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IMPROVING STUDENT'S ENGLISH COMMUNICATION  
IN STUDYING ENGLISH USING THE ROLE PLAY TECHNIQUE  
AT ELEMENTARY SCHOOL

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Abstract

The purposes of this research are to describe the role play technique used to solve the problems the students have and to describe the strengths and weaknesses of the role play technique used in elementary school. This research is a class action research. There are 20 students of grade V in a class. The teaching learning process is held at SDN Pajang IV Surakarta. The results of the research are that 1. teaching English for students in Elementary School using the role play technique is able to increase their ability in speaking English without text, 2. there are strengths and weaknesses found. Those are (a) the object used in role play should be a reality, not a mock up. The real object makes the students easier to memorize the new vocabulary instead of pictures and written forms, (b) although the existence of the real object is more expensive than mock-up one, the result of the student's ability is better. The teaching learning process should be accompanied by other equipment, such as tape recorders and VCD. It also needs a long time to practice with a role play technique, (c) the classroom should be arranged in such a way that it is easy for students to move while they play a role in a play. The students should be given a snack in order to make the stamina always fit.

Keywords: role play technique, elementary school, mock ups, real object.

Sri Slamet. She is a lecturer at UMS. In 1996 she started teaching English at Language Center of UMS. In 2007 up to now she is teaching at Early Childhood Education Department of UMS. She is productive in constructing and writing the books. Those that are published by Muhammadiyah University Press are as follows: 1. English for Oral Proficiency, 2. English for Oral Proficiency 3. English for Law 1, 4. English for Law 3, 5. English for Professional Purposes, 6. English for Academic Purposes, 7. Writing Acquisition 1, 8. Writing Acquisition 2, 9. English for Academic Purposes, and 10. Lancar Bertanya dalam Bahasa Inggris.



*Sri Slamet*



## INTRODUCTION

English proficiency among Elementary School (Sekolah Dasar) has long been considered essential for both today and the tomorrow. The language acquisition involves the oral and written skills. Because it is important, then the government declared the SK. from Minister of Education and Culture No.060/U/1993 dated February 25, 1993. The SK explains that the possibility of the English subject taught in Elementary School. With the release of the decree, many schools welcome enthusiastically.

In Central Java, English subjects is regarded as a local content curriculum, so the curriculum is handed over to the schools. Furthermore, the materials are also constructed by the policy makers of the school. But the fact is that usually the material given at the class has no relation between one subject to other subjects at the same semester. Because the material is separated, the results can be seen that the material which was given at a certain time will be forgotten by the children when there is no repetition. This could be because the children are not frequent or infrequent to use vocabularies that have been given previously. And to remember English vocabularies, children need to repeat them. In Learning Implementation Plan, it was also stressed that the standard of competency to be owned by the Grade 5 students are expressing very simple instructions and information in the context of the school. From the competency it is suggested that students are also required to be able to talk or converse with his interlocutor. If these skills can not be done by the students, then the teaching of English is considered failed.

Actually, this study is a follow up of a series of problems that arise in the SDN Pajang IV Surakarta. At first, the researchers meet an English teacher at the Elementary School has a problem with the students. One of the problems that teacher faced is that the students are still difficult to remember vocabulary that has been given at the previous meeting in the classroom. Because of these difficulties, the students are not interested/motivated by the teaching delivered. A few days later, researchers surveyed to the classroom in order to see the process of learning. After looking at the teaching and learning process, the researchers have the view that the students are not motivated in the class because they find that it is difficult to remember the English vocabularies. Besides, the techniques used by the teacher also less variable. Usually a teacher used common learning, i.e. tutorial followed by question and ans. Through the research, it is supposed that the children have a new view on the process of teaching and learning in the classroom. This activity is a new breakthrough in which children can learn with fun and easy and always remember vocabularies that have been given before.

There are many kinds of interesting activities carried out in this research. One of them is in the form of learning English using role-play techniques. This type of activity was chosen because it is the scarcity of teaching-learning process by using role play organized in the school. It is because these activities require concentration and the use of vocabulary that is often encountered every day and always adjust Learning Implementation Plan (Rencana Program Pembelajaran).

