Improving Student’s Speaking Skill Using Role Play Method at SMA Negeri 3 Malang

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ABSTRACT
Students need to master the speaking skill because it is one of the four language skills. There are so many factors influence the speaking skill of the students. Some factors come from the teacher and some others come from the student itself. Many teachers find the difficulties how to attract student speak English naturally. Besides, almost of students in Senior High School are shy and afraid to speak. We try to offer the role play technique in teaching speaking. By using role play technique, we hope students can join the activity learning well. Role play can result in repetition of speaking activity by providing a change. In short, role play covers a wide range of possibilities because in this technique students have to enter into many different situations. Moreover, it can help students to achieve maximum communication.

Keywords: Speaking, Classroom Action Research, Role play

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1. Research Background
Speaking is one of four basic skills (listening, speaking, reading, and writing) that have to be mastered in learning English. In 2013 curriculum, speaking is one of four skills which have to be mastered by senior high school students in Indonesia because speaking skill is tested in national exam. It means that every senior high school student has to master speaking skill. Besides, speaking skill is very important to be mastered because it can help us to communicate with others well. Therefore, the speaking skill is totally required (O’Malley & Pierce, 1996).

According to the experts, speaking is a form of communication (Jones, 1989). Therefore, it is clearly stated that everyone needs to speak in order to communicate each other. Moreover, Bygate (1997) affirmed that speaking always deserved attention in literary skills both in someone’s first or second language. It is important that what you say is conveyed in the most effective way. It can be synthesized that speaking is the process of using the urge of speech to pronounce vocal symbols in order to share the information, knowledge, idea, and opinion to the other person effectively. How you say something can be as important as what you say in getting meaning across.

Moreover, learning speaking in school cannot be separated from the role of teacher in teaching speaking. According to Hornby (1995: 37) teaching means giving the instruction to (a person) give a person
(knowledge skill, etc). Meanwhile, speaking is how to make use of words in an ordinary voice. So, teaching speaking is an activity of giving instruction to a person in order to communicate. The goal of teaching speaking skills is to communicate efficiently. Further, Tarigan (cited in Sulistya: 2013) defines that speaking is a language skill that is developed in child life, which is preceded by listening skill, and at that period speaking skill is learned. It means that speaking is the basic skill to be mastered. Speaking skill is hard to be mastered by the students. Many factors influence the students’ difficulty to master speaking skill, especially for English. Considering that the students have the multi-cultural background, it will also influence to their ability to learn a language. Some of them might be late to learn English since they do not start to get the exposure of English from their golden age (Nacimento, 2020). It will affect to the students’ process of learning English.

Moreover, the role of teacher could also be a factor affecting students’ difficulty in mastering speaking. It could be happened because of the lack of teachers’ ability to improve their students’ speaking ability. Besides that, many teachers use local language and Bahasa Indonesia when they teach English in the classroom. Some teachers also teach speaking only by reading some dialogues and asking their students to read and make some dialogues. In other words, teacher teach speaking still in text oriented. Those methods can make the students not accustomed to use English actively and assume that learning English is not interesting.

In fact, most of students of Senior High School still have difficulties in Speaking. It caused by some factors. First, most of students are too shy and afraid to take apart in the conversation. In other words, the students are having problem with their confidence. Second, most of students are still clumsy in speaking, they just speak when the teacher asked them. Third, the students are not enthusiastic and not courage enough involves in the speaking learning process, therefore, they need an attractive technique to stimulate them to speak English. Those students’ problems were observed by the researcher during the teaching and learning English in the classroom.

Furthermore, it could be understood that most of the students were still difficult to achieve the minimal mastery level on KKM (Kriteria Ketuntasan Minimal) for English subject. Pointing to these problems, we have to find an effective method in teaching and try to improve the students’ speaking skill. The researcher is going to choose role play technique to solve the student’s problem in speaking since it gives students an opportunity to practice communication in different social contexts and in different social roles (Nurbaya, Salam, & Arifin, 2016). Therefore, it can improve students’ oral performance. In addition, it also allows students to be creative and to put themselves in another person’s role for a while. Role play is also a technique that make students work in pairs, support one another and to make the class more interesting and to reduce students’ boredom. As Harmer (2001) states that students need to speak with good pronunciation, intonation, and conversation either transactionally or interpersonally. Thus, all those aspects could be covered by role play in students’ speaking practice.

