

The Effectiveness of Using Role-Play to Improve Students' Speaking Skill at the Tenth Grade Students of State Senior High School Pejagoan, Kebumen 2015/2016 Academic Year.

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Abstract

The research was pointed to progress the students' speaking abilities of the tenth of SMA Negeri 1 Pejagoan by actualizing the role-play technique. It was carried out based on the strategy that had been arranged some time recently. The observation was action research. It was conducted in three cycles with one assembly in the to begin with cycle and 2 gatherings in the moment and third cycle. The subjects of this inquire about were 32 students of lesson tenth grade at SMA Negeri 1 Pejagoan. The subjective information were collected by watching the educating and learning handle, and meeting the students, the instructor and the collaborators. The information were in the shape of field notes, meet transcripts, and photos. In the interim, the quantitative information were collected through evaluating the students' speaking execution by comparing the implies of the pretest and posttest. The information were the students' speaking ability. The strategy of the inquire about comprised of surveillance, arranging, acting, and reflecting. The comes about of this inquire about appeared that the utilize of Part Playing procedure was effective to move forward the students' talking capacity. Based on the subjective information, the utilize of classroom English made a difference the understudies to be more recognizable with English. The lexicon and elocution hones and part play exhibition stoo made a difference them to improve their lexicon information and construct their exactness.

Key words: *role play technique, improving, speaking skill, student*

Introduction

English is one of language to communicate entire the world. It is generally utilized as a part of numerous sides of life in this world. It has been utilized as a part of worldwide correspondence. English has turned out to be one of the necessary subjects instructed at school in Indonesia. Understanding the significance of

English, The administration of Indonesia has chosen that English is one of the mandatory subjects for senior secondary school which have four noteworthy dialect aptitudes that ought to be aced by understudies amid their time of learning in school. There are tuning in, talking, perusing and composing. Talking is one of the four dialect abilities that is vital in

human life. Through talking, numerous individuals can convey each other. As per Cameron (2001:40), talking can be characterized as a dynamic utilization of dialect to express significance with the goal that other individuals can get it. Talking happens when a speaker utilizes a dialect effectively to express and convey importance keeping in mind the end goal to collaborate with the audience. It implies that, speakers can utilize dialect effectively to interface with the audience members.

Getting the hang of talking is still in less extent in light of the fact that in examinations, the spotlights are generally on the two abilities: the perusing expertise and composing aptitude. Besides, the learning procedure is ruled by those two abilities though understudies bargain more with correspondence movement in their lives. Consequently, they don't have enough chance to hone their talking admirably. The less extent of getting the hang of talking influences understudies to consider the talking aptitude as the most troublesome and testing expertise to learn.

In light of the scientist's perception and furthermore showing practicum and showing knowledge in the tenth grade

understudies, there were a few issues in educating picking up talking. The issues were; the understudies were bashful and absence of certainty. At the point when the educator requesting that they showcase a discussion before the class, they were as yet modest and hesitant to do what they were requested to do. The majority of the understudies said that they were hesitant to misspeak words and had low inspiration on testing themselves. Another issue amid the lesson was, the vast majority of the understudies stalled out and did not comprehend what they needed to state. As the outcome, the class turned out to be less open since they like to stay noiseless. At the point when the specialist asked the understudies for what good reason did they stay noiseless, the greater part of them said that they didn't know how to state what they need to state in English. The understudies were hesitant to communicate in English as they thought it was troublesome. They needed confidence to talk in English as they feared committing errors. Challenges in articulating certain words likewise made them wavered in communicating their thoughts in English. Notwithstanding elocution, the vocabulary authority was likewise critical. Further, the understudies still needed vocabulary authority and that

forestalled them to have the capacity to talk in English.

The other factor was the absence of media. Media which can grab students' attention. The absence of media made the instructing and learning process less intriguing. Moreover, the suitable talking materials were additionally not present. The materials utilized as a part of the classroom were just materials from course reading which were less different. The activities in the course reading did not furnish the understudies with talking exercises. The last factor was identified with the educating and learning process. The classroom exercises were dreary. The exercises did not give numerous chances to understudies to enhance their talking aptitudes. The exercises were less informative.

