

Improving Students' English Speaking Skills by Using the Roll Play Method

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ABSTRACT

This study had a purpose to develop students speaking skills of eighth-grade students of Class VIII A SMP Muhammadiyah 2 Way Panji east Lampung through role-play activities. Classroom action research (CAR) method were used in this study based on a Kurt Lewin design which consisted of planning, acting, observing and reflecting. In this classroom action research, two cycles were used in this study and in every cycle had been teach in two meetings. Based on the results of research conducted by researchers, the application of role play in the classroom was very popular with students, this was based on the results of the questionnaire 85,99% into very strong categories. In addition, students also experienced a significant increase before the application of role play, this was proven by the results of the students' scores during classroom action research, namely pre-test 61.58, post-test 1 73.32, post-test 2 79.22.

1. Introduction

English is a language that is used as an international communication tool, thus English is very important to be learned by everyone in the world to establish wider communication. By mastering English one will be able to more easily expand networks and insights and not be limited by language differences between nations and countries. (handayani, 2016) In learning English four basic competitions must be mastered by students including speaking, reading, writing and listening skills. From all of them, speaking skills are the most important in learning English, because the main use of language is to communicate with other people. (Mulyani, 2016)

In speaking skills, several aspects need to be considered including pronunciation, intonation, fluency, grammar and so on. (Heaton, 1990) This greatly affects the continuity of communication. For this reason, understanding these aspects can create good communication and lead to understanding. (T.W, 2008) In communicating using English, of course, there are often mistakes in pronunciation, hearing, wording and so on. Because of the different nations and countries that use English, each nation and country has L-1 characteristics that are different from one another, so maybe it still affects their L-2. (Eka Oktarini, 2006) For that someone who learns speaking skills must understand well from all aspects of these speaking skills.

The role play method is a method used to provide an understanding of how to convey words, listen to conversations, respect other people's opinions, and understand characters, storylines, and others so that students can apply the knowledge gained in the real world. The effect of this is that students are less enthusiastic about participating in learning, some students are inferior and lack confidence in speaking or expressing opinions, and most students are still lacking in mastering vocabulary and understanding English learning materials. From this explanation, the researcher felt that he wanted to apply the role-play method in class VIII A SMP Muhammadiyah 2 Way Panji east Lampung maybe it could create interest in students so that students could be more enthusiastic about learning English, especially in the field of speaking English skills.

2. Research methods

The researcher uses Classroom Action Research (CAR) in this study. In this study every cycle containing four phases; plan, act, observe and reflect. A research method to find out and test how much influence the application of the role-play method had on improving English speaking skills for the students of Class VIII A SMP Muhammadiyah 2 Way Panji east Lampung

Researchers researched eighth-grade students of SMP Muhammadiyah 2 Way Panji east Lampung Academic Year 2022/2023. The account of students consists of 62 (sixty-two). the researcher carried out the research for 4 (four) weeks starting from July 01 to July 15, 2022.

To clarify, the author would like to present the model from Action Research proposed by Kurt Lewin in the image below:

Post-test 1

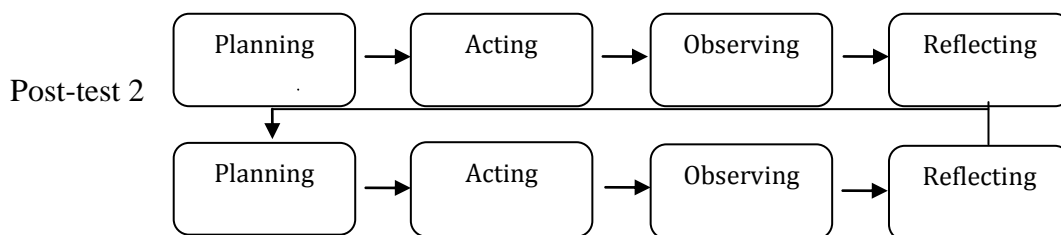


Figure 2

The Phases of Classroom Action Research Modified by the Researcher of Kurt's Lewin's

