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IMPROVING STUDENTS SPEAKING SKILL THROUGH ROLE-PLAY IN UNIVERSITAS TEKNOLOGI MATARAM

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Abstract

Speaking is one of tough skills that should be mastered by students in learning English. The aim of the research is to improve student's speaking skill through role play technique. The subjects of this research were 24 students at the third semester of Secretary Department of Universitas Teknologi Mataram Academic Year 2019/2020. The result showed that there was a significant improvement of student's speaking skill after using role play technique in teaching learning process. The students are able to speak in English fluently and confidently. The finding shows that role-play teaching technique is work well and can be applied to improve students speaking skill.

Keywords: *English, Speaking Skill, Role-Play*

INTRODUCTION

Speaking is one of four basic skills (listening, speaking, reading, and writing) that have to be mastered in learning English (O'Malley & Pierce, 1996). Speaking in daily life is an essential element in creating relationship. Since communicating deals with oral interaction, speaking is necessary in communication. Brown and Yule (1999: 25) state "in the production of speech, however each speaker needs to speak. He needs to speak individually and, ideally, he needs someone to listen to him to speak and respond him." According to the statement, speaking is a process of producing and responding of a speech.

One of the most difficult skills language learners faces in language learning is speaking skill. It is believed that speaking is the most important of the four language skills. Many learners state that they have spent so many years studying English language but cannot speak it

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appropriately and understandably (Bueno, Madrid, & Mclaren, 2006 in Hijriati, 2019: 375). Jones also stated that speaking is a form of communication (1989). Therefore, it is clearly stated that everyone needs to speak in order to communicate each other. Moreover, Bygate (1997) affirmed that speaking always deserved attention in literary skills both in someone's first or second language. It is valuable that what you say is conveyed in the most effective way. It can be synthesized that speaking is the process of using the urge of speech to pronounce vocal symbols in order to share the information, knowledge, idea, and opinion to the other person effectively. How you say something can be as important as what you say in getting meaning across.

Speaking is a crucial part of second language learning and teaching. Chaney (1998 in Sudibyo, 2019: 3) states that speaking ability is the process of sharing and building meaning while using verbal and non-verbal symbols, in different situations. Speaking is significant in both language learning and teaching. For long time, students recall the activities and memorized the conversations but nowadays, they should study how to express themselves. They should follow social and cultural rules in any context.

There are some problems for speaking skill that the researcher can come across in helping students to speak in the classroom. These are inhibition, lack of topical knowledge, low participation, and mother-tongue use. Embarrassment is the first problem that students encounter in class. When they want to say something in the classroom they are sometimes inhibited. They are worried about making mistakes and fearful of criticism. They are ashamed of the other students' attention towards themselves. The second problem is that learners complain that they cannot remember anything to say and they do not have any motivation to express themselves about what to say, which vocabulary to apply, or how to use grammar accurately. The third problem in the speaking class is that the participation is very low. In a class with a large number of students, each student will have very little time for talking because just one student talks at a time and the other students try to hear him/her. In the speaking class, some learners dominate the whole class while others talk very little or never speak. The last problem related to the speaking ability is that when some learners share the same mother-tongue, they try to use it in the speaking class because it is very easy for them (Tuan & Mai, 2015).

According to Harmer (1991), there are some reasons why learners use mother-tongue in their speaking classes. The first reason is that when lecturers ask their learners to talk about

a topic that they do not have enough knowledge, they will try to use their language. The second reason is that the application of mother-tongue is very natural for learners to use. If lecturers do not urge their learners to talk in English, learners will automatically use their first language to explain something to their classmates.

The existence of English in Indonesia is as a foreign language (EFL). This situation also creates speaking skill being essential to be learned. The main purpose of learning English is to be able in using English as the communication tool when speaking with others, especially with foreigners. Teaching speaking is an activity of giving instruction to a person in order to communicate. The goal of teaching speaking skills is to communicate efficiently. Hijriati (2019: 376) also added that speaking helps learners develop their vocabulary and grammar skills and makes their writing skill better. Students can express their emotions, ideas; say stories; request; talk, discuss, and show various functions of language. Speaking is vital outside classroom.

