TEACHING SPEAKING TO YOUNG LEARNERS USING ROLE PLAY METHOD

Gitit Indra Putra Wacana

Abstract: The aims of this study are: (1) to describe the use of the Role Play method in teaching speaking English for the fifth graders of MIN Poso, and (2) to determine whether the Role Play method is effective or not for the fifth graders of MIN Poso. The researcher uses descriptive method to explain the result of teaching learning process by using Role Play Method. Data are collected from observation of teaching and learning processes and documentation, and analyzed by using the theory of Landouse, Susan House, and Adam and Bidle. The results of this study are (1) English teachers in MIN Poso use four steps in teaching English speaking through Role Play method. (2) Role Play method is effectively used in teaching the fifth graders of MIN Poso to speak English because more students are active and it can increase students’ interest to speak English language. Keywords: English to young learners, speaking, role play method

English is essential to be taught for the younger people, for this case; students of the elementary school. In developing the students’ ability in mastering English, it cannot be separated from vocabulary mastery. Because it can be a measurement of students, understand in English.

As English teacher in elementary school, has responsible to encourage the student in studying English. As far as the researcher experience, as an English teacher, there are some student feel fear, seemly uninterested in learning English. This problem can be solved if the English teachers are more creative in selecting materials or using the way to their learning instruction. One strategy that can be used in teaching process is cooperative learning. The teacher can increase student’s interest in the lesson, students don’t feel bored and they will pay attention and enthusiastic in the learning process. To improve, motivate, and made the students confident their speaking English ability, cooperative learning is needed to learn to apply knowledge, concepts, skills to the students. Role Play method could make a tool of believed it be help to the student’s confidents with their speaking English ability.

The researcher thinks that role play has important effect in teaching speaking English especially for the beginner. In this research, the researcher is interested in using role play to teach speaking English for the elementary school students. By using this teaching method, the researcher hopes the students can be motivated to learn English especially speaking English. Therefore, the researcher would like to conduct researcher on the use of role play in teaching of speaking English.

Role Play
Role is defined as the person whom an actor represents in a film or play, while role play is a method of acting out particular ways of behaving or pretending to be other people who deal with new situations. It is used in training courses language learning and psychotherapy (Procter, 1996:123).

Ladusse (1995:5) illustrated that when students assume a role, they play a part (either their own or somebody else) in specific situation. Play means that is taken on in a safe environment in which students are as an inventive and playful as possible.

In defining role play, Byrne gave comments that role play is a part of drama activity. In details, he described that there are three terms to cover the drama activities. They are mime (mimicry-memorization), role play and simulation. He distinguished the terms as follows:

a. Mime, the participants perform actions without using words (although as we shall see, this activity leads naturally on to talk),
b. Role play, the participant interact either as themselves in imaginary situations,
c. Simulation, this involves role play as defined above. However, for this activity the participants normally discuss a problem of some kind with some setting that has been defined for them.

A role play is a highly flexible learning activity which has a wide scope for variation and imagination. According to Ladousse, role play uses different communicative techniques and develops fluency in the language, promotes interaction in the classroom and increases motivation. Here peer learning is encouraged and sharing of responsibility between teacher and the learner in the learning process takes place.
Role play can improve learners speaking skills in any situation, and helps learners to interact. As for the shy learners, role play helps by providing a mask, where learners with difficulty in conversation are liberated. In addition, it is fun and most learners will agree that enjoyment leads to better learning.

Several reasons for using role play in teaching speaking quoted from Ladousse as follows:

a. A very wide variety of experience can be brought into the classroom and we can train our students in speaking skill in any situations through role play.

b. Role play puts students in situation in which they are required to use and develop those phatic forms of language which are so necessary in oiling the works of social relationships, but which are so often neglected by our language teaching syllabuses.

c. Some people are learning English to prepare for specific roles in their lives. It is helpful for these students to have tried out and experimented with the language they will require in the friendly and safe environment of a classroom.

d. Role play helps many shy students by providing them with a mask.

e. Perhaps the most important reason for using role play is that it is fun.

In conclusion, role play is a technique which can develops students fluency in target language, promotes students to speak or interact with others in the classroom, increases motivation and makes the teaching and learning process more enjoyable.

