

THE TEACHING OF SPEAKING TROUGHT ROLE PLAY AT SMPN 1 MALANG

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ABSTRACT

This study focused on the instructional activities conducted by the teacher in teaching speaking through Role Play at SMPN 1 Malang. The study is a qualitative study, which is designed to obtain information concerning the current status of phenomena (Ary, 2010:29). It tries to describe some important events that occur naturally in the classroom.

The study showed that the first step the teacher give leading question to the students. These questions were very important to make the students recall their prior knowledge related to the topic. Therefore, the teacher could bring the students background knowledge from their experience in the classroom. Then the teacher gave dialogue to the students and asked the students what the conversation was about. The second was giving and drilling the examples of expressions to the students. In this part, the teacher drilled the students based on the examples of the expression provided to make the students familiar and pronounce those expressions correctly.

Next, the teacher gave tasks to the students to do role play. The procedures to do it are: firstly, the teacher grouped the students into three groups. Each group consisted of ten students. Groups are formed randomly through drawing rolls of paper with the number of one to three. The students who get the same number belong to the same group. Secondly, after the groups of ten students were formed, they decide themselves the roles which include: one student who is having birthday. Five students play role as sellers in public places. Four students prepare a surprising party. The groups are given time to design the script of conversation regarding with the topic which includes the expression explained by the teacher. Thirdly, within a week the students were allowed to consult the draft of the script with the teacher concerning with the content, grammar, and language focus explained by the teacher.

Keywords: Speaking skill, Role Play,

1. INTRODUCTION

In Indonesia, English teachers now face two options, teaching English to pursue National Examination (UN) score or teaching English skills used by the students in real life. It seems that the first option is chosen because many people think that the success of English learning is identified by the National Examination score. Consequently, the language learners only focus on reading and grammar. Moreover, there are imbalance classroom activities between listening activities as the receptive skill and speaking activities as the productive skill.

The purpose of the teaching speaking skill to junior high school students is to direct students to apply the language in daily school communication. By speaking, students will be familiar with the sentences use in real life.

Most teachers consider that speaking is the most important skill because they can know about the students' progress through speaking activities in classroom. English learners are regarded mastering English when they can produce the sound of English in the form of good communication toward others.

According to Burkart(1998), the language learners need to recognize that speaking

involve three area of knowledge, namely mechanics(pronunciation, grammar, and vocabulary), Functions (transaction and interaction), Social and cultural rules and norms (turn-taking, rate of speech, length of pauses between speakers, relative roles of participants)(<http://www.nclrc.org/essentials/speaking/spin dex.htm> downloaded march 18,2012). It means that a success speaking learner has to know and master three area of knowledge in speaking.

The teaching of speaking is teaching students to converse in the target language, since speaking of course cannot be separated from conversation itself. Therefore, the student will be directly involved in speaking activities whenever they are conducting a conversation. It is assumed that speaking is the way the student express their ideas, express their feelings, and communicate their intention, speaking then become a necessary skill to be trained or taught. Speaking is closely related to self realization; much of our impression about people comes from what they say and how they say it. For that reason the teaching of speaking should be able to give contribution to development of students' abilities.

As a matter of fact, our greatest challenge as English teachers during class activities is to get the students to use the target language to communicate, interact, ask question and answer question orally. Since the target language is English, of course the primary goal in language teaching is to have students use English in communication. Although the students have learned English in elementary school, the result of teaching and learning of English orally is far from being successful, since most of them still cannot communicate in English well.

Based on the background above, the researcher intends to find out a good model of the teaching of speaking. The researcher chooses SMPN 1 Malang to be object on his study, because SMPN 1 Malang is the most favorite Junior High Schools in Malang. This is located on Jln Lawu no. 12 Malang East Java. BesideS, this school has some proud advantages in academic achievement in some contests such as: (1) The first champion for English speech contest of East Java province 2014, (2) Runner up of storytelling contest of Malang 2013.

Furthermore, the initial interview with the teacher obtained that one of the contributions for the students' achievement in speaking skill was the use of role play. Hence, the researcher was interested in discussing further about role play.

In this study, the researcher intends to investigate the implementation of Role Play in teaching speaking at SMPN 1 Malang.

Based on what has been stated in background of study, the researcher's question is:

1. How does the teacher conduct the instructional activity through role play?

2. METHOD

The study is a qualitative study, which is designed to obtain information concerning the current status of phenomena (Ary, 2010:29). It tries to describe some important events that occur naturally in the classroom. There are many different types of qualitative research, namely ethnography, case studies, document analysis and historical studies.

The design of the study used by the researcher was a case study. A case study is a type of ethnographic research study that focuses on a single unit, such as one individual, one group, one organization, or one program (Ary, 2010:29). It tries to describe some important events that occurred naturally in the classroom. The research is intended to get description about the teaching of speaking through Role Play at SMPN 1 Malang.

