Role Play Methods Strategies to Improve Students' Speaking Ability

M. Hilmy Hidayatullah [1], Sirrul Bari [2], Annisa Kurnia Asri [3], Nurlailatul Jannah [4]

1,2,3,4 English Education Departement, Social Science and Humanities Faculty, Ibrahimy University

Korespondensi Email: Hilmyzuhil@gmail.com, Hilmyzuhil@gmail.com, Siruulbari1992@gmail.com, Annisakurniaasri@gmail.com, Nurlailiyatuljanna@gmail.com

A R T I C L E   I N F O

A B S T R A C T

This study aimed to determine the implementation of role play to improve students' speaking skill in the grade VIII MTs Al-Ittihad Ketupat Ra'as Sumenep. This research used Classroom Action Research (CAR) which consisted of two cycles, each cycle included planning, implementing, observing, and reflecting. The cycle was stopped when the indicators of success had achieved the completeness of learning set by the school. Completeness of learning for grade VIII subjects is 75%. The results showed students' increase in the grade VIII MTs Al-Ittihad Ketupat Ra'as Sumenep learning outcomes in each cycle. The increase in learning outcomes was shown in the pre-test results with the percentage of completeness of learning 4,55% and there was an increase in the results of the post-test cycle 1 to 31,82%, and an increase again in the results of the post test cycle 2 to 81,82%. The increase in learning outcomes from the results of the pre-test, post-test cycle I to post-test cycle II was due to improvements in the application of role play after evaluating the learning process activities and learning outcomes. From the results of observations in the learning process of students' speaking skill in the grade VIII MTs Al-Ittihad Ketupat Ra'as Sumenep, the students showed a good response. It could be concluded that learning using role play strategy in the grade VIII MTs Al-Ittihad Ketupat Ra'as Sumenep could improve the student's speaking skill.

1. Introduction

Education is the main factor to build the character of someone. Education is needed to face global changes that will affect the order of life in society, nation and state. The learning process in this school does not increase students' creativity. Teachers still use less varied learning models with Teacher Centred Learning without involving students to take an active role in learning so that the learning atmosphere is less conducive. To improve learning, an appropriate learning model is needed. The choice of learning model must be adjusted to the characteristics of students, material, conditions, and educational goals to be achieved(Nurfiatin, 2016). The aim of education is to increase the student's ability to the maximum extent he can (Lie, 2006, p. 5).

Learning English in schools will involve several components such as: students, teachers, materials, learning objectives and language learning environment. English has an important role in every aspect of human life, such as business, academics, tourism, and others. Because of its huge role, English is studied in most countries as a foreign language (Baron, 2015, p. 54). According (Kumaravadivelu, 2006, p. 7), teaching English in schools can combine four aspects of language skills, those are listening, speaking, reading and writing. Therefore, schools are expected to be able to create good English language teaching by empowering resources and facilities that have as optimal as possible.

There are students who think learning foreign languages is a burden and ultimately do not want to participate in foreign-language learning activities because students are less able to understand foreign language learning, from these problems it is better for teachers to be able to build students' desire to learn foreign languages with other alternatives.

Speaking is the productive oral skill. It consists of producing systematic verbal utterances to convey meaning. Teaching speaking is sometimes considered a simple process. Commercial language schools around the world hire people with no training to teach conversation (Kayi, 2006). From the explanation above, we can conclude that speaking is a process to convey and share ideas and feeling orally. Speaking is also about telling introduce of their self, telling about activity, telling about family ect. Speaking involves some skill such grammar, vocabulary, pronunciation, comprehension, fluency and pronunciation in speaking (Nunan, 2003, p. 50).

Role play is apopular pedagogical activity in communicative language teaching classes(Brown, 2000). Role play is a illustration of a certain paradigm condition on one thing in the community through scenarios, the actor who apply without providing any verbal information will be seen by students responses or other fellow actors(Dananjaya, 2023, p. 122).And also Role play is a planned learning activity designed to achieve specific educational goals (Zaini et al., 2008). Thus, with role play students would really have well preparation before they spoke,they also had a good design to achieve the purpose of teaching and learning. The role playing technique has been used successfully in a various situation and institutions(Zaini et al., 2008). According to (Setiani, 2016), the role play method has an important. role in the learning process, and can be used if:

It takes a long time to do it properly and correctly without the slightest error. No one in this world can use and understand various languages with only one lesson, either by listening or reading, even newborn scan not speak immediately, as well as. speaking English skills requires a sufficient learning

In the context of learning English, it is necessary to have a companion teacher who can already use the language. To in still language in students, an approach is needed so that students can understand more the language learning delivered. To make students easier to understand words in English, it is better to start using words that are related to activities that are often carried out by students everyday and are demonstrated in a real form and done repeatedly.

