# TEACHING SPEAKING THROUGH ROLE PLAY TO PANDAWA BEACH STAFF AT KUTUH VILLAGE

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## ABSTRACT

This is a classroom action research which aimed to improve the speaking ability of the Pandawa Staff at Kutuh Village. The subjects of this research are 16 people which had low ability at speaking English especially in explaining about Pandawa Beach and its surrounding. It can be seen from the pre test which was 49.81. To solve this problem, the researcher used a speaking technique which is called Role Play to improve their speaking ability. The data of this research were collected from the pre test, post test 1, post test 2, post test 3 which were analyzed with statistical analysis. The result of this researh showed a significant improvement in speaking ability after the implementation Role Play. It can be seen from the average value of the pre cycle, cycle I, cycle II, cycle III, which were: 49.81 ; 59.56; 67.69; and 76.88.
**Key words:** speaking ability, role play.

## INTRODUCTION

People, as social being, communicate each other through speaking in which they can talk certain topics, share how their feeling, and so on. Additionally, Pollard (2008:33) explains that speaking is an interactive process in which the activity includes both production and reception of information. The statement refers to speakers who are alternately delivering and receiving information when they are speaking with audiences or listeners. On the other hand, speaking is the productive oral skill which is considered harder to be implemented than reading, writing or listening as people are not able to edit or revise their sentences while speaking (Nunan, 2003:48).

Speaking English is required for almost everyone who works in tourism to be able to communicate well with the visitors or give correct information about something. But in reality, some of the people who works in tourist destination do not think that they have to improve their speaking ability.

Before this research was conducted, the researcher did an observation. It was found that the staff of Pandawa Beach have some problems explaining about Pandawa Beach itself to the visitors in English. So that they have problem when the visitors asked them about something

related to the beach or surroundings. It happened because they haven't learned about English for Specific Purposes related to the place where they work, which is Pandawa Beach. Morever, they are from different background of education, so that they are not familiar with English that they should use at work.

From the information that the researcher got, they had difficulties in answering the questions from the foreign visitors who asked them about information about Pandawa Beach, directions of going somewhere around ther, and also they don't have any idea what to say when they asked them to explain about the history of Pandawa Beach in English. It caused lack information got by the visitors about Pndawa Beach and the activites that can be done there. Correct and clear information informed by Pandawa staff to the visitor is really needed to attract more visitors to visit Pandawa Beach and to do all the activites offered in this beautiful tourist destination.

Looking at the problem explained above, speaking ability of the Pandawa staff really needs to be improved by teaching them English for Specific Purposes related with Pandawa beach and its surroundings.

The appropriate speaking technique that can be implemented in this researh is Role Play. Role play is one of speaking technique that can help the learners to have more chance to speak during the lesson. With this learning technique, the learners must speak to their friends. So all of them are required to speak although some of them still hesitate or shy to speak up. This encourages them to speak and play a role that they have to.

This is why the researcher was very curious to find out whether Role Play can improve the speaking ability of Pandawa Staff in learning English for Specific Purposes.

Speaking requires extra effort to be mastered since it involves crucial process between speakers and listeners. The statement refers to speakers who are alternately delivering and receiving information when they are speaking with audiences or listeners. On the other hand, speaking is the productive oral skill which is considered harder to be implemented than reading, writing or listening as people are not able to edit or revise their sentences while

speaking (Nunan, 2003:48). Hence, speaking requires extra effort to be mastered since it involves crucial process between speakers and listeners.

To construct meaningful speaking, speakers should take attention on ideas going to be delivered, language, use of grammar and vocabulary, pronunciation and reaction of the person they are communicating with (Pollard, 2008:33). In line with the statement, Turk (2003:5) mentions that speakers requires awareness within themselves to build motivations, behavior pattern as well as mistakes as the purpose to improve speaking skill. In such consideration, the awareness on whom speaker speaking such as teachers, peer friends, parents as well as the circumstance where they are speaking should be taken into account since it forms different variation of speech (Wallace et al., 2005: 11). Thus, recognizing elements of speaking helps speaker to easily convey meaning to the listeners.

In teaching speaking, to develop students' communicative skill, teachers are able to vary their teaching techniques. Nunan (2003:57)

claims that role play is an excellent activity for speaking where students are given particular role, for instance as tourist, police, doctor, artist, and many more. Additionally, the technique tends to train the students' speaking skill while practicing certain situations before directly speaking in the real situation. Moreover, Kodotchigova (2002) explains that students acts within scenario according to sociocultural situation in a role play. Role play involves pairs or groups to be given a role where an objective or purpose is assigned that should be accomplished by the participants (Brown, 2001:183). Therefore, role play emphasizes on drilling the students' speaking skill through playing a role in particular scenario.

According to Ladousse (2004:7), role play is intended as communicative technique which develops fluency in language as well as interaction within the classroom activity. Additionally, it helps students to improve their communication skills, creativity, social awareness, independent thinking, and appreciation. As the students play many situations within role play, they

can experience many different situations and adjust the language use in certain situation. As what has been mentioned by Livingstone's study (as cited in Kodotchigova, 2002), to employ role play, a situation should be chosen considering students' needs and interests so that they might practice and learn something toward the activity. Additionally, adjusting the level of language used in role play is required in order balance students' language level and purpose going to be achieved. Moreover, clear role descriptions are also of importance helping the students to identify their own role within the scenario. As what has been abovementioned, students are able to practice the activity in pairs or small groups. To ensure role play activities, teachers are able to evaluate the effectiveness of the activities by asking students comprehension of vocabulary used, offering some questions related to the plays, and son. Therefore, some crucial considerations should be taken into account in employing role play to convey objectives of the role play activities.

