Improving Students' Speaking Ability by Using Role Play at Grade V of SDIT Nurul Ilmi Padang Sidimpuan

Ali Makmur[1*] and Edi Trisno[2]

[12]*Universitas Negeri Padang*
Corresponding author: alimakmurkp@gmail.com

ABSTRACT

Speaking is a part of communication that need to be mastered by all of people, from the young till the adult one. The communication will run well, if the speaker and the listener can understand each other. This study aimed to examine improving students' speaking ability by using role play at grade V of SDIT Nurul Ilmi Padang Sidempuan. The *Classroom Action Research* (CAR) is the method of this study done by collecting the data by teaching the students in the class. The participants of this study comprised fifth elementary school students of Nurul Ilmi Padang Sidimpuan. The data were collected by using the qualitative research method and those are obtained by using an observation sheet and also speaking test. Meanwhile, the quantitative research method was used to measure the speaking skill improvement of the students in using English through implementing the role play. The result of data analysis showed that from pre-test to cycle I and cycle II has improved significantly. The average score in pre-test 77 %, in cycle I 77% and in cycle II 86. Thus, it can be concluded that role play can improve the speaking skills of the students significantly and it makes the teaching and learning process more attractive and effective.

Keywords: *Speaking ability, role play, elementary school*

1. INTRODUCTION

Currently, students have to learn English as a second language after their mother tongue. Even the English itself start to teach to the learners from the elementary school until university. Few years ago English subject involved in Learning Curriculum, but the Ministry of Education and Culture no longer includes English subjects as compulsory subjects for elementary school students (SD) in the 2013 curriculum and has been in effect since the 2013/2014 school year [1]. So now English becomes local content in Elementary School because elementary school are given authority to add English as subject in the school.

The young language learners should master the English to help them increase their ability in the future. To master the English language itself, the learners need to learn it from the correct teacher. Meanwhile, for the teacher itself, consistently, one of the hardest jobs is teaching English especially to the young language learners (YLLs). As the matter of fact, the way of the teaching young language learners is different from the way of teaching adult students because they have various traits. YLL are the learners whose ages are five or six years old to eleven or twelve years old and they are in the first grade in schools [2]. Then, YLLs are referring to a student in five to ten years old [3].

Meanwhile, Barnett, V. Reilly, and S. M. Ward define YLLs as students who do not enter formal schooling and they still cannot read yet because they can do it after the age of 7 years old [4].

In English language itself, there are several abilities should to be mastered, such as reading, writing, listening and speaking. Speaking is one of the most primary skills for YLL that should be mastered. Within the same way, they need to be capable in speaking ability. Numerous of them attempt to focus on their speaking instead of other abilities [5]. Moreover, to help the YLL improve their speaking ability, the educators need to implement the teaching and learning method in the classroom, such as inquiry-based learning, jigsaw, role play, interactive storytelling and so on. Based on the preliminary research, the researcher saw that most of the students like to acting in front of their friends, and unintentionally the other friends will respond when one of their friends play an acting in the classroom. Therefore, the researcher believes that implementing role play would give significant effect to the students in that classroom.

An event where the learners can imagine to be someone in situation wherever they are is known as role play. Improving their English can be done by using role play in the classroom. It is the techniques of communication developing students' fluency in using

language in the classroom and increasing their motivation [6]. In addition, Cameron mentioned that if the role play is coherent, acceptable and meaningful, combining different imaginative events, it can be said that the role play actively interests others/audiences [7]. The method would naturally build the relation among the students, because in implementing the role play itself, the students will change their dialogs to other students when they already master on their first dialogs. The aim of change the dialog among the students is to make the situation and the more variative so that the students will not get bored of their script. Furthermore, Zuraidah found on her research that by using role play also can help the shy students speak in various topic and situations [8]. Thus, this research is interesting to be conducted because improving the students' speaking ability can be achieved well by applying role play.

2. LITERATURE REVIEW
Role Play for Young Language Learners' Speaking Ability

To improve the students' ability, one of method that can be used by the teacher on the process helping the teachers in the classroom is role play. Using role play will help the learners improve their speaking ability and make the three types of performance in speaking in the classroom [9]. Hence, it can be concluded that role play is an English technique to improve students' vocabulary doing an activity involving imagination circumstances and being certain characters.

Moreover, by applying this technique, the students can speak freely and express what exist on their mind by modify the dialogs that has given by the teacher. In various social contexts and roles, they will be certain characters. According to Ladousse and Alan, improving students' English can be done by using role play in the classroom [6]. It is the techniques of communication developing students' fluency in using language in the classroom and increasing their motivation. According to Fotis & O'Hara , a method used in the classroom by providing the students and their roles in the process of teaching and learning is called as role play [10]. Thus, the ways of working groups and doing cooperation well can be learned by the students. According to Milroy, it gives students a chance to know their ideas when applying the technique and prepared them to possible plans if the learning outcomes are not achieved as it is expected [11].

