TEACHING SPEAKING USING ROLE PLAY TECHNIQUE IN DESCRIBING HISTORICAL PLACES TO TENTH GRADE STUDENTS

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Abstract

Speaking is one of four language skills which considered as difficult especially for the first grade students of senior high school because many reasons like less motivation and lack vocabulary. The use of role play to teaching speaking describing historical places is recommended because role play is the way to teach speaking by setting up the students in the situations in pairs or groups. The research purposes are describing the implementations of role play in teaching speaking describing historical places, and describing the students responses in speaking describing historical places using role play. This reserach used descriptive qualitative method. The data taken from the first grades students of X IPS1 with 34 students from SMA Muhammadiyah 3 Tulangan Sidoarjo. As the result of the implementation of teaching speaking by using role play technique in describing historical places made the students more confident, enjoy to speaking English and it's was effective as media to teaching speaking opinion. Based on result of questionnaire, the students responses are very attractive, felt enjoy, felt confident if speak in front of the class, then they could express their idea very well, and understand well about the material. Then as the suggestion of this research is when the students using role play to practice speaking English, they should more confident to share their ide or opinion in group because it can effect the way of role play. That is, they focus on a situation where all eliminates are at random, with decisions unaffected by the previous game course. It is a great simplification, and is going to follow only when participants fail to observe others' behavior, or make use become one of this information.

Key words: *Speaking, Role Play, Describing, Historical Places.*

Abstrak

Berbicara adalah salah satu dari empat keterampilan bahasa yang dianggap sulit terutama bagi siswa kelas pertama dari sekolah menengah atas karena banyak alasan seperti kurang motivasi dan kekurangan kosa kata. Penggunaan permainan peran untuk mengajar berbicara menggambarkan tempat bersejarah dianjurkan karena bermain peran adalah cara untuk mengajar berbicara dengan menyiapkan siswa dalam situasi berpasangan atau kelompok. Tujuan penelitian ini menggambarkan penerapan role play dalam mengajar berbicara yang menggambarkan tempat bersejarah, dan untuk menggambarkan tanggapan siswa dalam berbicara menggambarkan tempat bersejarah dengan menggunakan permainan peran. Penelitian ini menggunakan metode kualitatif deskriptif. Data diambil dari siswa kelas pertama X IPS1 dengan 34 siswa dari SMA Muhammadiyah 3 tulangan Sidoarjo. Sebagai hasil dari pelaksanaan pengajaran berbicara dengan menggunakan teknik role play dalam menggambarkan tempat bersejarah membuat siswa lebih percaya diri, menikmati berbicara bahasa Inggris dan itu efektif

sebagai media untuk mengajarkan pendapat berbicara. Berdasarkan hasil kuesioner, tanggapan siswa sangat attactive, merasa senang, merasa yakin jika berbicara di depan kelas, maka mereka bisa mengekspresikan ide mereka dengan sangat baik, dan memahami dengan baik tentang materi. Kemudian sebagai saran dari penelitian ini adalah ketika siswa menggunakan permainan peran untuk berlatih berbicara bahasa Inggris, mereka harus lebih percaya diri untuk berbagi ide atau pendapat mereka dalam kelompok karena dapat mempengaruhi cara bermain peran. Artinya, mereka fokus pada situasi di mana semua menghilangkan secara acak, dengan keputusan yang tidak terpengaruh oleh kursus permainan sebelumnya. Ini adalah penyederhanaan yang besar, dan akan mengikuti hanya ketika peserta gagal untuk mengamati perilaku orang lain, atau membuat penggunaan menjadi salah satu informasi ini.

Kata kunci*: berbicara, bermain peran, menggambarkan, tempat bersejarah.*

Introduction

Language is a very important tool to communicate with others. It is also very important in order to enable students to communicate effectively through oral language. According to Keraf in Smarapradhipa (2005:1), language is a communication system that uses symbols vocal (speech sound) which are arbitrary. By using language, people can express what they want to share to public orally and written. Nowadays, English is the one of the international languages in the world. Many countries use English as the second language which is used by most communities in the world. Therefore, learning English is very important for the most of people. English is also called as the target language that has to be taught teach in schools today's Indonesian curriculum. Therefore, the students are hoped to speak English well to increase their ability in English.