One of the learning strategies that focus on students being active in participating in teaching and learning activities is a role play strategy. Role play is an improvement in learning strategies that make students do a lot of activities. The role play strategy aims to make students more happy and enthusiastic in learning, it is easier to understand the concepts they are learning, and their learning outcomes also increase.

With this strategy, it is hoped that students will not feel bored in following the teaching and learning process. Students and teachers will be able to create more active, creative, and innovative learning and in the end students will be more serious, understand more, and enjoy the learning process, especially in English lessons in class as a learning activity while playing. It was found at the beginning of the meeting with the English teacher of the VIII grade students of MTs Al-Ittihad Ketupat Ra'as Sumenep learning English that the students' speaking skill was still low, lack of knowledge of English, and the strategy used was still less attractive. This is obtained through the results of data collection that has been averaged together with the English teacher of them when the English lesson takes place. The description above is an illustration of how important it is to create active and fun student learning. So that the authors felt interested in conducting research.

The aims this research are (a) to know the steps which are used to apply role playing strategy in improve the students' speaking skill; (b) to find out the improvement of the students' speaking skill.

2. Methods

The research method is an attempt to find and explore something that already exists whose truth is still doubtful to be tested(Salahudin, 2015, p. 102). In this type of research, classroom action research is used Classroom Action Research is a research that focuses on the problems faced by teachers in the field that is student speaking skill is still low, lack of knowledge of English and the strategy used is still less attractive.

The term classroom action research (CAR). From the name, it shows that the content contained there is a research activity carried out in the classroom(Salahudin, 2015).The research subjects were students of the VIII grade of MTs Al-Ittihad Ketupat Ra'as Sumenep. There are 22 students in the VIII grade. In the background, explained that the speaking skill of English for the VIII grade was still low. This is evidence by the average result of pre-test only reaching 58,9. This was proven that they still did not achieve the KKM (69). This research used classroom research design which developed by Kemmis and Mc Taggart.

In this research, the researcher did acted as a reseacher and observer during researching. This reseach was carried out in 2 cycles consisting 4 steps, namely 1) planing, 2) implementation, 3) observation, and 4) reflection. Before carrying out the steps, the researcher first did did an initial reflection and pre-test to identify the problem(Arikunto, 2010, p. 135).

Before starting the research, the researcher first did an initial reflection based on observation in the classroom. The researcher also gave a pre-test to the research subject. From the pre-test, the researcher also was able to identify the research problems, that was the speaking skill was still low, lack of knowledge of English, and the strategy used was still less attractive

Cycle 1 consists of steps: (1) Planning. In thisstep, the researcher prepared the lesson plan and everything related to action research such as: (a) The researcher created an Implementation Plan (RPP) that is about give an account of events and activities, (b) The Researcher compiled and prepared activity observation sheets, (c) The Researcher prepared the post-test 1 to collect the data to know whether there are some students' improvement scores from pre-test to post-test 1. (2) Implementation. The plan that had been prepared as above is then implemented through several actions, namely: (a) The researcher introduced the materials. (b) The researcher told the rule to the students, (c) The researcher designed the situation, (d) The researcher divided the students into several groups, (e) The students practiced in front of the class with their group. (3) Observation. The researcher observed the whole speaking activities by each group. There were the students did their task careless and did not do their task. They started talking or asking their friends, but the students still lack in vocabulary and low ability in speaking test. (4) Reflection. At this stage, the researcher evaluated all the actions that had been taken based on observations. The results of observations were then collected, then analysed to determine the increase in success and look for problems and shortcomings during the learning process. Some of the students had difficulties in making conversation with their friends because they did not know how to pronounce the word. Besides there were some students did not make a conversation with their friends because they were lack in confident and vocabularies. If the research objectives have not been achieved in the first cycle, the researcher will continue to the next cycle. Then the researcher needed to continue in the second cycle.