### 1. Why do children need to learn English from an early age?

That the government declared teaching English as a local content in SD is not surprising. It is felt that the children need practicing the English vocabulary as early as possible. This policy was regarded that the children still have a strong memory in a lifespan of 5-12 years. In other words, when the children go through the golden age, children can optimally absorb what they see, hear and do. Learning a foreign language to children is also based on the assumption that children learn

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languages better than adults. So the foreign languages in schools should be started as early as possible.

## 2. The Strategy of teaching English in Elementary School

For the children, learning something will be easier if it is done in a fun and communicative atmosphere. According to Spare (in Curtain & Pesola, 1994) the children will learn a second language best when they learn in the context of a communicative and meaningful to them. For children, the context could include the social, the culture, the games, the songs, the tales, and the experiences of the arts, the crafts, and the sports.

## 3. Teaching English using Role Play technique in Elementary School

The Role play technique is one of the English teaching techniques that aims to improve children's ability to speak. In this technique, the children are required to play as if as others in certain situations or act as themselves. Being someone else means that students can behave as other people they like, such as a seller, a buyer, a physician, a patient, etc. While in certain situations, they are as if in the market, the museum, the hospitals, etc.. Larsen-Freeman, in his book 'Technique and Principles in Language Teaching' (1995: 137) says that the Role Play is very important in the Communicative Approach, in a role play students have the opportunity to practice communicating in the different social contexts and social roles.

There are many reasons why role-play techniques can be used in the teaching of speaking. According to Furness (1976), students enjoy the practice of role play to enhance communication skills, creativity, social awareness, independent thinking, express their opinions by talking, developing moral values and performing. Meanwhile, according to Ladousse (2004) role play is one of communication techniques to improve fluency for students, launched a social interaction in the classroom, and enhance students' motivation. Besides this learning encourages the student to take a role play with peers and to share responsibility between teachers and students.

## 4. Packaging Stories for Children

In a story that will be performed in front of the public, the order of presentation of the stories need to be packaged. Rhamdani (<http://www.penulislepas.com/print.php>.) gives an illustration of how children's stories should be packaged. The purpose of packaging the story is intended to be the mindset of the reader for understanding and comprehension to the children. Furthermore, packaging stories for children are as follows:

- a) Using a common idea, but not stale.
- b) The characters taken in this story is about the fairy tale.
- c) In a fable, the story focuses on animal figures.
- d) The common figure should give the advice to the actor/actress.
- e) It should be careful with the figures of children.
- f) In giving the advice, a reward is often effective.
- g) Avoid writing an unusefull description.
- h) It need to be careful in drafting the paragraph in a description.

*Fuata*



The similar research has been carried out by Mudairin (<http://pakguruonline.pendidikan.net>.) entitled 'Role Play: An Effective Alternative Learning and Fun in Improving Speaking Skills Mambaul Ulum Islamic Junior High School Students in Gresik'. The results of the research is that for providing Role Play as a learning activity, teachers should pay attention to the level of the students, especially the material, setting, goals and rules of the game. In a Role Play, students will be trained using English with their friends.

In this study, researchers focused on whether the role-play techniques can solve the problems faced by the children, and to know the strengths and weaknesses of these techniques when applied it in SD. The purposes of this research are 2, namely: 1. To determine the use of role play techniques in solving the problems faced by children, 2. To determine the strengths and weaknesses of role play techniques applied in SD. Furthermore, these activities will benefit intended for children, schools, and communities. For children, the purpose of this study is that they can receive English fun, understand the specific vocabularies of the time, and encourage the children to speak English in front of their friends. For the school, the policy makers should facilitate their students in order to communicate in English, and can find other techniques in teaching English. For the society, they can know that learning English is fun, and enjoyable.

## METHODS

The type of the research is the classroom action research. This research is designed in order to implement the steps to improve the quality of learning. The research is in the State Elementary School in Pajang IV Surakarta. The choice of the location for this problem is in the Elementary School.

