

IMPROVING STUDENTS' SPEAKING SKILL IN EXPRESSING OFFERING BY USING ROLE PLAY TECHNIQUE

***Asramadhani**

****Sri Minda Murni**

Abstract

This research concerns on improving students' speaking skill in expressing offering by using role play technique. The objective was to find out the improvement of students' speaking skill in expressing offering. This research was conducted by using action research method. The subject of the research was Xc students of SMA Negeri 1 Stabat. The numbers of students were thirty six students. They were taught speaking skill in expressing offering by using role play technique. The instruments used were the examples of conversation, diary notes, interview sheets, questionnaire and observation sheets. In analyzing data, the mean of students' score for the first competency test was 59,5, for the second competency test was 69,4 and for the third competency test was 77,7. The conclusion is that by using role play technique can improve the students' speaking skill in expressing offering. It is suggested that teachers to use role play as one of strategy to improve students' speaking skill in expressing offering.

Key words: Speaking Skill, Expressing Offering, Role Play Technique

INTRODUCTION

English becomes the most essential language in the world. Almost all the people from many different countries around the world use it to communicate. The area of English has always become a special interest. It's because of the importance of English in any scope of our lives. Burn and Joyce (1997:54-55) state that one of the aims of most language program is to develop spoken language skills and most program aim to integrate both spoken and written language.

In the International relationship, English speaking ability is very important to be able to participate in the wider world of work. The speaking skill is measured in terms of the ability to carry out a conversation in the language.

After studying English from Junior High School to Senior High School (at least 6 years), the students are expected to be able to use English as a mean of

communication. In fact, the majority of the students are not successful, especially in speaking.

There are many factors which make difficult for students to be able to speak English. The problem frequently found is that their native language causes them difficult to use the foreign language. Other reason is because of motivation lack to practice the second language in daily conversation. They are also too shy and afraid to take part in the conversation. Many factors can cause the problem of the students' speaking skill namely the students interest, the material, and the media among others including the technique in teaching English.

So to solve that problem, the writer tries to find out the suitable teaching technique to be applied in teaching speaking based on the principles for designing speaking technique that in teaching speaking the teacher should give students opportunities to initiate oral communication and also providing intinsically motivating technique (Brown, 2001: 275). So the writer is interested to use role play technique in this reasearch.

Role-playing technique is one of strategies to teach speaking skill to the students. Huang (2008), in her study, concludes that role play is really a worthwhile learning experience for both the students and the teacher. Not only can students have more opportunities to "act" and "interact" with their peers trying to use the English language, but also the students' English speaking, listening, and understanding will improve. Role play lightens up the atmospheres and brings liveliness in the classes. Students learn to use the language in a more realistic, more practical way. Thus they can become more aware of the usefulness and practicality of English. Role play is indeed a useful teaching technique which should be experimented and applied by ESL/EFL teachers more often in the ESL/EFL classrooms.

This reasearch is conducted to investigate how the role play can significantly improve the students' speaking skill, particularly to find out an empirical evidence of applying role play in teaching speaking by conducting treatment. In this reasearch, writer will choose Expressing Offering as the lesson topic.

Therefore in this research, the writers try to investigate the effectiveness of using “Role Play Technique” to improve the students’ speaking skill in Expressing Offering.

Based on the background above it is necessary to formulate the problem of this research as the following: “does role play technique improve students’ speaking skill in expressing offering?”

The scope of this research is limited only for speaking in Expressing Offering while the technique used is Role Play Technique. The study is conducted by classroom action research.

According to Bloom (1996:16), there are three aspects of learning achievement namely cognitive, affective knowledge understanding, and psychomotor. Cognitive consist of knowledge, understanding, application, analysis, synthetic, and evaluation. Affective is the changing of behaviour that affect someone lies to do something. Psychomotor, the skill to do something, ready to do it based on physic and emotion, self control and become habit.

According to Brown (2004: 141-142), there are five basic types of speaking, they are imitative, intensive, responsive, interactive, and extensive. Imitative speaking is the ability to imitate (parrot back) a word or a phrase or possibly a sentence. Intensive speaking goes one step beyond imitative to include any speaking performance that is designed to practice some phonological and grammatical aspect of language. Responsive speaking is interaction at the somewhat limited level of a very short conversation, standard greeting and small talk, simple comment and request, and the like. Interactive speaking; complex interaction which sometimes includes multiple exchanges and/or multiple participant. Extensive speaking is oral production, include speeches, oral presentation, and story telling.

