

ROLE PLAY STRATEGY TO MOTIVATE STUDENTS' SPEAKING SKILL FOR EIGHT GRADER STUDENTS OF ISLAMIC JUNIOR HIGH SCHOOL

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Abstract

English speaking cannot be neglected in the learning process because English holds an important role. English must be grown up to the learners for preparing plays human sources, in order to communicate by using English as the international language. But students at Mts Nurul Jadid Karanganyar still feel difficult when the teacher orders them to speak English in the classroom. Some factors are fear of making grammatical mistakes, fear of being laughed by their friends and having less confidence in speaking or even they do not have ideas in their mind if they are asked to speak in front of the class. In addition, they prefer to use their first language when they have speaking activity obviously. To solve this problem, there are some strategy which was done by teacher, namely: 1) Teacher did the plan to implement role play strategy for speaking skill especially for student, in order to the implementation could run well in line with expectation. 2) Students tell thing such as; animal, then his group guess what animal is presented by his friend. this activity will make student getting motivation to speak English in front of friends. 3) Evaluation of teaching at Mts Nurul Jadid karanganyar Probolinggo was done routinely every month by the headmaster and all teachers. This thing was done by discussing about student's attendance and the progress of them. It would be done continually for the shake of student. On the other hand, the evaluation talked about better teaching and more efficient learning for student capability.

Keywords: *English speaking, role play strategy*

1. Introduction

Language is one of the human basic need and it cannot be separated from their life. As social creatures, people need language to communicate and interact with the others to fulfil their needs. Communication is essential need for human being. People create

language by forming words which have meaning and can be understood by people. They can express their ideas, share information and feelings directly by speaking.

In the competitive era of globalization, the ability to communicate in English is a precious value. English has reached almost every country in the world. English takes an important role as communication language used in many sectors of life, such as trading, bilateral relationship, politic, science, technology and many others. It is used for work, worship, and play by everyone, be beggar or banker, savage or civilized (Lado, 1964). People should understand and master English in order to gain broader knowledge, information and technology.

In modern era, Speaking English is very universal thing, so that it can make people to be able to interact and communicate easier. Even though, we come from different countries in the world. People use English to communicate each other and interact each other too. People are be able to communicate in English after they have learned it. It can be learned especially in the school where the students can focus their study to learn it. The aim to study English at school is not only for achieving good marks.

Speaking skill its self is providence skill in the oral mode. It is more complicated than other skills. In this skill, the students do not only pronounce the words but they have to interact with the other well. Communication through speaking is commonly performed in face to face interaction. It occurs as part of verbal exchanges. In Speaking, the use of body language is great help for the listeners to understand the intended message. Therefore, the non-linguistic features are very helpful to smooth the flow of the interaction between the speaker and the listener. Laratu (2004) states:

“Speaking consists of knowledge and skill. Knowledge is what we know about something. It needs to be used in action in order to understand it. Skill is an ability to perform the knowledge. Both knowledge and skill can be understood and memorized. However, only skill can be imitated and practiced.”

From the statement above, the researcher considers that in mastering speaking, the learners have to know the basic knowledge before using it and not only knowledge but also skill. It makes the speaking more effectively to convey what the speaker means. Moreover, without knowledge and skill, the learning speaking will not be affective.

English holds an important role. English is needed for global communication. Therefore, English is one of the languages to relate Indonesia with other countries. That is why, the awareness is using English must be grown up to the learners for preparing human sources in order to communicate by using English as the international language.

The researcher found at eight grades of Mts Nurul Jadid Karanganyar that Many students were still difficult when teacher ordered them to speak English in the classroom. Some factors were fear of making grammatical mistakes, fear of being laughed by their friends and having less confidence in speaking or even they did not have ideas in their mind if they were asked to speak in front of the class. In addition, they prefer to use their first language than they have speaking activity obviously.

There are some problems in speaking activities in the class, one of them is low or uneven participation. Only one participant can talk a little time if he or she is to be heard and in a large group, this means that everyone will have only very little talking time. This problem is compounded by the tendency of some learners to dominate, while other spend very little or not at all (Ur, 1995). Therefore, teacher is required to be able to help students to overcome this problem to achieve the speaking skill. for this reason, teacher should use effective teaching method that encourage students to take part actively in the class.

From the characteristic of the problems, teacher needs appropriate technique. The technique will make students be better in speaking skill. the researcher realized that the difficulty comes from many factors that are related with the activities in the class. Sometimes, students were confused when the teacher gave instruction of class activities in English. Therefore, they often do not get the point about what the teacher said. Based on the condition of the students' speaking skill above, it can be noted that the students' speaking skill at MTs Nurul Jadid Karanganyar needs improvement and appropriate method.