The sources of the data in this research are taken from the informants, places, and documents. The informants who will serve as the data source are children of the 5th grade elementary school at Pajang IV Surakarta. The reasons why the researchers choose the object are because: 1. The children more or less have been introduced by English subject in a class, 2. The children are not focused on pursuing a particular score at the end of school exams, 3. The children are more independent in doing their tasks. Places and events of the ongoing activities of teaching and learning is in the classroom and outside the classroom by involving researchers, collaborators and the fifth grade students at SDN Pajang IV Surakarta. The documents used in the study are the result of a checklist for learning and the data from the field.

The data collection techniques in this study is by doing interview, observation, and discussion. The interview conducted by researchers is the so-called unstructured interviews with in-depth interviews (HB Sutopo, 2002: 58). The interviews are conducted to obtain the information related to the classroom teaching and other information needed in this research. The observations made by the researchers are the participation actively and passively. The active observation means that the researchers determined the material to be delivered to the students. Meanwhile, the passive observation made by researchers is to monitor the activities undertaken by the collaborator for delivering the material. The discussion in this research is between researchers and collaborator. This discussion aims to discuss various issues in order to expedite the research. The data will be collected and analyzed by using qualitative descriptive analysis. The analysis is conducted to reveal the weaknesses and strengths of the implementation of teaching speaking skills through drama approach. The results are used to improve and develop the





implementation of teaching and learning in the SDN Pajang IV Surakarta. The data analysis is performed during and after collecting the data. To improve the students' speaking ability in SDN Pajang IV Surakarta, the researchers give the teaching of English in the form of role playing. This activity is performed by the class V and divided into pairs. Learning activities are conducted within once a week for 2 months. With the existence of such measures, it is expected that the ability of students in learning English increase.

a. Research Setting

This research is conducted in a classroom SDN Panjang IV Surakarta and also the model classroom that is in the house of researcher. Meanwhile, the object of research is the class V (five). There are 20 students in the class. The popularity of the school in the community considers common, because it is not far from the village there are some favorite schools, both public and private.

b. Preparation Research

To learn the basic skills of the students, firstly, researchers take a survey on the process of teaching. The survey is conducted to find out how many children responded the English subjects which is taught by the English teacher. After finding the early data, the researchers start doing the research. The preparation involves reviewing lesson plans and learning materials, making learning media (the data card, the pictures, the spreadsheets, the games, etc.), and making a research instrument.

c. Cycle Research

This research is a classroom action research. The series of cycle which can be executed consist of several phases, namely planning, acting, observing, and reflecting.

1. Planning

In this phase, the researchers conducted the preparations for the commencement of research work. These activities included the preparation of learning materials which base on the RPP, to make the steps in action, to make a list of attendants and a list of students, to prepare some tools for evaluation, etc.

2. Acting

In this phase, researchers and collaborators provide the English language instruction by using the role-play techniques to students. In the teaching process, the researchers share to a collaborator dealing with the syllabus and material which are used in teaching. Researchers also monitore the activities of teaching and learning from the beginning to the end. The purpose of it is to find out whether the process had been done as a plan or not.

3. Observing

The activities undertaken by the researchers in this phase are that the researchers note whether the teaching using role-play technique can solve the problems that arise, and know the strengths and weaknesses of teaching using it.

4. Reflecting

The activities in this phase reflect on the problems faced by the teacher in teaching English. If in the first cycle, it is found irregularities and deficiencies in the teaching-learning process, the next activity is that carrying out a second cycle, and so on.

d. Indicators of Success

As a benchmark for the success of this research, researchers use the indicators to be achieved. These indicators are that the students be able to utter sentences in the English language fluently and correctly without a text.