Pondering the significance of making agreeable and successful exercises in the classroom, the specialist picked a method that is relied upon to have the capacity to rouse and give understudies chances to talk or express their thoughts in a circumstance they were probably going to experience outside the classroom that is utilizing role-play. As indicated by Ladousse (2009:5), role-play is a charming movement and does not debilitate the understudies. This action drives the understudies to play such a

dramatization. The understudy will assuming part to be someone else in certain circumstance. It is critical to prepare the understudies to know to talk in a specific circumstance. Obviously when individuals talk they need to know the setting or where the discussion happens and what circumstance it is.

There are two kinds of role-play expressed by Byrne (2006) as scripted and unscripted role-plays. A scripted role-play is a role-play that uses a content gave by the educator. Understudies are requested to perform exchange or discussion by utilizing content about the discourse. Another write is an unscripted role-play which implies that understudies play out their discourse with no content. Instructors give an unmistakable guideline and photo of the circumstance that ought to be comprehended by understudies. They are likewise sufficiently given time to rehearse before demonstrating their execution.

The scientist utilized role-play procedure in light of the fact that there were a few points of interest of role-play, for cases: 1) It can fabricate understudies' fearlessness, 2) It will allow to get some involvement in dealing with troublesome circumstance, 3) Expanding

understudies' listening capacity. The analyst expect that role-play strategy is exceptionally pleasant for understudies since they can be more dynamic and it can make great association to their companions through show circumstance in view of their insight.

Along these lines, from the clarification over, this examination was centered around enhancing understudies' talking aptitudes through role-play method of the tenth grade understudies of SMAN 1 Pejagoan. The exploration issue of this examination is to see if there is any noteworthy change of the understudies' talking abilities after they were educated by utilizing role-play Method.

Research Methodology

The objective of the examination, is enhancing the understudies' talking expertise through role-play strategy of the tenth grade of SMAN 1 Pejagoan in the scholastic year of 2015/2016 this exploration takes after the activity inquire about outline. The information on this examination were as subjective and quantitative. The subjective information were gotten through perceptions and meetings. The subjective information were gathered as field notes, talk with transcripts and photos. The quantitative information were gathered as

understudies' score in pre-test and post-test. Regarding the instruments, the examination instruments were in the types of talking rubric, perception guide, and meeting guide. In accordance with information investigations, the subjective information were broke down by gathering the information, coding, looking at, building elucidation, detailing the results. Then again, the quantitative were dissected understudies' talking scores of the pre-test and post-test by utilizing illustrative insights.

Findings

In view of the perception, meet and the pre-test at observation organize, it could be discovered that there were a few issues happened in the educating and learning process identified with understudies' talking. Also, the understudies experienced issues in articulating words fittingly and utilizing dialect works in redress sentence structure. They additionally had issues in perception, familiarity and vocabulary dominance. As such, their talking abilities were still low. To beat the issues identified with understudies' low talking abilities, a few activities were executed. The fundamental activity was applying the role-play procedure.

The role-play procedure was picked on the grounds that the understudies had a chance to learn English, figure out how to communication may have a spot in an assortment of circumstances. The role-play method can likewise enhance the understudies' self-assurance. It might help bashful understudies by furnishing them with a cover. The modest understudies will be given a chance to talk and act like another. They will be requested to take part to the classroom. This action could furnish the understudies with a considerable measure of talking practice and additionally settings where a specific dialect capacities would be utilized without reluctant. This action likewise helped the understudies who experienced issues to ace the lesson materials because of asking and collaborating with different companions. Besides, the understudies were encouraged to build up their self-assurance and inspiration to communicate in English smoothly in comfort and innovative atmosphere.

As the outcome, understudies will comprehend what is anticipated from them, they altogether appreciate letting their creative impulses. In light of the exchange over, the pretend system can be connected as a method to enable the understudies to enhance their talking

abilities. The execution of the pretend method was joined with different activities, i.e. utilizing classroom English amid or toward the finish of educating and learning process, giving criticism on the understudies' exhibitions, giving day by day freebees with another subjects, intriguing adjusted English materials, asking the understudies to dependably have word references with them, utilizing different media or fun exercises in showing new dialect, giving classroom English guidelines, giving a few inputs amid or toward the finish of instructing and learning process, and welcoming the understudies in rivalry among groups to answer inquiries toward the finish of the lesson.

