IMPROVING THE STUDENTS' SPEAKING ABILITY USING ROLEPLAY AT 11th GRADE OF SMAN 12 MUARA BUNGO

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ABSTRAK

Peneltian Tindakan Kelas ini dilaksanakan untuk meningkatkan kemampuan berbicara bahasa Inggris (*Speaking*) dengan menggunakan *roleplay*. Penelitian ini dilakukan di SMAN 12 Muara Bungo dengan melibatkan siswa kelas 11 sebagai objek penelitian. Penelitian ini menemukan bahwa teknik *roleplay* berhasil meningkatkan kemampuan *speaking* siswa. Ditemukan bahwa 75% siswa mencapai taget dengan memperoleh nilai melebihi KKM, dimana nilai KKM adalah 76. Adapun hasil dari penelitian ini yaitu nilai siswa meningkat disetiap siklus yang dilaksanakan. Pada awal pre test, hanya 35,71% siswa yang memperoleh nilai di atas KKM. Kemudian, pada siklus pertama meningkat menjadi 57,14% siswa atau 16 orang siswa memperoleh nilai di atas KKM. Pada siklus kedua, ditemukan peningkatan jumlah siswa yang memperoleh nilai di atas KKM, yaitu 24 orang siswa atau 85,71% dari jumlah siswa memperoleh nilai di atas KKM. Tidak hanya itu, berdasarkan dari observasi yang dilakukan, dapat dilihat bahwa motivasi siswa dalam belajar meningkat, dengan nilai observasi yang dapat dikategorikan "Baik", yaitu 75.00% dan 80.00%.

*Kata Kunci : **Speaking, Role Play,** PTK*

ABSTRACT

This Classroom Action Research (CAR) was conducted to improve the students' speaking ability using the roleplay. It was conducted at SMA N 12 Muara Bungo which involved the 11th grade students as the objects. The reseach found that using role play technique in teaching speaking was success to improve the students' speaking skill. The criterion of action success is 75% of students could achieve the target score of the minimal mastery level criteria or KKM of English lesson was 76 (seventy six). At the beginning, there were 10 students or 35,71% of students in the class who achieved the standard criterion or *KKM* in pretest. And then, It was increased in the first cycle, there were 16 or 57,14% of students who achieved the standard criterion or KKM. In cycle 2, there were 24 or 85,71% students in the class who achieved the standard score (*KKM*). Not only that, based on the observation result showed that the students were braver and more confident in speaking, it is proved that the response of the students toward their interest in learning speaking using role play technique were 75.00% and 80.00% that means it falls into the good and very good category.

*Keywords : **Speaking, Role Play, Classroom Action Research (CAR)***

INTRODUCTION

Speaking is the most important skill in English teaching for foreign language, since the students need to speak and interact in the classroom. speaking is that communicative is an exchange between people, knowledge, information, ideas, opinions, feelings so that it must become a conceptual idea and follow, from what they will say, or it can be called an act of communication through speaking. It is an important skill for EFL students to express their ideas appropriately and to build good communication. According to Glover (2011) speaking proficiency can be used as the evidence of language achievement.

According to Spratt and Williams in Annisa, (2015: 498), "speaking is a productive skill as the writing. In speaking, we speech produce while in reading we produce a text. speaking involves speech in order to express meaning to other people".

In powering the speaking skill, students find many problems, since they do not used to apply English in their life. In speaking, some students are reluctant to speak, afraid of making mistake and passive in a speaking activity. These difficulties in learning lead students to have little interest in learning English. Based on the observation to the eight grade in SMAN 12 Muara Bungo ,The problems in SMAN 12 Muara Bungo are speaking activity. The problems rise as the students are not maximum and active in the practice of speaking skill in every session in the class. They are mostly passive and difficult to involve in every conversation or discussion in every material of speaking lesson in English. The students who can be active are not more than 30% in the class. Moreover, based on the pre observation, only 35,7% students could pass the standard (KKM). most of students got score lower than 76.

