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**THE IMPLEMENTATION OF ROLE PLAY TECHNIQUE IN TEACHING
SPEAKING ENGLISH AT SMPN 2 MARE**

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Abstract

This research uses Classroom Action Research (CAR). The Classroom Action Research that is used in this research adopting the Kurt Lewin's design; it consists of 2 cycles. Every cycle consists of four phases those are: planning, acting, observing, and reflecting. The subject of this research is the students in IX A class of SMPN 2 Mare. In collecting the data, this research uses observation, questionnaire, and test.

Based on the research findings, it can be said that using role play technique in teaching speaking is success since the criteria of success were achieved. The criterion of action success is 84% of students could achieve the target score of the minimal mastery level criteria or KKM of English lesson was 65 (sixty-five). The findings of the study are: first, related to the test result, they were 4 students or 11.37% of students in the class who achieved the minimal mastery level criterion or KKM in pretest. Next, in the result of posttest in cycle 1, there were 10 or 40 % students who achieved the minimal mastery level criterion or KKM. Next, in the result of posttest in cycle 2, they were 21 students or 84% students in the class who achieved The minimal mastery level criterion or KKM. Second, related to the observation result showed that the students were braver and more confident in speaking. It can be seen from their participation in the class, their participation in the conversation, and their performance. Third, related to the questionnaire result, it is proved that the response of the students toward the teacher professionalism and their interest in learning speaking using role play technique is 75.00% and 78.57% that means it falls into the strong and very strong category. It can be concluded that most students love role play technique. Moreover, they admitted that their speaking ability is improved.

Keywords: *Role Play Technique, Teaching Speaking.*

Introduction

English has become the primary language of communication. It is spoken by millions of people all over the world. English has become the dominant language in many fields of activity such as industry, military, business, tourism, transportation, sports, international relation etc. In Indonesia, English is adopted as the foreign language. It involves into education curriculum that every school runs. It becomes a local content in Elementary School, a compulsory subject in Junior

and Senior High School and a complementary subject of the higher education institution. This is because of the situation we are facing now; globalization era, which is very competitive. In learning English language, learners need to master four language skills. Those are listening, speaking, reading and writing. Listening and reading skills are regarded as receptive skills while speaking and writing skills are considered to be productive skills. The four skills are all important. However, of all the four skills, speaking seems intuitively the most important.

The current curriculum applied in Indonesian schooling context is 2013 Curriculum or Character based Curriculum. However, 2013 curriculum was not applied comprehensively in some areas caused by the lack of information or socialization and the EFL teachers tend to use previous curriculum or School Level Curriculum (KTSP) (Gunawan, 2017). In KTSP, the aim of the English teaching in Indonesia especially teaching English to Junior High School is to enable students to have the ability in developing communicative competence in both oral and written form in achieving functional literacy level, to have the awareness about the essence and the important of English in increasing competition in global community, and the last is developing the students' comprehension about interrelatedness between language and culture. It can be concluded that Junior High School students are demanded to develop the communicative competence both in spoken and written form in order to compete in the globalization era. Furthermore, according to KTSP 2006, speaking skill has Standar Kompetensi (SK) dan Kompetensi Dasar (KD). Standar Kompetensi (SK) becomes the global explanation and Kompetensi Dasar (KD) as the specific explanation of Standar Kompetensi (SK). In this study, the writer only explains Standar Kompetensi and Kompetensi Dasar of speaking skill of the first semester for the second year students in Junior High School. SK and KD of Speaking in the third and the fourth number in English syllabus that involves:

S.K.3. Mengungkapkan makna dalam percakapan transaksional dan interpersonal lisan pendek sederhana untuk berinteraksi dengan lingkungan sekitar. (to deliver meaning in short verbal simple transactional and interpersonal conversations to interact with their surroundings). In short, those SK's and KD's emphasized that the second year students of Junior High School should master short transactional and interpersonal conversation, oral simple short functional text, and simple short monolog. If it is fail, the teaching and learning activity does not achieve the SK's and KD's target. Speaking is the ability that requires the process of communicative competence, pronunciation, intonation, grammar and vocabulary improving. Speaking is mean tools of communication to other or speaking is ways to bring a message from one person to another interact with them. English language is not only taught and learned, but it is use as a habit. Clark and Berbert in Rukmana (2010:5) states that speaking is fundamentally an instrument act speaker talk in order to have some effect on them. They assert things to chance their state knowledge. Harmer (1991:46) state that communication between human is an extremely complex and ever changing phenomenon. Communication will not be running well without speaking and it is essential way in which the speakers can express themselves through the language.

Achieving good proficiency in speaking skills has always been an aspiration for the majority of English as a Foreign Language (EFL) learners in different EFL context. Teachers' effort in having the learners study grammar, learn and memorize a lot of vocabulary do not seem to assist in that respect. It is widely acknowledged that the majority of EFL context are characterized by their formal environment of teaching and learning where "there is little or no opportunity for the learner to use the language in a natural communicative situation (Ringbon, 1987:27). Speaking skills and all related activities are totally overlooked in the classroom. Consequently, it becomes very difficult for the learners to make any progress and master that skill. In the classroom, the student do not only conduct their educational activity learning but they also do other activities like playing and socializing with their friends. As we know that final result of teaching is affected by some factor, they are: learners, the teacher, time allotment, material, the use of visual aid, methodology, teaching material and interaction between the teacher and student in the classroom.

