ARTICLE

THE USE OF ROLE-PLAY TECHNIQUE IN TEACHING SPEAKING TO
THE SECOND GRADE STUDENTS OF SMPN 1 MOJO KEDIRI
IN THE ACADEMIC YEAR 2017/2018

DWI ASTUTI

13.1.01.08.0071

Advisors :

1. **Khoiriyah, M.Pd**

2. **Suhartono, M.Pd**

ENGLISH EDUCATION DEPARTMENT

FACULTY OF TEACHER TRAINING AND EDUCATION

UNIVERSITY OF NUSANTARA PGRI KEDIRI
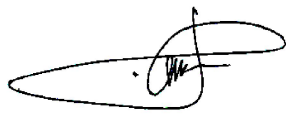
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Yang bertandatangan dibawah ini:

Nama Lengkap	:	DWI ASTUTI
NPM	:	13.1.01.08.0071
Telepon/HP	:	085790657695
Alamat Surel (Email)	:	astute.dwi1995@gmail.com
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Fakultas – Program Studi	:	FKIP- Bahasa Inggris
Nama Perguruan Tinggi	:	Universitas Nusantara PGRI Kediri
Alamat Perguruan Tinggi	:	Jln. KH. Ahmad Dahlan No. 76 Kediri

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Khoiriyah, M.Pd NIDN. 0719017501	Suhartono, M.Pd NIDN. 0714026901	Dwi Astuti NPM. 13.1.01.08.0071

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DWI ASTUTI
13.1.01.08.0071
FKIP – Prodi Bahasa Inggris
Email: astute.dwi1995@gmail.com
Khoiriyah, M.Pd[1] dan Suhartono, M.Pd[2]

UNIVERSITAS NUSANTARA PGRI KEDIRI

Abstract

Speaking is the way to express or communicate opinions, feelings, ideas in real communication based on the topic of situation. Then, speaking is the one factor in students' self-confidence. Self-confidence is the way of learner's language thoughts about themselves in mastering English as foreign language. Role-play is a technique that gives a chance for the students to express their feeling freely. The teacher applied role play as the technique of teaching speaking to make the students play certain role action based on situation. The aim of the research is to describe the implementation of role-play technique, to describe teacher's roles and to know the student's self-confidence during the implementation of role-play technique in teaching speaking to the second grade students. The research approach in this research is qualitative research and the design of the research is case study. The subject of the research was the English teacher and the VIII-F students of SMPN 1 Mojo Kediri. To gather the valid data, the researcher used observation, interview, documentation, and field notes. The research findings of this research are as follows: (1) The implementation of role-play technique in teaching speaking consists of: linguistic preparation, factual preparation, situation for role-play, role-play design, assigning the roles and follow up. (2) The teacher had a role as observer, controller, organizer, prompter, participant, resource, tutor, and assessor. (3) The students in VIII-F consists of 73% in high self-confidence students and 27% in low self-confidence students. From the finding, the researcher concludes that the implementation of role-play technique to the second grade students still needs a long preparation from the teacher to make the students ready for practicing role-play. Then, the students have to prepare their dialogue before practicing role-play in front of class to make them more confident.

Keywords: speaking, role-play technique, self-confidence

A. INTRODUCTION

In learning English as foreign language, there are language skills (listening, reading, speaking, writing) and language components (vocabulary, grammar, and pronunciation) that should be mastered by the learner. Although four skills are significant, the learner cannot ignore that speaking is the most significant skill is commonly used for communication in daily life with others. Based on Khoiriyah's (2015: 1) explanation about speaking that "It is the most basic means of communication; therefore, for most people knowing a

language means being able to speak it. Then, Chaney (1998) in Iman (2014: 56) said that " speaking is the process of building and sharing of meaning through the use of verbal and non-verbal symbols, in a variety of contexts". In speaking skill there are some elements that should be mastered by the students such as fluency, accuracy, pronunciation, vocabulary.

In fact, speaking is difficult for foreign language learners because an effective oral communication needs the ability to apply the language appropriately in social interaction. Some of them are lack in the basic elements of speaking such as pronunciation, vocabulary, accuracy and fluency. In real learning speaking activity, the students are lack in talk and avoid to speak much during the process.

In teaching speaking, many techniques that can be applied by the teacher such as scaffolding, reading aloud, and role play. However, role play technique seems more effective technique because this technique can encourage the students in an opportunity to speak English when they are in real daily communication. The students can express their idea, feelings freely in performing the role play. As Gower et-al (2005: 105) states that "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, the students take part in a situation, acting out a conversation.

