

**DEVELOPING SPEAKING SKILL THROUGH
ROLE PLAY FOR PRE-SERVICE TEACHER AT
STKIP PANCA SAKTI**

THESIS

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the Master of Education Degree in English**

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ABSTRAK

Subadar. 2018. Mengembangkan keterampilan berbicara melalui role play untuk calon guru di STKIP Panca Sakti .Tesis .Program Studi Magister Pendidikan Bahasa Inggris, SekolahPascaSarjanaUniversitasMuhammadiyah prof .DR. HAMKA. Mei 2018

Ada dua tujuan pada tesis ini. Pertama, penelitian ini bertujuan untuk mengeksplorasi role play meningkatkan keterampilan para siswa berbicara berdasarkan prestasi terakhir mereka keterampilan berbicara. Kedua, untuk mengidentifikasi para siswa dalam penggunaan memainkan peran dalam proses belajar dan mengajar berbicara. Penelitian ini adalah penelitian kualitatif yang dilakukan di STKIP Panca Sakti Program studi Pendidikan Bahasa Inggris semester 3. Penelitian ini dilakukan pada bulan Desember hingga bulan Januari 2017. Peneliti menggunakan beberapa instrument untuk mengumpulkan data pengamatan seperti observasi, test dan wawancara. Hasil penelitian menunjukkan bahwa pelaksanaan teknik bermain peran dalam bahasa Inggris belajar mengajar, efektif untuk meningkatkan kemampuan berbicara siswa. Meningkatkan rasa percaya diri. Selain itu dapat memotivasi mereka dan semangat dalam berbicara bahasa Inggris. Hasil tes berbicara dari penelitian ini menunjukkan bahwa terdapat peningkatan 3.12% di setiap siklus. Peningkatannya rata-rata 0.5 melalui nilai minimum yang ditetapkan, membuktikan bahwa penggunaan teknik bermain peran dapat meningkatkan kemampuan berbicara siswa dan menegaskan bahwa penelitian yang dimaksudkan dicapai.

Kata kunci : Bermain Peran, Calon guru, Mengajar Speaking.

ABSTRACT

Subadar. *Developing Speaking Skill through Role Play for Pre-service Teacher at STKIP Panca Sakti*. Thesis. Master of English Education Department, Post Graduate School University of Muhammadiyah Prof. DR. HAMKA. May 2018.

There were two objective of the research. First, this research was aimed to explore the use of role play to increasethe students' speaking skill. The students' final speaking result was used as indicator the achievement of the research performance. Second aim was to identify the students' responses byusing of the role play in teaching and learning speaking activities. This qualitative research was conducted in English department in the third semester at STKIP Panca Sakti. The research was conducted on the October 2017 until the January 2018 located in STKIP Panca Sakti. The researcher used several instruments to collect data such as classroom observation, test, and interview. The data collected in this study was analyzed qualitatively by using triangulation. The result of the research showed that the implementation of the role play technique in the English teaching and learning process improved the students' pre-service teacher speaking skill. They performed their speaking more confidently. Moreover, their motivation and enthusiasm in English learning also had positive impact. The final speaking test generated significant improvement for each cycle for 3.12%. The increase for 0.5 for the average minimum passing requirement was set to prove that the use of role play technique could improve the students' speaking skills and prove that the intended research using role play was achieved.

Keywords: Role Play, Pre-service Teacher, Teaching Speaking.

THESIS COMMITTEE APPROVAL

DEVELOPING SPEAKING SKILL THROUGH ROLE PLAY FOR PRE-SERVICE TEACHER AT STKIP PANCA SAKTI BEKASI

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CHAPTER I

INTRODUCTION

This chapter presents several sections: Background of the Study, Identification, and Limitation of the Problems, Research Questions, Objective of the Research, and Significance of the Research. They are elaborated as follows:

A. Background of the Study

English is spoken mostly in the world for communication device that positions this language as an international language in around the world. English is used to communicate by almost all over the world in many different countries. One of the countries that recognize the extraordinary importance of English as a language of wider communication in non-speaking countries is Indonesia. As a recognized foreign language in Indonesia, students of school or university levels as well as career people learn English in order to have better positions and careers in the community in global world. English opens the windows in education, knowledge and society. The learners must be able to master the required four communication skills; listening, speaking, reading, and writing, and other components in the communicative language such as: grammar, vocabulary, pronunciation, etc.

Among the four skills above, speaking is one of the important skills that should be mastered by students in order to deliver their thoughts in English fluently and clearly. In other words, speaking is a process to convey and

sharing ideas and feeling directly. Speaking takes place everywhere and has become parts of our daily activities. Speaking skills seems intuitively the important skill to master. It is because most people communicate orally, as stated by O'Malley and Pierce that among the four skills, speaking seems to be an important skill that a learner should acquire since one of the major responsibilities of any teacher working with English language learners is to enable students to communicate effectively through oral language¹.

