and stimulated his class…..he will planed his class not just on the basis of what activities are suitable, what skills have to be taught, in order words, about what the most effective thing for the class will be" (Harmer, 1990 : 214). Thus by having an enjoyable situation with more time for practice, The Researcher Chose The Method of Role play in

Process Teaching in class. Role-play is a product of 'play', 'games' and 'simulation', and definitions of these are provided in The Concise Oxford English Dictionary (1978 edition) definition of role-playing is: 'behaving in accordance with specified function'. This is accurate but a working definition of role-play is more difficult to arrive at largely because it is associated with 'dramatic' activity in the minds of teachers, and also because of confusion in the literature arising from its relatedness to play, games and simulation (Jones, 1985). It is suggested in this model that there is progressively increasing intellectual rigour involved as you move from play to games to simulations. . Role-play in science, therefore, is a product of the use of drama, games and simulations. Since, properly designed, it involves children in physical and intellectual activity, it has a potential to elucidate scientific concepts. So, One of strategies to student more active to speaking one of Role play Method. according to life that need each other or social beings, role play strategies are very suitable, this strategy uses a general combination of social education and relationships between humans. that technique relevant with studies, but those cases involve individual in the dramatization from (Oemar hamalink, 2011 :199).

The researcher try to observe and analyze some studies which apply interactive approach in teaching Speaking. There are many similarities From studies was conducted in applying interactive strategy such as be done by Nurul Indah (2015) Implementing Role Play to Improve the Speaking skill of Seventh grade of *MTSN Sambirejo* in academic year 2014/2015. That's Have Some similarities with Research, including the Object Research has did in the Junior High School, Then The Method using Classroom Action Research (CAR) and this writer has attended the same place as the Researcher, The Finding This Research is The Students have shown significant change in the scores obtained and better attitutedes in understanding learning. Then by Nining hidayati (2015) Using Role Play To Improve Students' Speaking Ability (A Classroom Action Research With Eighth Grade Students of MTs.NU 05 *Sunan Katong Kaliwungu*). That's Have

Some similarities with The Research, including the Object Research has did in the Junior High School exactly eighth class, Then The Method using Classroom Action Research (CAR). The Finding This Research is Observation Checklist Showed that The Students Seemed Braver and more Convident in speaking after using Role Play in Learning. The last by Hermina Prima (2018) Improving Students' Speaking skill using role play in english extracurricular class in SMP Pangudi Luhur 1 Yogyakarta. That's Have Some similarities with Research, including the Object Research has did in the Junior High School, Then The Method using Classroom Action Research (CAR).The Finding This Research is The student have enjoyed the learning Process, so was over coming the students decreasing score in next cycle. So, the present study is intended to investigate the Improve Speaking Skill Trough Implementing Role Play Technique and it is expected that this research will contribute to the theorist and practice of teaching Speaking in the future.

C. Method

The design will apply in this research is a CAR (Classroom Action Research). This is based on the reason that the writer aims to solve the students' problem in speaking skill and to improve their speaking ability. In this research, the researcher did the activity at *MTs Al-Amiriyah Blokagung.* Here, the researcher acted as the teacher who conducted the process of teaching and learning in the classroom. According to Latief, Adnan (2012;145) Classroom Action Research is an Effective media in Improving the quaintly of English teachers' performance in instruction as well as students' achievement in learning english in classrooms.

Classroom action research is called when this research literature does not provide the learner and ad ministrant or with sufficient basis for making an important educational decision. Therefore the research design used us classroom action research with the cycle model. Based on Lewin (1980), classroom action research was carried out through certain procedures had cyclical model which consist of four activities. They are as follow: (1) planning; (2)acting; (3) observing, and (4)reflecting. Then, Kemmis and Mc

Taggert (1998) said The Result of one cycle is used to determine the need for the following cycle, until the problems get solved by the strategy,

In this classroom action research, the action was conducted by the reserach collaboratively with the english teacher as the observer of he action. Beside that, the teacher also helped the rssearcher conducted the test and made the reflection after each cycle and before giving the action, the researcher gave the explanation about the procedur of teaching speaking by using English Role play. So that the action had been conducted orderly based on procedur, the activities of the research used.