Cycle 2: Based on the results of reflection in cycle 1, if the improvements still did not achieve the KKM, the second cycle was carried out with the following steps. (1) Planning. This was based on the need for cycle II reflection. Some things that needed to be prepared by researchers and teachers, namely: (a) The researcher rearranged the lesson plan (RPP) about give an account of events and activities. (b) The researcher prepares facilities in the form of supporting facilities needed during the learning process. (c) Prepared the post test of cycle II to collect the data to know whether there are some students' improvement scores from post- test of cycle I to post test of cycle II. (2) Implementation. The researcher carried out the action with the following steps: (a) The researcher introduced the materials, (b) The researcher told the rule to the students, (c) The researcher designed the situation, (d) The researcher divided the students into several groups.(e) The students practiced in front of the class with their group. (3) Observation. The students' participation showed some progress than the cycle I, most of the students were participated. Their Pronunciation, grammar, fluency, comprehension and vocabulary were better than before. Besides, the students looked more confident to speak English when practicing in front of class. (4) Reflection. Based on the observation research, the researcher reflected the reflection of the second cyclethat the students could participate in the situation they wish and the students who lack in confident could take part in role play. From the explanation, in the second cycle generally had showed that there was the improvement of students' speaking skill. This observation was enough and did not need to be continued anymore.

There were 2 types of data in this study, qualitative and quantitative data. For data collection, researcher used 2 techniques, (a) Observation, (b) Test. The observation techniques was also implemented to obtain qualitative data relating to the learning process. While the test technique was used to obtain quantitative data relating to learning outcomes.

Data analysis is one of a series of very important and decisive research activities. It is through this analysis that the data or information collected will become more meaningful (Arikunto, 2010, p. 6). This study aims to improve students' speaking skill through the role play method. In this study, data is needed from the results of research that has been carried out. The technique used in analyzing the collected data is to calculate the percentage of students' ability in speaking skill. This data is used as a comparison before and after the action.

After the data was collected, the students' speaking skill scores were calculated. This analysis is counted by simple statistics that is evaluating the test result of students in every cycle. The researcher does addition of student result achievement, then it is divided by the amount of students, so it can be reached the average of the formative test as the formula: $x\frac{\sum x}{\sum N}$.

Notes:
X   : Average
$\sum x$: Amount of the students' score
$\sum N$: Amount of the students

To find the percentage of students' speaking skills, the following formula is used: Score Achievement Percentage = Average Score×100%, Completeness of individual scores is declared complete if the minimum level of completeness reaches 75%.(Komara & Mauludin, 2016, p. 163).

3. Result

3.1 The Description of Role Play Strategy Implementation
The result of observation that about the implementation of role play strategy to improve student speaking-skill.
  a. The result of Observation

Observation was conducted to observe the process of teaching learning in speaking activity before implementing the action. The researcher conducted observation at the VIII grade of MTs Al-Ittihad Ketupat Ra'as Sumenep. The researcher interviewed the teacher about the students' ability especially in speaking skill. The teacher said that their speaking is still low. Based on the observation result, respondents showed they were still passive in speaking skill. Most students in the grade did not participate in class conversation, discussion, and they were shy in giving oral presentations. They were not courage to 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. On the other words, the students have problems with their confidence. Therefore, they need a strategy to improve their speaking skill.

  b. Result of Pre Test
The pre-test had done before the Classroom Action Research and he pre-test was in interview form. The researcher observed the speaking activities by asking them to introduce their selves one by one. Then the scores were taken in five criteria(Heaton, 1990, pp. 70–71), which the scores of pronunciation, grammar, vocabulary, fluency and comprehension.

Table1. The Result of Pre-test Score

No	Description	Notes
1	Amount all of the students	22

2	Average of student scores	58,95
3	Amount of students who passed KKM	1
4	Amount of students who did not passed KKM	22
5	Learning Achievement	4,55%

Resource: Pre-test score

Based on the result of pre test, the data showed that the mean score of pre-test is 58,95. It means that the students' speaking mean score before using role play or before implementing CAR. There was only 1 student who pass the KKM (69) and several students did not pass the KKM. From the pre-test result, it could be 21 seen that students' speaking skill is still very low and needs to be improved

3.2 . Description of Role Play Strategy Implementation

Related on the planning that prepared before, this research implemented role play strategy to improve students' speaking-skill in English Lesson of the VIII grade of MTs Al-Ittihad Ketupat Ra'as Sumenep. In this research, four forms which are explained, those are planning, implementation, observation, and reflection of observation result. This research was implemented in 2 cycles, each of them were including in 2 meetings. In the implementation of research, the researcher directly did the learning activity and acted as the teacher.

a. Cycle I

The researcher observed the activity of the students from cycle 1. In the first meeting, the researcher presented an example of conversation and shared it with them. The students' participation showed still low, most of the students were participated. Their Pronunciation, grammar, fluency, comprehension and vocabulary were better than before. Besides, the students looked more confident to speak English when practicing in front of class.

