

## IMPLEMENTING ROLE-PLAY IN TEACHING SPEAKING AT THE SECOND GRADE OF SMA

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### Abstract

Penelitian ini bertujuan untuk menemukan bagaimana bermain peran meningkatkan partisipasi siswa dalam latihan berbicara dan masalah apa saja yang muncul dalam penerapan bermain peran di tingkat kedua di SMA Muhammadiyah 2 Bandar Lampung tahun ajaran 2014/2015. Data yang didapat berupa hasil observasi, rekaman video, dan jawaban siswa pada kuisioner. Hasil penelitian ini menunjukkan bahwa bermain peran meningkatkan partisipasi siswa dalam latihan berbicara dengan memperkenalkan kata kunci baru kepada siswa, mendorong siswa berlatih melafalkan ungkapan yang dipelajari, mendorong siswa untuk membuat dan mempraktikkan percakapan mereka sendiri, mendorong siswa untuk bermain peran di depan kelas. Selain itu, masalah yang muncul selama penerapan bermain peran adalah kontrol kelas, memakan waktu, dan perbedaan menonjol antara siswa berprestasi dan kurang berprestasi.

The aim of the research was to find out how role play improve students' participation to practice speaking and what problems occurred during the implementation of role play at the second grade of SMA Muhammadiyah 2 Bandar Lampung at academic year 2014/2015. The data were observation result, video recording and students' answer to the questionnaire. The result of the research showed that role play improved students' participation in practice speaking through introducing key words to the students, encouraging the students to practice pronouncing the target speech function, encouraging the students to make and practice their own dialog, and encouraging the students to perform their own dialog (role playing) in front of the class. Besides that, problems occurred during the implementation of role play were class control, time consuming, and gap between superior and inferior students.

*Key words: role play, students' participation, speaking*

## **INTRODUCTION**

Bryne (1984) defines speaking as two-way process between speaker and listener and it involves productive skill and receptive skill. There are five aspects in speaking; they are pronunciation, vocabulary, fluency, grammar, and comprehensibility. In order to build effective oral communication, language learners also need to recognize that speaking involves three areas of knowledge; they are mechanics (grammar, vocabulary, pronunciation), functions (transaction and interaction), and social and cultural rules and norms (turn-taking, rate of speech, length of pauses between speakers, relative roles of participants).

Though many strategies, methods and approaches have been used by the teacher to teach speaking to the students, speaking problem is still found. Many experts have found that speaking activities can fail miserably due to some very real problems in the English class. Rajasekaran (2010) agreed with Ur (1996: 121) that there were some problems faced by the learners in speaking activity. Common problems face by foreign language learners are students' inhibition, nothing to say, low practice and participation, and mother tongue use.

Based on the researcher's experience it was found that the students could not respond the researcher questions in English, even to a simple question. Thus, the researcher did pre observation in SMA Muhammadiyah 2 Bandar Lampung, where the researcher found that most of the students still have difficulty in speaking or it can be said that they have low English speaking ability. It can be revealed that the students do not participate in practicing speaking in the

classroom much. The researcher thought that there should be factors that make the students do not participate much in speaking practice. Thus, the researcher concluded that it is needed to conduct research in order to improve students' participation in practice speaking.

Harmer (2001:271) suggested in his book some classroom-speaking activities. Harmer suggested teachers to apply interesting teaching-learning activity such as acting from script, communication games, discussion, prepared talks, questionnaire, and simulation and role play. Role play has been used as one of teaching technique. Ments (1999) says that role play involves "asking someone to imagine that they are either themselves or another person in a particular situation". Al-Mutawa & Kailani (1989) describe role play as a technique that affords an opportunity to practice a new structure in the natural context communication.

## **METHODS**

This research was descriptive qualitative research conducted at the second grade of SMA Muhamadiyah 2 Bandar Lampung at academic year 2014/2015 in class XI IPA 1, XI IPA 2, and XI IPS 1. This was aimed to find how role play improved students' participation in speaking practice and what problems occurred during the implementation of role play.

Data of the research were found observation, video recording, and students' answer to the questionnaire. Those data were taken in one meeting each class. The instrument of this research was Inductive Analysis introduced by Patton

(1987:150). The researcher observed the teaching learning process in pre, while, and post activity. In observation, the researcher took a note teachers' and students' activities during the implementation of role play. The researcher used video recording of the classes' activities to support the researchers finding through observation.