There are many technique to teach speaking in the class. One of them is role play technique. Harmer (2007:125) explains that Role-Plays simulate the real world in the same kind of way, but the students are given particular roles – they are told who they are and often what they think about a certain subject. In role play situation, students get the opportunity to practice their speaking skills. Students have lots of time to express their speaking ability. Role play technique can build the students' confidence. They can feel enjoy with their friends as a partner in the situation. Students feel enjoy to express their mind and idea spontaneously. Therefore, students have good confidence when they speak in front of the class. Therefore, the teacher can give the feedback for the students.

In role play situation, students get the opportunity to practice their speaking skills. Students have lots of time to express their speaking ability. Speaking as one of the active skill, requires the language learners or the students to be active learners. They should practice English in order to make their speaking better. In this situation, they will not feel shy to speak in front of the class. In this study, the subject were the tenth grade students of Senior High School and the English teacher to describe the students's responses in learning speaking and the implementation of teaching speaking by using role play technique. Based on the reasons above the researcher taking up that title of this study.

Research Method

In this research there are two statements of the study, first How is the implementation of role play technique in describing historical places to the tenth grade students of SMA Muhammadiyah 3 Tulangan Sidoarjo in teaching speaking?, second How are the students' responses in learning speaking bu using role play technique in describing historical places to the tenth grade students of SMA Muhammadiyah 3 Tulangan Sidoarjo?. The researcher apllied the descriptive qualitative in this study. According to Cresswell (1994:27), qualitative research was a systematic observed inquiry into meaning. It was data that was usually not in the form of numbers. Its goal was to gain a deeper understanding of a person's or group's experience. The subject of this study were the tenth grade students and the English teacher of SMA MUHAMMADIYAH 3 TULANGAN-SIDOARJO. The researcher took the first grade students of social grade 1- X IPS 1, because the students in this class were still low in speaking english. This reason was obtained by interviewing with their english teacher.

To obtained the data that were needed, the first technique was observation technique. This technique was used to observe whole aspects in the implementation of role play in teaching speaking class. The second, the questionnaires gave to students to know about their responses regarding to speaking activities using role play. The data that were obtained from questionnaire were used to find out the students' responses. The third, the interview was done

with the English teacher to get some data and information needed for this research by giving some questions about the role play activity, collecting the result of student scores and making recording of the speaking activity during the class. The result of the observation checklist and questionnaire checklist were made in precentage based on the theory. Then, the researcher applied in the graphic. After that, the result of the data described in this study.

Research Findings

In this study the researcher found the data since two meetings. The first meeting was conducted on March, 4th 2019. In addition, the teaching learning process of the class was started at 12.30 p.m. after the second break time. The teacher started the teaching learning process by greeting. The leader of the class led the class to pray together. After that, the teacher checked the attendant list. The teacher asked the students were absent today. The teacher checked the media that the teacher needed as like LCD and laptop. Before entering the main point of the material, the teacher asked the warm questions to students about some historical places in Indonesia. After that, the teacher explained about descriptive text. And also explained about the characteristics, and generic structure of descriptive text. At 13.15 p.m. the teacher instructed the students to make a random group consisting of six or seven students each a group. The students of the group had to search the information about the historical place that they chose. They searched all of the information about the place to describe it in front of the class as a tourist guide. They discussed each other in a group to arrange some information about the historical place. Then, they shared in front of the other students as the tourist guide to the audience. Group one shared about Kota Tua (Old Town)-Jakarta, group two shared about The House of Sampoerna-Surabaya, group three shared about Borobudur Temple, group four shared about Baitturahman Great Mosque-Aceh, and the last for group five shared about Prambanan Temple-Yogyakarta.

In the second meeting of the X-IPS 1 class was conducted on 11th March 2019. The class started at 12.30 p.m. after the second break time. The teacher greeted 'Assalamu'alaikum Warohmatullahi Wabarokatuh' and asked the students'

condition. After five minutes teacher prepared the class and make sure that all of students sat on their chair, the teacher asked to praying together before start the lesson. Then, the teacher checked the attendant list of the class at the day. After that, the teacher asked about his students' preparation to perform the role play that was given on the week before. The first group goes to in front of the class and started to perform Kota Tua (Old Town)-Jakarta group. Then, the second group was The House of Sampoerna-Surabaya. The presentation finished at 13.40 p.m. and they ended the presentation activity by giving applause to each other. They felt enjoy to joined the lesson. The teacher gave the feedback in each group. In addition, she felt so proud of the students because they can more active and more confident to speak English than the last meeting in performance. In the end of the teaching learning process, the researcher gave the students a piece of paper that contained the questionnaire checklist of teaching learning process by using role play technique.

