

THE IMPLEMENTATION OF ROLE PLAYS IN STUDENTS' SPEAKING PRACTICE IN ELEVENTH GRADE OF SMAN TULAKAN IN THE ACADEMIC YEAR OF 2021/2022.

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Abstract: This study aims to describe: (1) the application of role-play in students' speaking practice; (2) students' perceptions about the application of role-play in speaking practice; (3) the advantages and disadvantages of implementing a role-play strategy. This study used a qualitative method where the data was presented in descriptive form. The informants in this study were an English teacher and 21 students of class XI MIPA 2. Based on observations, class XI MIPA 2 was one of the classes that had implemented a role-play strategy for learning to speak. This study used a questionnaire, observation, and interview methods. The results of this study were (1) the implementation of role-play was carried out in the form of class groups. The teacher was divided into seven groups and students made role-play scenarios according to the creativity of each group; (2) teacher and students had a positive perception of the application of role-play. There were four indicators achieved by students in the application of role-play, including increased innovation and creativity, learned motivation, self-confidence, and speaking courage; (3) in the application of role play there were advantages, namely: increasing interest in learned, increasing students' enthusiasm in speaking, and practicing critical thinking skills. While the weakness of implementing the role-play strategy was that it took a long time to carry out the role-play process.

Keywords: Implementation, Speaking, Role Play

INTRODUCTION

In an increasingly advanced era, humans were asked have been up to date on developments in the world. Humans were required to master two things, namely technology and foreign languages.

Talking about foreign languages, we would know the importance of knowing foreign languages in the era of globalization. Indonesia was a country that had good communication links with other countries; this was evidenced by the existence of international relations between Indonesia and other countries in various sectors such as in the fields of economy, food defense, politics, education, science, and technology. The existence of international relations between countries or residents of other countries requires us as Indonesian citizens to master a foreign language.

In Indonesia, people began have been introduced to one foreign language, namely English. English began being introduced to school-age children until children were in high school or college age. English was one of the compulsory subjects that must be given to children who went to school. This was as stated by Ricard and Renandya (2002) that English was a school lesson, therefore students must learn English at school.

Learn English in schools 4 skills must be learned, as had been stated by Tarigan (2008) stated four skills could be developed in learning English, namely listening skills, speaking skills, writing skills, and reading skills. Darancik, (2018) also mentions that there were four basic and interrelated language skills referred to as "macro skills" namely, listening, reading, writing, and speaking as an integral part of foreign language teaching. Of the four competencies, one of the most important English competencies that have been developed was speaking ability.

Speaking is one of the skills in learning English. Speaking was used to communicate. As brown (2001) said that speaking was an interactive learned to construct meaning that involves the production, reception, and processing of information. This means that speaking could be built meaning to communicate with each other. We could get information from the listener, received information from the speaker, and process that information to make a speaking activity. This proves that speaking was important for students in learning English.

Speaking skills were taught to students had been able to use English in actual communication. The 2013 Indonesian curriculum stated that since junior high school English lessons were mandatory for students, meaning that teachers and students must be able to master English. To speak a foreign language to a shared understanding with others requires attention to precise language details. A speaker needed to find the most appropriate and grammatically correct words to convey meaning accurately and precisely, and needed to organize the discourse so that the listener would understand. In addition, Nunan (1991) stated that people must master the art of speaking; speaking was the single most important aspect of learning a second or foreign language.

There were several problems faced by students in practicing speaking at schools such as pronunciation, grammar, vocabulary, fluency, and comprehension. From these problems, students had difficulty learning English so they lack confidence and lost motivation to learn English.

Based on the reasons above, the researcher wants to examine the strategies used by teachers in teaching speaking in the classroom. The researcher believed that the role-play strategy applied by the teacher in the classroom could affect the students' speaking practice. In addition to increasing vocabulary knowledge, role play strategies were also considered had been able to increase students' confidence in speaking and motivation to learn English.