## THE RESULTS AND THE DISCUSSION

### 1. Pre Cycle

As a first step in this research, researchers conducted a survey in class on May 11, 2009. At the English lessons, the researchers entered to the fifth grade class after the teacher allowed to join it. Researchers said hello to the children for the adaptation. Researchers then took a seat at the back. This was done so in order that the students and researchers close relationship. After that, the material was presented regarding the 'Family Tree'. The teacher conveyed the material presented then created a picture with the vocabulary associated with the material. The students observed teachers' notes and sometimes asked about the meaning of a specific vocabulary. At this stage only a few student who spoke. They asked or gave a comment on the material. By the time, the teacher gave some examples of the family's name, i.e. the mother, grandmother, grandfather, etc. Children seemed a bit crowded, as they pose a person's name they like. After a while, teacher eventually relieved them by writing the names of people on the board. At the end of the meeting, the teacher did not give an evaluation because the time was up. From the survey it was found that the teaching and learning activities had not been so effective. This was because a lot of time wasted just to discuss the names of movie stars, for example, so that the time management needed to be revised. Besides the method of questioning and answering used, had not hit on all children. It can be seen that the questioners were the certain students only. Many students were still passive in that activity. Based on these findings, researchers needed to make some concrete steps to improve the teaching of English optimally and efferctively. The next step of the research was to perform the initial action by implementing several measures for further teaching and learning process. Researchers also discussed this subject to student. The first act begun on Monday, May 18, 2009

### 2. Cycle 1

#### a. Planning

At first, the researchers and a teacher held a meeting on Monday, May 18, 2009 at SDN Pajang IV Surakarta. At the meeting it was agreed that the things that were on the agenda for the work of teaching to the children. Some agreements above were 1. The researchers and the teacher were working together in the learning activities, 2. The researchers used a teaching using Play Role model 3. The position of a teacher should be interchangeable. 4. The teacher must master the Daily Action Plan formulated in role-play activities, 5. Determining the teaching schedule action. 6. The allocation of time for each meeting is 60 minutes. In the first cycle of action, it was given during three meetings. The first meeting was on Monday, May 25, 2009, a second meeting on Tuesday, May 26, 2009, and a third meeting on Wednesday, May 28, 2009.

Some of the action in the first cycle were;

1. The condition of a class should be more familiar with their students.
2. The teacher greetings make a cheerful atmosphere in a class.
3. The teachers provide an overview of learning English using Role Play.
4. The teacher divided the groups in one class into several groups. Each group consisted of 2 children.
5. The teacher divided the students into groups according to the topic of discussion.
6. The teacher trained the children how to play or be a person's character.





7. The teacher gave an overview of how the sequence of the story and what actions should be done by the children.
8. The teacher engaged, observed and gave explanations to the children in terms of what they did and demonstrated.
9. The teachers observed the learning outcomes and recorded it.
10. The teachers closed the learning and gave evaluasi on learning activities.

In principle, the stages used at each meeting on the first cycle is almost the same, but just a few things that need to be varied. The variation is with respect to a given topic, the time span (if required), and a given vocabulary. The variations of teaching are as follows:

1. Meeting I

At the first meeting, the researchers formed a group, each of 2 children. Each group demonstrated the dialogue as a seller and a buyer. The theme relating to the Introduction and duration was around 60 minutes for all groups.

2. Meeting II

This meeting was focused on the dialogue. But the theme was taken dealing with 'Describing Things'. In this case, the children were told to carry out their respective roles. The seller should explain the name of various goods, while the buyer asking the price of each item. The time used were over 60 minutes for all groups.

3. Meeting III

On this occasion the respective roles had already seen on the improvisation. The buyer had already made a bargaining. On the other hand, the seller tried to drop the cost. The time allocation given was about 60 minutes for each groups.

b. The implementation of the action.

The action on the implementation of the first cycle was held on Monday, May 25, 2009. The teaching and learning process lasted for 60 minutes, from 01:00 p.m. to 02:00 p.m. in the classroom at grade 5 SDN Pajang 4 Surakarta.

At the first meeting, the researchers were accompanied by the fifth grade English teacher entered in the classroom. The teacher invited researchers to familiarize themselves and began to introduce the material. Researchers explained that what was learned with regarding to learning to play the roles in English. Hearing this offer, children were stunned, they were rather serious and whispering with the friends. Seeing such responses, researchers explained directly that they were just going to play games to be someone else. Researchers also provided a great understanding of children who could speak English. Hearing these explanations, the faces of the children started brightly and happily to welcome the plan.

