

THE IMPLEMENTATION OF ROLE PLAY IN TEACHING SPEAKING NARRATIVE TEXT FOR EIGHTH GRADERS OF SMPN 1 SUMBERREJO BOJONEGORO

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Abstrak

Penelitian ini dibuat untuk menggambarkan penerapan teknik role play untuk pengajaran berbicara teks naratif untuk kelas 8 SMPN 1 Sumberrejo Bojonegoro. Penelitian ini mengambil beberapa permasalahan: (1) bagaimana guru menerapkan teknik role play dalam mengajar berbicara teks naratif untuk kelas 8? (2) bagaimana respon siswa terhadap teknik role play dalam pembelajaran berbicara teks naratif?. Berdasarkan penelitian yang telah dilakukan, bisa disimpulkan pertama bahwa guru bahasa Inggris yang menerapkan role play dalam mengajar berbicara teks naratif menggunakan langkah yang sangat baik. Langkah-langkah yang digunakan guru yang pertama memberikan materi yang simple kepada siswa. Kemudian guru mengajarkan dialog-dialognya. Sebelum maju di depan kelas, guru menyuruh siswa untuk mempraktekkan terlebih dahulu di dalam groupnya masing-masing. Guru juga membolehkan siswa merubah dialog untuk membuat variasi-variasi. Untuk kesimpulan yang kedua, siswa memberikan respon yang positif terhadap penerapan role play dalam pengajaran berbicara naratif teks. Meskipun beberapa dari mereka merasa sulit dalam melakukan role play, mereka mengatakan role play memotivasi untuk berbicara bahasa Inggris.

Kata kunci: Pengajaran berbicara, teks naratif dan role play.

Abstract

This study is designed to describe the implementation of role play in teaching speaking narrative text for eighth graders SMPN 1 Sumberrejo Bojonegoro. This study composes some questions: (1) how does the teacher implement role play in teaching speaking narrative text for eighth graders? (2) how are the students' responses toward the implementation of role play in teaching speaking narrative text? teaching and learning process of writing narrative text through ROLE PLAY technique?. Based on the study, they are the conclusions; first, the teacher implements role play in teaching speaking narrative text very well. She gives the simple materials and the simple dialogues. The teacher teaches the dialogues and has the students to practice before performing in front of the class. She also allows them to modify the dialogues to make a variation. Second, the students give positive response toward the implementation of role-play in teaching speaking narrative text. Although some students still get difficulty in doing role play. They said that role-play is able to increase students' motivation to speak English.

Key words: Teaching speaking, narrative text and role play.

INTRODUCTION

English is an international language which has been received by countries all over the world. It becomes the most essential language in the world. Almost people from different countries in the world use it to communicate with others. Candlin (2001) argued that English is the major communication medium between people from different countries around the globe.

Every country in the world puts English as a school major subject. Crystal (2003) stated that now English is the most language that taught as a foreign language. In over 100 countries, such as China, Russia, Germany, Spain, Egypt and Brazil, English is taught as a foreign language. In Indonesia, it is taught in every level

of education. The students are required to learn English from primary school to university level. It also becomes a part of National Final Examination (UAN). There are four skills in English which students must learn. Those are listening, speaking, reading, and writing.

In global community, the priority of many students who learn second language is mastering speaking. As pointed by Richards (2008), the mastery of speaking skills in English is a priority for many second language learners. Speaking should be mastered in order to communicate with others. Kayi (2006) stated that the ability to communicate in a second language clearly and efficiently contributes to the success of the learner in school and their life. Nunan (1991) also argued that Speaking is the most important aspect of learning a

second foreign language. It is measured in term of ability to carry out a conversation in the language.

Narrative text is one of text types in English. It can amuse and entertain the listener and the readers with a real experience or imagination of the writer. Narrative text is similar to a recount text. Both of them tell events that happen in the past. The different between narrative text and recount text is complication. In recount text there is no complication that happens in the story. In other hand, in narrative text there is complication. It influences what will happen in the story. The story of narrative can be fairy tale, short story, novel, feature film and others.