There are many reasons why teachers should use role play technique in teaching speaking as viewed by Nation and Thomas in Communication Activities. Firstly, role play allows a wider range of language functions and language varieties to occur than would normally occur within a classroom. Secondly, role play allows exploration of cultural issues, in particular, appropriate ways to behave in certain situations such as when being offered food or drink. Thirdly, role play can add interest to an activity and by distributing roles can ensure participation in an activity. Next, role play can result in repetition of speaking activity by providing a change. In short, role play covers a wide range of possibilities because in students have to enter into many different situations. Moreover, it can help students to achieve maximum communication. By implementing role play as the speaking technique, it can improve the students’ accuracy, pronunciation, fluency, and vocabulary (Susilo, 2014).
2. Methods

Classroom Action Research was conducted as a research design. The subjects were 36 students of SMA Negeri 3 Malang in English classroom. The Classroom Action Research (CAR) procedure used in this research is Kurt Lewin’s design. It consists of two cycles in which each cycle contains four phases; planning, acting, observing, and reflecting. Moreover, the writer conducted this classroom action research into two cycles. If the results are not satisfied enough, researchers can perform the cycle once again in order to get the criteria that have been determined (Latief, 2016). The decision to continue the cycle was conducted when the previous cycle still could not fulfill the criteria of success (Umam, 2011).

Planning

First of all, the researcher needed to have a well-designed planning before conducting or implementing it to the students. In this step, there were two meetings conducted in the classroom and some meetings outside the classroom. It covered introduction, preparation, rehearsal, and performance. Introduction and preparation were done in the classroom at the first meeting. The students were grouped by the teacher randomly. They needed to prepare the draft, the script, and the job descriptions. Later on, they will record their performance by using their video camera on their own handphone. After they submitted their task by sending the file to their teacher in the last meeting, they need to perform or give presentation of what role play they had made with their own team. It also facilitates them to speak. When one group came forward and finished to give explanation, the other groups might ask about anything related to their topic of role play. Therefore, the last meeting was conducted in the classroom.

Acting

After the researcher has some planning or procedures, it was ready to be performed. In this step, the researcher had to make sure that the students also had a good rehearsal and well-performed. The video performance did not make in the classroom but they were free to express the role play as creative as they could. They could set the place, wardrobe, or any media to support their performance. Therefore, the researcher only checked their task by the file they had sent to their teacher. The video must not be more than ten minutes. The topic was chosen by themselves and of course had been discussing with their teacher first. The teacher should make sure that they did not use the same topic one and another. The topic must be familiar with all members of group. The consideration of recording their role play is to make use the time efficiently since English lesson has limited time in classroom.

Observing

During the implementation of CAR, the researcher also observed what was going on during the study processed. It included the activity of finding the idea, brainstorming, drafting, revising, and discussing all the single thing they had done in the classroom. It was conducted to see how the students engaged with English lesson since the problem of the students were shy and clumsy in practicing English orally. The result of this observation activity became the data analysis reported qualitatively. Moreover, the researcher also used field note and interview besides observation in order to see the students’ improvement in their response to teaching learning process using role play. Meanwhile, the researcher also got the quantitative data by scoring the students’ performance.

Not to mention, since this research focused on students’ improvement in speaking and students’ responses in learning speaking, there were two sides to be scored. The first side is from the pre-test and post-test score which were taken from the students’ English score. It is used to measure the students’ response in English teaching and learning process. The second side is from the role play score in pre-test and post test of CAR. It was gained to measure the students’ enhancement in speaking English.

Furthermore, the researcher needed to pinpoint the criteria of success in order to know whether this method is suitable and successful or not to be applied in improving the students’ speaking ability. The KKM of this school is 65 for English. If there are 75% students (at least 27 students) or more got 65 of their English score, this study achieves the goal.