Role-play is significant in showing speaking since it offers students a chance to rehearse in various social settings and in various social jobs. Furthermore, it likewise permits students to be innovative and to imagine someone else's perspective for some time. Pretend is in this manner a classroom action which offers the students a chance to rehearse the language, the parts of job conduct, and the real jobs he may require outside the homeroom (Wibawanti, 2020). On the book Pictures for Language Learning, Wright (1989:126) expressed that in pretend the students envision they are in a predetermined circumstance. They may assume the personality and job of another person or act naturally. From clarification over, this examination presumes that by utilizing pretend method, the students are required to be dynamic language speaker.

Role-play is one of teaching technique in the 21st century. Pinatih (2021) claimed that role-play can be defined as a simulation or an action in imitating a character, mostly student play act being someone else in the real world. Role-play is a technique which can promote students to speak in the classroom. Role-play is a teaching technique in which students are given specific roles and they must speak and behave based on the roles they receive. The implementation of role-play technique improves students' both in speaking ability and self-confidence. Role-play itself is a successful method to improve speaking aptitude. It indicated that it brough a beneficial outcome which improves speaking aptitude essentially.

Role-play are acceptable strategy to train vocabulary and vocabulary itself can't separate from speaking.

Teaching English in terms to develop student' speaking skill requires some techniques to achieve active and creative students. Therefore, the students must speak more in the process of learning. English is not simple one, because there are several components should be mastered, such as pronunciation, grammar, vocabulary, fluency, and comprehension (Brown, 1983). In this case lecturers are supposed to be creative in developing their teaching learning process in improving the students' speaking skill by creating good atmosphere at class, and giving attention to the elements of speaking and creating joyful English class.

RESEARCH METHOD

The research was done at the Secretary Department of Universitas Teknologi Mataram. Subjects of this research were the third semester students who were taking Bahasa Inggris Niaga Dasar class Academic Year 2019/2020. The sample was 24 students whom chosen randomly. The data was taken by the following instrumentation: first, an oral presentation tests, the observation sheet, field notes. To get information about students' improvement in speaking accuracy the researcher gave the students' speaking test in three post-test such as post-test 1, post-test 2, and post-test 3. In this research data source was taken by giving the test to the students.

In pre-test, the researcher asked students to deliver presentation to know the student's speaking skill. The presentation was about the personal information and educational background. After conducting pretest, it is continued with teaching the students using role-play in six meeting. In post-test 1, post-test 2 and post-test 3, the researcher used role-play technique to know the student's improvement in speaking. The students' speaking scores were gathered by summing up the pronunciation and fluency score. The criteria as seen on the followings (Soraya, 2017:4):

Table 1. Pronunciation Score Criteria

Score	Description
5	Pronounces perfectly each word
4	Pronounces very little mistakes of each word
3	Pronounces little mistakes of each word, but can be understood
2	Pronounces some mistakes of words
1	Pronounces very much mistakes and is hard to be understood

(TFU Foreign Language Assessment Rubric)

Table 2. Fluency Score Criteria

Score	Description
5	Speaks smoothly with little hesitation
4	Speaks with some hesitation and doesn't interrupt the conversation.
3	Speaks with some hesitation and sometimes interrupt communication.
2	Speaks with much hesitation and often interferes with communication.
1	Speaks very little or doesn't speak at all.

(TFU Foreign Language Assessment Rubric)

FINDING AND DISCUSSION

The researcher teaches Bahasa Inggris Niaga Dasar for students of Secretary Department in Universitas Teknologi Mataram (UTM). In the first meeting, in order to know their level of speaking skill, the researcher gave them pre-test by asking them to deliver 2 minutes oral presentation. After analyzing the students' speaking performance, the average score of their speaking Pre-Test was under 60 which the result was far from satisfying.