This research had been conducted at SMAN Tulakan for class XI MIPA 2. The focus of the research was the researcher wants to analyze the use of role-play in teaching speaking. Therefore, the researcher focused on speaking activity and used role-play in the teaching and learning process in English lessons. The researcher hoped that this strategy could help students of class XI MIPA 2 SMAN Tulakan in speaking practice. It was also expected to make them speak English well after using this strategy. Here the researcher conducted a study entitled implementation of the role-play in speaking practiced for class XI MIPA 2 students of SMAN Tulakan academic year 2021/2022.

METHODOLOGY

This research was conducted at SMAN Tulakan. The consideration of this research was the application of role play in learning English at SMAN Tulakan. This study used the descriptive qualitative method. The subjects of this study were students of SMAN Tulakan, especially 25 students of class XI MIPA 2 SMAN Tulakan. The instruments used in this study were questionnaires, observation sheets, and interviews. The technique used in data analysis was qualitative data. In qualitative analysis, the data include; data reduction, data presentation, and concluding (Miles and Raffles: 2016).

RESULT

Findings

This section described the research findings that had been carried out. This study used analytical research with a qualitative descriptive design. The research was conducted from 9th May until 10th June 2022. The subjects of this study were students of class XI MIPA 2 SMAN Tulakan in the academic year 2021/2022 and the English teacher.

a. Teacher Questionnaire

Below is a table of teacher questionnaire results:

Table 4.1 Teacher's Questionnaire Results

No	Description	Yes	No
1	Students are very enthusiastic when learning English	✓	
2	Some students are less enthusiastic about learning English	✓	
3	Students always work on English assignments.	✓	
4	I enjoy teaching students to speak English	✓	
5	I often speak English when teaching in class	✓	
6	Students like to spontaneously answer my questions in English.		✓
7	Students understand my speech in English		✓
8	I once implemented a role playing method in a class.	✓	
9	Students like the role play method	✓	
10	Role playing increases students' motivation in learning English	✓	
11	Role playing increases students' confidence in speaking English	✓	

Based on the teacher's questionnaire table above, the teacher's perspective on student enthusiasm in learning English was shown and the student's perspective on the implementation of role play carried out by the teacher. The table shows

that the teacher had implemented the role play strategy in class XI MIPA 2 SMAN Tulakan.

b. Student Questionnaire

Below is a table of teacher questionnaire results:

Table 4.2 Student Questionnaire Result

No	Description	SA	A	DA	natural resources
1	English is fun.	5	7	5	3
2	I like English lessons.	3	10	8	0
3	I always make time to learn English.	3	15	0	3
4	I am very enthusiastic when learning English.	3	7	8	3
5	I enjoy learning to speak English.	9	0	8	3
6	I often speak English in class.	3	9	3	6
7	I like to spontaneously speak English.	3	12	6	0
8	I like to understand the meaning of spoken English.	3	12	6	0
9	I once learned to role-play.	6	9	3	3
10	Role playing is fun.	3	12	3	3
11	Role playing trains my speaking skills.	3	12	6	0
12	Role playing increases my confidence in speaking.	10	7	3	1
	Total	54	112	59	25

Based on the student questionnaire table above, there were four indicators in the form of numbers 1 to 4, which mean: indicator (1) means strongly agreed; indicator (2) means agreed; indicator (3) means disagreed; indicator (4) means very did not agree. From 12 questions posed to students about the perspective of learning English and the implementation of the role played in speaking practice, data was obtained that 54 answered strongly agreed; 112 answered agreed; 59 answered disagreed, and 25 answered strongly disagreed.

Discussion

3.2.1 How is the implementation of students' speaking practice using role play in the eleventh grade of SMAN Tulakan in the academic year 2021/2022?

The implementation of role play was divided into 3 sessions, namely pre-activity, whilst-activity, and post-activity. In this activity, the teacher divided students into groups. Each group had different material that was demonstrated in the form of groups. The following was a description of the implementation of role play in the speaking practice of class XI MIPA 2:

The first meeting was an observation session on learning English and orientation on the application of role play which had been carried out at SMAN Tulakan. The researcher explained the research flow that had been carried out in class XI MIPA 2.

The second meeting had been held on Tuesday, May 24, 2022, starting at 08.00 until 09.00. The speaking practiced activity with the implementation of this role play was guided directly by the teacher and the researcher made observations during the implementation.

