

Implementing Role Play to Improve the English Speaking Skill of the Tenth Year Students of SMK Islam 2 Wlingi

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Abstract

English Language consists of four basic skills, speaking, listening, reading and writing. Speaking skill is still difficult and complicated for the students. Some problems are: (1) The students low motivation (2) Low ability in learning English. This research is designed to improve the students speaking skill in English through Role play technique. The research was conducted by using Classroom Action Research that was done from 3 Oct to 20 Oct of 2016 at SMK Islam 2 Wlingi. The subject of this research was X Teknik Sepeda Motor class of 2016 – 2017 academic year. This class related 18 students. These researches consist of 2 cycles. The cycle 1 related topic Degrees of comparison. The second cycle topic is preference. The finding of preliminary study was that from 18 students and all students got bad score. When the researcher had implemented role-play technique, it can be seen that in the first cycle the speaking skill of 6 students or 33% who had good and 12 students got fair or 67%. In the next cycle there was any significant improvement in the students' score that is 14 or 77% students was good and 4 or 23% was poor. The research shows that the implementation of Role- lay technique in the teaching learning of speaking is effective in improving the students speaking skill. Moreover, students were active in the class using Role play technique in terms of sharing ideas. Beside that Role play can build confidence for the students.

Keywords: improving, speaking skill, Role play technique

In Indonesia, English is a foreign language taught in all school levels from elementary up to university. It is one of the major subjects that must be taught at school in Indonesia. It means that the students are expected to be able to communicate with the language orally and in a written form to overcome their daily problems (Depdiknas, 2006). In other words, the goal of the teaching of

English is to enable the student's to proses the ability of speaking, listening, reading and writing.

In Content Standard (Depdiknas, 2006), the teaching of English Vocational High School has the goals as follows: the students should be able to communicate in English on novice level. The English instruction in SMK Islam 2 Wlingi did not demonstrate a satisfactory result. Based on the researcher's experience as the English teacher of SMK Islam 2 Wlingi, the researcher found out some problems related to the instructional activities in this school. Those problems are: 1) the student's low speaking ability, 2) the students' low motivation in learning English

The speaking ability of the students of SMK Islam 2 Wlingi in X TSM class was still low even though they have learned English for some years. And the score which is standardized with *Kriteria Ketuntasan Minimal (KKM)* in SMK Islam 2 Wlingi is 75. Based on the preliminary study conducted at SMK Islam 2 Wlingi on 3 October 2016, the researcher found that the students have low speaking ability.

Nunan (1999, p. 233) consider six elements why learners are unmotivated to learn a second language and gives solution what the teacher can do to overcome the problem. Learners are unmotivated to learn a second language actively because of; lack of progress perception, uninspiring teaching, boredom, lack of perceived relevance of materials, lack of knowledge about the goals of the instructional program and lack of appropriate feedback.

The lack of practice of using the language orally seemed to be the first causal factor of the student's low speaking ability. It might be due to the demand to prepare the students to meet the criteria of passing National Final Examination in the next class, which were oriented on the assessment of the reading skill, vocabulary and writing. Also due to the obsession of the principal and the English teachers of this school to make the school have the high rank position related to the achievement of the student's on that examination, the teachers allocated most of the teaching time to those aspects. As a side effect, the teaching of speaking skill was neglected and the students were provided with the less opportunity to practice using the language orally.

The student's low learning motivation was also one of causal factors of the student's low speaking ability. The student's low motivation was due to the boredom of the monotonous use of teaching techniques and their anxiety to make mistakes especially in grammar and pronunciation. Another causal factor is that they do not realize the benefit of mastering the speaking skill.

Another factor that might cause the student's low speaking ability was the inappropriate teaching technique used by the teacher. The teacher's inappropriate use of teaching techniques which result in the student's boredom in learning was due to the teacher's limited mastery of teaching techniques for the teaching of speaking skill. Due to the limited mastery of teaching techniques, the teacher most of the times lead to involve the student's in teacher – centered classroom in which the students were treated as passive recipient who were required only to respond to the teacher.

Another example of the inappropriate use of a teaching technique was the use of drill and repetition almost throughout the whole session of the speaking class. Actually speaking skills assessment technique has used also uses role play technique, study time students spent a lot of problems when doing exercises to National Final Examination in the next class. Because of success in learning English is identified with the acquisition of National Final Examination in the next class. This technique was resourceful when it was used as the preliminary activities of speaking classes for a short period of time, for approximately five minutes. But if the teacher used these techniques monotonous, it caused the student's boredom.