Diagram 1. The model of the classrom action research
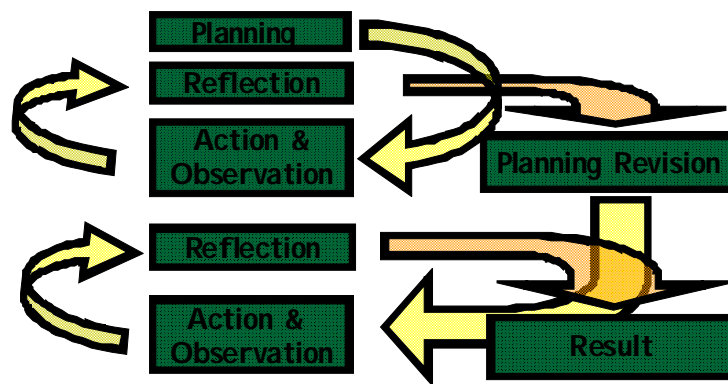
(Adopted from *Sutirjo*, (2008:174)

In order to achieve the goals of this research, the actions will be implemented in Three-cycle. This cycle model enables the researcher to make any remedial action in the next cycle. To solve any problems faced in the classroom might be needed more than two cycles, and this cycle is always connected and continued.

This study follows the following steps: preliminary study, planning of the action, implementation of action, observation, analyzed, and reflection. If the actions succeed so the Classroom Action Research (CAR) will be stopped

but if the action fails the researcher will identify shortcoming and continue to the next cycle then improved shortcomings.

The research will be conducted on October until November 2019 at MTs Al-Amiriyah Blokagung. It will be done in order to get authentic data concerning the teaching of English in general, and the teaching of speaking in particular. By doing a direct classroom observation and having a discussion with another English teacher, the researcher will find that there will be some problems face in the classroom's speaking skill. The problems are the students still have difficulties in expressing their ideas. From the data obtains above, the researcher will conduct the study by following the procedure of the action research made use of the recycle process starting from planning, implementing, observation and reflection. The researcher is responsible for observing the action and the result of observation are discussed together between the research and the collaborator to see the effect of the action on the students' speaking ability.

All stages, both the researcher and the collaborator determine and formulate the design of activities in working plan. The teaching strategy that will be used is Role play which has some certain rules. It emphasizes in practicing the students' speaking ability. In general, the techniques which are carried out in the research contain the following steps: introduce the Role play and the rules of The Role play , Practice Role play ,and Apply the Role play.

This Classroom action will be conducted in October until November 2019 at MTs Al-Amiriyah Blokagung. The subjects of the study are the eighth students of MTs Al-Amiriyah Blokagung. The researcher took 20 students as subject of the study. Moreover the researcher wanted to develop teaching and learning strategy, especially in improving students' speaking skill which is urgently the need to meet the need of communication in globalization era Trough The Procedure the following steps: preliminary study, planning of the action, implementation of action, observation, analyzed, and reflection. If the actions succeed so the Classroom Action Research (CAR) will be stopped but

if the action fails the researcher will identify shortcoming and continue to the next cycle then improved shortcomings. There are two criteria in this research to measure the success of the action those are: first, 70% of the students are able to have bravery to speak English in simple expression.The Second, The quality of students speaking ability could obtain 70 in 0 – 100 scale the average

