TEACHING SPEAKING BY USING ROLE PLAY OF THE FIFTH GRADE STUDENTS OF MINU KH. MUKMIN SIDOARJO

MENG AJAR SPEAKING DENGAN BERMAIN PERAN BAGI KELAS LIMA MINU KH. MUKMIN SIDOARJO)

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Abstract

This thesis was aimed to describe the implementation of teaching speaking by using role play and to describe the students’ responses toward the use of role play speaking in classroom. The researcher used descriptive qualitative method. The subjects of the study were students at fifth grade of MINU KH MUKMIN SIDOARJO. The instrument and the procedure of data collection were used observation and questionnaire. The activities of the implementation involved teacher introduce and explain role play then practice the dialog. Students exercise privately and do performance. The last, teacher gave conclusion. Students' outcomes using this technique were good in criteria with the average 30.6. From the data of students responses, students felt enjoy, happy, and found their self confidence during performance.

Key Words: role play technique, teaching speaking, elementary school

Abstrak

belajar, menciptakan suasana nyaman dan menambah kepercayaan diri siswa. Hasil dari pembelajaran juga memenuhi kriteria baik.

Kata kunci: teknik bermain peran, mengajar berbicara, sekolah dasar.

Introduction

Based on the observation at MINU KH Mukmin Sidoarjo, many students have problems in expressing their speaking. They just follow the teacher’s explanation and keep silent. They are afraid to make mistake. So, it can be concluded that interesting speaking material and its activities is very important for developing their fluency. That is way learning methods have a very important role in teaching and learning. Teaching speaking by using role play is a vehicle dealer or container learning message. Besides attracting the attention of students, learning by using role play can also convey the message to each subject. The application of learning at school, teachers can create a learning atmosphere that attract students’ attention by utilizing creative teaching technique and innovative so that learning can maximized

Many strategies can be applied in teaching English including Role Play. According to Huang (2008) in her study concludes that role play is really a worthwhile learning experience for both the students and the teacher. Comparing to other techniques, role play seems to be the most interesting one for the students. In role play the students act or pretend to be someone else in the actual world situation that is brought into the classroom. Utilizing the technique, peer learning also encourage and sharing of responsibility between the teacher and the students in learning process take place. Besides that, the shy learner, for instance, role play helps them by providing a mask where leaner with difficulty in conversation are liberated.

That’s why the writer tried to use role play technique to teach speaking English. It is hope that the teaching learning English using role play will be interesting for the students and it can be more success in the teaching learning process will run well.

As explained at the background of the study, this thesis tries to answer the questions how the implementation of teaching speaking by using role play is. And how the students
'responses toward the use of role play speaking in classroom are. The purpose of the study are to describe the implementation of teaching speaking by using role play, and to describe the student’s responses of the use of role play speaking in classroom. The researcher used descriptive qualitative method in this research. It is not in number or in statistic but in phenomenon description. Bogdan and Taylor (1992:21-22) state that qualitative research is one of the research procedure that generate descriptive data in the form of speech or writing, and the behavior of those being observed. This research takes place at MINU KH MUKMIN SIDOARJO. The school located at JL. KH. MUKMIN SIDOARJO. This location is very strategic and can be reached easily because it located in the center town. The facility in this place is complete. So, it enables the researcher to conduct the study more effectively. The subject of the study is all of students in their class. They are fifth grade of MINU KH MUKMIN SIDOARJO. There are 38 students in this class. The instruments and the procedure of data collection that are used by the researcher to get the data are observation and questionnaire.

Depending on the basic philosophical approach of the qualitative researcher, many methods exist for analyzing data. Miles and Huberman state that qualitative data analysis consists of "three concurrent flows of activity: data reduction, data display, and conclusion drawing/verification" (1994, p. 10). Based on the statement, the researcher applied data reduction, data display, and conclusion in this research. Data reduction is a stage of summarizing, classifying, and focusing on essential things. In this stage, the researcher needed to separate the accurate data from the in accurate ones. Through the data reduction, the research may focus on the data that will be analyzed. Data display is a stage of organizing the data into patterns of relationship. The data display can make the collected data easier to be understood. In this stage, the researcher presents the narrative text. The verification can be in a form of thick description. The verification is the answer of the research problems that have been formulated.
The Result

In the preliminary activity, researcher and English Teacher designed the activity. The activities are prepared lesson plan and prepared scripts. The Researcher and the Teacher were designed the lesson plan based on the curriculum. Then, the teacher determined the topic which will be learned by the students.

