

Improving Student Engagement in Speaking Class using Role Play

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Abstract:

The aim of this research is to enhance students' activity in learning speaking skill. The research subject is fifth grade students of SDN 04 Palur, Mojolaban, Sukoharjo. This research was classroom action research that conducted into three cycles. In each cycle was consisted of plan, action, observation, and reflection. Data collection techniques used interview, observation, test, and documentation. Data validity used was data and method triangulation. Interactive model was implemented to analyze the data. It covers data reduction, data display, and conclusion.

The results of this research showed that the use of role-play can enhance students' activity in learning speaking skill to the fifth grade students. It can be proved by the improvement of mean score of students' activity. In pretreatment activity, the achievement of mean score of students' activity is 9 which belong to middle category. In cycle I showed the achieved students' mean score is 11.37, it is categorized into average category. In cycle II students' mean score increase become 13.08. In cycle III students' mean score also increases become 14.86 whereby it is categorized into good.

Keywords: *role-play, speaking skill*

I. INTRODUCTION

Learning speaking skill in primary school has been define from curriculum into competence standard and basic competence, and then elaborated into main materials for each grade. Speaking skill commonly known as one of the basic competence of Indonesian language teaching that must be taught in grade 5 of primary school. Students are expected to be able to speak using Indonesian appropriately and correctly due to the importance of Indonesian. It is in line with Iskandarwassid and Sunendar (2013) who stated that in nation's life, Indonesian serves as an official language of the nation, the official language of the institution, the official language of communication at the national level, and language of mass media. As the roles of Indonesian, Indonesian has been put as an important language in the world.

Primary school students must master speaking skill because this skill directly connected with teaching

and learning process for all subjects. The successfulness of learning Indonesian especially speaking can be measured from the achievement of learning goals and learning indicators. In addition, speaking ability also can be seen from the students' way in communication or socialization to their listeners in daily life communication. Zulela (2012) contended that by having language skill, students are able to learn various knowledges, art appreciation, and develop themselves sustainably. Furthermore, by having language skill, a person can be as social cultural creature, forming individual as a citizen, as well as understanding and participating in the national construction

Zulela (2012) also stated that learning language is commonly confused with another subject. As an example, a teacher teaches reading in the classroom, however in the implementation some students are asked to do silent reading and in reading aloud activity teacher do not correct student pronunciation, as well as after reading teacher, commonly asks students to answer the questions served under the text. In fact, this kind of learning commonly happened unconsciously.

Speaking skill needs to be trained since primary school age due to the importance role of speaking in one's life. Tarigan (2008) argued that speaking is a language skill that develops in childhood life whereby it commonly started with listening and in this period speaking skill also learned. Speaking has significant correlation with the development of vocabulary that acquired in listening and reading activities. This condition drives the importance of teaching speaking skill in primary school where students will start doing many things from the simple one before they take higher education level.

Based on the result of observation and interview to the fifth grade teacher and students of SDN 04 Palur, Mojolaban, Sukoharjo about students activity in learning speaking skill, it showed that students are less active in learning Indonesian. It seems that the teacher is more active. In fact, students only ask to read material and listen to the teacher explanation during teaching and learning process. Meanwhile, students speaking activity is out of teacher's consideration. In

other occasion, students are asked to speak spontaneously so that most of students are not confidence. They seem shy and doubt when they are asked to speak in front of the class.

Considering to the problems above, the researcher selects role-play to enhance quality of speaking activity in learning speaking. Role-play is considered as the most appropriate method to teach speaking for primary school students. Teaching and learning process cannot be separated with the use of learning method and media. Learning method is knowledge about the ways that implemented by teacher to convey learning materials to the students in the classroom both individually or in-group. The use of inappropriate methods will greatly hamper the achievement of the learning process. Kerr, Trothand Pickering in *Journal of Information Systems Education* (2003) entitled *The Use of Role-Playing to Help Students Understand Information System Case Studies* say, "They also considered that role-play enhanced their learning and they felt very comfortable with the role-playing approach". It means that role-play can enhance students' learning and they feel comfortable.

Teacher role in facilitating teaching learning process is very important. The use of appropriate learning methods will create active and fun learning atmosphere so it is possible that the achievement of learning goals is maximum. Role-play is selected as method to encourage students speaking ability. Based on the explanation above, the availability of treatment given to the students in this research can achieve learning objectives of speaking of the fifth grade in SDN 04 Palur, Mojolaban, Sukoharjo.