The teacher began to open the class by greeting and saying good morning as usual. He greeted the students and checked their attendance. The teacher asked the students about the group scheduled for today's presentation. The student answered groups 1 until 4. Then the teacher called each group to make sure the group was ready. The teacher again explained the rules of role-play and that the skill that had been seen in this role-play was speaking skills, so students were asked to perform optimally and fully confident. The teacher gave 5 minutes to the students to prepare themselves.

After 5 minutes passed the teacher began to call group one to come forward. Group one brought material about the meaning of invitation. The concept of the role-play brought by group one described the atmosphere of discussion in the library. The division of roles in group one, Wahyu Rafilio as a class XI MIPA 2 student, Tiar Zulkarnain as a class XII MIPA student, and Siti Khalifah as a Librarian.

The role play lasts 12 minutes. At the end of the session, Wahyu Rafilio closed the role play by giving time for questions and answering, but no one in the audience asked any questions. Without question closed with greetings.

The teacher invited students to applaud group one which was the first group to appear in the role-play activity. The teacher gave a special note for group one, namely the lack of confidence in some conversations, but the teacher gave appreciation for the students' courage to appear without notes. The teacher invites students to continue practicing speaking English.

The time showed at 8.24 the teacher called group two to come forward. Group two presented material on the generic structure of invitations. Riska acted as a teacher while Rina and Silvia acted as students. Mrs. Riska started the class with her role as an English teacher while Rina and Silviana played themselves as students. Mrs. Rina explained 6 points that became the general structure of the invitation. After the presentation of the material, a question and answer session was opened. One of Rina as a student asked the following question:

S: "Hello, my name is Rina ma'am. I want to ask related to the generic structure of the invitation, is it the same between formal and informal? Thank you."

Answered by Mrs. Rina,

"Yes of course"

The generic structure is the same, so both informal and formal must include recipients; content; subjects; date and time; place and sender."

S: OK, thanks for the explanation, ma'am

After the question was answered by the teacher, the moderator asked another question to other students. After no questions were asked, then the teacher concluded the material being studied and closed the class.

The teacher applaud group two and warned if the role play time exceed the allotted time. The teacher understood that there was a time delay due to the question and answered session. The teacher also said that each group must be active in role-play because there was a special assessment for students who were active in the role play forum.

English hours remaining 18 minutes, the teacher called group 3 and asks to maximize the time for role-play. Group three would present material about the invitation language feature. The concept of group three role-play was about delivering formal and non-formal invitations. The division of roles is divided in the group, namely, Novita as a formal invitee, Nur Aini as a non-formal invitation, and Putri as an invitation recipient. The place for giving invitations between Novita and Putri was done in the class. Meanwhile, the place where Nur Aini's invitation was given to the daughter was in the canteen. From the two invitations given by Novita and Nur Aini, Putri was able to observe the linguistic features used in those two invitations.

After the role-play take place, the forum was again taken over by the moderator. As before, the moderator opened a question and answered session, because no one asked the moderator to immediately close the role play. The teacher gave applause to group three. The teacher gave special notes to group three about the lack of mastery of the material and hasty delivery. The teacher gave a message so that group three was better prepared before performing. The teacher gave a conclusion for today's meeting. The teacher conveyed special notes to students who role-play in each group. The teacher reminded groups of 4-7 to prepare for next week's role play. The teacher closed the meeting with greetings.

The third meeting had been held on Tuesday, May 31, 2022, from 08.00 to 09.00. Learning activity this teaching continued the role-play of students in groups of 4-7 related to the invitation material.

The teacher started the lesson by greeting and saying good morning as usual. He checked student attendance. The teacher asked the students about the last

material. After that, the students answered that the last one was the presentation of invitation material about the characteristics of language presented by group three. Then the teacher gave instructions to group 4 to perform and maximize the time for 10 minutes. Considering that 4 groups had performed today, the teacher said the assessment would be delivered at the end of the session.

