IMPROVING SPEAKING ABILITY OF KINDERGARTEN STUDENTS BY USING ROLE PLAY
(MEMPERBAIKI KEMAMPUAN BERBICARA SISWA TAMAN KANAK-KANAK DENGAN BERMAIN PERAN)

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Abstract

The researcher conducted a research on speaking ability in English learning by using role play. Hence, the special treatment is given to speaking ability in the form of role play technique, which is performing a simple conversation of two students in front of the class. At the time of the conversation, identity cards and pictures are given to make easier in asking and answering in the role play technique. For this, the action research is needed and conducted in two cycles. Furthermore, the research is conducted in Dharma Wanita Persatuan Sidokumpul Kindergarten especially in B group students. Finally, from the results of this research, the researcher suggests for teachers always prioritize aspects of the students’ needs in the learning process.

Key Words: Speaking Ability, Role Play, and Technique.
Introduction

The ages of four to six are a sensitive period that is important for children to get education. The experiences are gotten from the children’s environment, including the simulations which are provided by adults will affect the life of children in the future. Therefore, it needs an effort to facilitate the growth of children in the education and learning aspects according to age, needs, and interests of children.

Laws Number 20 of 2003 about National Education System, especially in Act 1 and Point 14 says that Early Childhood Education is a training effort which is oriented to children from birth until six years old. It is done through the provision of educational stimulus to promote the physical and mental growth so that children have the readiness to enter the next education.

Dealing with the mandate of Laws 20 of 2003 on the National Education System, the National Education functions are to develop skills and to form the characters also civilization of the nation’s dignity in the context of the intellectual life of the nation, that is oriented into the vision of education in Indonesia include increasing the quality of learning.

As an application of the increasing of the learning quality, it needs good creativity in education or its development. Education in Indonesia begins from Early Childhood Education, Elementary School, Junior High School, and Senior High School to Higher Education. Relating to the above topic, one of the institutions in Early Childhood Education is Kindergarten.

Padmadewi (1998:60-67) cited in Widiati and Cahyono (2006:278) found out that students attended a speaking class often feel nervous due to pressure from the speaking tasks which required them to present individually and spontaneously within limited time. Most of these problems are because the students are lack of self confidence, lack of prior knowledge about topics, and because of poor teacher-learner relationship (Tutyandari (2005) cited in Widiati and Cahyono, 2006:278).
From the observation in Kindergarten of *Dharma Wanita Persatuan Sidokumpul*, the researcher found the fact that in learning English especially in speaking, students tended to be bored as the indication of the low response of the students to learn. There were indications of the rise of boredom for this learning, including the monotonous learning technique used. Most of the teaching technique was used the old method of stories, questions and answers. Furthermore, many students were not brave to speak. To improve and develop the English teaching and learning, it needs the relating method and technique, especially in teaching speaking.

Based on the above background, the researcher carried out classroom action research through the use of the relating technique that invited students to be more active in the learning process. Teachers should have some activities to stimulate students’ oral communication practice. One of activities that stimulate students to speak is role play.

First, Ladousse (1987:23) said that role play mixed both of experimenting with their knowledge of real world and develop their ability to interact with other people. Children especially like activities in which they can pretend their fantasy world is real and can communicate without any risks they might face in the world outside the school. By being in the safe environment and enjoying their roles, they gain self-confidence. In addition, Livingstone (1983:34) claimed that role play is an activity in a classroom which the students are provided to practice their language, so that they need the creative learning activities in the outside of classroom.

Second, Killen (1998:30) suggested that role play provided chances for students to be more active and involved in thinking about how they will respond in real world situation, so that the students can increase their speaking ability and will not be afraid to speak. The teacher is able to give the students’ purpose of the activity; they will not refuse to participate in it. Convincing the shy or unimaginative students is viewed as easy because students use their imagination quite often without realizing it and acting in the classroom does not need to be stressful.
Third, role play can also increase students’ motivation in learning English. It can be evidenced with Liu’s (2010), Prapphal’s (2000), and Harmer’s (2007) research. From their research, they found that students’ motivation to learn English is increased and the speaking ability is significantly improved when role play is used in the inside or outside of the class. Moreover, Harmer (2007:44) insisted that role play technique made students enjoy the teaching and learning process in the class. In addition, by using role play technique, the students are easily to show their speaking competence without being afraid to make mistake.

**Results and Discussions**

From the results of research which were conducted in two cycles, the results were obtained some of data that can be described that the action was given to improve the students’ speaking ability in English learning with role play was right. This was indicated by the development of students’ speaking ability in English learning and students’ activities in speaking English during learning process.

The acquisitions of classical scores during English learning to improve students’ speaking ability and students’ activities with Role Play technique are as follow:

From the research that has carried out by researcher to know the improvement of students’ speaking ability in English Learning with role play technique on B group students of *Dharma Wanita Persatuan Sidokumpul Sidoarjo* Kindergarten, the researcher obtained the data acquisition of classical scores as follow:

<table>
<thead>
<tr>
<th>Table 1. The Recapitulation of Classical Scores in English Learning to Improve Students’ Speaking Ability during Research</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Discussion</strong></td>
</tr>
<tr>
<td>Classical Scores</td>
</tr>
</tbody>
</table>

Table 1 shows that in the Preliminary Research, the classical scores achieved of 36,36 %. In the first cycle, the classical scores achieved of 63,64 %. In the second cycle,
the classical scores achieved of 90.91%. Thus, there were significant rising of classical scores after the students were given action with role play technique.