The source of a data were taken from direct observations which were conducted two times for concerning to the teachers and learners activities in learning teaching of an English speaking classroom. The teacher was interviewed to get the data that could not be obtained through the observations. In addition, the researcher also got data through field noted that he write while the activities of the learning teaching were going on.

In obtaining the data, the researcher acted as the key instrument in the field. In collecting data the researcher applied four instruments, namely; observation, filed note, and interview.

In the present study, after the data have been collected through interviews, observations and field notes, the researcher than selected, simplified and organized the data, and then reducing. It was done to make easier for the researcher to understand,

interpret and make sense out of the collected data corpus and to write the researcher to understand.

Data analysis during the activities of data collection in the field is aimed at anticipating the possibility of data exaggeration. This analysis was also applied by considering something such as the experience of sudden idea, the limited memory of the researcher, and the like. It also gave contribution to the researcher to analyze the data step by step. After the data collection in the field note was conducted totally, and then the procedures analyze the data was determined. The study employed three main procedures to analyze the data. They are data collection, data reduction and data display. After the research conducted the sequence procedure, a temporary conclusion was achieved before the final conclusion is obtained.

As mentioned previously, after the data collection was totally conducted, the next step was data reduction. It was done to discard irrelevant data and to include the relevant data. The next step was data display. It contained the data analysis that was happening in the natural setting to enable the researcher to draw a temporary conclusion. Finally, after temporary conclusion has been achieved, the researcher referred back to the data collection, data reducing, and data display. Final conclusion was attained after temporary conclusion was analyzed.

While collecting the data, the researcher did the reduction of the relevant the data. This aimed at avoiding the overlapping data that makes the researcher finds difficulty to analyze them. The way the researcher reduced the irrelevant data enable him to analyze and display the data more precisely as well. The researcher adopted an interactive model of analysis that was suggested by Miles and Huberman (1994, p.10-12).

3, RESULT AND DISCUSSION

In this research, because of the school approval the researcher only conducted classroom observations two times dealing with the implementation of teaching speaking skill through role play at the seven grade students at SMPN 1 Malang. The first classroom observation was conducted on Saturday, June 1st, 2013 and the second was conducted on Saturday, June 8th, 2013.

The first classroom observation was conducted on Saturday, June 1st, 2013 at class 7A. The class began at 11.30 and finished at 13.00.

At the beginning of pre-activity, in the first activities, the students prayed first according to their own religion. And then the teacher checked the students' attendance. The teacher asked the students who was absent, at that time all the students was present, and the teacher reviewed the students' attendance and informed the students about the topic they were going to learn.

On the while-activity phase, the researcher found that the teacher informed the students about the topic and kind of the speaking activity they would do. The topic was about surprise birthday party. The first activity is that the teacher gave leading question related to the topic.

The leading questions are:

- 1) Have you ever given a gift to your friends?
- 2) In what occasion?
- 3) What gift do you give to your friends? Why?

These questions were very important to make the students recall their prior knowledge related to the topic. Therefore, the teacher could bring the students background knowledge from their experience in the classroom. Then the teacher gave dialogue to the students and asked the students what the conversation was about.

Man: Hi young lady. May I help you?

Girl: Well, . . . yeah. I'm looking for a Father's Day's gift.

Man: Okay. How about getting your father a new wallet?

Girl: Hmm. How much is that wallet?

Man: Huh . . . which one?

Girl: The black one.

Man: Oh. It's only \$40.95.

Girl: Huh? That's too expensive for me. Do you have a cheaper one?

Man: Hmm. How about this brown leather one?

Girl: Umm. . . I don't think my father will like the design on the outside, and it doesn't have a place to put pictures. How much is it anyway?

Man: It's \$25.99.

Girl: Humm. I don't have that much money.

Man: Okay. How much do you have to spend?

Girl: I'm not sure [money falling on the table]. Probably about ten dollars or so. I've been helping my mom around the house for the past week to earn some money. This is all I have.

Man: Hmm. How about this tie?

Girl: That's really pretty, but the price tag says \$13.99, and I know I don't have that much money.

Man: Well, let's just say the tie just went on sale. How about \$5.00. What do you say?

Girl: Oh, thanks. I'll take it.

After the teacher gave dialogue to the students she asked the students what the conversation was about. She invited the students to understand the dialogue.

Next the teacher gave the handout of the expressions:

Offering Helps

Offering to do something

1. Can I help?
2. What can I do to help.....?
3. Would you like any help...?
4. Is there anything I can do?
5. May I be of assistance?

