

The Effectiveness of Role Play in Improving Students' Speaking Skills at Private Junior High School in Makassar

Mir'ah Azizah

Universitas Negeri Makassar

Email: azizahmirah66@gmail.com

ABSTRACT

This study aims to improve the ability to speak Mandarin in private junior high school students in Makassar. This study used the Mandarin speaking training method using the Role Play by involving 20 respondents or training participants. From the results of this research, it was found that the Mandarin language training method with the mentoring approach, role playing technique training and drama practice entitled "The Three Little Pigs" had a positive impact on students' confidence and self-comfort in speaking Mandarin in public.

Keywords: Role Play, Speaking, Skills, Mandarin language.

摘要

这项研究旨在提高望加锡私立初中学生讲普通话的能力。本研究采用了使用角色扮演的普通话培训方法，涉及 20 名受访者或培训参与者。从这项研究的结果中，我们发现，带有指导方法、角色扮演技巧训练和名为“三只小猪”的戏剧练习的普通话训练方法对学生在公共场合讲普通话的信心和自我安慰有积极影响。

关键词：角色扮演，口语，技能，普通话。

INTRODUCTION

Speaking is probably the most important and interesting component of any language. It represents the most natural and common form of communication between humans. We can easily say that people speak a lot more than they write, so speaking too is probably the ultimate goal for anyone learning a foreign language. However, it can often be hindered by a series of factors, such as shyness, lack of self-confidence, fear of other people's judgment, laziness, and so on. It is sometimes not easy to overcome the difficulties that people may have with spoken

The Effectiveness of Role Play in Improving Students' Speaking Skills at Private Junior High School in Makassar

communication in a foreign language and this can often lead to stress, discouragement and a lack of interest in learning.

Regarding the ability to speak in Mandarin, there have been many studies that have been conducted on students, and the result is that there are clear problems that have been detected when dealing with speaking skills. Students seem to use their first language most of the time, making little or no effort when practicing their speaking skills in Mandarin. Sometimes they feel shy and refrain from speaking in front of other people, and seem to have difficulty finding words.

Even in the context of formal education, even though the lessons are quite focused on faithfully following the structure of books and syllabi, many school students still find it difficult to speak fluently even though students have been given the possibility of working together or expressing their ideas together. The teacher tries to engage them in activities, but sometimes it is difficult to hold their attention and make them speak Mandarin, especially if the exercises are given out of context. It seemed the students thought that they would be safe if they acted passively. Many of them are still reluctant to move around in the classroom, collaborate in group activities to talk about topics they find interesting and relevant and give their opinions.

Such reflections have inspired the purpose of this research, which intends to find new stimulant and ways of applying students' speaking skills, through a series of techniques aimed at increasing their interest and motivation. The initial hypothesis of this investigation is that students' speaking skills are closely related to their interests and motivations. The strategy used to achieve this goal is achieved through the technique of drama, which encourages student interaction and cooperation, and is a natural and meaningful way to improve speaking skills. By "Role Play" we need not necessarily refer to acting on stage in front of an audience, but rather some activities in which students can express their own personalities, feelings, and ideas (Maley and Duff, 1982). Students use language by applying it to concrete goals, communicative functions, such as songs, role-plays, simulations, debates, and so on. They find areas of direct application of what they learn, that is, they apply, use, create their language in context, in real situations, as it happens in everyday life.

Through this research, the researchers want to prove that the use of Role Play techniques increases students' interest in general and, as a result, improves students' speaking skills. It is hoped that the results of this service will motivate teachers with some guidelines on how to create an ideal environment by capturing students' interests, creating an authentic need for communication and improving students' speaking skills.

1. Ability to Speak Foreign Languages

It is a necessity that the ability to speak Mandarin is a must. Mandarin teaching has been carried out at all levels of education both in the formal and informal fields. Formally, educational institutions, both government and private, have provided education including honing students' Mandarin skills, as well as informal sectors such as training, courses, and so on.

