

COMBINING ROLE PLAY AND VIDEO IN TEACHING SPEAKING

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Abstract

In teaching English, the students often have problems such as nervous, afraid, shy, and limited vocabulary. Besides that, the reason such as reluctant, lack of motivation, and uninteresting teaching technique can make the students feel difficult to speak English clearly. From it, the writer chooses role play method and video as a media to know the student's speaking skill.

In this research there are two problems stated as follows: (1) how is the implementation of combining role play method and video in teaching speaking skill of EFL Students? And (2) what are student's responses toward combining role play method and video in speaking skill? Supported by some theories, experiences, and previous studies in the speaking skill, the researcher decided to use role play method and video to solve the student's problem on speaking. The objectives of this research are (1) To describe the implementation of combining role play method and video in teaching speaking skill of EFL Students at UNIROW Tuban; and (2) To explore the students' responses toward combining role play method and video in teaching speaking skill.

Keyword : Role Play Method, Video, Speaking Skill, Asking and Giving Service.

INTRODUCTION

The teacher must understand about how this process is done and how successful it. It depends very much on how a teacher understand the students' aims. There are many activities to promote speaking, it is hoped that the students can be more active to speak in the second language learning.

Speaking is one of the keys in English communication, so every student must study to master the speaking skill in order to communicate with other people, to express other ideas, feeling, and thought in English orally. Besides, there are problem faced by the students because they lack of motivation and support from the environment. Therefore speaking cannot be separated from motivation.

Role play is a classroom activity which gives the student opportunity to practice the language, the aspects of role behavior, and the actual roles he may need outside the classroom (Carol Livingstone, 1983:6). There are some advantages teaching speaking by using role play in the class, (Gillian Porter Ladousse, 1997:6-7) they are: with a role play a very wide variety of experience can be brought into the classroom and we can train our students in speaking skill in any situation through role play. 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. Besides that, role play helps many shy students by providing them with a mask. Perhaps the most important reason for using role play is that it is fun.

Video is at best defined as the selection and sequence of messages in an audio-visual context (Canning-Wilson, 2000:319). Video techniques help the learners to get the information by putting them in real-life context. Audio-visual aids are very important in teaching languages to students especially to non-native speakers. Video is one kind of the aids that are used by teachers. Using videos in language learning is with a great benefit to

both teachers and learners. Nowadays, most teachers prefer to use video rather than any other aid because it helps to motivate their students and to engage them in the lesson.

Role play and video are combined methods of teaching speaking skill. Because both methods have the same goal with the teaching of speaking is to communication. So the role play and the video can be applied in the teaching of speaking and this can help students in learn speaking skill.

The researcher will used qualitative design in the research because the researcher wants to describe the implementation of combining role play method and video at the seventh grade in teaching speaking skill and to explore the students' responses toward combining role play method and video at the seventh grade in teaching speaking skill. So, the qualitative design is suitable to know the result.

RESEARCH METHOD

The subject of this research is students of the EFL students on the first year of UNIROW Tuban. To collect the data, the researcher used the following methods: Observation and interview.

Data from observation is collected using semi structured observation. The data used to describe the activities in the classroom during teaching learning process of role play. All activities of teaching and learning in the classroom were recorded.

Interview consisted questions to know some aspect of teaching speaking. One of the aspects of the role plays of media to assist the teacher in teaching learning process. Then the data classified based on the categories of interview questions. Interview was analyzed by listening to the recorded conversation and field note. The result was narrated into paragraphs to figure out the answer of the research question.

DISCUSSION

All of the students were interested in this technique. They had never seen combining role play method and video in teaching English before. They were very enthusiastic to receive the material. This situation is same as. As Doff (1998: 315) that role play adds an interest to a lesson. In this teaching process they first

All students were active to read and act privately the script with their own groups. No one pass this session.

The researcher found some problems in implementing role play and video. The first problem is motivating reluctant students. To overcome this, the teacher used personal approach to persuade the reluctant students to make them realized the importance of doing particular learning activities. Besides, the teacher also let the students work in groups so that they can motivate each other. Second problem is the students' noise when the other students were performing role play. To cope with this, the teacher made a commitment with the students and set up some rules about what the students could and could not during the role play activity.

