"IMPROVING STUDENTS' SPEAKING SKILL THROUGH ROLE PLAY"

THESIS

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ABSTRAK

Siswa SD Negeri Bandulan 02 memiliki kemampuan berbahasa Inggris yang rendah dalam kemampuan berbicara. Mereka tidak memiliki motivasi yang kuat dalam belajar bahasa Inggris, mereka takut berbicara bahasa Inggris. Oleh karena itu, metode khusus diperlukan untuk meningkatkan kemampuan berbicara siswa. Desain penelitian dari penelitian ini adalah penelitian tindakan kelas. Subjek penelitian ini adalah 30 siswa dari mahasiswa teather. Penelitian ini dilakukan dalam dua siklus. Namun sebelum menerapkan siklus ini, peneliti melakukan studi pendahuluan untuk mengetahui masalah siswa dalam belajar bahasa Inggris.

Penelitian ini bertujuan untuk meningkatkan kemampuan berbicara siswa dengan menerapkan teknik bermain peran. Untuk mengukur peningkatan kemampuan berbicara mereka, peneliti telah menentukan kriteria keberhasilan. Dan siswa dikatakan berhasil jika siswa mendapat paling sedikit 70. Persentase kelas dikatakan berhasil jika 85% siswa atau lebih mencapai nilai kelulusan. Peneliti menggunakan desain penelitian tindakan kelas kolaboratif dan peneliti dibantu oleh guru kolaborator dalam melakukan penelitian. Penelitian ini dilakukan dalam empat langkah utama; Perencanaan tindakan, observasi, implementasi dan refleksi.

Implementasi role play membuat siswa lebih termotivasi untuk bergabung dengan kelas berbicara. Mereka lebih memperhatikan pelajaran. Prosedur dalam menerapkan permainan peran adalah: Guru memberikan pertanyaan dan motivasi kepada siswa, guru memberikan kosa kata khusus dan beberapa ungkapan yang terkait dengan permainan peran, memberikan teknik khusus bagaimana menghafal kosa kata, mengatur kelompok siswa, asalkan situasi dan dialog untuk dimainkan peran, meminta siswa untuk mempraktikkan permainan peran dan meminta kelompok siswa untuk melakukan permainan peran di depan kelas.

Hasil penelitian menunjukkan bahwa permainan peran dapat meningkatkan kemampuan berbicara. Implementasi role play membuat siswa lebih termotivasi untuk bergabung dengan kelas berbicara. Mereka lebih memperhatikan pelajaran. Itu bisa dilihat dari skor berbicara mereka. Pada studi pendahuluan skor berbicara rata-rata adalah 61,16, nilai kelulusan adalah 70 dan hanya 30% siswa mencapai nilai kelulusan. Kriteria keberhasilan adalah 85%. Ini berarti bahwa skor studi pendahuluan lebih rendah dari kriteria keberhasilan. Nilai rata-rata siklus 1 adalah 69,24. Persentase siswa yang mencapai kelulusan adalah 79,95%. Siklus 1 masih belum mencapai kriteria keberhasilan karena skor rata-rata di bawah 70, dan persentase siswa yang mencapai nilai kelulusan masih di bawah 85%. Namun. Itu mendapat beberapa perbaikan. Dan siklus saya adalah jembatan yang terhubung untuk mengajarkan tujuan. Nilai rata-rata siklus 2 adalah 72,5. Persentase siswa mencapai nilai kelulusan adalah 86,6%.

ABSTRACT

The students of SD Negeri Bandulan 02 had low achievement in English at speaking ability. They didn't have strong motivation in studying English, they were afraid to speak English. Therefore, a special method is needed to improve the students' speaking ability. The research design of this study was a classroom action research. The subjects of the research were 30 students of the teather students. This study was done in two cycles. However before implementing these cycles, the researcher carried out preliminary study to find out the students' problem in studying English.

This study was aimed to improve the students' speaking ability by implementing a role play technique. To measure their improvements in speaking ability, the researcher has determined the criteria of success. And the student was said successful if student got a least 70. The class percentage was said successful if 85% the students or more reached the passing grade. The researcher employed the collaborative classroom action research design and the researcher was assisted by a collaborator teacher in conducting the study. The research was conducted in four main steps; Planning of action, observation, implementation and reflection.

The implementation of role play made students more motivated in joining the speaking class. They paid more attention on the lesson. The procedures in implementing role play are: The teacher gave leading question and motivation to the students, the teacher gave special vocabulary and some expressions related with role play, gave special technique how to memorize vocabularies, organized the group of the students, provided the situation and dialogue to be role played, asked the students to practice the role plays and asked group the students to perform the role play in front of the class.