In case of students' answer to the questionnaire, the researcher made categories based on the main topic of the questionnaire and the researcher's need. It has four main categories; they are students' motivation in learning English, difficult part in learning English, students' opinion about making and practicing their own dialog, and students' feeling when performing role play.

## **RESULT**

The result of data analysis showed that role play improved students' participation by introducing key vocabulary of the target speech function, encouraging the students to practice pronouncing the target speech function, encouraging the students to make and practice their own dialog, and encouraging the students to perform role play in front of the class. On the other hand, there were also problems occurred during the implementation of role play. They were class control, time consuming, and there was gap between superior and inferior students.

The other results that the researcher found were the students' answer to the questionnaire. The questionnaire was aimed in order to support research finding about students' attitude and opinion when role play was being implemented, to

know their motivation in learning English which impact students willing in participating teaching learning activity. Since the researcher made it open questionnaire, the researcher found various answers to each questions, thus the researcher also made categories for the answers. The researcher made four main categories based on the main topic of the questionnaire and the researcher's need. They were students' motivation in learning English, difficult part in learning English, students' opinion about making and practicing their own dialog, and students' feeling when performing role play. The students' answer for the questionnaire can be seen in these following tables.

**Table 1 XI IPA 1 Students' Answer for the Questionnaire**

No.	Issue	Students' Answer
1.	students' motivation	<ul style="list-style-type: none"> <li>- Dialog/speaking</li> <li>- Want to know more</li> <li>- Teachers' character</li> <li>- Want to go abroad</li> <li>- Translation</li> <li>- Interesting</li> <li>- Discussing</li> <li>- Narrative text/story</li> <li>- Teaching method</li> </ul>
2.	difficult part in learning English	<ul style="list-style-type: none"> <li>- Grammar</li> <li>- Translating/meaning</li> <li>- Sentence building</li> <li>- Speaking/expression</li> <li>- Reading/pronouncing</li> </ul>
3.	opinion about make and practice dialog	difficult: 80% students easy: 20% students
4.	students' feeling when performing role play	Happy: 75% students Nervous: 20% students Other: 5% students

**Table 2 XI IPA 2 Students' Answer for the Questionnaire**

No.	Issue	Students' Answer
1.	students' motivation	<ul style="list-style-type: none"> <li>- Teachers' character</li> <li>- English conversation</li> <li>- Want to know</li> <li>- Interesting</li> <li>- Vocabulary</li> <li>- Story telling</li> <li>- Pronunciation</li> <li>- Listening to a song</li> <li>- Teaching method</li> <li>- Nothing</li> </ul>
2.	difficult part in learning English	<ul style="list-style-type: none"> <li>- Pronunciation</li> <li>- Listening</li> <li>- Memorizing</li> <li>- Grammar</li> <li>- Translation</li> <li>- TOEFL</li> <li>- Vocabulary</li> <li>- Speaking/expression</li> <li>- All aspects</li> </ul>
3.	opinion about make and practice dialog	Difficult: 60% students Easy: 15% students Sometimes difficult, sometimes easy: 25% students
4.	students' feeling when performing role play	Nervous: 85% students Happy: 12% students Other: 3% students

**Table 3 XI IPS 1 Students' Answer for the Questionnaire**

No.	Issue	Students' Answer
1.	students' motivation	<ul style="list-style-type: none"> <li>- Teachers' character</li> <li>- Speaking/dialog</li> <li>- Want to know</li> <li>- Teaching method</li> </ul>
2.	difficult part in learning English	<ul style="list-style-type: none"> <li>- Pronunciation</li> <li>- Translation</li> <li>- Reading</li> </ul>

		<ul style="list-style-type: none"> <li>- All aspects</li> <li>- Memorizing</li> <li>- Speaking/role play</li> <li>- Grammar</li> <li>- Bad temper teacher</li> </ul>
3.	opinion about make and practice dialog	Difficult: 65% Easy: 35%
4.	students' feeling when performing role play	Nervous: 75% Happy: 20% Other: 5%

## DISCUSSION

From the teaching learning speaking through role play implemented by the teachers, the researcher concluded that role play had four major steps in order to improve students' participation in speaking practice. The first step was introducing key vocabulary of the target speech function to the students. It was important to the students to know vocabulary of the target topic. Besides it could improve students' vocabulary mastery, it also could give students something to say about the topic. It was aimed to help students who have limited information because of lack reading which impact students' schemata. It was also in line with Rajasekaran: 2010 and Ur: 1996 who stated that lack of vocabulary is one of affected factors in speaking problem which usually prevents students to speak.