The collecting trought Assesment of the students during the teaching learning of Role play in learning was four aspects below has a great influence in speaking skill, There are Pronounciation, Grammar, Vocabbulary, and Fluency. The analysis is based on data collected by using the instrument used in research.This form was design for collecting the data refer to the students, performance in the activities during the teaching and learning process. In analyzing the data collected, here the researcher will follow some procedures such as classifying the data, presenting the data and data analysis. The procedures were presented as follows; Data classification, Data classification is taken from different sources. Classification of the data is made on the basis of the kind sources of data. The data is obtained from the result of the observation form and adjudication sheet. Presenting the Data, in presenting the data, the classified data are presented in different descriptions. The data is obtained from observation form that described by using conversion from row score 4 into 0 – 100 scale as follow;

$$Result = \frac{Obtained\ Students\ score}{Maximum\ score} \times 100$$

Table of Assessment Rubric

Student	Pronunciation	Vocabulary	Grammar	Fluency	Total Score	Final Score
MBA	5	5	5	5	20	20/20 X100 =100

According to Latief, Adnan (2011:164) when the result of observation and reflection in one cycle has shown that the targeted criteria of success have been completely achieved, the cycle is successful, and not further cycle is needed to improve the quality of the strategy. The researcher did reflection of the first cycle based on the result of monitoring of observation and achievement test result.The reflection is done based on the data obtained. If the data will meet the criteria of success, the action will be stopped, but if the criteria of success are not full-filled the criteria of success yet, so the action will be continued to the next cycle up to meet the criteria of success. The conclusion based on the result of data analysis which refers to the criteria above. The criteria of success of using Role play if 70% of the students could achieve the target score.it means that during classroom action research students have to achieve the target score of SKM 70of speaking test started from the cycle 1 until cycle 3. Moreover, classroom action research is able to be called fail if it is cannot exceed the criteria that have been detained. Then, the alternative action would be done in the next cycle.

D.   Result and Discussion

The Role play technique is a simple strategy, and applicable to several important for educational objectives. Through the Role play students are able to improve their ability in recognizing their behaviors for handling difficult situation. And they have ability to response the situation and condition in speaking process.

Role play is able to force and motivate the students brave to speak English, Role play technique carry out them an appealing set of activities because by doing this action the students are interested and enjoy it; they are not realized that perform the Role play can motivate them in speaking process.

The research had objective to improve the students speaking skill through the Role play technique. And the most important thing that by using Role play is to practice to communicate in English during the teaching and

learning process. The Role play was selected based on the objective of language learning, for example; to motivate student to involve actively in teaching and learning class, to encourage student to communicate in English, to develop a positive interaction among the students, to improve students' speaking skill in English, to give the students opportunities to initiate in oral communication, to ask students think critically, the students become more self-confident to convey or express their ideas in English, the students are able to have bravery to express their opinion.

Before applying the Role play teaching and learning process, the researcher observed that the most of students were passive. They did not have bravery to speak, they were afraid to make mistakes, they were afraid of being laughed by their friends, and they did not have self confidence in expressing their ideas. So they needed a conducive class to practice their ability in speaking where they were able to enjoy the language learning without any burdened to communicate in English.

Based on the result of the students' performance during cycle 1, cycle 2, and cycle 3. It could be concluded that Role play could improve the students' speaking skill. It could be proved with the average score of Assessment form result of students in cycle 1, 2, and 3. It could be said that there were a number of improvement refer to the students' speaking skill. The average score of the Assessment form result of students in cycle 1 (62,5), the observation form of students in cycle 2 (68,42), and the observation form result of students in cycle 3 (76,58).

All the indicators of the criteria of success had been fulfilled as follows;

The first, The results of the students were actively involved during the teaching and learning. Their response toward the implementation of the Role play had positive impact of their speaking skill. The students were more active and motivated to communicate after the implementation of the Role play. The Second, The students became more self confidence to make Conversation. The Third, Students braved to speak and express ideas in front

of class. And The Fourth, the students were happy and enjoyed in learning speaking by using Role play. And finally the average of the score result in cycle 3 had fulfilled the criteria of success.

