

Using the Roll Play Method to Improve Student's English Speaking Skills

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ABSTRACT

This study conducted to develop students' speaking skills. In this study, the researcher used a classroom action research (CAR) method using a Kurt Lewin design which consisted of planning, acting, observing, and reflecting. It used two cycles where each cycle consists of two meetings. 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 from 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. These results indicate that the role-play method can be used as a medium of learning to improve student's English skills.

1. Introduction

English is a language that is used as an international communication tool (Handayani, 2016). In learning English four basic competitions must be mastered which is speaking skills are the most important in learning English, because the main use of language is to communicate with other people (Mulyani, 2016). Several aspects need to be considered including pronunciation, intonation, fluency and grammar (Heaton, 1990). This greatly affects the continuity of communication. Understanding the aspects can create good communication and lead to understanding (Solchan, 2018). Many students find difficulty in understanding pronunciation or memorizing vocabulary (McDonough & Shaw, 2013). Several methods can be used to improve student's English speaking skills (Nurdiansyah & Fahyuni, 2013). Role play is a learning approach through playing processes such as drama, puppets, theatre and others so that students can learn quickly because they are accompanied by enthusiasm in the implementation of the learning (Subagiyo, 2013).

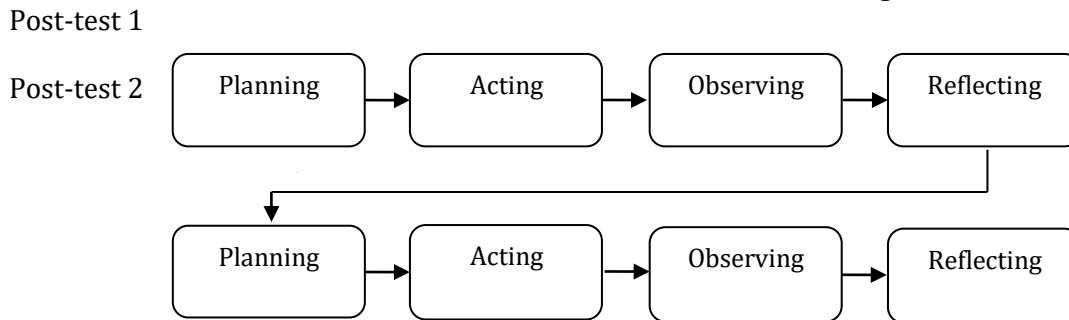
(Krebt, 2017), (Rojas & Villafuerte, 2018), (Altun, 2015) there is research that studies role play as the method in their research which is used different variables, locations and research methods with this research. The researcher decides the title and the problem of this research after finding the gap or filling the suggestion of the research before.

2. Methods

The researcher uses Classroom Action Research (CAR) uses Kurt Lewin's design. This design consists of two cycles of which, each cycle contains four phases; plan, act, observe, and reflect. To find out and test how much influence the application of the role-play method had on improving English speaking skills(Burns, 1999).

The research location is on MA Sabilul Muttaqin in 10th grade consisting of 62 Students. The author would like to present the model from Action Research proposed(Hevner & Chatterjee, 2010) in the image below:

Table1. Kurt's Lewin's Action Research Design



3. Finding

The researcher will give some tests before he teaches an English subject by role-play method, so the result can be compared with the result after the treatment is already done. The researcher will continue to give the treatment until it reaches the Standard Minimal Score which is already decided by the minister of education governor in 75 points.

Table 2. Assessing the Students' Progress (Before Implementing CAR)

Name	Skills					
	Participation in class	Participation in group discussion	Giving oral presentation	Pronunciation	Fluency	Feeling confident about speaking
Total Percentage	19,35%	17,74%	33,87%	24,19%	16,12%	20,96%

After the pre-test, the researcher can see from the data that has been obtained from the pre-test that the average score of the pre-test results is still under the Standard minimum. These results indicate that students' speaking skills are still very low. From these results, students who passed the KKM were only 17% - 33% students with an average score of 61.58 while the number of students was 62, meaning that before the implementation of classroom action research or the application of role-play, students were still very weak in English language skills.