The result of the study reveals that role play can improve the speaking ability. The implementation of role play made students more motivated in joining the speaking class. They paid more attention on the lesson. It can be seen from their speaking score. At preliminary study the mean speaking score was 61.16, the passing grade was 70 and only 30 % the students reached the passing grade. The criteria of success was 85 % .It means that the score of preliminary study was lower from the criteria of success. The mean score of cycle 1 was 69.24. The percentage students who reached passing grade was 79.95%. The cycle 1 still didn't reach the criteria of success because the mean score was under 70, and percentage of students achieving the passing grade were still under 85%. However. It got some improvements. And the cycle I was a connected bridge to teach the goal. The mean score of cycle 2 was 72.5. The percentage of students reached the passing grade was 86.6%.

CHAPTER I

INTRODUCTION

This chapter presents issues related to the improving student's speaking skill through role play. Those are the background of this study, research question, the object of the study, research significance, scope and limitation of the study, and definiton of the key terms.

1.1. Background of the Study

Speaking includes in the four basics of English skills, which intuitively seems the most important. It must be practiced in the community because it is an application of language used by people to compete with globalization era. Almost all the people from many different countries around the world use it to communicate. Also, O'Malley and Pierce (1996) said that speaking seems to be an important skill that a learner should acquire. They add that this is very important in order to enable students to communicate effectively through oral language, because the disability of the students to speak may lead them to be unable to express their ideas even in a simple form of conversation.

The area of English has always become a special interest. It is because of the importance of English in any scope of our lives. English holds the key of position as an international language. According to Departemen Pendidikan Nasional (2003: 43) English is a tool of communication among peoples of the world to get trade, social cultural, science, and technology goals. Moreover, English competence is

important in career development, therefore students need to understand and use English to improve their confidence to face global competition.

Nababan, (1993: 19) said that "the Objective of teaching-learning English is to develop four language skills, namely speaking, listening, reading and writing". David, (2001: 89) assumed that "in the international relationship, English speaking ability is very important to be able to participate in the wider world of work. The speaking skill is measured in terms of the ability to carry out a conversation in the language". People who know a language are referred to as "speakers" of that language. This reality makes teachers and parents think that speaking ability should be mastered by their students and children.

Based on the reasons above, in recent years, English language teaching has focused on the teaching the English language rather than teaching about the English language. The emphasis is not only on linguistic competence of the language learners but also on the development of their communicative ability. In order to develop the learners' communicative ability, the teacher needs to create a scenario to teach the target language in a vibrant, active and interesting manner (Permadi, 2002 : 24-24).

Seeing how important the speaking skill is, Ur (1996) commented that people who know a language are referred to as "speakers" of that language, as if speaking includes all other kinds of knowing and may of not most foreign language learners are primarily interested in learning to speak. Brown (2001: 267) stated that the more practical considerations to provide some issues in teaching oral communication, we

need to include conversational discourse, teaching pronunciation, accuracy and fluency, affective factors and the interaction effect.

Getting students to speak in class sometimes can be extremely easy. In a good class atmosphere, students who get on with each other and whose English is at an appropriate level, will often participate freely and enthusiastically if we give them suitable topic and task. However, at other times it is not easy to get students going. In learning speaking skill, the students often find some problems. The problem frequently find is that their native language causes them difficult to use the foreign language. Other reason is because of motivation lack to practice the second language in daily conversation. They are also too shy and afraid to take part in the conversation. Many factors can cause the problem of the students. Speaking skills namely the students. Interest, the material, and the media among others including the technique in teaching English (Donn, 1986:2).

Considering the instructional problem occurred in SD Negeri Bandulan 02 Malang and the urgency of English speaking according to the teacher's explanation when the researcher tried to interview her about the students' ability in speaking skill. The teacher said that the students did not normally talk when they were nor sure they knew what to talk about. Based on the explanation above, to check the students speaking skill, the researcher asked to join her classroom activity by giving students simple task to perform in front of the classroom to introduce their self one by one. The researcher found the crucial problems faced by the students to converse in English were feeling shy, being afraid of making grammatical mistake because of lack of vocabularies and confidence. Based on the problem findings above, the

researcher tried to design this research as a classroom action research (CAR). Latief (2011:147) said that researchers for a CAR have to produce an innovative classroom strategy that contributes to the improvement of English teaching-learning practice in school. In specific, this research will aimed to promote a solving and innovative teaching speaking strategy by implementing role play technique to improve students' speaking skill. The researcher conducted this research with the collaborator's (the English teacher) help. It was because she was the one who knows the instructional environment which seeks for a better improvement and thereby would validate this research success.

