

THE ANALYSIS OF ROLE-PLAY TECHNIQUE IN TEACHING SPEAKING AT GRADE 11th IN SMKN 6 MEDAN

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ABSTRACT

The aim of this study was to discover how the role-play technique is implemented in the teaching learning English at grade 11th of SMKN 6 Medan. The methodology of this study is descriptive qualitative research. The researcher took one class in 11th grade for Marketing major. The researcher used observational tally sheet and video recording as the instruments for collecting the data. The data were analyzed by using Porter-Ladousse' Role-Play Technique and Diane Freeman' Review of Technique. The teacher implemented the role-play technique well; it can be seen from all stages procedure conducted by the teacher during teaching learning process. He did almost all stages that asked role-play technique by Porter Ladousse's theory and teaching technique review by Diane Freeman's theory. The researcher found that the teacher implemented to role-play technique by the proper technique following Porter Ladousse theory and Diane Freeman theory. Even though this time is currently a pandemic period and there are restrictions on face-to-face learning, the teacher can still apply role-playing techniques well, even though some things are lacking, such as follow-ups fill-in-the-blanks exercises and map drawing at grade XI of SMKN 6 Medan.

Keywords: *Role-Play, Teaching Technique, Review Technique.*

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INTRODUCTION

Background of Study

In English subject, it states that each standard competency has social functions on subject such as interpersonal and transactional. Based on the syllabus regarding on subject about interpersonal topic in exploring section that students are expected to be able to doing interpersonal interaction in simulation or role-play. In teaching-learning process of K-13, the technique of teaching that is suggested to use is role-play technique to support student interpersonal skill. Porter-Ladousse (1987: 3) said that role-play activities range from highly-controlled guided conversations at one end of the scale, to improvised drama activities at the other; from simple rehearsed dialogue performance, to highly complex simulated scenarios. Some of role-play performances could be very short and simple, whereas some utterances perhaps are very structured. Meanwhile on the language level it can be the obstacle of the activity.

Preliminary data has been taken to get the information about the teaching model in learning English at grade 11th in SMKN 6 Medan, it can be seen that the students of Marketing major do not pay attention fully while teaching-learning process is delivered in English. They have more interest to discuss something related with their daily life or major. While the teacher applied teaching techniques “picture and picture” and “Think pair and share” in the classroom, the student’s responses are good enough. They have more focus and enjoy the classroom more, but the researcher did not see the teacher and the students do role-play as suggested in syllabus.

In addition, role-play technique has been investigated by some other researchers. An article from Arman R, Abdul H & Burhanudin A (2016) entitled “The Use of Role-play to Improve Teaching Speaking”, and the researchers found that Role-play is effective to improve students’ interest to speak English in the nursing classroom. There is significant improvement in their speaking performance on the post test. Role-play is an appropriate technique to be applied in vocational class and teacher should design it to meet students’ needs. The material should be contextual with students’ major.

Based on the explanation above, the researcher wants to conduct a research entitled: “The Analysis of Role-play technique in Teaching Speaking at Grade 11th Students in Vocational School”.

REVIEW OF RELATED LITERATURE

Theoretical Framework

Porter-Ladousse (1987:5) states about role-play that came from “Role” word means someone plays a part in a specific situation and “Play” word means the role is taken in safe environment in which students are as inventive and playful as possible. The activity is enjoyable does not threaten the student’ personality. There are also fine distinctions between role-play and simulations, clearly simulation are complex, lengthy, and relatively inflexible events. On the other hand, role-play can be quite simple, highly flexible and brief technique to organize.

Porter-Ladousse (1987) states that students role-play the characters in a story they have just read:

1. Level: Elementary Upwards
2. Time: 20-30 minutes
3. Aim: To use ideas from fiction to broaden the scope of role-play.
4. Language: This will depend on the scene and the story, but can be predicted by the teacher.
5. Organization: Pair, or small groups, according to the number of characters in the story.
6. Preparation: Either the teacher or the students decide on a story. This may be short story, a fairy story, an extract from a novel with dramatic content, or simply a textbook story. Once decision has been made, you will need copies of it for the class.
7. Warm-up: Ask the students to discuss the character who will appear in the role-play. What are they qualities and faults? How do they behave? Etc.
8. Procedure:
 - 8.1 First, the teacher and students decide on a story that will be used on role-play. This may be short story, a fairy story, an extract from a novel with dramatic content, or simply a textbook story.
 - 8.2 Second, the teacher divides the class into pairs, or small group, depending on the number of characters in the story. He asks them to choose the character they want to play.
 - 8.3 Third, the teacher will read aloud the text or dialogue in front of the class to give an example how to pronounce every passages and the intonation while doing role-play.
 - 8.4 Fourth, students take turns reading sections of a passage, play, or dialogue out loud.

