

Enhancing Students' Speaking Skill Through Role-play Technique

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Abstract

This research entitled Enhancing Students' Speaking Skill Through Role-play Technique. There were several problems for students to speak English for example lack of grammar, limited vocabularies, and poor pronunciation. The objective of the research is to improve speaking skill using role-play technique. The method used was Classroom Action Research. Role-play can be trusted to help students' speaking ability. The subjects of the research were the tenth-grade students of SMK Al-Wathoniyah Pusat Putri academic year 2022/2023 with total 36 students. The data was gathered from observation, test and interview. The average score of the test in Cycle I was 72.67 and 79.33 in Cycle II. After the implementation of role-play, students' speaking score was improved. It can be concluded that role-play can enhance students' speaking skill.

Keywords: classroom action research, enhancing, role-play, speaking skill.

1 INTRODUCTION

Nowadays, English is the international language therefore it is essential to learn English. However, for communication in general, speaking skill is very crucial. Speaking skill needs mature thinking and ability to say it clearly. Therefore, speaking is not only about say anything that comes to mind but learners need to think critically, organize it with the right grammar, use various vocabularies and then say it clearly and correctly. Ability to speak does not mean having a good speaking skill. Speaking skill needs to be practiced, as much as any other skills. Speaking skills are one of the most valuable skills to learn, as they allow students to communicate with others and express their thoughts and feelings. Stated by Bailey (2005) speaking is an interactive process of constructing meaning that involves producing, receiving and processing information. Particularly, speaking is a process of interacting between one person and another to give and receive information. According to Brudden (1995) speaking is an activity which is done by a person to communicate with others in order to express idea, feeling, as well as opinions to achieve particular goal.

However, many students face several problems while learning how to speak English. First, they are not confident due to lack of grammar and limited vocabularies. Another problem is lack of participation in the class because the teaching-learning process is still teacher-centered and it can be tedious for some students and the last problem is the environment does not support them to speak English. They are afraid to be labelled as '*Sok Inggris*'.

Many speaking methods and techniques are available to overcome those problems above. One of the techniques that has proven effective is the role-play technique. Role-play is a technique that allows students to explore realistic situations by interacting with other people in a managed way in order to develop experience and trial different strategies in a strategy in a supported environment. According to Harmer (2007), role-play is a simulation when students act out as themselves or take on the role of a completely different character and express their thoughts and feelings. Tompkins (2001) defines role-play as

one of the teaching techniques, which can encourage students to actively participate in learning English. Thus, foreign language students are able to practice the target language to real-life situations with more self-confidence and less anxiety. Role-play has many advantages, such as: it can be used individually or in group, it develops confidence and self-efficacy (quieter students get the chance to express themselves in a more forthright way), it improves interpersonal skill as students learn how to understand empathy and emotions and last, it may help students to deal with difficult situations such as breaking bad news. Role-play technique is applicable to encourage students to improve their speaking skill and its aspects: grammar, vocabulary, pronunciation, fluency and comprehension.

A Classroom Action Research by Ayuningtyas et al. (2019) shows that there was an improvement in students' ability to speak English by using role-play in each cycle. A study by Nasihah (2019) also revealed that role-play was able to improve students' speaking skill as students became more active and more motivated in class because they get a lot of opportunity to speak based on the real-life situation given. However, a study conducted by Tipmontree (2018) revealed that there is an improvement on the students' speaking skill, although some students still had difficulties in delivering dialogues while performing the role-play because they still had fear to speak.

According to prior research, role-playing is a highly adaptable learning strategy that enables students to engage with others as they would in a real-world setting, thus enhancing their communicative ability. Real-world communication in the classroom is inherently engaging for the students, according to Englander (2002: 9). By utilizing control, keeping with the value of role-playing in English language instruction, the current study intends to describe how role-playing techniques are used to enhance oral communication skills among students, particularly those studying administration.

2 RESEARCH METHODS

This research used Classroom Action Research method, aimed to improve students' oral proficiency using role-play technique. The subjects of this research were 36 students of tenth-grade students in SMK Al-Wathoniyah Pusat Putri in Cakung, East Jakarta. The data were collected by observation, test and interview. Researcher did interviews with three students according to their level of competence. After gathering the data, the researcher processed it and offered descriptive information based on phenomena in the actual learning process.

The purpose of the current study's Classroom Action Research (CAR) was to determine how role-playing was used in the teaching and learning process. According to Creswell (2002), action research designs are systematic processes carried out by teachers with the goal of enhancing educational practice by examining difficulties or problems they encounter. The purpose of action research is to enable participants to take action while still engaging in research. Repeated cycles of planning, acting, observing, and reflecting are part of classroom action research activities (Kemmis & McTaggart, 1988). Planning alludes to the suggested instructional approach that will be created as part of the research to address instructional issues. Acting is the process of putting the planned strategy into action. Observing and reflecting refers to assessing the success of the implementation of the strategy to solve the instructional problems. In observing, the data indicating the success and other instructional problems are recorded, while in reflecting all the recorded data are analyzed to judge how much the implemented strategy has effectively solved the problems (Latief, 2013).