Based on the facts above, it can be understood that affective teaching is really needed. Teacher must be able to create interested learning model which can develop creative students and active in learning process. Students can be able to express their idea or argumentation in front of their friend and students' speaking skill must be better.

2. Method

Research Methods explains all of steps which has done the researcher from the beginning until the end. Research methods is the way to be used by the researcher to get data and information about kinds of thing which relates with research problem (Darmawan, 2014). This research methodology basically is about scientific way to get data with special need aim. Scientific research is this research activity based on characteristic of knowledge, namely rational, empirical, and systematic (Sugiyono, 2015).

This research takes place at MTs Nurul Jadid Karanganyar Paiton Probolinggo where this class gives learning speaking skill based on schedule of class. The researcher chooses Eight Grade of MTs Nurul Jadid Karanganyar Paiton Probolinggo because the researcher found interested phenomena which happened in the eighth grades of class where students felt fear and shy to speak in front of class. Even, students cannot speak English. Therefore, the researcher is interested to do research in this place.

In determining data source to support toward data which the researcher is needed, so that searching and collecting data in this research are taken from informant by using purposive technique, namely technique of data source collecting with certain consideration (Sugiyono, 2013). Purposive is tehcnique of data source collecting is based on the aim or certain consideration previously (Yusuf, 2014). Certain consideration is like person who is regarded to know more about needed information by the researcher or informant constitutes right person and understand in collecting data.

There are two sources used in this research as following:

a. Source of primary data

Source of primer data is primesource for getting primer data using method of interview, data source in this thing is informant. In colleceting data, the researcher uses many questions to be answered about Implementing role play strategy to motivates student`s speaking skill. In determining research subject, the researcher chooses The headmaster of MTs Nurul Jadid, English teacher of Eight grade Mts Nurul Jadid, and students of Eight grade Mts Nurul Jadid in participating activity becomes research discussion, participate and have enough time to share information.

b. Source of seconder data

Meanwhile, seconder data is data which is taken from other thing, namely information is taken from other side while written proof which explains using role play strategy to motivate student`s speaking skill Eight Grades of MTs Nurul Jadid Karanganyar Paiton Probolinggo. It also comes from relevance book with the research, scientific research, article, and other scientific books realtng with this research discussion.

The data were collected through Observation and Interview. Observation method is basic of all knowledge. The scientists just work based on data, namely the fact is taken in the real world through observation. Work observation as the tool of data collection is done with observing and writing down systematically about investigated problems (Narbuko & Achmadi, 2010). This research used observation method of non-participative or passive participative, it means that the researcher does not join in program but focus on the place or research object. The researcher just does to observe on program, but not join in the program activity (Sugiyono, 2004) In this research, the researcher used observation method of non-structural. The researcher did not make schedule systematic and detail specially about quantity and quality from whom, while

what will be observed although it had been determined the subject (headmaster, tutor, students, and research object). Moreover, interview is dialogue which is done by the interviewer to get information from interviewed someone. Interview is the question and answer process in the research, it is done by two persons or more with face to face and listen about information while explanation directly. This conversation is done by two persons namely interviewer gives question and interviewed someone answers the question.

The important interview in this research as like clarified by Lincoln and Guba are copied by Moleong (2005) between the others: constructing about people, phenomena, activity, organisation, feeling, motivation, guidance, care, and expand the information are taken from people. In this interview used opened interview and the implementation is not only once or two times, but it did continually with high intensity. Interview is conversation process with constructing about person, event, organisation, motivation, feeling, and other are done two side namely interviewer gives question with interviewed someone.

3. Findings and Discussion

After doing research process and getting data in the field with kind of data collection techniques were used, from general data until specific data, those data would be analysed detail and critically, in order to get accurate data. Data will be provided chronically but still pay attention to research focus. Data was collected and observed about using role play strategy to motivate the students' speaking skill at eight grades Of Mts Nurul Jadid Karanganyar Paiton Probolinggo.

Based on the first research question, so research focus had been taken from the field to be provided as following:

The planning of role play strategy to motivate the students' speaking skill at eight grades of Mts Nurul Jadid Karanganyar Paiton Probolinggo in 2019-2020 academic years

Mts Nurul Jadid Karanganyar Paiton is the field who has boarding school background with Islam religious culture in Probolinggo regency. Then, student stay in this place to have difference environment and education background. But, in this field is not to be problem for that thing. Above all, they want to learn and do process at MTs Nurul Jadid. So that, they can understand and knowledgeable in English lesson and having good moral.

That statement can be proven with the result of research observation and documentation about vision and mission of Mts Nurul Jadid Karanganyar Paiton at 19 September 2020.