Problem in developing skill, particularly speaking skills occur as the students are not confident as well as not having motivation in every speaking activity done in each class. Therefore, the participation of the students becomes as passive as they do not have motivation. Students are not enthusiastic inspeaking and he students are feel bored when learning speaking. As the solution to overcome this obstacles, there have been many methods applied and developed, role play can be one of the solution Role play reinforces and resolves the problems faced by the students. According to the problem, the writer of this research tries the appropriate technique which could be used to help students to improve their speaking skill. It was Role Play technique which required students to work in pair or group to perform a simple dialog or scenario.

The Role Play is a teaching strategy in Communicative Language Teaching method which demands the students to be creative and active in applying the material and expression they learn. According to Tompkins in Sutapa (2010 : 3), Role Play encourages thinking and creativity, let students develop and practice new language and behavioral skills in a

relatively non threatening setting, and can create the motivation and involvement necessary for learning to occur. In Role Play, the students are easier to comprehend the way to ask and give opinion since they practiced it directly like in a real-life situation. If the students understand the use of the vocabularies, they will be confident to use them in speaking. As the result, they will be fluent in speaking.

Based on pre-observations that the students are less enthusiastic or not too active in speaking and students feel bored when learning speaking, so that students are less interested in learning speaking. Therefore, the researcher chose the role play technique to improve speaking skills, because role play can improve speaking skills, train speaking courage, and can increase vocabulary in English, and role play can make students more enthusiastic in speaking. The writer believes that this technique is appropriate for solving students' problems in speaking. Therefore, the author intends to conduct a research entitled "Improving Student's Speaking Ability Through the Role Play at Eight Grade of SMAN 12 Muara Bungo"

METODE

This research was conducted through Classroom Action research, a research that is conducted by teachers in their own class through self-reflection, with the aim of improving their performance as a teacher, so that student learning outcomes increase. According to Arikunto (2011: 3),

classroom action research is an examination of learning activities in the form of an action; the action was given by the teacher.

As it was stated by Sugiyono (2014 : 7) the object of research is an attribute or value of other people's objects or activities that have certain variations that are determined by the researcher to be studied and then draw conclusions. therefore, this research was conducted in XI IPA 2 class of SMAN 12 Muara Bungo. This senior high school is located at Muara Bungo Jl. Rangkayo Hitam. Those students were chosen as the objects of this research location because based on pre-observation in the English learning process speaking English is still below average or still not confident in speaking because they are afraid of making mistakes. Therefore, they become very quiet and shy. So it is necessary to do classroom action research that aims to improve speaking English using the role play method.

There were 28 students involved to this research. they were chose using purposive sampling. According to Sugiyono (2014:124) "the technique of determining the data sample with certain considerations." Therefore, the researcher chose to use a purposive sampling technique, because the sampling was done by looking at the low speaking scores. Then based on the total population in class IX there are 146 students. The researcher chose a sample of class IX. IPA 2 involving 28 students. These students were used as samples in the study.

The instruments used in this study were observation sheets and documentation. The observation was used to see teaching and learning process. In relation to this research, the objective of observation is to know and record the process of students during learning to speak English using the role play method which will be analyzed further. The observation sheet was used as a guide to make the observations obtain the required data. As it stated by Sukardi (2013) that observation is an action or a process of taking information or data through observation media. In this observation, the researcher used the main means of the sense. It is reffered to Trianto in Moh.Djazari (2018) using sight, smell, hearing, touch, or if necessary by taste. According to Sutrisno Hadi in Sugiyono (2014: 203) observation is a complex process, a process composed of various biological and cycological processes.

Besides that, this research used non-test documentation consisting of a syllabus, a lesson plan, field notes, a list of names for XI grade of Science program at SMAN 12 Muara Bungo, and photos of the learning activities taking place.

To find the required data, this classroom action research was conducted using a spiral model from Kemnis and Me. Taggart, H.M sukardi (2013). Each cycle consists of three stages, including planning, action, reflection. Each cycle can be explained below

:

A. The First Cycle of CAR
a. Planning

In this phase, the researcher made a planning for the action based upon the problems faced by students toward speaking ability. Researchers prepare the following:

1. Using learning tools such as lesson plans, student worksheets and teaching materials used in learning.
2. Compiling research instruments consisting of observation sheets to observe teacher and student activities as well as role play tests.
3. Using learning media that will be used during learning.
4. Taking the documentation of activities.

