THE IMPLEMENTATION OF ROLE PLAY IN TEACHING SPEAKING NARRATIVE TEXT AT SPEAKING CLASS AT STKIP PGRI SIDOARJO

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Abstract

This study aims to describe the implementation and students' perceptions in teaching speaking narrative text using role play. This research method is descriptive qualitative method will describe about the findings. Researchers took 20 students of the first semester English education study program at STKIP PGRI Sidoarjo as research subjects. Researchers get research data from observation field note, observation checklists and questionnaires. The first-finding of this study shows that the implementation of role play steps in teaching speaking narrative texts. are the lecturer greets students, then checks the student attendance list. Second, she explains and discusses the material and an example of narrative texts. Third, she explains about the role play technique. Forth, the lecturer focuses on role play to make students understand. Five, she makes groups of 5 people. Sixth, the lecturer gives exercises for role-play practice and explains the role play rules, then she asks students to arrange conversations practice to show off in front of the class according to the narrative texts that have been obtained. The last, she gives feedback to the students and closes the lesson. The results of second-finding show that 40% strongly agree, 55% agree, 5% disagree, and 0% do not strongly agree.

Keywords: Teaching Speaking, Narrative Text, Role Play

Abstrak

Penelitian ini bertujuan untuk mendeskripsikan implementasi dan persepsi siswa dalam pengajaran berbicara teks naratif menggunakan role play. Metode penelitian ini adalah metode deskriptif kualitatif yang akan memaparkan tentang hasil temuan. Peneliti mengambil 20 mahasiswa program studi pendidikan bahasa Inggris semester satu di STKIP PGRI Sidoarjo sebagai subjek penelitian. Peneliti mendapatkan data penelitian dari observasi lapangan, daftar periksa observasi dan angket. Temuan pertama dari penelitian ini menunjukkan bahwa penerapan langkah-langkah role play dalam pengajaran teks naratif berbicara. adalah dosen menyapa mahasiswa, kemudian mengecek daftar hadir mahasiswa. Kedua, menjelaskan dan membahas materi dan contoh teks naratif. Ketiga, dia menjelaskan tentang teknik role play. Keempat, dosen menitikberatkan pada role play agar mahasiswa paham. Lima, dia membuat kelompok yang terdiri dari 5 orang. Keenam, dosen memberikan latihan praktik role play dan menjelaskan aturan role play, kemudian meminta mahasiswa menyusun latihan percakapan untuk pamer di depan kelas sesuai dengan teks narrative yang telah diperoleh. Terakhir, dia memberikan umpan balik kepada siswa dan menutup pelajaran. Hasil temuan kedua menunjukkan bahwa 40% sangat setuju, 55% setuju, 5% tidak setuju, dan 0% sangat tidak setuju.

Kata kunci: Teaching Speaking, Narrative Text, Role Play

INTRODUCTION

In Indonesia, English becomes part of school learning. Therefore, students must learn English at school. Richards and Renandya (2002) noted that "it is difficult for EFL learners, especially adults, to speak the target language fluently and appropriately" (p. 204). This is because there is little exposure to foreign languages and contact with native speakers. As a results, adult learners have poor spoken English, especially fluency (Richards & Renandya, 2002, p. 204). Therefore, it is more effective to learn English from early age, especially when it comes to learning spoken English.

The teacher thinks that to overcome this problem, it is important to find out the teaching speaking strategy. Even so, teachers must always try hard to keep looking for forms and learning models that are suitable for students. It should be noted that teaching techniques and methods are very important to provoke and facilitate teachers in explaining learning and in increasing student understanding. Therefore, appropriate techniques and methods must always be sought and developed to achieve good learning outcomes. One of the learning methods that is suitable for improving students' learning abilities is the Role Play Method. Where students are given the opportunity to role play and practice dialogue in English. With this method, researchers will ask students to play roles and dialogue

Role play is very important in teaching speaking because it gives students the opportunity to practice communication in different social contexts and in different social roles. Additionally, it allows students to be creative and allows themselves to put themselves in another person's place for period of time. According to Stephen D. Hattings (1993:165), based on his observations in conversation classes, role playing seems to be an ideal activity for students to use English creatively, in stimulate student's conversational situation. May discover themselves and give them chance to practice and develop their communication skills.

Based on the explanation above, the researcher wants to analyze the use of

role play in teaching speaking. Therefore, the researcher focused on the implementation of role play in the process of speaking narrative text at speaking class at STKIP PGRI Sidoarjo and students' perceptions in teaching speaking narrative text using role play.

RESEARCH METHOD

In this study, the writer used a descriptive qualitative method. Subject of this research was speaking lecturer and first semester English Student Speaking class at STKIP PGRI Sidoarjo. There were some steps of collecting of data in this research. First, the researcher used observation field note and observation check list. Second the researcher distributed questionnaire to describe students' perceptions about the application of role play in speaking narrative text. Third, put in Data sheet. The last, drew conclusion based on result findings.

Instruments of this study are observation field notes, observation check list and questionnaire. Observation field notes and observation check list to answer how was the implementation of role play in teaching speaking narrative text and questionnaire to answer how are the students perception on the implementation of role play in teaching speaking narrative text. Questionnaire was the most widely used technique for obtaining information from subjects. In this study the authors used a questionnaire to determine student responsed to teaching and learning activities.

FINDINGS AND DICSUSSION

In this part, the researcher is discribing the implementation of role play in teaching speaking narrative text as the first reseacrh question. The researcher collected the data form observation checklist and observation field note. The researcher observe the proccess of teaching and learning speaking using role play. In role play technique, the lecturer give explanation about narrative text and also explains about studying using role play technique.