The point of these activities was to enhance understudies' certainty, understanding, familiarity, elocution, vocabulary and sentence structure. It was additionally meant to lead the understudies to have all the more talking rehearses, furnish them with more chances to apply the talking in the class and executed the learning they as of now had. For sure, it helped them enhance their talking. In the wake of being acquainted with talking exercises, the understudies appeared to have better execution in talking. It was simpler for

them to discover thoughts to talk than previously.

The implementation was conducted in two cycles. Based on the reflection of Cycle 1, the students' improvement had not covered all aspects of speaking. Their comprehension, vocabulary building, and pronunciation improved but still low. Some students have improved their pronunciation but others haven't. The findings also showed that the students still were shy and nervous to have a role play with their friends in front of the class. However, they had not shown great improvement on fluency. Moreover, another problem emerged during the cycle, i.e. the students' grammar accuracy had not been achieved. Cycle 2 was directed to solve problems that emerged in the previous cycle as well as to improve the speaking factors that were still low. In this cycle, the use of role play as an activity in the teaching and learning process was well in improving the students' confidence to speak English. Day by day, they were able to deliver a good dialogue with appropriate expressions and intonation. As they worked together with their friends in making and practicing the dialogue, they helped each other to improve their speaking skills. In this cycle, their participation in the teaching

and learning process improved significantly.

The speaking skill in the cycle 2 was increased but the improvement is still low. Although the improvement in the cycle 2 was better than cycle 1, the researcher also conducted cycle 3 to solve problems that emerged in the previous cycle. In cycle 3, the students were more confident in role playing with their dialogue. They were busy to create their dialogue be a good dialogue. And they also planned to use their good performance. In cycle III, the students were more creative than cycle I and II. They more focused in doing speaking activities. They more enjoyed their role play activity.

The result of the research before the implementation of the role play technique, the researcher got the data from the result of pre-test. The mean score of the class before the action was 65.5. From the pre-test only three students who passed the KKM (70) and there are twenty nine students who get the score below the KKM. From the result in the pre-test, the researcher conducted the cycle 1. The score in cycle 1 after the action was 72.00. The students who passed the KKM were seven students and there were twenty five students who were below the KKM. The score in cycle 1 showed that the

improvement of students' speaking skill still low. So, the researcher did cycle 2 in order to know the improvement of the students speaking ability. The score of the students in cycle 2 is 79.02. There were not students who did not pass the KKM. All students passed the KKM, it showed that there were an improvement students' speaking skill in the cycle 2. The researcher thought that the score in the cycle 2 still low, so the researcher conducted action research in cycle 3 to get the better result in improving the students' speaking score and skill than the previous cycle. In cycle 3, the mean score of the students were 89.9. There were not students get average score 70. It showed that all students passed the KKM, so it has met a criterion of the action success. To support this result of this research, the researcher did a post-test. The score of post-test was 89.1. It showed that all students got a score above the average score of the KKM (70). Based on the discussion above, the role-play technique can be implemented as a technique to help the students improve their speaking skills.

Conclusion

Based on the discoveries, it can be concluded that there was improvement in the students' speaking skills after the applying of the actions.

The conclusions of the observation can be concluded as follows; 1. The students had better speaking skills after having role plays as one of the activities in the class. By using role play as an activity in the teaching and learning process, the students had more opportunities to speak up. 2. Role play was useful to grab the students' motivation to actively participate in the English class. Role play provided fun and enjoyable activities in the classroom that were helpful to grab students' motivation in participation in the class. 3. Various activities and topics could be implemented in the teaching and learning process of English. 4. Various Media such as video and recording that implemented in the teaching learning process of English. The students also can know how to say in a good pronounce like a foreign. The video and recording help the students to improve their speaking in pronounce aspect and students also know the express that the foreign use in speaking.

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