At the beginning of the teaching, the researchers explained to the children the benefits, objectives, means and equipments that support the role-play. Furthermore, researchers submitted items relating to the introduction.

The researchers : Coba adik-adik tahu tidak apa yang dilakukan penjual sayur pertama kali ketika ada orang yang lewat di depannya?

The children : Tahu bu, menawarkan dagangannya. . . menyebutkan nama-nama sayurannya bu. . . menyapa bu. . . bilang sayur. . . sayur. . .





The researchers : Bagus. Penjual tersebut pertama-tama menawarkan sayurnya. Bagaimana pak penjual menawarkan sayurnya dengan menggunakan bahasa Inggris?

The children : (for a few minutes they were silent)

The researchers: Baik, coba sekarang anak-anak lihat di papan tulis nama-nama sayuran dalam bahasa Inggris.

On this occasion the researchers also explained the names of vegetables such as carrots, spinach, cauliflower, tomato, long beans, egg plant etc. in English to the children.

The researchers: Nah, untuk menawarkan sayur, biasanya pak tukang mengucapkan '*vegetables. . . Carrot. . . , spinach . . . , cauliflower. Carrot. . . , spinach . . . , cauliflower. . .*

In the first cycle, the researchers gave the material dealing with how students offering the wares. On this occasion, the teacher also introduced a variety names of vegetables. After giving the vocabularies, researchers taught how to offer vegetables for example: carrot please, fresh carrot. . . excuse me, would you like fresh vegetables, mrs? After the children were introduced to the vocabularies and the way of offering vegetables, researchers asked children to start over the play. At first, the children felt it was strange with the pronunciation of some vocabularies. So that these vocabularies should be repeated over and over. They were also still looking at the paper and notebooks to say the difficult words. At the end of the teaching, the researchers gave the songs dealing with the names of vegetables. It was intended to remember the names of the vegetables that have been learned. The explanation above is a learning process in cycle I. At the beginning of the agreement, the researchers and the teacher have agreed that after learning by using role play technique, children can speak English without using a text or a note. It had also been presented to the children.

At the second meeting, the children tried not to bring a cheating paper. They had started to speak English. Sometimes they also asked his pair about what to say next. At that meeting there were also additional vocabularies that can be added when there were some events that arose accidentally or unexpectedly. Some vocabularies were regarding to when the seller offered the vegetables. After that, the buyer did not hear what he was offered. So that, the researchers suggested the buyers to say 'pardon me?' Or it could be another expression, namely 'excuse me?'. At the end of the lesson, the researchers sang a song that had been given previously.

The third meeting was held on May 28, 2009 at researcher's house. The location was chosen because in this house it had enough facilities and there was one room that constructed such as a classroom. At this meeting, the children looked happy. Many things might affect their joy. One of them was due to a different situation. It was not hot and comfortable. At this meeting the children had started to speak English based on text of the dialog. They sometimes asked about the words they had just seen.

#### c. Observation

Observation was done during the learning activities in SDN Pajang IV Surakarta. The purpose of this observation was to determine the children's mastery of English using role play techniques. In carrying out the teaching, the researchers were helped by collaborators, i.e. the English teacher. These observation used the children checklist and field record. Based on the field





experience, the researchers had got the following data:

1. At the first meeting, many children were somewhat stunned. they had not master English vocabulary well, especially the names of vegetables, 2. The children felt nervous to say the words in English, 3. When doing the exercise of the dialogue, they still handed a paper, 4. Because the children were still bringing the text, the conversation looked stiff, 5. They still moved the body or sometimes hid the face while forgetting about what to say. 6. They were imitating and seeing the text while singing a song.

At the second meeting, the data could be recorded as follows: 1. The children had started to adapt to the teaching of English with role play technique, 2. Some children had mastered the vocabulary, 3. They had started not to use the text, but they still occasionally asked his interlocutor when they forgot the words, 4. The conversation was getting a little relax as there were amusement laughter by the students on the dialogue. 5. They started not many moving bodies, 6. While singing the song, they still saw the text.