Based on the classroom observation in SMPN 1 Mojo, the students in learning speaking activity still face difficulty in fluency,

pronunciation, and vocabulary. Some of them want to share the idea when the teacher asks, but they lack in vocabulary. The teacher thinks very hard to make the students more active in speaking class with applied the role play technique when she teach English in classroom.

In implementing role play technique, the teacher should prepare the scene or script before the students performs role play, the teacher also divide the group of students which have combine between the smart and the low student. The final stage is performing a role play that in the end there is discussion and feedback by the teacher after the role play activity is done.

The teacher has roles during the implementation of role play technique in the classroom. The roles of teacher in process of role play activity more important to help the learners' difficulties when the role play activity will carry out in classroom. According to Brown (2000: 167) states that the teacher plays many roles in teaching speaking namely, the teacher as controller, the teacher as director, the teacher as manager, the teacher as facilitator, and the teacher as resource.

Self-confidence is the way of learner's language thoughts about themselves in mastering some subject especially in English as foreign language. The learners' language who called have enough confidence if they behavior showed with good expressions which believable by the others to judge that the learner is capable and confidence in delivering the spoken. In line with Bandura's (1977: 15)

statements that "Self-confidence is how individuals cognitively process confidence information also influences the relationship between self-confidence and behavior".

There are previous studies that investigate about the use of role play technique in teaching speaking. The first research done by Firdianti Citra Siwi (2014), she found that the positive result that role play can be influence the speaking confidence especially on fluency, accuracy, gesture as the aspect of confidence. The second research by Sukatmi (2013). In her research she found that the students' ability was better after using scripted role play in teaching speaking process.

The research was conducted to describe the implementation of Role-Play techniques applied by teacher in teaching speaking class to the second grade students of SMPN 1 Mojo Kediri in the academic year 2017/2018, to describe the teacher's roles in teaching speaking using Role-Play techniques to the second grade students of SMPN 1 Mojo Kediri in the academic year 2017/2018, and to describe the students' self-confidence during the implementation of Role-play technique in teaching speaking to the second students grade of SMPN 1 Mojo Kediri in the academic year 2017/2018.

B. RESEARCH METHOD

This research uses qualitative research to conduct the research and case study for the design. The researcher chooses qualitative research to get describe the implementation of role-play technique, the teacher's roles and

students self-confidence in teaching speaking through role-play technique.

In implementing this research, the researcher might be as a participant in the situation being observed or a nonparticipant. Ary (2010: 432) says that there are five kinds of the researcher role in observation, they are: complete participant, participant as observer, observer as participant, complete observer, and collaborative partner. the role of the researcher in this research was as the complete observer where the researcher hid or take a distance from the class or process of teaching speaking activities in mastering speaking materials and applied by role-play, then observed the application of role-play technique immediately only as the observer.

The steps of the research consists of three steps. They were: (1) research preparation , (2) research process, (3) finishing.

For collecting the data, the researcher used observation, interview and documentation. During the observation, the researcher made field notes to explores the observation. From the observation and interview, the researcher transcipt all the data to find the data based on the purpose of research. After the data had been collected, the researcher analyzed the data through three stages, they were: data reduction, data display, making conclusion and verification. Then, the researcher check the validity from the data used triangulation based on observation, interview and field notes.

The location of this research was at SMPN 1 Mojo in Jl. Raya Mojo Ds Surat Kec

Mojo Kab Kediri, Jawa Timur kode pos 64162. This junior high school is one of favorite junior high schools in Mojo. The reason why the researcher interest with the teacher because this school has the teacher who used special technique for teaching speaking, that is role-play.

C. FINDING AND DISCUSSION

In this part, the researcher explains how she gathered the data by observation, interview and documentation manners. From this manners, she got the result how the teacher implement role-play technique in teaching speaking which is included on the implementation of role-play, teacher's role and students' self-confidence during the implementation of role-play.

The first question is implementation of role-play technique in teaching speaking. Based on the result of observation, the teacher did linguistics preparation, factual preparation, situation for role-play and role-play design in whilst-teaching. Then, assigning the roles and follow up did in post-teaching.

In pre-teaching, the teacher came to the classroom and greets all of the students. She asked about the students' condition "Good morning students. How are you today?. Then, the teacher gave some opening to clarify the last material "Oke. There is no absence today. Any over assignment?".

