

**THE USE OF ROLE PLAY IN TEACHING SPEAKING TO SCIENCE
CLASS GRADE XII-A AT SMA ISLAM WALISONGO SIDOARJO**

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Abstract

This study analyzed the implementation role play in teaching speaking for xii-a students islam walisongo Sidoarjo. An intepretative qulitative frame work was used in this project. Data were collected by using many ethnographic techniques including: observation, field note, questionnaire and source of data was from teaching learning process, speaking practice from student and interview with teacher. The result show teaching speaking throught roleplay is good tehniqe for student to speak up from the proces implementation of role play make speaking student better and have good impact for student.

Key word: teaching speaking, speaking, role play

Abstrak

Studi ini menganalisa tentang implementasi penggunaan role play di dalam pengajaran bicara untuk siswa kelas xii-A ipa sma islam walisongo sidoarjo. Dalam penelitian ini menggunakan qualitative, data di kumpulkan dengan menggunakan observasi, field note kuissioner dan sumber data berasal dari proses pembelajaran prakter bicara dari siswa dan wawancara dari guru. Hasil menunjukkan mengajar bicara menggunakan role play adalah teknik yg bagus membuat kemampuan bicara siswa membaik dan dampaknya juga bagus.

Kata kunci : mengajar berbicara, berbicara, bermain peran

Introduction

It is the researcher experience that her students are afraid of actualizing themselves when they are learning English inside and outside classroom. She has found out that English lesson is difficult to study that they think only the smartest, cleverest, and brightest students who are able to do this easier and more successful. It results in these students' workless to be equal to these sorts of

students. She has also found out that her students are shy to speak up and afraid of making mistakes when they do this. On theory is emanating from Huang's study (2008). She concludes that role play is certainly worth learning experience for all the students and the teacher. Oberle's study (2004) on role playing activity has resulted on that it introduces 'real world' situations to the students Nunan (2003:103) states that teaching speaking is about to teach English language learners to:

1. Produce the English speech sounds and sounds patterns.
2. Use words and sentence stress, intonation patterns and the rhythm of the second language.
3. Select appropriate words and sentences according to the proper social setting, audience, situation and subject matter.
4. Organize their thoughts in a meaningful and logical sequence.
5. Use language as a means of expressing values and judgments.
6. Use the language quickly and confidently with few unnatural pauses, which is called fluency.

Burnkart (1998:2) states that the goal of teaching speaking skill is to communicate efficiently. Learners should be able to make themselves understood, using their current proficiency to the fullest. They should try to avoid confusing in the message due to faulty pronunciation, grammar, or vocabulary, and to observe the social and cultural rules that apply in each communication situation. Chaney (2010:34) states that speaking is the process of building and sharing meaning through the use of verbal and non-verbal symbols in a variety of contexts.

Kayi (2006) states that speaking is the productive skill in the oral mode that it is more complicated than it seems at first and involves more than just pronouncing words.

The observation was done in science class at xii-A at SMA ISLAM WALISONGO SIDOARJO. The total Respondance was 16 students. The observation done in three meetings first and second meeting 21 august and 28 august the teacher gave material about role play and last meetings was questionnaire for student did in 30 august.

Data were collected and analyzed using variety of qualitative techniques. Among these techniques were response observations, field notes and questionnaires. For data analyzed uses source of data they were teaching learning process, speaking practice and lecture interview

Finding and Discussion

Classroom Observational Field-Notes 1

The researcher held this first observation on August 21th 2014. This observation was started from 09.00 up to 09.35. This observation was cut out by a break for 20 minutes. This observation started again at 09.55 and ended up at 10.30. It meant that this observation only lasted for 35 minutes on each session.

The teacher goes into the classroom and greet after the teacher roll student, there are some students who do not attend school without permission statements that are not so obvious, after the completion of the roll and the teacher asks the students to open the book to continue the next matter of role-play. At this stage the teacher determine what the learning objectives to be achieved through a strategy of playing a role (role-playing) this. This then also determine the details of what to do when learning later.