From the research that has carried out by the researcher to know students’ activities in speaking English during learning process by using the role play technique on B group students of Dharma Wanita Persatuan Sidokumpul Kindergarten, the researcher obtained the data acquisition of students activities as follow:

Table 2. Students’ Activities Recapitulation in English Speaking during Research

<table>
<thead>
<tr>
<th>No.</th>
<th>Aspects</th>
<th>The Criteria</th>
<th>Preliminary Research</th>
<th>First Cycle</th>
<th>Second Cycle</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Students’ interest in participating in the learning activities</td>
<td>Good</td>
<td>36.36 %</td>
<td>36.36 %</td>
<td>50 %</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Enough</td>
<td>13.64 %</td>
<td>22.73 %</td>
<td>40.91 %</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Poor</td>
<td>50 %</td>
<td>40.91 %</td>
<td>9.09 %</td>
</tr>
<tr>
<td>2</td>
<td>Students’ concentration during activities takes place</td>
<td>Good</td>
<td>36.36 %</td>
<td>36.36 %</td>
<td>50 %</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Enough</td>
<td>13.64 %</td>
<td>22.73 %</td>
<td>40.91 %</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Poor</td>
<td>50 %</td>
<td>40.91 %</td>
<td>9.09 %</td>
</tr>
<tr>
<td>3</td>
<td>Students’ punctuality in asking and answering questions</td>
<td>Good</td>
<td>18.18 %</td>
<td>18.18 %</td>
<td>40.91 %</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Enough</td>
<td>13.64 %</td>
<td>36.36 %</td>
<td>50 %</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Poor</td>
<td>68.18 %</td>
<td>45.45 %</td>
<td>9.09 %</td>
</tr>
<tr>
<td>4</td>
<td>Students’ motivation in completing the task</td>
<td>Good</td>
<td>36.36 %</td>
<td>36.36 %</td>
<td>50 %</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Enough</td>
<td>13.64 %</td>
<td>22.73 %</td>
<td>40.91 %</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Poor</td>
<td>50 %</td>
<td>40.91 %</td>
<td>9.09 %</td>
</tr>
<tr>
<td>5</td>
<td>Students’ accuracy in asking and answering questions</td>
<td>Good</td>
<td>18.18 %</td>
<td>18.18 %</td>
<td>40.91 %</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Enough</td>
<td>13.64 %</td>
<td>36.36 %</td>
<td>50 %</td>
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<td>Poor</td>
<td>68.18 %</td>
<td>45.45 %</td>
<td>9.09 %</td>
</tr>
</tbody>
</table>
Table 2 that showed that in the first aspect (students’ interest in participating in the learning activities) of the research, the results were: In the preliminary research 36,36% of students got good mark, 13,64 of students got enough mark, and 50% of students got poor mark. In the first cycle 36,36% of students got good mark, 22,73 % of students got enough mark, and 50% of students got poor mark. In the second cycle 50% of students got good mark, 40,91% of students got enough mark, and 9,09 % of students got poor mark.

Next, in the second aspect (students’ concentration during activities takes place) of the research, the results were: In the preliminary research 36,36% of students got good mark, 13,64 % of students got enough mark, and 50% of students got poor mark. In the first cycle 36,36% of students got good mark, 22,73% of students got enough mark, and 50% of students got poor mark. In the second cycle 50% of students got good mark, 40,91% of students got enough mark, and 9,09 % of students got poor mark.

After that, in the third aspect (students’ punctuality in asking and answering questions) of the research, the results were: In the preliminary research 18,18% of students got good mark, 13,64 % of students got enough mark, and 68,18% of students got poor mark. In the first cycle 18,18% of students got good mark, 36,36 % of students got enough mark, and 45,45 % of students got poor mark. In the second cycle 40,91 % of students got good mark, 50% of students got enough mark, and 9,09 % of students got poor mark.

And then, in the fourth aspect (students’ motivation in completing the task) of the research, the results were: In the preliminary research 36,36% of students got good mark, 13,64 of students got enough mark, and 50% of students got poor mark. In the first cycle 36,36% of students got good mark, 22,73% of students got enough mark, and 50% of students got poor mark. In the second cycle 50% of students got good mark, 40,91% of students got enough mark, and 9,09 % of students got poor mark.

Conclusions

Based on the analysis of the research about the implementation of role play technique to improve speaking ability in learning English of kindergarten students in
Dharma Wanita Persatuan Sidokumpul Sidoarjo especially B group students, it can be concluded as follow: Role play technique can improve the students’ speaking ability in learning English. This is indicated by increasing of students' classical scores from the preliminary research, first cycle until second cycle, with action learning strategies in the form of role play technique. Role Play technique can improve the students’ activities in speaking English during learning process by using role play technique. The activities that are used in the role play by using picture as media in the role play technique, and also teacher’s motivation that is given for students to be better than before.

At the end of the study, based on the conclusions that have been taken, it is suggested to the teachers to be able to use role play technique as learning strategy in order to improve students' language competence and other competencies of learning. All students should be more enthusiastic in using the role play technique in English learning and other lesson in the learning process. Headmaster of kindergarten should be able to provide inputs and more attention to all the teachers to be able to use a variety of strategies, methods, approaches or media that can improve the students’ speaking ability. School committee should be able to help to prepare the facilities which are needed in improving learning process through teachers’ innovation. The next researchers should be able to look for other alternatives to overcome the existing problems with the approaches, methods, techniques, media or other strategies in order to provide new inputs for the next research.

References