Picture 1. Vision and mission of MTs Nurul Jadid Karanganyar Paiton Probolinggo

Based on vision and mission of MTs Nurul Jadid Karanganyar Paiton Probolinggo, student must have large knowledge or science and good attitude. This is to be orientation of MTs Nurul Jadid Karanganyar Paiton that students is educated to be knowledgeable including smart in English lesson. Based on that reason, MTs Nurul Jadid was school to create students who had good skill or ability in English to be ready in facing this era. MTs Nurul Jadid is provided as facility for guiding religious students in English through English teaching based on the schedule. Besides, it was caused religious students almost learning everyday about religiousness, so that they needed to be given knowledge about language, in order to be able to have good intellectual and understand to foreign language. Religious students were not only given Islamic knowledge, but also given general knowledge, namely English language to enrich religious students' insight about language.

According to Mashduqi's statement as the headmaster of Mts Nurul Jadid Karanganyar:

"Schedule in Mts Nurul Jadid Karanganyar Probolinggo constitutes activity which should be joined by all student. This schedule is done based on vision and mission, namely getting vision to make student have good attitude or moral and intellectual. So, based on that vision, Mts Nurul Jadid does this activity in order to they have good attitude and large science. Besides, give them general knowledge especially about language, so that they have large insight and understand foreign language namely English."

Based on that statement can be known that schedule of Mts Nurul Jadid was done with expectation, in order that student could learn based on vision and mission of Mts Nurul Jadid. On planning, student would be guided intensively through English schedule as the basic knowledge. First time, teacher taught in speaking skill. This guidance was for realizing student the importance of speaking skill basic. It was like house to have strong basic, in order to be able to prop building up.

Teacher needed to plan in implementation of role play strategy for speaking skill especially for student, in order to the implementation could run well in line with expectation. If planning was not managed previously, it was caused the program implementation would not run well or optimal. Actually, before the implementation of role play strategy, surely teacher and headmaster needed to plan the schedule.

This plan must be arranged maximally, in order to be better for students. Then, this planning constitutes the first way in increasing teaching learning and students' ability in English learning exactly. Moreover, this planning will determine the successness of teaching learning activity in the class.

According to teacher of Mts Nurul Jadid Sugianto:

“The planning of role play strategy at Mts Nurul Jadid, we will endeavour to give maximally or optimal, because so many students are not enthusiastic in joining this activity, so that we must give the best activity based on what they want. Sure, they will join this activity as long as this will be increasing their ability especially in English. Since Mts Nurul Jadid, I, the headmaster and other teacher discuss about each job description in role play strategy for increasing speaking skill. For many times, we try in guidance method, in order that student can get based on their expectation. This planning of role play strategy has already discussed to determine, consider, and ensure be given for students.”

Based on that statement, it can be concluded that the planning would become guidance in role play strategy for speaking skill at Mts Nurul Jadid Karanganyar Probolinggo. The first planning was done by teacher about what the lesson would be given to student. This schedule was not only supported by teacher of Mts Nurul Jadid, but also headmaster supported it for students' English ability.

Based on the result of research observation at Mts Nurul Jadid Karanganyar Probolinggo that students were observed to know their progress in speaking skill.

Although, teacher could not observe when they did activity outside of Mts Nurul Jadid environment, but this was step to know their ability in speaking skill. Then, teacher did guidance to student for example, invited them to speak English or made short conversation.

The planning of using role play strategy at Mts Nurul Jadid Karanganyar Probolinggo prepared job program from determining lesson would be given, until implementation role play strategy process would be done.

The implementation of role play strategy to motivate the students' speaking skill at eight grades of Mts Nurul Jadid Karanganyar Paiton Probolinggo in 2019-2020 academic years

In the implementation role play strategy, teacher gave instruction for all of student to make a group with their friends based on topic. Then, every group delegate one or two students to come forward. This program was done more or less than 30 minutes.

Based on the statement above, it was clarified by the result of picture as following:



Picture 2. Students practiced role play “guess name of animals” in front of class

Miftah gave explanation based on picture, then there were three students namely; Arif, Ridho, and Yaqin gave gesture to their group. Later, their group guessed what kind of animal was explained by Miftah. This way would make the students be confident, get motivation to learn English, and happy in English learning.



Picture 3. Students practiced role play “gesture animal” in front of class

The next, Indra gave explanation based on picture, then there was Ali gave gesture to his group. His group guessed what animals were explained by Indra.



Picture 4. Students discussed with their group to explain about things Around the class

When student discussed about describing animal with his friend, teacher also came around to check student's writing and revised their mistake result such as grammar and vocabulary. This activity was done by teacher every teaching in the class. Student did not only discuss with their friend but they were ordered to come forward to retell what had been discussed with their friend. This was the way to make them being brave to speak in front of public.

Arif Hidayatullah stated that:

“Every English schedule, teacher gives us instruction to discuss and talk about topic based on schedule. Teacher will come us and repair our result and speaking. Step by step I can speak fluently, although I

still need guidance from teacher. Besides, I fell confidence to speak English with my friend, but even, in front of public.”