- 8.5 Fifth, the teacher asks the students to discuss the character who will appear in the role-play. What are they qualities and faults? How do they behave? Etc.
- 8.6 Sixth, when they have studied the character for a few minutes, teacher asks them to turn over their story sheets, and to improvise the scene.
- 8.7 VARIATION 1: Teacher will re-form the groups, and set up new characters. Add to the groups one (or two) ‘film directors’, who should instruct the characters how to play the scene and make them begin again and again until they are satisfied that the scene is being played correctly.
- 8.8 Last, teacher will give suggestion to each group or ask another group to give a comment on group who has already performed.
9. Follow up: The final scene of one or two groups can be acted out to the rest of class who then write a review of the best or the worst one.
10. Remarks: This variation is more difficult linguistically than the original role-play as it requires language that was not in the original text. Other ideas for improvisations on the stories can be found in *Once Upon a Time* by John Morgan and Mario Rinvoluceri (1983) or other movies.

Diane Freeman (2000:23) that a technique might look very different and might lead students to very different inferences about their learning, depending on the thoughts and beliefs of the teacher. The following expanded techniques may be useful and provides teachers with some details, which will help them to do this.

1. Reading Aloud: Students take turns reading sections of a passage, play, or dialogue out loud.
2. Question and Answer Exercise: This exercise is conducted only in the target language.

3. Getting Students to Self-correct: The teacher of this class has the students self-correct by asking them to make a choice between what they said and an alternative answer he supplied.
4. Conversation Practice: The teacher asks students a number of questions in the target language, which they have to understand to be able to answer correctly.
5. Fill-in-the-blanks Exercise: This technique has already been discussed in the Grammar-Translation Method, but differs in its application in the Direct Method. All the items are in the target language; furthermore, no explicit grammar rule would be applied.
6. Dictation: The teacher reads the passage three times. The first time the teacher reads it at a normal speed, while the students just listen. The second time he reads the passage phrase by phrase, pausing long enough to allow students to write down what they have heard. The last time the teacher again reads at a normal speed, and students check their work.
7. Map Drawing: The class included one example of a technique used to give students listening comprehension practice. Each student could have a turn giving the teacher instructions for finding and labelling one geographical feature.
8. Paragraph Writing: The teacher in this class asked the students to write a paragraph in their own words on the major geographical features of the United States.

Conceptual Framework

to analysis role-play in teaching speaking by using Porter-Ladousse theories about role-play and the technique that adapt in the classroom by using Diane Freeman theory. Porter-Ladousse (2007) said that there are ten points on setting up role-play

and eleven procedures doing role-play. First, the teacher and students decide on a story that will be used on role-play. Second, the teacher divides the class into pairs, or small group. Third, the teacher will read aloud the text or dialogue in front of the class to give an example how to pronounce every passages and the intonation while doing role-play. Fourth, students take turns reading sections of a passage, play, or dialogue out loud. Fifth, the teacher asks the students to discuss the character who will appear in the role-play. Sixth, when they have studied the character for a few minutes, teacher asks them to turn over their story sheets, and to improvise the scene. VARIATION 1: Teacher will re-form the groups, and set up new characters. Add to the groups one (or two) 'film directors', who should instruct the characters how to play the scene and make them begin again and again until they are satisfied that the scene is being played correctly. Last, teacher will give suggestion to each group or ask another group to give a comment on group who has already performed.

Diane Freeman (2000:23) that a technique might look very different and might lead students to very different inferences about their learning, depending on the thoughts and beliefs of the teacher. There are 8 points that describe by Diane Freeman such as Reading Aloud, Question & Answer Exercise, Getting Students to Self-Correct, Conversation Practice, Fill-in-the-blanks Exercise, Dictation, Map Drawing and Paragraph Writing.

In doing this research, the researcher will use descriptive qualitative. The researcher will conduct an observation in classroom to observe the role-play technique in teaching learning process. The researcher will record the classroom

activity by using videotaping and observation tally sheet. The observation tally sheet is to define the procedure of role-play technique and the review of teaching technique, then do observation at classroom activity by use observation tally sheet and videotape that will provide the most useful data. Videotape will be the evidence and extra information if there is something missed while does observation in the classroom.

RESEARCH METHODOLOGY

This research was conducted by using descriptive qualitative method. In this research used observation sheet and video-tape to collect the data. Therefore, researcher got the data source from one English teacher who teaches Role-play in the eleventh grade students of SMKN 6 Medan.

Techniques of Analysis Data

In this research, the data will be analysed by using content analysis. In analysing the data, the researcher will use Matrix analysis of Miles and Huberman.