To make the observation ran well, there was 1 observers involved, another English teacher. The student worksheets used in the first cycle are in the form of dialogues. Then the student's tasks must be done in groups according to the steps of the Role Play learning method that will be carried out.

b. Action

The first cycle was held for 2×45 minutes (2 meetings), namely on August 20th, 2021 and August 24th, 2021. Researchers did two meetings for cycle I.

First meeting

This meeting was held on Wednesday, August 20, 2021, the first meeting learning lasted for (2x45) minutes. Activities carried out at this meeting include:

a. Initial activities

At the first meeting the teacher entered the class and said hello, then the teacher asked the class president and other students to tidy up their seats and pray before the lesson began. After finishing praying the teacher answered the greeting and immediately checked the attendance of students one by one through class attendance, then the teacher explained the topics, objectives and learning outcomes that must be achieved by students, besides that the teacher also gave motivation to students.

b. Core activities

At this meeting, the teacher conducted role play by using scripted role play. First, the teacher introduced the material by giving example of dialogue and related vocabulary items. second, the teacher wrote some examples and demonstrated how to pronounce it. Third , the teacher divided students into some group and gave script of dialogue. Next, the students practiced and understand the dialogue, and performed the dialogue in the front of the class. Then, teacher gave feedback to the students after finishing their performance.

c. Closing Activity

At last, the teacher gave general conclusion. That is about material that has been done by the students in their role play. And provide reinforcement and motivation for students to be diligent in speaking in English so that they

are fluent. Then the teacher closed the lesson by saying hello.

Second Meeting

This meeting was held in August 24, 2021 based on the Lesson Plan. The first meeting learning lasted for (2x45) minutes. Activities carried out at this meeting include:

a. Initial activities

The implementation of the actions in the first cycle of the second meeting in the initial activities of the teacher started the learning by opening the class with greetings, checking student attendance and reminding the lessons learned previously, as well as motivating students.

b. Core activities

At this meeting the teacher gave post-test 1 at the end of cycle 1. It took the form of a role play and was carried out by each group. Students make a dialogue and then display it in front of the class. Post test1 was conducted to measure how well the students' achievement in speaking improved. The teacher goes around to make sure the students make up the dialogue. After making the dialogue, the teacher asked the students to read the dialogue they made in front of the class. Then the teacher gave a gift in the form of applause.

c. Closing activities

At the end of the lesson, the teacher and students conclude the material that has been studied together. Students are emphasized to ask questions so that students

can better understand the material given by the teacher. Then the teacher closed the lesson by praying and greeting.

The Second Cycle
A. Planning

The second cycle is planned with 3 stages, namely, the initial stage, the core stage, and the final stage. This cycle takes 2 hours of lessons (2 x 45 minutes). What is done at this stage is an outline of the material, as well as the implementation of the role play method. In this second cycle of action planning, the researcher prepared the research needs, namely the Lesson plan for the same, observation sheets used to observe the course of learning activities, and tests used for post-test II scores. In observing the ongoing teaching and learning activities, the researcher was observed by another English teacher.

A. Action

The implementation in cycle II was conducted in 2 meetings.

1. First meeting

This meeting was held on Wednesday, August 28, 2021, the first meeting learning lasted for (2x45) minutes. Activities carried out at this meeting include:

a. Initial activities

In the initial activity the teacher opened the lesson with greetings then pray together, after the teacher checked the students'. In this step, the teacher asked the students about difficulty in using role play technique and tried to emphasize some aspects that have not been done yet in the first cycle.

b. Core activities

At this step, the teacher made some modifications in the role play that was carried out. First, the teacher asked the students one by one about the role play material. Then, teacher divided the role play dialogue to each group. After the teacher divided the role play dialogue to each group, students read and understand the dialogue in order to master it. After that, the students play the dialogues in front of the class. After completing the performance, each student was given feedback.

c. Closing Activities

In this activity, after all students were told to back to their seats, the teacher gave a conclusion from the learning process. The researcher ended this meeting by motivating students to be more diligent in studying. After that, the teacher closed the lesson by saying greetings which were answered in unison by the students.