Some of the findings at the third meeting were as follows: 1. The children were ready to follow the learning, 2. They had mastered the vocabularies in the dialogue, 3. The children were not nervous facing their respective roles, 4. However, some children still held the note when doing a dialogue, 5. While playing the role they had started to relax because they also intersperse with chatting, 6. They were not shy anymore, but sometimes they still stamped the feet on the floor.

#### d. Analysis and Reflection

Based on the observations in the third act of the first cycle, there are some things that can be analyzed. The analysis is conducted between the researchers and a teacher by evaluating the implementation of teaching and learning activities. In analyzing, the researchers and the teacher observe the checklist based on the children development and the data obtained in the field. The results of the first cycle show that: 1. The some unknown vocabularies should be introduced to the children, 2. In practicing the role, the children still look nervous, so they need for a warming up, such as singing the songs or doing the games, 3. The children are still using the text in the dialogue, so some vocabularies should be memorized before carrying out the dialogue, 4. When reading any text, children are also less confident, shy and often moving the limbs, it is necessary to build a self confident, for example by making a guessing some vocabularies with their partner. Considering the fact finding and by doing in-depth analysis, the researchers feel that it is necessary to re-act in the second cycle

### 3. Cycle II

#### a. Planning

In the second cycle, It had been done into 3 meetings. The meeting was held in one of the classrooms model in the researcher's house. The location of it was near of the school at SDN Pajang IV. The situation and condition were comfortable because the room had been constructed in such a way that it was almost the same as in the classroom. It looked relaxed to stay. The atmosphere was cool and not crowded as in the elementary school. The third meeting held on the second cycle was on Monday, June 1, Tuesday, June 2, and Thursday, June 4, 2009. The type of action given to the students was: 1. The teacher gave strengthening vocabulary that had been given previously by varying the learning model. In the teaching, researchers were not only giving the song but also playing the games. The purpose of giving the games was that the children felt happy and also could memorize the vocabularies easily, 2. Some children





who were shy, they needed to be given the understanding of the benefits of speaking English. It was also given the motivation to speak fluently, 3. The children were suggested to memorize the text. They were also asked to recall the sequence of play according to the roles they had got, 4. How proud if the children could speak English. The next research step is to carry out the action. In detail, the action sequences are as follows:

1. The teacher prepared the equipment.
2. The teacher set the children to be ready to learn
3. The teacher opened the lesson by greeting and saying Basmallah.
4. The teacher gave the motivation and explained how proud of speaking English for the children.
5. The teacher sang the 'numbers' song and gave an educated guess about the vocabularies that had been given.
6. The teacher pointed to the pair to demonstrate the topic that had been determined, followed by other couples.
7. The teacher checked the pair one at a time.
8. The teacher provided the games such as guessing. For those who could answer quickly, they would get a snack
9. The teacher closed the activities by singing the song entitled 'numbers'.

The measurements taken in the second cycle is more varied than the steps in the cycle I. In the second cycle, the vocabulary given was regarded the 'price', 'how to call someone', and 'how to say thanks'. In this cycle, there is also additional subject relating to the words 'like' and 'dislike'. The games provided in the cycle are accompanied by the gift.

#### b. Implementation of Measures

Implementation of cycle II was begun on Monday, June 1, 2009 at Sri Slamet's house. The learning was started at 13:00 p.m. until 14:30 p.m. The time was limited because some of the children joined at the activities in Nurusy Shifa mosque i.e. Lesson Education Qur'an (Taman Pendidikan Al Qur'an) in the afternoon. The location of the mosque was not far from the school site. It was not as usual, the researchers were assisted by the children in preparing the equipment. Some children brought some extra vegetables in the lesson. Some equipment prepared in the lesson were such as, a basket of vegetables, the vegetables, a winnowing tray, a plastic bag, and the coins container for keeping the money. The researchers also prepared a set of CD to be played for learning. After that, the researchers began a greeting by opening and warming up. The researchers introduced the new song entitled 'numbers' to the children. In the second cycle the vocabularies were given regarding to the 'price', 'how to call someone' and 'how to say thanks'. Here's the description of the teaching and learning process.