However, Mandarin as a foreign language still has a level of difficulty to be absorbed by students in Indonesia. Therefore, attractive and interesting ways are needed to get children interested and willing to learn to improve their Mandarin skills, especially speaking skills. The basic thing offered by the purpose of this research is to improve foreign language skills, in this case, Mandarin for Students at Private Junior High School in Makassar. In this research, two procedures will be used, namely; the technique of training the reading of Role play script dialogues in Mandarin and the practice of delivering them in drama theater attractions.

However, seeing its status that in Indonesia, Mandarin is still CFL (Chinese as a Foreign Language) or Chinese as a foreign language, the difficulty level of students' absorption of teaching is still relatively lower than Mandarin teaching in countries with Mandarin that has been taught, become CSL (Chinese as Second Language) or Chinese as a second language.

Competence plays an important role in learning and understanding any language. The term speaking has several meanings. Widdowson (1978) says that speaking has two meanings. First, it refers to the way in which language is manifested. Second, it refers to the way in which language is manifested as communication (p. 58). The meaning of competence according to Chomsky in Brumfit and Johnson (1998: p. 13) is "the listener's knowledge of the speaker's knowledge of language". This is seen as the overall underlying linguistic

The Effectiveness of Role Play in Improving Students' Speaking Skills at Private Junior High School in Makassar

knowledge and ability thus encompassing the concepts of appropriateness and acceptance.

The goal or purpose of language teaching is for students to become communicative competence in the target language as the ability to use Mandarin well. Richard and Roger (1986: p. 66) state that Communicative Language Teaching (CLT) is an approach that aims to create communicative competence and develop procedures for teaching the four language skills (listening, speaking, reading and writing) which recognizes the interdependence of language and activities. communicative. To develop communicative competence, teachers are advised to use CTL (Chomsky, 1965: p. 3). Meanwhile, Douglas (1997; p. 247) says that CLT is used to create communicative competence as an object of using and developing several procedures to teach the four basic skills (listening, speaking, reading and writing) which serve as the basis for mastering Mandarin. The students are involved to use the language they learn through communicative activities. The speaking component is as important as other language skills such as listening, reading and writing.

2. Identification of Problems

Based on the results of observations and interviews with Mandarin teachers and junior high school students in Makassar, it can be concluded that there are several problems that hinder students from improving their Mandarin language skills, especially their ability to speak Mandarin in public, as follows:

- a. The technique/method of learning Mandarin is less interesting, especially speaking skills
- b. Lack of learning media that supports Mandarin speaking skills.
- c. Lack of self-confidence of students to appear in Mandarin in public.
- d. Lack of mastery of Chinese vocabulary and grammar (grammar) by students.
- e. Lack of knowledge about tips and techniques in speaking Mandarin in public.

Based on these problems, we need a method interesting Mandarin speaking training that can encourage students to be more active in public speaking. So this research is focused on teaching Mandarin with the Role Play method which is packaged in an attractive way so that students are interested in learning Mandarin.

Wenchuang

Journal of Foreign Language studies, Linguistics, Education, Literatures, Cultures, and Sinology

3. The Objectives and Benefits of The Research

The objectives to be achieved in this research are:

- a. Practice knowledge and knowledge gained from academic activities to be directly applied to society, in this case to private junior high school students in Makassar
- b. Improving the ability to speak Mandarin for private junior high school students in Makassar in public/public through the drama method in Mandarin.

While the benefits obtained from this research are:

- a. For students, training in speaking Mandarin in public through the Mandarin drama method is felt to give students a sense of comfort and confidence so that it has a positive impact on improving students' speaking competence in public using Mandarin. This positive impact is expected that learning "Speaking" in Mandarin is no longer considered a scary problem but fun so that students' Mandarin language skills can increase.
- b. For the academic community and lecturers of the Chinese Language Education Study Program, this research can be used as a vehicle for practicing knowledge and as a manifestation of the Tri Dharma of Higher Education.

