

**THE IMPROVEMENT OF ENGLISH SPEAKING SKILLS USING
ROLE PLAYING METHOD****Dina Rizkia¹, Hidayatur Rohmah², Yuyun Bahtiar³**¹Mahasiswa Universitas KH. A. Wahab Hasbullah/Pendidikan Bahasa Inggris.
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yuyunbahtiar@unwaha.ac.id©2018 –JoEMS Universitas KH. A. Wahab Hasbullah Jombang ini adalah artikel dengan akses terbuka dibawah lisensi CC BY-NC-4.0 (<https://creativecommons.org/licenses/by-nc/4.0/>).**ABSTRACT**

This study aims to determine the application of Role-Playing Method (Role Play) that increases in improving students' ability to speak English or not XI Class IPS 3 MA Negeri 10 Jombang. Researcher used Role Play Method to improve students' speaking abilities. Researcher uses the descriptive qualitative research. The research subjects were students of class XI. Researcher took a class used in research consisting of 22 students. After using the Role Play Method, the students are able to improve their speaking ability. This improvement was demonstrated through observation, interviews and tests.

Keywords: *Speaking Ability, Role Play Techniques*

ABSTRAK

Penelitian ini bertujuan untuk mengetahui penerapan metode bermain peran (Role Play) itu meningkat dalam meningkatkan kemampuan siswa dalam berbicara Bahasa Inggris atau tidak di kelas XI MA Negeri 10 Jombang. peneliti menggunakan metode Role Play untuk meningkatkan kemampuan berbicara siswa. Penulis menggunakan penelitian Deskriptif kualitatif. Subjek penelitian adalah siswa kelas XI. Penulis mengambil satu kelas di gunakan dalam penelitian terdiri dari 22 siswa. Setelah menggunakan metode Role Play, siswa mampu meningkatkan kemampuannya. Peningkatan ini ditunjukkan melalui Observasi, wawancara serta test.

Kata Kunci: *Kemampuan Berbicara, Teknik Role Play*

INTRODUCTION

Teaching is any deliberate effort in order to share knowledge with students for the purpose to be achieved, namely gaining knowledge. In the teaching and learning process in accordance with its development, the teacher not only has a role to provide information to students, but furthermore the teacher can act as a planner, regulator, and encouraging students to be able to learn effectively. The next role is to evaluate the whole teaching and learning process.

According to Harmer (2001: 56), the concept of teaching is to help someone to learn

how to do something, give instructions, guide, give knowledge, cause someone to know and understand. In other words, teaching means giving knowledge or training someone. Increased language ability / competence is a picture of a person's progress in producing and understanding sentences based on his knowledge. This competency consists of two parts, namely linguistic and communication competencies. Linguistic competence is the knowledge of language structures that the ideal speaker and speaker unconsciously possess.

Speaking is a form of delivering information using words or sentences. It can also be interpreted that speaking means using language to vary depending on the speakers. Harmer (1983) states that speaking is a natural communication tool between community members to express their thoughts and as a form of social behavior. Speaking skills are the ability to arrange sentences because communication takes place through sentences to display differences in behavior that vary from different societies (Harmer (1983)).

The skill of speaking is essentially the skill of reproducing the flow of the articulation sound system to convey the wants, needs, feelings, and desires to others. This skill is also based on the confidence to speak naturally, honestly, correctly, and responsibly by eliminating psychological problems such as shame, low self-esteem, heavy tension of the tongue, and others. Based on opinions about the meaning of speech that has been described above, it can be concluded that the meaning of speaking is the ability to say words to convey or express intentions, goals, ideas, ideas, thoughts, and feelings that are arranged and developed in accordance with the needs of the listener so that what is conveyed can be understood by the listener or listener. The ability associated with learning is the ability or ability of a student to complete the lessons given by the teacher and master new things to learn in a teaching and learning process.

Technique is a typical operational method, which can be used in achieving the stated objectives, adhering to the systematic processes contained in the method. Therefore, the technique is more real action in the form of effort or effort used to achieve the goal (Iskandarwassid and Sunendar 2009: 40–41).