The first one has been held on December 1, 2021. For the first observation, the duration is 2x30 minutes, (due to pandemic conditions). In the class 2021C was starting at 16.00 and ending at 18.00.

Before the class started, the lecturer starts the lesson by opening greetings. The lecturer checked the student attendance list. The lecturer started the lesson by giving a little introduction to the material, students were given a narrative text in the form of a fairy tale. The lecturer explained and discusseed the material with the students. After that, the teacher gave an example of the material. Students identified language structures in narrative texts. The lecturer asked about the orientation and moral values in the story. The lecturer also explained about the role play technique that used in next meeting. At the end lesson the lecturer closed by praying together.

At the second meeting on December 8, 2021 the lecturer came into the class. The lecturer greeted students, prayed and checked attendance list. In this meeting, the lecturer focused on role play. The teacher asked students to make groups of 5 people to make a dialogue from the story. The lecturer explained the role play rules. Students arranged conversations to show off in front of the class according to the narrative texts that have been obtained. The lecturer chose groups randomly to play roles according to the stories and dialogues they made in front of the class.

At the end lesson, the lecturer asked the student to conclude the material. Then the teacher and students reflected on todays learning, the teacher gave feedback to the students. Then the lecturer closed the lesson by praying together.

Questionnaires were used to determine students perceptions to the implementation of speaking narrative text. In addition, it completed the research data. Each students was given ten questions with several possible answers based on their perceptions and experiences during the teaching and learning process. The researcher asked the students to choose the appropriate answers from the options provided in the questionnaire.

The following are the results of the questionnaire based on observations.

Table of the Result of Questionnaire Answers

The abbreviations below are:
SA: strongly agree
A: Agree
D: Disagree
SD: Strongly disagree

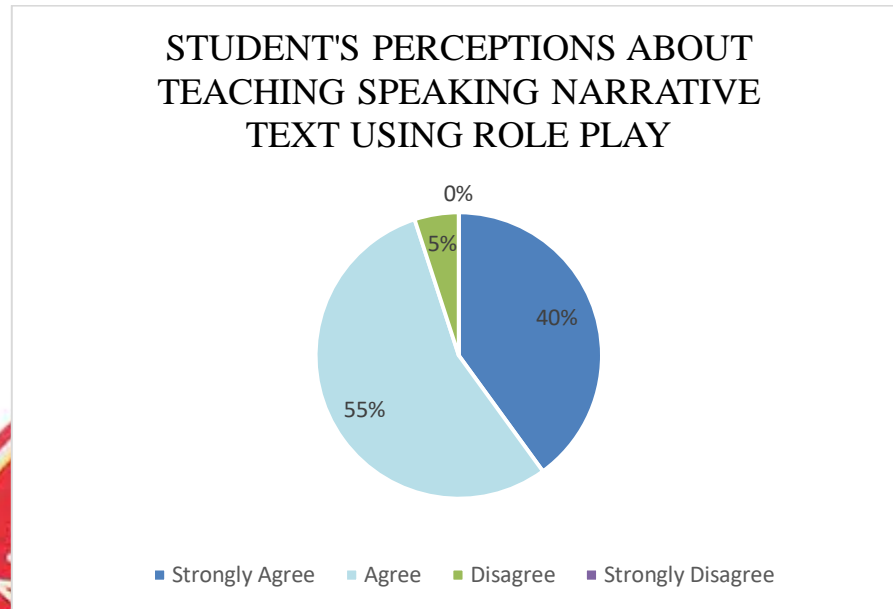| No.	Statement	Perceptions			
		SA	A	D	SD
1.	Role play is interesting	(5)	(14)	(1)	(0)
2.	Role play improve thinking creativity	(11)	(8)	(1)	(0)
3.	Role play provides an opportunity to express thoughts freely	(11)	(9)	(0)	(0)
4.	Learning with role play makes me understand the material better	(5)	(12)	(3)	(0)
5.	Role play activities can improve my speaking skills	(10)	(10)	(0)	(0)
6.	Role play method is important in learning speaking	(10)	(8)	(2)	(0)
7.	I enjoy learning with role play	(6)	(13)	(1)	(0)
8.	Narrative text material is useful for me	(8)	(11)	(1)	(0)
9.	Narrative text material is interesting to learn	(7)	(12)	(1)	(0)
10.	Do you like learning speaking with narrative text?	(8)	(12)	(0)	(0)
	Total	81	109	11	0
	%	40%	55%	5%	0

The researcher analyzed the questionnaire using percentage technique based on the data above. The formula could be seen as follow:

$$Questionnaire = \frac{The\ sum\ students'responses\ of\ one\ question}{The\ number\ of\ students} x100\%$$

Based on the result of questionnaire above, the writer concluded the data by using average for each result in the chart:

Table The Result of Questionnaire Answer

STUDENT'S PERCEPTIONS ABOUT
TEACHING SPEAKING NARRATIVE
TEXT USING ROLE PLAY

0%
5%
40%
55%

■ Strongly Agree   ■ Agree   ■ Disagree   ■ Strongly Disagree

CONCLUSION

In this chapter, the researcher explains that the implementation of role play in teaching speaking narrative text for first semester students of English class received a positive response from students, students are more active and interested in this method. The results of students' perceptions of the questionnaire were: strongly agree = 40%, agree = 55%, disagree = 5%, strongly disagree = 0%. This means that more than half of the students like role playing in teaching speaking narrative text. From the explanation above, it can be seen that the main purpose of learning to speak using role play is successful.

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