



An Analysis of Students' Speaking Skill through Role-play Technique in New Normal Era at SMPN 13 Padang

Fiolina Elfajri¹, Yuli Tiarina²

¹²English Department, Faculty of Language and Art, Universitas Negeri Padang

Correspondence Email: fiolinaelfajri@gmail.com

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Abstract

The purpose of this study is to analyze and obtain empirical data on students' speaking ability through role-play technique in new normal era at grade 8 of SMPN 13 Padang. This research used quantitative descriptive methods. The informants in this study were 46 grade 8 students and an 8th grade English teacher at SMP Negeri 13 Padang. The data collection technique used in this study was a speaking test using a role-play technique which was assessed based on speaking indicators and packaged in the form of an assessment rubric and an interview with one of the grade 8 English teachers at SMP Negeri 13 Padang. The results of this study show that the speaking ability of students in grade 8 of SMP Negeri 13 Padang is at the average level with the mean score of 57. The highest component is comprehension with a percentage of 63%. In addition, the results of interviews with the English teacher show that there are several problems in speaking teaching, namely the lack of student confidence, the stigma of students who think that English lessons are difficult, and the lack of mastery of vocabulary. Online learning carried out before the new normal era also affects students' self-confidence. Therefore, teachers apply various methods and strategies in English PBM, especially speaking.

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INTRODUCTION

Covid-19 pandemic has impacted many sectors in life of many countries in the world. The United Nations (UN) claimed that education is one of the sectors affected substantially by the pandemic. Thus, Indonesia becomes one of the countries that has been affected by this pandemic, especially in education sector. As the result, on March of 2020, Indonesian government made a new regulation as the alternative way to unleash educational process, that is switching face to face system in regular class into online learning. Furthermore, in May 2020, this pandemic that has been spreading all over the world for about two years, is starting to be decreased. Furthermore, in June 2020, Indonesia has entered the new normal era. Many schools in Indonesia are

allowing their students to study at school, but they still have to follow health protocol and some schools are requiring vaccination for their students.

Teaching and learning process in new normal era has not been going smoothly. In this new normal era, many schools in Indonesia have to implement not only online learning system, but also blended learning system or hybrid learning system. However, since the Minister of Education, Nadiem Makarim decided to open the school in January 2021, only 50% of the students are allowed to do face to face learning at school. The rest of the students were joining the online class. According to Gikas & Grant (2013), online learning in its implementation requires the support of mobile device tools such as smartphones, tablets, and laptops that can be used for information access anytime, anywhere. Teachers should use different methods that support the implementation of online learning. For example, virtual classes using Gschool, Google Classroom, Zoom Meeting, and WhatsApp.

Based on the challenges of online learning described before, it can be seen that learning English using online learning system has also disrupted, especially in learning speaking skill. As one of the most important skills in English, teachers should teach the speaking skill to the students very well. Of all of the 4 skills (listening, speaking, reading, and writing) speaking is the most important skill in which people who realize a language are called 'speakers', and many language learners are specifically interested by gaining knowledge of to talk orally (Ur, 2012).

Speaking is a complicated procedure which includes building a message in a form that different people can understand, and delivering the message by the use of proper pronunciation, stress, and intonation. Furthermore, speaking skill as productive skill needs to be taught interactively in the classroom, especially in oral performance. Indonesian students as the EFL learners have to practice their speaking ability in the classroom as the only way to practice since there is no chance to practice in daily life. Nevertheless, in new normal era, students cannot fully participate to do the oral performance in the classroom. Moreover, students just can learn from home using online media or searching the learning materials on internet. They cannot join the class activities as usual. When it comes to speaking practice, they cannot show it in front of the class or face to face with their teachers and other students, but they have to record it in form of video or audio recording. Those explanations show that there are several problems in speaking skill learning process, especially in oral performance in new normal era.

