

THE EFFECTIVENESS OF ROLE PLAY METHOD IN STUDENTS' SPEAKING SKILL AT THE GRADE VIII OF SMP NEGERI 6 PADANGSIDIMPUAN

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ABSTRACT

This research purposed to investigate the effect of role play method in students' speaking skill at the eighth grade students in SMP Negeri 6 Padangsidimpuan. The sample in this study was 10 students and one English teacher. The methods was qualitative descriptive by observing and interviewing. The researcher divided students into groups and gave situation where the students' make scenario of a conversation. The researcher scored five components of speaking skills, the result based on the table can concluded that teaching speaking was effective by giving role play students were interested in doing speaking activities. Role play is an activity that helped many shy students to speak various topic and situation. The students may also create their own dialogue based on the topic given. It is hoped that the result of investigating the students speaking skills can be an overview and consideration of setting up good teaching and learning process in speaking class.

Keywords : Speaking, Qualitative Research, Role Play

INTRODUCTION

Language is system of sound symbol used by human to communicate. The system of communication in speech and writing that is used by people of a particular country or area. It means that language is so important in human life, because without language it is impossible for the human to communicate in their life especially in their own society or the neighborhood. There are so many languages that used in this world, such as: Indonesian, Korean, Arabic, English, and so on. Basically, every country in this world learns English, because English is an international language. It is used as a mean of communication with other countries in the world. Most of people in many countries learn English in their life or education. Further, English is very crucial to be learnt by every student in facing the globalization era. English has learned by students since long time ago from elementary school up to university as formal education. 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.

Many students of Junior High School of SMP Negeri 6 have low skill in speaking because they thought that English is foreign language and so difficult to be understood. In fact, not all students are able to speak English properly and in accordance with existing elements speaking, the causes of students' low speaking skill in SMP Negeri 6 are as follows: (1) not having enough time in practicing speaking, (2) not having enough vocabulary, (3) not having interest in speaking because of uninteresting teaching method, and (4) not being able to relate the speaking content to their real life.

Based on researcher's observation in Pra-Research contained 40% of students' who were unable to speak English at all. When the researcher asked the teacher of English about the students' skills in speaking, the teacher told that the students have some difficulties in

learning English especially in speaking. First they are so hard to say something in English speaking, they do not know how to put word together to make it sound readable. Second, the students still have a lack of vocabulary, third they hard to pronounce words in English because they mix up with their native language. Teachers of English have already taught the material to students well but the students still have the problems in speaking English.

Based on the statement previously, researcher realizes these problems are necessary to be solved, because it shows various problems in speaking. Most of students still have low motivation in learning English; especially in speaking, because they are too shy and afraid to take apart in the conversation. They just speak when the teacher asked them. The students still did not know how to speak English well and most of the students did not realize the importance of learning English to communicate. The human resources also becomes one of problem that can make students are not interested in speaking. It happens because the teaching method did not use the communicative or interactive way that can motivate the students to speak. In order the problems in this research, the writer formulated as follows:

1. What are the students' difficulties in speaking skill at the Grade VIII students of SMP N 6 Padangsidimpuan?
2. How effective the Role Play Method in students' speaking skill at the Grade VIII of SMP N 6 Padangsidimpuan?

THEORETICAL DESCRIPTION

The Theory of Speaking

Speaking is the most natural way to communicate. It is also used for interacting between two people in daily life, such as: at school, at home or some other places. There are many definitions of speaking that have been proposed by some experts in language learning. As Cameron (2001:40) states "Speaking is the active use of language to express meaning so that other people can

make sense of them, therefore, the label of "receptive" and "productive" uses of language can be applied to speaking respectively".

Thus, the objectives of teaching speaking are to persuade someone about something, to give instructions or transaction which serves to get things done as performance which serves some talks which are needed relate to social relationship. Besides, the objectives of teaching speaking should also focus on intonation, pronunciation, stressing, etc. Teacher should be aware of those parts because it could develop the students' production skill in linguistic aspect. As Hughes (2002:6) states "other aim which the teacher might have: for instance, helping student to gain awareness of or to practice some aspect of linguistic knowledge, or to develop production skills, or to raise awareness of some socio-linguistic or pragmatic point."