Role play is important in teaching speaking because it gives students an opportunity to practice in different social contexts and in different social roles. In addition, it also allows students to be creative and to put themselves in another person's place for a while. Livingstone (1983:6) said that role play is therefore a classroom activity which gives the student the opportunity to practice the language, the aspects of role behavior, and the actual roles he may need outside the classroom. On the book Pictures for Language Learning, Wright (1989:126) stated that in role play the students imagine they are in a specified situation. They may take on the character and role of someone else or be themselves. From explanation above, this study concludes that by using role play technique, the students are expected to be active language speaker. Another reason, according to Thompkins (1998:15) stated that role play is a way how learners acquire through three ways; when they are exposed to the comprehensible inputs, when they get involved in their language and when they have positive affect / desires, feeling and attitude.

Based on the operational definitions mentioned, the researcher highlighted some advantages of using role play to improve the speaking skill of the theater students at SD Negeri Bandulan 02 Malang. The advantages are examined to Brown's speaking instruction principles and learning context. First, role play involves activities where learners imagine themselves in a situation outside the classroom. Second, role play provides intrinsic motivation on the theater students' interest because it sometimes challenges them to play the role of someone other than themselves. Third, role play also encourage the theater students to use authentic language in meaningful context since they take a role of others which requires them to use the language appropriate to that new role. Last, role play gives theater students opportunities to initiate oral communication, but it also encourages them to develop their speaking skill. In the preliminary study, it was found that theater students felt nervous when they were asked to practice speaking.

For these reasons, the researcher is interested to analyze the use of role play in teaching speaking for theater students of elementary school students in SD Negeri Bandulan 02 Malang and this study has been entitled **"Improving Students' Speaking Skill through Role Play".** The reason why the researcher choose the research location in SD Negeri Bandulan 02 Malang because this school have a best theater extracurricular in Malang proven by the existence of school theater participation which was shown on the anniversary of PGRI (Persatuan Guru Republik Indonesia) as an invitation by the head of the education department of Malang. Then why the research objects must be theater students because they have already learn about role play such as short drama in theater, so hopefully they could

improve their speaking skill in English better with the role playing skills they have. The sample taken are only fourth and fifth grades because those who follow the extracurricular are only those classes. In this research, role play means a technique of speaking to improve student ability in English, it is will be like short drama.

1.2. Problems of the Study

Based on the background of the study, the present research was focused on "How can "role play" technique improve the speaking skill of theater students of elementary school students in SD Negeri Bandulan 02 Malang?"

Definitely, this research was intended to describe how the speaking skill of theater students in SD Negeri Bandulan 02 Malang can be improved by using role play technique.

1.3. Objectives of the Study

In accordance with the research problems, this study aims to improve the student's speaking skill by using role play technique. The development of the speaking skill will be achieved if the teaching of speaking for the speaking skill of theater students in SD Negeri Bandulan 02 Malang using the technique of role play. Students' speaking ability will improve if the students are trained to have good cooperative working and performance among them.

1.4. Significance of the Study

In my opinion, this method is very useful for anyone who interest in English, especially for the students, teachers and institution. First for the students, it assists them to solve their problem in speaking activity and it can help them to improve their speaking ability. It has been mentioned before in the above discussion that role play is one of the activities to promote speaking. Through role play activities the students learn how to express ideas, opinions, or feeling to others by using words or sounds of articulation. Second for the teacher, it gives the alternative solution in teaching speaking. Finally for the institution of elementary school students in SD Negeri Bandulan 02 Malang, it can be beneficial regarding to improve the education quality. For the future researchers, this research can be used as a reference to conduct further researchers on English speaking skill using more innovative Role play technique which lives up to the context, the setting, and the subject of the researchers.

1.5. The Scope and Limitation of the Study

This research was conducted at the second semester theater students at SD Negeri Bandulan 02 Malang. Actually there are several ways that can be done in the assessment of speaking skills such as conversation on the way, discussion group, also study club, but this research is focused on developing the implementation of the role playing procedure in teaching speaking through 2 cycles because this method is considered the most appropriate and could increase self-confidence and increase student motivation in terms of speaking skills so that

researchers can find the most appropriate authentic assessment models and procedures that work well for assessing students' speaking skills.

This study is conducted at the second semester of theater students in SD Negeri Bandulan 02 Malang with some limitations. First, in terms of speaking activity, topics for teaching speaking skill in the second semester are selected. Next, the effective teaching time allocation is taken in early class activity of the second semester. Finally, the choosing of students and teacher's schedule at the second semester is made to avoid disturbing their final examination.