However, in mastering speaking skill, students should be able to applying speaking ability components correctly. Those components such as fluency, vocabulary, grammar, pronunciation, and comprehension are very important since the ability to master those components reflects how well the speaking ability of someone. Hermansyah (2021) stated that the students' problems in speaking English are now not just because of the components of speaking which include pronunciation, expression, vocabulary, and fluency, but it also can be come from themselves, those are encouragement, confidence and bravery. Based on the previous research done by Pratiwi & Prihatini (2021), there are some problems and difficulties occurred in students' speaking class, those are understanding the conversation, less of vocabularies, pronunciation, shy, worrying for making grammatical errors, lack of technology, and lack of motivation.

Thus, SMPN 13 Padang as one of the best school in Padang, as the data stated that SMPN 13 is ranked 8th out of 49 schools in Padang based on the average score of the latest examination in 2019 (Badrun, 2019). It means that conducting research in this school can give some inspirations and considerations for other schools whether in its teaching and learning process implementation or strategy and method used in this school. As a good school, SMPN 13 Padang should be a benchmark or guidelines for other schools. Thus, it means that it should be important to investigate the students' ability in this school, since other schools will take a look on this school in many aspects. It also involves the English subject teaching and learning implementation. In this research, the researcher wanted to investigate the students' speaking ability in new normal era by using role-play technique, especially at grade 8 of SMPN 13 Padang. As we know, during Covid-19 pandemic students should learn remotely using online connection and they cannot join the class directly. The researcher also wanted to know the challenges, the problems, the media used, the method and also strategy applied in English subject teaching and learning process in this new normal era.

RESEARCH METHOD

This is descriptive quantitative research since it aims to analyse students' speaking ability through role-play technique in new normal era. Descriptive research is the research that conducted to provide or describe the information of what already exist (Boudah, 2010). The goal of descriptive research is to describe phenomenon and its characteristics. In addition, this research mainly focuses on how or why something has happened (Nassaji, 2015).

This research was taken place in SMPN 13 Padang which is located in Tabing, Kota Padang for two days on 7 and 8 June 2022 at grade 8 of SMPN 13 Padang. There are 46 students of grade 8 which were taken as the sample of this research. The instruments of this research were the speaking test in form of scripted role-play and interview with the teacher. The speaking test is used to find out the students' speaking ability. The students were given four themes from a KD, and each theme has a role-play script. The students had to choose a theme to be played in a pair. The themes were chosen by using lottery technique, so there is same possibility for each theme to be chosen. While performing the role-play, the raters (the researcher and one of the teachers) were scoring the students' performance using the scoring rubric which consists of speaking ability components (fluency, pronunciation, vocabulary, grammar, and comprehension).

The next instrument was interview with the teacher as the informant. The interview was intended to know what happen during the teaching and learning process and to obtain the data related to the errors done by the students. The teacher was asked about several questions related to the teaching process that had been conducted in class, whether it is in form problem occurred or the suggestion in teaching method or strategy used by the teacher.

To establish the validity of the instruments, the researcher asked expert to check whether the items of the instruments in terms of content and aims were valid and appropriate to use. After that, the researcher collected the data using speaking test scoring rubric for the speaking test. This could be done after the researcher got some suggestions and corrections from the validator.

RESULT AND DISCUSSION

Data Description, Data Analysis, Finding

Data Description

The data of the research was taken from 46 students at grade 8 of SMPN 13 Padang and of the English teacher of SMPN 13 Padang. Afterward, the results are presented in form of percentage.

Table 1. The Students' Speaking Ability

Test Score	Level of Ability	Number of Students	Percentage
80-100	Excellent	8	17%
60-79	Good	12	26%
50-59	Average	17	37%
0-49	Poor	9	20%

For each component of speaking ability, the students' test results are presented in the following table.