Considering the primary study conducted and the problems faced by the teacher, the English teachers must try to look for the best solution to overcome the problems in order to reach the target of the teaching of English to reduce the unhappiness feeling in teaching and learning process, the researcher tries to implement role-play at the tenth grade students in language class of SMK Islam 2 Wlingi. The researcher thinks that Role – play technique is one of the strategies to teach speaking to the students for improving their speaking skill.

Tompkins (1998) conducted research using role-play technique for teaching conversation. According to her, this technique is an extremely valuable

method for learning second language due to benefit and easy to practice. The benefits of role-playing technique noted by Tompkins are that it encourages thinking and creativity and helps students develop and practice the new language in relatively non-threatening setting. Further, she states that it could also create the motivation and involvement for learning to occur.

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Nunan (1991, p. 51) states that learning to speak a foreign language will be facilitated when the students are involved actively in the activity of speaking the language by generating their own sentences. When teaching the speaking skill, the teacher should use teaching techniques to provide students with many opportunities for communicative interaction in which they may interact freely in English.

Brown (2001, p. 269) states that most effort in the teaching of speaking in EFL classes from beginning through immediate level are mostly in the form of conversation or dialogue. They cover mini – exchange dialogue, mini conversation like impromptu oral question and prepared questions, role playing, strip stories, oral description, prepared talk and oral language games. The others are guessing games interview, making a survey, categories of preference and other conversation teaching techniques, such as discussion groups, debates and panel discussion.

Kippers (1984) says that there are some techniques to teach speaking. They are interview games, jigsaw tasks, ranking exercise, discussions, value clarification, problem solving activities, what if strategy, role play and simulations. He adds that these techniques enable the learners to learn the form of the spoken language as well to have a direct classroom practice in communicative interaction.

Role play is a kind of motion games in which there are goals, rules and at the same time involves an element of pleasure (Hadfield, 1986). In Role Play student are conditioned on certain situations outside the classroom, even though the learning occurs in the classroom, using the English language. Moreover, Role Play is often intended as a form of activity in which learners imagine him as if it were outside the classroom and play the role of others using English (Basri, 2000).

Role play has several benefits Clare (2006) states that improvisations encourage students to use whatever language they are available to communicate, to develop “thinking on your feet” skills and confidence in coping with the unexpected, to get practice in instigating communication from nothing, to focus on getting the message across rather than on repeating dialogues in parrot fashion, to use imagination, to imagine themselves using the language in real life situations and to be creative with language.

By Muhdi Improving the student’s English Speaking Skill of the eight year Students of SMP 1 Ngasem Kediri through Role Play. He states the implementation of role play strategy in the teaching – learning of speaking is effective in improving the students’ speaking skill. Moreover, students were active in the class using Role Play strategy in terms of sharing ideas, asking and answering question.

Considering how important a teacher should make his or her lesson classroom activity enjoyable, active, good atmosphere and full of more exposure to language input and choice to practice the languages, he or she needs to develop his or her teaching strategies. One of the strategies to be used in teaching the speaking skill is role – play.

According to (Brown, 2001, p. 183), role – play minimally involves (a) giving a role to one or more members of a group and (b) assigning an objective or purpose that participants must accomplish. He suggested role – play can be conducted with a single person, in pairs or in groups, with each person assigned a role to accomplish an objective. It is important to be used because here four criteria for task – based instruction are involved: meaning is primary, there is a goal which needs to be worked towards, the activity is outcome evaluated and

there is a real world relationship. The activities in class, therefore, do not focus on language itself, but also on the goals and activities that may be defined by the teacher or by the students

According to Tompkins (1989), the role – playing follows the interactional view. Corresponding to this research, the second and the third views of language are considered. The teaching of speaking is focused on meaning and function rather on the element of structure and grammar. It also involves the student's practices of using the language for social transaction among them. Thus since the goal of the teaching of speaking in this research is to enable the students to communicate, the activities do not focus the language accuracy but on the goals of the activities. Further, he states that in terms of theory of language learning, the role – playing is related to the language theory is acquired. Learners acquire language when 1) they are exposed to the comprehensible inputs, 2) they are actively involved and 3) they have positive affects i:e: desire, feeling and attitude.