The students were noisy and busy with their own business in the pre-test. In attracting the students' attention, role-play has worked well on the students. The researcher applied role-

play technique as students working in group, practicing and performing of role-play. The students got interested to learn and get involved in the process of studying, as the material given:

Table 3. The Students' Role-Play Material

Number	*Role-Play Assignment*	*Topic*
1.	Post-Test 1	**Business Meetings** Dialogue: Arranging a Meeting Dialogue: Postponing a Meeting
2.	Post-Test 2	**Business Trips** Dialogue: Business Trip Etiquette Dialogue: Emergency Business Trip
3.	Post-Test 3	**A Telephone Call** Dialogue: Making Telephone Call Dialogue: Answering Telephone Call

Based on the result of the data collection, there were some progresses from the first post-test until the second and third post-test. The students that had many speaking problems in the pre-test, then improved their speaking skill in the first post-test and second post-test and got better improvement in the last post-test. This can be proven from the results in the Chart below:

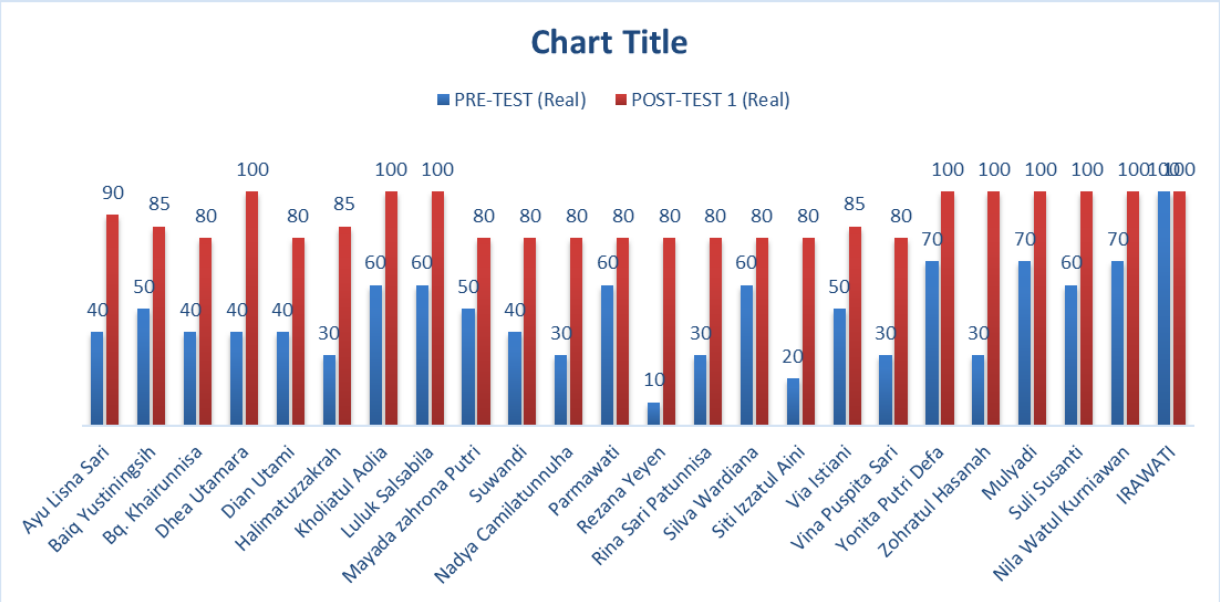


Chart 1. The Student's Improvements in Speaking

The used of role-play technique as a teaching technique can give many positive advantages for students. Those advantages were:

1. The class turns to students centered by providing role-play. Students speak individually and demonstrate their ideas individually.
2. Students' interest is increasing in speaking English through role-play technique. Student found that the used of role-play as a teaching technique is more pleasant rather than learning by using book only.
3. Students socialize and practice the scenes they get as role-play serves many opportunities to practice the language and their social skill. With this practice, students get more time to develop their speaking skills.
4. Students grow a real-world concept and get more deepen knowledge by doing role-play. Furthermore, students build a real-world concept when they did the scenario which tells more all about life.
5. Students can grow a good habit for their social life. They learn how to behave in a specific situation. It refers to the way students interact with others and they practiced scenarios that reflect real life.

