

The Implementation Role-Play in Teaching Speaking Narrative Text to The Ninth Grade Students at SMP Sepuluh Nopember Sidoarjo

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ABSTRACT

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English plays an important role in this era that needs new generations that can communicate in English well. The Role-Play method is a way of mastering learning materials through developing students imagination and appreciation. Role play exercises give students the opportunity to assume the role of a person or act out a given situation. The aims of this research is to describe the Role-Play method in Teaching Narrative Text to The Ninth Grade Students at SMP SEPULUH NOPEMBER Sidoarjo. Descriptive qualitative method was used in this research. The research has the observation checklist and fieldnote as the data while the source of data were ninth grade students of SMP Sepuluh Nopember. This research was conducted in IX - B class of SMP Sepuluh Nopember Sidoarjo which began on May, 1st 2019 until May, 3rd 2019 for the consultation and coordination while the classroom observation was on May, 9th 2019 until May, 10th 2019. Researcher herself was the primary instruments and the secondary instruments were the observation checklist and fieldnote. The data were collected by observing and taking fieldnote. The data was analyzed by observing the activity happens in the classroom and the students responses about the activity. The research resulted that the Implementation of Role- Play in teaching Narrative Text obtained positive responses from the students, it can be seen that the main purpose of teaching and learning process by using Role- Play System method can be conducted successfully. It can be shown in teaching and learning process, the students are active, fun, and seriously in followed the lesson in the class.

INTRODUCTION

In Indonesia, English is the first foreign language to be taught, and this involves four basic skills, (i.e. listening, speaking, reading, and writing). Those skills are inspiring and supporting each other. Therefore each skill should be taught in balance. Because English is a foreign language in Indonesia, most of the residences cannot communicate in English well. However, English plays an important role in this era that needs new generations that can communicate in English well. Rohmah (2008:1) states that the globalization of English is being debate about the role of English as a language for international communication and how people from other linguistic communities might participate in the world of English. This debate also high lights the increasing interest in learning English for both individuals and whole nations. One of the technique that can be used to teach speaking is Role-Play.

The Role-Play method is a way of mastering learning materials through developing students imagination and appreciation is done by students by acting as living figures or inanimate objects. This games is generally carried out by more than one person it depends on what is played.

Role play exercises give students the opportunity to assume the role of a person or act out a given situation. These roles can be performed by individual students, in pairs, or in groups which can play out a more complex scenario. Role plays engage students in real-life situations or scenarios that can be stressful, unfamiliar, complex, or controversial which requires them to examine personal feelings toward others and their circumstances (Bonwell & Eison, 1991, p.47). Role playing exercises encourage students to think more critically about complex and controversial subjects and to see situations from a different perspective. So, it can help both introvert and extrovert students. For the extrovert students, it can encourage the students to speak English with others because the introvert students sometimes are little shy and afraid of taking risk in communication.

Based on this reason, the researcher decides to carry out the research entitled “The Implementation Role-Play in **Teaching speaking Narrative Text** to The Ninth Grade Students at SMP Sepuluh Nopember Sidoarjo”

Research Method

The design of the research is descriptive qualitative research design. Ary (2010:426) and Maxwell (2005) discusses researcher goal for which they believe qualitative studies are especially suited; understanding meaning for the participants, understanding a particular context, identifying unanticipated phenomena and influences through which new theories may be generated, understanding process and developing causal explanation (though he recognizes the dispute inherent when considering the more traditionalist research views). According to Isaac (1984:46), descriptive research is the kind of research that describes systematically the situations and facts of a given population factually and accurately.

It obtain all information concerning the use of Role-Play to teach ninth grade students states that descriptive research studies are designed to obtain information concerning the current status phenomenon. It means that descriptive is a research, which purpose is to describe the real situation or existing phenomena during the natural study condition that is happening when the research is conducted the researcher studies the happening problems, the certain situations including relationships, activities, attitudes, views, and processes that on going and also study effects of a phenomenon.

Finding and Discussion

The researcher discusses the research finding in this part. The research begins on May, 1st until 3rd 2019. The result of this research mentioned about has collected data about how is Implementation of Role-Play in Teaching Narrative Text to The Ninth Grade Students at SMP Sepuluh Nopember Sidoarjo.

No	Action	Results
1.	<p>The implementation of The Role-Play Technique</p>	<ul style="list-style-type: none"> - The use of the role-play technique in the teaching and learning made some changes to the students. They were motivated to join the teaching and learning process due to the role that was played by the students. - They seemed to enjoy the process of making dialogue and performing the role in front of the class.

		<ul style="list-style-type: none"> - However, there were grammatical error, miss pronounce word, and pauses during the presentation - The class changed to be more active due to the activities in the role-play technique
2.	The use media (Narrative Text) to teaching and learning Process	The use Narrative text to deliver the material significantly increased the students understanding the material.
3.	Implementing team work to make students had more opportunity to practice to speak.	<ul style="list-style-type: none"> - The paired work increase their confidence to speak. They also had opportunity to practice to speak with their partner. - They could discuss the material with their partner

The table above described the result of the implementation of the actions to the Ninth grade students of SMP Sepuluh Nopember Sidoarjo. It can be concluded that the use of the role-play technique was effective on teaching narrative text of teaching and learning process. The researcher knew from their attitude in teaching and learning process. Referring to the theory that states by Brown (2001:270), the researcher also found the students' problem. They had problem in fluency, vocabulary mastery, and pronunciation. The problem appeared because of the lack of learning resources for the students to

personalize such as modules or handouts. It influenced the students' enthusiasm the teaching and learning process of speaking. In the class, the lack of the students' enthusiasm during the teaching and learning process of speaking proved by the lack of the students' active participation in asking questions and giving ideas during the teaching and learning process. They seemed to be bored in the class. To overcome the problem, the researcher applied the role-play technique. using the role-play can be very useful in teaching speaking. Ladousse (2009:05) proposes several reasons for using role-play. Role-play gives a very high variety of experience which can be brought into the classroom. It means that the students can express their thought. The range of functions and structure, and the areas of vocabulary that can be introduced, inserted beyond the pair or group activities, such as conversation, communications games, or humanistic exercise. The students had also more activities in speaking.

Suggestion

The students should manage themselves to always have positive attitudes towards English lesson. They should have high motivation in learning English especially speaking. They should know that it is important for them to have more practices in speaking. Vocabulary mastery, pronunciation can be improved through practicing. In addition, they should continuously active in the teaching and learning process.

The use of this applied technique, will have a good effect to the student's. It can help the students to achieve the goal of speaking. Therefore, the teacher should prepare the teaching and learning well. By creating an effective and interesting activities as well, the teacher could make the student enjoy the teaching and learning process. In addition, the

students could be motivated to join the class students with effective strategies which can help them comprehend English.

Conclusion

Teaching Narrative text by implementing the role-play technique to create some activity can make the students achieve the indicators. This technique get the students to have more practice in speaking. Moreover, the students' critical thinking were developed by this technique. The role-play technique could bring new situation in the class so that the class situation changed. As the result, the students' speaking skill were improved. Although it was not a big improvement, but it had become the proof that the role play technique could make the students improve their speaking skill. Furthermore, by the improvement, they needed to have more practices to make their speaking perfect.

Implementation of Role- Play in teaching Narrative Text obtained positive responses from the students. From the explanation above, it can be seen that the main purpose of teaching and learning process by using Role- Play can be conducted successfully. It can be shown in teaching and learning process, the students are active, fun, and seriously in followed the lesson in the class.

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