McDonough and Shaw (2003:134) also stated "when genuinely communicative, speaking is desire and purpose driven, in other words we genuinely want to communicate something to achieve a particular end. This may involve expressing ideas and opinion; expressing a wish or a desire to do something; negotiating and/or solving a particular problem; or establishing and maintaining social relationships and relationships." It means that when someone speaks, he or she has an intended for expressing his or her ideas to his or her interlocutor.

Components of Speaking

Speaking Assessment

Speaking is a complex skill that using different ability to assess it. Speaking skill is generally recognized in analysis of speech process that is pronunciation, grammar, vocabulary, fluency, and comprehension. As Gottlieb (2006:46), stated "The principal components of speech include grammar, vocabulary, intonation and stress, pronunciation, fluency and accuracy." As McKay (2006:292), stated "they can be

written to reflect the construct being assessed and to reflect the young learner curriculum”.

However, before the teacher assesses the students, Nation and Newton (2009:171), stated there are “two main aspects of direct procedure for testing speaking 1. The way in which the person being tested is encouraged to speak, 2.The way in which the speakers performance is assessed”. For assessing speaking performance, it is include rating scale and communicative result. Moreover, the criteria of assessing speaking should be to young learner curriculum.

Based on the criterion above the writer using Penny McKay for scoring speaking, the writer chooses five criteria that will be used for speaking assessment. There are Comprehension, Fluency, Vocabulary, Pronunciation, and Grammar for describes performance and to see progress of the students. As Mckay (2006:290), stated “the scale describes performance in lower levels in negative terms, as incorrect and weak. For positive impact, criteria and descriptors for young learners are more suitable when they describe strengths and progress rather than errors.”

Below was the rating scale that will be used by the researcher in assessing the students’ speaking based on McKay (2006:290-292):

Table 1
Speaking Assessment Rubric

Score	Comprehension
1	Cannot understand even simple conversation.
2	Has great difficulty following what is said. can comprehend only “social conversation” spoken slowly and with frequent repetition.
3	Understand most of what is said at slower-than-normal speed with repetition
4	Understands nearly everything at normal speed. Although occasional

	repetition may be necessary.
5	Understand everyday conversation and normal classroom discussions without difficulty.
Score	Fluency
1	Speech is so halting and fragmentary as to make conversation virtually impossible.
2	Usually hesitant; often forced into silence by language limitations.
3	Speech in everyday communication and classroom discussion is frequently disrupted by the students search for the correct manner of expression.
4	Speech in everyday communication and classroom discussion in generally fluent, with occasional lapses while the students’ searches for the correct manner of expression.
5	Speech in everyday conversation and in classroom discussion is fluent and effortless approximating that of a native speaker.
Score	Vocabulary
1	Vocabulary limitations so extreme as to make conversation virtually impossible.
2	Misuse of words and very limited vocabulary make comprehension quite difficult.
3	Frequently uses the wrong words conversation somewhat limited because of inadequate vocabulary.
4	Occasionally uses inappropriate terms or must rephrase ideas because of inadequate vocabulary
5	Use of Vocabulary and idioms approximates that of a native speaker.

Table 2 Speaking Value

Very good	21-25
Good	16-20
Not good	11-15
Poor	6-10
Very Poor	1-5

The Theory of Role Play

Speaking activities are activities to teach children to communicate in English with a simple language. Therefore, teachers are required to give the fun material to their students, especially speaking activities.

In Role play there are many subject topics available for role play purposes, such as compiling and presenting a news magazine program for radio or television. According to McDonough and Shaw (2003:145), “Role play materials are often written specifically to get learners to express opinions, to present and defend points of view and to evaluate arguments.” On the other hand in Role play learners also require learners to use language to get the meaning, and learners also require paying more attentions to maintenance of social relationships.