Tompkins note that the comprehensible input is provided in the role playing because the students are engaged in a real communication in playing their roles. In roles – playing, the students can involve actively and interact which tends to make them learning a new language subconsciously. Corresponding to the instructional activities, role playing concerns with the criteria such as: meaning is the primary, there is goal to be reached, the evaluation is dealt with the process and the product and there is a real – world relationship (Tomkins: 1988). The activities do not focus on the language accuracy but on the goals and the activities because the goal of the activities is to communicate. As he explains further, in role playing, The student's should be active and have control of their own learning and the role of teacher is to define the general structure or organization of the role – playing but he or she does not actively participate so that the student's anxiety could be reduced. She also adds that the tasks of the teacher are to keep the learners motivated to learn and keep the material relevant.

The instructional materials for the role – playing technique are the dialogue prepared beforehand by the researcher and prepared by the student's based on the situation and the framework given through the cue cards. The content of the materials are the expressions of the language functions presented through

the themes suggested by the curriculum used by the English teacher the particular school. The assessment of the instructional process in which the role – playing technique is applied is an ongoing process focusing on the involvement of the student's and their speaking performance.

Based on the background and the findings of the some previous studies about the effectiveness of role – play techniques, the researcher chooses this technique to improve the speaking ability of the tenth year students in the first semester class of SMK Islam 2 Wlingi.

Method

The population of this research was 18 students of X grade Teknik Sepeda Motor grade of SMK Islam 2 Wlingi.

In this study, the researcher proposed seven major steps in the procedure for the role play activities. Those were 1) deciding on the teaching materials, 2) organizing the group of the students, 3) providing the situation and dialogue to be role played, 4) teaching the dialogue for role plays, 5) having the student's practice the role plays, 6) having student's modify the situation and dialogue, and 7) having the student's perform the dialogue in front of the class. The first step is deciding on the teaching materials. In this stage, the teacher decided which teaching materials would be used for role play activities. The teaching materials would be decided based on student's level and interests, teaching objectives and appropriateness for teaching.

The second step is organizing the group of the students. The groups of the student's organized by considering heterogeneity of the student's academic ability and personal background as well as the ideal number of the students in each group. Since this class consists of 18 students, the researcher decided that each group will consist of four and five student's with different academic 2016 to 2017 based on the information acquired from the teachers' conference and from the preliminary meeting with the subjects. Each group would consist of the high, the middle, and the low achievers. In addition, the shy students were grouped with the vocal students.

The third step is providing the situation and dialogue to be role played. In this stage, a situation to be role played was selected. The teacher provided the situation in the form of cue card. For role – play situation, dialogue was also provided. The dialogue that the teacher provided consists of four characters since each group consists of four and five students.

The fourth, the teacher explained the situation in the cue card as well as the dialogue. The teacher explains cue card; the cue card consists of some expression and situation. The students make dialogue with cue card. Example of oral tests could include the following: students were asked to answer some simple questions relating to the role plays, students were asked to reenact the role plays, and students were asked to translate the role plays into their native language.

The fifth, the students practice the role plays. The students in group had to comprehend the situation in the cue cards, learn the prepared dialogue and had some practices. The students should make preparation in group to be performed in front the class.

The sixth step is having students modify the situation and dialogue. Once students have finished and become familiar with an original role play situation, they could modify the situations and / or dialogs to create a variation of the original role play. The students might change the expressions in the dialogue. This activity is intended to teach and train the students to use various expressions and to make use of their vocabulary.

Finally, the students had to perform the dialogue in front of the class.

Findings

This part presents the findings in cycle 1. The first cycle of this research was conducted on Oct 3th, 6th and 10th 2016. Some preparations were made by the researcher before starting the action. In this case, the researcher designed the planning of the teaching and learning speaking through role – play strategy including the preparation of the lesson plans, the instructional materials and media. The division of the students into group was divided by the researcher. Each groups consisted of 4 and 5 students because there are 18 students in the class. How the researcher divided the groups was based on the students' ability in

English since it would help the students in expressing their ideas and encourage them to study together with their friends in their groups. The lesson plans were designed for three meetings which focused on the use of group work as the manifestation of the role – play in the classroom. The theme discussed is shopping using degrees of comparison. It was adjusted as suggested by Competence Based Curriculum 2006 for the first semester of tenth year students of vocational high school.