Additionally, in order to measure the students’ improvement in speaking, the researcher used scoring rubric of students’ video project. This scoring rubric was gained to set the criteria of what the researcher needed to score on the students’ role play in video project.
Table 1. Scoring Rubric of Students’ Video Project

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Outstanding (4)</th>
<th>Very good (3)</th>
<th>Good (2)</th>
<th>Need Enhancement (1)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quality of video</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Acting (role and gesture)</td>
<td></td>
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<td></td>
<td></td>
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<tr>
<td>Content (vocabulary, grammar, topic, and story)</td>
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<td></td>
<td></td>
<td></td>
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<tr>
<td>Organization (opening, content, and closing)</td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pronunciation</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pace</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

According to Table 1, it reflected that the students will get 6 for the minimum score and 24 for the maximum score since there are 1 for the lowest and 4 for the highest score for each criterion. Hence, the formula to score the students’ performance was the total score divided 24 and it is multiplied 100. The formula to gain the students’ score is as follow:

\[
\text{The student’s score} = \frac{\text{Total score}}{24} \times 100
\]

Reflecting
The reflecting step was used to analyze and evaluate the implementation of activities during the cycle of the research. It consisted of the discussion of how efficient the method is. If it still did not achieve the target, the researcher needs to conduct the cycle again from the beginning. It is called as the second cycle. In CAR design, it is not a surprise if there are two cycle in the research. Mostly, the researcher still could not achieve the criteria of success on the first cycle.

3. Results
The Improvement on the Students’ Speaking Skill
This action research was conducted to know the students’ improvement after role play was conducted. The improvement impacted by the role play was seen in two ways: first, the students’ score of role play in pre-test and post-test results, and the second was the students’ score in English lesson before and after role play treatment (seeing KKM as the measurement).

The data results among the pre-test, the post-test of cycle 1 and the post-test of cycle 2 were getting higher. In the pre-test, the mean score of students on speaking test before carrying out CAR is 56.77. It was students’ speaking score before they used role play technique. Meanwhile, the class percentage which pass the KKM is 11.11%. It means that there are only 4 students who are able to pass the KKM (65) and there are 32 students are out of the target. Next, the mean score in the posttest of cycle 1 is 63.30. It means that there are some students’ score improvement from the previous test (pretest), that is 6.53 (63.30 – 56.77) or 25%. Meanwhile, the class percentage which pass the KKM in posttest 1 is 36.11%. It shows there are 13 students who pass the KKM and there are 23 students whose score still under KKM. However, it is still needed more improvement because it could not achieve the target yet of success CAR, that is 75% (or at least 27 students) from the class percentage. That is why the writer and the teacher continue to the second cycle. Furthermore, the mean score in the posttest of second cycle is 71.80. It shows the students’ improvement score 8.5 (71.80 - 63.30) from the posttest 1 (63.30) or 52.77%. Meanwhile, the class percentage which pass KKM is 88.88%. It means there are 32 students whose score pass the KKM and
there are 4 students are under the target of KKM. This class percentage shows some improvement 77.77% from the pretest (11.11%) or 52.77% from the posttest 1 (36.11%) in the class percentage. To sum up, Table 2 about summary of students’ improvement is presented.

### Table 2. Summary of Students’ Improvement

<table>
<thead>
<tr>
<th>Activity</th>
<th>Mean Score</th>
<th>Students Who Passed the KKM (65)</th>
<th>Description</th>
<th>Total of Students</th>
<th>Note</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-Test</td>
<td>56.77</td>
<td>11.11%</td>
<td>4 students</td>
<td>32 students</td>
<td>Do not achieve criteria of success</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Under KKM (65 and above)</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>Under KKM (under 65)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Post-Test 1</td>
<td>63.30</td>
<td>36.11%</td>
<td>13 students</td>
<td>23 students</td>
<td>Do not achieve criteria of success</td>
</tr>
<tr>
<td>(Cycle 1)</td>
<td></td>
<td></td>
<td>Mean score improved 25%</td>
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</tr>
<tr>
<td>Post-Test 2</td>
<td>71.80</td>
<td>88.88%</td>
<td>32 students</td>
<td>4 students</td>
<td>Achieve criteria of success.</td>
</tr>
<tr>
<td>(Cycle 2)</td>
<td></td>
<td></td>
<td>Mean score improved 52.77% (from pre-test) or 36.11% (from post-test 1).</td>
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</tbody>
</table>