Role play is a technique that students are presented with a real environment. The students will be brought in some situations and they need to act as the same in form of roles. Role play is technique which students are faced with a real environment and they are exposed with some kind of situations and they need to exhibit the same in form of roles (Dorothy and Mahalaksmi, 2011). There are two types of role-play which are used in speaking class. Those are scripted and non-scripted role play. To perform role play of the scripted type, the students will get the script or the dialogue from the teacher and perform based on it, or they are given prompts by the teacher related to the scenarios. Then the students write the script or dialogue by themselves before performing it in front of the class. In the non-scripted role play, on the other hand, the students are assigned to perform the role play in front of the class based on the prompts given without preparing the script or the dialogue. Both of scripted role play and non-scripted role play allow the students to be creative in order to put themselves in another person's place for a while and let them to practice their speaking. Ladousse (1987) pointed in five statements the advantages of role play. Firstly, through role play, the various experiences can be brought in to the classroom. Second, it is possible to build up the students' social skill from a very low level through role play. Third, role play enables to learn how to interact in the various situations. Fourth, it also helps shy students by providing them with a mask. And fifth, role play is fun.

According to an English teacher of SMPN 1 Sumberrejo Bojonegoro, most of eighth graders often get bored in learning speaking narrative text when the teacher always use short story telling as technique in teaching it. For that reason, she decides to implement role play in teaching it to make them enjoy learning speaking narrative text. According to Livingstone (1983), the first step to conduct role play is deciding the material of role play. It should be interesting for the students. The second step is developing the situation based on their level. The third step is creating the dialogue. It should be appropriate to the students' level. The fourth step is preparing anything to conduct role play. The next step is assigning the role before performing in front of the class. And the last is giving feedback to the students' performance in the end of the class. Whether the teacher implements role play in teaching speaking narrative text based on the suggested procedure above, or she has different ways. And how the students' responses whether they still get

bored in learning speaking narrative text or they enjoy learning it.

Based on the explanation above, the researcher is interested in investigating how the teacher implements role play in teaching speaking narrative text for eighth graders. He is also interested in knowing the students' response toward the implementation of role play in teaching speaking narrative text.

Based on the background of study above, the questions of the study can be stated as follows:

1. How does the teacher implement role play in teaching speaking narrative text for eighth graders?
2. How are the students' responses toward the implementation of role play in teaching speaking narrative text?

RESEARCH METHODOLOGY

The research dealt with the implementation of role play in teaching speaking narrative text. It tried to answer research question on how the teacher implemented role play in teaching speaking narrative text for eighth graders and how the students' responses toward the implementation of role play in teaching speaking narrative text was.

This research was descriptive qualitative research. It was used because the study was conducted to describe the teacher implemented role play in teaching speaking narrative text and describe the students' response toward the implementation of role play in teaching speaking narrative text. It focused on the process of teaching and learning and students' responses. Descriptive qualitative research provides rich descriptive accounts targeted to understanding a phenomenon, a process, or a particular point of view from the perspective of those involved (Ary, 2010:453). In this study, the researcher took a part as an observer who observes it. Teaching and learning process was conducted by the English teacher.

The subjects of the study were the teacher and her students. This research conducted in class VIII G of SMPN 1 Sumberrejo Bojonegoro which consisted of 30 students. They were chosen because narrative text was given to that level and their English teacher implemented role play in teaching speaking narrative text. Besides, these students were believed to be the representative of the whole subjects that were able to provide the relevant data.

This study was in the classroom where the teacher implemented role play in teaching speaking narrative text. The researcher chose SMPN 1 Sumberrejo Bojonegoro as a place to conduct this study. The school provided students with facilities that supported the teaching and learning activities, such as library and language laboratory.

The way to collect the data in this study used observation checklist and field note related to the teaching and learning process during the implementation of role play in teaching narrative text. The researcher also

gave questionnaire to the students related to the students' responses toward the implementation of role play in teaching speaking narrative text.

The researcher did not interfere the teaching and learning process because the aim of this observation to know the implementation of role play in teaching speaking narrative text for eighth graders, and the students' responses toward the implementation of role play in teaching speaking narrative text.

Research instrument was an equipment to collect the data. In this study, the researcher used observation checklist, field note and questionnaire.

- **Observation Checklist**

Observation checklist was the simplest instrument to collect the data during the teaching and learning process which presented a list of the teachers' activity and students' activity. Ary (2010) stated that the simplest device used was a checklist, which presented a list of the behaviors that were to be observed. The researcher then checked whether each behavior was present or absent. Observation checklist was to check individual behavior or the activities that occurred in the teaching and learning process. And it was also used to get the information during the teaching and learning process. Through observation checklist the researcher knew a part of behavior was missed by the teacher during the class activity. The questions that were written in it were about the teacher's activities and students' activities in teaching and learning process.