1.6. Definition of Key Term

For the purpose of avoiding misunderstanding, the following terms need to be operational defined are "Speaking", "role play" and "SD Negeri Bandulan 02 Malang"

1. Speaking ability is the ability of the theater students at SD Negeri Bandulan 02 Malang to produce an interactive process of constructing meaning that involves producing and receiving also processing information happen in oral communication accurately and fluently. Speaking means process in which a speaker sends information or message to a listener. In this research, speaking means the ability of students to express their ideas, opinion, or feelings to others by using words.

2. Role play is technique to teach speaking by dividing the students in a class into some groups, giving the students certain expression about asking direction and invitation, asking them to make the dialogue according their

ideas to make the situation given to be more interesting. Then, the students are asked to perform role play on front of the class. Procter (1996: 123) defined role as the person whom an actor represents in a film or play, while role play is a method of acting out particular ways of behaving or pretending to be other people who deal with new situations. It is used in training courses language learning and psychotherapy. According to Haycraft (1978: 88) Role play is one of communicative techniques which develops fluency in language students, which promotes interaction in the classroom, and which increases motivation. Haycraft mentioned the three elements in role playing: what the characters want, who they are, and their moods or attitudes at the time. These elements are ten affected by how the situation develops. In other words, role play is drama, like classroom activities in which students take the roles of different participants in a created situation and act out what might typically happened in that situation.

3. SD Negeri Bandulan 02 Malang is the only one school which have a good theater extracurricular. It is located at Jl. Raya Bandulan no. 198 Bandulan, Kecamatan Sukun, Kota Malang-Jawa TImur.

CHAPTER VI

CONCLUSION AND SUGGESTION

This chapter encompasses some conclusion and suggestion based on the research data and discussion as presented in Chapter V.

6.1. Conclusion

Based on the research findings, it is concluded that the implementing of role play can improve the speaking ability of theater students at SD Negeri Bandulan 02, the total average score of pronunciation, vocabulary, grammar, and fluency of cycle 1 mean score is 69.24. The class percentage is 76.6%. It did not reach the target of passing grade (70) and the class percentage (85%). Some of them were not fluent in their speaking performance because they forgot the vocabularies, mispronunciation and less self-confidence. Because of the problems above, the implementation of cycle 1 did not fulfill the criteria of success.

Knowing this problem, the researcher decided to revise the scenario of lesson plan including the role play procedure and continued to the cycle 2. The researcher used the topic "Transaction as a seller and buyer". How the students sell and buy something using good improvisation. Students interact following the role play. Students typically get no time to prepare what are going to say. They must speak spontaneously, without thinking so hard first and without preparing the words or sentences they want to use.

In implementing role play. The teacher did some steps:

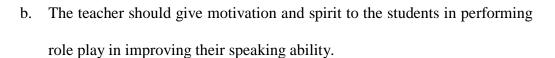1. Giving the expression of being seller and buyer including how to receive and paying the things.

2. Pronouncing these expression of transaction and asked the students to repeat correctly.

3. Giving each group chance to create a good scenario of the dialogue, how to buy and sell something, how to receive and pay things in the market.

4. Giving opportunity to practice more freely, before performing role play.

5. Asking each group doing improvisation by using aids such as Table, chair, book and other things in the house.

By using this procedure of role play the students performed role play enthusiasly, they spoke freely and they were not afraid to speak English. There were 26 (86.6 %) students reached the passing grade. The mean score was 72.5. So the cycle 2 was successful and fulfill the criteria of success.

6.2.Suggestion

In this part, the researcher would like to give some suggestions to be considered by English teacher as follows:

a. Role play technique would be very helpful to improve students' ability in speaking, no the teacher needs to maintain using role play technique as alternative technique of teaching learning activity in the elementary school.

b.   The teacher should give motivation and spirit to the students in performing role play in improving their speaking ability.

c.   The teacher should give clear explanation and instruction in directing students using role play with good improvisation.

d.   The teacher should control the students' activity when the teaching learning process take place, so we know the active and passive students in the classroom.

e.   The last we should be concerned the students' involvement. The teacher should bring the role play which is involving all students in the class. Not only he students who perform improvisation but also other students should be united in the teaching learning process. The teacher can ask other students do the students' report by making dialog which was performed in front of class so they are not noise.

Role play is really good and useful ways in teaching speaking but still needs some adjustments. So the future researcher can use this result of the study as a basis in conducting a future research in teaching speaking by implementing role play. And finally, the researcher realizes that this research still has some weakness and mistake. Therefore, the researcher would like to accept any constructive suggestion to make this research better.

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