For the first lesson plan, the researcher brainstormed the students by giving a short vocabulary then the students were given a short dialogue that had been prepared by the researcher. Then, the students changed the topic and the researcher asked the students to prepare the situation, for example they went shopping to buy a bag, shoes etc. It meant that the dialogue later was between the customer and customers' friend and seller. In scoring the groups the researcher asked one of the English teachers to be the other rater as a collaborator to make the score more accurate.

The researcher conducted the implementation stage on the teaching learning scenario which was stated in the lesson plan.

In the meeting one, the implementation was conduct on Oct 3th at 07.00 – 08.30. The researcher began the class by greeting and checking the students' attendance. Then she brainstormed the students' knowledge about the topic by asking them if they went shopping and compared something. The researcher gave an explanation about the topic how the things and how to make degrees of comparison.

After focusing the topic, the researcher introduced the use of role – play. The implementation of role – play aimed to stimulate the students to speak confidently without having burden, because one of the characteristics of role – play was interactive and communicative. Then the researcher divided the students into groups (each groups consist of four and five students) heterogeneous students for example students. Before the presentation, the researcher asked the students to move and sit with their group, the group made the scenario for role – play presentation. They divided the character to play. It was important in order to make run of the dialogue with them closer with the choosing character they like to play

with, considering between one student and others had different characters to play one hundred percent, but here, at least one or two students was likely good at playing this particular role and the other one was good at playing other character. While the students did, the researcher monitored them, corrected their pronunciation and answered the students questions related to the topic. As the bell rang, the teacher ended the class by saying farewell to the students.

In meeting two, the implementation was conducted on Oct 6th. As it was the first meeting, the teacher prepared the class for the English subject, checked the students' attendance list and reviewed the material by asking questions related to the topic. After reviewing the material, the teacher reminded the students about what the students did at that time.

Then the teacher gave chance to the groups to practice for about fifteen minutes. The researcher had the students stand up during their practicing. It is important to make them more serious; they needed dynamic movement when they used body movement. However, they still made little grammatical mistakes in using language function that did not affect the role – play. Moreover, their performances in term of good cooperation in team showed very significant progress in their practice.

After fifteen minutes and the students had no problem in the dialogue, the teacher decided to start the role-play presentation. The researcher called group one first, followed by group two and so forth. The first group theme was about in the bank, the second group in the library, the third group in the market and the last group a journey you went on.

Finally, in the last activity because the time almost ended, the researcher reviewed the students' presentation.

In meeting three, the implementation was conducted Oct 10th. As the opening activity, the researcher greeted and checked the students' attendance. After that, the teacher brainstormed the students' by asking some questions concerning with the topic although some groups has presented their role – play. It was aimed to remind the students' about the topic.

The teacher asked to the students to sit with their group and discuss the difficulties or problems in some aspects of language such as pronunciation,

grammar, vocabulary and fluency. The teacher correct their mistakes one another, so that it was beneficial to improve their grammar, vocabulary, pronunciation and fluency when the role-play should be performed.

In this cycle their students still incorrectly use the application of grammar, pronunciation, fluency and vocabulary and teachers were advised to continue practicing, listen to music or open a dictionary

Looking at the result of students' creativity and activeness in cycle 1, there were 12 students result score from teacher and 11 result score from collaborator of 18 students who got the score less than the target score. There were only 6 – 7 students who got the score more than 75. The average score of the cycle 1 was 68. It was almost the same score as target score the researcher aimed for, that was 75. But it was not suitable with the requirement of getting the target score, in which the cycle 1 will be finished if there were 80% students got score 75. The researcher concluded that the implementation of role-play activities in improving the students' speaking ability in cycle 1 was not satisfying yet. Thus, the action in cycle 1 should be revised and then continued to the next cycle that is cycle 2.

The second cycle of this research was conducted on Oct 13th, 17th and 20th 2016. This cycle follows the stages starting from revising the planning of the action, implementation of the action, observation and reflection.

Based on the result of the analysis of both the teaching and learning process and the students result during cycle one, the researcher made some revisions and improvements in applying the strategy of role-play in cycle two. The revisions and improvements covered the strategy and also the way the teacher deals with the students.

In terms of the strategy, the researcher changed the composition of the groups, with homogenous group. The group consisted of four students and five students, so there were four groups. This is aimed to make the students more comfortable and aroused the students' imagination into the context they dealt with, so that they were more motivated and brave to speak as they provided the dialogue themselves. The next thing was to train the students so that they could work more cooperatively in groups. It was found that some students responded to the dialogue well and did not pronounce the words well. They did not directly

respond to their friends speaking, making uncertain long pause during the dialogue.

