IMPROVING LOCAL GUIDES' SPEAKING SKILL TROUGH ROLE PLAY

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Abstract

This research is to face learners' obstacles in speaking English. Researcher used an approach to teach speaking skill. Role play is strategy done by researcher that can be used to overcome 13 local guides English communication problem. This research belongs to classroom action research that uses the technique to teach speaking to the local guides in Kulon Progo by using role play as activity in learning process. This research needed two cycles that include. That was started by conducting pre-test. There were five steps in conducting action research such as planning, acting, observing, implementing and reflecting in each cycle. Those cycles showed local guides' improvement in speaking English. Learners also showed their improvement in speaking English that can be seen by five speaking acpects. Five aspects of speaking which well improved such as fluency, dictation, pronunciation, intonation and grammar. The improvement was analized by comparing different score between pre-test and two upcoming cycles. The increase of speaking aspect score was seen from the comparion of pre-test to the cycle 1. It was obtained 3.08. While the obtained score of comparion between cycle 1 and cycle 2 was 5,385. It showed improvement score from each cycle of local guides English communication.

Keywords: Speaking, Role Play, Action Research & Improvement

PENDAHULUAN

Language is a skill owned by human to interact to one others. It has four components whuch are listening skill, speaking skill, reading skill and writing skill. Speaking needs the ability in order the messege is accepted well. According to Tarigan (1981:16), there are three speaking objectives such as to inform, to report, to entertain or to persuade. So, speaking requires skill that message is acceptable especially in the tourism industry. Many locals need to be able to speak in English well for communication. International language mastery by local community will be substantial. In the tourist destination the number of foreign tourists who visit the high line, a waterfall, plantations. In other hand, village demands local people are able to communicate with English well. Many rural villages in Kulon Progo become attraction that attract many tourist. The government in Kulon Progo opens

the lines starts from Temon district up to Borobudur district. This program is done because of increasing number of tourists who visit Borobudur temple. When the the number of tourists in Borobudur temple has over capacity, visitors can not be managed well and it affects bad tourism image in Indonesia. Developing tourist destination becomes one of solution to reduce the number of touris who visit Borobudur Temple. Then it needs educated local people to support it. Hence, the local people who live surrounding the tourist tourism or community based tourism (CBT) in Kulon Progo should be able to communicate in English. Prabawati (2013) says that one element of the success of the tourist destination is learning to local communities. Educated local people can make tourist stay longer. In this case, communicating in English very esential because they support tourists when they need local guide to show the unique place which

visited. Communicating in English becomes obstacle for local people. They have different bacground of study so it need an approch to make leraning language is interesting. Moreover, their communication in daily activity influences English communication because Bahasa Indonesia as first or second language, Hastuti, S. D. S., & Widodo, P. (2020). Learning English need practice and confidence. Role play is an approach to solve local people in mastering English. Researcher used role play to enhance local people competence in English.

THEORETICAL REVIEW
Speaking

Speaking skill is very important. This skill is one of main objectives in learning English. Therefore, the ability to speak in English in the era of globalization becomes a key for communication. Communicating in English is not only for the academic purpose but also it is for professional purpose for example to the needs of work, tourism tourism, and so on. In relation to the ablitiy in communicating English, Nunan (1991:13) states success is measured in terms of the ability to carry out a conversation in the target language. if student have no chance to speak means they will loose their interest in learning. In contrast if learning language is well given, student can have good motivation. The problem faced by the students are they are ashamed, they are afraid to express the language, they are not confident with their language. The students' problem in sepaking is caused by many factors they are students are afraid to sepak in front of the class, they usually use mother tongue for their daily communication. Speaking has three kinds of knowledge:

a. Mekanism (articulation, structure and vocabulary): use the good articulation and good
b. Stucture.
c. Function (transaction and interaction): understanding in delivering the information and

d. Transactions.
e. The rules of social norms and cultural
f. Length pause between the speaker , and role of participating states, to understand how to consider who his interlocutors in what kind of situation, about what, and for purposes of interaction

There were eight common principles of communication below:

a. It needs at least two people.
b. Uses a linguistic that understood together
c. Accepts or aware a common reference of area
d. Is an exchange trough preception
e. Connects every speaker by previous speakers and to its environment immediately.
f. Relates or pertains to the present.
g. Only involves equipment or apparatus that deals with sound or vocal and auditory apparatus.
h. It does not discriminate against and treat what is real and what passes as a postulate.

Speaking is to express the language that use articulation or of words used to. It concerns mental and motor skills involving muscular coordination mechanism. It is different sounds that connect meaning through by the voice that produced.

Role Play

Larsen and freeman (1986: 13) explained that role play is communicative approach. This approach can give students a chance to practice of communication. The context and the social role are different. Ladousse (1987), suggested that role play uses different communicative techniques and it develops the speaking skill to make interaction in the classroom. Role play increases the student's motivation. In this method of learning with a paertner of speaking, it can share responsibilities between teachers and students that can be implemented.

Role play helps students develop their knowledge to practice authenticly. It sets up students situation for the communication in real

life. This kind of learning approach helps students to develop students' ability to speak with good grammar, good context and good pronunciation.

Community Based Tourism (Cbt)

There are two approaches relate to the application of the principles in the context of tourism planning. According to Suansri (2003) the principles are as follow : The first approach tends to formal planning which takest a profit potentially from ecotourism. The second approach tends to participatory of planning. It more concerns with the provisions and regulation which balance between development and planning. CBT becomes approach to develop the tourism. The defnitions of CBT are 1. tourisn which give chance to the local community to control and involve in the management of tourism development, 2. Local people who are involved to the tourism and they get profit from tourism activity. 3. CBT demands empowerment of local people politically and demontratively which distributes profit to the poor.

