

AN ANALYSIS OF STUDENTS' SPEAKING ABILITY THROUGH THE ROLE PLAY TECHNIQUE

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Abstract

The aims of this research to analyze the student's speaking ability through role play technique at SMP Swasta Pembangunan Galang. This research applied with the teacher and students perception of Role Play Technique that has been applied by the Teacher at SMP Swasta Pembangunan Galang and do the Teacher understand how to apply role play technique. By conducting the research with a teacher and some students, the researcher wanted to analyze whether there were different perceptions toward to the technique or not. In this research, the researcher used qualitative research to obtain the result of the research accurately. The instruments of this research used Interview and questionnaire. In observation behavior, the researcher asked the teacher and 2 students perception of Role Play Technique during using the technique. In addition, the researcher also used questionnaire to analyze the teacher perception to the Role Play Technique and to know do the teacher understand how to apply role play technique. Based on the finding, the researcher found a positive perception towards the technique. Each of the teacher and students had different perception to the Role Play Technique but the main point of the statements in the interview are the same and the result of the questionnaire from the teacher show the teacher 83% agree and understand how to apply Role Play Technique. Because the result of this research contained many positive perceptions and the the Teacher understand how to apply the Role Play Technique, It means that the teacher and students accepted and agree Role Play Technique is effective to increase students' speaking ability.

Keywords: Role Play Technique, Speaking Ability

INTRODUCTION

Speaking ability is one of the most important language skills in education. In the context of learning, speaking ability is not only important for interpersonal communication, but also as a tool for conveying ideas, presenting understanding and participating in various academic activities.

The importance of speaking ability in education can be seen from several perspectives. First of all, speaking ability is key for students to actively participate in classroom learning. By being able to articulate their thoughts and ideas orally, students can contribute to class discussions, exchange information with classmates, and express their questions or incomprehension to the teacher. This creates an interactive learning environment and promotes the exchange of ideas between students and teachers.

A teacher's effective communication significantly impacts student's learning and relationship. In the classroom, effective communication by teachers can create a supportive environment. It can encourage active student participation and improve the quality of instruction.

Based on the researcher's observation in SMP Swasta Pembangunan Galang on March 2024, it is clear that the students are getting difficulty in English subject, particularly the students made some errors in speaking. In the classroom, students often struggle with practical experience, anxiety, limited vocabulary, insufficient feedback, and a lack of effective role models when learning to speak English. They also face challenges with understanding body language and facial expressions, developing speaking speed and clarity, and receiving encouragement and motivation.

In the other hand the students are busy with their own activities, such as speak with their classmate, play any game, and sleep during the class. It will be effect to students understanding in learning speaking ability, students still get low score in English test. Their score was below 76,

which was far from KKM (*kriteria ketuntasan minimum*). The KKM of English subject in this school was 76 and difficulties in learning foreign language speaking ability can be caused by several factors.

According to Fadilah (2016), speaking is perhaps the most fundamental of human skills. Since we do it constantly, we may not pay attention to the processes involved. Students often encounter problems when practicing English speaking. One frequent problem is that their native language makes it difficult for them to use the foreign language.

After analyzing the problems in schools, researcher have found a solution that can be implemented in the classroom to enhance learning using role-play techniques. Suryani (2015) mentioned that role-play is a technique that can motivate students to speak in the classroom. Role-play is a teaching method where students are assigned specific roles and they must speak and act according to the roles they are given. Arham et al (2016) stated that implementing the role-play technique enhances students' speaking ability and self-confidence. In the field of management, discrepancies in identifying roles can lead to role conflict. However, using role play as a teaching method involves conscious practice and discussion of the role in a group. During class, role play activities can help students identify with different roles in a situation.

To overcome these difficulties, teachers can apply various strategies, such as providing more opportunities to practice speaking in class, building a supportive atmosphere to increase students' self-confidence, introducing activities that involve role-playing or real communicative situations, providing constructive feedback to help students correct their mistakes, and integrate vocabulary and grammar practice in speaking learning. Based on the explanation above the researcher conduct a research entitled : " An Analysis of Student's Speaking Ability Through the Role Play Technique at SMP Swasta Pembangunan Galang in 2024".

RESEARCH METHOD

This research uses a qualitative approach with case studies as the main method. A qualitative approach provides the freedom to explore qualitative aspects that cannot be measured quantitatively, such as students' perceptions of their speaking abilities and experiences in communication situations.

Subject of the Research

The subject of the research will be the first year students of SMP Swasta Pembangunan Galang especially in the nine grade students. In academic year 2024.

Instrument of Collecting Data

The writing uses triangulation techniques, namely a combination of interviews, observations, and documentation. Judging from the 5W and 1H elements, to answer *what, where, when, and who*, the author uses data collection techniques in the form of documents. Apart from that, to answer *why, and how*, the author uses data collection techniques through in-depth interviews and observations of situations in the field.

Data collection methods used for data collection in qualitative research generally use questioner, observation, interview, and documentation.

Instrument of the Research

In this research, the researchers used observation and interview guidelines to identify problems and needs in the field. Additionally, they distributed student reflection sheets at the Galang Development Private Middle School to strengthen their reflections.