Examples:

At a fast food restaurant with your friends, you see Sue is having a trouble to pick a tray full of drinks to carry back to your table. You go over him:

6. Need some help, Sue?
- Cheers. Could you take those?
7. (here) I'll do it for you
8. Want a hand?
9. Can I help out?
10. You look like you could do with some help...

Accepting an offer of help

1. Thank you
- Examples:
You are in a book store. You want a book on the top shelf but can't reach. The assistant comes up with a step-ladder.
Let me get it for you
2. That's very kind of you
3. (oh) yes please
4. If you're sure it's no trouble for you
- Example :
You are underneath your car fixing it. One of your hand is holding a torch while the other is trying to loosen a nut. Your sister see you are in difficulty.

Let me hold the torch.

5. Cheers
6. Thanks (very much)
7. Great/terrific/lovely!
8. Just what I needed

Refusing an offer of help

1. No, thank you
- Example:
You are on a train and see an old man trying to get his heavy luggage down from the luggage rack.
Would you like any help?
2. No, really, I can manage (thanks)
3. That's really kind of you, but....
4. I don't think so, thank you
5. No, don't bother really
6. No, it's all right, really
7. Thank you for offering, but...
- Example:
A friend offers to post a letter for you, but you quite easily do it yourself
I'll post it for you
8. No, it's OK, thanks. I can do it on the way home
9. Thanks a lot, but...
10. (No) don't worry..

Asking and Giving Opinions

Asking opinions

1. What do you think about that?
2. What do you think/feel?
- Examples:
You are interviewing some student who is attending a language school in Oxford.
3. Excuse me, what do you feel about the language school in Oxford?
Oh, I think they're very good. Excellent, in fact.
4. What's your opinion of?
5. What are your feelings about...?

Giving your opinion

1. I think....
- Example:
You are in a theatre and before the performance you are having a conversation with someone beside you.
What do you think about the theatre in London?
2. As I see it, it's probably the best in the world.
3. In my opinion...
4. Personally, I believe...
5. Well, I must say... (strong opinion)
6. Personally, I feel...

Asking Likes and Dislikes

Asking about likes

1. Do you like ...?
2. Are you keen on...?
3. Don't you like ...
4. Nice/pleasant, isn't it?
5. Isn't fantastic/great?

Expressing dislikes

1. (I'm afraid) I don't like
Your friend is inviting you to watch a movie on weekend.
There's a good movie of Sylvester Stallone on near here.
2. Oh, it's not my favorite.
3. I think it's pretty awful/unpleasant..
4. I'm not really very keen on...
5. Oh no..

Expressing likes

1. I like this one..
2. I really love...
3. ... is wonderful!
4. ... is really terrific/great!

The second activities was giving and drilling the examples of those expressions to the students. In this part, the teacher drilled the students based on the examples of the expression provided to make the students familiar and pronounce those expressions correctly. In these activities the students repeat what the teacher said together.

At the beginning of the post-activity phase, the researcher found the teacher gave the students several opportunities to ask the questions related to the lesson they had learned. But unfortunately, no one of the students asked the teacher. After, the students understood the expressions. Then, she gave task to the students to make role play. The procedure to make role play are: firstly the teacher grouped the students into three groups. Each group consisted of ten students. Groups are formed randomly through drawing rolls of paper with the number of one to three. The students who get the same number belong to the same group. Secondly after the groups of ten students are formed, they decide themselves the roles which include: one student who is having birthday. Five students play role as sellers in public places. Four students prepare a surprising party. The groups are given time to design the script of conversation regarding with the topic which

include the expression explained by the teacher. Thirdly within a week the students are allowed to consult the draft of the script with the teacher concerning with the content, grammar, and language focus explained by the teacher. The consultation is done after school hours. After the scripts are corrected, the groups practice the conversation to perform in class. They are also allowed to prepare the property to support their performance in class. These activities were done until the end of the lesson.

The second classroom observation was conducted on June 8th, 2013, 2013 at class 7A . The class began at 11.30 and finished at 13.00. The first activities, the students prayed first according to their own religion. And then the teacher checked the students' attendance. Next is the teacher informed the students to perform their role play. There were three groups in the class. Each group performed their role play it about 25 minutes including the preparation of the setting and properties. The teacher and the rest of the students watched the performance of each group. The chairs are arranged in half circle, so that the rest of the students can see the performers clearly. The teacher sits among the students. When each group finished performing the teacher and the students applauded. The example of the script written by the students could be seen in Appendix 1.

The feedbacks were given after all groups have performed. The correction of pronunciation and the way the students expressed in front of class were done by the teacher in the form of open discussion. The students were allowed to ask question and comment to the performance.

From the student interview the students said that after the group is formed, they decided who plays the roles by choosing the rolls of paper with the roles randomly. Then, they share the task, three students wrote or design the script, the rest of the group prepared the property.