Table 3. Cycle 1

Planning	The researcher prepared several research tools needed for the test.
Acting	The teacher guides the students to do a simple role-play, forms the students into several groups and gives a drama script to each group that appears in front of the class.
Observing	Students are still very weak in the field of pronunciation, sentence arrangement, fluency, and

Reflecting	understanding and also students are still not interested in doing role play. There is an increase in students but still needs a lot of improvement from these results, therefore researchers evaluate and modify the learning implementation plan by adjusting to the needs of students in class.
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Table 4. Assessing the Students' Progress (Cycle 1 of CAR)

Name	Skills					
	Participation in class	Participation in group discussion	Giving oral presentation	Pronunciation	Fluency	Feeling confident about speaking
Total Percentage	43,54%	48,38%	72,19%	69,35%	43,54%	70,96%

In Post-test 1 researchers can evaluate the development of students, from the results of post-test 1 students who passed the KKM 40%-72% students out of 62 this still has not reached the target, at least students who pass the KKM must be more than 75% of the total number of students. Thus the researchers made changes to the action plan gradually to find 75% of students who passed the student KKM. From the evaluation results by looking at the results of post-test 1 there is an increase in students but still needs a lot of improvement from these results, therefore researchers evaluate and modify the learning implementation plan by adjusting to the needs of students in class to be applied in cycle 2.

Table 5 . Cycle 2

Planning	Designing and rearranging the learning implementation plan by providing new information on the implementation of the previous roll play. If the previous role-play application was only presented in forms related to daily life, in the second cycle the researcher applied the role-play method by using themes and roles from cartoon films that were liked by students.
Acting	The teacher explains the role-play in more depth and shows snippets of cartoon films that have been prepared for students, after that the teacher forms students into several groups, the teacher gives a different theme to each group with a brief description of the plot, and each group discusses to develop a theme. with a brief description of the plot given by the teacher
Observing	Students showed an improvement. Most of them are paying attention to the teacher's explanations and are enthusiastic about participating in role-play activities, almost all students are compact in carrying out the tasks given by the teacher, and most students are active in discussing, wording and speaking.
Reflecting	The students were very enthusiastic about participating in learning activities using role play. Most students are active in discussing and working together in groups, besides that, students pay close attention to the teacher's explanation in the implementation plan by adjusting to the needs of students in class.

Table 6. Assessing the Students' Pro Progress (Cycle 2 of CAR)

Skills	
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Nama	Participation in class	Participation in group discussion	Giving oral presentation	Pronunciation	Fluency	Feeling confident about speaking
Total Percentage	87,09%	83,87%	95,16%	90,32%	75,80%	96,77%

Most students are active in discussing and working together in groups, besides that, students pay close attention to the teacher's explanation. And from the results of the average student score that has reached the KKM, the student with a good score is in 75% - 96%, because it is felt that it has reached the target, which is at least 75% of the students who reach the KKM, the researcher completes this classroom action research using two cycles.

Table 7. 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%
Confident to speak	20,96%	70,96%	96,77%	75,78%

from pre-test to post-test 2, the researcher 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 KKM (75) or 9 out of 62 students. After that, in post-test 1 the average score of students 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 value of students was 61.58 nominal terms or a percentage increase in the average score. Students were 11.74 (73.32 - 61.58) or 19%. The percentage of students who passed the KKM in post-test 1 was 44% or 27 of 62 students. These results still have not reached the target of 75% of the total percentage of students who pass the KKM. Thus the researchers continued to cycle two to achieve the desired target. In post-test 2, the average score of students 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 percentage of students who passed the KKM in post-test 2 was 84% or 52 of 62 students. In detail, the percentage increase of students who passed the KKM from the pre-test was 69% (84%-15%) and from the post-test 1 40% (84%-44%). The results of the percentage of students who passed the KKM in post-test 2, showed that the CAR had obtained success, namely,

students who passed the KKM above 75%. Thus, the researcher is sufficient in the second cycle because the CAR has met the target that has been set.

Conclusion

Based on the classroom action research that the researcher has done, the researcher can conclude that this study uses the classroom action research (CAR) method to identify students' speaking abilities. The steps taken by the researcher began with observation activities 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 a Kurt Lewin design which 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 the percentage of students who passed the KKM 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 KKM, from this percentage an increase in students who passed the KKM 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 the percentage of students who passed the KKM in post-test 2 is 84% or 52 students out of 62 students. From this percentage, there is an increase of 40% from post-test 1 (44%) or 69% from the pre-test (15%). These results indicate that there is a significant increase in students. 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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