The next role play's step in improving students' participation in speaking practice was role play encouraged the students to practice pronouncing the target speech function. The teachers read the target speech function loudly so the students could hear the teachers' pronouncing example clearly. After that the teachers lead the students to practice pronouncing the target function one by one. This was really important for the students to practice pronouncing thus they can pronounce the

target function well. It was also to help the students who consider pronunciation as their different aspect in learning speaking.

After the students practiced pronouncing the target speech function, role play encouraged them to make and discuss with their own dialog. The students were in pairs. They discussed in their pair to design their own dialog. After that the students practice the dialog before they perform in front of the class. It was important to provide speaking activities for the students in order to overcome their lack speaking practice. Here role play provided opportunity to the language learners to practice speaking new structure with natural communication context (Al-Mutawa & Kailani: 1989)

Last, role play encouraged the students to perform role play in front of the class. Role play is about imagining being in a certain situation. This speaking performance definitely required the students to speak with their full confidence, expressed their idea orally clearly. The researcher tried to correlate between students' opinion about role play and their participation in learning speaking through role play. It could be seen from the table above that students in XI IPA 1 considered making and practicing their own dialog is difficult, but they felt happy to perform role play because they had high motivation to be able in English speaking.

Different results were found in XI IPA 2 and XI IPS 1, where both class were taught by same teacher. Students in both classes considered teacher's character as



one of their motivations in learning English. The researcher observed that teacher who taught both classes was friendly, close to the students and humorous. But she was discipline related to students score. She encouraged students to be active in teaching learning activity by giving additional score to good work students. Thus, the students were motivated to participate in speaking practice so that they could get good score in speaking performance.

### **Problems and Recommendation**

The researcher found three main problems occurred during the implementation. The first problem was class control. The researcher found that it was hard for the teachers to control the class. It was in line with Ments (1999) who noted that discipline may be hard to maintain during role play and the teacher could lose control of the class. It also happed when the researcher conducted the research.

The researcher found that there were students who kept talking in loud voice when they discussed and practiced their dialog. There were also students who kept busy with their own activities out of the topic where there were students who did nothing to the task. It is important to the teacher to apply different and better class management in order to keep the class focus on the teaching learning activity. Dave Foley suggested “6 Classroom Management Tips Every Teacher Can Use”. He suggested the teachers to get the students’ attention from the beginning of the class. They also need to give special treatment, such as warning for misbehaving students and reward for good working students.

The second problem was time consuming. The students needed relatively long time to get ready to perform in role play in front of the class. It also took long time in a class with big number of students where the students perform role play pair per pair. This condition may disturb academic schedule designed by school. Thus, in this high technology era, it is useful for the teachers and students to apply e-learning to reduce time in learning speaking through role play. The students may record their role play performance out of class. Then they can submit their video recording to the teacher or they can upload their work in certain website. There the teachers can review students' performance while the others can use it as reference.

The last main problem occurred during implementation of role play was gap between superior and inferior students. In fact, it is natural that there are superior and inferior students in class. But it can be problem when this gap impact students' learning activity and achievement. In order to reduce domination of superior students, the teachers may apply techniques in class management, where superior students can actively participate in teaching learning activity but do not dominate.

On the other hand, in order to overcome inferior students, the teachers and the students may talk personally to discuss the students' problems and find the right solution. Tyrell suggested some guidance for teachers to help students in overcoming their inferiority complex. He suggested reducing factors that made the students being inferior. Thus, the teachers and the students can work together

to solve the problem. It is expected that those inferior students can manage their feeling and participate in speaking practice more.

## CONCLUSIONS

From the research findings it can be concluded as follows.

1. There were four main ways role play improved students' participation in speaking practice. They were introducing the students to the key vocabulary of the target speech function, encouraging the students to practice pronouncing the target speech function, encouraging the students to make and practice their own dialog, and encouraging the students to perform role play in front of the class.
2. There were also three main problems occurred during the implementation. They were class control, time consuming, and gap between superior and inferior students. It is important also for the teacher to apply techniques in order to overcome problems occurred during the implementation of role play. It is also better for the next researcher who wants to conduct research related to role play to apply in more than one time meeting to get different and maybe better result of students' participation in speaking practice.

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