The amount of the students who chosen an option for each question in reflected in percentage (100%). The formula will be given as follows:
(Arikunto, 2016)

$$\frac{\text{The number of students who answer the options}}{\text{The number all of the students}} \times 100$$

The researcher applied all of the students' answered in the table:

The answered "Yes"	Percentage of answered "Yes	The answered "No"	Percentage of answered "No"
269	76,86%	81	23,14%

Table 4.2 all of the students' answered

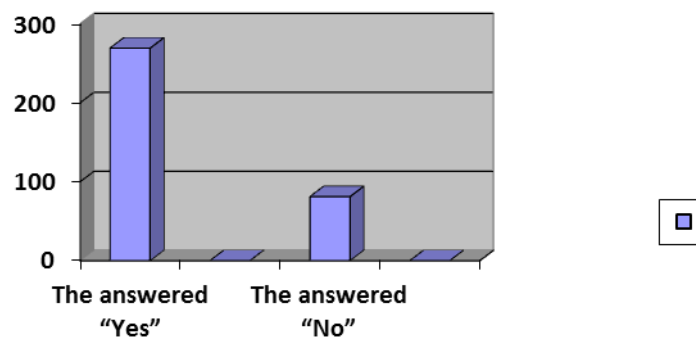The researcher applied the students' responses in graphic:

Chart 4.1. Frequency chart of students' responses

Based on the chart above, the researcher found that the implementation of teaching speaking descriptive text using role play technique made the students confidence to speaking English.

Discussion

The result of collecting data from observation of teaching learning process, students' responses and the implementation of role play technique in describing historical places were described by the researcher in analysis discussion below:

In the first meeting, the researcher found that the implementation of teaching speaking descriptive text using role play technique made the students confidence to speaking English and it was effective technique to teaching speaking descriptive. The students were interested when the teacher asked about descriptive text. Although they were using Bahasa, their answers were variety based on their knowledge. The students were enjoyed, confidence, and interested to speaking English used role play technique when they were describing historical places in Indonesia. It's related with statement Joanna Budden in British Council Teaching English (BBC) on her article with the title Role Play. She said that role-play is any speaking activity when you either put yourself into somebody else's shoes, or when you stay in your own shoes but put yourself into an imaginary situation.6

what is meant by imaginary people is that students can become anyone they like for a short time.

In the second meeting, the implementation of teaching speaking using role play technique was ran well because the students focused on their vocabulary to describe the picture and also they could express their idea in their mind very well than the first meeting. It's related with Dananjaya (2013) role play is an activity in learning process which is the students should not be worry, because in this role play activity, the real situation of live will be create. They looked enjoy and confidence to speak English although they lack of vocabulary. For that case, the teacher was patient to guide the students to speak English well and she always corrects their mistakes in speaking.

Based on the questionnaire there was 42,86% of the students who answered "YES" in question number four, 37,14% of the students who answered "YES" in question number five, 77,14% of the students who answered "YES" in question number six and 77,14% of the students who answered "YES" in question number seven. It means that the students still felt shy in speaking English because they felt afraid, anxious and they could not to express their idea in their mind very well in first time. It related with statement of Lucy Pollard (2008: 36), in playing their role for the first time the students' will be nervous when they have to perform in front of others, especially the teacher, but with time, the more role-plays that they do, the more proficient and confident they will become.

Conclusion

Based on the analysis of findings and discussion, the researcher concluded that the research of Teaching Speaking Using Role Play Technique in Describing Historical Places to the Tenth Grade Students of SMA Muhammadiyah 3 Tulangan Sidoarjo was effective to teach speaking in the class. , the researcher felt satisfied because the researcher could solve the problems. Moreover, the students' performances better than the previous meeting.

Based on the observation field note of the students' performances, they showed some improvements in each meeting. The teacher said that learning speaking using role play technique in this study was very good way. The students were very

active to speak in the class. The students's responses on questionnaire also give the good responses from the students.

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