In terms of the way the teacher dealt with students, it was improved in this cycle. Previously, the teacher set the time only for 3 meetings. In the first meeting the students only prepared the dialogue then practiced the dialogue among their own groups. In the second meeting, the students practiced their role-play in front of the class. This time the researcher observed the students role-play. Then in the third meeting, the researcher and collaborator began taking the score. After deciding the strategy to be implemented in this cycle, the teacher chose the theme about in the market, in the bookstore, in the library and in the restaurant using preference. In this role-play the students become themselves and they discussed their theme.

The researcher conducted the implementation stage based on the teaching learning scenario which was stated in the lesson plan. In meeting one, the implementation was conducted on Oct 13th. As usual the researcher entered the class and checked the students' attendance. Then, she began the lesson by brainstorming the students' opinion related to the topic. It was for motivating the students to answer simply about the researcher questions. For example, "which do you prefer studying Mathematic to English?" Then, some students answered "English or others students said "I prefer English and none of them said I prefer studying English to Mathematic". From the students' answer, the researcher explained about preference shortly.

During the preparation, the researcher observed all the groups and answered the students' questions and helped them how to pronounce the words well when they practiced the dialogue. Finally, after eighty minutes left, the researcher asked the students to sit in their chair and reviewed for what the students had done and of course reminded them to memorize the dialogue and also explained what the groups had to do in meeting two.

Based on the data obtained, the researcher got some results dealing with the implementation of role-play activities in cycle 2. First, the researcher found that the students seemed to be more confident to present their role-play activities.

Most of the students had shown their courage to take part in the role-play activities.

Second, in terms of language function, the students were not only able to minimize their mistakes in pronunciation but also communication in English more fluent than in cycle one.

Furthermore, their performance progressed too; they were able to play their role-play well, although some of them still look a little shy. Using an appropriate role-play during the action the students made their performance more real, fun and interesting.

In meeting two, the implementation was on Oct 20th. The researcher opened the class by greeting and checking the students' attendance. Then, she started the lesson by brainstorming them related to the material and asked some questions about role-play presentation preparation.

In this meeting, the presentation was not for taking the score but for exercising to make the students' speak fluently and pronounce the words better. During the presentation, the researcher had the students stand up. It was important to make them more serious. However, they still made some grammatical mistakes in using language. The researcher had a role to repair the students' pronunciation and the fluency.

In meeting three, the implementation was conducted on Oct 17st. As usual the researcher opened the class by greeting and checking the attendance list. She also asked the students how they felt about role-play activity. At the time, most of them said happy and nervous. Then without wasting the time, the researcher and the collaborators started the presentation, like in cycle one, the collaborators were a scorer to the students' presentation. It began from group one, two, three and so on until group nine. And once again in the middle of the presentation, the other groups became noisy and the researcher asked them to practice the dialogue outside the class, then the condition became normal again and the researcher and the collaborator could take students' scores.

Evidently, all groups could communicate their oral English better than the previous role-play. Of course, there were some students who still made mistakes in pronunciation and less fluent. This did not influence the action or the play.

Moreover, they could respond to their friends well without feeling shy, worrying of making mistakes and having more courage to speak up.

Finally, the researcher and collaborator concluded that the implementation of role-play presentation activities in cycle 2 brought a success. This is from score by teacher. It has proved that in terms of the fluency, 1 out of 18 students (5%) got score 5; 10 out of 18 students (55%) got score 4; 7 out of 18 students (39%) got score 3. While in grammar; 13 out of 18 students (72%) got score 4; 5 out of 18 students (28%) got score 3. In term pronunciation; 16 out of 18 students (88%) got score 4; 2 out of 18 students (11%) got score 3. While in vocabulary, 2 out of 18 student (11%) got score 5; 13 out of 18 students (72%) got score 4; 2 out of 18 student (5%) got score 3.

From the two categories based on the researcher score, 14 students have fulfilled the criteria of success, while in the collaborator 16 students have fulfilled the criteria of success too. The indicators of criteria of success were fulfilled. There were 77 from the researcher average and 78 from the collaborator average. In this cycle 2, there were 14 out of 18 students who actively participated in the speaking activity. Thus, the action could be stopped.

