THE USE OF ROLE PLAY METHOD TO IMPROVE SPEAKING SKILLS

Adib Ahmada[1], Lailatul Munawaroh[2]

[1 & 2] English Education Department, Islamic Institute of Darussalam
Email: adibahmeida@gmail.com1,
nawaelbariz01@gmail.com

ABSTRACT

Role play is a method of acting out particular ways of behaving or pretending to be other people who deal with new situations. This research goal is to describe the process of how the use of role play method to improve speaking skills This research method used the classroom action method (CARBased on analysed data, the score in the preliminary study was 28% student's getting a minimum score of KKM. And then, it was decreased in the cycle 1 that 8%. And in cycle 2 was 0% students' minimum of KKM. Therefore, the role play technique can significantly improve students' problems in speaking skills. Speaking skill can increase when they try to focus and relax on the material that the teacher has conveyed. If students have focused on the material, then understanding the material will be easier and students are not easily bored with the teacher's explanation. Based on Student Speaking Score from teacher in cycle 1, after using Role Play Method. The students speaking score in academic 2021/2022 after using the role play method being increased 80%.

Introduction

According to brown (2001:23) English has become the most important language in this world is a fact that cannot be denied and all of human in world that using language. Burn and Joyce (1997:54-55) state that one of the aims of most language program is to develop spoken language skills and most program aim to integrate both spoken and written language. Kelly (2002:01) stated the priority is we can see in the world of education and the world of work. Almost everyone from various countries worldwide uses it to communicate well in situations formal and informal.

According to Richards, J. C. (2006), English is the foreign language which has been taught in formal school, one of the begin from junior high school number one as much university. Savignon (1999:22), said that ''every language teaching activity consists of four aspects, namely speaking, reading, listening, and

writing''. Over the year, as with Indonesian, English teaching is typically classified into four skill categories, including active skills like speaking and writing and passive skills like listening and reading.

According Rees (2004), speaking is fundamental to human communication, also speaking is one of the language skills that complicates communication skills because this activity does not stand alone, it involves various aspects not only pronunciation but also grammatical aspects. As stated by Chaney in Jondaya (2011:28), Speaking is one of the important skills that students should master to communicate in English fluently and clearly. Moreover, Brown (2001:267) states that speaking is an interactive process of constructing meaning that involves producing and receiving and processing information. According to Rees (2004:17), Speaking is one of the most important skills to acquire. This is the real language aspect that implies the language as a means of communication. In order to communicate, students are asked to have

good speaking skills. Speaking does not only produce words but also needs a complex thought. Richard, J.C (2006:1), Communication is the way of showing the feelings, tell the thoughts, ask questions, ask for help, argue, persuade, explain, and give order to each other. As stated by Chaney in Jondaya (2011:28), speaking is the process of building and sharing meaning through the use of verbal and non-verbal symbol in variety of context. In line with Chaney, Brown (2001: 267) states that when someone can speak a language it means that he can carry on a conversation reasonably competently. In addition, he states that the benchmark of successful acquisition of language is almost always the demonstration of an ability to accomplish pragmatic goals through an interactive discourse with other language speakers. In education context, especially in a foreign language speaking is a very demanding activity for all ages of students. In order to share understanding with others, they need to pay attention to precise details of the language.

It is also important to organize the content of speaking so that the partner understands what the speaker say (Cameroon: 2001). Moreover, Thornbury (2001) stated that speaking requires the ability to co-operate in the management of speaking. It typically takes place in real time with a little time for planning. In this circumstance, spoken language needs a lot of memorized lexical expression. Then, the study grammar may not become the most important since it is not the most efficient preparation for speaking.

The form and meaning are dependent on the context in which the speaking occurs. In fact, people generally use speaking as a means of communication in daily interaction. Thus, the presence of speaker and listener is a must to build up a mutual communication in speaking activity. As stated by Brown (2001:267), speaking was an interactive process of constructing meaning that involves producing and receiving and processing information. In speaking, students have to understand that there are interactive language

functions. It occurs when students speak. Sometimes, people need to act following what they speak.

