

IMPROVING STUDENTS' SPEAKING SKILL THROUGH ROLE PLAY

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Abstract

Some of Elementary students had low accomplishment in English at speaking skill. The students did not have solid inspiration in contemplating English, most of them were hesitant to communicate in English. In this way, an exceptional technique is expected to improve the students speaking skill. The exploration plan of this investigation was a classroom action research. The sample of the exploration were 30 elementary students of theater students. This examination was done in two cycles. Anyway before actualizing these cycles, the analyst did primer investigation to discover the students' concern in examining English. This investigation was intended to improve the students' speaking skill by executing a pretend strategy. To gauge their upgrades in speaking skill, the researcher has decided the rules of achievement. Furthermore, the technique said success if the students got a least 70. The class rate was said success if 85% the students or more arrived at the passing evaluation. The researcher utilized the classroom action research plan and the researcher was helped by an English teacher. The exploration was done in four fundamental advances; Planning of activity, perception, usage and reflection. The execution of pretend made the students more spurred in joining the speaking class. They gave more consideration on the exercise. The methodology in executing role play are: The researcher gave driving inquiry and inspiration to the theater students, the teacher gave exceptional vocabularies and a few articulations related with role play, gave uncommon strategy how to retain vocabularies, composed the group of the theater students, gave the circumstance and exchange to be pretended, approached the theater students to rehearse the role play and asked bunch the theater students to play out the pretend before the class. The consequence of the examination uncovers that pretend can improve the speaking skill. The implementing of role play made theater students more inspired in joining the speaking skill. They gave more consideration on the exercise.

Keywords: Role Play, Improve, Speaking Skill

INTRODUCTION

Speaking includes in the four basics of English abilities, which instinctively appears the most significant. It must be drilled in the community since it is an utilization of language utilized by individuals to contend with globalization period. Practically all the individuals from a wide range of nations around the globe use it to communicate. Additionally, O'Malley and Pierce (1996) said that speaking seems to be a significant aptitude that a student ought to gain. They include this is significant so as to empower students to impart viably through oral language, in light of the fact that the inability of the students to talk may lead them to be not able to communicate their thoughts even in a straightforward type of discussion. The zone of English has consistently become an exceptional intrigue. It is a direct result of the significance of English in any extent of our lives. English holds the key of position as a worldwide language. As per Departemen Pendidikan Nasional (2003: 43) English is a device of correspondence among people groups of the world to get exchange, social, science, and innovation objectives. Besides, English capability is significant in vocation advancement, hence students need to comprehend and utilize English to improve their certainty to confront worldwide rivalry.

As of late, English language instructing has concentrated on the showing the English language instead of educating about the English language. The accentuation isn't just on semantic of the language students yet in addition on the advancement of their open capacity. So as to build up the students' ability, the teacher needs to make a situation to show the objective language in an energetic, dynamic and fascinating way. Getting understudies to talk in class at times can be amazingly simple. In a decent class air, understudies who continue ahead with one another and whose English is at a proper level, will regularly take an interest uninhibitedly and eagerly on the off chance that we give them appropriate point and assignment. Notwithstanding, at different occasions it is difficult to get students moving. In getting the hang of speaking expertise, the students regularly discover a few issues. The issue every now and again find is that their local language causes them hard to utilize the unknown dialect. Other explanation is a direct result of inspiration need to rehearse the second language in every day discussion. They are additionally excessively modest and hesitant to partake in the discussion. Numerous elements can cause the issue of the students. speaking aptitudes in particular the students. Intrigue, the material, and the media among others remembering the method for educating English.

The teacher said that the students didn't typically talk when they were nor certain they recognized what to discuss. In light of the clarification above, to check the students speaking ability, the researcher requested to join her study action by giving students basic assignment to act before giving the treatment to present their self individually. The reseracher found the vital issues looked by the students to speak in English were feeling timid, fearing committing syntactic error on account of absence of vocabularies and

certainty. As per Mustofa et,al (2019:8), teacher should add instructing technique to assist students with understanding material without any problem. In explicit, this exploration will intended to advance an understanding and creative instructing talking methodology by actualizing pretend strategy to improve students' speaking ability. The researcher bulid this examination with the colleague's (the English teacher) help.