Based on the findings and discussion of the study, it simply concluded that the use of role-play technique significantly can improve students' speaking ability. It can be seen from the difference in student scores during the pre-test and post-test 1, post-test 2 and post-test 3, as seen below:

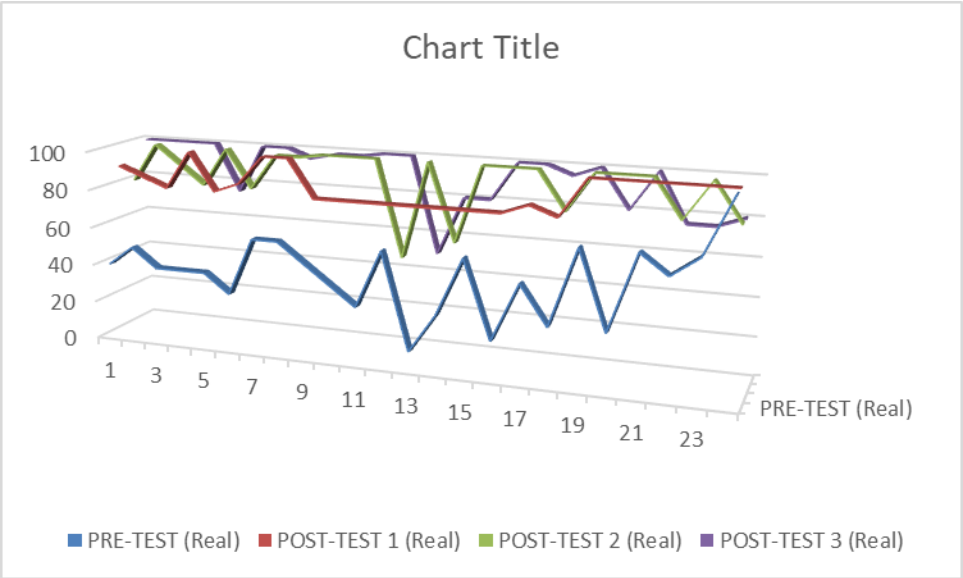


Chart 2. The Pre-Test and Post-Test 1, Post-Test 2, and Post-Test 3 scores

Students' score at the post-test 1, post-test 2 and post-test 3 stages were higher than those at the pre-test stage. This reveals that there is an improvement in student score after the implementation of the role-play teaching technique. Therefore, it can be concluded that one alternative to improve students' speaking skill is by the implementation of role-play technique.

From the chart above, it can be seen that students' speaking skill is growing. It is the right components as media to motivate and attract the students to speak English well through role-play technique. Improving students' speaking skill through role play was a success.

CONCLUSION

The researcher found that the students had some difficulties or problems in mastering speaking. First, they could not easily choose appropriate exposures in a certain context. Second, they found difficulties in pronouncing words and using right intonations and stress patterns when they spoke in English. Third, they had limited vocabulary mastery which

became constrains and barriers when they wanted to share their ideas. Moreover, they often made grammatical mistakes that caused them to have low self-confidence in speaking.

Furthermore, from the result of analysis of the research, it is proven that the students' score of speaking taught by using role-play is better. This result has answered the research question that use of role-play in teaching speaking is effective. The use of role-play can make speaking and learning activity more enjoyable and interesting. It is because role-play technique helped the shy students in speak by providing an opportunity, the students with difficulty in conversation are liberated. In addition, it is fun and most students will agree that enjoyment leads to better learning. In the end through role-play technique, students speaking ability in Secretary Department Academic Year 2019/2020 improve very well.

Based on the result of the classroom action research and the conclusion as well mentioned above, the researcher points that there are many kinds of activities can promote the students to speak actively in using English as the foreign language. The researcher noticed some advantages from applying this technique as follow: The students can interact with their friends which make them motivate to speak while playing attention the speaking aspects. The students can correct themselves on grammar, pronunciation and increase their vocabulary after repeating the script.

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