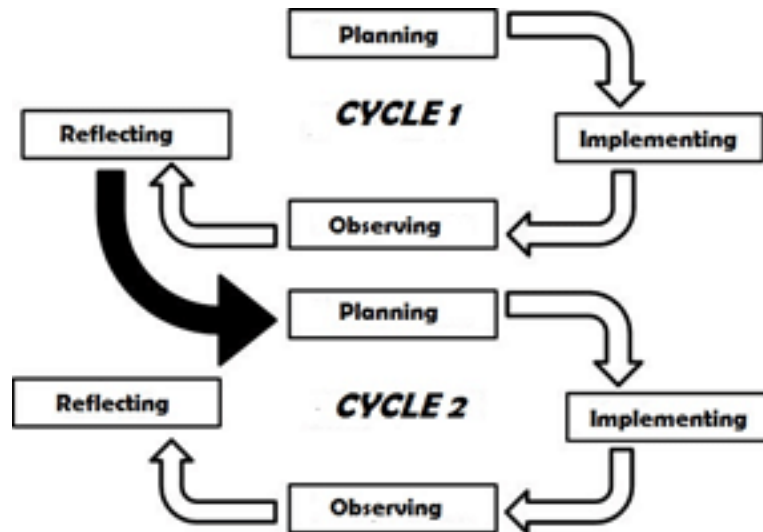
METHODOLOGY

The method used in this research is a qualitative method, using a class action research design (classroom action research). Because this research is able to offer approaches and procedures that have a direct impact on improving and increasing teacher professionalism in managing the learning process in the classroom. This is consistent with the characteristics of classroom action research namely "Classroom action research is carried out in the classroom, so the focus of this research is learning activities in the form of teacher and student behavior in interactions".

This research was conducted at a private junior high school in Makassar. The subjects in this study were class IX students, with a total of 30 students. The research design refers to the research design conducted by Kemmis and Taggart, namely the spiral model (Aqib, 2006: 22) which has four components, namely planning, acting, observing, and reflecting. then replanning. The cyclical model is

The Effectiveness of Role Play in Improving Students' Speaking Skills at Private Junior High School in Makassar

carried out repeatedly and continuously, meaning that the longer it takes, the more change or achievement of results is expected. As shown in the image below:



Picture 1: The Cycle of Class Action Research

Prior to the research, the following plans were drawn up:

1. First, make an action plan that will be carried out, namely will carry out the following: by creating learning scenarios, preparing the necessary supporting facilities and infrastructure in the classroom, preparing instruments to record and analyze data regarding the process and results of the action, carrying out implementation simulations corrective actions to test the feasibility of the design.
2. Second, the implementation of the action which includes who does, what, when, where and how to do it. Action scenarios that have been planned are carried out in actual situations.
3. Third, along with the implementation of the action activities accompanied by observation and interpretation activities by observing the process of implementing the action itself and the consequences it causes.
4. Fourth, based on the results of these observations the researcher then reflects on the actions that have been taken.

5. If the results of reflection indicate the need to make improvements to the actions that have been taken, then the next action plan will not simply repeat what has been done before. And so on until the problem under study can be solved optimally.

The research instrument used is adjusted to the type of data desired in the study. In this activity, the researcher uses the following research instruments:

1. Interview sheet

Through this interview activity, it can be identified the obstacles or difficulties experienced by students and teachers in the language learning process using the role playing method in Indonesian language lessons.

2. Observation sheet

This activity was carried out with the aim of knowing teacher performance and student activity in the learning process of playing drama.

3. Field Notes

Contains a description of the process of learning to speak, interpretation, correction and suggestions that need to be given to practitioners for improvements.

4. Student Activity Note Sheet

The teacher records all student activities when learning takes place. This is intended to make it appear that students are serious, students who are mediocre, and students who are less interested in learning with the role playing method.

5. Documentation

As a fact that is not in doubt the truth, the data obtained is complemented by documentation in the form of photos of teacher and student activities.

