THE EFFECTIVENESS OF USING "ROLE PLAY" IN TEACHING SPEAKING AT SMKN 6 JEMBER

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ABSTRACT

Speaking is an important skill of learning a language. Speaking skill for Senior High School especially speaking English can used as basic to improving their knowledge. The researcher focuses in the role play's implementation that as Teaching method for English learning which applied in more specific major at SMK N 6 Jember. The researcher wants to know in wide view using qualitative descriptive with interview and questioning the students and their teachers. This study will see in two perspective which from teacher and the students. The methods of this research is descriptive qualitative. The subject is second year students / eleventh grade consisting of 35 students at SMKN 6 Jember. The data are collected using interview, questionnaire and documentation. The researcher scored 25 question as components of speaking skills (Comprehension, Fluency, Vocabulary, Pronunciation, and Grammar) of each student. The result of this study indicates that the use of role play is effective and benefical. The effectiveness stated by the teacher that the students also easy to understand speaking materials. On the other hand the students feels speaking more fun using role play. They can explore with their friends. The material that delivered using role play is more attractive and interesting.

Key Words: Role Play, Speaking Skills.

Speaking English is one of the most important aspects of communication, and it is used as a medium of exchange between nations all over the world. Speaking can also be defined as a speech or oral utterances delivered by a speaker with the intent of being heard, and then processed by the listener to determine the speaker's intent. The speakers' main purpose in speaking was to communicate their message to the audience. Furthermore, in order to participate in or receive the massage, the speaker and listeners must be able to communicate with one another.

Many students had difficulties in speaking because they did not practice it frequently. Sometimes, a teacher only gave dialogues to be read by students, without realizing that the habit would make students weak in speaking, because they always depended on the text. They did not have enough opportunity to practice their speaking well. The less proportion of learning speaking made students considered speaking as the most difficult and challenging skill to learn.

Teaching speaking is the process of guiding and facilitating students in learning to communicate. Hughes (2002) described that there were some aspects concerning with speaking ability include fluency, accuracy, pronunciation, grammar, vocabulary, and content. The students should have many vocabularies and they should master enough it to express their ideas. The students were also expected to perform understandable utterance with good pronunciation in order to make the listener understand. Beside, fluency in language was developed through communication with complete understanding of meaningful words. The students poor grammar also might influence the effectiveness of speaking. Therefore, it was important for teacher to give a lot of practice to the students. So, those activities were useful to develop students' speaking ability.

According to Krebt (2017) roleplay can give much experience to the students. The range of function and structures, and the areas of vocabulary that can be introduce, go far beyond the limits of other pair or group activities, such as conversation, communication games, or humanistic exercises. Role play is a scenario that students acted out in groups. Some groups will contains some students. They will act as scenario that teachers provided. While they are acting, the teacher will monitor the activity. The class using role play to improve their speaking skills

The researcher proposes 2 research problems: how is the effectiveness of role play in teaching speaking at SMKN 6 Jember and what impact or speaking improvements do the students get after the implementation of role play.

This research is to know the effectiveness using role play in qualitative views. Many previous study is using quantitative study. More over this research using interview, questionnaire and students score while using role play to strenghten the result. This study is serve the effectiveness using two different views, wich is from the students and the teachers.

Based on the explanations in the study above, the researcher was interested in doing a study about "The Effectiveness of Using "Role Play" in Teaching Speaking at SMKN 6 Jember". The researcher considered role play as an effective way to make students talk because in role play students had rehearsal time to prepare themselves before they spoke. The aim of this research was to know the effectiveness of role play. In addition, a role play became the technique which was implemented in the 11th grade students in SMKN 6 Jember.

Method

This study used descriptive which form of qualitative analysis. that focuses on the picture rather than breaking it down into variables in order to better understand a phenomenon. The qualitative descriptive method was used in this study because the researchers wanted to provide a summary of the information obtained from the results.

The data in this research is from the English teacher at SMK Negeri 6 Jember and eleventh grade students at SMKN 6 Jember in the Academic Year 2021/2022. It consists of 35 students from one class and one major. Data were obtained from interviews, questionnaires (primary data) and documentation (secondary data).

The researcher first conduct interview the teacher about how the implementation of role play. The researcher make sure that the use of role play can improve the students skills or not by asking a series of questions related to the teaching using role play.

The second, researcher use questionnaire in this study to compare and strenghten the result from interview. The questionnaire ask about how students feels, the way they understand materials when the teachers using role play while teaching.

The researcher need to strenghten the result of the students answers with the secondary data in questionnaire, and the teacher answers in interview with the students score. To sum up the researcher can get the real data (students score) to know the effectiveness of role play in their speaking class.

Results and Discussion

Research data collection activities are carried out on July 3, 2022 – July 8, 2022. There are three steps of data collection, namely interview, questionnaire and documentation. There was 35 students who willing as participants of this study.

The use of role play in speaking class were very profitable. The teachers already implement role play in XI class in "Giving Suggestion and Opinions & Thoughts" materials. The amount of using role play increase the students speaking skills. On the other hand the students feels more confident to speak using English. The students also feels that the material that deliver using role play more interesting and fun. From that reason the use of role play can describe as a effective teaching and learning method.

According to the teacher, role play is an effective way for students to improve their public speaking abilities. This is due to how much more enjoyable and understandable role play makes speaking. The students can accurately follow along with the role play.

Even when speaking privately, the students feel too shy to do so. The researcher conducts the documentation to strengthen the findings of the interview and questionnaire. The paperwork demonstrate the effectiveness of role play thus far. The average before 81,5 and it is improve to 83,6.

The students were still low on how to speak up, they were still afraid to do a mistake in speaking, and they could not speak well. It proved when they were doing interaction with their friends. They needed a way on how they can speak English confidently. Based on the result of speaking test after the teacher implementation of role play, the students' score was improved. This was proven by increasing the students average score and also the students percentage who reached the minimum score. On the other hand, during the implementation of role play in the class, the students really fun, enjoy, and enthusiastic learning english used it. They were very active to help each other in discussion.

Conclusion

The use of role play method by XI class at SMKN 6 Jember students Jember is effective method to increase the speaking skills. Role Play is also powerful method for learning how to talk. The students feel more at ease speaking English already. On the other hand, role playing also aids students in understanding the subject. Speaking is more enjoyable, and students are less afraid to make mistakes.

The improvement that the students get is they can use facial expression based on their role. The students also can improve their vocabulary, and fluently.

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