The teaching and learning strategy was presented in lesson plan or module that covered the procedure of Role play in details; pre-activity was an activity before doing the procedure of Role play, the teacher gave brainstorming in order to know the students' prior knowledge about the topic that they wanted to Role play. After that the Researcher provided the team for Role play based on topic.

Main activity, here the researcher introduced the Role play system to the class in cycle 1, 2, and 3. During the implementation of the Role play the teachers did as facilitator who gave guidance about the procedure of the Role play. During the process of explanation the Researcher gave to know about the Role play procedure. Also the Researcher gave a model how to applied Role play by involving in the group of Role play. In group formation the Researcher asked the students to make group which consist of 4 until 5, each team who represented.

In this part the students participated in Role play implementation actively. They were motivated to apply the Role play during freely, relaxed, and enthusiastic. They looked confidence enough to speak in front of the class because the Role play regulation forces the directly practice in turn to express their opinion although in simple expression. Moreover, the students seemed to have no problem in applying the Role play. Since, it was allowed them to make mistakes in speaking process. In general, the action for cycle 1 worked well, even them though there were some aspects to be considered the process of the Role play as follows; During the process of the Role play, a few students skill made mistakes especially in grammar and pronunciation. This usually happened when they had to give or express their ideas. Meanwhile, in term of grammar and pronunciation the researcher made correction at the end of the action, The researcher selected the group member in balance between and passive students, The purpose was to make

the action enjoy as long as their English understandable and comprehensible. Because the main focused the target language as a means of communication.

The strength of applying the Role play strategy was to improve the students' speaking ability. The improvement of the students could be examined from the data analysis obtained. Before implementing the Role play strategy, researcher found that students encounter some difficulties express their opinion in English. From the data obtained we knew only 57,37 from the score of Preliminary study which consist of ten aspects. The average of Preliminary study form did not reached the target of standard score. Moreover, the obtained data also showed that the main factors that affected the students' ability in speaking English. They did not self-confidence while standing in front of their friends to speak English, they did not brave to convey their ideas, they were afraid in making mistakes in speaking, and some time they could not response to another quickly.

On the other hand, after implementing the Role play technique the students' speaking ability showed an improvement. The evidence during the reflection proved that the Role play strategy could improve the students' speaking skill. It could be seen from Assessment form. In comparison to the students' speaking skill prior to the implementation of the action, the data showed that the students had improvements. The researcher got the data from Assessment sheet that showed the students' improvement in their speaking. The Average Score of Assessment of Cycle 1 (62,5), The Average Score of Assessment of Cycle 2 (68,42), and The Average Score of Assessment of Cycle 3 (76,58). The data in cycle 1 showed that the average score of pronunciation 3,42, Vocabulary 3,32,Grammar 3,26,and Fluency 3,16 it mean that the process of Role play implementation for cycle 1 did not reached the standard method score based on criteria of success because he average score in category below average (<3,5). While, the obtained data from cycle 2 average score of pronunciation 3,53, Vocabulary 3,47, Grammar 3,37, and Fluency 3,37, here the students' improvement in their Practice showed. In cycle 3 the obtained data was the average score pronunciation 3,79,

Vocabulary 3,74, Grammar 3,58, and Fluency 4,21, there the students' improvement in their practice showed and method had been increased.

Furthermore, the students' response toward the implementation of the Role play indicated a positive impact. The result of students' response toward the Role play implementations were presented above. It could be said that the students were more active and motivated to speak in English after applying the Role play. Thus, the criteria of success had been fulfilled in cycle 3 so the researcher stopped the action. Based on the evidences above, researcher concluded that the study had proved that the implementation of Role play technique could improve speaking skill of students. The most important characteristic of Role play was creating the teaching and learning process relaxed, enjoyable atmosphere to react spontaneously without nervous. The Role play was able to motivate students to communicate in English, brave to speak and create self-confidence of students. Considering that some had done the research concerning the advantage of the Role play technique, this result had answered the problem of speaking, that Role play is one of the technique that could be used to improve speaking skill of the students Role play formation is one of the techniques that could be used to force students to speak. Besides that the students are motivated to speak or communicate in English.

