

IMPROVING THE STUDENT'S SPEAKING SKILL USING ROLE PLAY AT X CULINARY CLASS 1 OF SMKN 8 SURABAYA

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First Received: 02-09-2022; Accepted: 30-09-2022

Abstract

This study is about the use of role play to improve students' speaking ability in the case of the X Culinary 1 Class of SMKN 8 Surabaya. The purpose of this study is to find out whether the use of Role Play to improve the students' speaking ability. The object of this study was the X Culinary 1 Class of SMKN 8 Surabaya. Total of 36 students from the X Culinary 1 Class of SMKN 8 Surabaya were involved in this study. I used questionnaires to collect the necessary data. The data were in the form of questions, from which the data analysis was done. In conducting the research, I observed the students' activities in the role play. From the observation, it was found out that with the use of role play students were more encouraged to speak English, they more often spoke in English, were able to give feedback to other speakers, and used their vocabulary more in order to make their speaking alive. The result of the analysis showed that students spoke more bravely and fluently than before while using role play. I suggested some ways to teach speaking using role play; the teacher should recognize the students' experience to make a more simple activity because if they have ever had such a situation they could do the activity easily. The teacher should guide the students to do role play and how to do it well. The teacher should make the students understand the situation in details to give good performance, and if the treatment has done in a long time, it will get a better result.

Keywords: Role Play, Speaking, Improve Students' Speaking Ability

INTRODUCTION

Speaking is one of the major language skills, which has distinctive characteristic from others. Some linguists give some definitions of speaking that may help us to get clearer description. As stated by Chaney in Kayi (2006) "speaking is the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of context". The speaking skill needs to be mastered because it helps listener make sense of a message from a speaker. According to Bygate in León and Cely (2010) speaking is a skill that deserves attention as

much as literally skills in both native and foreign languages. As it is one of the important skills that should get much attention at school, the teacher has to work harder to create interesting teaching activities. Therefore, Rao (2019) state, one of the most important aspect of speaking English is having better communication skills because it is an international language. So, if students can master English, they can adapt and talk to anyone easily when they move from one country to another or when they meet native speakers.

Teaching of English speaking is very important. Most Indonesian students think that English is difficult to study, especially speaking. The teacher should avoid becoming over-critical of the students' performance. Based on teaching and observation done in X Culinary 1 Class of SMKN 8 Surabaya most of students have difficulties speak in english. They have a problem to express their english language in the class. The problem is the students' desire to speak in English is very low since they preferred to speak in Indonesian than to speak in English during the teaching and learning process. Moreover, students also lack confidence in speaking English. It happened in the class since the students were participated passively in teaching and learning process of speaking. Anne Burn points out that the teaching and learning of speaking are a vital part of any language education classroom; not only does the spoken language offer 'affordances' for learning as the main communicative medium of the classroom, but it is also an important component of syllabus content and learning outcome. (2019). Basher (2011) describes that language learners need to recognize that speaking involves three areas of knowledge: Mechanics (pronunciation, grammar, and vocabulary); Functions (transaction and interaction); Social and cultural rules and norm (turn taking, rate of speech, length of pauses between speakers, and relative roles of participants).

Considering the students' problems and the causes of them, the teacher determined to use the attractive teaching model with the hope that there will be improvement in students' motivation. The teaching model that the teacher wants to use is role play. Role Plays are activities which students are asked to imagine that they are in different situation and act according to the situation Harmer (2001). It is a student-directed activity in which student act out or dramatize a particular situation, circumstance, or idea (Burden and Byrd, 2010). A

person should act as if he were someone else or in another situation. Students are expected to be a good actor in a different situation. They should interact with another person and they could put their position in the right place. Arham et al., (2016) stated that the implementation of role-play technique improves students' both in speaking ability and self-confidence. Therefore, Jakob (2018) says, to make the role-play teaching technique run smoothly in the classroom, here are several steps of the implementation of the role-play teaching technique: Explain to students about the technical implementation of the role-play; Dividing students into groups; Tell a story or situation to students; Provide vocabulary that reflects the story or situation; Give students time to prepare the dialogue from the role-play that will be present; Give time to students in each group to present their role-play in front of the class; Allow each student an opportunity to provide feedback among the group. Many techniques for teaching speaking can be applied such as scaffolding, reading aloud, and role play, however role play seems more effective because it encourages the students an opportunity to practice communicating in real- life spoken language. Role play is important in teaching speaking because it gives students an opportunity to practice communicating in different social contexts and in different social roles. In addition, it also allows students to be creative and to put themselves in another person for a while.

Some studies have been carried out to prove that role play is an interesting activity which contribute to the success of English learning in class. Those are the ones carried out by Prima (2014), She did research about how role play can improve the students english speaking skill in english extracullicular class at SMP Pangudi Luhur 1 Yogyakarta. She divided the result of his research into two aspects. Firstly, role play learning showed two challenges as the students could not focus on the learning process. This was because of the noise made by many students in the class. Secondly, apart from the challenges, students attitudes on role play learning in fact showed positive direction proven by students' reflection sheet. The students expressed that they enjoyed the learning process using role play activities. The next one is Priyono (2014) he was also did reserch the use of role play can improve student speaking ability at MAN 19 Jakarta. The implementation of Priyono's role play technique was successful since the criteria of success were achieved. It is proven by data's that was derived from this study.

First, from the interview result showed the students were more motivated and interested in learning English. Second, from the test result which consists of three tests; pre-test, posttest of the first cycle and posttest of the second cycle. Those two research were about role play in the students speaking skill improvement and motivation. The previous studies and the current study are the same in the use of role play to improve the students' speaking skills, however the difference is in the research participant. The previous ones were using Junior High School students and Senior High Schools students as the research participants, however, the current research used Vocational School students as research participants. As it is known, the students of vocational school are expected to be able to work immediately after graduation. Therefore, the result of this study is expected to give better insight for the teacher about the interesting teaching models so that the students will be motivated and the learning achievement can be reached.