Thus, CBT is tourism development approach to local people in the form of giving a chance in the tourism management development. This research employed 11 local people. They are involved in the tourism development in Kulon Progo. They are part of tourism development , getting profit and involved in the tourism management.

RESEARCH METHOD

The main concept of classroom action research according to Kemmis & Mc. Taggart (2013) it consists of four components, namely planning, implementing actions, observing, and reflecting. The procedure for implementing the action and its implementation is described as follow:

There were two cycles in this research where in the first cycle the collaborator carried out the pre-action test first. The function of this test is to determine the level of speaking ability of local guides in Kulon Progo. The test given is a speaking skill test to comment on the state of speaking skill of local guides. Based on this

pre-cycle test that will be used in this research it becomes as a guideline for determining alternative further actions. The components are described as follow:

1. **Planning**

This stage, researchers and collaborators determined alternative actions to be taken to improve speaking skills through the following stages:

 a. Determine the subject or material to be given.
 b. Develop a lesson plan
 c. Prepare learning media that will be used in learning.
 d. Prepare research instruments in the form of tests, observation guidelines,   field   notes, questionnaires, interview guides, and documentation tools.
 e. Develop an evaluation format.

2. **Implementation**

Implementation is activity to carry out learning activities in accordance with the cycle I learning plan that has been made in collaboration   with   collaborator. implementation is learning speaking skills of the local guides in Kulon Progo with Role Play. The steps in implementing the action are described below.

 a. Researcher acted as teachers to build local guides' perceptions of speaking skills with the aim of bringing them into the material by adjusting their circumstances.
 b. The teacher provided motivation to the local guides about the importance of speaking skills.
 c. The teacher described the speaking learning procedure that had been carried out. In this cycle, local guides saw how to make greeting, conversation and guiding. The speaking test was carried out individually with a predetermined time which has a maximum of two minutes for each student. At the end of the lesson, the educator reflected on the learning activities that have been taking

place. This reflection aimed to be able to evaluate learning activities so that shortcomings could be identified and could be corrected in the next cycle.

3. Observation

Observation was carried out based on activities that have been implemented. The activities carried out were reflected in the observation sheet and field notes. The success of the learning process was marked by a change in students' positive attitudes. The success of the product was based on the success in speaking, especially speaking skills by an increase in the speaking skill score.

4. Reflection

This stage was carry our by researching with collaborator who is an English teacher. It analyzed and interpreted the results of treatment in cycle I actions. Then based on the results of these reflections, if there were aspects that have not been successful and are less than optimal, then it was corrected in the next cycle

DISCUSSION

This research conducted pre test to know the the students mastery in English communication. This step obtained the scores of speaking aspects that can be compared with the obtained scores of first cycle and scond cycle. The result of each cycle can be seen in the following table:
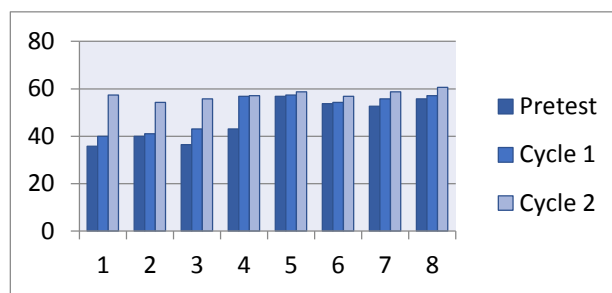
Table 1. The Comparison Score of Speaking

No.	Aspect	Pre-cycle	First cycle	Second cycle
1.	Fluency	40	41,05	54,2
2.	Diction	36,8	43,1	55,8
3	Pronunciatio	56,8	57,4	57,4
4.	Intonation	53,7	54,2	54,2
5.	Grammar	55,8	57,05	60,05

Source: Data Analysis

The rising of student score can be seen in the following graphic:

Image 1. Improvement Score of Each Cycle

Source: Data Analysis

The following table shows the rising student speaking skill trough role play as follow:

Table 2. The Improvement Score of Speaking

No	Action	Score	Increasing score
1	Pre-test	37,46	0
2	Pre-Test - Cycle I	37,46-40,54	3,08
3	Cycle I - Cycle II	40,54-45,925	5,385

Source: Data Analysis

The table above shows there are improvement speaking skill sores from local community. The scores include all aspects in sepaking skill. The pre- test shows the score of 37.46. It raises to be 40,54 that can be seen from cycle 1. So that there is an improvemnt of score 3.08. Then, cycle I obtains 40,54 and cycle II obtains 45,925 so that from cycle I to cycle II there is an improvement score 5,385. It can be concluded that each cycle shows good improvement score so, role play can help them in sepaking English effectively.

CONCLUSION

This research employed action reseach with two cycles. The cycle showed improvement speaking aspects such as fluency, diction. Pronunciation, intonation and grammar. By determining local guides improvement of speaking skill it employed four components such as planning, implementing actions, observing, and

reflecting. The procedure is for implementing the action. The two cycles showed there were an improvement speaking skill from local community. The score included all aspect in sepaking skill by carrying out pre- test, acting cycle 1 and conducting cycle 2. This research was carried out for local guides in Kulon Progo with different student background so it showed unsignificant score of speaking compnents. For the further research by conducting action research having more than two cycles is better to help students spaking problem.

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HALAMAN INI SENGAJA DIKOSONGKAN