

# The Implementation Of Role Play Method In Improving Students' Speaking Skill: A Classroom Action Research At Grade IX Students Of SMP Muhammadiyah 1 Ternate

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**Abstract:** This research aimed at improving students' speaking skills at grade IX of SMP Muhammadiyah 1 Kota Ternate by implementing Role Play Method. This research designed as a qualitative by using Classroom Action Research (CAR) model of adopting Kemmis & Taggart. The data were collected through observation, speaking performance test, rubric, and observation checklist. There were 25 students participated in this research consisted of 15 male and ten female students. Based on the results, it can be concluded that Role Play method is effective in improving students' speaking skills.

**Index Terms:** Implementation, role play, speaking skill, CAR.

## 1 INTRODUCTION

English in Indonesia has been taught since primary until university levels. It is expected for students to master four language skills such as listening, speaking, reading, and writing. Among the qualifications, speaking is still considered severe by the students since it requires a wide range of vocabularies, language expression, and clear pronunciation in expressing their ideas and experience communicatively. Based on the observation, it was found that the student was passive during the teaching and learning process. It is due to a lack of confidence, vocabulary mastery, pronunciation and grammar. Students tend to keep silent when the teacher asks them to speak. In addition to this, the implantation of the appropriate approach and method is needed to consider to change students' perception that speaking is difficult. Therefore, students must be trained to be brave in speaking and expressing their ideas orally. This research aims at finding the solution in overcoming students' problem in the class related to speaking. To help improve students' speaking skill, Role Play method is used to help students express and improve their confidence. Role play is a method involving interaction between two or more students related to a particular topic or situation. According to Brown (2001) [1], "role-play minimally involves (a) giving a role to one or more members of a group and (b) assigning an objective or purpose that participants must accomplish." Brown suggested role-play can be conducted with a single person, in pairs or groups, with each person assigned a role to accomplish an objective. Role play is the attempt to a problem solving through modelings.

In playing a role, some students play as the players and some other players as observers. This is to train students to use real English in their daily life, to speak intensively, and to give students the chance to improve their communication ability. Joyce and Weil (1972: 70) [2] stated that role play could develop their ability to appreciate themselves and other people. They can overcome the complicated situation and train their ability to solve the problem. This method is quite applicable in teaching speaking. Students can learn to be a language user as a means of communication. Therefore, they can actively involve in the teaching and learning process. This method can also turn students from being a passive learner becomes active ones. In the end, the learning objectives are merely achieved by the students. Apart from the elaboration above, this research investigated whether role play can improve students speaking skills. It is elaborated in the research question below:

1. How is the implementation of Role Play in teaching speaking?
2. Is the implementation of Role Play effective to improve students' speaking skill?

## 2 LITERATURE REVIEW

Speaking becomes one of the main goals in English learning because it can train students to communicate well, not only for academic purposes but also for professional. Related to teaching speaking, Nunan (1991) [3] said that "success is measured regarding the ability to carry out a conversation in the target language". Therefore, if students do not learn to speak or do not get a chance to talk, they will lose interest in learning the language. Conversely, if Speaking lessons are given in the right way, the student will get the motivation to learn, and the class atmosphere will be alive and dynamic. Burns and Joyce (1997: 134) write that there are three factors may cause students to be reluctant to participate in speaking: first, students assume that language learning is enough by listening to the teacher, reading and writing from textbooks and doing exercises; second, linguistic difficulties, such as the difficulties of understanding differences between mother tongue and target language, and in understanding native speaker pronunciation; and the third is psychological factors such as culture, experience, anxiety, lack of motivation, and

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self-reliance. On the other hands, Larsen and Freeman (1986) [4] explain that Role Play, which is part of the communicative approach, can give students a chance to practice communication in the context and different social role. Another expert, Ladousse (1987) [5], suggested that role play should use different communicative methods, increase interaction in class, and improve motivation. Thus, sharing responsibilities between teachers and students can be implemented. Previous research is done by Eklova (2007) [6] to grade 9 students between 14-15 years old in an elementary school (Primary School) at Checo, and the results show that the ability to speak Language English at the school increased after applying Role Play method. Besides, Sodik (2009) [7] with his research entitled The Influence of Role Playing Strategy on the Speaking Ability of the Second Year Students of Public High School 1 Tenggara managed to improve the students' speaking skills at school. In the communicative language learning model, Role Play help students develop their factual knowledge with practice and prepare students for communication in real life. This kind of learning help students develops their ability to speak in the right context.