Types of Role Play

According to Smilansky and Shefatya quoted on Rogers (2008:33) there are some types of roles in a role play. They are: Functional play involves repetition and imitation, and offers the child the opportunity for exploration of the environment.

Constructive play appears in early childhood but may characterize play throughout childhood and even adulthood. It involves manipulation and exploration of the material. It also involves the addition of a preconceived plan.

Games with rules are divided into two distinct forms of games. First, there are table games such as dominoes, cards, etc. Second, there are physical games such as hide and seek and ball games. Both require children to accept the existence of rules and to modify their behaviors accordingly.

Dramatic play is a distinct form of play with an important distinction between dramatic play and its more mature form, sociodramatic play, which must also involve cooperation between at least two children. In summary, the overall aim of those types of role play is very similar: to train students to deal with the unpredictable nature of language and in this research the researcher choose constructive play in this research where the researcher form a group of students’ and gave them a situation and the students’ will start built their own scenario and then play it out.

The Classroom Management of Role Play

These are the classroom management for teachers to guide the students. Based on Ladousee (2009:12): Distinguish between noise and chaos. Noise is only a problem if the teacher next door complains. Begin with pair work rather than group work. Keep the activity short until the students get used to it. Make sure your role play can be used with different numbers of students. Make sure the students have understood the situation and what is on role cards before you start. If your class contains a captive audience, such as school-children, and you have done everything you can to motivate them, do not worry too much about the one or two pairs or groups which are not participating in the activity, unless they are disturbing the other pupils. Do not use a role play that is too difficult or too emotionally loaded until your students are used to this activity. If your students break into their native language anyway, set up the task more progressively. Always have a follow-up activity up your sleeve for the groups that finish the role play before the others. Set a strict time limit and make every attempt to stick to it.

Materials for Teaching Using Role Play

Materials for Teaching Speaking using Role Play In teaching and learning process, the right and suitable material for student have to be chosen by the teacher to make the classroom interesting. Some of the teachers usually use authentic materials for teaching speaking.

According to Gower et al (2005:82): “Authentic materials are anything a native speaker of English would hear or read or use can be described as authentic: theatre programmers, newspapers, magazines, poems, songs, brochures, information leaflets, menus, news broadcasts, films on video – the list is endless. Because authentic materials are not designed for the EFL student they are not graded for level, although some are obviously more difficult to understand than others”. Regarding to the statements above, some teachers often use authentic materials in teaching speaking activities because it makes students more active to explore their ideas or opinions. Moreover, Gower et al (2005:83) also define the reasons of using authentic materials in the classroom as follows:

For most students authentic materials, because they are “real”, are intrinsically more interesting and motivating and they give students confidence when they understand them.

They provide examples of language as it is really used. By being exposed to authentic materials students have the opportunity to acquire or “pick up” language.

The real cultural content of many authentic materials encourages involvement and comparisons (especially in a multicultural group).

Authentic materials lend themselves to authentic tasks: for example, getting information students may really need if they are planning a trip; listening to songs for pleasure; reading the menu of restaurant they are going to eat; etc.

The use of authentic materials can be effectively linked with ways of helping

students be more independent learners: making predictions and guesses, using reference books (grammar and vocabulary books, dictionaries).

The explanation above showed us that using authentic material is very interesting for both teacher and students. Not only can teachers explore their creativity but also raise and acquire students’ opinions. In teaching speaking using role play, there are several materials which can be used while doing this activity such as: a script or dialogue that refers to the relevant topic or ideas and the player or student who acted as a character upon the topic including the supporting materials for this activity. Planning the role play activity is also one aspect that should be taken care of the teacher. The scenarios are best provided on paper. Teachers may give players time to study the scenarios before they perform.