Role play is significant in showing speaking since it offers students a chance to rehearse in various social settings and in various social jobs. Furthermore, it likewise permits students to be innovative and to imagine someone else's perspective for some time. Pretend is in this manner a classroom action which offers the students a chance to rehearse the language, the parts of job conduct, and the real jobs he may require outside the homeroom. On the book *Pictures for Language Learning*, Wright (1989:126) expressed that in pretend the students envision they are in a predetermined circumstance. They may assume the personality and job of another person or act naturally. From clarification over, this examination presumes that by utilizing pretend method, the students are required to be dynamic language speaker. Another explanation, as indicated by Thompkins (1998:15) expressed that pretend is a way how students procure through three different ways; when they are presented to the intelligible information sources, when they engage in their language and when they have positive influence/wants, feeling and disposition. Consequently, the specialist is intrigued to break down the utilization of pretend in showing representing theater understudies of primary school understudies as a method which made them won't getting affraid or exhausted in learning English particularly in talking aptitude. Actualizing pretend will cause them to feel, for example, learn in a characteristic circumstance. Role play is method to show speaking by partitioning the students into certain gatherings, giving them certain articulation about asking bearing and greeting, requesting that they make the exchange concurring their plans to make the circumstance given to be additionally fascinating. At that point, the students are approached to perform pretend on front of the class.

Acharya, Reddy and Hussein (2018) notice that test investigation that looks at the advantages of learning customary talks with applied picking up utilizing pretend, it is obvious that there are favorable circumstances in direct information in the two methods of learning. Motivation behind this the investigation was satisfied on the grounds that the examination indicated an essentially more noteworthy increment in information, scores of gatherings of students who assumed jobs better than gatherings of students who had generally considered. Besides, Anggriani and Ishartiwi (2017) found that the aftereffects of examination that have been done are the Method pretend is more successful against expanding students action contrasted with the talk strategy. What's more, the pretending technique is more powerful against expanding students participation contrasted with the talk strategy. Playing or playing ie students assume a job in the subject of pondering and common collaboration in making town security. With the role play strategy, students can be

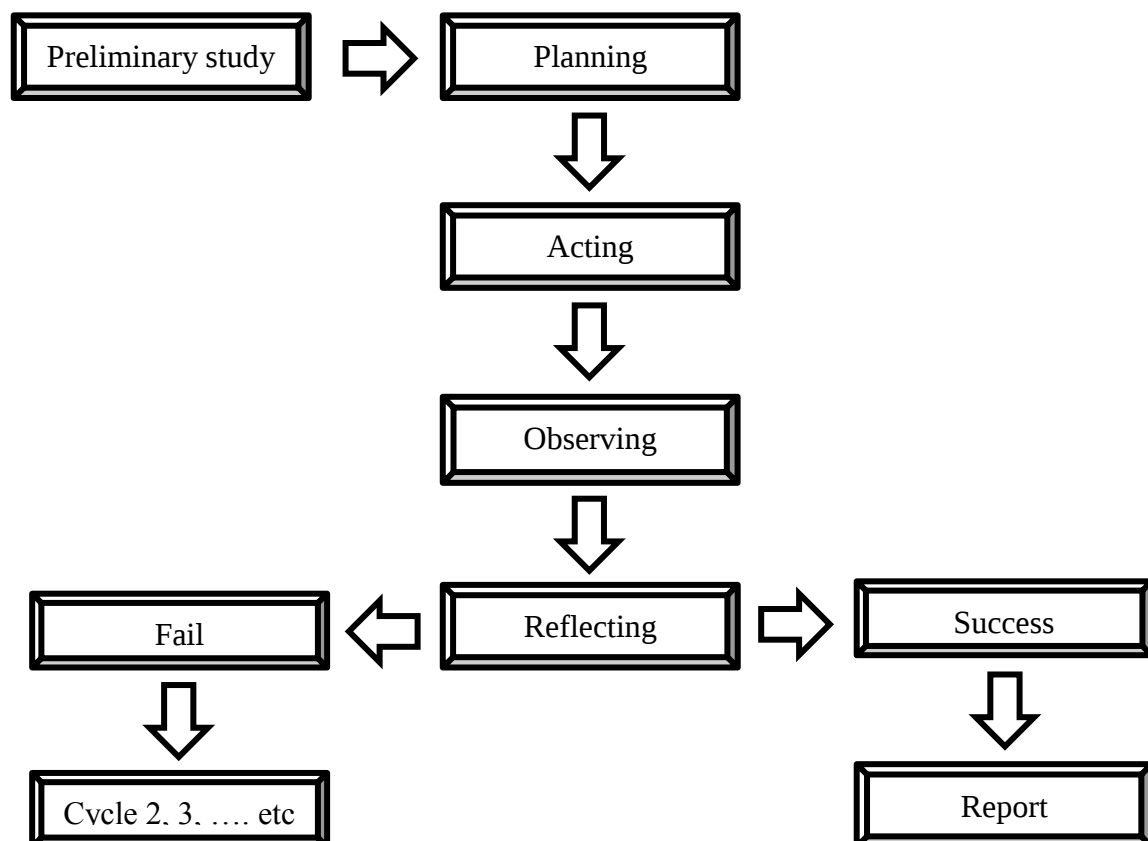
dynamic and work together when assuming a job or character. Yanto (2015) express that teacher ought to know that getting the hang of utilizing the Role Playing Method can improve students learning results. In this way, educators ought to have the option to utilize Role Playing Method in each learning procedure. With regards to the Role Playing Method (Role Playing) instructors are required not exclusively to play themselves as teachers or researcher, yet additionally as facilitators and inspirations for students. In light of the discoveries over, the scientist is keen on picking role play strategy in improving the students' speaking skill particularly for the theater students of elementary school, the discoveries above, in any event, can be as the bases important help for analyst to be utilized for this examination, where the students become more dynamic and more courageous to utilize their English orally in the wake of applying role play method.

