THE EFFECTIVENESS OF ROLE PLAY STRATEGY IN TEACHING SPEAKING
(The Case of English department students of *Majalengka* University)

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ABSTRACT

The success of learning is much influenced by the extent to which the students are involved in teaching and learning process. Many students fail to reach the goal of the English teaching. They are not able to communicate with the language either orally or in written form although they have learned English for many years. It call to the lecturer to find the appropriate teaching strategy. The field of this research is teaching speaking. Furthermore, this research focuses only on the observing and analyzing data about applying Role - Play strategy in the speaking class; to find out the effectiveness of Role - Play strategy and to find out students' response toward applying this strategy. This research uses Classroom Action Research (CAR). The Classroom Action Research consists of four phases those are: Planning, Acting, Observing, and Reflecting. The subject of this research is PBI I - A students of English Department. In collecting the data, this research uses observation, questionnaire, and test. Based on the research findings, it can be said that using role play strategy is success since the criteria of success were achieved. The criterion of action success is 75% of students could achieve the target score. It can be concluded that Role - Play strategy is effective and students' response toward applying this strategy are good and enthusiasts.

Keywords: Role Play, Speaking and Teaching speaking

INTRODUCTION

In this part the writer will present the Background of study, reasons for choosing the topic, statements of the problem, the objective of the observation, the significance of doing the observation, the method of doing the observation

Background of study

O'Malley and Pierce (1996) say that speaking seems to be an important skill that a learner should acquire. It is very important in order to enable students to communicate effectively through oral language. The success of learning is much influenced by the extent to which the students are involved in teaching and learning process. Beside it also, In accordance with students' ability, knowledge and their style in learning. In addition, the success of learning helps the students to overcome their difficulties. The lecturer must give students more opportunities to use English in a real situation.

In fact, Many of the learners in a speaking class are reluctant speakers. This reluctance is partly due to their prior learning experience. Their opportunities to speak are severely limited. We cannot deny the fact that

this failure is caused by many problems during the instructional process. The problems of English teaching seems to be of particular importance. It can be said that the lecturer still meets some serious problems in teaching speaking.

Considering the problems explained above, the researcher interested to conduct a deeply research to overcome the problem faced by students in learning speaking. In this study, researcher tried to use "Role - Play Strategy". This research will prove how Role - Play strategy effective in teaching speaking.

Reasons for Choosing the topic

The number of considerations are proposed to show the importance of conducting this research. They are as follows:

1) Many students fail to reach the goal of the English teaching. They are not able to communicate with the language either orally or in written form although they have learned English for many years.
2) The students' low speaking ability might cause low motivation to speak English which affected by their ability in speaking and influenced by their own mother tongues.
3) Most students are unmotivated in learning speaking as the result of the monotonous and inappropriate teaching techniques.

Statements of the problem

Dealing with the issue, the following statements are two main research questions:

1) How is the students' response of using Role - Play strategy in teaching speaking?
2) What makes Role - Play strategy effective in teaching speaking?

Objectives of the study

In accordance with the research questions, the objectives of the study can be stated as follows:

1) To Find out how is the students' response of using Role - Play strategy in teaching speaking
2) To Find out what makes the Role - Play strategy effective in teaching speaking

Significances of the study

The result of the research can contribute some benefits as bellows:

a) **Theoretically**, The result of this study is expected to be useful to give alternative way to overcome the problems in teaching and learning process especially in speaking class.
b) **Practically**, This study can also be used to improve and develop the students' abilities in English speaking. Because it will give them a lot of new experiences in order that they will be more interested and enjoy to be a good English speaker.

c) **Pedagogically**, This study hoped can give positive influences to students in their English speaking skill directly.

Methodology

The design of this study is classroom action research (CAR). This design was chosen dealt with the classroom setting in order to find out solutions to the classroom problems in the teaching of speaking.

Regarding collecting the data, Researcher provides a test, questionnaire and calculate a result of observation. A test (Pre - test and post - test). These are oral test. Lecturer divided students into several group and then they present some dialogue with different title that given by the lecturer. And to find out the students' response toward applying Role - Play strategy, researcher provides a questionnaire which fulfill by students' point of view.

REVIEW OF RELATED LITERATURE

In this part of paper, the writer will present the explanation of Role - Play, Speaking and Teaching Speaking

Role - Play

Many experts have different opinions in defining Role - Play. The following are some of the point of view about Role - Play.

Ur (2007) stated, "Role - Play is giving students a suitable topic provides interest and subject – matter for discussion, dividing them into groups improves the amount and quality of

the verbal interaction". Here, the writer concludes that the students will communicate more freely if they have a role to hide behind.

