THE USE OF ROLE PLAY TO IMPROVE SPEAKING SKILL FOR GRADE XI
OF SMK SANGKURIANG 2 CIMAHI

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Abstract

The qualitative data were analyzed by reducing the data, displaying the data, drawing conclusion and verification. The outcome of the quantitative data is the main score of the test . The validity of the research data was, effect, progression, catalytic, and dialogic validity. The reliability of the research data used three step of triangulation, the first is time triangulation, the second is investigator triangulation, and the last theoretical triangulation, finally we have to used inter-rater reliability. The the pre-test result that the mean score of the grammar in the students' performance was only 2.0. The vocabulary mean score was 2.5, the perception mean score is 2.7, the fluency mean score was 2.2, and the pronunciation's mean score was 2.3. Meanwhile, the mean score of the grammar in the students' performance in the post-test was 3.0. Then, the vocabularies mean score is 3.5, the perception mean score is 3.2. the fluency mean score is 3,0, and the pronunciations mean score is 3.0. Therefore, it is very clear that there were significant improvements on the students' speaking skill through the use of role play. Therefore, it was very clear that there were significant improvements on the students' speaking skill through the use of role play.

Keywords: *Improvements, Role plays, Speaking skill*

INTRODUCTION

Speaking is the way of people to express and communicate ideas to others orally. Speaking is speech created by the speaker with an meaning of being known and then, the listener processes the sayings in order to know the speaker's intention, that is appropriate with the concept Efrizal (2012). Richard (2008: 19) as cited in Parmawati (2018) states "the mastery of speaking skill in English is a priority for many second language or foreign language learners".

The obstructions in speaking English came from some aspects; the students, the media, and the activities. The first aspect was the students, disinclined to speak English since they be short of vocabulary and had difficulties in pronouncing English words correctly. In the aspect of media, the students got bored easily because the media which can be used to attract students' attention was absent. Moreover, the materials used were only from the textbook which was less varied. Last but not least, was related to the activities in teaching learning process. Almost all of the time, the students were listening to theteacher's explanation. Although there was a listen and repeat activity, it did not give enough time for the students to practice their English. It can be summarized that many factors affecting students' speaking skill and they faced a lot of diificulties of speaking. Therefore, the teachers should give their learners opportunities to speak

English in order to help them enhance their speaking ability, urge them to take part in speaking activities, build a friendly relationship with their students, and make them feel comfortable when speaking. Morover, teachers should know when and how to correct their learners' mistakes so that they are not afraid of making mistake.

Speaking is interaction between two people or more. River in Reni, (2017)said that the function of spoken language are interaction and transactional. The primary intention of the former is to maintain social relationships, while that of the letter is to convey information and ideas. Moreover, Nunan, (2003) said that interaction is communicating with someone for social purposes. It includes both establishing and maintains social relationships.

Based on Stephen observation class in Sunardi (2013), the role play would seem to be the ideal activity in which students could use their English innovatively and it purposes to motivate a conversation situation in which students might find themselves and give them an chance to practice and improve their communication skill. Role playing is the best method to improve the skills of creativity, communication, problem-solving, self-awareness, and working helpfully in teams.

Regarding to these problems, the researcher decided to use role play as the innovative way to improve speaking skill for Grade XI SMK Sangkuriang 2 Cimahi in the academic years of 2018/2019. It was because unlike traditional teaching methods used in common classes, role play helps students learn the skills that they need to accommodate with their future career.

METHOD

This research was in the method of action research. The subjects of this research were 22 Male and 14 female students who belonged to Hotel Class 3 of XI SMK Sangkuriang 2 Cimahi in the 2018/2019 Academic Year. The research study was carried out at the first semester of the 2018/2019 academic year. Based Lewin (Sanjaya, 2013)four steps that in action research: planning, action, observation and reflection.

To collect the data, several instruments and techniques were used in the research. The detail of the data collection instruments and techniques of this research can be seen in Table 1.