Role play itself is a successful method to improve speaking aptitude. It indicated that it brough a beneficial outcome which improves speaking aptitude essentially. Role play are acceptable strategy to train vocabulary and vocabulary itself can't separate from speaking. has a connection with. It is upheld by Yuwinda (2015) through her investigation, which indicated that there was a critical positive connection between's vocabulary dominance and speaking capacity in which vocabulary authority gave a lot of commitment to speak. vocabulary information assumes a significant job in speaking since the student with more prominent vocabulary information can review satisfactory words and use them for speaking through information on antonyms and collocations. Thus, without great vocabulary authority, speaking can't run well and smoothly in light of the fact that vocabulary words are expected to make sentences, additionally in doing a discussion with others. In the event that the discussion is finished by two individuals, yet just a single individual has great vocabulary authority while the other one doesn't, they can't have a decent discussion.

METHOD

This examination was directed in the classroom since it was difficult to make the students' inspiration in talking class. Since the researcher is a teacher, the researcher attempts to investigate the hindrances, watches the showing learning procedure and attempts to discover the arrangement. Classroom action research is a powerful media in improving the nature of English educators' exhibition in guidance just as students accomplishment in learning English in classroom. Subsequently, the researcher worked together with the English teacher to direct this examination so as to create an inventive methodology that will add to the improvement of English educating learning in primary school. In explicit, this exploration will planned to advance a fathoming and creative instructing talking methodology by executing pretend procedure to improve the students speaking expertise. The researcher build this exploration with the partner's (the English instructor) help.

A CAR begins with watching and recognizing the classroom issue as far as primer investigation. Moreover, Latief (2011:145) includes that CAR exercises include rehashed cycles, each comprising of arranging, acting, watching, and reflecting. The consequence of one cycle was utilized to decide the requirement for the accompanying cycle. The scientist would direct other after cycles with the reconsidered arrangement when the technique had not met the rules of accomplishment.



The procedure of CAR (Adapted from Kemmis and Mc Taggart, in Latief, 2011;146)

Other than doing the activity, the scientist could likewise watch the classroom atmosphere during the execution. Observation sheet, field notes and meeting rules additionally circulate the instruments. Next, in reflecting, the researcher and the teacher cooperated for detailing. Next, and settling on the disappointment or the accomplishment of the procedure. The researcher and the teacher intended to actualize the role play procedure to tackle the speaking instructional issues and afterward improve the speaking skill or theater students. The role play was begun with choosing the educating materials.