Unfortunately, the students in the classroom are generally passive-recipients of knowledge while teachers played the role of speaking (teacher-centered). This is one of the problem caused the student have low ability in speaking. This condition is actually avoided in classroom interaction because in classroom interaction every one involved must be active, not only the teachers but also students. As the principles of the classroom interaction that the action performed by the teacher and the student during instruction are interrelated. They interact with one another for a number of different reason and a continued basis throughout the school day. Classroom interaction covers classroom behaviors such as turn-taking, questioning and answering, negotiation of meaning and feedback. The ability to use the language as means of communication often judges one's successfulness in the speaking class in the language learning. This success is detected when a learner can use the language to express his ideas, feelings, and thought in the form of monologue or dialogue or the success can be simply seen when language learners are able to express their purpose or when language learners are able to make a conversation with others.

Speaking practice channels a good speaking performance, particularly to the accuracy that the student are trying to develop (Amin, 2004:1). In fact, when the student encounter and use a foreign language, they are restricted in time to use it individually, topic-based on theme, and subsequently the complex learning circumstance. That is to say to perform a practical speaking the student need to learn who they are, who they are taking to, where they are, and what they are talking about (Green and Hilton, 1984:40). As additional, the student need to know how many times they talk, how much they talk, and how they talk. Therefore, focusing on their accuracy and fluency is the main learning process to get the student to improve their speaking performance. The most important thing is to do conversation and communication well by focusing on some element above.

The aim of learning English is the learners are able to use it as a means of communication either by speech or written, so the use of English for the students is compulsory, because mastering English is a priority for many second or foreign language learners. Jack Ricard (1990) says that "The mastery of speaking skills in

English is a priority for many second or foreign language learners. Learners consequently often evaluate their success in language learning as well as the effectiveness of English course on the basis of how well they feel they have improved in their spoken language proficiency”

As an English teacher, the writer has been teaching for 29 years and during that time the writer experienced that the students had difficulty speaking English due to some factors. The writer was faced by two choices in teaching English whether achieving good national examination grade (in written test) or for training the students to speak English as a means of communication well. It seems achieving good national examination grade (in written test) is the main target, for the success measurement of English learning is determined by how good the result of national exam grade in written test is. The learning and teaching process in the classroom today is just how to do the test in written. The fact that many students in the State Junior High School of SMPN 2 Mare get difficulties in speaking English. Even some of them got a very low speaking competence. It was unfortunate that many students still got very low speaking competence. Therefore, it is the teacher’s duty to teach speaking in a such way, so that the students can participate the lesson eagerly. In this research, the writer, classified the difficulties into qualitative and quantitative.

Based on data observation conducted at November 2018 on 9th grade students of SMPN 2 Mare, the researcher found that speaking assessment as a pre-test, who got mark more than 81 were only 3 students. Those who got between 71 and 80 were 5 students, and the other students got less than 7.0 from totally 25 students in that class. Shortly, they did not have fluency expressions as well. Their fluency can be described that they spoke very slowly, and they often stopped for few minutes before speaking. They did not have fluency expressions as well. In short, the students who fulfill the minimum passing grade (KKM: Kriteria Ketuntasan Belajar Minimal) of speaking are only 36.4%. The result, of course, can’t be said as satisfying result. Pertaining to the students’ problems, there are many factors; First, in teaching speaking, the teacher tended to teach text. The students do not understand the aims speaking is. The students practice speaking only as compulsory to fulfill the task from the teacher. Second, he asked the students to look at the structure dialogues which had been stated in the text book to read together after him. The Students are still lack vocabulary, low understanding grammar, and mispronunciation. They only speak English but they do not pay attention to the sentence structure and correct pronunciation. Third, he asked some of them to practice the dialogues in front of the class in pairs. The students do not have self-confidence to speak in front of the class. The student are afraid to making mistake in speaking English. The last, he asked them to answer the comprehensive questions dealing with the written topics.

The weaknesses of what the teacher did above were as follows;

Firstly, the students didn’t have enough rehearsal time to practice or to express their English so that they could not interact with one another in English simultaneously. Secondly, the teacher oriented his teaching at the written test held in the mid or end semester, even in the final exam. Thirdly, there was no specific time allocated to evaluate the students’ speaking skills at the end of semester or

final exam. Fourthly, the teacher still teaches the students with routine activities without realizing that it would make the students bored and lost their attention to the teaching and learning process. This is stated by Douglas, “Routine activities in learning can make the students bored. As the result, their motivation and participation in learning will decrease” (1987:p. 48). In teaching English, the teacher has to be able to make the students participate in discussing the materials actively, so that they will be able to understand what they are learning in the class and also express their own ideas orally. The most important thing to carry out the English teaching is that the teacher has to able to use the appropriate approach, design, and procedures.