Type and Procedure in Using Role Play

In view of the persons taking an actor, Gillian explained that there are several types of role. The first is the roles which correspond to a real need in the students’ lives. In this category, it involves such roles as doctors dealing with patients, or salesman traveling abroad. The second type of role is the students play themselves in a variety of situations which may or may not have direct experience. The example which include in this category is a customer complaining or a passenger asking for information. The third type is the type that few students will ever experience directly themselves, but it is easy to play because the teacher have such vast indirect experience of them. The television journalist is a good example of this type and it is very useful kind of role taken from real life. The last type is fantasy roles, which are fictitious, imaginary, and possible even absurd.

Research Method

The type of this research was qualitative descriptive, it means the data collected were in form of words and sentences, which were explained in this research descriptively. In this study the researcher took a role as participant observer. The researcher at first will taught English lesson to student based on the lesson plan by using Role Play method. The last, researcher described the data descriptively. The research was conducted in MIN Poso. The school was located in Jl. P. Irian Jaya, Gebangrejo. The researcher estimated the research on Juli – October 2011. The sources of the data for this researcher were teacher and student’s activity in teaching and learning English. The researcher took the data in three times by using Role play method.

Findings and Discussions

The researcher conducts research process in MIN Poso Kota for three meetings. As explained before that role play method is an activity with rules, a goal and element of fun. The description of teaching learning speaking process of 5th grade in MIN Poso Kota by using Role Play method is explained furthermore. **Introducing self and others by using role play method in the first meeting**

In the first meeting, July 22th 2011, researcher applies introducing self or other with Role Play method.

There are activities of the teacher and students during the lesson about introducing self and other material. In this occasion, teacher greets and asks to the students’ condition. And the students answer the teacher’s greeted and respond the teacher’s questions about the students’ condition.

The teacher also reviews previous lesson. And then students pay attention to their teacher. These are doing in order to warm up the situation. After that, the teacher tells to the students what they are going to learn or to do on that day. It can be seen in the table above at the teacher activity at number 1. The teacher explains the material that day that how introducing self and other. Students respond it with listen carefully to their teacher and ask if there is something they do not understand: mom, how to speak if we will introduce our friends? Number 2 at the teacher activity, teacher explains the conversation of
introducing self and other and then the teacher
gives the conversation of introducing self and
other material. The respond of students is
students listen carefully and repeat the
conversation after the teacher read the
conversation of introducing self and other.

Teacher asks to students to memorize
it. Students practice it. In the presentation
stage, the teacher assigns role to the students
and divides them into four groups. Students
separate into four groups and each group has 5
students. They listen carefully explain of their
teacher. Then the teacher explains their roles,
their situation that the students have to do in the
role play and the goal or outcome that they had
to get. As respond of the students, they listen
carefully to their teacher.

The procedures for using Role Play
Method for teaching speaking to the students
can be seen in Table 1.

Table 1. Teacher’s and Students’ Activity

<table>
<thead>
<tr>
<th>No.</th>
<th>Teacher’s activity</th>
<th>Students’ activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Teacher tells to the student's about what they are</td>
<td>Students listen carefully to their teacher and ask if</td>
</tr>
<tr>
<td></td>
<td>going to learn that is how to introduce self and other.</td>
<td>there is something they do not understand: mom, how</td>
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<tr>
<td></td>
<td>Today, we are going to practice our speaking by</td>
<td>to speak if we will introduce our friend?</td>
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<td></td>
<td>using role play. Teacher explains the role play.</td>
<td></td>
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<tr>
<td>2.</td>
<td>Teacher explains the conversation of introducing self</td>
<td>Students listen carefully</td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>Teacher gives out the conversation of introducing self</td>
<td>Students listen carefully and repeat the conversation</td>
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<tr>
<td></td>
<td>and other and teacher reads it then asks to the</td>
<td></td>
</tr>
<tr>
<td></td>
<td>student to repeat it</td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>Teacher goes through the conversation orally to check</td>
<td>Students read the conversation</td>
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<td></td>
<td>the students whether they can read the conversation</td>
<td></td>
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<tr>
<td></td>
<td>Teacher asks: how do you read it?</td>
<td></td>
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<tr>
<td>5.</td>
<td>Teacher asks to the student to memorize it.</td>
<td>Students practice.</td>
</tr>
<tr>
<td>6.</td>
<td>Teacher divides the class into for group. Then they</td>
<td>Students are separated into four groups. Each group</td>
</tr>
<tr>
<td></td>
<td>have to introduce themselves and have to practice it</td>
<td>has 5 students. They listen carefully to their teacher’s</td>
</tr>
<tr>
<td></td>
<td>when the role play has started.</td>
<td>explanation</td>
</tr>
<tr>
<td>7.</td>
<td>Teacher asks to the students to make conversation based</td>
<td>Students practice it.</td>
</tr>
<tr>
<td></td>
<td>on the conversation has been given in front of the</td>
<td></td>
</tr>
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<td></td>
<td>class.</td>
<td></td>
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<tr>
<td>8.</td>
<td>Teacher reflect the material</td>
<td>Students pay attention to the teacher.</td>
</tr>
</tbody>
</table>

