

IMPROVING STUDENTS' SPEAKING ABILITY IN USING ENGLISH EXPRESSION THROUGH ROLE PLAYS

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Abstract

This study is intended to find out whether there is significant improvement in students' speaking ability before and after using role plays of the eleventh grade students of SMA N 2 Yogyakarta.

The population of the research consist of 38 the eleventh grade students of SMA N Yogyakarta. All of the population is taken as the sample. The research data were gained by using a test which is in form of interview. After conducting the treatment in cycle 1, the students were given test1. The result of the test 1 is used to make the planning for cycle 2. After conducting the treatment in cycle 2, the students were given test2. The data were analyzed by utilizing the descriptive analysis.

The descriptive analysis shows that the mean score of the test 1 is 61.15 and the standard deviation is 15.06 while the highest score is 95 and the lowest score is 32. Meanwhile, the mean score in the test 2 is 65.21 and the standard deviation is 14.24. The highest score is 95 and the lowest score is 35. The descriptive analysis shows that there is a significant improvement in students' speaking ability before and after using role play of the eleventh grade students' of SMA N 2 Yogyakarta. It can be stated that teaching of English speaking by using role play can improve students' speaking ability in using English expressions.

Key words: speaking ability, role play, English expression

A. Introduction

Speaking is one of the productive skills. It means that the language learner have to produce something orally. Learning to speak fluently and accurately is one of the greatest challenges for all language learners. This is because to be able to speak fluently, we have to speak and think in the same time. According to Paul (2003:76), if we want children to learn to speak English, each of them must have opportunities to speak during our lessons. They need to practice, practice, and practice. Learning speaking for students in school becomes a boring activity when the teacher is not creative in making the activities for them. For example, teacher asks the students to make a speech and then deliver it in front of the class or the students are ordered to memorize a dialog, and then present it without any deliberation of feeling or emotion.

Many teachers think that "communication" means getting the children to memorize dialogs. This may be appropriate if a child is going overseas next week or has an immediate need to use the patterns in the dialog, but most children in the classes are not in this situation. Thus, a teacher has to be able and creative to design a way or a method of teaching which gives the students chance to speak up.

It is needed to find a way to improve the students' speaking ability which is not bored and effective to make students speak up and can guess how to use patterns flexibly in certain situation.

Role play is a learning activity in which you behave in the way somebody else would behave in a particular situation (Hornby: 2002). Lynne Hand, in her article *Role Play in the ESL Classroom*, states that the effective use of role plays can add variety to the kinds of activities students are asked to perform. It encourages thinking and creativity; lets students develop and practice new language and behavioral skills in a relatively safe setting, and can create the motivation and involvement necessary for real learning to occur.

Role plays is an active method, based on exploring the experience of the participants, by giving them the scenario, where each person in the group has a particular role to play. The main point of it is to discuss and to learn more from one's own experience and that of others (Raykofa: 66).

Based on the reasons, the researcher thinks that it is needed to find out whether or not role plays can improve the students' speaking ability.

B. Research Method

This research belongs to action research. According to Kemmis and Mc Taggart (1992:2-5), action research is an approach to improve education by changing it and learning from the consequences.

Research design (gambar)

According to Kusumah and Dwitagama, there are some steps to conduct an action research;

1. Planning; a fix planning should be made after knowing the problem in learning process.
2. Acting; a planning should be realized by acting from a teacher in form of a solution of the problem.
3. Observing; there should be an observation to the research toward the acting process.
4. Reflecting; after observing, the teacher can conduct the reflection and summarizes what has happened in his class.

The four main steps of action research is a cycle. In action research, the cycle is always repeated. After a cycle finished, probably the teacher will face the new problems or the first problem has not been finished yet. The second cycle should be conducted in which the steps are the same with the first cycle.

Cycle 1	Observation (fact finding)	<ul style="list-style-type: none"> ▪ Interviewing the English teacher ▪ Determining students' strength and weakness
	General planning	<ul style="list-style-type: none"> ▪ Selecting the material. It covers expressing advising, opinion, agreement and disagreement. ▪ Preparing the learning sources; text book and role play cards ▪ Developing evaluation assignments
	Acting	Applying the planning

	Observing	<ul style="list-style-type: none"> ▪ Monitoring the action ▪ Collecting the data
	Reflecting	<ul style="list-style-type: none"> ▪ Evaluating the action which covers the quality and the time of the action. ▪ Discussing and evaluating result with partner.
Cycle 2	Explaining any failure of the implementation and the effects of previous cycle	<ul style="list-style-type: none"> ▪ Finding the failure through analyzing the evaluation result. ▪ Finding the effects of the failure through analyzing the collected data.
	Amended planning	<ul style="list-style-type: none"> ▪ Selecting the material; it covers expressing attitude and annoyance. ▪ Preparing the learning sources; text book and role play cards ▪ Developing evaluation assignments
	Acting	Applying the revised planning
	Observing	<ul style="list-style-type: none"> ▪ Monitoring the action ▪ Collecting the data
	Reflecting	<ul style="list-style-type: none"> ▪ Evaluating the action ▪ Discussion with partner ▪ Revising the action

There are several technique of data collecting that is used in this research; observation, interview, test, and documentation. Observation is used to describe the activity that is done by teacher and students during English learning process. This observation is conducted based on the observation guide and the additional notes which are related with the observation. One of the note forms of observation is field notes.