The linguistics preparation was happened in whilst-teaching, the teacher started the learning activity with led all of the students in the next topic that was asking attention by saying "Please give me an example of asking attention…meminta perhatian". Then, the teacher asked about the responds of asking attention by saying "Now, give me examples of respond from asking attention".

The factual preparation happened when the teacher gave one example of dialog in pair about asking and responding attention as the concrete information to all of the students. The teacher said "What's your friends' name Fuza?" and Fuza said "Lia mom". "Oke, I'm as Fuza say Attention me please!I can see this?" then the teacher give the respond as Lia with saying "How's beautiful your test!".

Furthermore, the teacher did role-play design to make a limitation situation in making and practicing dialog that is about asking and giving attention. This stage showed when the teacher say to all of the students"Sekarang, buat dialog 2 orang mengenai asking and giving attention lalu di praktekkan ke depan kelas". (Now, please make a dialogue in pair about asking and giving attention and then you have to perform in front of the class).

Then, in post-teaching the teacher asked all of the students to present their dialogue as the stage of assigning the roles without bring a workbook with saying in low voice "Please, come forward!. During the practice, Seems when the 2 students practiced their dialogue and made a mistake in pronunciation of saying "Excuse me", then after they had finished the role-play, the teacher gave a directly feedback as the follow up stage in correct pronunciation of "Excuse me.

The teacher's roles in this research were observer, controller, organizer, prompter, participant, resource, tutor and assessor. The teacher acted as the observer in pre-teaching when she observes and asking for several questions to the students. The teacher tried to asked all of the students about their feelings with saying "How are you today?".

The second role as controller was applied by the teacher after she gets all the answers from all of the students about expressions of asking and giving attention, she asked to all of the students to read aloud of some expressions that had been mentioned from each student before.

The third role as an organizer, the teacher acted as organizer when she said to all of her students "Sekarang, buat dialog 2 orang mengenai asking and giving attention lalu di praktekkan ke depan kelas". (Now, please make a dialogue in pair about asking and giving attention and then you have to perform in front of the class). It means that the teacher direct the students to do the task in a pair.

The fourth role is the teacher acted as a prompter if she encourages the students to think creatively when accomplishing the task. It proven when the teacher try to make all of the students think creatively in her clue's word for mentioning the expression through saying ask…ask... while one of the students was lack in mentioning the expression of asking attention.

The fifth role is the teacher acted as tutor if he or she working with individuals or small groups, pointing them in directions they has

not yet thought of taking. The teacher as tutor can be seen from the result of observation that the teacher as a tutor when she worked and helped the students in group through walked around the classroom.

The sixth role is the teacher acted as participant when she walked around and accompanying the students' discussions in making dialogue of asking and giving attention. The teacher come closer to each pair of students, and asked for their difficulties in making dialog also the students seems closer with the teacher when they gave the dialogue to get the correction from the teacher about expressions, spelling or pronunciation. Then, the teacher did the role as resource when she always answers the questions and giving the information that needed by the students in making dialogue.

The last role, the teacher acted as an assessor when the students have perform the dialogue that have already made before and she taking a score when the students play a role in front of the class. This role of teacher as an assessor include on post-activity. Then, the teacher gave a feedback through the correct pronunciation after the students had done the role-play. It shows when the teacher gave a correction for one of the group by saying "Excuse me" to give a good pronunciation of excuse me to that group.

The results of interview section to know the student's self-confidence are twenty seven students who categorized on high self-confidence, ten students who include on low

self-confidence. This below is the table of classification in student's self-confidence.

Table 4.1
The result of student's self-confidence

Type	A number of students	Percentage (%)
1. High self-confidence	27 students	73%
2. Low self-confidence	10 students	27 %

The first indicator of high self-confidence is the students are ambitious. The students can be said as ambitious students if they believe that they can accomplish the task from the teacher. The researcher gave a question that lead the students' include on high self-confidence: "Setelah mendapatkan tugas mempraktekkan role play, apakah kamu yakin bisa melakukanya?. (After getting the task of putting into practice role play, are you sure you can do it?), then the proof that the students are include on high self-confidence in such responds: Student 15: Yakin (Sure), Student 20: Saya yakin (I'm sure).

The second characteristic of high self-confidence that had by the student is showed that they try to make their performance in role-play conversation good through preparation practice. The proof that the students had a high self-confidence can be seen when the researcher's asked: "Usaha apa yang kamu lakukan sebelum mempraktekkan role play?". (What efforts did you do before practice role play?), then there are students' responds that showed they are goal oriented are: Student 9: "Belajar dengan teman". (Study with friend), Student 11: "Berlatih dan bertanya ke guru *jika* ada yang sulit". (Practice and asks to the teacher if there is a difficulty).