Meanwhile, teacher order students to performance in front of their friend, in order to be brave and increase students` speaking ability, this activity made students to be comfortable in the learning English lesson. Actually, this activity gave opportunity to student performed acting in front of other student and teacher gave score of their performance. Then, students get emendation from teacher about their speaking.

This statement above can be seen or proven with the result of documentation and observation on 16 October 2020 as following:



Picture 5. Students explained things around the class.

From observation result, teacher did this role play activity in eight of the class to know and increase their ability or skill especially in speaking. Then, the aim of it also wanted student to be accustomed speaking in front of public, so that they would not be nervous or afraid in speaking English in public. Actually, so many students were enthusiastic in joining this activity. They wanted to perform and gave good performance in front of their friends.

Also, this statement was delivered by one of student of Mts Nurul Jadid Karanganyar Probolinggo.

“Actually, I do not feel confidence when I want to performance in front of my friends. But, step by step I do not fell nervous anymore because I often perform in front of my friends. It is caused habit doing it. So now, I am always happy and spirit when performing in front of my friend. Besides, for this activity, I do not feel bored to learn English.”

This statement above can be seen in the result of documentation at 16 October 2020.



Picture 6. Students explained things in the class and their group guess what they mean

Although, the students feel nervous for the first time, but slow but sure, students felt confident when they performed in front of the class. On the other hand, the aim of this activity as preparation for student getting better in speaking, in order that student could be ready when they wanted to speak English out of the class. Furthermore, beside English lesson, education mental had been given explicitly to students.

The Evaluation of role play strategy to motivate the students' speaking skill at eight grades of Mts Nurul Jadid Karanganyar Paiton Probolinggo in 2019-2020 academic years

Evaluation of teaching at Mts Nurul Jadid Karanganyar Probolinggo was done routinely every month by the headmaster and all teachers. This thing was done by discussing about student's attendance and the progress of them. It would be done continually for the sake of student. On the other hand, the evaluation talked about better teaching and more efficient learning for student capability.

From the observation could be clarified with the result of interview with Mashduqi as the headmaster of Mts Nurul Jadid stated:

"In the assessment, we always hold meeting in every month to know and measure how active student in learning in the class. The teacher will tell the problems or handicap when it is being evaluation. So that, the headmaster or teacher will know what the problem is. Besides, we can see students' development through each their skill, because this will give effect to their ability. If they always attend and join activity in

From statement above it could be stated that implementation of evaluation for tutor was really important to be done to know the problem of teaching in the class or teaching had achieved target or not.

From observation, it was clarified in the result of interview with Sugianto as English teacher at Mts Nurul Jadid Karanganyar Proolinggo:

[illegible]

Based on explanation above, this evaluation was given as formative, namely student get questions from teacher in the end of teaching in the class. Actually, this thing was done to anticipate students in order not to sleep when teaching in the class

was going on. Besides, teacher could be able to know students' comprehension or memory about the lesson given.

Arif Hidayatullah as student at Mts Nurul Jadid Karanganyar Probolinggo stated that:

“Every meeting of English class, teacher always ask to us about the lesson has learnt. Sometimes, we feel sleepy and tired when joining English class. So that, sometimes we sleep while sitting down when the class is still going on. Not only myself do it, but also my friends because they may be are tired in joining English class.”

Based on the result of observation which done by the researcher at Mts Nurul Jadid Karanganyar Probolinggo did evaluation every month. This evaluation was joined by the headmaster and all of teachers. The aim of it was to know and measure how active student in joining teaching of English class. So that, the headmaster or teacher would know what the problem was. Besides, we can see students' development through each their skill, because this would give effect to their speaking skill. If they always attended and joined this English class, probably they would be better in speaking skill.

It could be concluded that evaluation in English teaching at Mts Nurul Jadid Karanganyar Probolinggo did evaluation every month to give better teaching, efficient learning and know students' ability.

4. Conclusion

From explanation about Role Play Strategy to Motivate the Students' Speaking Skill at Eight Grade of MTs Nurul Jadid Karanganyar Paiton Probolinggo in 2019 – 2020 Academic Years can be concluded as following: The planning would become guidance in role play strategy. The planning was done by teacher about what the lesson would be given to student. This schedule was not only supported by teacher of Mts Nurul Jadid, but also headmaster supported it for students' English ability.

In implementation role play strategy, the students feel nervous for the first time, but slow but sure, students felt confident when they performed in front of the class. On the other hand, the aim of this activity as preparation for student getting better in speaking, in order that student could be ready when they wanted to speak English out of the class.

Evaluation in English teaching at Mts Nurul Jadid Karanganyar Probolinggo did routinely every month to give better teaching, efficient learning and know students'

ability. The aim of evaluation was to know how far the process of teaching was going on and what needs to improve in order to be better for students' skill.

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