
ROLE-PLAY AS A METHOD TO OVERCOME STUDENTS' ANXIETY IN SPEAKING SKILL

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Abstract

English Language becomes one of compulsory subject and tested on National Examination. Then, students are expected to not only pass the National Examination but also can master skills in learning English. The most difficult skill to be mastered is speaking. It caused of the lack of motivation from students, the inappropriate method used by the teacher, and the use of media. In other reason, students are rarely given time to practice. It makes them feel anxiety when they are speaking. To overcome that problem teacher can use role-play method in order to overcome students' anxiety in speaking skill. Through this method, students are fully involved in the activity and have chance to speak with their friends.

Keywords: role-play method, students' anxiety, speaking skill

Introduction

English Language is one of compulsory subjects taught in school throughout Indonesia, even English is included into one of subjects tested in SMP and SMA level on National Examination (UN).The end of learning English is not merely passed the National Examination with good scores, but the learners are expected to be able to use it as a means of communication either spoken or written since it is a priority for many second or foreign language learners (Sumpna, 2010:3). Panjaitan (2013: 142) added that the aim of learning language is not only to survive, adapt to the environment, but also allow human to communicate with others without any gap. In learning English, there are four skills which students have to master, they are listening, reading, speaking, and writing. Speaking is the

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most difficult skill to be mastered by students among the four skills (Nopiani, 2014:1). Therefore, teacher needs a method to overcome it. Arham et al (2016) stated that developing good quality of teaching is one of the conditions required for second language acquisition. He added that one technique or method that can be considered effective to stimulate speaking skill is the role play, because it urges the students to communicate in a specific context in which students have a role to act. This paper is purposed to reveal on how role-play method can overcome students' anxiety in speaking.

Speaking Obstacles

Speaking and writing are productive skills. But, speaking skill is the most difficult skill to be master among students in both Junior and Senior High School. Students feel anxiety when they try to speak. It caused of students lack of motivation in learning English and inappropriate techniques used by the teacher in teaching speaking skill (Nopiani, 2014:1). In addition, the problem also come from the use of media (Hadi, 2015:13). But, in speaking skill students also have to consider about the grammatical usage or the structure of the sentence. This is in line with Kusnierek (2015:78) that students must learn which structures are appropriate to the situations they are in and the people they are talking to. In this case, students use English to speak in the classroom atmosphere. Therefore, students are expected to be able to speak fluently by considering grammatical aspects.

Role-Play Method

Speaking is not easily produced as producing sentences without knowing what to speak since the target of language teaching is that the students become communicatively competence in target language as capability of using language well (Sumpana, 2010:9). Therefore, teacher should choose a technique or method in teaching speaking which can involve students to speak.Hadi (2015:14) said that teacher did not give students enough activities in speaking to improve their speaking skills, whereas, speaking needs to be practice frequently. One of various methods which involve students to practice before they are speaking is role-play. Role-play is a speaking activity where learners participate either as themselves or

as somebody else in a specific situation. (Sumpama, 2010:10). He also believed that role-play can develop students' fluency which promotes interaction in the classroom and increase their motivation. It will be become a solution upon students' lack of motivation (Nopiani, 2014:1), (Hadi, 2015:13). Here, the teacher also has a role to apply the role-play method in the classroom. Kusnierek (2015:9) said that role-play can be a very successful tool in teacher's hands as its prime goal is to boost students' interaction in the classroom. It will give students an opportunity to practice communicating in both different social contexts and roles, then it allows students to be more creative and to put themselves in another person place for a while (Nopiani, 2014:16).

The Advantages of Using Role-Play Method

Rogers and Evan in Afdillah (2015:23) stated that role-play method has some advantages, as the following:

1. Role-play encourages representational thinking.
2. Role-play helps children to develop perspective taking skills.
3. Role-play displays children's language competence.
4. Role-play involves problem solving.
5. Role-play encourages turn taking and negotiation.
6. In role-play, children have a strong desire to affiliate with one and another to maintain peer interactions.
7. In role-play, children have a strong enthusiasm to self-generate themes.
8. Role-play helps to establish and sustain children's peer culture.

From those statements, Afdillah (2015:24) assumed that role-play gives many advantages, like improving speaking ability, motivating students to practice their English, and the most important one is the students feel fun in learning English because role-play is also a kind of games.

Role-Play Method to Overcome Students' Anxiety in Speaking

The aim of learning speaking is to give students a chance to practice and use the language. (Hadi, 2015:23). In fact, students often feel anxiety, even they don't want to express their ideas when their teacher triggers them to ask. They feel afraid of

making mistakes in speaking. Role-play method demands the students to speak in their own turn. Nopiani (2014:19) stated that role-play is a technique that divides the students in the classroom into several groups of 3-4 students. In this situation, teacher gives students direction of what they have to learn and after that students have to perform in the front of the classroom. Students will act as their role in conversation. Commonly, students have prepared before they are presenting a conversation. They have to understand the script that they have to say. By this method, it will help students to achieve fluency. (Hadi, 2015:33)

The Procedure in Teaching Using Role-Play Method

There are some topics which can be an application of Role-Play method, such as Transactional Text (asking and giving opinion). Here, teacher provides some pictures about 'something' to be described. Through this practice, students will think about their imagination to give response upon the problem. They will work in group and have a conversation. Hadi (2015:42) believed that if two persons communicate face to face, they will feel more comfortable. In another activity, teacher can give scripted dialogue, so students can have an inspiration about what they will speak. Then, students will create a dialogue based on the situation given. Another topic which also can use Role-Play Method is Narrative Text. In this topic, students are fully involved to become a role or a character. Teacher may give them a story to be acted in front of the class.

Afdillah (2015:24) also suggested some topics which available for role-play purposes, such as compiling and presenting a news magazine program for radio or television. He added that role-play method can be used in some topics which involve fantasy or imagination by improvising and creating a real world scenario.

Conclusion

Considering to the students' obstacles in speaking, the teacher should be able to implement a particular method to make a successful learning. One effective method in teaching speaking is role-play. Role-play gives many advantages, like improving speaking ability, motivating students to practice their English, and the

most important one is the students feel fun in learning English. Therefore, role-play can be an alternative to teaching speaking.

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