### 3 METHODOLOGY

The design of this study use Classroom Action Research (PTK). According to Arikunto (2008) [8] Classroom Action Research is an effort to increase the ability of students using a strategy/method. This study uses collaborative research where the researcher acted as the teacher while the teacher served as an observer. This research was carried out at ninth grade student of SMP Muhammadiyah 1 Kota Ternate. There were 25 students; there were 15 male and ten female students. The method of role play can be considered valid if it meets the criteria of success. The principles of success are taken from students' scores and students' active participation. Students' score must reach 75% of total students, and their active participation is at least mid. To obtain the data, there were some instruments used such as 1) observation, the researcher observed the teaching and learning process as a preliminary study. In this observation, there were a lot of problems found on students speaking ability. The assessment instrument was called teacher reflection journal. 2) speaking rubric, it is used to assess students' speaking skills when they are performing role play. Four aspects were evaluated such as vocabulary, fluency, pronunciation, and intonation. Each element ranges from 1 – 5 scale. 3) speaking test performance, it was done twice before and after the treatment. And 4) classroom observation checklist, it was done to see whether students are active in the class. It is also to see their participation during the teaching and learning process. This research adopts the cycle proposed by Kemmis & McTaggart (1984) [9] in which the cycles will proceed to the next if the criteria of success have not been reached.

### 4 RESULTS AND DISCUSSION

This research conducted in 6 meetings. It conducted from August 7<sup>th</sup> – September 18<sup>th</sup>. In the first meeting, the researcher observed the teaching and learning and did a pre-test to see their verbal ability. Then in the second until the fifth meeting, the role play method was implemented. The teacher and the researcher have collaborated in teaching. Therefore, in the last session, post-test of speaking performance was conducted to see whether there was an improvement on students speaking ability. Dealing with the implementation of

the role play method, the researcher who acted as teacher firstly introduced the social function and the structure of the text. The topics were about congratulations, wishes, and hopes. The students were presented about the structure of the text, the vocabulary used in that situation and the expression used. Then, they were given a situation in which they needed to play a role based on the context. This is where the method was implemented. This procedure was done in every treatment. By doing this, the students are expected to get used to such a situation and be ready for any case given by the teacher. Based on the results of students' speaking skills, there was an improvement in students' speaking skills. It can be seen from Table 1 and 2.

**Table 1 Students' Scores**

Number of Students	Scores	
	Pre-test	Post-test
25	65,4	78,2
Average		

**Table 2 Students' Active Involvement**

Students' Active Involvement			
Meeting			Average
1	2	3	
57.6	74.4	84	72

*High= 81-100, Mid= 61-80, Low= <60*

Based on the table above, it can be seen that students' average score in pre-test and post-test increased. The average score in pre-test was 65.4, while in the post-test was 78.2 (Table 1), while based on table 2, the students' active involvement has reached the minimum criteria 72 which is categorized as **Mid**. Based on the results, it can be concluded that the implementation of Role Play is effective to improve students' speaking skills at the ninth grade of SMP Muhammadiyah 1 Kota Ternate. This is in line with what have found in the previous research (Rachmawati et al. 2013) [10]. Based on her research, it was found that students had better speaking skills after having role-play as one of the activities in the class; students had more chances to practice speaking and participate in English class.

### 5 CONCLUSIONS

Based on the research findings and discussion, it can be concluded that:

1. The implementation of the Role Play Method improves not only students' ability in speaking but also the level of active student participation in the process of teaching and learning. The interaction between teacher and students and students with students were confident because of the existence of sharing and or discussing.
2. The implementation of the Role Play method indicates that this method is effective in increasing student's speaking skills. This is based on what they achieved at their vocal performance which successfully reached the criteria of success and the minimum score (KKM). Besides, the

students' active involvement has also entered the minimum standard.

Dealing with the further research, it is expected for the other scholars to conduct the same study on how students perceive the implementation of role play and its effects on them. Besides, teacher's perspectives and practices should also dig up to gain more comprehensively data both for students and teachers.

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