Table 2. The Percentage of Students' Score Based on Speaking Components

Components	Students' score	Level
Pronunciation	57%	Average
Fluency	52%	Average
Vocabulary	60%	Good
Grammar	55%	Average
Comprehension	63%	Good

Data Analysis

There are five components of speaking ability measured in this speaking test. Those are pronunciation, fluency, vocabulary, grammar, and comprehension. In this research, there are several problems faced by the students in speaking test in each component. In pronunciation, most of students had difficulties in pronouncing the words clearly. They still cannot differentiate the pronunciation of each vowel in words. It is occurred because they know the words but they do not know how to pronounce it well, or they have never heard the words before. Some students even tend to pronounce the word as same as the writing. The mispronouncing words such as:

Have you done your drawing, Nisa?

Done /don/ (Student 14, student 9, and student 26)

Drawing / drewing/ or /drawing/ (student 14, student 8)

Good /god/ (Student 29)

You /you/ (students 8, student 9)

Really /relly/ (student 8)

Amazing /amazing/ (student 8, student 9)

However, most of the students know the words, but they mispronounce them. According to Putri & Refnaldi (2020), these problems are occurred because the effect of their mother tongue, but they mispronounce them. Indonesian language as the students' mother tongue is a phonetic language. Phonetic language is a language that

has the same form between the written form and the spoken form. However, the English is not phonetic language. Thus, most of the students pronounced the words as same as the words' spelling.

Therefore, in fluency, the problems that the students mostly made are there are many pauses in each word. It is occurred because they are not used to speak in English yet. There are many unfamiliar words in English, so they have to comprehend what pronunciation are correct before they say those words out loud. In vocabulary, there are some students who are already use appropriate and simple vocabulary. However, most of the students use inappropriate vocabulary and produce some misunderstanding on the idea. Moreover, The frequent problem made by the students in grammar was forgetting the linking verb such as is, am, and are. The examples are:

- 1) Your drawing so nice
- 2) I really confused right now
- 3) It so nice and colorful
- 4) You welcome.

From the example above, the students tend to forget the linking verb. In grammar, when there is a missing subject or verb in the sentence, that sentence will be known as sentence fragment. For the example no 1, the sentence is supposed to be "Your drawing is so nice" with the linking verb is. Therefore, it is also same with the example no 2, 3 and 4. The linking verbs are missing for each sentence. Thus, the mistake where the students made a sentence fragment is occurred because they are used to miss the linking verb in the sentence.

In comprehension, in comprehending the content, some students hesitated about what actually being talked about. However, the students got the highest score in comprehension component which showed that most of the students understand clearly about the content they will performed as role-play.

Thus, from the interview with the teacher, there are some problems occurred when learning English, especially in speaking skill. Based on the interview, it can be seen that grade eight students' problems in SMPN 13 Padang are mostly on students' self-confidence. The online learning system just made the students' even more lack confidence when they are asked to perform in front of other students which is they rarely meet. The other problems are about the students' stigma that English is a difficult subject to learn, and also the pronunciation of words in English.

The strategy and method of the teacher in speaking skill teaching and learning process also varied. Always using English in the class (in order to show the students the correct pronunciation of words), reminding the students to keep using English, and also using an interactive topic to teach speaking skill. Thus, in teaching the speaking skill to the students, especially in this new normal era, the teacher uses some interactive media such as video, audio, and song.

Finding

Based on the data analysis, the researcher analyzed two findings. The first research finding related to the students' speaking ability of grade 8 in SMPN 13 Padang. The data analysis shows that students speaking ability was in the average level. It could be seen by the mean score of speaking test. Therefore, students' speaking

ability was scored using five components of speaking ability, those are pronunciation, fluency, vocabulary, grammar, and comprehension. The percentage score of students speaking ability were 57% in pronunciation, 52% in fluency, 60% in vocabulary, 55% in grammar, and 63% in comprehension. In other words, comprehension and vocabulary were in good level while pronunciation, fluency and grammar were on the average level.