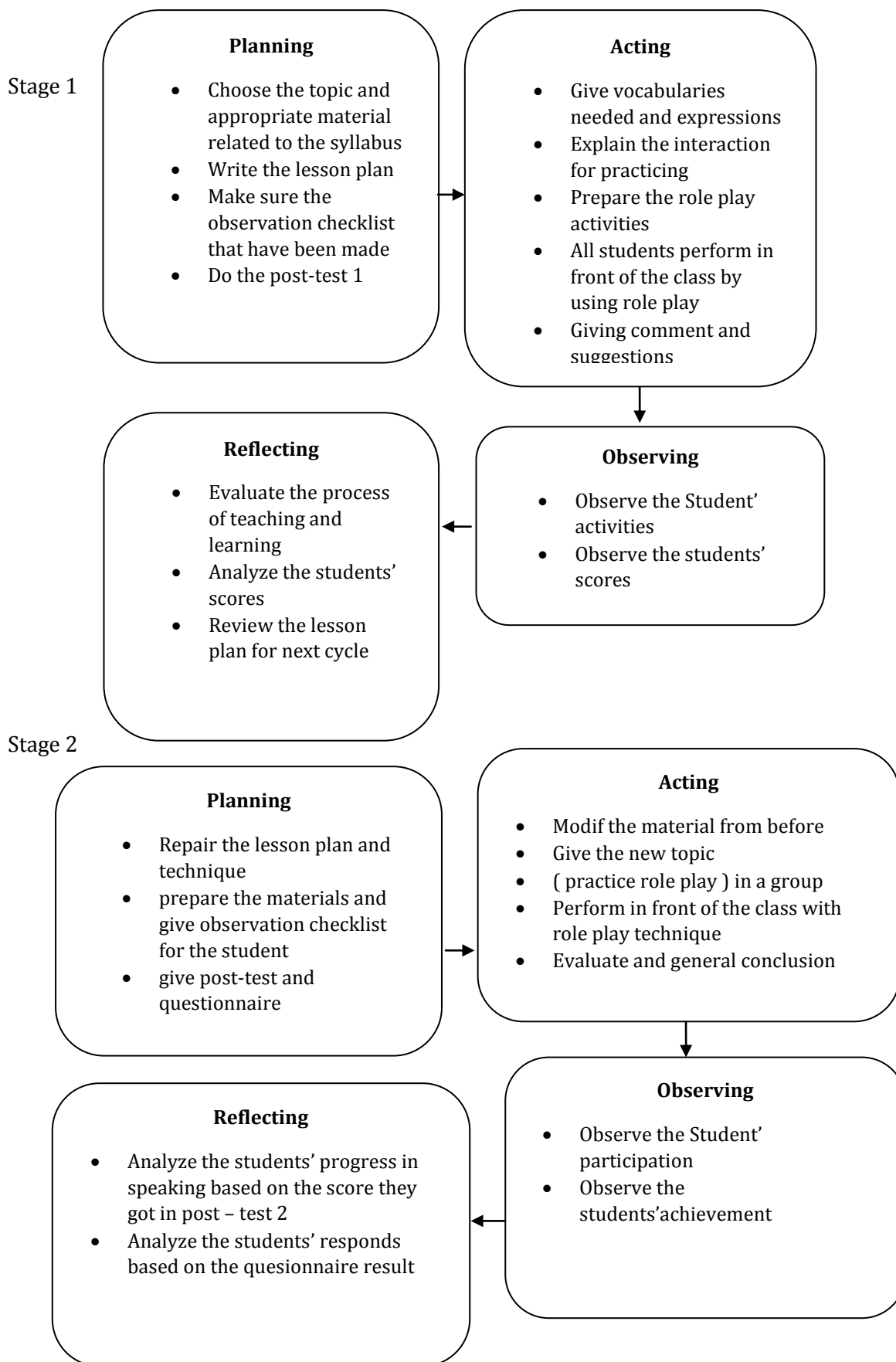


Figure 2. Adapted from Kurt Lewin's Action Research Desig)