- **Field Note**

Field note was common method that made by researcher to collect the data during the learning process. According to Ary (2010), The most common method of recording the data collected during observation is field notes. The researcher used field note to observe the activity in the class by watching, hearing and writing everything that could be used as the data during the research. The researcher wrote all the important things that he heard, saw, and some additional information that was not mentioned in the observation checklist. Field note contained what the researcher had seen and heard (Ary, 2010:436). Field note had two components: (1) the descriptive part, which included a complete description of the setting, the people and their activity. and (2) the reflective part, which included the researcher's personal feelings about the events. The field note presented the data that was analyzed to understand the teachers' activities and students' activities in teaching and learning process.

- **Questionnaire**

There were two types of questionnaire. Those were structured questionnaire and unstructured questionnaire. The structured questionnaire had definite and concrete questions and unstructured questionnaire was used at the time of the interview. The questionnaire was used to gain information dealing with the students' responses. Descriptive research uses instruments such as questionnaires to gather information from groups of individuals (ary, 2010:28). This questionnaire consisted of some questions and some options as alternative

answers. Students were asked to choose the appropriate answer based on their own opinion.

The data of this study were the results of observation checklist and field note were related to the implementation of role play in teaching speaking narrative text for eighth graders. And the results from giving questionnaire related to the students' responses toward the implementation of role play in teaching speaking narrative text.

The researcher observed in two meetings by using descriptive qualitative research. The data was analyzed based on the result from observation checklist, field note and questionnaire. The researcher used field note and observation checklist to support the first research question, it is how the implementation of role play in speaking narrative text for eighth graders. The result of observation checklist was analyzed based on what happen in the class activity. The researcher analyzed the result of field notes to support and explore the data from the observation checklist. He also used questionnaire to support the second research question, it was how the students' responses toward the implementation of role play in speaking narrative text. The result of the questionnaire are analyzed by dividing number of comments of each item with the total number of students then are multiplied with a hundred percent.

RESULTS AND DISCUSSION

The data were still on the form observation checklist, field note and questionnaire. The researcher used field note and observation checklist to explain the teacher implemented role play in teaching speaking narrative text for eighth graders. And the researcher used questionnaire to describe the students' response toward the implementation of role play in teaching speaking narrative text.

This observation was done in two meetings. In each meeting, the researcher took a part as an observer who observed the teaching and learning process. All of the data that the researcher got from observation was described in the form of paragraphs.

1. **The Implementation of Role Play in Teaching Speaking Narrative Text for Eighth Graders.**

In the first meeting and second meeting, before beginning the class, the teacher reminded the students about the previous meeting's material. She gave them short review. She asked students some questions about the previous meeting's material in order to stimulate students' memory and give them a chance to speak. The students were very enthusiastic to answer the teacher's questions. This review was useful as the warming up before the class begun. Moreover, by remembering what they did in the previous meeting, it would make student ready to receive the material. Both in the first meeting and the second meeting, the teacher succeed to remind the students about the previous meeting's material which was related to the material that day. It was a warming up for the students to start speaking before the speaking class begun.

In the first meeting, the teacher gave a simple narrative text to the students entitled "Snow White" While in the second meeting the teacher gave a simple narrative text entitled "Cinderella". Both of them were very well known topics. According to Livingstone (1983), the first step to conduct role play is deciding the material of role play. It should be interesting for the students. The second step is developing the situation based on their level. Huang (2008) also said that there are five steps in conducting role play. The first is deciding the material of teaching which should be decided based on students' level and interest. The second is selecting situation and creating the dialogue.

Both in the first meeting and second meeting, teacher asked students to read it till five times to make them really understood about those topics. Then she gave the simple dialogues of the characters in those topics. Livingstone (1983) pointed the third step is creating the dialogue. It should be appropriate to the students' level. She also asked them to understand them. After that, she gave the example how to show a good expression, show a good action and pronounce correctly. While Huang (2008) stated the third step in conducting role play, the teacher should teach or give the example how to act, pronounce and others.

In the first meeting, the teacher divided them into five groups based on their attendance list. The students were thirty persons, so each group consisted of six students. Both in those meetings, the teacher asked to each group to practice in their group before performing role play in front of the class. She also allowed them to modify the dialogues to make a variation. Huang (2008) argued that the teacher should ask the students to try in pairs or small group before demonstrating or performing in front of the class and has the students modify the situation or dialogue.