The second research finding related to the interview result of the teacher. Based on the analysis, there are several problems in teaching and learning process of speaking skill. The lack of confidence of the students, the students' stigma of English subject, and the lack of vocabulary became the problems affected the students' speaking skill stated by the teacher. The online learning system also indirectly affected students' confidence based on the teacher statement. In line with those problems, the teacher applied some strategies and methods in teaching speaking skill, those are always using English in the class (in order to show the students the correct pronunciation of words), reminding the students to keep using English, and also using an interactive topic to teach speaking skill. Thus, in teaching the speaking skill to the students, especially in this new normal era, the teacher uses some interactive media such as video, audio, and song.

Discussion

Based on the findings, the students' speaking ability of grade 8 in SMPN 13 Padang was in average level. it was shown by the mean score that is 57. In this research, students' speaking ability was scored using five components, those are pronunciation, fluency, vocabulary, grammar, and comprehension. For these five components, comprehension and vocabulary are in good level. The rest components (pronunciation, fluency and grammar) are in average level. These findings showed that students were dominantly having high score in comprehension component. It means that most of the students mastered the content tested. Besides, related to the interview result from the teacher, it showed that students' score which is in the average level were influenced by the students' confidence in speaking English. The teacher saw the phenomenon as the effect by online learning that the students had before new normal era started in Indonesia.

This finding is related to the research done by Khairani et al (2017) that conducted the research about students' speaking ability through role-play. The researchers found that students' speaking ability in that school is in very good category by viewing from two aspects, those are grammatical and lexical features. Thus, this research was conducted before the covid-19 pandemic where the school was being held normally. Students still learnt in class with their teacher, and practice their speaking skill directly. Another research done by Lestari & Sridatun (2020) showed that the most difficult aspects in speaking test using role-play technique were pronunciation and vocabulary. The students stated that they don't have confidence to speak in public when performing the role-play, and they found that it was so difficult to memorize the conversation text.

Therefore, a study done by Marbun (2015) stated that in performing role-play the young learners responded with hesitation which made their fluency turns out has breaks. Thus, it became one problem in their speaking ability test using role-play

technique, while there were just five young learners achieved mastery level in fluency ability. In addition, the research done by Hakim & Amri (2022) showed that the result of students' speaking ability was in the good level. In this research, the speaking class conducted using Zoom Meeting app. Hence, it is said in this research that the students are enjoyed to present the material in speaking class because they are more confident when they are not in face-to-face with the audience.

CONCLUSION

Based on the finding and interpretation of finding above, it can be concluded that the students' speaking ability through role-play technique in new normal era at grade 8 of SMPN 13 Padang was in the average level. Specifically for each component of speaking ability, comprehension component got the highest score (63%) which was in the good level. The rest components of speaking ability, those are vocabulary (60%) was also in good level, while pronunciation (57%), fluency (52%), and grammar (55%) were in the average level. Therefore, based on the result of the speaking test, students' speaking ability was categorized as average level with the mean score 57 with the students highest score was 82,5 and the lowest score was 27,5.

Moreover, based on the interview that had been conducted by interviewing on of the English teacher in SMPN 13 Padang, the lack of students' self-confidence and the lack of knowledge to pronounce the words in English became the dominant problem affected the students' speaking ability. This problem is directly influenced by the condition in new normal era which is the students felt a nervously interaction each other because the online learning. In addition, SMPN 13 Padang is one of the good school in Padang, as stated in the data that SMPN 13 is ranked 8th out of 49 schools in Padang based on the average score of the latest examination in 2019 (Badrun, 2019). Thus, students' speaking ability in new normal era in this school was in the average level.

Thus, the researcher suggested to English teachers, especially in junior high school, to concern more about the ability of the students to speak in English. The researcher also suggests the parents to help the students develop the students' self-confidence back. Therefore, for other researchers, this research can be used as consideration for further research. By conducting more in-depth research, a broader picture is obtained about students' speaking ability, maybe using the same technique that is role-play technique or maybe in different period aside from new normal era.

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