IMPROVING STUDENTS' SPEAKING ABILITY THROUGH ROLE PLAY AND PICTURE AND PICTURE AT SMP NEGERI 1 RATAHAN

Tini Mogea

Pendidikan Bahasa Inggris, Universitas Negeri Manado
Jl. Kampus Tonsaru, Minahasa telp/fax : (0431) 321847
*e-mail : tinimogea@unima.ac.id

ABSTRACT

The purpose of this research is to prove whether role play and picture-in-picture are effective or not in improving students' speaking abilities at SMP Negeri 1 Ratahan. This research is classified as "classroom action research" because it was conducted in a cycle. The second-grade students were taken as a sample consisting of 20 students. The writer used a reflective journal, field notes, and tests in collecting data. The data were analyzed in a way that triangulates the data sources. It compared the data obtained from reflexive journals, field notes, and tests. This was intended to get a general description of the students' progress. The triangulation was interpreted to get the result of the research. The findings of this study revealed that by using role play in Cycle 1, only a small number of students improved their speaking competency, with a mean score of 5. By applying picture and picture in Cycle 2, more students were able to speak, with a mean score of 6. The result was classified as moderate. Through the combination of role play and picture-and-picture in Cycle 3, most of the students made great progress, with a mean score of 8, and it was categorized as good.
Keywords: Speaking, role play, picture and picture

Abstrak

Tujuan dari penelitian ini adalah untuk membuktikan apakah role play dan picture-in-picture efektif atau tidak dalam meningkatkan kemampuan berbicara siswa di SMP Negeri 1 Ratahan. Penelitian ini tergolong "penelitian tindakan kelas" karena dilakukan dalam satu siklus. Sampel yang diambil adalah siswa kelas II yang terdiri dari 20 siswa. Penulis menggunakan jurnal reflektif, catatan lapangan, dan tes dalam mengumpulkan data. Data dianalisis dengan cara triangulasi sumber data. Itu membandingkan data yang diperoleh dari jurnal refleksif, catatan lapangan, dan tes. Hal ini dimaksudkan untuk mendapatkan gambaran umum tentang kemajuan siswa. Triangulasi tersebut diinterpretasikan untuk mendapatkan hasil penelitian. Temuan penelitian ini mengungkapkan bahwa dengan menggunakan permainan peran pada Siklus 1, hanya sebagian kecil siswa yang meningkatkan kompetensi berbicara mereka, dengan skor rata-rata 5. Dengan menerapkan gambar dan gambar pada Siklus 2, lebih banyak siswa yang mampu berbicara, dengan skor rata-rata 6. Hasilnya tergolong sedang. Melalui kombinasi role play dan picture-and-picture pada Siklus 3, sebagian besar siswa mengalami kemajuan yang baik, dengan nilai rata-rata 8, dan dikategorikan baik.
Kata kunci : Berbicara, bermain peran, gambar dan gambar

1. INTRODUCTION

The English language is regarded as the first foreign language in Indonesia. It is a compulsory subject that should be taught at junior high school. The primary goal of teaching English as a first foreign language is to help students improve their language skills.

Teaching English conversation is part of the speaking skill that students should master.Last year, in her attempt to improve the students' speaking skills by teaching English conversation, she regularly gave the students a variety of dialogs for transactional conversation (to get things done) and interpersonal conversation (to socialize) on different occasions, which they were to memorize and practice in front of the class. It was done to familiarize the students with the words and sentences, with the hope that by repeatedly practicing the dialog conversation, they would learn to pronounce the words correctly and with the appropriate intonation.However, daily observations revealed that most of the students became bored and did not pay close attention to the dialogues that were given.Another issue she encountered was that the students were less interested in learning English because the majority of them had never learned it before.They are considered beginners in English language learning.

Her focus on improving students' interest in developing their speaking skills by teaching English conversation is based mainly on her experience with students. It showed that the consequences of having a very limited knowledge of English, including pronunciation and intonation, are, among others: (1) When assigned to make a simple dialog about "meeting a new person," students tend to imitate the dialog given as models; no variation should be made; (2) when demonstrated the dialog conversation in front of the class, they have poor pronunciation and incorrect intonation; (3) when assigned to dictate the dialogs, students just write what they heard.

This action research is another attempt to improve students' abilities in English conversation by using the role-play technique.

2. REVIEW OF LITERATURE

2.1 Teaching and learning process

In the teaching and learning process, there are some factors that can influence the achievement of successful goals in school. They are curriculum, materials, method, and technique. The two active parts consist of the teachers who are to teach and the students who are to learn.