Furthermore, Harmer (2001:246-247) stated that students need to follow the sociocultural rule and turn-taking rule. Sociocultural rule deals with the differences of the sociocultural background. Sometimes students have to understand the partner of the conversation. They have to know the partner's habit. Moreover, when they are speaking, they have to consider the rule of turn-taking which deals with the timing when to speak. Here, the speakers should know their chance to speak. In conclusion, speaking was the most important form of language. It was used by the society in order to have relation. Here, speaking can be said as a means of communication. Speaking is the two ways process of building and sharing message. To make the communication run well, students should acquire the speaking skill. This productive skill will help the students to deliver their message through the knowledge of grammar, knowledge of vocabulary,

knowledge of the rule of speaking. It is in order to make the students know what to say and how to say. Thus, the students can communicate well.

Ladousse (1995:5) argues that when students assume a "Role", they play a part (either their own or somebody else) in specific situation. "Play" means that is taken on in a safe environment where students are joyful and playful. According to Brown (2004:174), "role play is a popular pedagogical activity in communicative language-teaching classes". It makes the students free to be someone based on their creativity linguistic input. In line with Brown, Nunan (2003:57) also states that role play activities are important in the teaching of speaking because they allow the students to practice communicating in the different social contexts and target language. Role play is a method of acting out particular ways of behaving or pretending to be other people who deal with new situations. In this case, Ladousse (1995:5) argues that when students assume a "Role", they play a part

(either their own or somebody else) in specific situation. "Play" means taking on in a safe environment in which students are as joyful and playful as possible.

To strengthen the arguments, Thornbury (2005:96) states, "That speaking activities involving role play activities, in which learners take an imaginative leap out of the confines of the classroom, provide a useful springboard for real-life language use. As a result, situations that learners are likely to encounter when using English in real world situation can be stimulated and a greater range of registers can be practiced than are normally available in classroom talk.

They have a little differentiation (Ladousse (1987) in Thompkins (1998:1)). Simulation is more complex than role play activities. Simulation is a broader concept than role play. It is complex lengthy and relatively inflexible events. Role play, on the other hand, can be a quite simple and brief technique to

organize. It is also highly flexible, leaving much more scope for the exercise of individual variation, initiative and imagination. And role play also included in simulation as well.

From the explanations above, the writer argues that role play is appropriate activities to improve the students speaking skills at ASYEE (Assyafiiyyah English Excellent), which will involve fantasy or imagination to be someone else or to be ourselves in a specific situation. It aims at the students to encourage thinking and creativity, let the students develop and practice their speaking skill in the English language.

Research method

In this study, the researcher using CAR (Class room Action Research) method. Bassey in Koshy (2005:8) stated that ''Action research, was a process of research that conduct in such a place and the aim is to understand, to evaluate, and to change, in order to improve the educational practice''. Strengthened by

Sunyoto, (2020:33-34) as be mentioned, Classroom action research an investigation of a systematic approach that uses to find effectiveness and solution to solve the problems in their situation Based on the problem and the expectation to identify the improvement of student's ability using role play method, it was considered that the research design that would be suitable to apply in this research is Classroom Action Method (CAR). The second step was planning to solve the problem and preparing the actions to do. The next step is implementing, doing the action based on the planning and the preparation made in the previous phase. Observation occurs at the same time as the implementation of the action to know the effects of the action and collect data. Based on the observation, the researcher analyzes the collected data, reflects on what has happened, and concludes the result of the implemented action. Then, the researcher decides what the researcher should do based on the result of reflection. Whether, the

researcher was successful and stopped or unsuccessful, revised the plan and continues into the next cycle.

This procedure of action research is to identify and define the real problems occurring the students in the class. On this stage, the researcher will have interviewed the teacher, to know the teaching method practice to explain problems in teaching and learning process and the initial condition of student's ability in speaking skill. When researcher practicing PPL (Field Work Practices), the researcher directly observes the teaching and learning method in the class. The researcher came to class on Sunday, 10th October 2021 although the teacher didn't teach about speaking, the researcher still observes to get the information about student's initial condition and to know their problem in learning to speak. After the researcher got the data from observation, the researcher decides to analyze the problem faced the students. As problems have been identified, the researcher chooses two the most

crucial problem; The fluency and pronunciation in speaking students is also low. After analyzing the problems faced by the student, the next step is done by the researcher designing a plan to continue into the next cycle to overcome the problems, it was going on Friday, 14th, January 2021. The researcher thought improving speaking skill student's using role play method and ended with post-test.