METHODOLOGY OF THE RESEARCH

The method of this research is descriptive qualitative, the researcher observed the phenomenon of the research of the moment at the certain time. In this case, the researcher focused on the process of teaching speaking at the grade VIII of SMP Negeri 6 Padangsidempuan. As the subject of the research, the researcher used 10 students at Grade VIII and to collect the data is used interview, test and documentation. After the data has collected, the researcher analyzed it with data reduction and display then, validate the result by using trustworthiness.

FINDING OF THE RESEARCH

Students’ Difficulties in Speaking

Based on the research of the students at grade VIII of SMP Negeri 6 Padangsidempuan, there were some difficulties of speaking for them. The students’ difficulties were:

Vocabulary

Based on the interview, students answered speaking so hard because they lack

of vocabulary. Everyone needed to learn more the vocabulary to express itself clearly in English. Learning vocabulary would help to improve the language level and communicate in English confidently and effectively especially to express feeling or information through speaking. For example the researcher asked the students' to introduce themselves and almost all of the students' said my name is, I lived in and I'm..... old

Pronunciation

Pronunciation was one of the most important in speaking English language in interview students said speaking English was difficult because they did not know how to pronounce a new word and afraid to make mistakes while saying it. In speaking, students must pay attention to the pronunciation because if the spell it wrong it can make the different meaning, the researcher found that the students found it hard to pronounce some word in English they pronounce lived (laif) just (jas), heard (hard), appreciate (apperesiat).

Comprehension

The students need to understand what is the question that being asked to find the answer so that they could understand their characters in the scenario what would their characters would be doing in a certain situation before started the role play but the students often shy and afraid to speak and they kept talking with Indonesian language while doing the activities in English Conversation that make them confused and just read the scenario faster. The researcher also used students' document to know the skills of students about speaking after using Role Play Methods.

The Effectiveness of Role Play Methods

The researcher used Role Play Methods solved the students' speaking skill especially in pronunciation. The researcher form four groups and gave them the situation and they

had to make a scenario based on that situation. One Group consists of two and three students. For group 1 the researcher gave the situation discussing novel and Group 2 situation was about a band new music album Group 3 choosing a dress in a department store and group 4 was introducing someone the researcher gave situation to improve their vocabulary with the rules they must use all vocabulary that they know and they have to record themselves while doing the role play so that the researcher can heard how they pronounce the word and how they understand their character in that scenario.

To get the students' responded towards using Role Play Methods was conducted interview to students' activities. They admitted that the Role Play Methods used by the researcher was good enough and effective to enhance them in speaking English and more creative and motivated to make their own scenario. Here some responses of the students toward Role Play methods:

Enhancing speaking skills Students responded:

Reduce the nervousness

Becomes easy and feels exciting

The difficulty is a little because it's done together

I became more understanding

More close with friends

Improve the vocabulary

Make me them fell confidents in speaking, make me have an inspires when make a scenario

Reduce the shyness because they do it together

New ways of learning

Role Play as a Fun and an Interesting Way in teaching Speaking Students responded:

I'm interesting to play a situation, very enjoy

I think role play is so fun

I think work together to make a scenario and act it out is so much fun

I feel enjoy
 I like when I can act
 I like when I'm not doing it alone
 It feels exciting we can act with our friends
 Learning becomes easier because we're doing it together

And in this table shows the students' speaking score which is quite good and proves that Role Play is effective in students' speaking skill.

Table 3.
Students' Score After Using Role Play

No	Name	Comprehension	Fluency	Vocabulary	Pronunciation	Grammar	Learning outcomes
1	Alya	Good	Enough	Enough	Good	Enough	Good
2	Lulu	Good	Enough	Enough	Enough	Enough	Good
3	Ariyani	Good	Very good	Good	Good	Good	Very good
4	Rialbi	Good	Very good	Enough	Good	Very good	Very Good
5	Arini	Enough	Enough	Good	Enough	Enough	Good
6	Dini	Enough	Enough	Good	Enough	Good	Good
7	Riski	Poor	Enough	Good	Poor	Good	Not good
8	Nadia	Enough	Enough	Good	Poor	Good	Good
9	Rona	Enough	Enough	Good	Good	Good	Good

Discussion

Students' Difficulties in Using Vocabulary in Making a Scenario.