In the current exploration, the researcher used quantitative data. The qualitative data were obtained using field notes and observation checklist, while the quantitative data was obtained from the speaking test results. The collaborator had to observe and give notes on the progress of implementation. She could write down a description about the theater

students' progress of the strategy implementation. She also could describe the situation of class interaction, between the researcher and the theater students' and or among the theater students. Also, how the theater students participate in practicing role play was also stated. This will be useful because it helped the researcher to provide a better focus and preparation for the implementation in order to achieve this research success. The researcher also used observation checklist. Indeed, the nature of the performance theater students' interest during the methodology execution was caught utilizing this instruments. The aftereffect of utilizing this instrument will be a quantitative purposive information which impacts this current exploration achievement.

Other than being utilized as the method proposed to take care of the students concern in speaking, role play was additionally used to test the theater students speaking aptitudes. This test will began with allotting the theater students to participate two by two/gatherings, asking each pair/gathering to alter the given exchange and getting ready pretend of the adjusted discourse. In the pretend test, it was not permitted to take a gander at the content consequently the specialist could value their common familiarity, uniqueness, and movement in speaking. The consequence of role play speaking test was quantitative information which demonstrated the theater students enhancement for the speaking ability. The accomplishment will be surveyed by utilizing the scoring rubrics. The performance center students' creation on sentence structure, articulation, and vocabulary in the speaking test influenced their rate in precision. Not many syntactic, phonological, lexical blunders regularly created turmoil on the audience members in spite of the fact that the talking aim was splendid. Familiarity is another variable which represented the performance center students' talking improvement. For this situation, familiarity was ideally characterized as the speaking creation without an excessive number of unnatural delays. Fluency additionally showed the performance center students' certainty since high certainty when somebody feels free therefore they can deliver speaking with just restricted unnatural stops. Covid-19 influences all parts of people's life, including their training. Instructing and learning forms during the pandemic of Covid-19 are done online particularly in actualizing cycle 2. As per Mustofa, et al (2020) this has brought to the acknowledgment that guidance is nowadays can't be separated from e-learning. In this stage, training and learning are commonly done on the web, and the cooperation of educator and students don't consistently take put inside the classroom. Other than, e-learning is potential to build up understudies' free learning through this virtual endorsing. Through this online cooperation, both instructor and understudies are secured cooperatively to orchestrate their significance in a given tasks.

In the first meeting when the researcher participated in the classroom to watch the students speaking aptitude in primer investigation found that a few students didn't courageous and feeling modest to act before perform. Here, the researcher attempted to give them inspiration and soul to perform. All things considered when they can't talked in English, the greater part of them talked in Indonesian. As the outcome, the researcher

attempted to consistently gave them inspiration before actualizing the exercise plan in each gathering. Giving inspiration has as of now accomplishment to make them felt certainty and never timid in attempting to pose some inquiry or giving a contention before changing the discourse for performing pretend. Likewise to make the separate of the circumstance of showing learning process the educator change the arrangement of students' seat become U-Shape, the motivation behind why the researcher make the entirety of the students felt appreciate and having a similar inclination while learning in the study hall. It likewise cause the educator and analyst to turn out to be anything but difficult to rate them in performing pretend before the class. Executing pretend additionally improve their vocabulary since when they have a discussion, them two will trade thoughts and vocabulary, so it will be anything but difficult to retain by the students.

In watching the activity at cycle 1, the researcher attempted to see all exercises in the physical classroom activity. It may be about the teacher's presentation, students' reaction and cooperation during instructing and learning process in actualizing role play. In the first implementation, identified with the perception for the teacher. The teacher conveyed the material by consolidate the local and the second language. The teacher gave great conceptualizing to make the students brief in timeframe recall the vocabularies identified with Asking and provide guidance. Yet, the educator neglected to clean the vocabularies on whiteboard subsequent to conceptualizing a few understudies saw them when playing out the role play. Besides, there was negligible continued discourse during educating and learning process. In addition, the teacher reacted the students' support in a structure response. Finally, the teacher utilized different expressions in showing learning procedure, for example, rectification, clarification and remark. Second, identified with the students' reaction, a large portion of students focused on the teachers' explanation. They played out the role play enthusiastically. Some of the students additionally were hard to rehearse with their partner since they didn't retain vocabularies and they red the vocabularies on the board when they performed. Third, identified with the students' cooperation, it gave some advancement than before actualizing the role play. The vast majority of them took an interest in the discussion, practice with their partner, and performed with their partner before act in front class. Their articulation and fluency were improved than anyone might have expected, their inclination sure about talking have some advancement even need significantly more practice. While in watching the activity at cycle 2 the researcher attempted to see all exercises in the physical classroom action.

