STUDENTS' PERCEPTION OF ROLE-PLAY AS A TECHNIQUE TO TEACH SPEAKING SKILL TO ELEVENTH GRADE STUDENTS IN SENIOR HIGH SCHOOL

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Abstrak

Tujuan dari penelitian ini adalah untuk meningkatkan keterampilan berbicara siswa kelas sebelas menggunakan teknik *role-play* di MA Bi'rul Ulum Sidoarjo. Dalam pelaksanaannya, peneliti melibatkan guru pembimbing dan guru bahasa kelas XI Bahasa. Sasaran penelitian ini adalah 18 siswa kelas XI IPA Madrasah Bi'rul Ulum Sidoarjo tahun ajaran lalu dipilih 6 siswa untuk penelitian dengan teknik *role-play*. Peneliti menerima data dari kuesioner, wawancara siswa, observasi, dan perekaman vidio digunakan sebagai instrumen pengumpulan data selama pelaksanaan tindakan. Peneliti melakukan dua tahap tindakan untuk penelitian ini. Hasil penelitian menunjukkan bahwa penerapan *role-play* sebagai teknik efektif untuk meningkatkan keterampilan berbicara siswa melalui pembelajaran kooperatif. Teknik *role-play* terbukti efektif dalam meningkatkan keterampilan berbicara siswa karena memotivasi siswa untuk belajar berbicara, percaya diri dalam berbicara, dan meningkatkan interaksi mereka. Hal ini menunjukkan bahwa teknik *role-play* menghasilkan umpan balik yang positif dalam peningkatan prestasi belajar siswa.

Kata kunci: meningkatkan keterampilan berbicara, teknik *role-play*

Abstract

The objective of the study is to improve eleventh grade students' speaking skills using role-play as a technique at MA Bi'rul Ulum Sidoarjo. During the conduct, the researcher involved the supervising teacher and the language teacher of grade Eleventh Language class. The target of the research was 18 students of grade XI of Science class of Madrasah Bi'rul Ulum Sidoarjo within the academic year then selected 6 students among the class for the research using role-play as a technique. The researcher received the data from the questionnaire, students' interviews, observation, and video recordings were used as instruments to gather data during the implementation of the action. The researcher conducted two phases of action for this study. The study's results indicated that the implementation of role play as a technique effectively improves students' speaking skills. The role play technique is shown to be effective in increasing students' speaking skills because it motivates the students to learn to speak, confidence in speaking, and boosts their interaction. This indicates that the role-play technique resulted in positive feedback on students' performance improvement in learning.

Keywords: improving speaking skills, role-play technique

INTRODUCTION

Speaking is a skill that humans have to communicate with each other. In this day and age, English becomes vital to learn because it is a language used internationally in education, politics, economics, and everything that requires communication with each other. It happens everywhere in our daily activities. The moment someone speaks, he or she shares things that need to be said to other people or to express one's thoughts, feelings, and ideas.

English has four language skills to learn. There are: speaking, writing, reading, and listening. Speaking is one of the essential skills to master as it serves as a means to do spoken communication, for simple examples are dialogues, conversations, etc. If students want to communicate, they must have English-speaking skills.

According to Chastain (2004), speaking is a productive skill that produces ideas, messages, and suggestions we need to practice. To learn it in the classroom is not enough, practice outside the classroom is a must for our speaking skills. Kushartanti said (2005:32) that speaking is a set of voices uttered by one and understood by someone else which means to communicate one's thoughts and opinions to others. Nunan (2000:39) stated that speaking is important for humans because if it is not taught properly, we would not know what others thought and wanted to say. This is why speaking is so important in our daily life. Hotmailis (2003:6) stated four aspects affect our speaking skills. Those aspects are:

1. Vocabulary

    One of the factors that are directly involved in

speaking. Vocabulary is all about using the right or appropriate words in a conversation. (Ur in Hormailis 2003:6).

2. Grammar

According to Warriner in Ramli (2003:6), communication in speaking directly affects grammar. Therefore, speakers should be careful with the grammar they use in speaking or others misunderstood what they wanted to say.

3. Fluency

Longman in Hormailis (2003:17) states that fluency is the quality condition of language being used without undue pauses or hesitation.