In this case, the students must study hard to master it and the teacher should create a good atmosphere in the class. However, it is contrary to real situation in the class. Speaking activities do not work in class because many factors prevent students from speaking English with their friends. Problem find that the difficulty to use this foreign language is the students are afraid of making mistakes. They are worried of being laugh at by their friends that at the end creates them having lack of confidence in their ability to speak English. Lack of motivation of the students in learning English is another reason that is caused by the inappropriate techniques used by teacher in teaching speaking skill. There are some factors that enlarge the problem of the students to acquire speaking skill, namely the students' interest, the material, and the media and including the technique in teaching English. Of all, teaching English as a foreign language requires the use of effective learning methods, techniques, language games, or activities that promote the speaking skill.

¹ O'Malley, J.M. and Valdez Pierce, L. 1996. *Authentic assessment for English language learners: Practical approaches for teachers*. Addison-Wesley Publishing Company, P.57

Considering to those problems relating to the speaking activities in class and some efforts in helping students to develop their speaking skill, the role and the teachers' duties are important. The teachers are expected to have the appropriate teaching techniques and teaching materials to create positive classroom environments. Therefore, the students will have opportunities to use English among themselves. The teaching learning process should not only occur between teacher and students but also among students. To overcome this situation there is an effective way of teaching speaking. Acquiring speaking skill can be done through some language teaching activities that are suitable with the level of our students. One of them is by using role play activity as a technique in teaching and learning process.

Knowing the importance of the speaking for the students of university level, the researcher has conducted informal interview with one of the English lecturers at college about the obstacles in the university students to master speaking skill. The interview result on 3rd of May, 2017 showed that most of students at the college have some problems in learning English, especially speaking. The findings also informed the researcher that the students did not use English as a communication tool in the classroom even though they were in the English subject classes. The students were shy and afraid to speak in English because they had lack of vocabulary and grammatical structure. In addition, the results also stated that students often used their first language instead in the classroom. They did not know how to make a conversation by using English. Moreover, the students had many problems when they had to

present certain information in English orally in front of the class. Most of the students thought that English was always difficult subject as they could not enrich their vocabularies and sometimes got confused to start speaking in class. When the teacher asked them to speak, they were not able to express their opinion, ideas, thoughts, or shared information to the teacher or other students. The students rarely tried to speak in English. They did not pay attention to the explanation given by the teacher. The class tended to be silent, and only few of them were actively involved in the speaking activity.

Based on the explanation above the researcher has conducted a classroom action research to discuss and overcome the presented problem. The researcher has used role play technique in developing students' speaking skill in class. The use of role play as the teaching and learning technique was based on the theory generated by Wills et.al. They stated that "Role play is designed primarily to build first-person experience in a safe and supportive environment²". Role play is one of the ways to teach speaking by setting up the students in the situations of working in pairs or groups. In this case, students has given handout and worksheet, which they can, first read and study, take time to look-up unknown words and ask their friends about meanings and pronunciations. Role play was very important in teaching because it gives students an opportunity to practice communicating in different social contexts

² Sandra Wills, Elyssabeth Leigh and Albert Ip.2011. *The power of role based e-learning*. Madison Ave, New York, : Routledge.P.2

and in different social roles. In addition, it also allowed students to be creative and to put themselves in another person's place for a while.

By using the role play in teaching speaking, the students have improved their knowledge in speaking skill. By practicing the role based on the model, they were able to express their ideas or their feelings by using it. Furthermore; it has become easier for them in mastering English especially as an international language for international communication. Based on the reason aforementioned above, the researcher has conducted a research entitled "Developing students' speaking skill through role play for pre-service teacher at STKIP Panca Sakti".

B. Identification of the Problems

Based on the issues in the background above, the problems in this study can be identified as follows:

1. The students did not use English as a communication tool in the classroom.
2. The students were shy and afraid to speak in English because they had lack of vocabulary and grammatical structure.
3. The students often used their first language.
4. They did not know how to make a conversation by using English.
5. They got confused to start speaking in class.
6. They were not able to express their opinion or ideas in English.
7. The students rarely had opportunities to speak in English.

8. They were not able to share information to the teacher or students.
9. They did not pay attention to the explanation given by the teacher.
10. The class tended to be silent when the teacher gave explanation.

To make it focus, this present research is limited on observing developing speaking skills through role play for pre-service teacher.

C. Limitation of the Problem

Based on the previous identification of the problems that their English mastery particularly in speaking is still low, this research is focused on Developing students' speaking skill through role play at STKIP Panca Sakti 3rd Semester. This study is expected to be able to provide more opportunities to the students to use role play in their English classroom as the teaching and learning technique.

D. Formulation of Research Question

In line with above limitation of the problems the following research questions are formulated:

1. How can role play increase speaking skill for pre-service teacher at STKIP Panca Sakti?
2. What are the students' responses when role plays are used in teaching speaking?

E. Objectives of the Research

Based on the above research questions, the objectives of the research are :

1. To investigate how role play increase the students' speaking skill based on their final speaking skill achievement.
2. To identify the students' responses when the role play is used in teaching and learning speaking activities.

F. Significance of the Research

The findings of the research are expected to be beneficial both in theoretically and practically as follows :

1. Theoretically

The finding of research might support on the existing theory on teaching speaking English through role play. It is also expected to give some contributions to the English teaching and learning to improve the students' speaking skill.

2. Practically

The finding of this research can be useful for :

- a. The teachers in order to improve their technique that can meet with the students' needs.
- b. The students in order to develop their speaking skills to increase their creativity in performing communication.
- c. The institution in order to improve their English department program

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