The first steps was planning. In this step, the researcher will be preparing instructional strategies on improving student speaking skills with role play method (doctor and patient). Such us, the researcher will design a lesson plan to do in teaching-learning role play (doctor and patient) in the class *(see appendix 1)*. Preparing instructional material and Preparing instructional some media to take documentation when teaching learning process and interview with teacher and students. Also needed preparing speaking tests to observations and preparing criteria of success.

The second, Implementing. The steps of teaching speaking were done the teacher by miss. Yeni Qomariah. Here, the researcher just be observed all activity, not to be teacher. The researcher makes lesson plan of action as mentioned earlier, the action of this research study has done in two meetings in each cycle. On Saturday, 8th February 2022 the teacher will doing First meeting to implemented lesson plan made by researchers for teachers. And the second meeting, On Sunday, 09th February 2022 teacher would be doing implementing student final test.

And the last was observing. In this research will some observing the student activity and teaching learning process to get some data from teacher miss Yeni Qomariah and all of subject of the research is eight class grades of ASYEE (Assyafiiyyah English Excellent). During teaching and learning activities, the researcher will seeing and taking notes all activities that occur in class to obtain data for the research such us, seeing students Paying Attention when teacher

explain material, student Practicing conversation Well, and students Being Enthusiastic in Implementing Role Play and take note the skills of the teacher on opening in class, giving material well, verifying students attending lists, delivering motivation, guiding students difficulty during learning, student responses, how the teacher gives an assessment. Moreover, the researcher observes students speaking assessment using scoring rubric by H. Dounglas Brown. Teacher in applying the lesson study in communication class at ASYEE (Asyafiiyyah English excellent) that has been by the researcher.

Reflecting was the analysis of the result of observation and test in cycle one. The activities in this stage first was analyzing the data from the observation checklist and result of the test to find out the improvement speaking ability students in after using role play method. Second, analyze the results of student scores after applying the role play method. And the last, discussing the teaching-learning process

that has been done in order to know the weaknesses found in the previous activities and to plan the better activities in cycle two.

The researcher analysis teaching and learning process which are occurred in preliminary study, the cycle by identifying student's categories abilities in speaking related to role play method. In this study, the researcher only focuses on the type of imitative speaking. So that the assessment aspect needed in imitative speaking was be analyzed, Such as: fluently and pronunciation. The researcher using scoring rubric that adapted from H. Douglas Brown (2004:173), that researcher uses to convert student's score as follow:

Table 3.2. The Scoring Rubric of pronunciations

No	Categories	score
1	Error in pronunciation are frequent but cab be understood by a native speaker used to dealing with	1-2

	foreigners attempting to speak his language.	
2	Accent is intelligible though often quite faulty.	3-4
3	Errors never interfere with understanding and rarely disturb the native speaker. Accent may be obviously foreign.	5-6
4	Errors in pronunciation are quite rare.	7-8`
5	Equivalent to and fully accepted by educated native speakers.	9-10

Table 3.3. The Scoring Rubric of Fluency

No	Categories	Score
1	No specific fluency description.	1-2
2	Can handle with confidence but not facility most social situations.	3-4
3	Can discuss particular interest of competence	5-6

	With reasonable ease. Rarely has to grope for words.	
4	Able to use language fluency on all levels normally pertinent to profession all needs	7-8
5	Has completed fluency in the language such that's his speech is fully accepted by native speaker	9-10

That bellow formula of assessing student's speaking ability:

Table 3.4 formula of assessing

$$\text{Student's score} = \frac{n1+n1}{a} \, x \, 10$$

Explanation:

n¹: pronunciation score

n²: fluency score

a: totals all of component score

Table 3.5 Rating Scale of Score

NO	CATEGORY	RANGE
1	Excellent	80-100
2	Good	60-79
3	Fair	40-59
4	Poor	20-39
5	Failed	0-19

Research Finding and discussion

The observation was started when researcher carrying out PPL (Field Work Practice) on Monday, October 06th 2021, until Thursday, November 05th 2021. This procedure of action research was to identify and define the real problems occurring the students in the class. After doing that learning activity, the researcher found several problems related to the learning process. Was that the fluency and pronunciation of students in speaking?