After knowing the material to be covered, the researcher was created two different kinds of dialogue content. Students may choose which one they liked the dialogue and they will use to perform. Students also may change the example of the dialogue with their own words according to their creative ideas. After the teacher was agree with the dialogue, the process of the observations could be started soon.

Based on the finding of observation, Researcher has classified the data into three. There are teacher’s activity, student’s activity and activity using Role Play technique. Based on the data, teacher’s activity can reach the highest frequent checklist for about 64%. Teacher controlled class, delivered learning objectives, demonstrated an example of role play, asked students to practice and display it after they are ready and provided conclusions. All these activities can be carried out well and controlled.

For about 27% from the teachers ‘activity, can reached the middle frequent. The activities are discussed the material after giving example act, divided students into groups, helping students to overcome their difficulty, and mastered class activity so that the activity can be controlled. All of that activity just reaches in middle frequent because teacher gives chance does the students to determine their own disposal groups. Teacher also not too much discussed and given help the students in role play, because many of them can understood after they have seen the acting exhibited by their teachers has been presented.

In prepared equipment activity for performing, students also allowed to set their own space and equipment to be used so the teacher did not play an active role in these activities. In this stage got the lowest frequent (9%). Observation made during the learning activities
of students role play. Data obtained by created a table of student’s activity then display in
the form of descriptions. Based on the data, the researcher described that high frequent
(50%) student’s activities were done teachers’ instructions, students read the scripts,
students do exercise the script and act in front of the class, and students enthusiastically
engaging in acting. Middle frequent (30%) in students’ activity are in activities to asked
the teacher or another students when they do not understood, used any property and do
conversation. Students’ activity in low frequent (20%) is activity to pay attention to another
student’s act while performance and do the task orderly while learning process.

All of the students are active in learning process. Students understood what has been
demonstrated by the teacher explanation. Students also actively read the script and practice
with their own group. Students are very enthusiastic and excited starting from the
introduction of role play until the end of the lesson. Due to the fact that they are very
pleased with the application of this method. During the learning process, students are lack
of discipline awake so impressed rowdy class condition, because all the students are busy to
practice by themselves. There are some students who practiced in their seats, some students
practiced in a relaxed classroom back. All these activities left by the teacher in order to get
the atmosphere as comfortable as possible and without coercion.

Role play learning applied for two meeting. Everything that was going on from the
application of this method has been developed by the teacher the day before carried out
observational research. This activity is carried out on Monday, the 17th and 18th of
September 2012.

In the first meeting, teacher has been prepared the first activity. At the beginning of
the activities, the teacher did not forget to greet the students, followed by checking for the
presence of students. Teacher immediately conditioned the students as good as possible.
Not long before, the teacher immediately started learning to deliver learning objectives.
Teacher communicated the goal of learning. The goal of this study is using very simple
expressions to introduce to someone else and communicate with another person in different social context.

Teacher prepared the core activity by introducing the role play. In this occasion, the teacher gave description and explained its application steps. Teacher stimulated students' knowledge about playing the role. Many students can answered the questions of teachers according to their imagination, another students raised their hands to answered but reversed as it gets cheers from his friends. There are some students made their own argument with their friends. Teacher gave rewards to those who can provide the question. After students understood about role play technique, the teacher gave the scripts to the students and demonstrated the script with the teachers’ accompany and ask students to listen the pronunciation and expression of his face.

Teacher explained the dialogue to the students. The first script is about “ordering something”. Teacher gave example about some simple expressions such as greeting, offering helping, ordering something, and much more. The second script is about the use of expression to identify profession, introducing someone else, and expression to identify the hobby. After that, students followed the teacher’s instruction to demonstrate many simple expressions depend on the scripts. Teacher did not forget to explain the meaning of the conversation until students understand about the scripts.

Teacher reminded students to divide into groups by themselves, and then students can read and work together at home with their group to perform privately. Students may choose which one the script that they use to perform. Students also may recover the scripts based on the prompts or their own ideas. Using their own choice they like, they were more easily to practice the conversation.

Teacher gave prompt and explained it. So, students can recover the scripts by using the prompt at home.

Teacher gave conclusion about the material have been done. Teacher reminded students to study the script at home so that their performance will be successful tomorrow.
On the second meeting, teacher prepared the first activity. At the beginning of the activities, the teacher does not forget to greet the students, followed by checking for the presence of students. Teacher immediately conditioned the students as comfortable as possible. Previously, the teacher immediately started learning to deliver learning objectives with remembering students in previous material yesterday. Teacher communicated the goal of learning again in order to make students remember it.