II. METHOD

This research was classroom action research that was carried out in SDN 04 Palur, Mojolaban, Sukoharjo in even semester academic year 2015/2016. The subject of the research is all students of the fifth grade; all of them are normal students, and they are not belonged to special needs students. Source of data of this research consisted of primary and secondary data. Primary source of data is source that directly collected from the informant. According to Sugiyono (2015), primary source is data source that directly serve data to the data collector, and secondary source is data source that revealed indirectly from the research object.

Data in this research collected from various sources. Primary source collected directly from the fifth grade students of SDN 04 Palur, Mojolaban, Sukoharjo as the research subject and teacher of the fifth grade of SDN 04 Palur, Mojolaban, Sukoharjo that directly involved in making use of role-play. Secondary source

covers syllabi, lesson plan of the fifth grade, and students' score in learning speaking.

Furthermore, data collection technique is used in this research including observation, speaking performance test, and documentation. To validate the data, the researcher used triangulation involving (1) triangulation of source of the data and (2) triangulation of method. In addition, to analyze the data, interactive analysis proposed by Miles and Huberman was used. This analysis includes data reduction, data display, and conclusion drawing/ verification. Furthermore, the result of analysis was analyzed using descriptive comparative is that comparing the obtained data.

This research was classroom action research that was indicated by the availability of cycle. According to Arikunto and Suhardjono (2010), there are four general stages are carried out in action research, such as (1) planning; (2) do/action; (3) observation; and (4) reflection. Later on these stages are considered as one cycle and it can be continued to the next cycle using planning, do/action, observation, and re-reflection based on the result obtained in the previous cycle. Cycle I can be develop into cycle II and so forth as the remedial way based on the problem being solved. In other word, the number of cycle in action research is depended on whether the main problem is solved or not. Targeted indicator in this research was students' mean score more than and equal with 14 or in good category.

III. RESULT

In pre-action obtained the results of the assessment of activity of students in learning speaking skills covering aspects of mastery of the material, active, attentive, and systematic work. Pre-action results showed there are many students who have not been actively involved in learning activities with an average score of grade 9. It means in the low category. Further action using role-play methods showed an increase. The following are the data acquisition activity an average score of students in learning speaking skill.

Table 3.1 The Data of the Increase Score obtained in Action Research

Explanati on	Mean Score			
	Pre action	Cycle I	Cycle II	Cycle III
Students' activity	9 low	11,37 average	13,08 average	14,86 good

From the data, we can know that an increase in activity peseta students during the learning obtained through observation activities of learners that includes mastery of the material, active, attentive and systematic work. In pre-treatment/ pre-action showed that the activity of learners including less category with the

acquisition of an average score of nine. Activity of students in the first cycle shows the average score obtained is 11.37, which is included in the medium category. In the second cycle increased to 13.08 but is still included in the medium category. In the third cycle increased again to 14.86 were included in both categories. This means students no increase in activity following the methods of learning conversational skills play a role.

IV. DISCUSSION

One of the findings after the treatment of using the method of playing a role in that drama play activity speaking skills of students is increasing. Learners become active in speaking and confidence when performing in front of the class. This is in line with the opinion of Lamsaard and Kerdpol (2015) in the journal *English Language Teaching* stating that "...communicative speaking skills by dramatic activities enables learners to have confidence in performing Reviews their roles and develop Reviews their communication more fluently and efficiently". This means that the conversation through drama activity allows learners have the confidence when portraying and produce fluent and efficient communication.

Researchers also found that learning conversational skills through role-play method can provide a memorable learning bias because they feel that the situation is really real experienced by the students directly, so the learning more meaningful. This is in accordance with the opinion of Jose and King (2012) in the *i-manager's Journal on English Language Teaching* says, "Role play brings situations from real life into the classroom". It means that play the role of giving a real situation in the classroom.

In line with this, researchers also found that by playing a role in the drama has a strong influence on the next time because it will be a memorable experience for learners. The role that has been exhibited will be an experience not easily forgotten. This is in accordance with the opinion of Cerkez and other (2012) in the *Journal of Education and Learning* as saying that "The position of drama and role playing to practice future impact has professional experience". This means that the position of drama and role-play has a strong influence as a memorable experience in the future.