The researcher was started the teaching and learning process first is greeting them, and the

researcher introduce by herself. And then, the researcher checked their attendance list and giving motivate. Furthermore, the researcher presented and explained the material include all aspect such as definition of debate, example of debate, procedure of debate and etc. Knowing here, the researcher encountered some related program to the learning teaching process. The first was not whole students paid attention, their attention was mostly spent to speak to each other. The second, some of student's brick stammer when speak English and some of student still combines 3 different languages in one sentence, namely Indonesian, Javanese and English. And the third, some of student still did not understand how to apply pronunciation when speak English.

To analyse all in the class room, the observation was done by conducting an oral test by the teacher. Every student's spoke theirs works according to a topic was given from teacher. Besides, after some student done or finished their works in oral test.

Based on that scoring rubric observation from teacher above, the researcher concludes that. There were seven student's still get fair score. There were tent student's get excellent score, and there were six student's get good score. While the standard criteria from was 70.00. and the average score ASYEE (Assyafiiyyah English Excellent) was 78.02.

One of the indicators, the beginning of the action has achieved success is the indicator of attention. Because with the attention of students, they become more enjoy with learning activities. Cycle I showed that at the first meeting, at the time the researcher gives direction about the rules of the role play method to be used, The students' attention to all the expressions given by the researcher was classified as very high good. At this time it has been shown that there is a response from students that occurs when communication occurs between teachers and students. It can be seen from the responses of students who answered several questions from the teacher

swiftly and expressively. In the example when the teacher asks about a review such as: ''do you understand what role play is''. This attention indicator was declared successful because students responded non-verbally to the other person, namely by looking, nodding, shaking their heads, smiling, laughing, turning their heads, raising their hands, and etc. Verbally, they can respond to verbal communication correctly and contextually. It can be concluded based on the student's response to the teacher's verbal communication by carrying out all his orders correctly. It's the same as what the theory says According to Roestiyah (2008:93) the advantages of the method play a role, namely (1) students are more attentive, (2) easy understand the problem being discussed, (3) can feel the feelings of others, (4) other students are not passive for giving suggestions and criticism. . From the theory, it is in line with the results of the research using the role play method to improve speaking skills at eight grade of Asyee. Thus, if

students are able to pay attention to the teacher, the psychological condition of the students has focused on the teacher. So that the acceptance of the material becomes easier for students to understand.

The thing that underlies the provision of short video media, which aims to make it easier to provide examples of pronunciation from native speakers. in the action of cycle 1 is an error in the aspect of pronunciation. Students pronounce some vocabulary incorrectly, for example about body parts, days, and color. Mouth's pronunciation should be /mʌuð/ but pronounced /muːð/, Saturday's vocabulary should be /sætədi/ pronounced /satudai/, etc. There are also those who say /morniŋ/ which should be /moːniŋ/.

Comparing with the theoretical conducted Harmer (2007: 352) role-play can be useful to stimulate oral fluency and train students' abilities in special skills, especially in learning English. Therefore, in cycle I, the average achievement of students is not too low. Because the basic language used every day at

ASYEE is English. However, what makes their scores below the KKM is that students do not focus on the material provided by the teacher, because the teacher's methods are monotonous and tend to be boring. so that the acceptance of the material is the reason why some of their speaking scores are below the KKM. There were seven student's still get fair score. There were ten student's get excellent score, and there were six student's get good score. While the standard criteria from was 70.00. and the average score ASYEE (Assyafiiyyah English Excellent) was 78.02.