The post-test of cycle 2 has fulfilled the target of CAR’s criteria of success that is above 75% students or more than 27 students could pass the KKM. It could be said that CAR is success and the cycle of CAR was not need to be continued.

**The Students’ Response to Teaching Learning Process using Role Play**

This result obtained from the instruments of field note, observation and interview which were conducted by the researcher and it administered qualitatively. Some students still did not pay attention to the teacher’s explanation. Some of them also did not practice with their group. Moreover, they cheated each other while other students were asked to perform presentation in the front of the class. while taking the video, some of them also bring the handout to be read. Nevertheless, the teaching and learning activity happened enthusiastically even some students were not interested enough. Related to the students’ participation, it showed some progress than before implementing the role play technique. Some students participated in class conversations, discussions, and giving oral presentation bravely. Their pronunciation and fluency were better than before. It is happened since they need to practice over and over before taking the video. Besides, their feeling of confidence about speaking English have some progress.

4. **Discussion**

In accordance with the result above, it was clearly proved that role play is effective technique which could be applied in order to improve students’ speaking skill and students’ response in teaching and learning process. It makes them feel happier and become more enjoy learning speaking. They did not get bored anymore since the teacher did not only used book or text to be read by the students. They could practice to speak contextually. Further, the use of video recording on their handphone as the media to record their project is also fun. They could learn something new with their smartphone. They could learn how to take the scene better and how to edit video so that they had a good video by their smartphone. In other words, role play is effective to improve the students’ score in speaking (Hidayati, 2015). It is in line with the previous studies of Sari (2011), Prima (2018), and Putri & Hariyati (2016) who stated that role play is effective to enhance the students’ speaking performance and their response which included affective
5. Conclusion and Suggestion
The conclusion of this study reported that role play is suitable for senior high school students in order to improve their ability in speaking skill. It also becomes the alternative way to record the role play of students by utilizing their smartphone. It makes them interesting and feel happy practicing English orally. However, the students’ response in teaching and learning English is still a problem although there was some improvement. This situation became a problem in implementing the role play activities. Some of students were not confident to perform in front of the class. They shy and afraid because their bad pronunciation.

Based on the research findings and discussion, the researcher could draw some conclusions. First, the posttest of cycle 2 has fulfilled the target of CAR success, that is above 75% students could pass the KKM. Second, all aspects of speaking could improve where the highest improvement was in the aspect of fluency, vocabulary and the pronunciation. Third, their shyness, clumsiness, and boredom were not as high as before the teacher gave them role play treatment.

As stated on the result and discussion above, the researcher gives some suggestions in implementing role play for improving speaking skill. This technique is proven as effective to increase the students’ vocabulary, improve their pronunciation, punctuation, and grammar awareness while they are using or expressing English as their language used. In addition, it is an alternative technique to avoid students’ boredom, laziness, and clumsiness. However, the chosen topic of the role play needs to be considered by their level of study. Teacher needs to make sure that the topic is suitable for the student including content, level of difficulty, and the diction of vocabulary used.

Meanwhile, as the further researchers, this finding could be used as the reference or valuable sources to support their findings about role play in improving students’ speaking skill. Other researchers are also recommended to use any other media or combine with specific learning style in order to improve the students’ speaking skill. Further, they are suggested to be more creative in directing their students to make their best video as creative as they could.

Based on the weaknesses found in this study related to the implementation of role play technique, some steps should be undergone. It could make in details related to the step by step of the role play technique. The instruments used to measure the students’ improvement in each cycle also need to be considered in order to avoid bias.
6. References


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