Teacher prepared the core activity by practice the role play again. In this occasion, teacher performed with the students. Teacher asked other students to listen the pronunciation and their expression. Students are so enthusiastic and excited when they see teacher and students’ performance. They cannot wait to try it. Teacher asked students to exercise privately with their own group for a view minutes. Teacher also gave chance to students to set the place and prepare the property, and also choose their own place to perform by themselves. Teacher helped students if it is necessary. There were many students still face difficulty in meaning. So, teacher helped the students that have difficult in learning. All students read and exercise the conversation. There were students act in their place. There were students do exercise in relaxing place behind the bench.

Teacher called the students to perform in front of the class after they get ready. Students practiced the role play in turn with the script example or their own scripts. In this activity, students were very excited to perform. While waiting for their friend’s act, teacher asked to the students to pay attention toward their friend performance. Students played the role in turn. There were many students very confident in acting out his role. There were a bit shy even though they really want to act. There were students who are usually visible in conversation practice. All of them look very happy with this activity even though they have never done on previous learning.

Teacher discussed the material with the students. In this activity, teacher and students were discussed the material and then teacher gave conclusion. Teacher praised with giving rewards to students who look best. Teacher also asked students whether they are happy with this activity and whether they get difficulties to implementation. Then, the teacher
gave a homework assignment to create their own dialogue with the group and asked the student to practice at home. After that, the teacher distributed questionnaires that have been provided by the researcher to be filled in accordance with their own feeling.

Teacher evaluated student’s performance. Students’ learning outcome presented on the table that adopted by Depdiknas (2006). The researchers followed a series of activities, the results of the learning activities as follows:

Based on the rate of score there are 2 students have very good competence level, 18 students have competence, 16 students have incompetence. Student’s learning outcomes for this activity was good. It can be seen from the average grade achieved a score of 30.6. This activity can be applied to the next learning especially in teaching speaking English. The result, student’s performance that included expression in their act is well. A lot of students who take this activity are very expressing to play.

From the data of students’ responses, 80.5% students like this technique. Students felt enjoy and happy in learning by using role play, they found their self confidence during performance. They like role play when they act and improvisation. For about 19.5% students did not like role play. In addition, for about 78% students wanted to apply this technique and 22% students did not want to apply this way anymore.

DISCUSSION

All of the students were interested in this technique. They had never seen role play in teaching English before. They were very enthusiastic to receive the material. This situation is same as. As Doff (1988) that role play adds an interest to a lesson. All students were active to read and act privately the script with their own groups. No one pass this session. This situation was the same as Pratiwi (2009:60). She stated that at the observation check list, students were active to participate in class during role play process at the fourth cycle.

During performance period, there are many students enjoyed this role. This situation was the same like thesis of Umam (2008) finding. The students seem relaxed and excited
during the performance period. This study also proves the Huang (2008) statement that students can enjoy and profit from role play experience. There are students laughed when their friends act with joke. There are many shy students act. Even they are shy, they try to act as good as possible. Student’s learning outcomes for this activity is good. It can be seen from the average grade achieved a score 30.6. This finding was the same as Susanti’s thesis (2007). She stated that the score by using role play is better.

There were many reasons that described by the students. Most of them feel so happy and enjoy using this technique and another else states that they can improve the English in this role. This finding was the same as Furness (1976, in Huang, 2008) states that students can profit and enjoy from a role play experience: "in terms of improving communication skills, creativity, increased social awareness, independent thinking, verbalization of opinions, and development of values and appreciation of the art of drama". There were students’ states that they found their self confidence during he acts. According to Ladousse (1989 in Eklova 2007) role play also supports the confidence of shy learners because here they are provided with a mask and they can learn the structures and use them in the familiar setting of their classroom. There are another students liked this role because they really liked act. For all of that description, the researcher got strong positive response about this technique. Most of students’ wanted to apply this technique for the next learning. From this stated, it can be concluded that students have motivation to learn by using role play.

Conclusion

The result, it could be concluded, both teacher and students active participated in learning process. This technique motivated students to learn, created fun environment and increased student’s self confidence. Students out comes were also met to good criteria. So, teaching speaking by using role play can be implemented for students at fifth grade of MINU KH. MUKMIN SIDOARJO. So it is suggested for teachers to use role play to teach speaking in their classroom.
REFERENCES


