

**THE IMPLEMENTATION OF TEACHING SPEAKING BY USING ROLE PLAY ACTIVITY ON
THE ELEVENTH GRADERS OF SMAK SANTA AGNES SURABAYA**

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Abstrak

Di Indonesia, Bahasa Inggris adalah Bahasa asing yang sudah populer di dunia. Ada 4 kemampuan yang harus dikuasai dalam Bahasa Inggris oleh siswa dan salah satunya adalah kemampuan berbicara. Menjadi mahir dalam berbicara Bahasa Inggris tidaklah mudah, guru harus kreatif dalam kemampuan berbicara pada saat di dalam kelas, itu akan memudahkan guru dalam proses belajar mengajar. Objek dari penelitian ini adalah untuk meningkatkan kemampuan siswa dalam kemampuan berbicara siswa kelas XI SMA di SMAK. Santa Agnes dalam berbicara Bahasa Inggris melalui aktivitas drama. Dari proses belajar mengajar, peneliti mendapati beberapa masalah yang berhubungan dengan kemampuan berbicara Bahasa Inggris. Seperti saat terjadinya proses belajar mengajar Bahasa Inggris di kelas XI SMA, respon dari siswa kepada aktivitas drama yang dinilai kurang, pada saat siswa harus mengerjakan beberapa tugas yang berhubungan dengan drama yang dinilai banyak pemahaman siswa yang kurang. Peneliti menggunakan campuran cara, yaitu deskriptif kualitatif dan kuantitatif. Peneliti mengkondisikan penelitian ini di dalam satu kelas (satu sampel) sebagai subjek penelitian. Prosedur dari penelitian tersebut, ada 4, yaitu rencana penelitian, pengkondisian penelitian, pengadaan observasi, dan pengambilan data melalui kuisioner siswa. Setelah semua data yang diteliti valid, peneliti mendapati bahwa respon dari siswa kelas XI SMA di SMAK. Santa Agnes sangat bagus. Dan setelah mengadakan aktivitas drama di dalam kelas, siswa dapat lebih menikmati pelajaran Bahasa Inggris khususnya dalam kemampuan berbicara Bahasa Inggris.

Kata Kunci: drama, berbicara, siswa kelas XI SMA

Abstract

In Indonesia, English is considered as the first foreign language. There are four skills that have to be mastered by the English learners and one of those skills is speaking. Mastering speaking skill is not easy, the teacher must be creative in this skill like inviting the students to have more confidence to speak in front of the class. If they are active in speaking in the class, it will be easier for the teacher in teaching. The objective of this research is to improve the speaking ability of the eleventh graders of SMAK Santa Agnes, Surabaya through the implementation of role-playing activity. Based on the preliminary study, the researcher found some problems related to the English instructional activities of the eleventh graders. Those are about the implementation of role play in teaching speaking on the 11th graders in speaking lessons, the student's responses to these activity in speaking lessons, the student's tasks after doing the implementation of role play as an activity in speaking lessons. The researcher use decriptive qualitative research. The research is conducted in a single class that consists of thirty four students, in which all of the students are taken as the subjects of the study. The procedure of the research consists of four main steps: the plan, implementation, observation and suggesstion. To collect the data, she uses some instruments i.e. observation checklist, students task, field notes, questionnaire and speaking ability test. The responses of the students after doing the implementation of role play in teaching speaking were very good. They felt that English was an easy subject and they liked English. So this activity got positive responses from the students.

Keywords: role play, speaking, eleventh graders.



INTRODUCTION

According to Scott and Ytreberg (1990: 49), speaking is perhaps the most demanding skill for the teacher to teach. In their own language children are able to express emotions, communicate intentions and reactions, explore the language and make it fun, so they expect to be able to do the same in English. Chaney, 1998, stated that speaking is "the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts". To make the students speak in front of the class sometimes can be extremely easy. When the teacher gave the students some fun and interested topic, the students will be more active to speak in front of the class, and feel free to do some action-reaction with their friends. However, at the other times it is not easy to make them active in the class, because some of the students think that English is a difficult subject or maybe they feel not confidence. Sometimes hard topic will break their mood to speak in a role play. We cannot deny the fact that the passive speakers are caused by many problems during the teaching process in the class. The monotone and inappropriate teaching technique used by the teacher can make the students get bored or unmotivated to learn English deeply. They will be uninterested to learn English, because the teacher uses the old technique. Many techniques can be applied to solve the problems above including role play because many research finding says that this technique effective to use in teaching speaking. Role play is an important technique in teaching speaking because it gives the students an opportunity to practice in different social contexts and in different social roles. In addition, it also allows the students to be creative and to put themselves in another person's place for a while. According to Livingstone (1983: 6), role play is therefore a classroom activity which gives the student the opportunity to practice the language, the aspects of role behavior, and the actual roles he may need outside the classroom. Wright on his book *Pictures for Language Learning* (1989: 126) stated that "in role play the students imagine they are in a specified situation. They may take on the character and role of someone else or be themselves".

This subject of this study is the eleventh graders of SMK N 12 Surabaya. This based on some reasons. The first is about the curriculum. Reading comprehension is taught in the vocational high school, and eleventh graders are the best because they are in the middle of year that they study as vocational high school students. This is in line with the lesson that will be taught in this study. The second is about the eleventh graders are already know about dictionary and know how to use it.

The instrument of this study was Questionnaire, Observation Checklist, and Student Task's. The observation was conducted to the students of XI IPS 1 in SMAK. Santa Agnes. And then, the researcher applied the questionnaire to the students. The student tasks was giving by the English teacher.

METHOD

Dealing with the research question, the researcher chooses *descriptive quantitative research method* design. And the quantitative method is the study that the researcher get the data in the form of numbers. The researcher used mix method for this study, so this research will be in numbers and the form of words also the pictures. The goal of this research was to know the ability of the teacher to motivate the students to use English to communicate in their daily life and then the researcher wanted to know how the teacher motivated the students in speaking lessons. In this study, the researcher choose the eleventh graders of SMAK. Santa Agnes. The researcher choose class XI IPS 1, because this class was very competent and had a good achievement including the English lesson from their teacher's data. There were 38 students who were observed. The researcher tried to analyze them, because they had strong motivation to learn English and had a good achievement.

For the instrument, the researcher used the observation checklist, questionnaire, and students' task. After analyzing the data, the researcher will made a general conclusion about this study.

RESULT AND DISCUSSION

The researcher found that the teacher had implemented the role play successfully to motivate the students in their speaking lessons. The students could be understood and catch the goals of role play itself.

For the result of the observation checklist, the researcher conducted in the first meeting in the classroom, there are so many things happened in the class.

From the first meeting until the second meeting, the errors were found pronunciation and grammar. According to the researcher observation, the teacher implemented the role play as activities in speaking lessons. However, those role plays were done smoothly because the flow of them had been known well.

For the result for the Questionnaire, the researcher got a good result. The result showed that the students were enjoyed and interested to spoke English.

CONCLUSION

The researcher concluded that role play could be applied as the activities to teach speaking lessons to the 11th graders in SMAK. Santa Agnes, Surabaya because this activities were able to increase and motivate the students in Speaking lessons. Besides

that, these activities also increased the students' interest to speak up in the Speaking lessons. If the students were interested they would like in English too. And the implementation of role play was successfully done by the teacher and the students, although there were some things should be revised. Both the teacher and the students were actively participated in this activity. The target language functions of the transactional talk could be understood and used by the students appropriately. The responses of the students after doing the implementation of role play in teaching speaking were very good. They felt that English was an easy subject and they liked English. So this activity got positive responses from the students.

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