There are many activities to promote speaking. As Hayriye kayi inferred from many linguistics on her articles in the internet on Teaching English as a second Language (TESL) Journal (<http://iteslj.org/Techniques/Kayi-TeachingSpeaking.html>), there are thirteen activities to promote speaking, which are : (1) Discussion, (2) Role Play, (3) Simulation, (4) Information Gap, (5) Brain

Storming, (6) Storytelling, (7) Interviews, (8) Story Completion, (9) Reporting, (10) Playing Cards, (11) Picture Narrating, (12) Picture Describing, (13) Find Differences.

Considering how important a teacher should make his or her lesson classroom activity enjoyable, active. Secure, and full of more exposure to language input and more choice to practice the languages, the teachers needs to develop their teaching technique. One of the techniques to be used in teaching the speaking skill is role-play. As a result, students can improve their ability to produce the target language, acquire many of its nonverbal nuances, improve the ability to work cooperatively in group situations, and effectively deal with affective issues.

According to Brown (2001: 183), role play minimally involves (a) giving a role to one or more members of a group and (b) assigning an objective or purpose that participants must accomplish. He suggest that role play can be conducted with a single person, in pairs or in group, with each person assigned a role to accomplish an objective.

Jeremy Harmer (<http://www.teachingenglish.org.uk/articles/role-play>) advocates the use of role-play for the following reasons: (1) It's fun and motivating, (2) Quieter students get the chance to express themselves in a more forthright way, (3) The world of the classroom is broadened to include the outside world-thus offering a much wider range of language opportunities.

Role play is “the act of imitating the character and behavior of a type of a person who is very different from yourself, either deliberately, for example as a training exercise, or without knowing it” (Collins Cobuild English Language Dictionary, 1994:1526). In this sense, the students pretend as someone else in the real world situation brought into the classroom. As a kind of guided conversation technique that is essential to the development of the speaking skill.

Some teachers have students write their own dialogue, and students generally like this because they can consider their own interactive needs. When students act out their dialogue, they become skits, the idea being students to practice and then give a performance in front of the class. Role play activities are similar to skits in that students are expected to act.

The study will deal with speaking skill. The study just focus on expressing offering (goods and service), refusing offering, and accepting offering which used in daily conversation. The students have to master minimum 80% of expressions given by the writer, and can reach minimum score, is 75. In this study, the writer use role play technique, because role play can contribute a great deal to students in developing their speaking skill. The materials which are given to the students focus in expressing offering, refusing offering, and accepting offering.

Expressing Offering : (1) Would you like to (joining us)?, (2) Why don't you have ...(some lemonade)?, (3) Do you want me to...(order something)?, (4) Do you take...or...?, (5) What will you have?. Accepting: (1) yes, please, (2) that's very kind of you, (3) that would be very nice, (4) thank you, (5) I'd like it very much. Refusing: (1) I'm sorry...., (2) No,thanks. I'm not hungry, (3) I'd like to, but I have ..., (4) No, but thanks for offering, (5) No,thanks.

METHODOLOGY

This research was applying Classroom Action Research. Action research was a very affective way of helping teachers to reflect on their teaching and to come up with their own alternative to improved their practice. It was aimed to improve students' learning result and the outcomes of teaching process. Thus, it consists of four steps. They were : planning, action, observation, and reflection. This research applying two cycle.

According Eilee Ferrance (2000:1), action research is a process in which participants examine their own educational practice systematically and carefully, using the techniques of research. It is based on the following assumptions: (1) Teachers and principals work best on problems they have identified for themselves, (2) Teachers and principals become more effective when encouraged to examine and assess their own work and then consider ways of working differently, (3) Teachers and principals help each other by working collaboratively. Working with colleagues helps teachers and principals in their professional development.

According to Anne Burns (2010:2) states that, action research is part of a board movement that has been going on in education generally for some time.

Notoadmojo (2003) states that “Sampel adalah sebagian untuk diambil dari keseluruhan obyek yang diteliti dan dianggap mewakili seluruh populasi”.

There are some the advantages of sampling (<http://explorable.com/what-is-sampling.html>): (1) It involves a smaller amount of subjects, which reduces investment in time and money. (2) Sampling can actually be more accurate than studying an entire population, because it affords researchers a lot more control over the subjects. Large studies can bury interesting correlations amongst the ‘noise.’ (3) Statistical manipulations are much easier with smaller data sets, and it is easier to avoid human error when inputting and analyzing the data.

Simple random sampling is a subset of individuals (a sample) chosen from a larger set (a population), each individual is chosen randomly and entirely (http://en.wikipedia.org/wiki/Simple_random_sample). Simple random sampling is a basic type of sampling, the principle of simple random sampling is that every object has the same possibility to be chosen.