1. Data Reduction

Data reduction refers to the process of selecting, focusing, simplifying, abstracting, and transforming the data that appear in written-up field notes or transcriptions.

2. Data Display

A display in this research was an extended piece of text that provided a new way of arranging and thinking about the more textually embedded data.

3. Conclusion Drawing and Verification

Conclusions are also verified as the analyst proceeds. Verification may be as brief as a fleeting second thought crossing the analyst's mind during writing.

RESEARCH FINDINGS AND DISCUSSION

Research Findings

After analyzing the data, observing the role-play technique in teaching speaking at grade eleventh of SMKN 6 Medan, the findings of the result can be presented as follow:

The teacher applies to role-play technique in the teaching-learning process that is not in the form of a drama or a story but rather a game and reading aloud a paragraph text. The role-play technique is generally applied to drama. However, the game activity is "Guessing," a student who is given a character by other students whose name is unknown yet, but he must guess whom the character's name is given to him. The student who asked would act and ask about himself as if he were that character. When reading the text paragraph or "Announcement," a student will act as a newsreader who informs his group then they will write the announcement's paragraph.

The step by step of Role-play techniques in teaching speaking by Porter Ladousse Theory are level, time, aim, language, organization, preparation, warm-up,

procedure, and follow-up. The teacher applied almost every step except follow-up, and one procedure was missed (Teacher asks another group to give a comment on the group who has already performed). The review of technique to adapt by Diane Freeman theory, in part of teacher asks individual, fill-in-the-blanks exercise and Map Drawing, the teacher did not apply these because of the limitation time and a map is not related to the topic.

Discussion

The classroom activities are enjoyable and do not threaten the students' personality because of the pandemic; the teacher should be aware of physical distancing and time limit. Although only nine students could attend the classroom, the teaching-learning process can be done correctly. When the researcher observed the teaching-learning process, the teacher began it with greeting and explanation about role-play and the materials. He knows well the students ability and situation, so the teacher choose an activity that can be understood by students such as "Guessing" and "Announcement". He follows almost all the step by step of Role-play Technique, but he did not ask another group to give a comment on group who performed and write the review of the best and the worst one. He did not have much time to do this step because each material only for 20 minutes and there is no review of the best and the worst in this role-play since the teacher wants to focus on students' ability. The role-play technique that applied also focus on speaking, listening, writing, and reading, although the technique focuses on speaking skill, but it follow-up with others skill.

Based on how the teacher applied role-play technique in teaching-learning process, the researcher found that teacher fulfil the categorize for reading aloud, question and answer exercise, getting students to self-correct, conversation practice, dictation, and paragraph writing. However the teacher did not comply for fill-in-the-blanks exercise, map drawing, and teacher did not ask individual students a question as considered with time management and topic.

The researcher found that the teacher applied to role-play technique by the proper technique following Porter Ladousse theory and Diane Freeman theory. Even though this time is currently a pandemic period and there are restrictions on face-to-face learning, the teacher can still apply role-playing techniques well, even though some things are lacking, such as follow-ups fill-in-the-blanks exercises and map drawing. The teacher applies the teaching technique well, seen when the teacher teaches the role-play technique to students; the teacher's role-play technique follows the reviews of technique to adapt in the teaching context.

CONCLUSIONS AND SUGGESTIONS

Conclusions

The teacher implemented the role-play technique well; it can be seen from all stages procedure conducted by the teacher during teaching learning process. He did almost all stages that asked role-play technique by Porter Ladousse's theory and teaching technique review by Diane Freeman's theory. The exceptional are he did not ask another group to comment on the group who performed and write the best and the

worst one because the time's limit. He did not ask individual students' questions because the time limit considers that face to face learning can't be held for more than an hour. Although the teacher missed these stages, it didn't affect his teaching technique as Diane Freeman states that teaching technique can be adapted with the topic and situational.

The researcher found that the teacher implemented to role-play technique by the proper technique following Porter Ladousse theory and Diane Freeman theory. Even though this time is currently a pandemic period and there are restrictions on face-to-face learning, the teacher can still apply role-playing techniques well, even though some things are lacking, such as follow-ups fill-in-the-blanks exercises and map drawing. The teacher applies the teaching technique well, seen when the teacher teaches the role-play technique to students; the teacher's role-play technique follows the reviews of technique to adapt in the teaching context.

Suggestions

This research shows that the teacher applied to role-play technique in the classroom is good enough to follow Porter Ladousse's theory and Diane Freeman's theory, although he missed other points because of the situation. The researcher suggests the teacher should make another type of role-play in the classroom following Porter Ladousse and Diane Freeman's theory. Also the second suggestion that teacher should implement role-play technique based on the topic.

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