Because all criteria have met in this cycle two, the researcher and collaborator agree to stop the treatment on this cycle. Thus, it is concluded that “the strategy of the role-play applied in this cycle has been successful in solving the students’ problem in improving the students’ speaking ability.

Discussions

In this discussion on important activities in teaching speaking through role-play technique and the students’ speaking learning result. Some studies found that role play technique could improve the speaking ability. The first was a classroom action research conducted by Muhdi (2012). In findings research showed the implementation of Role Play strategy in the teaching – learning of speaking is effective in improving the students’ speaking skill. Moreover, students were active in the class using Role Play strategy in terms of sharing ideas, asking and answering questions.

The second was a classroom action research conducted by Hadi (2015). The findings of Hadi's research showed that the implementation of the role-play technique in the English teaching and learning process was effective to improve the students' speaking skills. They could perform more confidently. Moreover, their motivation and enthusiasm in English learning also improved. Furthermore, there was an increase from 12.9 to 19.3 from the pretest to the posttest. The improvement significant ($p < 0.05$). It means that the use of the role-play technique could improve the students' speaking skills.

This research findings show that the speaking skill of the students had improved from one meeting to the next meeting, from cycle to the next cycle. It can be seen from the result of each cycle. The finding of the preliminary study shows that from 18 students, all students got fair level. When the researcher has implemented role-play technique, it can be seen that in the first cycle the skill of speaking of students had improved from 33% who reached good level and the second cycle had improved from 33% to 77% who reached good level and met the criteria of success. Beside it, the skill speaking of students had improved in every cycle.

The Advantages of Role Play

Based on the reflection and the data obtained from two cycles, the researcher drew conclusion on some points concerning with the advantages of the implementation of role play technique.

It was that role play technique could improve the students speaking ability. The atmosphere of the class during role play could be arranged in an active role play. According to Hadfield (1986) Role play is a kind of motion games in which there are goals, rules and at the same time involves an element of pleasure. In Role Play students are conditioned on certain situations outside the classroom, even though the learning occurs in the classroom, using the English language. Moreover, role play is often intended as a form of activity in which learners imagine him as if it were outside the classroom and play the role of others when using English (Basri, 2000).

The researchers experience the benefits that can be drawn from the role play: First, role play can provide some sort of hidden practice model, where students unknowingly use expressions of the material that has been and is being learned. Second, Role play involves a considerable number of students. Third, Role Play can give to the students' pleasure for role play is essentially the game. By playing the students will feel happy because playing is the students' world. Go into the world of students, while we deliver our world (De Porter, 2000).

Woodhouse (2007) suggested how role play could be used as a beneficial technique for 'personal development' through case studies in 'healthcare strategy' with a group of nursing students and how video recordings helped to observe the gradual progress of the individuals in 'a constructive way'(p. 75). In the case study, Woodhouse noticed versatility in role play, which was an advantage as the situations could be 'familiar or strange', 'simple or elaborate' that could 'last for a day or for minutes.' Woodhouse also pointed out some more advantages that he adapted from the writings of different experts in the respective field, such as, role play could be done 'with individuals or in group situations' and it helped to 'develop cultural competence, confidence and self-efficacy, and also 'to deal with difficult situations, such as suicide and breaking bad news.' He mentioned the usefulness 'for a range of topics, including interviewing, counseling skills, personal relationships, team working, leadership and cultural studies' (p. 77). Woodhouse's case study was aimed to see the personal development in behavior of individuals by video-taping the performance but in our case study we video recorded the role-plays to see the gradual progress in the speaking skills of the learners.

Al-Senaidi (2009) investigated 'Learners' fluency improved over the course of the four role plays' and the learners also 'produced more chunks of language as they moved through the role plays' (p. 69). For our research, similar method was adopted for tertiary level students to test their competency in speaking and the result was satisfactory. Unlike Senaidi we gave feedback to students on the recorded performance each time and students worked on it to ensure improvement. Liu and Ding (2009) used role-play technique to see how the students performed in groups when they were given a familiar situation to role

play in. They also observed their language potency and how the errors can be corrected as well as how to give feedback to the learners for further improvement. Their observation was that if the teacher gave a familiar situation, the result would be positive and rather giving instant feedback they should be shown the video tapes with oral feedback for 'self or peer correction.' We followed the similar pattern for feedback and noticed that students performed well as they acted in a familiar situation and when they watched their recorded performances with oral feedback, they improved accordingly.