The Advantages of Using Role Play

There are several reasons why the role play itself applying by several teachers or even researcher in the classroom. One of the reasons is because the role play itself has so many advantages. Thomas in Hidayati mentioned several advantages of using role play in in teaching speaking [12]:

a. Role play provides students with various language uses and functions.

b. Role play provides students to freely act in various situations, such as being a customer in a café or being the waitress.

c. Role play provides students with interested activity or events because they can be certain role that they prefer and be more active in that role.

d. Role play provides students to fix their mistakes in doing the play by repeating the activity and make the better result.

In sum, the role play has so many advantages where it can be the reasons why it should apply and will improve the speaking ability of the students in the classroom. Meanwhile, during the implementation of role play, the learners will learn about the real-life context and also it will enable the students to explore cultural issue beside the role play is a fun for children where it will improve their speaking.

The Procedure of Role Play in Teaching Speaking

There are several experts elaborate about the role play procedure in teaching. Such as Huang suggest the procedure of role play that can apply in the class as follows [13]:

a. Decide the teaching materials, in this step the teacher in the class should decide what material that would be suitable for the learners in implementing the role play activities. The teaching can be adapted or even can be taken from any source, such s from text book, non-textbook, picture book, comic, movies and so on. The material is prepared before the class begin, moreover, the teacher also can write his/her own script or material for role play activities. The teacher need consider the teaching material based on the students' level, interest and also teaching object that might students will go for it.

b. Select the situation and create the dialogs, after decide the teaching material, the teacher should create the dialogs based on the situations. On creating the dialog, the teacher needs to consider the level of the learners, does dialog too difficult for the students, or too easy for the students.

c. Teach the Dialogs, the teacher should make sure the dialog that made by the teacher will able for the learners to read it. The teacher also needs to help the students to use the vocabulary, story and also dialogs well in doing the role play. He has another option to let the learners ask the teacher about the dialog during role play activities when the learners have to find some obstacle on it.

d. Practice the Role Play, before do the role play activities, the teacher needs to do simulation in the classroom, to make sure the learners know their role and know how to read the dialogs so that when during role play activities the miserable can be minimize.

e. Have students modify the situation and dialogs, after the learners finish and familiar with the first dialog and the scenario, the teacher and the students can modify the situation and dialogs to get better improve, also the learners have more variation in role play situation.

f. Evaluation and check the students' comprehension, the teacher in the last step should evaluate what have been done during the implementation of the role play activities. When the teacher and the learners find some problems or something miserable, the teacher should evaluate it and revise it for the next role play activities.

3.   RESEARCH METHODOLOGY

CAR (Classroom action Research) was the method used in this study. CAR helps to discover that the methods of action research are outlined to reply one of the foremost essential questions in education [14]. Beside, Efron & Ravid explain that CAR is commonly conducted by teachers in their possess situations and conditions in arrange to progress their classroom activity and move forward their students' learning [15]. There are some steps in classroom action research based on Kemmis & McTaggart these are 1) *Planning, 2) action 3) observation 4) reflection* [16]. This study was conducted at SDIT NURUL ILMI PADANGSIDEMPUAN The sample was 16 females and 14 males from 30 students taken from class V SAAD 2022/2023 academic year.

Here is how the researcher applied the role play activities in the class of grade V of SDIT NURUL ILMI PADANGSIDEMPUAN, those are:

1.   Planning

In this step, the researcher prepares all necessary things that the researcher needs in this research. The researcher also prepares such as teaching material, select the situation and dialogs, set the indicator of success also set the schedule for this research.

2.   Implementing

In this step, the researcher implements all of the plans that has made in planning section. The researcher acted as the teacher who applied the activity and at the same time the English teacher would act the observer during the role play activities. There are 2 cycles in implementing the role play activities in this research:

Cycle I
Meeting 1

In this meeting the researcher started the activities by spread the script about health condition to the learners and taught the script. After taught the scripts the researcher asks the students to read their parts and ask them which they can not to read. Then, the learners were asked by the researcher to practice the scripts before the teacher start to observe. Then the researcher asked the students to play their role in front of the class.

Meeting 2

Here, another script was given to the learners relate to weather. Just like the first meeting, the teacher gave the scripts and teach the scripts to the students, then it continued by asking them for practicing. After familiar with the original script, the researcher asked them to change their scripts to another friends. During the students play the role play activities, the researcher as the teacher took some notes and wrote it in the observation sheet. After finish the role play activities, the researcher gives the question to the student related to the scripts that had given by the researcher. The students would answer the researcher's question and also answer some questions in their own in the blank sheet.

Cycle II
Meeting 1

In this meeting, the researcher gave a new teaching material about introduction other people. The researcher then gave the scripts and spread the scripts to the students and start to taught it. The students began to practice it with their friend. After they can mastery the scripts then the researcher asked them to come to the class the roleplay activities began.