## RESEARCH METHOD

This study was conducted to the staff of Pandawa Beach at Kutuh Village with 16 subjects. The results of preliminary observations and data from the results of the pre-tests given before starting the research process or giving treatment indicated that the subjects' speaking skills need to get serious attention and treatment.

This study used classroom action research (CAR) design. This research was carried out in several cycles consisting of two sessions for each cycle. In each session there are four activities that are interconnected, namely: Planning, Action, Observation, and Reflection (Kemmis and McTaggart in Burns, 2010:8)

In planning, the researcher prepared the teaching material, lesson plan, pre test, post tests, and questionnaires. In action, the researcher implemented the technique which is called role play technique in teaching ESP especially in speaking activity. In observation stage, the researcher observed how the subjects' improvement in learning speaking with role play. And the last stage is reflection. In reflection, the researcher collected the data and found out

whether the technique is effective or not.

## FINDING AND DISCUSSION
### Pre-Test

Pre test was done to know the speaking ability of the subjects before the implementation of role play. During the pre-test, the subjects were asked to talk about Pandawa Beach in general. The pre test was assessed with speaking rubric from Brown and it was obtained that the average value was 49.81. The minimum passing grade that had been decided on this research was 75. So that based on the result of the pre test which is beyond the passing grade, an action was needed to improve the speaking ability of the subjects.

### Cycle I

Cycle I consists of four steps that must be carried out continuously, namely: planning, action, observation, and reflection. In this cycle, the researcherimplemented the role play technique. The teaching material is about *Welcoming Tourists, and Asking and Giving Tourists Information*. The subjects worked in pair and did the role play in front of the class. One of them acted as a guest and another one as the Pandawa Beach staff.

### Post-test I

Post-test I was administered to all subjects which was16 people. They were asked to do a monologue in front of the class to share general information about a certain thing that they would like to tell to the visitors. The researcher provided lottery which had to be taken by each of the subject. They had to talk about what they got in the lottery. Each subject got five minutes to do their monologue. The average score obtained from the post test 1 was 59.56. As it did not reach the passing grade, so the next cycle was continued.

### Cycle II

In the second cycles the researcher taught about *Telling the Time and Asking and Telling about Prices*. It consists of the same steps as in cycle I. They worked in pair as a visitor and a staff or a seller. They did the role play in front of the class.

### Post-test II

Post-test II was alsoadministered to all subjects with 16 people. They were asked to do a monologue in front of the class. They had to talk about a certain thing

related to Telling the Time and Telling Prices. The researcher provided lottery which had to be taken by each of the subject. They had to talk about what they got in the lottery. Each subject got five minutes to do the monologue. The average score of post test II was 67.69. This showed an increase from the average score of post-test I which was only 59.56. However, this value did not meet the minimum standar passing grade which was 75. So that the researcher proceed to cycle III.

**Cycle III**

In the third cycle there were also four steps that must be done to get the data but some improvements are made based on the results obtained in cycle II.

In cycle III the researcher taught about Direction and Describing the Spots aroungPandawa Beach. They worked in pair. One of them as a visitor and one of them as the staff of Pandawa Beach. The visitor asked about the direction how to get to certain place around Pandawa Beach and asked the staff to explain about that place. They did the role play in front of the class.

**Post-test III**

All of the 16 subjects did the post test III. In post test III they were told to do a monologue in front of the class. Each of them got five minutes to explain about a certain spot around Pandawa Beach and tell about the direction of how to get there. There were some spots that can be explained by the subjects. The researcher provided lottery so each of the subject explained about what they got from the lottery. The average score of post test III was 77.88. This showed an increase from the average score of post-test II which was only 67.69. Since this value met the minimum standar passing grade which was 75, so the reasearch was ended as all subjects could achieve the minimum standard of passinng grade.

The results of the calculation of the average value of the pre cycle, cycle I, cycle II and cycle III, were: 49.81; 59.56; 67.69; and 76.88, there was a significant improvement in speaking skill. It fulfilled the achievement indicator where 100% of the subjects succeed in reaching the passing grade which was 75, then this classroom action research could be ended.

## CONCLUSION

After implementing the role play technique in teaching speaking in ESP class, the results of data analysis can be summarized as follows.

The increasing average score from pre cycle, post test 1, post test 2, and post test 3 showed that the speaking skill of the subject was improved significantly.Theachievement of speakingskill that was firstly categorized as 'less' during pre-cycle was improved significantly to the 'good' category in cycle III. This improvement showed the implementation of role play in improving speaking skill in ESP is effective.

## SUGGESTIONS

Based on the result of the research, there are some suggestions that might be important in improving speaking skill as follows.

1.  The management of Pandawa Beach are expected to do the similar activity as ESP class for the staff more often to improve the speaking skill of the staff.

2.  The staff are expected to be more serious and disciplined in attending the class during the program is held.

3.  For other researchers, it is expected that this research could be a reference for the next similar research.

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