4. Pronunciation

A skill that produces speech sound and it is important during communication. According to Kelly (2000:11), the use of stress and intonation incorrectly would cause problems for others.

Therefore, there are four skills in the English language that needs to be mastered which are: speaking, listening, writing, and reading. Speaking is considered one of the most difficult skills to learn which is supported by Collie and Slater (2005:8). The difficulty is not only in generating and organizing ideas but also to express them orally and vocally.

There are different definitions of speaking from the experts. According to Chastain K. (2004) "Speaking is a productive skill for ideas, messages, and suggestion" while Kushartanti (2005:32) stated that "Speaking is a set of voices uttered by one and understood by someone else." This means that speaking is a skill to express our ideas, thoughts, and suggestion vocally. According to Nunan (2004), "Speaking is important in our life because without it, we cannot know what others talk about" while Chaney (1998) in Kayi (2006) states that speaking is the process of building and sharing meaning through the use of verbal and non-verbal symbols in a variety of contexts.

From the ideas above, the researcher concluded that speaking is not only a medium, it is also a way to communicate. It needs practice and effort to hone. In speaking we have to be able to speak, understand the grammar, spell the words, comprehend the context, and pronounce words correctly at all times. With that much effort, none can speak with passion without thinking, training, probing, asking questions, and reading.

Speaking is one of many skills in senior high school and it is included in the syllabus of standard competence. Speaking encourages students to focus on communication. According to Brown (2001:69), communicative goals are best achieved by giving due attention to language use and not just accuracy, authentic language context to students' eventual needs. This means that speaking as the communicative competence of students must be emphasized by teachers.

Based on the theories above, it could be concluded that in speaking, one must have an excellent vocabulary, grammar, fluency, and pronunciation so that others could understand. If students lacks one of these, it would disrupt the flow of communication process amongst them.

In teaching and learning, however, most teachers settle on teaching grammar and translation without giving the students a chance to practice or to speak. This will affect their speaking skill for staying at a low level without any improvement. Troubles arise when they are not active enough to improve which also affected their motivation. Because of that students are mostly passive in conversation and discussion during speaking lessons. They tend to be nervous and scared to answer questions from the teacher.

To solve this, some techniques had been used and developed. Role-play is being one of them. According to Iwuchukwu (2008, p. 9), role-play is the same as a drama which the word comes from the Greek verb "dran" which means 'to act' or to perform. Üstündağ (1997, p. 89), stated that drama is the center of existence because it was a valuable form of communication. In turn, O'Toole, Stinson & Moore stated (2009, p. 63), that role play is liberating, the role play is fun, and role play will help us get on in the world, as it helps us to speak better. Based on the results above, the researcher wanted to have an effective solution to increase students' speaking skills by using role-play as a technique.

The study solely focused on speaking because problems often appear in this English language skill. The reasons for using role-play as a technique for this research are: to allow students to work in teams or groups. Using role-play gives students a chance to practice their speaking skills, to make them more responsive and active during the teaching and learning process.

Unfortunately, some students in MA Bi'rul Ulum Sidoarjo could not speak English properly even though they have been learning since junior high. Hesitation affected the students when the teacher forced them to use English because they fear to make mistakes.

A lot of problems contributed to this kind of behavior. The first would be teachers could not identify students' needs, interests, and skills. He or she could not plan the class and the lesson smoothly and maintain the focus on students' writing and reading skills while rarely giving tasks that require students to speak English.

The second problem is the students. They could not find a way to be able to speak fluently because they only use English during the class and switches to their native language when the class ends. Students tend to be passive and nervous and therefore afraid to speak English because they will make mistakes.

The Third problem is the method used during the teaching and learning process. In most cases, the teacher uses the teacher-centric method which draws attention to the teacher who explained everything yet paid no attention to whether the students understand or not. This affected their motivation to study and will feel bored with the lesson.

The fourth and final problem is the media. There are plenty of media that can be used by teachers to make the teaching-learning process more interesting like using computers, LCD projectors, pictures, etc. However, the teacher rarely uses these because lack of creativity and time resulting in the learning-teaching process only using LKS (students' worksheet) and dictionaries for teaching.