The following discussion explained about the researcher found on VIII 1 in SMP Negeri 6 Padangsidempuan on students' difficulties in using Role Play Methods in teaching speaking, and the discussion of the results of this research was based on some related theories. In SMP Negeri 6 Padangsidempuan, the English teaching and learning process was done conventionally. The researcher used research online via Whats app.

The researcher gave a situation to ten students at the class VIII 1. The researcher analyzed the students' interview. To complete

the observation, the researcher collected and analyzed the students' document in their scenario and role. The researcher found the students difficulties in speaking as follows:

Two students were lack of vocabulary. The students had difficulties in making dialogue because of the limited of vocabulary. Most of students also used the same vocabularies on their scenario.

Two students had problem in pronunciation they do not know how to pronounce new word so it sound strange.

In comprehension two students felt difficult to understand their character in the scenario so they just read it without any expression.

The Implementation of Role Play

Based on the interview with the students, the researcher found the method to the students for solving the problems. The solutions for the difficulties in students speaking skill based on the interview with the English teacher are:

Giving review to solved the difficulties in students speaking skill. The researcher reviewed the materials for the students who could not understand. Then the researcher told it every single meeting.

Increasing more vocabulary every student.

The researcher gave an example of a role play to the students to increase their vocabulary. Then, the students had to remember the new vocabulary in their mind.

Using a new method to learning. The researcher gave the new methods to learning. And this is a Role Play method who using group to improve their knowledge because they can sharing with the others.

THE CONCLUSION

The conclusion of research at the Grade VIII of SMP Negeri 6 Padangsidimpun to solved their problems in speaking English especially their pronunciation, the researcher used, students" document and interview. The writer also used Role Play Methods as new strategies to solved their problems. In Role Play students need to make a group and create their own scenario students" motivation to participate actively in the speaking, helping the students to construct their word, helping the students to solve their problems, providing ways for students to summarize and learn new vocabulary.

Most students felt enthusiastic to follow teacher instructions and were willing to participate in the learning activity. From the observation sheets and teacher notes, it is discernible that in the beginning of the

lessons, students were able to review the characters before the role play began. Due to on the observation data, students tried to be creative to write down their scenario. But, when the students did not know some words in English, the student directly opened their dictionary. It also happened when the student got stuck to reconstruct the group scenario text. Based on the explanation above, the writer conclude that the students has been interested to speaking using Role Play Method, but some students still lazy, and not interest to speaking in English. Then, the students had been active in learning process but they still need some ways to increase their vocabulary, because without vocabulary they cannot speaking in English fluently.

In the interview session the researcher served as follows : first, Mila Dayanti, S.Pd. explained that speaking dialogue or conversation is an English subject in VIII, this subject is part of speaking skill. The difficulties students in speaking especially in explained something in a text that was the students still wrong in pronounce a word in English, the students had lack vocabulary, they were not interest to learning speaking in English. Sometimes, they felt dizzy trying to understand the dialogue that they made because they still difficult to understand kinds of tenses. But, some students felt interest in speaking short dialogue.

Second, she explained that the effort to solve the difficulties by asking the students" to enlarge their vocabulary, to motivate them is by applying varying teaching method, the indicator know their ability in speaking skill in Role Play is by looking at the three aspect, there were : Pronunciation, Vocabulary, Comprehension.

The last, she explained that thee effort to solve the difficulties the students in vocabulary, pronunciation and

comprehending, she have the solution that were, the first after each time finish for explaining one material, she immediately give practice to the students about the subject that had been explained. Second, ask them to translate a text to Indonesian for add their vocabulary.

Based on the interview above, the researcher concludes that The teacher has done varying method in teaching speaking process but students still had difficult in speaking skill. Their difficulties are from lack vocabulary, low motivation, shyness and error pronunciation.

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