This research is aimed at finding out whether role play is able to improve the student's speaking skill at X culinary class 1 of SMKN 8 Surabaya in English lesson.

METHOD

This study is Classroom Action Research. The participants of the research were the Tenth Culinary Class 1 of SMK Negeri 8 Surabaya. There were 36 students used as the research participants. The research participants were chosen because of the problems in speaking during the learning process, based on the observation. There were two data collected using observation sheets and speaking tests. The speaking test were given to investigate the speaking score and the observation sheets were given to inform the students' respond during the learning process. This Classroom Action research was carried out in two cycles, each cycle consists of four stages, and they are: Planning, Action, Observation and Reflection. The first cycle was unsuccessful as the most students got score under of 70 (KKM) and under of success indicator 85%. The process of doing the first and the second cycles was the same except in the classroom activities.

FINDINGS AND DISCUSSION

After getting the result of the figures and data, generally it's known that the use of Role Play Activity has run well. There were two cycles done in this investigation due to the result in the first cycle couldn't reach the succes pointer, as seen in the following table :

Table. 1. The Score summary of precycle to cycle 2.

Number of the Student	Score		
	Precycle	Cycle 1	Cycle 2
1	57	71	72
2	70	76	77
3	80	78	80
4	77	66	71
5	70	69	77
6	68	70	72
7	69	73	76
8	71	71	79
9	65	71	74
10	50	72	76
11	62	72	77
12	70	78	80
13	70	75	78
14	51	72	73
15	60	68	70
16	71	72	75
17	71	75	77
18	51	71	73
19	72	75	80
20	65	72	74
21	57	64	70
22	76	72	76
23	72	73	78
24	75	77	81
25	60	69	76
26	60	71	75
27	62	69	71
28	60	71	81
29	70	71	72
30	70	73	77
31	45	58	65
32	73	75	77
33	75	73	80
34	62	76	77
35	66	78	80
36	67	69	73

% (score \geq 70)	47,22 %	77,77 %	97,22 %
% (score < 70)	53,88 %	22,23 %	2,78 %

The research result showed that in general the students' get progress score after applying this action research. In the precycle 17 students' get score \geq 70 (47,22 %) and 19 students' get score < 70 (53,88 %). Its showed many students' were not achieve of KKM and success indicator. Therefore, the writer need to be applied Classroom action research. In the Cycle 1 28 students' get score \geq 70 (77,77 %) and 8 students' get score < 70 (22,23 %). Its showed many students' get progress but not achieve of KKM and success indicator. Therefore, the cycle 2 should be do by the writer. In the Cycle 2, 35 students' get score \geq 70 (97,22 %) and 1 students' get score < 70 (2,78 %). Its showed successful action research, many students' get progress of KKM and success indicator. This research was allowed to better the class X Culinary Class 1 of SMK 8 Surabaya students' speaking skill through role play. According to the result of the finding, the students made some progress from cycle 1 until cycle 2.

Cycle 1

The students were not really concentrate to the teacher explanation. They were busy with their work. This was because they were not really interested in the learning process. The students also were a bit noisy because they tended to speak much. When the group were performing the dialogue, the other group did not pay their attention. This was because they did not understand the purpose of the role play. The fluency and pronunciation of each partner was not really good. They frequently mispronounced some words. Occasionally, they did not say a word that they felt hard to say. This was because they were afraid of making mistake. This is in line with the previous studies from Prima (2014) dan Proyono (2014). Where the students not pay attention and make a mistake when show the situation of role play. According to Burden and Byrd (2010), Role Play is a students - directed exertion in which students act out or depict a particular situation, circumstance, or idea. A person should act as if he were someone differently or in another situation. scholars are anticipated to be a good actor in a different situation. They should interact with another person and they could put their position

in the right place. Relating to this case, the bystander revealed that the perpetration of role play to stimulate students to speak is good way, besides it is delightful, it also can make students fraternize themselves and make their solidarity. But preceptors have to be more pay attention to students who lacks in speaking aspect. Because occasionally, the students feeling unable in front of their friend when they can not do probably the other did, so that pupil would not work well during the exertion. Thus, school teacher has to cover all students without any exception and make them to attempt to do as good as their friend do to speak.

Cycle 2

Based on the observation of the amusement stage, it was set up that the position of noisy when the students performed the material had been reduced. This was because each group paid further attention to the performing group to find their partner mistake. As the result, the performing group was more confident and easy to be observed. The target students were also better than in the former cycle. They did some enhancement in the alternate cycle. They were suitable to pronounce some words and this affected their ignorance when they performed. Indeed, there were many of them were not really good at pronunciation, they showed their enhancement at least.

Based on the data, the role play can be used to improve speaking skill. This is in line with the previous studies from Prima (2014) and Proyono (2014). Where the result of their result are that the role play is suitable to improve speaking skill.

CONCLUSION

The result of the data analysis can be interpreted as using role play activity in speaking class can improve the students speaking skill. The role play activity could make the scholars more active and they could use English confidently through Role Play activity. There were several problems faced by the teacher and the students in doing role play activity. The problems faced by the schoolteacher were the source and control of the scholars. The problems faced by the scholars were difficulty in cooperating with their mate, difficulty in using English, the unclear teacher instruction, and the students aversion to English. The study revealed that the

preceptors scored largely on teacher warmth, teachers cognitive behavior and teachers ingenuity and motivation.

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