Table 1. The Student's Participation in Speaking during CAR

Skills	Pre observation	Cycle 1	Cycle 2	improvement
Participation in class	19,35%	43,54%	87,09%	67,74%
Participation in discussion	17,74%	48,38%	83,87%	66,13%
Giving oral presentations	33,87%	72,19%	95,16%	61,29%
Pronunciation	24,19%	69,35%	90,32%	66,13%
Fluency	16,12%	43,54%	75,80%	59,68%
Konfident to speak	20,96%	70,96%	96,77%	75,78%

3. Results and Discussi

From the rensults of the overall data of pre-test to post-test 2, it can interpret that in the implementation of the pre-test, it means that before conducting classroom action research, the average score of students is 61.58. Of all students, only 15% passed the minimum score (75) or 9 out of 62 students.

In post-test 1 the average score is 73.32, this indicates that there is an increase from before conducting action research or before the application of role play, which previously in the pre-test the average score was 61.58 nominal terms or a percentage increase in the average score. students were 11.74 (73.32 - 61.58) or 19%. the students who passed by minimum score in post-test 1 was 44% or 27 of 62 students. These results still have not reached the target of 75% of the tota students who pass the minimum score. Thus the researchers continued to cycle two to achieve the desired target.

In post-test 2, the average score is 79.22, this indicates an increase compared to post-test 1 or pre-test. The nominal increase from post-test 1 or pre-test is as follows, post-test 1 5.90 (79.22-73.32), pre-test 17.64 (79.22-61.58). the student who passed the minimum score in post-test 2 was 84% or 52 of 62 students. In detail, the percentage increase from the pre-test was 69% (84%-15%) and from the post-test 1 40% (84%-44%). The results of the students who passed the minimum score in post-test 2, showed that the CAR had obtained success, namely students who passed the minimum score above 75%. Thus, the researcher is sufficient in the second cycle because the CAR has met the target that has been set.

4. Conclusion

The researcher can conclude that this study which identify students' speaking abilities that uses the classroom action research (CAR) method.

The steps taken by the researcher began with observation activities in class VIII A SMP Muhammadiyah 2 Way Panji east Lampung where the speaking ability of the previous students was still in the low category. The number of students in that class was 62 students. In this classroom action research, the researcher uses four stages including planning, acting, observing and reflecting. In addition, data acquisition comes from tests, questionnaires and observations.

Based on the test results, there was an increase in the average score of students by 19% from pre-test (61.58) to post-test 1 (73.32). From the point of view of students who passed the minimum score in the pre-test, there were 15% or 9 students out of 62 students, while in post-test 1 there were 44% or 27 students out of 62 students who passed the minimum score, this percentage an increase in students who passed the minimum score from the pre-test to post-test 1 is 29%.

Continued in post-test 2, the increase in the average score of students was 8% from post-test 1 (73.32) to post-test 2 (79.22) or 29% from pre-test (61.58) to post-test 2 (79, 22). From the point of view of students who passed the minimum score in post-test 2 is 84% or 52 students out of 62 students. From this percentage, there is an increase of 40% from posttest 1 (44%) or 69% from the pretest (15%). These results indicate that there is a significant increase in students. Based on the research that had done in VIII A SMP Muhammadiyah 2 Way Panji east Lampung, the researcher can conclude that based on the achievement of student grades, the application of the role-play method can improve students' speaking skills.

Based on student responses in the implementation of CAR obtained through questionnaires, it shows that the responses regarding students' interest in learning using the role-play method are 89,56% which indicates a very strong response.

Based on observations, students are more courageous and confident to speak, this is evidenced by the participation of students in active speaking in class, discussing, appearing in front of the class, confidence, fluency in speaking and pronunciation.

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