

ANALYSING STUDENTS SPEAKING ABILITY THROUGH ROLE PLAY TECHNIQUE

(A Case Study at SMA Negeri 26 Bandung)

A RESEARCH PAPER

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ABSTRACT

Speaking considered as a very crucial skill because it is one of the basic keys of communication. By mastering speaking skills, we can carry out communication, express ideas, purpose, and persuade to other people. The objectives of the research entitled “**Analysing Student Speaking Ability through Role Play Technique in SMA Negeri 26 Bandung**” are to know the use of Role play in learning speaking in SMAN 26 Bandung. In this research, the writer uses qualitative research method. The population of the research are 39 students at eleven grade students of SMAN 26 Bandung, and the sample are 3 students of XI MIPA 3. The instrument used interviews. The result of this research showed that use of role playing techniques is good to know the speaking ability of students in English. And to find that 75% of all students in grade XI MIPA 3 was get score above the average for their speaking ability. Students become more confident using english in daily conversation. More daring to appear in front of the class and do a good preparation. In conclusion, role play can increase the interest of students in learning English especially speaking skills.

Keyword: *Speaking and Role Play Technique*

CHAPTER 1

INTRODUCTION

This chapter discussed the background of the research, the research question, objectives of the research, limitation of the problem, benefits, definition of key terms, and organization of the paper.

A. Background of the Research

At present, English becomes an instructional language for any kinds of business field over the world. Many countries in South East Asia use English either as a medium of learning or a transactional language, in this case English is categorized as a Second Language (L2), e.g., in Singapore, Malaysia, and Brunei Darussalam. Unlike the case with English in Indonesia. In Indonesia, English is considered as a foreign language, because not so many people use it either as a daily communication or as a medium of learning. Considering this phenomenon, the government has decided to include English as the compulsory subject in secondary school. This is why many people in Indonesia want to learn English.

In learning English there are four skills should be mastered by the students. Those skills including: speaking, listening, reading, and writing. Speaking and writing are categorized as productive skills, while reading and listening are as receptive skills. Each of these skills has different way in mastering and expressing. Productive skills which include speaking and writing are two important components of communication process. As Widodo (2008: 3) stated

speaking requires a greater degree of language overtime, while writing requires a greater degree of accuracy and has been considered one of the most difficult skills for learners to master. Speaking considered as a very crucial skill because it is one of the basic keys of communication. By mastering speaking skills, we can carry out communication, express ideas, purpose, and persuade to other people.

Everyone needs this skills, as well as students in the end they have to master it to achieve its goals in the future. For example whatever their profession, an architect, engineer, businessman, scientist, teacher, etc., they need speaking skills in order to take an active part in communication process and also to develop their knowledge. The success of teaching speaking determined by many factors such as the teacher, the material, and the strategy applied by the teacher.

Role play is an alternative strategy to improve students' competence in speaking. Why do we use role play? By applying role play, the students can learn and express themselves both through language spoken and language expression. The students are more active in verbal communication. As to Qing (2011: 37), "Role play is defined as the projection in real life situations with social activities".

Many learners can not use the language in real life. their output in language learning is limited in doing exercises based on textbooks and in understanding the grammar, but isolated with real communication. Real communication involves ideas, emotions, feelings, appropriateness and adaptability (Chauhan, 2004: 1) Lazaraton (2001: 108) writes defiantly spoke. majors language learners can be overloaded by the need to process the incoming language while preparing to produce a response, which means that some students will have "the confidence to

engage in unplanned conversations with native speakers. Alisyahbana (1990 : 1) states, in Indonesia alone some facts indicate that the majority of students in Indonesia find it very difficult to express reviewed their ideas in English verbally most of them could not communicate each other in English, either in or in outside the classroom.

Students at SMAN 26 Bandung also have difficulty speaking English in the classroom and also out of class in their everyday life. In truth, they have the opportunity to speak English at school in some activities the obliging entire school community to use English. For example the Ceremony on Monday, whole protocol using the English language. Other examples in the classroom, when the teacher arrived into classroom, students are required to use English giving greetings. If seen from some of these activities can be said that the use of English does not innovate, it will be difficult for students to develop their speaking skills in other contexts in daily life.