Both in the first meeting and second meeting, the teacher did not dominate during the teaching and learning process. Both in those meetings, most of their performances were interesting. All of them enjoyed the performances. Although some of them were not ready yet to perform in front of the class. And some of the students still read aloud. They could do it well. All of them spoke. Moreover, they could show a good conversation and expression. In the second meeting, overall their performances in the second meeting were better than their performances in the first meeting. Both in those meetings, the students showed a great attention during the teaching and learning process. Before closing the meeting, she gave feedback to the students' performance and announced the best performance. As stated by Livingstone (1983), the last step is giving feedback to the students' performance in the end of the class. In the first meeting, the best performance was the third group. While in the second meeting, the best performance was the fifth group. The teacher gave a reward to them.

The way of teacher conducted above showed that she gave much time to the students to practice English. Before beginning the class, she gave students chance to speak while reviewing the previous meeting's material. It was warming up to begin the speaking class. The

implementation of role play in speaking narrative text had helped teacher to get students' attention. It gave them fun activity during teaching and learning process. It also gave students a lot of opportunities to speak English. Thomskin (1998) noted that Role play is an extremely valuable technique. It encourages thinking and creativity. Role play let students to practice their English and behavioral skills in acting to be other person. The implementation of role play was appropriate in teaching speaking narrative text for eighth graders.

2. The students' responses toward the implementation of role play in teaching speaking narrative text.

In this discussion the researcher would answer the second research question was about how the students' response toward the implementation of role-play in speaking narrative text for Eighth graders. It was discussed based on the result of the questionnaire. The questionnaire was used to gain information dealing with the students' response.

The students' response toward role play which was implemented by the teacher was good. They were very interested to role play which was conducted in the teaching and learning process. Mostly the students argued that it increased their understanding of narrative text. Role play was able to increase students' motivation to speak English although some students still got difficulty in doing the role play. As explained by Thomskin (1998), role play is an extremely valuable technique. It encourages thinking and creativity. Role play lets students to practice their English and behavioral skills in acting to be other person.

The students also gave positive response toward the teacher's role during the teaching and learning process. Almost students were very easy to follow the teacher's way in teaching. Moreover no one said that they were not easy to follow the teacher's way in teaching. Mostly the students were also very easy to get the point of the material which was delivered by her. In other side she gave many chances to the students to speak English during the learning process. She did not dominate the class during the teaching and learning process. Moreover, Most of students stated that the teacher gave them explanation when they did not understand the material well. In addition, the teacher also supported them to speak English.

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CLOSING

Conclusion

Based on the results of the observation checklist and field note on the previous chapter, they show that the teacher implements role play in teaching speaking narrative text very well. She gives the simple materials of teaching. Both in the first meeting and second meeting, the teacher always asks the students to read those materials till five times to make them really

understand about the topics. She doesn't forget to give the simple dialogues of the characters in those topics. She also teaches the dialogues or gives the example how to show a good expression, show a good action and pronounce correctly. Both in those meetings, the teacher always asks to each group to practice in their group before performing role play in front of the class. She also allows them to modify the dialogues to make a variation. Both in those meetings, the students show a great attention during the teaching and learning process. Before closing the meeting, she always gives feedback to the students' performance and announced the best performance. The implementation of role play in teaching speaking narrative text gives the students fun activity during teaching and learning process. It gives students a lot of opportunities to speak English. In addition, it also makes the students enjoy learning speaking narrative text.

The results of questionnaire show that the students' response toward role play is positive. They are very interested to role play which is conducted. It helps them to more understand the narrative text. Although some students still get difficulty in doing role play, they say that the role play is able to increase their motivation to speak English during the lesson process. The students also give positive response toward the teacher's role during the teaching learning process. They fell very easy to follow the teachers' role. In other side, she gives many chances to the students to speak English during the lesson. The teacher does not dominate the class during the teaching and learning process. She gives them clear explanation about the lesson. She also supports them to speak English.

Suggestion

The role play is one of alternative options for the teacher in teaching speaking narrative text. It is good technique that can motivate the students to participate actively during the teaching and learning process. In the implementation of role play, the teacher should pay attention in the preparation in order to conduct it optimally. The teacher should pay attention in dividing the group among students. She should recognize each student's skill in making the group.

The other researchers are encouraged to conduct another researcher related to role play. Based on the theory, role play has many advantages in teaching speaking. Therefore, it is suggested to conduct such study in the other grades and other texts.

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