RESULT AND DISCUSSIONS

Based on the descriptive, analysis and reflection of each research action carried out, the researcher can conclude that there are some essential findings that are the most important results of the research that has been carried out. The essential findings that the researchers obtained are described in detail as follows:

1. Cycle I

The Effectiveness of Role Play in Improving Students' Speaking Skills at Private Junior High School in Makassar

Student interest in cycle I, namely when playing the role of students is less active and less enthusiastic, because students who play roles and observers are still shy, afraid, hesitant and many students also experience difficulties both in expressing opinions, expression in playing roles has not been seen. In addition, the vocal quality and style are still very low because students are still shy and afraid.

In the first cycle of action I students have not been able to master the material and observers also have difficulty in expressing opinions, and in this cycle the attitude and attention of students is less enthusiastic about learning, seen when conducting question and answer there are still many students who have not been able to answer questions. This is because the teacher's way of teaching is still conventional, namely in this learning students are only used to receiving lessons from the teacher while the teacher in learning does not involve students to be active. Learning in action I is still a lot of students who are fighting over and students who often disturb other students.

Based on the findings in the first cycle of action I learning, students' interest in playing roles was less enthusiastic, the average score obtained reached 59.2 with a percentage of 33.3%, obtained from 10 students who played character characters according to the assessment criteria contained on the process assessment sheet. The results of this value are obtained during the role playing process.

2. Cycle II

Student interest in cycle II action I, namely when playing the role of students already looks active and enthusiastic. Students no longer feel ashamed, afraid, doubtful and students also have no difficulty in playing roles and in expressing opinions. Although there are still some students who still experience difficulties both in expressing opinions and expressing themselves, apart from that the vocal quality and style are good because students are not shy and do not feel afraid.

In the second cycle of action I students are already able to master the material. In cycle II, action I, the attitude and attention of the students was

already enthusiastic. It was seen when conducting question and answer, there were several students who were able to answer questions well. This is because the teacher in teaching uses the role play method, namely in this learning the teacher involves students to be active and creative so that students are able to solve their own problems that occur in everyday life. Learning in cycle II of action I is no longer a student who is fighting over and disturbing other students during role playing. In the second cycle of action I, the attitude and attention of the students was already enthusiastic and active. In cycle II, action I, students are able to master the material and express themselves when playing the characters.

Based on the findings in the learning cycle II action I, students' interest in role playing increased quite well, it was seen that the students were very enthusiastic and in cycle II action I obtained good results and had experienced an increase from the previous action. The results of the acquisition of an average value reached 65.7 with a percentage of 60%, obtained from 18 students who played the characters according to the assessment criteria found on the process assessment sheet. The results of this value are obtained during the role play process.

3. Cycle III

Student interest in cycle III action I, namely when playing the role of students already looks very active and very enthusiastic. Students have no difficulty in playing roles and in expressing opinions and in expression. In this third cycle students are able to master the material and have no difficulty in expressing opinions. In this third cycle, the attitude and attention of the students has greatly improved and they are very enthusiastic about learning, it can be seen that when conducting questions and answers, it can be seen that all students are very eager to answer questions. This is because students no longer experience boredom and boredom with this learning. Learning in cycle III has no students who are noisy and disturb other students during role playing.

Based on the findings in learning cycle III action I, students' interest in playing the role of enthusiasm and student activity increased so that in cycle III action I obtained very good results. The results of the acquisition of the

The Effectiveness of Role Play in Improving Students' Speaking Skills at Private Junior High School in Makassar

average value of the third cycle of action I obtained an average value of 78.9 with a percentage of 85%. These results were obtained during the role play process.