2. Second meeting

This meeting was held on Saturday, September 4, 2021, based on the Lesson Plan. The second meeting learning lasted for (2x45) minutes. Activities carried out at this meeting include:

a. Initial activities

The implementation of the action in the second cycle of the second meeting in the initial activity

the teacher opened with greetings then prayed together after that checking the attendance of students. The teacher reviewed the previous material by asking questions so that students remember what they have learned.

b. Core activities

At this meeting the teacher gave the second posttest. In the form of a role play and carried out in groups. Students make a dialogue based on what is exemplified in meeting 1 and then display it in front of the class.

c. Closing activities

The teacher gave advice and motivation to students to stay enthusiastic and active in learning. Then end with a prayer together and say greetings.

FINDING AND DISCUSSION

This classroom action research was conducted on 20th July to 4th August 2021. It was done in 2 cycles, each cycle consisted 2 meetings which is measured as 2 hours of lessons (2 x 45 minutes). Based on the observation done, it was found

The Preliminary Study

a. The Result of Pre Observation

Pre observation was conducted to observe the process of teaching learning in speaking activity before implementing the action. The researcher conducted pre observation in the target class on 04 November 2020. Based on the pre observation, this class showed that they did not participate in the class conversation and discussion. Besides that, they felt shy to do a presentation in front of the class. They were not courage to be involve in the speaking learning process. They were encountered with the hesitance of practicing the material as well as the drilling conducted by the teacher in the learning process. In the other words, the students had problems with their confidence. Therefore, they needed a technique to improve their speaking skill and make the English- speaking lesson more exciting. And this classroom action research was conducted to overcome this problem.

b. The Result of Pre Test

In analyzing the data of pre-test, the first step is to get the mean score of the class. It is calculated as following:

$$Mean = \frac{\sum x}{N}$$

$$Mean = \frac{2066}{28}$$

$$Mean = 73{,}79$$

Based on the result of pre test, the data showed that the mean score of pretest was 73,79. It means the students' speaking mean score before using role play was 73,79. From that computation, the students' score percentage in the pretest was 35,71%. There were 10 students who passed the KKM and there were 18 students are still below the KKM. Based on this pretest result, it could be seen that

students' speaking ability was still very low.

The First Cycle of CAR

A. Observation

1. The result of observation cycle I

Observations in the first cycle were done by researcher, it was observed by an English teacher and friend in order to see the implementation or application of the role play method in the learning process for both teachers and students. It aimed to see the steps of the teacher's activities and measure the level of students' speaking in the role play learning process. This observation uses teacher and student observation sheets in the learning process using the role play method. The description of the elaboration of the results of the observations is as follows:

a. Teacher activities

In this first cycle, it was found that the score of observation was obtained by the observer was 39. And then the maximum value was 50, which is the total score. The percentage was 78%, categorized as **Good** referred to Ridwan (2007) as following criteria.

No	Score	Score	Category
1	81%-100%	4	Very Good
2	66%-80%	3	Good
3	51%-65%	2	Enough

| 4 | 0-50% | 1 | Less |

Table 4.1 Teacher Value Range

b. Students' Activities

The implementation of the learning process using the role play method by the teacher based on the observation sheet can be seen from the Students Activities. To see the achievements on the student's observation sheet, the researcher used a range of values. The range of values on the student's observation sheet was reffered to the range value by Ridwan (2007)

No	Score	Score	Category
1	81%-100%	4	Very Good
2	66%-80%	3	Good
3	51%-65%	2	Enough
4	0-50%	1	Less

Table 4.2 Student Value Range

The result was found 82%, categorized as **very good**.

2. The Result of post test I

In the cycle 1 of CAR, the researcher calculates the result of posttest 1 to know the students' score improvement from the pretest to posttest 1 result. There were three steps to get this improvement. Those were calculating the students' mean score of the class, calculating the students' improvement score into percentage and calculating the class percentage.

Based on the result of post test 1 above, the mean score of the class derived 75,85 in which there were students who passed the *KKM* 76 (seventy six). It shows that there are some improvements from the pretest mean score. It can be seen from the pretest mean score (73,79) to the mean score of the post test 1 (75,85). it was improved 2,06 (75,85-73,79).