The next technique that is used is test. A test is conducted to collect the information about people's language ability. Because the object skill of this research is speaking skill, the test will be in the form of oral interview. The last technique to collect the data is by using documentation. Documentation is used for checking the data which is gotten by observation and interview. Audiotape-recording is used in documenting the interview test so that the researcher can easily to transcript and to analyze the interview.

The data that have been gotten by the field note of observations and interview transcript are analyzed. The data will be analyzed collaboratively with the partner; the partner here is the English teacher.

The analysis involves the success, the failure, and the obstruction which is found during the research is conducted. According to this analysis which is started from planning, acting, observing, and reflecting, the researcher will know whether the procedure of learning speaking through role plays that has been conducted has succeeded or not. Based on the analysis, the researcher can decide to make the next planning (the next cycle) toward the action that will be conducted.

C. Result and Discussion

The data in this research is collected by conducting teaching and learning process in order to get the maximum result. The material that is used in this research is expressing opinion, advice, agreement, and disagreement.

The action of the research toward English speaking by using role play to improve students' speaking ability was conducted in two cycles. The description of the research result during teaching and learning process is as follow.

1. Cycle 1

Cycle 1 was conducted in 4 meetings, by the description as follow:

a. Planning

The research analyzed *standar kompetensi (SK)* 3 and *kompetensi dasar (KD)* 3.1 and 3.3. Based on the analysis, the researcher formulated the planning; students have to be able to ask opinion and advice, to express agreement and disagreement, and give opinion and advice suitable with the situation.

b. Acting and Observing

In the first meeting, the material that was discussed is expressing opinion, advising agreement, and disagreement. The teacher introduced and expressions using slide which is in the form of power point presentation. Teacher explained how to use the expression in some situations which is suitable and giving the example in form of a short dialogue. After explaining the expression, teacher asked students if there were something that they did not understand.

Then, teacher divided the students in groups. Each group contained of 3-4 students and got a scenario card that became a guide for students to making role play. Each group had to make a role play based on the scenario card and then present their role play in front of the class. Because the time was over, teacher instructed the students to continue it at home.

The second meeting, teacher asked the students about the home work, whether they had finished it or not. Most of them had not finished the home work. Then, teacher gave 15 minutes for the students to finish it and 15 minutes later they had finished it. Teacher asked a group to present their role play. There is no group which wants to come in front of the class to present the role play. It needs a long time to make the students confident to present their role play. After teacher gives them motivation, there were two groups that want to present their role play.

In the third meeting, the activity is asking the groups which had not presented their role play to present it till all groups performed.

In the fourth meeting, teacher conducted a test to measure the achievement of the students after giving action during cycle 1. The test was conducted in the form of interview. The students were called one by one to be interviewed. The interview was recorded in order to get the maximum and objective assessment. That is why when the interview was conducted, it was without any assessment form. Then, the researcher assessed the recording interview using the modified assessment form which is developed by Adam and Frith.

The result of recording assessment is as follow:

No	Rate	Score	Frequency	Percentage
1	0+	16-25	-	-
2	1	26-32	1	2.63 %
3	1+	33-42	1	2.63 %

4	2	43-52	10	26.31 %
5	2+	53-62	6	15.8 %
6	3	63-72	8	21.05 %
7	3+	73-82	9	23.7 %
8	4	83-92	2	5.26 %
9	4+	93-99	1	2.63 %
Total	38	100 %		

According to the table above, there is no student who belongs to rating 0+. There is one or 2.63 % student who belongs to rating 1. One or 2.63 % student belongs to rating 1+. Ten or 26.31 % students belong to rating 2. Six or 15.8 % students belong to rating 2+. Eight or 21.05 % students belong to rating 3. Nine or 23.7 % students belong to rating 3 +. Two or 5.26 % students belong to rating 4. One or 2.63 % student belongs to rating 4+.

c. Reflecting

Based on the result of the test, there are some points that were found;

- Students have been able to use the expression correctly. They have understood in what situation they have to use the expression and give a response if it is needed.
- Students have not been confident to perform their role play. It can be understood if they have not been confident because they have not become accustomed to do it.
- Students have not been able to finish the assignment on time.