Based on the description above, it can be made a table of the results of the average value of cycles I, II, III are as follows:

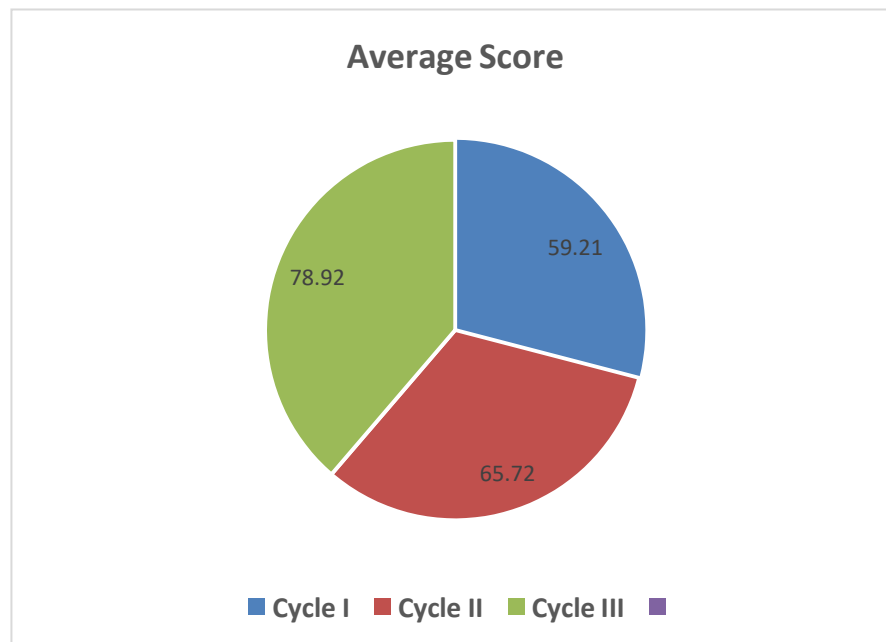


Table 1: Average Score of Students

CONCLUSION

The results of applying the role-playing learning method in improving the ability to appreciate role play is well done. There is a change in each cycle. Especially in learning in cycle II has increased. It is seen from attitude and enthusiasm of students towards learning. But in the third cycle of learning decreased, because students have experienced saturation. Learning is carried out with varied and interesting material based on experiences in everyday life by maximizing the role playing method, so learning to play roles in improving the expressive ability of drama is said to be successful.

Based on the results of the research conducted in 3 cycles and 3 actions, the researcher reports the overall results of the cycles and actions based on the process assessment obtained by students with an average score in cycle I obtaining 59.2 or around 33.3%, the value the average value in cycle II was 65.7 or about

Wenchuang

Journal of Foreign Language studies, Linguistics, Education, Literatures, Cultures, and Sinology

60%, and the average value in cycle III was 78.9 or about 85%. This shows that students' understanding of the material is evenly distributed and students' ability to improve the expressive abilities of drama is good with optimal achievement.

REFERENCES

- Aqib, Zainal. 2006. *Penelitian Tindakan Kelas*. Bandung: Yama Widya.
- BSNP. 2006. *Permendiknas No.22 Tahun 2006 tentang Standar Isi untuk Satuan Pendidikan Dasar dan Menengah*, Jakarta: Depdiknas.
- Chomsky, Noam. *Aspects of the Theory of Syntax*. Cambridge: Cambridge University Press, 1965
- Chomsky in CJ Brumfit and K Johnson. *The Communicative Approach to Language Teaching*. Oxford: Oxford University Press, 1998.
- Douglas. *Testing speaking ability in academic contexts: Theoretical considerations*. London: English Testing Service, 1997.
- Gill, Chamkaur. *Enhancing the English-Language Oral Skills of International Students through Drama*. English Language Teaching; Vol. 6, No. 4; 2013
Published by Canadian Center of Science and Education, 2013.
- Maley, A dan A. Duff. *Drama Techniques in Language Learning: A Resource Book of Communication Activities for Language Teachers*. Cambridge: Cambridge University Press, 1982.
- Richards dan Rogers. *Communicative Language Teaching*. Cambridge: Cambridge University Press, 1986.
- Sumpana. *Improving The Students' Speaking Skill By Role Play (A Classroom Action Research on the Eleventh Grade Students of Immersion Program 1 of the State Senior High School of Karangpandan Academic Year 2009/2010)*. Magister of Language Study Muhammadiyah University of Surakarta, 2010.