The second step was the calculation to get the percentage of students' improvement score from pretest to the posttest 1 was 2,7 %.

The third step was to know the percentage of students' score who passed the KKM (76) in posttest 1. It was found the class percentage which pass the *KKM* is 57,14%. it means that in the cycle 1 of CAR, there were 16 students who passed the *KKM* and there are 12 students got score lower than *KKM*. The students' improvements which pass the KKM was 21,43% (57,14% - 35,71%). Even though it is still needed more improvement because it could not achieve yet 75% as the target of success CAR.

b. Reflection

Based on the observations of the observer in the first cycle of activities found the following things:

1. There was an increase in the average students speaking compared to the pre test, which was 35.71% and increased in cycle 1, which was 57,14%.

2. The highest score in pre-action was 85 and in cycle I was 88.
3. The lowest score in the pre-test was 65 and in the first cycle was 72.
4. Students pay less attention when the teacher explains, such as some students who are less serious in paying attention to the teacher's explanation.
5. Students are less active in playing role play and not fluent in playing role play.
6. There are still students who chat with friends outside the material discussed so that some students are less active in the learning process.
7. Teachers are less than optimal in motivating, conveying learning objectives, and in time management.

The Second Cycle of CAR

Observations were made by researcher in the second cycle with the aim of seeing the application and implementation of the Role Play Method in the learning process for both teachers and students. This observation uses the observation sheet of teacher and student activities in applying the Role Play Method as was done in cycle I. The description of the translation of the observation data is as follows:

a. Teacher Activities

To see the achievements on the teacher's observation sheet, the researcher used a range of values. The range of values on the teacher's observation sheet was reffered to Ridwan (2009) range value.

The implementation of the learning process using the role play was 82%. It can be seen from that the success rate of researchers is in the Very Good category.

b. Students Activities

Based on the observation data, the learning activities carried out by students through the role play method have been carried out very good by students. The students have participated in learning activities, confidently and fluently in speaking English and performance in accordance with the steps for doing role play. Based on the percentage value of the student's observation sheet, it was 80%. it can be seen from the range of values above that the success rate of researchers is in the **Very Good** category.

The Result of Post test II

In the cycle 2 of CAR the researcher also calculates the result of posttest 2 to know further the score improvement either from the result of pretest or posttest 1. There are three steps to know this improvement. Those are to calculate the mean score of the class, to percentage of the students' improvement score, and to calculate the class percentage which pass the KKM (76).

From the calculation, the mean score of posttest 2 is 79,85. It means that there are some students' improvement scores (4) from the mean of posttest 1 (75,85).

The second step was to know the calculation of the percentage of students' improvement score. Here,

the writer computes by using the formula:

$$P = \frac{Y2 - y}{y} x100\%$$

$$P = \frac{79,85 - 73,79}{73,79} x100\%$$

$$P = \frac{6,06}{73,79} x00\%$$

$$P = 8,21\%$$

Based on that computation, it could be seen that the posttest 2 improves 8,21%% from the pretest. The last step is the writer tries to get the class percentage whose score pass the KKM. It uses the calculation as following:

$$P = \frac{F}{N} 100\%$$

$$P = \frac{24}{28} 100\%$$

$$P = 85,71\%$$

From that calculation, the class percentage is 85.71%. It means that in the cycle 2 there are 24 students who pass the KKM and there are only 4 students are below the KKM. The class percentage of posttest 2 shows some improvements from the previous test; the improvement is 50% from the pretest (35,71%) or 28,57% from the class percentage of posttest 1 (57,14%).

D. Reflecting

The researcher analyzed the result of cycle 2. Most of the students respond the teacher actively. Furthermore, the teaching learning process is done verywell. The researcher felt satisfied because the

students have significant improvement from the score they get from pretest(35,71%), posttest 1(57,14%) and post test II(85,71%). After achieving the target research, therefore the researcher decided to stop the Classroom Action Research because it had already succeeded.

4.4. Comparison between Each Cycle

In the pretest, the mean score of students on speaking test before carrying out CAR is 73,79. It is students' speaking score before they use role play technique. Meanwhile, the class percentage which pass the KKM is 35,71%. It means that there are only 10 students who are able to pass the KKM (76) and there are 18 students are out of the target.