Some problems also occurred in implementing the role play. Teacher found some difficulties in implementing the role play. The first was the difficulty is limited vocabulary. To solve the problems, the teacher asked the students to practice read a lot dialogue or difficult word in dictionary. The second was difficulty is pronunciation. To solve the problem, the teacher usually makes discussion and reviews their pronunciation about material

after lesson. For example is debriefing (question-answer). The third was the difficulty is grammatical problem. So, the teacher solved the problems with asked them for study and learn about structure. And the fourth was difficulty is feels shy and nervous. So, the teacher not instructed them in front of class, only small group. But using role play can improve and motivate students to be confident in public speaking.

From the description, the researcher got strong positive response about this technique. Most of students wanted to apply this technique for the next learning. From this statement, it can be concluded that students have motivation to learn by using role play. It means that teaching speaking by using role play method and video were successful. Based on the data analysis and finding of research of EFL Students At UNIROW Tuban. The implementation of combining role play method and video in teaching speaking skill was good. The teacher did the teaching learning process by three phase of speaking. Diaz-Rico (2008: 226) suggested to used three phase speaking process in teaching as a strategy to make the students participated more in speaking class. Based on observation, the teacher conducted role plays. Role play used theme asking and giving service. The researcher found some problem in implementing combine role play and video. The first problem is motivating reluctant students. To overcome this, the teacher used personal approach to persuade the reluctant students to make them realized the importance of doing particular learning activities. Besides, the teacher also let the students work in groups so that they could motivate each other. Second problem is the students' noise when the other students were performing role play. To cope with this, the teacher made a commitment with the students and set up some rules about what the students could and could not during the role play activity. Some problems also occurred in implementing the role play. The writer found some difficulties in implementing the role play. The first was the difficulty is limited vocabulary. To solve the problems, the teacher asked the students to practice read a lot dialogue or difficult word in dictionary. The second was difficulty is pronunciation. To solve the problem, the teacher made discussion and reviews their pronunciation about material after lesson. For example, is debriefing (question-answer). The third was the difficulty is grammatical problem. So, the teacher solved the problems with asked them for study and learn about structure. And the fourth was difficulty is feels shy and nervous. So, the teacher not instructed them in front of class, only small group. But used role play can make them improve and motivate to brave in public speaking.

The students' response toward the implementation of teaching speaking skill by combining role played and video is positive. They felt glad when the teacher used this technique. They said that teaching speaking by combining role play and video was interesting because they did not feel bored while teaching learning process. It was also helped the students to learn English easily. They practiced to speak English in an appropriate way and in a good pronunciation. They enjoyed watching the video scene with native people as the character. Moreover, they enjoyed discussed the task together with their friend. They also enjoyed practicing the dialogue in a group. They thought that this technique is needed to be applied because it gave a lot of benefits not only for the students in learning English easily and attractively but also for the teacher in making an effective, enjoyable and interesting teaching learning process.

SUGGESTION

The first for the teacher is using the variety techniques, media or method in teaching learning process of a foreign language, such as: English, etc. is important. It will increase students' interest, motivation, attention, and participation in following the lesson that give by the teacher. Therefore, the teacher should be more creative in delivering the material to the students. Using a traditional method, technique or media allowed, but it is better to use the

new one. It will make the students enjoy the material well and reduced their boredom. The teacher focuses not only to how the students act in role- playing, but also proficiency of English especially in speaking skill. Moreover, in the debriefing session, it is recommended to divide the students into groups and give them some minutes to discuss their performances after watching the video, and then the teacher can ask every group to presents their opinions or comments. The teacher should choose proper materials which are suitable in students' level. The vocabularies should be neither too easy nor too difficult. Besides, the materials should be attracting and interesting the students. It will lead to a successful learning. The goal of teaching can be achieved by the teacher and the students can receive and understand the material well. The teacher should motivate the students to expressing their idea. Further, she or he should build the students' confidence not shy to speak up. It will make the students not only learn the target language but also enhance their ability in all skill.

The second for the students are must be more active in role play performance, if they students find difficult to word the lesson. The students do not be afraid to ask and tell it to the teacher. The students should increase their learning method. Memorizing the vocabulary as much as possible and always practice them in daily activity either their pronunciation or intonation after given by the teacher.

The third for the other researchers are they are expected to make better improvement. They also can conduct a research in other subject such as: combining role play method and video as a technique in teaching speaking. For other researchers, the upcoming studies can broaden the use of role play not only in teaching speaking, but also in other aspect of communicative language teaching.

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