E. Conclusions

This presented the final result of the research that improving speaking skill through Role play. This would talk about conclusion and suggestion concerning the implementation of the Role play technique. The students' problems at Students' such as most of the students could not improve their speaking ability, moreover the students tend to preserve themselves in silence during the questions and answer activities in teaching and learning process. Here the researcher finds out that the students have difficulties in expressing their ideas in English, even in simple form of conversation. The students are lack of confidence to speak English because they do not have bravery to speak and they tend to be nervous. The students are afraid of

being laughed at by their friends if they make mistakes and also they are not highly motivated to learn English mean of communication. Based on the result of the students' performance during cycle 1, 2, and 3, it could be concluded that Role play could improve the students' speaking skill. it could be proved with the Assessment sheet during the researcher applied the Role play in teaching and learning process. It could be said that there were a number of improvements refer to the students' speaking skill. Based on the reflection and the data obtained during the action research, researcher found some Steps referring to the improving speaking skill through Role play, there were presented as below; the first Identify the Situation, the second Add Details The Researcher give implementation to object for understanding well, the third Assign Roles, The Researcher give provide ruules to the limits students can reach and make it well, the fourth Act Out the Scenario, The Researcher start the Role play, andthe fiveth Discuss What you have learned, The researcher directs the students to take the essence of the learning scores that have been obtained previously.

Based on the obtained data from Assessment sheet in cycle 3 there is improvement of students' speaking skill. Referring to three criteria in this research to measure the success of the action; those are the students are actively involved during the teaching learning process, the students become more self-confident to convey or express their ideas in English, the students are able to have bravery to speak English in simple expression at least 5. According the research problem in this study, researcher concluded that the implementation of the Role play could prove the improvement of students' speaking skill at Student's in MTs Al-Amiriyah.

Based on the reflection and the data obtained from cycles, the researcher concluded some points concerning with the advantages of the implementation of Role play technique : The First, The variations of teaching strategies were needed to improve speaking skill and solve the problem of the students' low speaking ability. The Role play , the one of the strategy, the one of the strategy that was able to solve the problem during the teaching

and learning process of speaking. Role play could create the varieties of learning activity, provide enjoyable learning atmosphere and were able to increase the students' learning motivation and facilitate the students to communicate. The second, The Role play formation could be used to help both the teacher and students to achieve the learning objectives. Therefore, in applying the Role play the researcher needed to be flexible in making some modification and adaptation of time as well as the procedure of the Role play. The modification was aimed to match the students' need and Role play. The Third, Moreover, the Role play strategy could be applied before. It could be adapted based on the difficulty of the motion of topics. Role play formation was very useful to help the learners go to communicate. With the Role play formation students could practice and have to be focused to speak up. With reference to the procedure of the implementation of Role play, researcher state the importance parts as presented. After selecting the kind of the Role play determining its procedure, the researcher designed how to apply the module/lesson plan to the students. The researcher also prepared the media, for example slide, whiteboards, and another media to be used in teaching and learning process.

Based on the Suggestion , The Researcher Found Some Points Referring to the improve speaking skill, There were Presented as below: It is recommended to the teacher to apply one of strategy to improve speaking skill through Role play technique in teaching and learning process. After that, The teacher should be able to select appropriate topics that fit to the situation and condition of the classroom in which the teacher want to use or adapt without losing its values. And it is suggested to choose the easier at the first time to start the action. And then, The teacher should make preparation before applying the Role play, explaining clearly to the students about the objective of the lesson, procedure of the Role play so they know how to do the Role play. And the last, The teacher can develop or modify their own technique in applying the Role play based on the situation and condition of the class.

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