One of the ways in improving students’ speaking skill is by giving Role Play as a form of English learning activity in the classroom, Elizabeth F.Barkley (2004: p. 150) says that Role Play is a created situation in which students deliberately act out or assume characters or identities they would not normally assume in order to accomplish learning goal.

Role play is very important in English language teaching because it gives students an opportunity to practice communicating in different social context and in different social roles. Therefore, communicative language teaching (CLT) approach is very appropriate to support the above problem because this approach is learner-centered and emphasizes communication in real life situation (Fauziati, 2009:p.143). Moreover, learning English using role play is still relevant to implement in order to improve students speaking performance considering the relevance of this approach with School Level Curriculum (KTSP).

To solve the problem in teaching speaking , the writer would like to conduct a research about “**The Impementation Of Role Playing Technique in Teaching Speaking English**” (An Action Research, in the third year students of SMPN 2 Mare)

The Result of Posttest

Here the writer inputted the result of data including the pretest, posttest 1, and posttest 2 into a table as following:

Table 1 The Students’ Speaking Score of Pretest, Posttest 1, Posttest 2

No	Students’ Number	Score of pre test	Score of posttest 1	Score of posttest 2
1	Adriadi	55	64	78*
2	Afdal	50	63	78*
3	Ferdi Adriansyah	55	65*	75*
4	Ahmad Afriadi	55	60	64

5	Andi Alfin	54	57	62
6	Herianto	56	65*	74*
7	Haerul	56	60	63
8	Muh.Awaluddin	65*	66*	80*
9	Muh.Aldian Faisal	56	65*	76*
10	Muh.Rifki	56	60	75*
11	Randi	50	60	70*
12	Swandi	55	63	71*
13	A.Bulan Ramadani	54	66*	80*
14	Ainul Mahsura	53	66*	76*
15	Andi Santi	57	60	76*
16	Andi Sugiana	55	58	80*
17	Desi Utami Putri	65*	61	70*
18	Herelina Tuti	66*	70*	80*
19	Matahari	55	60	61
20	Nursyakila	56	61	72*
21	Putri .R	58	67*	76*
22	Reski	58	69*	74*
23	Sartina	57	60	74*
24	Sumra	65*	67*	73*
25	Sri Wahyuni	53	63	78*
Mean:		56.60	63.04	74.44

The result of Questionnaire

Based on the questionnaire that was given to the students after accomplishing the second action of cycle 2, it was gained the students' response toward the learning process using role play technique in speaking. The response is presented in the following table:

Table 2 Students' Questionnaire Result

Indicator	Statement Value	Percentage	Conclusion
Teacher performance and professionalism in the teaching and learning process	4	40.06%	Positive
	3	52.94%	
	2	5.38%	
	1	1.59%	
Students interest toward the material by using role play technique	4	50.25%	Positive
	3	42.23%	
	2	4.54%	
	1	2.96%	

Conclusion and Suggestion

After conducting the whole steps of this Classroom Action Research, the writer will give some conclusions as the result of this research. Furthermore, related to the conclusion the writer also gives some suggestions. However, before the writer concludes the result of study and contributes her suggestions, she would like to present the summary of this research.

The writer would like to sum up this research. This research uses the Classroom Action Research (CAR) method in which to identify the problem on students' speaking ability. It is initiated through the observation in the IX A class of SMP Negeri 2 Mare, which is considered as the class whose speaking ability is low. The amount of students of that class is 36. In this Classroom Action Research, the writer implements the Kurt Lewin's design which consists of four phases. Those are planning, acting, observing, and reflecting. Meanwhile, the data is derived from the test, questionnaire, and observation.

Moreover, related to the test result, there was 11,37% improvement of students' mean score from pretest to the posttest of the first cycle. In the pretest, there were four students who passed the KKM. Meanwhile, in the result of posttest in cycle 1, there were 10 or 40% students in the class who passed the KKM considering their mean score of test is 63.04. Next, based on the result of the posttest in cycle 2, there were 21 students or 84% students in the class who passed the KKM considering their mean score 73.44. It is showed that the students have significant improvement;

the improvement can be seen from the score that gets higher, from pretest, posttest 1, and posttest 2.

Conclusion

Based on the research conducted in IX A class of SMPN 2 Mare, The writer concluded that role-playing activity can improve students' speaking ability showed by the score they get. Furthermore, from the students' response toward the teaching and learning activity during CAR, it is proved that the response of the students toward the teacher professionalism and their interest in learning speaking using role play technique is 75.00% and 78.57% that means it falls into the strong and very strong category. It can be concluded that the students like role play technique. Moreover, the observation checklist showed that the students seemed braver and more confident in speaking. It proven by their participation in the class conversations, discussions, perform in the front of the class, pronunciation, fluency and feeling confident about speaking.

Suggestion

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

- a. Role play technique would be very helpful to improve students' ability in speaking, so the teacher needs to maintain using role play technique as alternative technique of the teaching process in the second year students of Junior High School.
- b. The teacher should give clear explanation and instruction in directing her students using role play.
- c. The teacher should control the students' activities.

Finally, the writer realizes that this research still have some weakness and mistakes. Therefore the writer would like to accept any constructive suggestion to make this research better.

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