They consult the draft of the script with the teacher three times in three days orderly. The teacher made some correction regarding with the grammar. The teacher also check the expression on the script whether the student use the expression correctly or not. The correction done by the teacher can be seen in the table below.

Table 1. The teacher correction on the students' script

No.	Draft	Correction
	The cheapest <u>and expensive</u> one.	The cheapest <u>and the</u> most expensive one.
	Your welcome.	You're welcome.
	I have good idea.	I have a good idea.
	How many <u>candle</u> do you need?	How many <u>candles</u> do you need?
	<u>Thanks you.</u>	<u>Thank you.</u>
	Do you know where is the shop that sell soda and water?.	Do you know where I can buy soda and water?
	It is too expensive, <u>you</u> have a cheaper one?	It is too expensive; <u>do you</u> have a cheaper one?
	How many <u>bag</u> do you want?	How many <u>bags</u> do you want?

The students practice the conversation two times while discussing and preparing the properties and once with complete properties. The properties prepared are: tart cake, candies, and candles. The practices were done after school in about three hours.

Interview with the students explained that they practiced 2 times for about three hours every practice before they performed the role play in front of class. In the first day, the students practice their role play after school in the classroom. The first activity the chief of the group divided the roles based on the draw. She gave each member the copy of the script. Then, they discussed the roles and the content of the conversation while sometimes shared opinions about the vocabulary they thought was too difficult to memorize then they tried to edit it. They also discussed the material preparation for the property. They agreed to collect some money to buy the materials for the property. Next, the chief offered the members who would be in charge with the materials. After that, the students practiced their parts in the roles with the pairs

as written on the script. They sometimes joked and chatted out of the script.

In the second day, the students also practiced their role play after school in the classroom. In the second day the students brought all the properties to school to practice. The chief lead to play the roles. First, they arranged the things in the classroom into the setting they had designed. They set the rooms into two places: at a mall and at home. Next, they started to play the roles as the order of the plot in the script while sometimes reading the text if they had not memorized it correctly. They repeated it for about three to five times to fix the dialog and the setting to make the best performance.

4. DISCUSSION

Based on the findings the sequence activities were done by the teacher. The teacher informing the students about the kinds of the speaking activities they would do, giving the students the direction how to conduct activity. She also gave leading question related to the topic. These questions were very important to make the students recall their prior knowledge related to the topic. Therefore, the teacher could bring the students background knowledge from their experience in the classroom. Harmer (1998:17) stated that the teacher needs to tell and to discuss to the students what they will be doing in the lesson. The teacher also has to ensure whether or not the students understood the lesson. Harmer (1998:4) advises that when the teacher gives the instruction, it is important then to check that the students have understood.

After the students understand the lesson, the teacher gave task to the students to made role play. Role play or drama technique can be particularly effective in developing oral language skills of English language learners. These activities are authentic because they involve language use in interactive contexts. They provide a format for using elements of real life conversation, such us repetitions, interruptions, distractions, hesitations, facial expression, and gestures (Fulcher,1992).

The students are given time to design the script of conversation regarding with the topic which include the expression explained by the teacher. Within a week the students are

allowed to consult the draft of the script with the teacher concerning with the content, grammar, and language focus explained by the teacher. Although they requires differing degrees of preparation, improvisation, role play and simulation invite students to speak through the identity of another and or to los themselves in plot and situation which are engaging but without real consequences. Role-play or Dramatic activities have been shown to reduce anxiety, increase motivation, and enhance language acquisition. When they wrote their own script, it would help them take ownership of the project and of their work. It will also hopefully make the activity more enjoyable and rewarding. If the students are completely lost for ideas or they think of something inappropriate, then some intervention may be necessary (Celce-Murcia, 1988).

5. CONCLUSION

Based on the research, the writer concludes the activities conducted by the teacher in using role play.

- 1) The teacher gave leading question to the students.
- 2) The teacher gave dialogue to the students and the teacher invites the students to understand the dialogue.
- 3) The teacher drills the students.
- 4) The teacher gave task to the students to made role play. The procedure to make role play are: firstly the teacher grouped the students into three groups. Each group consisted of ten students. Groups are formed randomly through drawing rolls of paper with the number of one to three. The students who get the same number belong to the same group. Secondly after the groups of ten students are formed, they decide themselves the roles which include: one student who is having birthday. Five students play role as sellers in public places. Four students prepare a surprising party. The groups are given time to design the script of conversation regarding with the topic which include the expression explained by the teacher. Thirdly within a week the students are allowed to consult the draft of the script with the teacher concerning with the content, grammar, and

language focus explained by the teacher.

- 5) The students perform their role play it about 25 minutes including the preparation of the setting and properties.

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