Comparing with the theoretical conducted Harmer (2007: 352) role-playing can be useful to stimulate oral fluency and train students' abilities in special skills, especially in learning English. Therefore, the results of the speaking scoring rubric for the eighth grade students of ASYEE, it is clear that the comparison of score can change before and after using

the role play method. The score of the seven children increased by 80% after using the role play method.

However, not all students achieve improvement in speaking skills. In this case, there are 2 students whose average score is fixed. Based on the criteria of success in this cycle. the criteria of success of the study was the use role play to improve speaking skill ability at eight class grade of ASYEE (As-Syafi'yyah English Excellent) in academic 2021/2022 Based on the ASYEE (As-Syafi'yyah English Excellent) course agreement between the teacher. This research can be called successful. if, 80% student's at eight grade of ASYEE (As-Syafi'yyah English Excellent) students could achieve the target score 70.00. it was decided by the researcher and collaborators to stop this research action. Improvement in speaking skills has been achieved, namely there is a significant increase.

Conclusion

The increase was due to the researchers applying the role play technique in the teaching and learning

process. In the first cycle of the first meeting, the researcher provided guidelines and short materials concerning role play techniques. Then the researcher gave a transcript of the doctor and patient conversation that would be played for each student. After that, the students were shown a short video of the conversation between the doctor and the patient for the purpose of giving examples of good pronunciation from native speakers. Then students are made into groups. Each group consists of 2 people to come forward to practice direct role play. Then for the second meeting students only took the speaking test to find out cycle 1 the student's score increased or not

Based on Student Speaking Score from teacher in cycle 1, after using Role Play Method. The students speaking score of ASYEE (Assyafiiyyah English Excellent) in academic 2021/2022 after using the role play method being increased 80%. But looking again from the criteria of success. The limitation of the

research is, if the score of 80% of students has increased from before, the research is considered successful. And this research is considered to have been completed. In short, it is very clear that the role play method can help students to improve their speaking skills.

References

Hope, K et al. *Using the Scientific Method to Guide Learning: An Integrated Approach to Early Childhood Curriculum. Springer Science Business Media New York.2013*

Brown, D. H. 2001. *Principles of Language Learning And Teaching. Englewood Cliffs*. New Jersey: Prentice-Hall, Inc

Cameron, L. 2001. *Teaching Language to Young Learners*. Cambridge: Cambridge University Press.

Feez, S. and Joyce, H. 2002. *Text Based Syllabus Design.* Sydney: Macquarie University

Johnson, B and Christensen, L. (2008). *Educational Research*. Third Edition. California: Sage Publications, Inc.

Koshy, V. 2005. *Action Research For Improving Practice*. A Practical Guide. London : PCP Publisher.

Harmer, J. 1998. *How to Teach English. Edinburgh Gate*: Perason Education.

_____. 2001. The Practice of English Language Teaching third edition. Essex: Longman

Huang, I. 2012. Role Play for ESL/EFL Children in the English Classroom. The Internet TESL Journal, Vol. XIV, No. 2, February 2008. http://iteslj.org/Techniques/Huang-RolePlay.html

Jondeya, R. 2011. *The Effectiveness of Using Information Gap on Developing Speaking Skills for Eight Grade in Gaza Governorate Schools*. Al azar

Ladousse, G. 2009. Role Play. New York: *Oxford University press*. Littlewood, W. 1981. Communicative Language Teaching. Oxford: Oxford University press.

Louma, S. 2004. *Assessing Speaking*. New York : Cambridge University Press.

Nunan. D. 1999. *Second Language Teaching and Learning*. Boston: Heinle and Heinle

Ladousse, Gillian Porter. *Role Play*. New York: Oxford University Press, 1997.

Burns, A & Joyce, H. 1997. *Focus on Speaking. Sydney:* Macquire University Press.

Richards, J. C. (2006). *Communicative Language Teaching Today.* New York: Cambridge University Press

Almira, M. (2020). S*tudents' Perspective Of Using Role Play To Develop Speaking Skill.* International Journal of Research in English Education.

Hadi, kunto laksono. (2015). *Using The Role-Play Technique To Improve The Speaking Skills Of Grade XI Students*