The researchers : Assalamu'alaikum Wr.Wb.

The children : Wassalamu'alaikum Wr. Wb.

The researchers : *Good afternoon students. How are you?*

The children : *Good afternoon Mrs. I'm fine thank you.*

The researchers : Good. Nah, sekarang adik-adik akan belajar tentang harga. Harga dalam bahasa Inggris 'price'. Adik-adik sudah tahu kan Rp.1.000,- itu bahasa Inggrisnya apa, dan Rp. 2.500,- itu bahasa Inggrisnya apa?





The children : Ya, sudah. *One hundred Rupiahs dan Two Thousand and Five Hundred Rupiahs.*

The researchers: *Good.* Nah sekarang, kalau Rp. 3.750,-. Apa bahasa Inggrisnya?

The children : (a bit dazed) Anu. . . anu . . . opo yo . . .

The researchers : Nah kalau masih bingung mari belajar angka dulu. Kita lihat lagu lewat CD yuk. . .

The children : Ya bu. (They are excited again)

*(The children were invited to hear the song entitled 'numbers' as well as sang it. After the song had finished, the researchers asked them about the vocabularies that has been heard earlier.)*

The researchers : Nah, adik-adik siapa yang tahu lagunya tadi?

The children : Belum Bu.

The researchers : Nah, sekarang mari kita lihat teks lagu yang ada di CD dan bagaimana cara mengucapkannya. *(Researchers gave the text to the children and explain how to pronounce the words on the CD and sing it.)* Nah adik-adik, selanjutnya untuk memanggil seseorang maka kata-kata tertentu bisa dipakai. Contohnya kalau kita memanggil seorang ibu atau seorang wanita yang sudah menikah, maka kita bisa memanggilnya Mrs. Namun, apabila wanita tersebut belum menikah, maka dia bisa dipanggil Ms. Paham adik-adik

The children : Paham Mrs. . . .

The researchers : Lantas bagaimana kalau kita mengucapkan terima kasih kepada seseorang?

The children : Matur nuwun. . . eh, thank. . . thank you. . .

The researchers : *Yes, excellent.* Kita bisa mengucapkan *thank you. . . , thanks a lot, ataupun thank you very much.*

Teaching vocabulary which was focused on the 'price' and 'say thanks' looked a bit serious but relaxed. Similarly, the allocation of the time required to memorize vocabulary took around 15 minutes. After drilling, it was continued to play a role.

The researchers : Nah anak-anak, mari kegiatan ini dilanjutkan dengan bermain peran. Coba kalian cari pasangan yang kemarin, lantas perankan tugas kalian masing-masing.

The following dialog is the transaction between the seller and the buyer.

Seller : *Carrot. . . tomato. . . spinach. . . . Fresh carrot. . . fresh tomato. . .* (Penjual sambil menghampiri pembeli) *Would you like fresh vegetables, Mrs?*

Buyer : *Hm. . . let me see* (sambil melihat barang-barang dagangan).

Seller : *There are fresh spinach. . . fresh cauliflower. . . fresh potato. . .*

Buyer : *How much for a bunch of spinach?*

Seller : *It's Rp.1.000,-*

Buyer : *For tomato?*



Seller : *Just Rp.2.500,- a kilo.*  
 Buyer : *O.k. I take a bunch of spinach and a kilo of tomato.*  
 Seller : *Do you like tomato mis?*  
 Buyer : *Yes, I very like it.*  
 Seller : *Do you like cauliflower?*  
 Buyer : *No, sorry I don't like it.*  
 Seller : *You dislike it. All right mis, so all of them are Rp. 3.500,-*  
 Buyer : *O.k., here you are.*  
 Seller : *Thank you mis, and here it is.*  
 Buyer : *You are welcome.*

#### c. Observation

In the second cycle, the observation is focused on the children's vocabulary and fluency in the play. In this observation, researchers and collaborators receive the checklist and field notes during the implementation process.