According to Gower et-al (1995) , "A Role - Play is when students take the part of a particular person: a customer, a manager, a shop assistant, for example. As this person, they take part in a situation, acting out a conversation. It is unscripted, although general ideas about what they are going to say might be prepared beforehand. These might well come out of a text or a previous context". It means that Role - Play has number of possibilities for communication practice. Students are no longer limited to the kind of language used by learners in a classroom.

Meanwhile according to Revell (1994), Role - Play defined as an individual's spontaneous behavior reacting to others in a hypothetical situation. The essential core of the activity is understanding the situation of another person, and to do this well the 'player' needs to come to **grips** with the other participants' roles, not just his own . It can be illustrated that in Role - Play, a player is given basic information about who he is, what he is like, and what he wants to do. A player must interact with others relate to the situation to theirs.

Speaking

Speaking skill is one of the basic language skills that has important role rather than other skills due to its significant and its use for communication. So that, the writer will

explain about the nature of speaking itself in order that gives the obvious information about what speaking is.

In the point of view of Jones (1989), speaking is a form of communication, so it is important that what you say is conveyed in the most effective way. How you say something can be as important as what you say in getting meaning across. Based on that opinion, speaking is realized as communication, therefore, speakers are required to be able to express what they want to say as effectively as possible in order to convey the message.

Bygate (1997) says, "Speaking is a skill which deserves attention every bit as much as literary skills, in both first and second language. It is the skill which the students are frequently judged. It is also the vehicle par excellent of social solidarity, of social ranking, of professional advancement and of business". It indicates that as one of the language skills, speaking should get the attention from teachers and learners because it plays the important role in our society.

Meanwhile, Donough and Shaw state, "There are some reasons for speaking involved expressing ideas and opinions: expressing a wish or a desire to do something; negotiating and/or solving a particular problem; or establishing and maintaining social relationships and friendships. Besides, fluency, accuracy, and confidence are important goal in speaking".

Therefore, as a language skill, speaking becomes an important component to master by the students as the main tool of verbal communication because it is a way to express ideas and opinions directly what we have in our minds.

Based on the previous definitions above, 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. Moreover, speaking cannot be dissociated from listening aspect, because speaking involves speaker and listener.

Teaching Speaking

What is meant by teaching speaking according to Hayriye Kayi in *Activities to Promote Speaking in a Second Language* (http//:iteslj.org/Technique/Kayi-Teaching Speaking.html) is to teach English language learners to:

a. Produce the English speech sounds and sound patterns.

b. Use word and sentence stress, intonation patterns and the rhythm of the second language.

c. Select appropriate words and sentences according to the proper social. setting, audience, situation and subject matter.

d. Organize their thoughts in a meaningful and logical sequence.

e. Use language as a means of expressing values and judgments.

f. Use the language quickly and confidently with few unnatural pauses, which is called as fluency.

In those meanings of teaching speaking above, the teacher must pay attention of some important aspects include producing sentences, intonation, rhythm and stress. Those sound productions must be meaningful because it must be produced logically from thoughts.

FINDING AND DISCUSSION

The effectiveness of Role - Play strategy in teaching speaking

1. The Result of Pre Observation

Pre observation was conducted to observe the process of teaching learning in speaking activity before implementing the action. The lecturer also the writer conducted pre observation in the PBI I - A and PBI I - B. Based on the pre observation result, the PBI 1 - B class showed they are more passive than another class. Most students in PBI 1- A did not participate in class conversation, discussion, and shy in giving oral presentations. They were not courage to involve in the speaking learning process. They were encountered with the hesitance of practicing the material as well as the drilling conducted by the lecturer in the learning process. In the other words, the students have the problems with their confidence. Therefore, they need a

technique to improve their speaking skill and make the English - speaking subject more exciting.

2. The Result of Pre Test

The pretest had done before the Classroom Action Research. The pre-test was in interview form. Then, the scores were taken in five criteria as stated by Heaton, which are the scores of **pronunciation**, **grammar**, **vocabulary, fluency** and **comprehension**.

Based on the result of pre test, the data showed that the mean score of pretest was 56.77. It means that the students' speaking mean score before using role play or before implementing CAR is 56.77. There were 4 students who had passed the passing grade and there were 20 students were still below the standard score. From the pretest result, it could be seen that students' speaking ability was still very low.