3 RESULT AND DISCUSSION

As the goal of the study on the use of role-play techniques to improve students' English oral communication, Classroom Action Research (CAR) was applied by the researcher. Four key terms that are used in Classroom Action Research are planning, acting, observing, and reflecting. Before applying the stages of Classroom action research, it is important to do preliminary observation to identify the classroom problems that would be improved to result in a better learning achievement (Latief, 2013). As the result of preliminary observation, it was found that the students' have difficulties in expressing idea while they have speaking activity due to finite vocabularies, lack of grammar knowledge, and poor pronunciation and fluency.

3.1 Results

Cycle I showed that from 36 students, 26 students (72.22%) passed the KKM. Cycle II showed that 29 students (80.55%) passed the KKM. Even though 7 students (19.44%) did not pass the KKM. This shows that role-play technique was effective to improve students' speaking skill.

Based on the result of implementing the stages in classroom action research involving planning, acting, observing, and reflecting, it revealed that the students' problem on the difficulty in improving their English oral communication could be solved through applying a role-play technique. Based on the result of implementing the stages in classroom action research involving planning, acting, observing, and reflecting, it shows that the students' problem on the difficulty in improving their English oral communication could be solved through applying a role-play technique. This result is in line with the study by Ayuningtyas (2019) that shows that role-play has an impact in students' speaking skill.

3.1.1 Cycle I

In the beginning of Cycle I, the researcher explained about role-play technique and asked students to work in pairs. Researcher gave 15 minutes for the students to make and practice their dialogue. Sometimes, the researcher helped how to pronounce the words since they were not familiar with some words. After that, they had to perform the dialogue in front of the class. Some of the students were still nervous but the researcher supported them and helped them with the pronunciation. After group by group, students got comfortable and performed better and braver. Students seemed enjoying the role-play technique because it could grow their confidence. During students' performance, the researcher took notes in their vocabulary, grammar, pronunciation, comprehension and fluency. Researcher then gave feedback to the students and concluded today's material. The researcher corrected their common mistakes especially in pronunciation and motivated them to do the task by their selves. The researcher observed the process of learning with the English teacher as collaborator. The researcher and collaborator checked the students' performance and skills. Most of the students were still nervous while performed in front of the class, although they were slightly motivated because they found the role-play technique interesting for them. There were some mistakes in pronunciation and grammar. The vocabularies they were using also still finite and their fluency was poor for most students. The researcher suggested students to increase their confidence and give more attention to their pronunciation and fluency, enrich their vocabulary and improve their grammar and comprehension. Based on the test, 26 students of 36 students could reach the standard minimum score 70. That means 72.22% students passed the test and still not meet the criteria of success that is minimum 80% students should pass the KKM.

In the beginning of first cycle, most of the students were still timid and reluctant to practice English speaking skill. In this cycle, the researcher was a little nervous and by that she could not manage the timeline of teaching-learning process. She thought that she needed some times to bond with the students before doing her research. It was right because she saw the students were trying to be brave to speak English and perform in front of the class. Based on the reflection of the activity in 1st cycle, it was clear that the

researcher should continue to the next cycle. For the next cycle, the researcher should be better at managing time and be more well-prepared so the criteria of the successful research can be obtained.

3.1.2 Cycle II

The researcher opened discussion about the learning material in the last cycle. Researcher asked students if there were still questions about asking and giving direction, then repeat how to pronounce some words and expression. After that, the researcher gave material about preposition and gave some vocabularies to students. As there was no LCD projector in class, the researcher could not give material in audio or video so all the material was written in the whiteboard. For the researcher, repetition is important. We practiced the words and vocabularies until students can pronounce them correctly. The researcher then tested the students with some light questions: "where is the principal office?" and they answered "beside the teachers' room".

After the researcher perceived that students were able to pronounce correctly, the researcher asked students to work in pairs. Students were asked to make their own dialogue and perform in front of the class using role-play technique. The researcher assessed their vocabulary, grammar, comprehension, pronunciation and fluency during their performance. The common mistakes that happened were the use of article and grammar. For general mistakes, the researcher explained in front of the class and gave another example. Meanwhile for individual or group mistakes, the researcher corrected it on the spot. Nevertheless, the correction given did not make them down. At the end, researcher and students did review about asking and giving direction and also the preposition and new vocabularies to strengthen their memory of the material.

The researcher and collaborator checked the students' performance and their mistakes in vocabulary, grammar, comprehension and the most important, their pronunciation and fluency. In this cycle, there were not much mistakes as there were in the 1st cycle. According to reflection in cycle I and cycle II, there were a slight improvement. In 2nd cycle, 29 of 36 students passed the KKM 70. There were still 9 students who did not pass the KKM but 80.55% of the students meet the criteria of successful research. According to the observation result and discussion with collaborator, the students who got score less than 70 had some problems such as, often absent in class, did not pay attention during class and have problems with grammar. For this case, they will be given personal motivation from the researcher and collaborator.