Based on Table 1, it can be seen that
the teacher clarified the clue and gave the
example of the role that the students play.
Teacher asks to the students to make
conversation based on the conversation that has
been given in front of class and then students
practice it. When they make conversation in
front of class, some students make the mistake.
They forget the sentence that they have to
speak. They are SR, MR, WD, MF, IW, D, and
R. There are only one or two students of each
group. They forget especially when they will
introduce their friends or speak their address.
But others, the researcher notices for students
who are very enthusiasm. They are having fun
in learning with Role Play method. After the
Role Play finishing their play, teacher clarifies
the mistake of the students and reflected the
material. As the respond of the students, they
pay attention to the teacher.

Asking and giving help by role play method in second meetings

In the second meetings July 26th, 2011,
the researcher applies asking and giving help
with Role Play method.

Based on the explanation on the
finding about the use of Role Play method in
the class of 5th grade in MIN Poso, researcher
wants to explain the data by using the theory of
Ladusse. He says that role play is flexible
learning. Role Play uses different
communicative, technique and develops
fluency in the language and increase
motivation.

When the researcher makes
observation, they seem to be enthusiasm to
learn English especially to learn speak English
by Role Play method. Because they feel having
motivation and don’t shy to speak English
because they become the other and speak
together with friend. Although each meeting
students make a mistake, but step by step, they
try hard to speak English. So the students who
make fewer mistakes than the previous
meetings.

This can be seen at the first meeting,
second meeting and third meeting on the
finding. At the first meeting, students who fail
or make mistakes are seven students. They are
SR, MR, WD, MF, IW, D and R, whereas at the
second meeting, students who fail or
students who make mistakes have less of the
previous meeting. Students who fail or students
who make mistakes are only 5 students. They
are the SR, MR, WD, WF, and IW. And at the
last meeting or the third meeting, students who
fail or students who make mistakes only 3
students. They are the SR, MR, and IW.

Based on the above explanation or
from the observation, it can be said that the use
of Role Play in learning speaking English students in 5th grades of MIN Poso is very effective to improve the learning of speaking English ability of 5th grade in MIN Poso. This is because many students are able to speak English more and more of each meeting by using the same method which is Role Play.

The use of Role Play method in the class of 5th grade in MIN Poso, as follow:

First, teacher motivates the students and the teacher explains about the material and then gives out the conversation that has relationship with the material. Teacher reads the conversation that has been given out to the students and asks to the students to repeat it. Later teacher asks to the students to memorize it.

Second, teacher divides the students into several groups. Students prepare themselves to made conversation in front of class.

Third, teacher asks them to come in front of class to make the conversation based on the conversation that has been given by teacher. Teacher calls one by one of each group to come in front of class. That is to do again until finished.

Fourth, teacher walks around to check and correcting the speaking of students.

Susan House explains that the procedure of Role Play is flexible; teacher can create or develop procedures which is appropriate and suitable with his/her own class (House, 1997).

The researcher uses this procedure because they use it in Elementary school especially in 5th grade at MIN Poso Students. The teacher makes the conversation first, and then she gives out to the students and asks them to memorize it in front of class.

When the observation, the researcher also finds that there are 3 students who fail to speak English by using the method of Role Play. This can be seen at the first meeting on the explanation of a first table, in the second meeting on the explanation of the table two about the students who fail and the third meeting in the explanation of the tables which is at three times the confluence of three students have always fail in speaking English.

Researcher looks at when doing the student's third observation embarrassed to speak English and also embarrassed when they make mistakes when speaking English.

The students’ interactive is good in their group. Some of them teach each other again to other friends about the material and the conversation that has relation with the material so that all of the members can read and in front of class can speak it or understood with the material. They do cooperative to each other but sometimes have ones or two groups less do cooperative to each other.

Conclusion

Role Play is one method of cooperative learning. The use Role Play method can motivate students to practice the material taught by the teacher. Therefore, Role Play method is effective to use in teaching speaking English to the 5th grades students of MIN Poso because the students are motivated to speak English with this method, they felt more enthusiastic, and more active in participating to speak English.

REFERENCES


About the Author

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