2. Cycle 2

Cycle 2 was conducted in 3 meetings as the following description;

a. Planning

According to the reflection of cycle 1, the planning for cycle 2 is that the students have to be confident to perform their role play by asking them to make a role play freely. It means that they are not given any scenario card in order that they can be more confident to perform their own creativity. In order to make students finish their assignment on time, teacher will give a reward for group who can finish the assignment on time.

b. Acting and Observing

In the first meeting of cycle 2, teacher reviewed the material about expression of asking opinion and advice, expression of agree and disagree, giving opinion and advice in order to make the students remember the expressions. Then, teacher asked students about what problems or difficulties they face in making role play. All of the students said nothing, they kept silent. Finally, teacher asked them to make groups in which the members of each group were not determined. It aimed to make students feel free in expressing their creativity in setting a role play without any feeling of worried or limited. Then, teacher asked each group to make their own role play scenario. Because the time was over, teacher informed the students that all of groups have to

present their role play next week and remind them that there will be a reward for the group that is able to finish the assignment on time.

In the second meeting, teacher started by asking who wanted to be the first performer and wanted to get the reward. After waiting for a few minutes, finally there was a group which became the first performer and automatically they got the reward for finishing the assignment on time. Then, the other groups followed for performing their role play till all of the groups performed their role play. Each group seemed very enthusiast and confident to show off their creativity in role play. It could be seen when a group performed, the other groups paid attention to the role play that was being performed. They tried to follow story in the role play. After it finished, the groups gave applause and wanted to be the next performer. Finally, teacher informed the students that there would be a test for the next meeting.

In the third meeting, a test was held again to know how far the improvement of the speaking ability of the students after conducting cycle 2. The model of the test was the same with the test in cycle 1; the students were called one by one to be interviewed. The result of the test is as follow:

No	Rate	Score	Frequency	Percentage
1	0+	16-25	-	-
2	1	26-32	-	-
3	1+	33-42	2	5.26 %
4	2	43-52	4	10.52 %
5	2+	53-62	10	26.31%
6	3	63-72	8	21.05%
7	3+	73-82	10	26.31%
8	4	83-92	3	7.90%
9	4+	93-99	1	2.63 %
Total			38	100 %

According to the table above, there are no students who belong to rating 0+ and 1, there are two or 5.265% students who belong to rate 1+. Four or 10.52% students belong to rating 2. Ten or 26.31% students belong to rating 2+. Eight or 21.05% students belong to rating 3. Ten or 26.31% students belong to rating 3+. Three or 7.90% students belong to rating 4. One or 2.63% students belong to rating 4+.

This fact shows that there are some improvements in students' speaking ability. In the cycle 1, there is one student or 2.63% students who is in the rating 1+, but it improves in cycle 2; it becomes two or 5.26% students. Six or 15.8% students in the rating 2+ improve in cycle 2 become ten or 26.31% students. Nine or 23.7% students in the rating 3+ improve in cycle 2 become ten or 26.31% students. Two or 5.26 students in rating 4 improve in cycle 2 become three or 7.90% students.

Cycle	N	Minimum	Maximum	Mean	Std. Deviation
Cycle 1	38	32.00	95.00	61.1579	15.06657
Cycle 2	38	35.00	95.00	65.2105	14.241147

Besides by comparing the score in the cycle 1 and cycle 2, the improvement can also be seen from the mean score of descriptive data. The mean score in cycle 1 is 61.15 while in cycle 2, it improves up to 65.21. It proves that there is improvement in students' speaking ability in using English expression after using role play.

c. Reflecting

Based on the result of the speaking test in cycle 2, it can be seen that there are improvements in students speaking ability. The students have been success to make their own role play and to finish the assignment that was given on time. They performed their role play smoothly and confidently. Thus, the researcher feels happy and satisfied with the result that has been achieved by the students in cycle 2 because all of the problems have been solved. Finally the researcher decided to stop the research till the cycle 2.

By analyzing the result of the data of the students' speaking ability, it is found that there is a significant improvement of speaking ability in using English expressions after students were taught by role play. From the calculation of the value between the gained score of speaking test of the cycle 1 and cycle 2, it shows that the mean score is 61.15 and 65.21. The result shows that the gained score of cycle 1 is higher than cycle 2. It can be stated that role play can improve students' speaking ability in using English expression.

D. Conclusion

Based on the result of the research, some conclusion can be drawn. There is a significant improvement to students' speaking ability after being taught by using role play. From the descriptive data, the mean score of cycle is 65.21 which is higher than cycle 1 which is 61.15 ($65.21 > 61.15$). The result shows that the gained score in cycle 2 is higher than the gained score of cycle 1. It proves that role play can improve students' speaking ability in using English expression.

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