Based on the problems above, the researcher wants to focus to find ways to improve students speaking skills using role-play for the eleventh grade of language class in senior high school.

Anton Prochazka (2009:7) stated that role play is a medium that reaches students with varying degrees of knowledge and learning styles. It is a media of learning that could engage students in mind, body, senses, and emotions to create personal relations to the real world and help them to improve their comprehension. The use of role-play as a technique in teaching and learning language helps us to discover things about ourselves and the world by looking from the eyes of others. It brings real-life situations into the classroom and which makes it an effective teaching and learning technique with huge benefits for students.

Experts point out that using role-play techniques for teaching must not be interpreted as theatre in art. Theatre as a form of art puts its quality towards the play for an audience which is considered formal role-play. Classroom role play on the other hand is informal which are emotion and role play enactment for the learner's objective, not towards the audience. Combs (1988: 9) explained:

> "While role play is informed by many of the ideas and practices of theatre art, it is principally valued as a learning medium rather than as art and is governed and validated through criteria other than aesthetics. Informal role play's goals are based on pedagogical, developmental, and learning theory as much or more than they are arts-based; its objectives are manifold, but they are all directed toward the growth and development of the participant rather than the entertainment or stimulation of the observer."

The research question in this research is:

1. How is the students' response after implementing role-play in teaching-speaking process?
2. How did the students perceive improvements in their English-speaking skills after they did role-play?

METHOD

Qualitative research is descriptive therefore the collected data will take the form of words or pictures instead of numbers. The data were taken from field notes, interviews, video tapes, documents, and other official records that the researcher needed to present as study findings. The researcher focuses on students' speaking skills, the teaching-learning process, and the implementation of interactive role-play techniques for the students. The research will be conducted in Language class XI of MA Bi'rul Ulum located at Jl. K.H. Sulaiman No. 39 Gemurung, Gedangan, Sidoarjo.

Participants

This research will have the researcher, the principal, the English teacher, and the grade XI students of the Language Class of MA MA Bi'rul Ulum Sidoarjo as the participants. The research object is the English Teaching and Learning process which is in line with the research objective to improve students learning of speaking.

Data Collection

The data will be collected through observation and interview from various sources like teachers and students. The data aims specifically for describing changes after research. The following qualitative data collection technique will be used:

1. Observation
   An observation will be conducted to gain knowledge of the situation in the classroom at the start of the research. The result of the observation will be used as base information to assess research plans. In this case, the observation data will be in a form of field notes and checklist form since it is going to be reported on the scene. The observation checklist will cover about five aspects which are class opening, content, closing, methods employed, and students' interaction during the learning process.
2. Interviews
   Interviews will be conducted to get data on the students' behavior toward the technique during and after the learning process is finished. The data will be in semi-transcript and interviews semi-structured which means students and teachers respond to the questions related to what they thought and suggestions of using role-play techniques for teaching and learning process of speaking.

Data Analysis

Since this study is conducted qualitatively, the data analysis process will depend on the data collection technique. The data is obtained through interviews from

teachers and students about teaching and learning process utilizing role-play technique. Therefore, the questionnaire is handed out to students. The objective is to analyze data gathered from students because this type of data needs an in-depth information analysis for the qualitative study. The result will be provided in form of a description to answer the research questions above.

RESULTS AND DISCUSSIONS

Results

The research started with acquiring problems in the field. A questionnaire for students was conducted to obtain necessary information regarding the problems of teaching and learning speaking. The researcher observed the students get abetter grasp of students speaking skills. Based on the questionnaire, the researcher found that there were problems with students' learning of speaking. It was related to how students were too shy to ask questions when the researcher asked if there was anything not clear from the teacher and the researcher's explanations or to try speaking English. Some students were focusing on something else that was not related to the announcement at hand. The other problem was the competence of students' speaking skills. The following field notes describe the situation in the classroom and at the shooting site.