The object of this research was the first year students of SMA N.1 Stabat. There are 5 parallel classes. Each class had different number of students. The class that was chosen as the object of this research was Xc and it consist of 36 students. In this research, the data would be quantitative and qualitative data. In quantitative data, the researcher would use oral test (speaking) as instrument. The students were tested by asking them to make and practice their own conversation by using expressing offering expressions in group. In scoring the students test, the writer used some point. In qualitative data the writer would use diary note, interview sheet and observation sheet as instrument. The procedure of data collection of the study were collected within 6 meetings in two cycle.

RESULT AND DISCUSSION

Cycle I was done in three meetings. In this phase, the writer as the teacher made the lesson plan for three meeting in Cycle I using Role Play Techniques as

had been described before. The writer also prepared example of expressing offering (service), and some media for teaching process in cycle I.

The score of the students from the orientation test until the test in cycle 2 :

No.	Students' Name	Orientation Test	Test Cycle 1	Test Cycle 2
1	AWPH	60	70	75
2	AZ	50	65	70
3	BA	60	75	80
4	DATP	60	75	85
5	DH	50	60	70
6	DP	65	75	80
7	DAP	55	65	70
8	EFA	50	60	70
9	FRS	50	65	70
10	FH	60	65	75
11	FAS	65	75	80
12	FR	45	55	65
13	HAAW	60	65	80
14	HT	50	60	75
15	HMD	50	65	75
16	IPS	60	75	80
17	JNAP	60	70	75
18	JLAP	65	70	80
19	JMP	65	75	80
20	LA	70	80	90
21	MAM	65	75	80
22	MRI	65	70	85
23	MAS	70	80	90
24	NCY	50	65	70
25	RR	65	70	80
26	RAU	65	70	85
27	RAN	60	70	80
28	RYS	50	65	75
29	SA	65	70	75
30	SPU	60	65	75
31	SQR	75	85	95
32	WH	65	75	80
33	WL	65	70	80
34	YBES	60	70	75
35	YA	50	65	70

36	YHL	65	70	80
	Total	$\sum x=2145$	$\sum x=2500$	$\sum x=2800$
	Mean	$\bar{X}=59,5$	$\bar{X}=69,4$	$\bar{X}=77,7$

It was concluded that students' speaking skill in expressing offering score had improved from the first competence test to the third competence test by using role play technique. It was described as follows.

There were 4 students who got the improvement score about 25 points. Their score increased in every competence test. During the learning and teaching process, they paid attention to an explanation and instruction of the teacher.

There were 16 students who got the improvement score about 20 points. They listened and also paid attention to the researcher when did in the learning and teaching process.

There were 15 students who got the improvement score about 15 points. They listened and also paid attention to the researcher when did the learning and teaching process. Their ability in writing increased continuously in every competency test. There were a student who got the improvement score about 10 points. However, they did not serious in study.

It concluded that the students' speaking skill in expressing offering by using role play technique had increased from 45,4 to 82,5

Competence Test	Percentage
1 st test (Orientation Test)	2,7%
2 nd Test (Test Cycle I)	30,5%
3 rd Test (Test Cycle II)	77,7%

In the first competence test was 2,7% (one student) that got the score up to 75. The second competence test was 30,5% (eleven students) that got the score up to 65. It means that there was an improvement about 27,8%. In the third competence test, there were 77,7% who got score up to 75. There was an improvement about 47,2% from the second competence test to the third one, and about 75% from the

first competence test to the third one. Most of students' score increased significantly from the first competence to the third competence test.

CONCLUSION AND SUGGESTIONS

After the researcher analyzed the data, it was found out that the students' speaking score especially in expressing offering increased from the first cycle to the second cycle. The improvement was also supported by the increasing of the mean of students' score. The mean score of orientation test was 59,5, the mean of the first cycle was 69,4, and the mean of the second cycle test was 77,7. It can be conclude that by using role play technique could improve students' speaking skill in expressing offering.

The result of this study showed that the use of role play technique could improve students' speaking achievement. The following suggestions are offered:

1. To English teachers, it is suggested to use role play technique in teaching expressing offering (service) because the students can express their ideas better and they can practice their speaking directly and stimulate students' critical thinking.
2. To the students, it is suggested that the students enjoyable in applying role play technique in their teaching learning process, so that they can comprehend expressing offering expressions easily.
3. It is also suggested to be useful reference for readers who are interested in education.

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