Based on the observation, the following is a report of the activities during the learning process. 1. After playing the VCD, the children's vocabularies related to the material of 'price' were significantly increased and varied. 2. The warming up is given by turning on the VCD entitled 'numbers'. The topic of a song also appealed to the children. It was because the lyric was simple, and accompanied by a cartoon film which was familiar to the children. 3. By repetition on reading and remembering the act, the children began to memorize their role. 4. The children were motivated by themselves. They believed that studying English was surprisingly easy.

#### d. Analysis and Reflection

From the second cycle, it could be concluded that these activities already run well. It could be seen that the children were familiar with the vocabularies associating with the 'price' and 'say thanks'. Beside reminding the vocabularies that should be used when implementing the dialogue, the children also had the new words in their mind. In learning English, the material is supported by the existence of VCD containing cartoon film accompanied by a suitable song. The children were excited by the film and were easy to memorize vocabularies that exist on the track. The children had had the selfconfidence to speak English. Besides they were motivated by the teacher and also from another friend.

Based on the analysis conducted by researchers, the mastery of English was influenced by the methods, the media and the learning process. From the point of the method used, it was the children would rather do the role play than the questions and answers. In the role play, children could use a verbal language and a body language, so they were more relaxed. Children were also more excited when they were introduced the English song.

The success of learning English was also influenced by the media. In the pre-cycle it could be seen that the media used were the board, board marker, and eraser. Meanwhile, in the first cycle the equipment were the vegetables, the jars, the coins, a vegetable bag, and the purse for money. In the second cycle, the media used were the same as the first cycle, but there were also accompanied by the VCD. The theme of the third cycle was variety. In the pre-cycle, a theme that was taken dealing with the 'family tree'. The discussion on the pre-cycle was respected to the various family roles. In the first cycle, the theme was also connected to the vegetables. However, the vocabulary was

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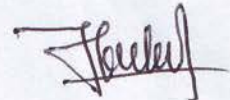
more varied than before. In the second cycle, the vocabulary was focused on the 'price' and 'how to say thanks'. Both of these materials were given for considering the sentences to be explained in a role play with the respect to the price of vegetables and a thank after buying them.

In terms of learning, all three phases of the cycle used were almost the same, but there was a few different variety. The core process of learning English for the children was the Opening, the Core, and the Closing. In the pre-cycle, the stages were the opening, followed by having the core i.e. the lecturing, giving the questions and answering classically. It was ended by the closing. For the first cycle, the stages were the opening of the apperception of the vegetable names, and followed by the core. In the core, the children were asked to play the role. The activity of cycle I was closed by singing the song, and accompanied by the games. In the second cycle, the opening was followed by reviewing a previous instruction, followed by playing the VCD. At the core of learning was demonstration and playing the role. The teaching was ended by providing the games.

In terms of the time allocation, the implementation of the cycle I and the cycle II was also showed the difference. Apparently the time allocation model for the role play was longer than the classical model of learning. In the classical model of learning, the time allotment was 60 minutes. In the role-play, it took about 75 minutes to 90 minutes. It was also based on the use of media and material enrichment.

#### CONCLUSION

The conclusion of the research that has been conducted in this activity are as follows: 1. By giving the English teaching through the Role Play technique, it can increase the children' ability in speaking English without the text. 2. After doing this research, there are some strengths and weaknesses are found. Those strengths and weaknesses are that: a) the use of real educational equipment (not mock up equipment) makes the children more easily to recognize and memorize the objects around them. This fact can be compared to the equipment in the form of writings or drawings, (b) the presence of real equipment requires more funding than the mock-up one. However, for the optimal results it will be better when using the real equipment. It is also necessary to support using other facilities, such as the tape and the VCD for varying the teaching. The time allocation should be added also, unlike the time allocation for general subjects, (C) the classroom which organized formally can make the children serious, and even feel inferior. However, if the classrooms are arranged in such a way that it make the children fun and relax, it will give the spirit for children to learn English. This class can be accompanied with the snacks.





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