Table 1: Table of Data Collection Instruments and Techniques

No	Data	Instrument	Technique
1.	Teaching and learning process of SMK Sangkuriang 2 Cimahi	Observation checklist Interview guideline Field notes	Observation Interview
2.	Students' performance	Pre-test Test Post test Interview Speaking rubric	Test Interview

Interview
guideline

This research consisted of two cycles. The process from two meetings we have consisted the same cycle. At the end of the second cycle, there were some discussions between the researcher and the collaborator about whether or not there would be the third cycle. The result from the observation during the two cycles was gained the collaborator and the researcher fixed that the students' speaking skill improved. Therefore, the research was ended.

The data obtained during the research were analyzed both qualitatively and quantitatively. The change of students' learning behavior reflected on the field notes, and interview transcripts were analyzed qualitatively through the steps of data reduction, data display and conclusion drawing and verification as proposedby (Marthasuri, 2010) suggested some strategy in analyzing the data as follows:

1. **Data Managing**
   The data should be managed in observation, checklist and test form, in order to get good result and easy to analyze.

2. **Reading the note**
   After the data was received, the researcher will read and analyze deeply the data from observation checklist and the test.

3. **Describing**
   The data, which are getting during the research activities, will describe in order to provide detail information about the setting, the participants, and the activities. The aim of this step is to provide a true picture of setting and events that take place in the research.

4. **Classifying**
   The data is classify into smaller unit based on the data from observation list and result of the test through the research activities.

5. **Interpreting**
   After classifying the data, the next step is to interpret into general conclusion or understanding.

6. **Written report**
   Finally, all of the data has been analyzed will be presented in a written report

RESULTS AND DISCUSSION
Results

A. **Research Findings on Qualitative Aspect**
   Research Finding

This subchapter presents the research findings of all actions done in the research. As stated before, the research was aiming at improving the speaking ability of the secound grade students of SMK Sangkuriang 2 Cimahi through Role Play. Therefore, the actions conducted answered the questions formulated in the first cycle.

Cycle I

1. Material

    In order to help the students learn the materials and do the role play easier, the researcher provided worksheet on the first meeting of Cycle I. The worksheet consists of some explanations and exercises needed by the students to improve their speaking ability. By having this worksheet, the students were able to create their own dialogue for role play.

2. Media

    The use of pictures, power point, and role play cards were successfully attract the students' interest toward the material. By picture, the students could get a good input since picturecould give students realistic models to imitate for role play. It could support them see how people behave in the culture whose language they are learning by taking into the classroom a wide range of communicative conditions. Moreover, by providing some situations, the researcher could help the students in creating their imagination.

3. Activities

    The implementation of classroom English was successful in improving the students' speaking skill and familiarizing them with English words since the students answered in English when the researcher asked questions in English. Besides that, by reviewing the previous material, the students' knowledge was reminded. The action of scoring and giving feedback to the students were also successful that could motivate the students to give their best performance during the scoring.

    Furthermore, during the Cycle I, the researcher introduced role play as one of the activities done in the class. However, Even though the use of role play could attract their interests in learning English, it showed that the use of role play gave no great improvement of students' the term of speaking skills we have to pronunciation, vocabulary, grammar, fluency, and perception. Dealing with those problems, the researcher had a discussion with the collaborator to determine what actions to be applied in Cycle II.

Cycle II

1. Material

    The use of video and power point successfully make the students understand the material easier. The decision of giving role play card for the students during the second meeting of Cycle II successfully help the students perform their role play. By providing

different situations for the students, the researcher could help them in expanding their imagination. The researcher could help the students have a good work with different types of partners in their lives.

2. Media

   During this cycle, the researcher and the English teacher could present the material of expressing command and request well. Similar with Cycle I, to help the students to learn the materials and do the role play easier, the researcher also provided a worksheet on the first meeting of Cycle II.

3. Activities

   The re-implementation of classroom English also successfully improve the students' speaking skill and familiarizing them with English words. Furthermore, during the first meeting of Cycle II, the researcher introduced role play again. The motivation that the researcher gave successfully makethe students more confident in performing the role play without looking at their texts. Moreover, the actions of reviewing the previous lesson, giving feedback and additional time make the students create and practice their dialogue. The feedback was used by the students to check the quality of their dialogue using role play.