Meeting 2

Here, the treatment was given to the learners like the step before, while during the role play activities, the researcher took the observation sheet to wrote the students development.

3.   Observation

In this step, the researcher observed all of the data related to the speaking ability of the students. It aims to know the improvement of their speaking ability by implementing the technique. At this stage, researcher collected the data from observation sheet, speaking test that used as the instrument in this study. Both of those instruments were conducted by students at the last cycle, and aimed at obtaining the students' speaking ability data.

4.   Reflection

The data were reflected by the researcher from the role play implementation in the meetings through the observation and to improves students' speaking ability. The result was based on the indicator of the mastery the elements of speaking designed in success categories. Fortunately, these have been achieved. The researcher will continue it for the next cycle if it is failed or not satisfied enough.

5. RESULT AND DISCUSSION

Based on the data collection and analysis, it was found that from cycle I to cycle II the students' participants in introduction, discussion and practice had significant improvement. The students' average scores were 70 % in pre research; 77 % in cycle I, and 86,66 % in cycle II. The speaking ability of the students improved after the implementation of role play.

Table 1. Test Results in Implementation of Role Play

No	Explanation	Average
1	Pre test	70 %
2	Cycle I	77 %
3	Cycle II	86 %

Based on the result from the table, the student and the teacher activities in the two cycles showed that there is a significant improvement after implementing the technique. It can be concluded that improving the speaking ability of the students by using role play through two cycles was the aim of this study. The study was conducted and ran well for the students grade V of SDIT NURUL ILMI PADANGSIDEMPUAN. From the table above it is seen than the second cycle reached the target score. Thus, the studied was continued to the next cycle. Hence, It is proved that that role play is able to improve the speaking ability of the students in the English classroom.

6. CONCLUSION

Based on the results and discussion of this study, it can be concluded that using of role play as one of method of teaching and learning considerably improve the speaking ability of the students grade V of SDIT NURUL ILMI PADANGSIDEMPUAN. The preliminary study, Cycle I and Cycle II were the stages conducted in this study. Then, from the revision of the second cycle dealing with the teaching method, it was found that the speaking ability of the students improved well. Finally, the students' confidence in English speaking can be improved by using the role play technique.

REFERENCES

[1] Kemendikbud, "Permendikbud Nomor 23 Tahun 2013," *Menteri Pendidik. Republik Indones. Peratur. Menteri Pendidik. Republik Indones.*, 2013.

[2] S. Philips, "Young Learner," UK: Oxford University Press, 2001.

[3] S. Peck, W. A. Scott, and L. H. Ytreberg, "Teaching English to Children," *TESOL Q.*, 1993, doi: 10.2307/3587163.

[4] H. Barnett, V. Reilly, and S. M. Ward, "Very Young Learners," *Mod. Lang. J.*, 1998, doi: 10.2307/329971.

[5] G. Fulcher, "Testing second language speaking," *Test. Second Lang. Speak.*, vol. 16, no. 1, pp. 1–288, 2014, doi: 10.4324/9781315837376.

[6] G. P. Ladousse and M. Alan, *Ladousse Gillian Porter, Maley Alan (Ed.,),"* Role Play.pdf.," Hong Kong: Oxford University press, 1987.

[7] L. Cameron, "Teaching Languages to Young Learners - Lynne Cameron.pdf," p. 274, 2001.

[8] A. Zuraidah, "The Effectiveness of Role Play Method In Students ' Speaking Skill at The Grade Viii of Smp Negeri 6 Padangsidimpuan" vol. 5, no. 3, pp. 124–133, 2020.

[9] I. Inawati, "Teaching Speaking to Young Learners Through Role Play," *TESOL Encycl. English Lang. Teach.*, pp. 1–8, 2014.

[10] M. Fotis and S. O'Hara, "J.L. Moreno (1889-1974) and Psychodrama," in *The Comedy Improv Handbook*, 2021.

[11] E. Milroy,"Role-Play: A practical Guide,"Aberdeen: Aberdeen University, 1982.

[12] N. Hidayati, "Using Role Play to Improve Students' Speaking Ability (A Classroom Action Research with Eight Grade Students of MTS NU 05 Sunan Katong Kaliwungu in the Academic Year of 2014/2015," Thesis, *Semantic Scholars,* 2015.

[13] II. Y. Huang,"Role Play for ESL/EFL Children for English Classroom," T*he Internet TESL Journal*, 2008.

[14] R. P. Pelton, "Action Research for Teacher Candidates," United states of America: Rowman & Littlefield Education, 2010.

[15] S. E. Efron and R. Ravid, "Action Research in Education: A practical guide—a book review", vol. 4, no. 2. 2013.

[16] Kemmis, & McTaggart, "Action Reseach Model," *Springer,* 1988. doi: 10.1007/978-981-4560-67-2.