The teacher has a very important role in teaching. Clark (1981:40) states, "A language teacher must decide what objective she should strive for, what content she should include (and exclude), what procedures (method, technique, language teaching media) she should use, how best to evaluate what she has accomplished, and how to repair any mistakes and omissions in the students'

In learning, students are expected to go from knowing nothing to knowing something. According to Richard (1983:13), "learning is the changing of behavioral tendencies through experiences." The experience could be gained from the materials that are taught in school, from the daily activities, or from society.

In the classroom, there is always an interaction between teacher and students. As Brown (1979) points out, "Teaching is showing or helping someone learn how to do something; providing them with knowledge and helping them to do something; and providing them with knowledge and helping them to understand

2.2 Speaking

People can express their feelings, ideas, and intentions to other people through speech.Speech enables people to associate with one another in daily life. Reviers (1981:189) states that "spoken language is a tool in everyday life.

Speaking is a productive skill. The main goal in teaching this productive skill will be oral fluency: the ability to express oneself intelligibly, reasonably accurately, and without undue hesitation. To attain this goal, the students have to be brought from the stage where they merely imitate a model or respond to cues to the point where they can use the language to express their own ideas (Byrne, 1979; 9).

Speaking is one of the four basic language skills. It is used to express thoughts, opinions, and feelings orally (Webster 1983:1131). So, by speaking, one can express what he thinks, what he feels, and what he would like to say to other people. Lado (1977:149) gives a definition of speaking: "Speaking is described as the ability to phrase words or the ability to converse.

Speaking is one of four language skills. Ur (1996:120) stated that, "Of all the four skills (listening, speaking, reading, and writing), speaking seems intuitively the most important: people who know a language are seemingly referred to as "speakers of that language," as if speaking included all other kinds of knowing, and many if not most foreign language learners are primarily interested in learning to

Speaking is a challenging subject. According to Chastain (1977:334), "learning to speak is more difficult than learning to understand the spoken language." Speaking is not an easy task, as evidenced by the definitions above. However, students who are learning a foreign language must practice.

2.3 Role Playing

Role-playing refers to the changing of one's behavior to assume a role, either unconsciously to fill a social role or consciously to act out an adopted role. About role playing (Oxford Dictionary) states that as "the changing of one's behavior to fulfill a social role".In the field of psychology, the term is used more loosely in four senses:

- to refer to the playing of roles generally, such as in theater or an educational setting;
- to refer to taking on the role of an existing character or person and acting it out with a partner taking on someone else's role, often involving different genres of practice;
- to refer to a wide range of games, play by-mail games, and more;
- to refer specifically to role-playing games.

3. RESEARCH METHODOLOGY

3.1.Research Design

In doing this research, the writer will use action research, as Kemmis and MCTaggart (1988:5) say: "Action research is a form of collective self-reflective inquiry undertaken by participants in social situations in order to improve the rationality and justice of their own social or educational practices, as well as their understanding of these practices and the situations out of which they were born."

This research intends to find out the student's problem with speaking. It is hoped that this research will improve their speaking skills. In a self-reflection spiral cycle, action research is developed.

The procedure for this classroom action research is as follows:

- **Planning**
1. When deciding the material to be taught, it was considered along with the process of making decisions on how to handle the problems.
2. Choosing the technique to be used in teaching English conversation as part of Speaking

    In Cycle 1, the role-playing model is used, and in Cycle 2, a combination of role-playing and pictures is used.

- **Acting**
    - Acting is the process of taking actions based on planning.
    - Organizing students into learning groups
    - Guiding the groups to the exercises

- **Observing**

    In this process, the researcher takes time to pay attention and note the occurrence or situation of the teaching process, including the students' interaction during class.

- **Reflecting**

    Reflecting was done to evaluate the teacher's style of teaching. The outcome can be used to determine whether the plan needs to be revised. The data from each cycle were evaluated to determine whether the students' problem had been overcome.

3.2. Data Collection

A team of three researchers gathered the data. The research team consisted of the main researcher, the school principal, and an English teacher.

The data were collected from reflexive journals, field notes, and written tests, a process called "collaborative interpretation" (Whitmore, 1992). The reflexive journals will be written by students and the team based on cycles, which took the form of notes, comments, and information about the students' progress during the learning process. Field notes were taken by the observers or the team during class interaction. The tests were given to the students at the end of each cycle to measure the students' achievement in speaking.