Meanwhile, the quantitative data were acquired through the pre-test and posttest of the five speaking skills aspects. Here, the researcher categorized the students' speaking skills into five criteria namely very good, good, moderate, poor, and very poor. The chart of the students' mean scores of five speaking aspects in the pre-test and post-test can be seen in the chart below.

Result

The improvement of the students' speaking ability is also presented in the score of pre-test and post-test. The summary of the result of the pre-test and post-test is presented in the following table.
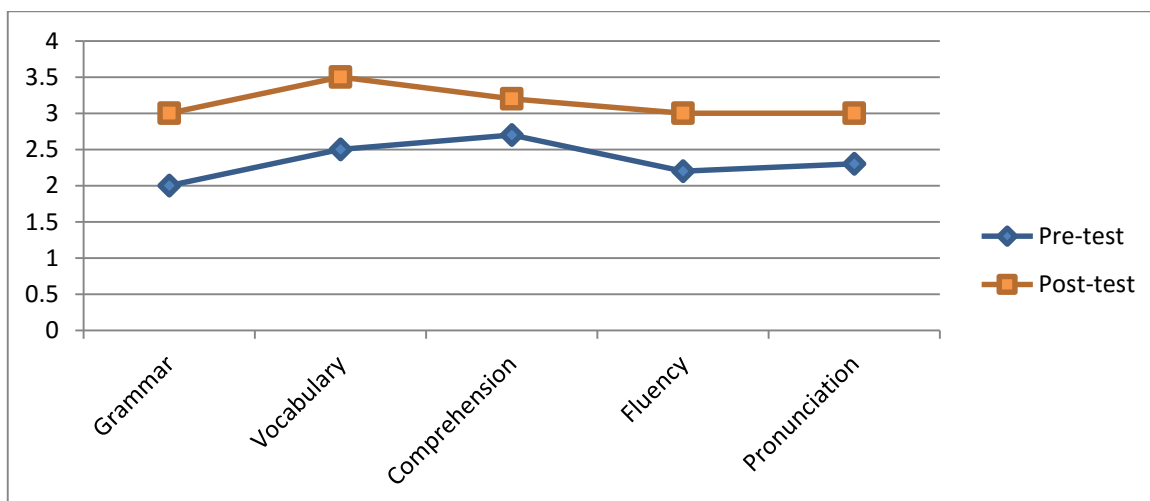
Figure 1: Students' mean scores of five speaking aspects in the pretest and post-test

The chart shows that the students' speaking skills in each test improved. It was presented in the pre-test result that the mean score of the grammar in the students' performance was only 2.0. The vocabulary mean score was 2.5, the comprehension mean score was 2.7, the fluency mean score was 2.2, and the pronunciation's mean score was 2.3. Meanwhile, the mean score of the grammar in the students' performance in the post-test was 3.0. Then, the vocabularies mean score is 3.5, the perception mean score is 3.2. the fluency mean score is 3,0, and the pronunciations mean score is 3.0. Therefore, it is very clear that there were significant improvements on the students' speaking skill through the use of role play. This condition was suitable with the theory stated by (Budden, 2006) said that there are some strengths and weaknesses by applying role play in the classroom by means of promoting the students to speak.The finding of this study also strengthen the result of previous studies conducted by (Soraya, Program, Training, & Faculty : 2017)the result showed that the role play can improve students' performance when used in appropriate situation.

CONCLUSION

The results above conclude that, it can be got that having role play the activities in the classroom, the students had better speaking skills because they had more chances to practice their English. Role play successfully attract the students' interest and motivation to actively participate in the English classroom.It succesfully improved the students' speaking ability. It was proved by some of students who want to built their confident and tried to speak English. They did not get bored because role playprovided fun and enjoyable activities. Besides that, the activities in role play used somesituations relating to their future surrounding as a nurse. It made them like having a realconversation in a real situation, and felt like being another person which was in fact they were learning English in the classroom as a student.

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