To begin with, identified with the perception for the English teacher. The teacher conveyed the material by consolidate the local and second language. The teacher gave uncommon procedure to remember the outflow of being a purchaser and merchant with the goal that the students were anything but difficult to retain these articulation. In making bunch the teacher utilizing distinctive capacity. Astute students was coordinated with low or moderate capacity, so the smart students could support the low or moderate students.

Besides, there was maximal continued discourse during educating and learning process. Additionally, the teacher reacted the students' interest in a structure response. Finally, the instructor utilized different articulations in showing learning procedure, for example, remedy, clarification and remark. Second, identified with the students' reaction, the greater part of students' focused on the teacher clarification. They played out the role play enthusiastically. Just not many of them likewise were hard to rehearse with their couple since they overlooked the exchange and not retain the outflow of being a purchaser and merchant at the market. Third, identified with the students' investment, it gave some advancement than the Cycle 1. The vast majority of them partook in the discussion, practice with their partner, and performed job with partner. Their elocution and fluency were better than previously, their inclination sure about talking have some advancement even need substantially more practice.

RESULTS AND DISCUSSION

From the examination of the students' speaking execution, it was discovered that they despite everything committed errors on some language components being watched in particular fluency, sentence structure, articulation, and vocabulary. As far as fluency with speaking, most students were impacted by their native language. They experienced issues keeping away from this since they only occasionally practice for a few times. 7 students (23.33% of 30 students) hesitated in speaking; along these lines, the message was unclear. They made a lot of repetition in the sentences this way:

Almira: "Could you explain how to go to the bank? and could you explain how to go to the post office?"

Bima: "yes, Sure"

Just go ahead then turn right. The Bank is beside a school. While the post office is across to the bank.

In light of the discussion above, Almira ought to discarded the sentence "could you explain how to go". She can utilize just "and" without rehashing a similar inquiry. Another redundancy was finished by utilizing a similar inquiry by certain gatherings, so they didn't attempted to utilize another vocabulary in light of maintaining a strategic distance from botch in speaking. While mistakes that they have made in fluency and pronunciation seen while they talked utilizing their mother tongue. Some of them frequently said "beside" as "besid" not "bi'said". At that point they said words "yes, sure" became "sur" not "fʊr".

Another slip-up in a language structure viewpoint was made by Claudia. She said "The principal office is on the one floor beside office teacher". It ought to be linguistically right on the off chance that she said "First floor and Teacher's office".

As introduced in the information discoveries of Cycle 1, the usage of the pretend gave centrality impact on the students' speaking skill. They were in pair ready to perform role

play utilizing planning heading. One act job as guide and the other to be foreigner. They likewise performed job in genuine circumstance utilizing school condition. At the point when they were required to do rehearse, the scientist and partner watched and assessed each gathering utilizing rubric appraisal.

In the primary Cycle, the outcome shows that the normal score is 69.24. The passing evaluation is 70. There were 23 (76.6%) students got passing evaluation. As per the standards of achievement, students is said achievement on the off chance that they got passing evaluation. Class is said success if there were 85% students got passing evaluation. It implies that training learning process had been effective and it was superior to the preliminary study. In any case, it didn't satisfy the models of achievement in light of the fact that there were just 23 (76.6%) students got passing evaluation. The all out normal score of sentence structure (70.99). Regarding punctuation, 7 students committed a ton of linguistic errors of message was not satisfactory. 23 students arrived at the level great, which imply that they committed syntactic errors nearly in each sentence. The methods score of vocabulary is 70.33, it implies that they satisfy the passing evaluation (70) In the utilization of vocabulary, the students didn't have a ton of issues when they were going to utilize certain words, the teacher had given the exchange to them. The methods score of elocution is 67.99. It implies that it didn't satisfy the passing evaluation. Regarding elocution, one students was extremely hesitant and timid to talk. Each word she expressed was inaccurately articulated. 12 students arrived at great level in elocution in which they articulated just a couple of words inaccurately and the significance was not influenced. For instance, the word 'turn right is pronounced 'turn raight' not 'tum rid '. In using suffix '-ed,' for example, most students get difficulty. Such as the word 'Iiked' is pronounced 'laiked, ' not '/laikd/'. The methods score of Fluency is 68.33 and it is still lower than passing evaluation. There are 18 students speak reluctantly as a result of rethinking and scanning for words.