Based on the background above, the writer is interested in analyzing their speaking ability through role play technique of the second grade students in SMAN 26 Bandung.

B. Research Question

Based on the background of the study, the research questions focuses on:

1. How is the use of Role play in learning speaking in SMAN 26 Bandung?

C. Objectives of the Research

To know the use of Role play in learning speaking in SMAN 26 Bandung.

D. Limitation of the Problem

To analyze student speaking ability through role play technique in SMAN 26 Bandung of IX MIPA 3 students.

E. Benefits

This research is expected to be beneficial for writers and students. For the writers, this research is expected to exhibit results of student learning in speaking English through role play. Exhibit the student speaking ability directly. for students, research is expected to make students realize that speaking English is easy and straightforward as doing role play that they do directly.

F. Definition of Key Terms

1. Role play is " Role play is defined as the projection in real life situations with social activities " (Qing: 2011). Role play technique is "a technique in teaching speaking which designed to help the students become deeply involved in thinking about how they would react real world situation" (Killen, 1998: 171)
2. Speaking is an interactive process of constructing meaning that involves producing *and* receiving and processing information (Brown, 1994; Burns &

Joyce, 1997 cited in Adriyanti, 2009:220). Its form and meaning are dependent on the context in which it occurs, including the participants themselves, their collective experiences, the physical environment, and the purposes for speaking. It is often spontaneous, open-ended, and evolving. However, speech is not always unpredictable. Language functions (or patterns) that tend to recur in certain discourse situations (e.g., declining an invitation or requesting time off from work), can be identified and charted (Burns & Joyce, 1997).

G. Organization of the Paper

The paper is organized into several chapters, namely:

Chapter 1 : Introduction

This chapter includes introduction part which discusses background of the research, the research question, objectives of the research, limitation of the problem, benefits, definition of key terms, and organization of the paper of analyzing student speaking ability through role play technique.

Chapter 2 : Literature Review

This chapter includes theoretical framework from the experts and researchers as the base of research investigation about the analyzing student speaking ability through role play technique

Chapter 3 : Research Methodology

This chapter discussed the research design, description of the research method used in this research, population and sample, instrument, data collection technique and analysis .

Chapter 4 : Research Findings And Discussion

This chapter describes Results and discussion.

Chapter 5 : Conclusions and suggestions

This chapter will present the conclusions and suggestions of the research.

CHAPTER 5

CONCLUSIONS AND SUGGESTIONS

This chapter the writer discusses the data analysis based on the result of this research.

A. Conclusions

Based on the results of the study, the researcher conclude that: The use of role-playing techniques makes talking and learning more fun and interesting. That's because playing a role helps shy students feel more confident when in front of the class, doing it in groups with friends. Where students with difficulty in conversation are liberated. In addition, It's fun and most students will agree that comfort in learning affects on better learning and it will improve their speaking skills, even though the scores presented are average rating.

The problems facing most students in role play are the lack of confidence and the lack of vocabulary that is mastered. But, in role play students can practice the correct way of pronunciation of each vocabulary. So students can make changes in the pronunciation of each sentence. Role play can influence students motivation to speak better. And to be able to communicate in English, also to practice pronounciation, fluency and comprehension as well.

B. Suggestions

Success in teaching depends not only on course programs, but more importantly is how teachers present lessons and use different techniques to manage the classes more exciting and fun. Concerning his teaching of speaking by using role play, the author gives some suggestions for the following student teachers:

For teachers: Teachers should choose appropriate materials and not too difficult for students. Before assigning students in the speaking aspect, the teacher should ascertain what is the most effective way to assess the ability to speak. For example the teacher can use this roleplay technique. Teachers should provide an overview of what role play techniques are like. Teachers should present the language in a fun, relaxed and easy-to-understand way. For student: Students are expected to prefer english lessons. Students are expected to apply more often English in conversation and daily activities, although difficult for them. Students are expected not to be shy, more confident in acting out their role in front of the class. Students are expected to be active and creative in enriching themselves with vocabulary. Students should practice a lot in role play.

And also for the researcher in further study, the researcher investigate the effect of role play technique in different levels, such as elementary school level or senior school level. It is also suggested that the situation conversation should be when doing role play and then the coming the writer use genre in implementation of role play technique, since the variation of role paly technique is possible for all kinds of the text.

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