Group 4 role-play began at 08. 05 with official invitation materials. The concept of role-playing brought by group 4 was the delivery of an official invitation from the Tulakan sub-district government to the principle of SMAN Tulakan. The group roles were divided into 4, Marcelina was the principal of the school, Mei was the administrative staff, and Lailatus was the public relations officer from the sub-district. The role play started with the arrival of Mrs. Lailatus to school as an envoy from the Tulakan sub-district.

The role play lasted for 10 minutes, at the end of the group opened a question and answered session. Then the teacher continued to call group Five. Group five brought materials about informal invitations. The concept of the role that was brought by group five was to convey an invitation to pray together (Tahlilan). The division of roles is divided into groups five, Elsa as a person who had a purpose, Dita as the invitation sender; and Dimas as the recipient of the invitation.

Group five played a very professional role because the concept brought by group five was very often encountered in society. With a unique role-play, group five made the class very active and other students were very enthusiastic about watching the performance of group five. Time ran for 13 minutes, the teacher reminded the group to close the role play immediately. Finally, the group immediately closed the performance by saying thanks and greetings.

The time showed at 08. 30 followed by a role play for group 6 and group 7 which presented material on the sentences of inviting, accepting, and refusing invitations. Division of roles for groups 6 and 7, Ani and Andrian as the party who gave the wedding invitation, Devi, Amelia, and Ana as the person who received the invitation, and Calista as the person who refused the invitation. The role-play of groups 6 and 7 lasted for 18 minutes until 08. 48. Then the teacher reminded the group to immediately end the performance. The group representatives finally closed the meeting with thanks and greetings.

The teacher assessed the form of criticism and suggestions on the performance of 4 groups. The teacher provided opportunities for students to ask questions related to the material presented. Students asked some questions related to how to learn good pronunciation. They were asked how to memorize it so as they were not to forget when performing and how to avoid their nervousness when performing in front of the class.

The teacher answered the students' questions. At the end of the meeting, the teacher motivated students who were more enthusiastic about learning to speak English and advised students to be diligent in reading and listening to sentences

in English either through books, films, or music. Finally, the teacher closed the meeting with greetings.

3.2.2. Student's Perspective on the Implementation of Role-Play for Speaking Practice.

1. Increase interest in learning English and self-confidence.

In general, students were aware of the differences in the application of role-play in learning to speak English. With the role-play strategy students were able to participate in learning to speak. Students had confidence when speaking English. This was because of the preparation before speaking practice.

2. Cultivate a critical thinking attitude.

Thinking before speaking was something that was generally practiced, but speaking in English was sometimes a difficult problem to do even though you had thought about it, with the role-play strategy making students ready to speak English, mistakes were natural. Which was commonly done but with the role-play strategy students did not hesitate in speaking English. In the discussion session, students were also trained to thought and spoke spontaneously.

3. Cultivate an attitude of responsibility and cooperation

The role play was a strategy that was carried out in groups. The group consists of the collaboration of several different people. To carry out a role properly required the cooperation of all group members. Role play trained students to cooperate and be responsible for each role-play by each individual.

3.2.3. Advantages and disadvantages of role-play

From the results of the researcher's analysis, there were advantages and disadvantages in the application of role play. The advantages of implementing role played were: increasing students' interest in learning English, providing an experience for critical thinking, training self-confidence, and increasing student creativity in innovation. While the disadvantage of implementing the role-play according to teachers and students was the need for good time management because role play took a long time to implement.

CONCLUSION

Based on the analysis of the data obtained, the researcher concluded that the teacher of SMAN Tulakan applied a role-play strategy in learning speaking for the students of class XI MIPA 2. In its application, the teacher was in class groups and allows students to form according to the abilities of their respective groups.

The perspective of students with the application of role play was very positive, students could express themselves with the games they played and could practice their speaking skills. The role play strategy gave advantages to both teachers and students. Teachers were able to create active learning in the classroom while students were able to practice self-confidence, critical thinking, and courage in learning to speak English.

SUGGESTION

1. The teacher should use strategy when teaching speaking. So that students are more motivated in learning and make students understand and learn more fun, one strategy that can be used is role play.
2. Students are expected to improve their English speaking skills with enthusiasm and confidence.

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