A summary of the Questionnaire results can be seen below:

Table 1. Data from Questionnaire for English subject in Eleventh Grade of Science from Madrasah Bi'rul Ulum Sidoarjo academic year 2020/2021

No.	Variable/Questions	Yes (%)	No. (%)
1	Do you have the interest to learn English?	55.56	44.44
2	Is English a difficult subject to master?	61.11	38.89
3	Is speaking in English interesting?	72.22	27.78
4	Is the teacher often give speaking activities in the class?	33.33	66.67
5	Do you like the speaking tasks given by the teacher?	55.56	44.44
6	Do you feel confident in English Speaking practice?	11.11	88.89
7	Do you think teaching and learning English is interactive and communicative?	55.56	44.44
8	Do you feel entertained during teaching and learning English?	55.56	44.44
9	Do you feel more active in class during teaching and learning English?	44.44	55.56
10	Do you often talk to other students regarding English study materials?	16.67	83.33
11	Do you often talk to the teacher during English teaching and learning lesson?	38.89	61.11
12	Do you think learning English expands your language grammar?	88.89	11.11
13	Do you think learning English expands your language vocabulary?	77.78	22.22
14	Do you feel learning English improves your word pronunciation?	77.78	22.22
15	Does learning English improves your speaking fluency?	83.33	16.67

From the table above, there were 18 students took part in the questionnaire. When the research was conducted, 10 or 55,56% expressed interest in learning English while 44,44% expressed their disinterest in the subject.

When asked if the students were interested to speak using English, about 13 students or 72,22% stated that they were interested to learn the language

More than 55,56% or about 10 students liked the tasks given although there are 12 other students or 66,67% expressed that the teacher rarely gives speaking tasks.

Even so, the Eleventh Grade Students of Science Madrasah Bi'rul Ulum Sidoarjo academic year 2020/2021 stated that they loved the speaking activity in English subject, about 16 students or 88,86% expressed their lack of confidence when speaking in the aforementioned language.

This happened with the question "Do you often speak in English to your friends and teacher during the lesson?" which are questions number 10 and 11 respectively. Few students answered yes. 3 for question 10 and 7 students for question 11 which less than half of the total students in the class.

This was in line with question number 9 in the questionnaire "Do you feel more active in class during teaching and learning English?" with only 8 students or 44,44% answering, yes whilst the rest 55,56% gave no as their answer.

Even so, the majority of students about 77,78% to 88,89% agreed that English can improve their skills and knowledge of vocabulary, grammar, English speaking skills, and pronunciation despite their lack of confidence.

From the explanation above, it can be concluded that the Eleventh Grade Students of Science from Madrasah Bi'rul Ulum Sidoarjo academic year 2020/2021 have an interest in English subjects. Besides the lack of confidence when asked to actively speak in English even during the English session towards friends and English teachers, lack

of interaction during learning speaking and could not pronounce English words correctly.

The role-play session commenced after 6 (six) out of 18 total students of Eleventh Grade of Science Madrasah Bi'rul Ulum Sidoarjo academic year 2020/2021. The selection criteria for students to participate in the role play are as follows:

1. Students who have the desire to study English but are not yet proficient or fluent in said language because lacking mastery of the vocabulary.
2. Students who volunteered willingly to practice and learn the study material then plays the role in the role play used for the research.
3. Students who were recommended by the English teacher of Eleventh Grade of Science Madrasah Bi'rul Ulum Sidoarjo academic year 2020/2021

After six students were chosen, the participants then rehearse to play assigned roles of the role play 3 times before being shown live on stage. The staging area for the role-play was at one of the teachers' house which teaches Eleventh Grade Science and was attended by the English teacher, the student participants, and the researcher's documentation team.

The result of post role-play interview can be seen below:

Table 2. Result of Post Role-Play Interview

No	Variable/Question	Yes (%)	No (%)	Rarely (%)
1.	Do you like English lessons in the class?	100	0	0
2.	Do you think speaking English fluently is difficult?	66,67	33,33	
3.	Is English often used to interact with other students during English lessons?	0	16,67	83.33
4.	Are the tasks given by the English teachers focused on groups or individuals? Explain why?	0	100	0
5.	After doing the role- play session what do you think about your English speaking skill? Do you feel your speaking skill grow?	100	0	0
6.	What did the English teacher teach you about English during the class? Was every material explained clearly?	100	0	0