Table 2. The Score Result of Post-test Cycle I

No	Description	Notes
1	Amount all of the students	22
2	Average of student scores	65,40
3	Amount of students who passed KKM	7
4	Amount of students who did not passed KKM	15
5	Learning Achievement	31,82%

Resource: Post-test Cycle I

Based on the result of post-test I, there were only 9 students or 40,91% of students who passed the KKM. Then, the researchers tried to modify the action in order 75% of students in the class could pass the KKM (69) from the observation, it showed that the result of cycle 1 needs improvement. There were any problems that needed to be solved in the next cycle. Some of the

students had difficulties in making conversation with their friends because they did not know how to pronounced the word. Besides there were some students did not make a conversation with their friends because they were lack in confident and vocabularies.

Based on the problem that identified in the first cycle, the researcher tried to make a discussion with the English teacher about what steps that the researcher did in the next cycle. The result of the discussion was the researcher had to try a new topic for them. They asked me, "So, if your students have a problem like that, what should you do?" The researcher answered, "I will give them motivation to study more especially about grammar and make the class enjoyable. Then I asked them to memorized English vocabulary and teach them how to pronounce the word". Finally, our discussion was finished.

b. Cycle II

The researcher observed the activity of the students from cycle 2. In the first meeting, the researcher presented an example of conversation and shared it with them. The students' participation showed some progress than the cycle I, most of the students were participated. Their Pronunciation, grammar, fluency, comprehension and vocabulary were better than before. Besides, the students looked more confident to speak English when practicing in front of class.

Table 3. The Score Result of Post-test II

No	Description	Notes
1	Amount all of the students	22
2	Average of student scores	72,18
3	Amount of students who passed KKM	18
4	Amount of students who did not passed KKM	4
5	Learning Achievement	81,82%

Resource: Post-test II

Based on the observation research, the researcher reflected the reflection of the second cycle as follows:

1) The students could participate in the situation they wish
2) The students who lack in confident could take part in role play

From the explanation above, in the cycle II generally had showed that there was the improvement of students' speaking skill. This observation was enough and did not need to be continued anymore.

4. Discussion

This research was carried out in the even semester of the 2021/2022 at MTs Al-Ittihad Ketupat Ra'as Sumenep for 1 month including preparation and reporting at May 2022 which was devided into a cycles. Each cycle consists of planning, implementation, observation, and reflection. The reserach subjects were students of the VIII grade of MTs Al-Ittihad Ketupat Ra'as Sumenep whose activity and learning outcomes in English speaking skill were low.

Table 4. The Students' Speaking Score of Pre-test, Post-test I, Post-test II

No	Name	Pre Test	Post-test Cycle I	Post-test Cycle II
1	STUDENT 1	60	61	68
2	STUDENT 2	58	62	71
3	STUDENT 3	58	70	74
4	STUDENT 4	58	64	73
5	STUDENT 5	57	70	72
6	STUDENT 6	58	62	75
7	STUDENT 7	54	69	64
8	STUDENT 8	60	63	70
9	STUDENT 9	58	62	69
10	STUDENT 10	61	63	71
11	STUDENT 11	60	64	76
12	STUDENT 12	60	65	73
13	STUDENT 13	71	74	82
14	STUDENT 14	68	70	78
15	STUDENT 15	58	64	74
16	STUDENT 16	60	64	71
17	STUDENT 17	58	65	72
18	STUDENT 18	51	62	63
19	STUDENT 19	56	65	72
20	STUDENT 20	51	62	76
21	STUDENT 21	67	69	80
22	STUDENT 22	55	69	68
	Total	1297	1439	1588
	Average	58,95	65,40	72,18

The interpretation of the data results among the pre-test, the post test of cycle I and the post-test of cycle II were following: In the pre-test, the average score of students on speaking test before carrying out CAR was 58,95. It is students' speaking score before they used role play technique. Meanwhile, the class percentage which passed the KKM is 4,55%. It means that there were only 1 student who was able to pass the KKM (69) and 22 students were out of the target.