3.2 Discussion

According to the observation in cycle I, most of the students paid attention while the researcher explaining material in front of the class. They also followed teaching-learning process until the end. In test, some of them were still ashamed and mispronounce some words. The observation in cycle II showed that the participation had increased. They followed the teaching-learning process very well. They started to appreciate each other to make discussion alive. They actively responded to researcher's questions. They also did not hesitate to ask questions about what they did not understand. In test, they made their own dialogue and performed in front of the class more confidently than what they have done in cycle I.

From the data above, it can be seen that there is a progress in the students' ability using role-play technique as a technique to motivate and attract students to speak English confidently. From the data and observation, the researcher can perceive that the students are getting more confident when they act out in class and they aren't shy anymore to speak English after implementing role-play technique.

3.3 Pictures

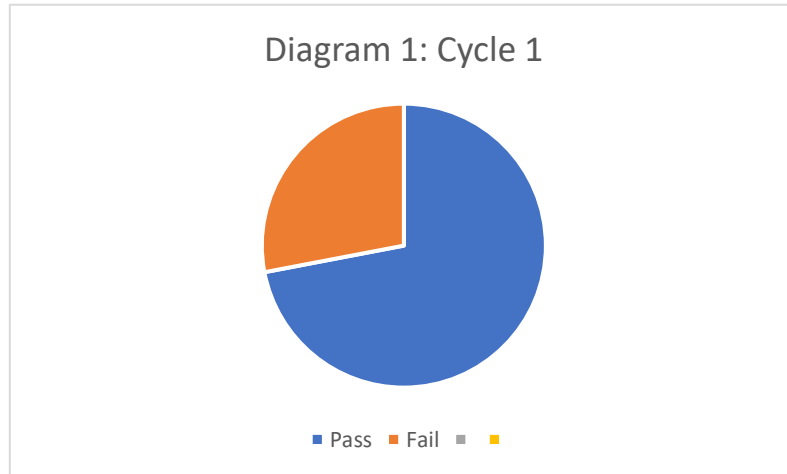


Figure 1. Numbers of students pass and fail in Cycle I

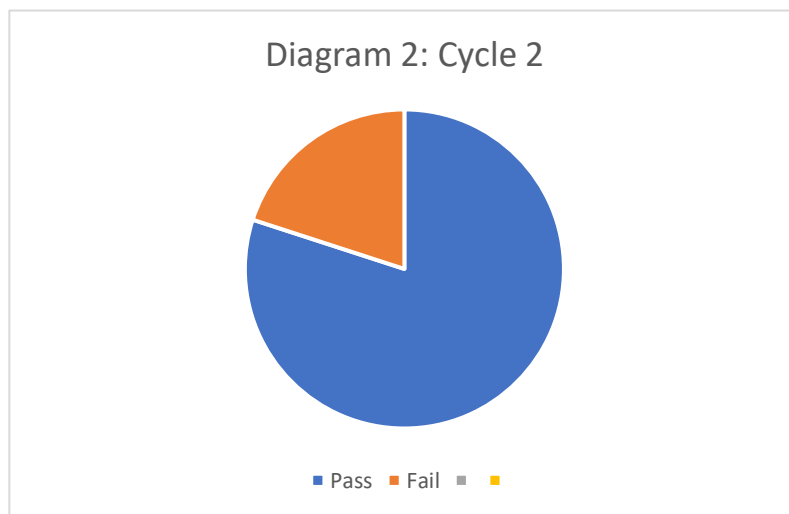


Figure 2. Numbers of students pass and fail in Cycle II

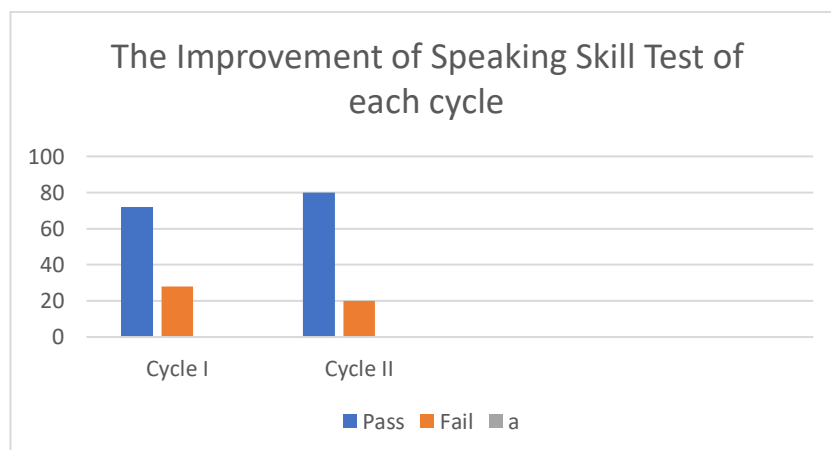


Figure 3. The improvement of the students that pass the KKM 70

4 CONCLUSION

It can be concluded that role-play was effective to enhance tenth grade students' speaking skill in SMK Al-Wathoniyah Pusat Putri because students found it fun and helpful. They were more motivated and braver to speak in English. Before the research was conducted, many students were not confident and had difficulty to speak English due to lack of grammar, limited vocabularies, poor pronunciation and bad fluency.

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