- **Reflexive journal**

    Reflexive journaling was done by the students. Students used role play to express their thoughts and suggestions about the teaching and learning process in the reflexive journal.

- **Field Notes**

    Field notes were taken by the research team during the teaching and learning process. Field notes included materials and role models used by the teacher, as well as observations of how the teacher interacted with the students.

- **Test**

    Tests were given to the students in each cycle. The tests were in the form of written tests.

3.3. Data Presentation and Analysis

As it is suggested in Denzim (1989), the data were connected and interpreted. The interpretation of each source and the relationship between them are the score to obtain the information as the research's conclusion. The scores were analyzed in the form of percentages and then interpreted. Tests were given to the students in every cycle.

4. ANALYSIS
4.1. Actions

This research was conducted in relation to action research procedures, which consisted of the procedures of planning, acting, observing, and reflecting. These processes were

meant to answer the general research question of whether problems with speaking could be overcome. The actions were conducted in three cycles, in which role playing, picture and picture, and role playing and picture and picture were used.

4.2 Role Playing Technique in Cycle 1
Cycle 1's action was a role-playing technique.In this cycle, actions were taken based on the belief that it was a choice of problem-solving technique to answer the question whether the students' speaking ability could be improved.
1. Standard Competence:
Expressing the meaning of transactional conversation (to get things done) and interpersonal conversation (to socialize) in a simple way to interact with other people
2. Basic competence:
Expressing the meaning of transactional and interpersonal conversations orally, in a simple and understandable manner, in order to interact in social life.
3. Learning objectives:
After studying this unit, students are able to:
* express and respond to greetings
* Introduce themselves

4.3 Picture and Picture Technique in Cycle 2
The "Picture and Word" technique was the action taken in Cycle 2. In this cycle, actions were taken based on the belief that it was a choice of problem-solving technique to answer the question whether the students' speaking ability could be improved. The action performed in this cycle followed the following procedures:
1. Creating realistic images from the reading text; descriptive
2. explaining the aim to be achieved in the class.
   After studying the lesson in this section, students are expected to:
1. to answer the questions about the text.
2. To comprehend the
3. The teacher then shows a picture of the pet, a domestic animal.
4. The teacher then asks the students to look at the picture and ask some questions concerning the picture.
5. Introduce and explain the material to be taught to the students,

4.4 The Combination of Role Playing and Picture and Picture in Cycle Findings
Findings in Cycle 1
Findings in Cycle 1 were collected after the cycle was done where picture technique was used as action to overcome the reading problems. The findings were obtained through Reflexive journals, field notes, and test:
***Reflexive Journals in Cycle* 1:**
From the reflexive journals the students wrote after Cycle 1, the following findings were summarized:
* The students had very limited vocabulary, so that it was hard for them to speak.
* Most of the students felt unmotivated to read.
* It was difficult for the students to understand the meaning of words.
* The students wanted the teacher to guide them with more practices.
* The students could not understand the text given.
* It was difficult for them to say the words, as the spelling and pronunciation are two different things, not like those in Indonesian language.
***Field-Notes in Cycle* 1:**
The following general conclusions were drawn from the team's field notes taken during Cycle 1:
* The teacher tended to deal only with noise rather than optimize teaching and practice.

- The teacher's explanation was mostly confusing.
- Not many students participated in the teaching and learning process; only a few students did exercises given by the teacher.
- Class management was not effective as the teaching and learning processes were not properly controlled. A number of students did not pay attention to the lesson but made noise.
- The teacher did not give students equal opportunities to answer. Only several students were asked questions.

Test in Cycle 1:
From the test given by the teacher and answered by the students, the following result was obtained:

Tabel 1. Result of the test 1

Number	Scores (X1)
1	7
2	5
3	6
4	7
5	7
6	6
7	5
8	5
9	5
10	6
11	6
12	5
13	5
14	7
15	6
16	5
17	6
18	5
19	6
20	5

$$\text{Mean } (X_1) = \frac{X_2}{N}$$
$$= \frac{115}{20}$$
$$= 5$$

Findings in Cycle 2
In Cycle 2, the findings, which collected from reflexive journals, field notes, and test from the implementation of question and answer technique were as follow:
Reflexive Journals in Cycle 2.
In the reflexive journals in Cycle 2, similar problems as in Cycle 1 were also shown by the students:
- What the students produced was difficult to understand.