1. Observation guidelines involve direct research techniques in the field where the researcher not only observes but also records data about what happens during speaking ability learning at the school.
2. On the other hand, interview guidelines are a research technique where the researcher engages in an oral dialogue to obtain information from the participants.

Techniques of Analysis Data

The analysis of qualitative data is an essential technique for understanding how role-playing can enhance speaking skills. This approach allows researchers to delve into different

aspects of speech skills that are influenced by role-playing, such as clarity of expression and the ability to respond effectively. Studies conducted in the past decade have demonstrated that role-playing methods have significant potential for improving speaking skills in a variety of settings, including educational and professional contexts. Therefore, a thorough understanding of data analysis techniques related to role-playing methods can offer valuable insights for the development of future communication skills.

Role play has become an effective technique for practicing speaking skills. In the last 10 years, data analysis techniques have increasingly dominated the development and evaluation of the effectiveness of role-play in the context of speaking training. Data analysis provides deep insight into the communication dynamics, participant preferences, and the impact of role-play exercises. Here are some important aspects of data analysis related to role play as a method of practicing speaking:

1. Identification of Communication Objectives
2. Selection of Relevant Scenarios
3. Collecting Data on Participants' Preferences and Perceptions
4. Evaluation of Participant Performance
5. Use of Recordings and Observations
6. Development of Data-Based Learning Strategies
7. Continuous Improvement

RESULT AND DISCUSSION

To know the result of this research, the researcher asked the teacher to fill out the questionnaire. Teachers' responses to each statement of questionnaire were presented in the form of table.

There were sixteen statements with five numbers of values that teacher can choose. They were Strongly Agree (SA) = 5, Agree (A) = 4, Undecide (U) = 3, Disagree (DA) = 2, Strongly disagree (SDA) = 1.

Questionnaire Result

No.	Statement	Score	Explanation
1	Role play is the easiest technique in teaching	5	Strongly Agree
2	Role play technique is particularly suitable for using teach speaking	4	Agree
3	Role play technique helps teacher to make teaching easier	4	Agree
4	Type of role play technique is very variative	4	Agree
5	Fully-scripted role play is not suitable for speaking lesson	3	Undecide
6	Semi-scripted role play is better used for speaking	3	Undecide
7	Students learn to memorize by role play technique more quickly	5	Strongly Agree
8	Role play technique is particularly helpful in increasing students' speaking ability	5	Strongly Agree
9	Role play technique is a usable technique for all lesson	4	Agree
10	Students become bolder and more confident when speaking English	4	Agree
11	Students are more active when learning speaking use role play technique	4	Agree

12	Role play technique more interesting used for learning	4	Agree
13	Role play technique helps me to convey the material easily	4	Agree
14	The atmosphere that emerges become more active and interesting	4	Agree
15	The students easily gave off their speaking ability	4	Agree
16	The teacher understands how to apply role play technique in teaching speaking English	5	Strongly Agree
TOTAL SCORE		66	
MEAN		Total score (66) : Total statement (16) = 4.1	
PERCENTAGE		Average (4.1) / Higher Score (5) x 100% = 83%	

Here is the data of questionnaire that was given out by the teacher. Based on the data above, the teacher showed a good result of the questionnaire.

The Teacher Response to “The teacher understands how to apply role play technique in teaching speaking English”

No	Statement	Score	Explanation
1	The teacher understands how to apply role play technique in teaching speaking English	5	Strongly Agree

Based on the answer above, the teacher strongly agree with the statement. So, the teacher understand how to apply role play technique in teaching speaking

Based on the result above, the researcher has discussed some theories concerning result interview at SMP Swasta Pembangunan Galang, which have been observed and studied in various way. The theories are discussed the result of data analysis. In order to justify the research finding, the researcher tried to discussed the references to theories related to the effectiveness of role play towards students’ speaking ability.

Role play technique as technique in teaching speaking English is a suitable strategy in developing students’ speaking ability. The progress in developing students’ ability in speaking through role play technique was convincing because this technique can encourage students’ enthusiasm, interest and motivation to increase their speaking ability.

Role play technique is very interesting when it applied in increase students’ speaking ability. Students have a lot of opportunity to practice their speaking by using this technique. Teaching speaking through role play technique can be enjoyable experience for students. In fact, the students can improve their speaking ability after being taught by using role play technique.

CONCLUSION

After conducting the research, the researcher draws the conclusions that have been described as follows:

1. The teacher and students' perception of role play on teaching speaking got positive effects to the teacher and students. The positive implication that students of SMP Swasta Pembangunan Galang experienced were: the students felt their speaking ability is improved and they felt easier in memorizing the word after using role play technique in learning. For the teacher, it could be the way that helps them to make the students interested in learning especially in speaking. The teacher felt this technique is able to make students' vocabulary increase than before.
2. The teacher understands how to apply role play technique in teaching speaking English to the students at SMP Swasta Pembangunan Galang in first year of nine grade. Based on the result, the teacher strongly agree with the statement of questionnaire, so the researcher conclude that the teacher know how to apply role play technique in teaching speaking based on their way.

The advantages of role play gave positive effects to the teacher and students. So, role play technique is effective for teaching especially for increase students' speaking ability. The implication of role play as technique in speaking English subject should be developed from any aspects to help the students maximally in learning English.

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