3. Findings of the Cycle
a. Planning

In this phase, the writer/ lecturer made a planning for the action based upon the problems faced by students toward speaking ability. In this case, the writer arranged a lesson plan (SAP) based on the teaching material. Beside of making lesson plan, the writer also prepared the post test 1 to collect the data to know whether there are some students'

improvement scores from pretest to posttest1.

b. Acting

The action of the cycle 1 was done on October 12th and 16th 2016. In acting phase, the Lecturer implemented lesson plan that had been made before. Here, the Lecturer conducted role play by using scripted role play. First, the Lecturer introduced the material by giving example of dialogue and related vocabulary items. Second, the Lecturer explained to the students about the situation and condition when using expression of asking and giving opinions. Third, the Lecturer wrote some examples and demonstrated how to pronounce it. Fourth, the Lecturer divided students into group of two and gave script of dialogue. Next, the students practiced and memorized the dialogue, and performed the dialogue in the front of the class. Then, Lecturer gave feedback to the students after finishing their performance. At last, the Lecturer gave general conclusion. That is about material that has been done by the students in their role play.

In the second meeting, the Lecturer gave the posttest1 in the end of cycle 1. It was in role play form and conducted in pairs. The students created a dialogue based on the role card given then perform it in the front of the class. The posttest1 is carried to measure how well the students' achievement in speaking improved.

c. Observing

In this phase, the observer tried to notice all activities in the physical classroom activity. It might be about the Lecturer's performance, students' response and students' participation during teaching and learning process using role play technique.

First, related to the observation checklist for the Lecturer. The Lecturer delivered the material by combine the native and target language. Next, when asking the information from the students, the Lecturer conducted it by predicted way. Meanwhile, in giving request to the students, the Lecturer used pre request. Furthermore, there was minimal sustained speech during teaching and learning process. Moreover, the Lecturer responded the students' participation in a form reaction. At last, the Lecturer used various utterances in teaching and learning process such as correction, explanation, and comment.

Second, related to the students' response, some students still did not pay attention to the Lecturer's

explanation. Some of them also did not practice with their group. Moreover, they cheated each other while other students were asked to perform role play in the front of the class. However, the teaching and learning activity happened enthusiastically even some students seen do not interest.

Third, related to the students' participation, it showed some progress than before implementing the role play technique. Some students participated in class conversations, discussions, and giving oral presentations (perform). Their pronunciation and fluency were better than before. Besides, their feeling confident about speaking in have some progress even need much more practice.

d. Reflecting

The writer/Lecturer evaluated about the conclusion of implementing the action. Based on the result of posttest 1, they were only 13 students or 36.11% of students who passed the passing grade. Then, the writer and the Lecturer tried to modify the action in order 75% of students in the class could pass the passing grade (standard score). Instead, the writer and the Lecturer felt satisfied enough because their efforts to improve students' speaking skill had been improved

proven by score they get although not all the targets accomplished yet. Beside of that the students seemed to accept the material easily by using role play. From the reflecting phase above, there must be more efforts to improve students' speaking ability by using role play. This efforts was done in the next lesson plan of cycle two.

Students' Responses of using Role - Play strategy in teaching speaking.

1. The Result of Posttest

Here the writer inputted the result of data including the pretest, posttest 1, and posttest 2 into a table as following:

Table 3.1

The Students' Speaking Score of Pretest, Posttest 1, Posttest 2

Students' Number	Pretest	Posttest 1	Posttest 2
S1	65	67	76
S2	60	70	77
S3	66	72	78
S4	65	70	79
S5	70	75	80
S6	79	80	85
S7	67	80	84
S8	67	85	87
S9	80	87	90
S10	70	76	80
S11	73	75	86
S12	77	80	85
S13	84	83	85

S14	70	75	80
S15	79	80	85
S16	67	80	84
S17	67	85	87
S18	78	80	84
S19	76	79	79
S20	68	78	78
S21	77	80	81
S22	69	75	79
S23	75	71	82
S24	79	80	81

2. The result of Questionnaire

Based on the questionnaire that was given to the students after accomplishing the second action of cycle 1, it was gained the students' response toward the learning process using role play technique in speaking. The response is presented in the following table:

Table 3.2

Students' questionnaire Result

Indicator	Statement Value	Percentage	Conclusion
Students interest toward the material by using role play strategy	4	40.06 %	Positive
	3	52.94%	
	2	5.38 %	
	1	1.59%	
The effectiveness of applying Role - Play strategy	4	50.25 %	Positive
	3	42.23 %	
	2	4.54 %	
	1	2.96 %	

From the table above it is known the students' response toward the learning activity that had done shows almost all students agree to the teacher's professionalism and performance during the learning activities. They also admitted that they got more interested to use role play technique to improve their speaking skill

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