The table above showed the result of post role-play interview indicates that the participants involved in the role-play activity felt that their English proficiency increased by 100% for all 6 students who participated in the role-play activity. They feel their English skills improved. This was the result of the students reading the script to practice and remember the dialogues in the role play they are playing, expanding their vocabulary on words that they yet to know by learning together, including difficult pronunciation and translation of the words, therefore improving their English speaking fluency and the courage of using the said language. After the role-play activity, the students stated they like to learn English because it is an interesting language to learn. Aside from that English is a fun and interesting language which proved that there are students with a dedication to learn a foreign language. According to some students, English is also an international language, thus it would be fun to be proficient in the language and its translation. However, the majority of the students that participated in the role-play activity which were four students, or about 66,67% still feel to use English fluently is difficult while the other two or 33,33% have no problems at all. This was caused by the tasks given by teachers were based according to the LKS or Student's Worksheet which is more preferred towards individuals instead of groups, resulting in interactions between student to students and teachers using English unlikely to occur even during English class. Although the English teachers all this time used the materials based on the LKS in detail and clarity to the students.

Discussion

Implementation of Role-play started in phases. First were practice sessions to understand and master the dialogues in the script according to the roles given to chosen students. The purpose of the practice was to increase their understanding of words within the role-play script, and improve speaking skills and fluency, including pronunciation and vocabulary. The second was the implementation of role-play which refers to first research question. It is after the implementation of role-play, the researcher confirmed that the students involved in the role-playing could speak the dialogues clearly and fluently, be more confident, and their grasp of pronunciation and vocabulary was better. This is in line with the statement that Maley and Duff (1978: 61) expressed that role-play could give boost students' confidence and less likely to be nervous because each of them will have assigned characters and roles to play.

Based on the evaluation above the researcher concluded that, first, using role-play as a technique gave benefits to students and kept them motivated during the teaching and learning session. Second, the role-play technique gave students a chance to interact with each other because students were paired in a group. Third, the role-play technique boosts students' self-confidence because the enjoyable atmosphere created opportunities to

practice their speaking. Fourth, the role-play technique increased students' speaking skills because of the feedback given to them. They know what to improve and how to pronounce English words correctly based on the feedback thus increasing their speaking skill performance. Therefore it can be considered that role-play as a technique could be used in the teaching and learning process to improve students' speaking skills.

In order to answer the second question, the researcher revealed it by the result of the interview postrole-play. It has been proven that the participants involved in the role-play activity felt that their English proficiency increased by 100% for all 6 students who participated in the role-play activity. They feel their English skills improved. This was the result of the students reading the script to practice and remember the dialogues in the role play they are playing, expanding their vocabulary on words that they yet to know by learning together, including difficult pronunciation and translation of the words, therefore improving their English speaking fluency and the courage of using the said language. Students felt improvement in speaking after implementation of role-play which can be linked to their perception. The researcher concluded that the role-play technique can be applied in the teaching and learning process to teach students to speak English.

CONCLUSION

From the discussions above, the conclusion we can take is using role-play as a technique of learning English can improve students' ability to learn English in terms of speaking and motivating students' confidence and courage because it worked within a team or group in order to improve speaking, pronunciation, vocabulary and understanding the translation. Based on the results above it is concluded that using role-play as the technique can raise students' speaking skills.

Suggestions

By the conclusion and implication above, the following suggestions had been made by the researcher for:

1. English Teachers
   Based on the results of the research above, role-play as a technique is efficient to improve students' speaking skills via cooperative group learning. It is recommended for teachers to use and apply the role-play technique for the development of English teaching and learning process in the future.

2. Students
   The role play technique is capable to raise students' speaking skills and learning of speaking. They are recommended to try and implement the practice of speaking and cooperation to improve more on their learning skills.

3. Researchers
   The research merely focused on role play technique implementation to improve students' learning speaking process as the objective. This technique efficiently boosts students' learning of speaking although there were unforeseen encounters that happened in the process such as time constraints when progressing on the research. The other researchers who wishes to conduct the research should prepare a well-thought plan to prevent or at least minimize unforeseen circumstances from obstructing the research.

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