- Some students felt unmotivated to read.
- It was difficult for the students to memorize meaning of words.
- It was still difficult for the students to understand the text, because the problem of language.
- A number of students still could not understand the vocabulary.
- They found it hard to read English words, as some words were not familiar to them.

Field Notes in Cycle 2:
- Many students still could not answer the teacher's questions.
- Preparation was considered to be good enough and more students got involved in practice.
- Students got more chances to practice reading by answering the teacher's questions.
- There was improvement of class control, but still students made noise and some did not pay attention to the lesson.

Tabel 2. Result of the test 2

Number	Scores (X2)
1	8
2	6
3	7
4	7
5	8
6	7
7	7
8	6
9	6
10	7
11	7
12	6
13	7
14	8
15	7
16	7
17	8
18	6
19	7
20	6

Mean (X_1) $= \dfrac{X_2}{N}$

$= \dfrac{138}{20}$

$= 6$

Findings in Cycle 3

The findings pointed out in Cycle 3 as resulting from the implementation of role play and picture can be obtained from journals, tests, and field notes. They were shown below:

Reflexive Journals in Cycle 3:

The reflexive journals in Cycle 3 generally consisted of the following points:
- Most students pointed out that they enjoyed the lesson.

- Most students suggested including reading skills in all English lessons.
- Most students could read and understand the text.
- Most students pointed out that they gained more vocabulary.
- Most students were able to understand individual words practiced in the exercises.
- Most students could read the sentences in good English.
- Most students were motivated to read the text given.
- Most students were motivated to join English lessons.

Field Notes in Cycle 3:

In Cycle 3, the team's observations while implementing the group discussion technique resulted in the following field notes:

- The students wanted to get the first chance to answer the questions asked by the teacher.
- The students could demonstrate speaking activity.
- The teaching and learning process ran as expected, allowing the class condition to be managed properly.
- Students were responsive and motivated to follow the class by participating in the exercises given. *Test in Cycle 3:*

In Cycle 3, the test was answered by the students, and the progress result appears in the following table:

Tabel 3. Result of the test 3

Number	Scores (X3)
1	9
2	7
3	9
4	9
5	9
6	9
7	8
8	8
9	7
10	9
11	9
12	8
13	8
14	9
15	8
16	8
17	9
18	7
19	8
20	7

$$\text{Mean } (X_1) = \frac{X_2}{N}$$
$$= \frac{165}{20}$$
$$= 8$$

4. DISCUSSION

This section presents the discussion of the data, including their interpretation. This discussion is done by comparing and interpreting the reflexive journals, tests, and field notes in all cycles as a result of the triangulation.

Comparison of Reflexive Journals

In the students' reflexive journals obtained in Cycle 1, generally, the students pointed out that they could not speak well because they lacked vocabulary. On the other hand, most students were not motivated to speak. The problems resulted from the different systems of the English and Indonesian languages. Furthermore, English teaching was insufficiently optimized. Only a very few students gained progress. The action in this cycle was considered fair.

In the students' reflexive journals obtained in Cycle 2, the students pointed out that most of them were still faced with the same problems as before. The problems were mostly concerned with the different systems of the English language and their mother tongue. When they came across new words, it was difficult for them to memorize them. Although problems remained, it was recognized that more students were making progress.This cycle was considered to have moderate results.

In the students' reflexive journals obtained in Cycle 3, the students pointed out that they could improve their speaking ability. More students got motivated to practice their English in class. They enjoyed the English lesson and gained a better understanding of word meaning.This cycle was categorized as good.

So, it can be summarized from the findings above that there was a gradual progress in reading through the process of implementing the actions, which were considered to be able to overcome the students' speaking ability.

5. CONCLUSION

Due to the completion of this action research, it can be concluded that:
Only a few students improved their reading competency development through the use of role play in Cycle 1, with a mean score of 5. The result of the action was categorized as fair.

- By applying the picture and picture technique in Cycle 2, more students were able to read. It was shown in this cycle that there was some progress made by the students in acquiring reading competency, as evidenced by the mean score of Test 6. The result was classified as moderate.
- With the use of role play and picture-in-picture in Cycle 3, most of the students made great progress, with a mean score of 8, and were classified as having made "substantial progress" because the problem was overcome.
- So, this action research was concluded to be effective in overcoming the problems in the teaching and learning process of speaking through gradual actions: role play, picture and picture, and the combination of role play and picture and picture.

6. SUGGESTION

It is suggested that teachers of English at the SMP level of education do action research in the context of overcoming problems in speaking, as it has been proven that this learning model is able to improve students' performance in developing the competency.

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