Learning by using methods play a role also increase the activity of students in learning, they become more active and learning more memorable because of the atmosphere of learning becomes more enjoyable. This finding is consistent with the opinion of Edwards (2015) in *Middle School Journal* says, "Active learning is more likely to achieve meaningful learning,

the which will empower students throughout Reviews their lifetimes". It means that the active learning will be easier to achieve the learning meaningful or memorable, in which it will give full powers to the learners in their lifetime.

Affecting factor to the successful use of the method of role-play in increasing the activity of learners in the learning speaking skills is a factor derived from the learners themselves and the factor of teachers. Factor derived from learners themselves are readiness and seriousness of learners in participating in learning activities. If the learner is ready and seriously it will appear in the spirit of self-learners for taking seriously in the learning activities, not only quipped only with friends. Factors of teachers are how teachers can master the situation and master class lessons. If the teacher can create a joyful learning then students will also be enthusiastic to participate in learning. The ability of teachers to identify learning problems is become a very big impact on the survival of a learning process. Teachers are required to make learning attractive to learners through the application of appropriate learning methods.

Based on the results of action research can be used as a reference in selecting appropriate teaching methods, especially in the learning skills of speaking learners. The use of role-play method would be more interesting and fun for students that would affect both the activities of learners in the learning activities. Learners are required to be actively involved in the learning activities, while the role of teachers as facilitators.

V. CONCLUSION

From the result of this research about the use of role-play to enhance students' activity in learning speaking of the fifth grade of SDN 04 Palur, Mojolaban, Sukoharjo, it can be conclude that the use of role-play can enhance students' activity in learning speaking skill to the fifth grade students. It can be proved by the improvement of mean score of students' activity. In pretreatment activity, the achievement of mean score of students' activity is 9 which belong to middle category. In cycle I showed the achieved students' mean score is 11.37, it is categorized into middle category. In cycle II students' mean score increase become 13.08. In cycle III students' mean score also increases become 14.86 whereby it is categorized into good. The research was finished in cycle III because it has achieved the targeted working indicator.

Factors affecting the successful use of the method of role-play are the factor that comes from the students themselves and the factor of teachers. Factor

derived from learners themselves are the interest and willingness of students to participate in learning, the teacher is the next factor is stimulating the interest and willingness of learners by providing a fun learning. If the learning atmosphere is creative and fun, then learners will be enthusiastically participating in learning activities. The interrelationship between teachers and learners cannot be separated to be conditioned as possible as in order to achieve the learning objectives.

Based on the conclusions that have been contended then there are some suggestions that are thought and constructive contribution which the researcher as follows: (1) To the School should be more concerned about the use of the methods in learning. In this case especially principals should socialize and inspire teachers to always create active learning, creative and enjoyable one with the use of interesting and appropriate methods of learning. School principals can start by giving socialization to classroom teachers in order to continue to innovate and oversees the performance of teachers. School principals must be sensitive to the facilities that are not available at school about the facilities and infrastructure needed to support high-qualified learning. (2) To the Teacher should constantly improve their own creativity that fall within the competence professionalism by always conducting innovative learning so that students feel happy in participating in learning activities. Teachers should be able to choose appropriate learning methods in the implementation of learning. Teachers should be able to apply the use of methods play a role not only in Indonesian speaking skills, but can be applied to the speaking skills of other subjects to make it more attractive to learners. Teachers can disseminate the use of methods of playing the role of the classroom teacher colleagues and others to push to keep innovating. Furthermore, the use of learning methods can be combined with a variety of relevant learning media. (3) To the Students should take an active part in learning activities. After demonstrating talk through methods of playing the role of learners should be able to understand and implement how to talk good and courteous with Indonesian true in everyday life. A good moral message that has been delivered by the teacher should always be remembered and applied in everyday life. However, teachers are parents in schools that must be respected by learners. Supposedly, learners do not make the teacher as someone who feared but as a friend who will always guide in giving directions when students encounter difficulties. (4) To the Other Researcher who want to study the problems and the same subject, it should be more thorough and more sought-depth theoretical studies related to conversational skills learners with the use of methods play a role in order to

complement the existing deficiencies. This study can be used as an alternative to increasing the activity of students in the learning skills of speaking learners. The important things that have not been covered in this research to be further studied more deeply in order to obtain better results again. Each researcher do not easily satisfied with the research that has been done, but must continue to be developed so that it can continue to work and innovate for the advancement of education in Indonesia.

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