Qing (2011) experimented role-play in the intermediate level and noticed that role play could increase students' intercultural awareness and develop overall communicative competence (p. 36). The author stated, "Adopting another's cultural role creates freedom for experimentation while it also creates a significant learning situation for the participants and for the audience" (p. 38). The author also stated, "Content based role plays give students the unique opportunity to explore another culture in detail from a variety of perspectives. Speakers of English should be able to express themselves properly and understand the grammatical discourse, strategic, and sociolinguistic factors for any given situation based on a higher level of communicative competence" (p. 38). In our case study, we observed similar communicative development but as our learners were native they had little difficulty in expressing themselves properly using English language. To encapsulate the above mentioned studies we find that role-play method has proven to be effective in improving learners' learning skills. Most of the research shows that learners' personal growth and development is possible using role-play as it is 'interactive, creative, interesting and motivating.' Based on these researches, we preceded with our case study to find whether role play is beneficial to students of tertiary level for improving their speaking skills. For keeping record of their progress in speaking and other factors related to it, we video recorded their performances in class and gave feedback to see its impact on them. Based on the procedure of the implementation of role play technique, the teacher stated the important parts as presented below. First of all, the teacher should prepare everything related to the application of role play, such as goal of using role play; choosing the topic, selection of the group, time allocation and

assessment. Those components should be appropriated with the objective of language teaching stated in the curriculum. The subject of this study was the X TSM class academic 2016-2017 year.

The teaching learning process was presented in lesson plan that covered the procedure of role play technique implementation details. In the cycle 1, firstly, pre activity, before applying role play with the topic in the bank, in the market, in the library, a journey you went on with degrees of comparison, teacher should give ice breaking or brainstorming activity such as motivation or game.

Next step: in main activity the students make a group related to the heterogeneous group. They make a dialogue with degrees of comparison, after that they perform in front of the class. In this cycle the students score is still low because the students feel shy and nervous to implement this role play.

For the last step teacher and collaborator monitored the students speaking ability focusing on fluency and accuracy such grammar use, vocabulary use and pronunciation and helped them if they got difficulty. In the first cycle students make heterogeneous group. This group is selected by genre and achievements. But these methods are not effective as only clever students dominated in presentation

The procedure in the cycle 2 actually is almost the same as cycle 1 but the topic is preference. And the groups are homogenous. This group is selected so the students are responsible and clever student do not dominated in presentation.

In this research, I have found that students were enthusiastic about role play as it was different from other activities done in class. After a series of role play, they showed remarkable improvement in their speaking ability and they were also found to be quite fluent. They became confident enough to speak in the created situation of real life scenario. They shared their 'hidden feelings' and expressed themselves without restraint. In a large class room, role play was a good technique to use to observe the performance of a number of students in a limited time constraint. They were given feedback for further improvement.

Conclusion and Suggestions

In preliminary study the students had score 62, in cycle 1 students had score 68 and in cycle 2 had score 77. Those were suitable with criteria of the success. The conclusion basically covers the answer to the question raised in the problem of the study. That is: How can role – play be implemented to improve the speaking skill of the tenth year students of SMK Islam 2 Wlingi. The methods were conducted with the following procedures (1) Deciding on the teaching materials. The teacher decided which teaching materials would be used for role play activities. (2) Organizing the group of the students. The groups of the students are organized by considering heterogeneity of the student's academic ability and personal background as well as the ideal number of the student's in each group. (3) Providing the situation and dialogue to be role-play. The teacher provided the situation in the form of cue card. (4) Implementing role-play technique. The teacher explained the situation in the cue card as well as the dialogue (5) Having the students practice the role-play. The students practice the role plays. (6) Students modify the situation and dialogue. Students modify the situation and dialogue (7) The students perform the dialogue in front of the class. The students had to perform the dialogue in front of the class.

Based on the finding, the researcher gives some recommendation implementing role-play technique. Role-play technique can improve the students' speaking skill, so the English teachers use this technique. English teachers provide the students with list of vocabulary or ask them to always bring dictionary. English teachers use Indonesian language if the students find it hard to understand the explanation. Related to future research concerning with the implementation of role-play technique, researcher recommends the future researchers, who are interested in applying role-paly technique. For conducting this study, so prepare the material to take better result.

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