Next, the mean score in the posttest of cycle 1 is 75,85. It means that there are some students' score improvement from the previous test (pretest), that is 2,06 (75,85-73,79) or 21,43%. Meanwhile, the class percentage which pass the KKM in posttest 1 is 57,14%. It shows there are 16 students who pass the KKM and there are 12 students whose score still under KKM. However, it is still needed more improvement because it could not achieve the target yet of success CAR, that is 75% (or at least 21 students) from the class percentage. That is why the writer continue to the second cycle.

Furthermore, the mean score in the posttest of second cycle is 79,85. It shows the students' improvement

score 4 (79,85-75,85) from the posttest 1 (75,85) or 28,57%. Meanwhile, the class percentage which pass KKM is 85,71%. It means there are 24 students whose score pass the KKM and there are 4 students are under the target of KKM. This class percentage shows some improvement 50% from the pretest (35,71%) or 28,57% from the posttest 1 (57,14%) in the class percentage. The posttest of cycle 2 hus fulfilled the target of CAR success, that is above 75% students could pass the KKM. It can be said that car is success and the cycle of car is not continued.

The increase in the percentage of student completeness based on the comparison of the number of students who have reached the KKM during Pre test, Cycle I and Cycle II can be seen in the following diagram:
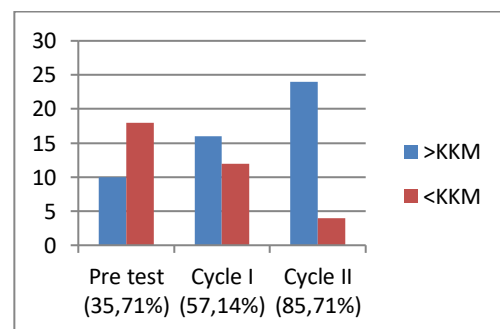
This current research found the same result with thesis Kharismawati the students' speaking skill had significantly improved from the pre-test to the both of post-tests. It could be seen from the mean scores of students' speaking skill that increased from the pre-test to post-test 1 or post-test 2.

This research approved that the the students are able to acquire language influenced by some factors, included society, relationship, environment, attitude toward the language, and love (Oktavia, 2020). The role play made the students had positive attitude toward the language, they gained good motivation to learn and practice speaking.

In other words, the role play uses different communicative techniques and develops fluency in the language, it creates a positive atmosphere in the class. It promotes interaction in the classroom and increases motivation. So that, the role play can improve learners' speaking skills, and help learners to interact among the students as they play their parts lead them to practice and develop the ability in speaking. Not only that, the application of the role play method in addition to improving speaking English can also increase students' self-confidence. So, it can be concluded that according to the existing theory, the application of the Role play method can improve students' speaking English.

Conclusion

After conducting the whole steps of this Classroom Action Research, the Researcher concluded as the result of this research. Furthermore, related to the conclusion the researcher also gave some suggestions. However, before the writer concludes the result of study and contributes her suggestions, she would like to present the summary of this research. The researcher would like to sum up this research. This research used the Classroom Action Research (CAR) method in which to identify the problem on students' speaking ability. It is initiated through the observation in the VIII.4 class of SMPN 7 Muara Bungo, which is considered as the class whose speaking ability is low. The amount of students of that class is 28. In this Classroom Action Research, the writer implemented the Kemmis and Taggart's design which consists of four phases. Those are planning, action, observing, and reflecting. Meanwhile, the data is derived from the test, and observation.

Moreover, related to the test result, there was 21,43% improvement of students' mean score from pretest to the posttest of the first cycle. In the pretest, there were 10 students who passed the KKM. Meanwhile, in the result of posttest in cycle 1, there were 16 or 57,14% students in the class who passed the KKM considering their mean score of test is 75,85. Next, based on the result of the posttest in cycle 2, there were 24 students or 85,71% students in the class who passed the KKM considering their mean score 79,85. It is showed that the students have significant improvement, the improvement can be seen from the score that gets higher, from pretest, post test, and post test 2.

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