It actually depends entirely on the reason why teachers want to incorporate a strategy to play a role (role playing) exercise in their learning activities. The teacher introduces the situation clearly to the students so that both characters and audience understand the problems presented. In selecting teacher leaders advise the student that counts, the ability to play this role in the game is not rigid, but free spontaneous figures demonstrate that arise in such situations. By playing the role of the student will be able to experience and feel how to be a figure that may be familiar in their lives. Students will become more sensitive to the problems that exist in the surrounding areas, improve interpersonal skills, and of course can improve communication skills. The teacher pointed to a few students was selected. Students then practice to portray it with the guidance of a teacher. The teacher gives students time to learn to play the role for 25 minutes, after 25

minutes passed the teacher asks the students to perform in front of the class with a friend who has been designated by the teacher. Students also demonstrate proficiency level dialogue with agile and fun; in addition to learning so that students can also play a role-play lesson for students is much in demand by all the students because they were boring. One by one all the groups have come forward. After completion of all teacher asked the students about the role-play these days and the student replied that he is happy for the lesson today because they can better understand and ultimately the students became interested in learning the English language. Hour lesson began ending the teacher ends today's lesson and the teacher rushed to leave the class and the teacher returned to the office.

Classroom Observational Field-Notes 2

The researcher held the second observation on August 28th 2014. This observation lasted for 35 minutes on each session. This observation started at 09.00 to 09.35 and continued at 09.55 to 10.30. It was cut out by a break.

The teacher enters the classroom and say hello and before the teacher started the lesson the teacher asked us to pray first according to their religion, after praying the teacher opened the roll and all of their students absent for many students who do not attend at that time due to illness. After completion of the roll teacher asks the students to open a textbook that will be taught to students, and this time the teacher explains the material on Role-Play, most students do not understand what it's called Role-Play but the teacher tried to explain what is called the Role-Play detail and in the end the students understood what was called Role-Play, the classroom atmosphere is so peaceful silence while observing the students in the teacher explains how your way.

Students practice the conversation told by his teacher that contains 2 students also fought to read and practice the dialogue, the teacher finally asked to take turns reading the dialog role-play, students interested in all with today's lesson and today's students are very active, and unisex students who are still guided by his teacher because spelling is spoken by the student is still not true,

even with painstaking teacher helps students pronounce the correct spelling. In addition to the teacher accompanying the students to read the dialogue eloquence teachers also assess students individually so students were really keen to learn in order to get a good value.

After completion of 2 people came forward in turn the teacher was asking the students to translate the dialogue into Indonesian correctly. Although it had been discussed with the students there is still much to his teacher asked the class becomes crowded and out of control as more and more are asking. 15 minutes later the teacher was asked to collect their work judged by his teacher. All students had been collecting his work student sit while waiting for the teacher corrects their work before, 25 minutes had elapsed teachers also share the fruit of jobs students and students were satisfied proud of them even though there is value being bored and nice. The bell has sounded the hour mark ended English activities and teachers also put an end to these subjects in a way to love homework to students and collected at the next meeting.

The teacher reinforced the students' understanding by repeating her explanation and enriching them by giving examples and illustrations. Unfortunately the bell rang. It was 10.30. The teacher ended up the lesson. She asked the students to read again her explanation at home. She greeted the students. She left the class with the researcher and her friends.

Classroom Observational Field-Notes 3

The researcher held the third observation on August 30th, 2014. This observation lasted for 35 minutes on each session. This observation started at 08.20 up to 09.40.

The teacher goes into the classroom and say hello, as usual before the teacher started the lesson the teacher asked us to pray first according to their religion, after the opening prayer teacher absent for roll call all of their students, these days all students entering all and nothing not enter.

The title conversation hobby. The teacher started the lesson with the previous material that is role-play. The teacher explains the material today about dialogue role-play or play a role and the teacher took the dialogue by stating the issues raised on the lives of young people so that they can feel the problem and encouraged to seek resolution. The teacher has prepared the dialogue to be distributed to students. Once everything is ready, the students perform characterization activities. At this stage the learners begin to react in accordance with their respective roles fit contained in the dialogue play a role. Students are very happy to follow the lessons, the learning method of role-play students can develop the imagination of the students will be more sensitive because of the development of the student's imagination with play her as a character living or inanimate objects.

Role-play methods involve students and make students enjoy learning and this method has the added value, which can ensure the participation of all students and provide equal opportunity to demonstrate their ability to work in collaboration, role-playing game is an enjoyable experience for students. All children have come forward and are now teachers give assignments to students that the student was told to create a dialog that contains themed free with 2 people. The teacher reinforced the students' understanding by repeating her explanation and enriching them by giving examples and illustrations. Unfortunately the bell rang. It was 09.40. The teacher ended up the lesson.

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