From the investigation of the students' speaking performance at cycle 2, it was discovered that there was a huge improvement of the students' speaking performance. Although some of them despite everything committed a few errors on some language components being watched specifically, fluency, sentence structure, elocution, and vocabulary, the quantity of the individuals who did so had diminished. As far as fluency, there were 4 (14.4%) students who couldn't arrive at passing evaluation and there 26 (86.6 %) got passing evaluation. The methods score class was 72.5. The methods score of viewpoints vocabulary 74.2, vocabulary 72.9, articulation 70.3 and fluency 70.7.

To improve something, modified the cycle one to satisfy the standards of progress. Considering the reality over, the researcher made a few reflections to do in the following cycle. To begin with, the teacher needed to change the manner in which she conveyed her educating from speaking rapidly to speak at the students' period of comprehension all together the entirety of the phases in the instructional procedure could be easily trailed by the students. Second, the teacher needed to build her direction in each phase all together

the students truly comprehend the material instructed by the teacher. Third, the teacher needed to deal with the students' group with blend capacity, high capacity with low capacity so the students with high capacity can help the students' low capacity in improving speaking capacity. In addition, the teacher needed to provide more motivation all together they were not apprehensive in committing syntactic errors, so they would not be hesitant and shy to utilize their English. Third, the researcher possessed to include the energy for adjusting the exchange and practice more with their gathering before perform. It was on the grounds that the majority of the understudies griped about the brief timeframe given to them to alter the exchange. The researcher asked the students perform use spontaneous creation agreeing circumstance given.

As later in the information discoveries of cycle 2, the usage of the role play gave more noteworthy impact on the students' speaking skill. They were in pair ready to perform role play utilizing exchange. One act job as a purchaser and the other one go about as a vender. They performed role play utilizing great activity and spontaneous creation concurring circumstance given. At that point the researcher and teacher watched and assess each group utilizing rubric appraisal. The improvement here as a proof of executing role play method was influenced on their speaking skill. The researcher discovered a few enhancements for theater students, before they extreme utilizing role play method they was less persuaded to consider English on account of their absence of vocabularies. The improvement in the speaking viewpoint was impacted by an expansion in their vocabularies. So makes them more sure and can speak with indistinguishable words from well as with varieties in the names of items and the measure of cash that must be paid. This is in accordance with the benefits of the role play strategy, in particular the production of good joint effort.

As indicated by Conville, Rauch and Helgegren, Kain (2016) who said that role play will fabricated students participation additionally evident, it happen on the grounds that the utilization of role play can make students easy to work together and share vocabularies. The upside of role play strategy was made students were prepared to have the option to comprehend, given the material that will be depleted around instructing material. Moreover, studnets will become accustomed to being imaginative. Role play can lead students to cooperate in group. Develop an awareness of other's expectations for the errand got. The idea of applying the role play technique utilized in the choice of material or theme is absolutely near students' life. At that point studnets are allowed to communicate their creative mind into developments and way to express words that fit the job they play.

CONCLUSION

In light of exploration discoveries that by applying the role play technique can improve studenets' speaking results on material identified with their condition and persuaded to be more dynamic and energetic in taking an interest in realizing so each pattern of students learning results have expanded. From certain upgrades, the researcher accepts that role play

is an incredible method in teaching of speaking. Role play can improves the students' spekaing ability particularly at theater students at elementary school. This implies the majority of the students have partaken in a decent group work when acting their role play. They are effectively engaged with communicating their thoughts, feeling, and opinion without feeling shy and scared of committing errors any longer during their role play association. Role play is great and helpful courses in teaching speaking yet at the same time needs a few changes.

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