Next, the mean score in the post-test of cycle I was 65,40. It means that there were some students' score improvement from the previous test (pre-test), that was 6,45 (65,40–58.95). Meanwhile, the class percentage which passed the KKM in cycle I post-test was31,82%. It shows that 7 students passed the KKM and there were students whose score still under KKM. However, it was still needed more improvement because it could not achieve the target yet of successful CAR, that was 75% (or at least 17 students) from the class percentage. That was why the researcher continued to the second cycle.

Furthermore, the mean score in the post-test of cycle II was 72,18. It shows the students' improvement score 6,78 (72,18- 65,40) from the cycle I post-test (65,40). Meanwhile, the class percentage which pass KKM was 81,82%. It means there were 22 students whose score pass the KKM and there were 2 students were under the target of KKM. This class percentage shows some improvement. The post-test of cycle 2 had fulfilled the target of CAR success, that was above 75% students could pass the KKM. It could be said that CAR is successful and the cycle of CAR was not continued.

5. Conclusion

The sub-chapter presents the general finding of the actions applied in Cycle I and Cycle II in the research. In connection with the aim of the research that is improving speaking skill of the VIII grade students at MTs Al Ittihad Ketupat Ra'as Sumenep through role play, the actions applied were done to attain the goal.After analysing the data in the classroom with score of cycle 1 and cycle 2 of the students, the researcher findings some the improvement of speaking skill through role play.

The improvement of the students' speaking skill in the class VIII grade students of MTs Al-Ittihad Ketupat Ra'as Sumenep after applying the role play strategy is the students showed a good response. It could be seen from their participation. The improvement could be seen in their behaviour. The students were ready in the class when the teacher entered and they were asking question when found difficulties about the subject. Role play gave students chance to speak with their own way. As stated by Harmer that one of communication activities in English language teaching (ELT) is role-play, because it can be used to encourage general oral fluency or to train the students for specific situations. It developed their speaking skill even though they were lack in confident. The implementation of group work in the classroom helps them to communicate each other or share their knowledge with his/her friends in limited time.

References

Arikunto, S. (2010). Prosedur penelitian ilmiah. *Rineka Cipta, Jakarta*.

Baron, R. (2015). LEARNING ENGLISH (Ethnographic Studies at SMAN 81 East Jakarta). *Bahtera: Jurnal Pendidikan Bahasa Dan Sastra*, *14*(2), 184–201.

Brown, H. D. (2000). *Principles of language learning and teaching* (Vol. 4). longman New York.

Dananjaya, U. (2023). *Media pembelajaran aktif*. Nuansa cendekia.

Heaton, J. B. (1990). Classroom testing. *(No Title)*.

Kayi, H. (2006). Teaching speaking: Activities to promote speaking in a second language. *The Internet TESL Journal*, *12*(11), 1–6.

Komara, E., & Mauludin, A. (2016). Pengembangan Keprofesian Berkelanjutan (PKB) dan Penelitian Tindakan Kelas (PTK) Bagi Guru. *Bandung: Refika Aditama*.

Kumaravadivelu, B. (2006). *Understanding language teaching: From method to postmethod*. Routledge.

Lie, A. (2006). Cooperative Learning: Practicing Cooperative Learning in Classrooms. In *Jakarta: Grasindo* (Cet. 6). Jakarta : PT Grasindo., 2006. http://opac.fitk.uinjkt.ac.id//index.php?p=show_detail&id=7844

Nunan, D. (2003). *Practical english language teaching.*

Nurfiatin, T. (2016). Penerapan model pembelajaran kolaboratif disertai strategi quantum teaching untuk meningkatkan hasil belajar siswa kelas x pm 1 smk negeri 6 surakarta tahun ajaran 2015/2016. *Jurnal Pendidikan Bisnis Dan Ekonomi*, *2*(1). https://jurnal.fkip.uns.ac.id/index.php/ptn/article/viewFile/9017/6565

Salahudin, A. (2015). Penelitian tindakan kelas. *Bandung: Pustaka Setia*.

Setiani, K. (2016). *MENINGKATKAN KETERAMPILAN BERBICARA (SPEAKING SKILL) BAHASA INGGRIS MENGGUNAKAN METODE BERMAIN PERAN (ROLE PLAY) PADA SISWA KELAS V (Penelitian Tindakan Kelas di SD Laboratorium PGSD FIP Universitas Negeri Jakarta Setiabudi Jakarta Selatan)*. UNIVERSITAS NEGERI JAKARTA.

Zaini, H., Munthe, B., & Aryani, S. A. (2008). Strategi pembelajaran aktif. *Yogyakarta: Pustaka Insan Madani*, *89*, 2008.