The third characteristic is achieved by the students if they are always optimistic and never think about failure as the modal to builds a high self-confidence. The results of interview pointed out in below for the researcher's question: "Kamu takut gagal tidak dalam mempraktekkan role-play di depan?". (Are you afraid of failing in practicing role-play in front?) And the students' response are: Student 5: "Tidak, karena sudah berlatih". (No, because I've been practice), Student 21: "Tidak". (No), Student 10: "Tidak". (No).

The fourth aspect is to decide which students who have a self-confidence or not with their own relationship with others. The students who have a high self-confidence always try to gain more friends and construct a strong relationship with them. The proof stated on students' response on researcher's question: "Apakah kamu perlu berlatih dengan temanmu sebelum mempraktekan role play di dalam kelas?". (Do you need to practice with your friends before practicing role play in the classroom?). Then, the students' responses are: Student 1: "Sangat perlu". (It is very needed), Student 7: "Perlu". (It is needed).

The fifth characteristic if the students have a high-self-confidence when they are intelligent enough to make their presentation get their audience' interest. This charachteristic also proven with student's responses when the researcher asked question: "Apakah kamu mempersiapkan ekspresi (wajah atau gerakan) yang mendukung dalam praktek role play?". (Do you prepare the expression (face or movement) that supports in practice role

play?), then the students' responses: Student 11: "Iya". (Yes), Student 8: Ya, biar bagus saat maju ke depan. (Yes. To be good when comes forward).

The first indicator of low self-confidence is fearful of change. The students had a fearful of change when they had totally anxious and fear feeling to accomplish the task. It is proven with the both researcher's question, the first is: "Apakah kamu merasa takut saat mempraktekkan role play di depan?". (Do you feel afraid when practicing role play in front?), the ten students stated that they were afraid in practicing role-play.

The second indicator is the students are pessimistic and tend to see the glass as half empty. The students include on low self-confidence if they never make an effort to achieve purposes or prepare for their presentation. From the interview results based on researcher question: "Apakah sebelum mempraktekkan role play di depan, kamu sering berlatih dengan temanmu? Kenapa?"(Is it before you practice the role play up front, you often practice with your friends? Why?), about five students' stated that only occasionally in preparing the role-play before perform and about one student stated that she did not need to prepare the performance.

The third indicator is the students have difficulty what they really want. It means that the students had a difficulty to say what they really want in speaking activities especially on role-play activity. The researcher asked a question: "Apakah kamu kesulitan untuk berbicara saat mempraktekkan role play di depan kelas?". (Are you having trouble speaking when practicing role play in front of a class?), and the ten students gave responds that they are had a difficulty in delivering their speak on role-play activity with answered "yes" on interview sheet.

The last is the students who had low self-confidence if they are insecure and see themselves as victims. It means that they always blame others when they have a failure in accomplishing the task. That statement is proven by the ten students' response who stated that they are always blame their partner because of embarrassed feeling.

From findings the researcher conclude that: Firstly, the researcher found that the process of role-play technique in teaching speaking divides on three stage were pre-teaching, whilst teaching and post-teaching that consists of: linguistics preparation, factual preparation, situation for role-play, role-play design, assigning the roles and follow up. This finding was in line with the previous study finding that conducted by Sukatmi (2013) about the application of scripted role-play in teaching speaking in eight grade students of SMPN SATU ATAP PONCOL.

Secondly, The teacher and the learner have a remarkable degree of flexibility, for they are presented with a set of general learning objectives and problem solving tasks (Kumaravadivelu 1991,9). It means that between the teacher and the students has each role in a set of learning activity to solve the problem in accomplishing the task. In this research, the researcher conclude that the

teacher's roles during the implementation of role-play technique in teaching speaking that had done by the teacher during the teaching and learning process, they are: controller, organizer, assessor, prompter, participant, resource, tutor, and observer.

Thirdly, according to Nunan (1999) in Siwi (2014: 75), the students had to produce and demonstrate a short drama. It did support them to boost their confidence to speak by having more learning strategies. Based on finding, the students' self-confidence in second grade students of VIII-F who had a high self-confidence consists of 73% students and in low self-confidence there were 27% students. It can be concluded that the students in VIII-F of SMPN 1 Mojo Kediri belongs to the students who had a high self-confidence in practicing role-play technique especially for speaking activity.

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