Role play is a learning technique that gives students the opportunity to act like the people involved or in the desired circumstances. Students practice directly to take on the role of others (Iskandarwassid and Suhendar 2009: 68). Role play is an activity of speaking by placing oneself as someone else (according to the role played). In learning English using role play techniques, the teacher has the role to provide new vocabulary to students and to create conducive learning situations so that English can be used in a real and

natural way. In addition, the teacher can correct students' speaking errors directly by writing on the board so that other students can find out these errors. The recordings used during a conversation can also be used to find out the language they are using so students can see common mistakes during a conversation.

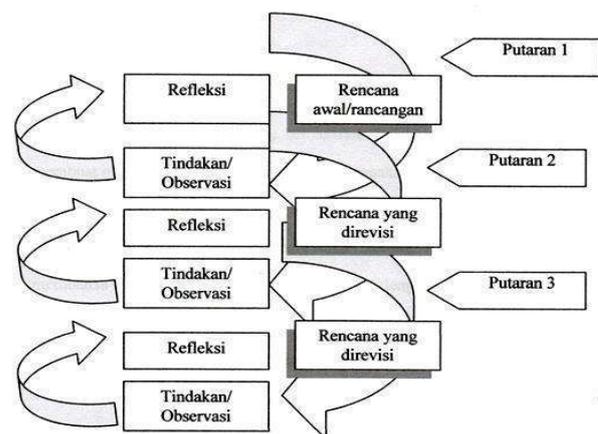
METHOD

This research is an action research, because research is conducted to solve learning problems in class. This research is also a descriptive study, because it illustrates how a learning technique is applied and how the desired results can be achieved.

Research Design

This research uses Classroom Action Research (CAR). As according to Mukhlis (2000: 5) CAR is a form of systematic reflective study by the perpetrators of actions to improve the conditions of learning undertaken.

The main purpose of CAR is to improve / enhance the practice of learning on an ongoing basis, while the aim of inclusion is to foster a culture of research among teachers (Mukhlis, 2000: 5).



Research Instruments

The instruments used in this study consisted of:

1. Syllabus

Namely a set of plans and arrangements regarding classroom management learning activities, and assessment of learning outcomes.

2. Lesson Plans (RP)

That is a learning device that is used as a guide for teachers in teaching and arranged for each round. Each RP contains basic competencies, indicators of achievement of learning outcomes, specific learning objectives, and teaching and learning activities.

3. Student Activity Sheets

This activity sheet is used by students to help the process of collecting experimental data.

4. Observation Sheet Teaching and Learning Activities

- a. Observation sheet processing learning Role Playing models, to observe the ability of teachers in managing learning.
- b. Observation sheet of student and teacher activities, to observe student and teacher activities during the learning process.

5. Formative tests

This test is arranged based on the learning objectives to be achieved. This formative test is given at the end of each round. The form of the questions given is multiple choices (objective). Previously these questions amounted to 46.

Method of Collecting Data

The data needed in this study were obtained through observation of the processing of Role-Playing learning models, observation of student and teacher activities, and formative tests.

Data Analysis Technique

To find out the effectiveness of a method in learning activities, data analysis is needed. In these study using descriptive qualitative analysis techniques, which is a research method that is describing the reality or facts in accordance with the data obtained with the aim to determine the learning abilities achieved by students as well as to obtain students' responses to learning activities and student activities during the learning process. To analyze the level of success or the percentage of students' success after the teaching and learning process each round is done by providing an evaluation in the form of written test questions at

the end of each round. This analysis is calculated using simple statistics, namely:

1. To assess repetitions or formative tests

The researcher sums up the scores obtained by students, which are then divided by the number of students in the class so that the average formative test can be formulated:

$$\bar{X} = \frac{\sum X}{N}$$

By : \bar{X} = Average value

$\sum X$ = The sum of all student grades

$\sum N$ = Total students

2. For mastery learning

There are two categories of mastery learning, individually and classically. Based on the implementation instructions of teaching and learning curriculum 1994 (Depdikbud, 1994), that is a student has completed learning when it has reached a score of 65% or a value of 65, and the class is called complete learning if in that class there are 85% who have achieved more than equal absorption 65%. To calculate the percentage of mastery learning used the following formula:

$$P = \frac{\text{Students completing in learning}}{\text{Students}} \times 100\%$$

RESULTS AND DISCUSSION Results Cycle I

At the end of the teaching and learning process students are given a formative test I in order to determine the level of student success in the teaching and learning process that has been done. The research data in the first cycle are as follows:

Tabel 1. Recapitulation of Cycle I Test Results

| No | Description | Cycle I Results |
|----|----------------------------------|-----------------|
| 1 | Average value of formative tests | 69,09 |

| | | |
|---|-------------------------------------|-------|
| 2 | Number of students having completed | 15 |
| 3 | Percentage of mastery learning | 68,18 |

From the above table it can be explained that by applying the learning method of the role-playing model the average score of students' learning abilities is 69.09 and the learning completeness reaches 68.18% or there are 15 students out of 22 students who have finished learning. These results indicate that in the first cycle classically students have not yet finished learning, because students who score ≥ 65 are only 68.18% smaller than the desired percentage of completeness that is equal to 85%. This is because students still feel new and do not understand what is meant and used by the teacher by applying the learning method of role-playing model.

Cycle II

At the end of the teaching and learning process students are given a formative test II with the aim of knowing the level of student success during the teaching and learning process that has been carried out. The instrument used was formative test II. The research data in the second cycle are as follows.

Tabel 2. Recapitulation of Cycle Test Results II

| No | Description | Cycle II Results |
|----|-------------------------------------|------------------|
| 1 | Average value of formative tests | 76,36 |
| 2 | Number of students having completed | 17 |
| 3 | Percentage of mastery learning | 77,27 |

From the table above, the average value of students' learning abilities is 76.36 and the learning completeness reaches 77.27% or there

are 17 students out of 22 students who have finished learning. These results indicate that in this second cycle classical learning completeness has experienced a slight improvement over Cycle I. There is an increase in student learning outcomes because after the teacher informs that at the end of each lesson there will always be a test so that at the next meeting students are more motivated to learn. In addition, students have also begun to understand what is meant and wanted by the teacher by applying the Role-Playing model of learning methods.

Cycle III

At the end of the teaching and learning process students are given a formative test III with the aim to determine the level of student success in the teaching and learning process that has been done. The instrument used was formative test III. The research data in cycle III are as follows:

Tabel 3. Recapitulation of Cycle Test Results III

| No | Description | Cycle III Results |
|----|-------------------------------------|-------------------|
| 1 | Average value of formative tests | 81,82 |
| 2 | Number of students having completed | 19 |
| 3 | Percentage of mastery learning | 86,36 |

Based on the table above obtained an average value of formative tests of 81.82 and of the 22 students who have completed as many as 19 students and 3 students have not reached mastery learning. So classically mastery learning that has been reached by 86.36% (including the category of completion). The results in cycle III have improved better than cycle II. An increase in learning outcomes in the third cycle is influenced by an increase in the ability of teachers to apply Role Playing model learning so that students become more accustomed to learning like this so procedures for using the roleplay technique in speaking activities.

that students more easily understand the material that has been given. In this cycle III the classical completeness has been achieved, so this study only reached the third cycle.

DISCUSSION

1. Use of the Role-Playing Method for Speaking Material in XI CLASS IPS 3 MA Negeri 10 Jombang

Through the results of this study indicate that learning Role Playing models have a positive impact in improving student learning abilities. This can be seen from the more solid understanding of students the material delivered by the teacher (mastery learning increased from cycles I, II, and III), namely 68.18%, 77.27%, and 86.36%, respectively. In cycle III students' classical learning completeness has been achieved.

2. The Ability to Speak Subjects in XI Class IPS 3 MA Negeri 10 Jombang

Based on data analysis, obtained student activity in the learning process Role Playing models in each cycle has increased. This has a positive impact on students' learning abilities, which can be shown by increasing the average value of students in each cycle that continues to increase.

3. Use of Role-Playing Method in improving speaking in XI Class IPS 3 MA Negeri 10 Jombang

Based on the data analysis, it was obtained that students' activities in the Indonesian language learning process on the most dominant subjects of Speaking was working using tools / media, listening / paying attention to teacher explanations, and discussions between students / between students and teachers. So, it can be said that student activities can be categorized as active.

As for the activities of the teacher during learning, the steps of the Role-Playing model have been implemented well. This is evident from the activities of the teacher who appeared among them the activity of guiding and observing students in working on the activity LKS / find concepts, explain / train using tools, provide feedback / evaluation / question and

answer where the percentage for the above activities is quite large

CONCLUSIONS AND SUGGESTIONS

Conclusions

What has been done in this study has solved the problems experienced by students of XI Class IPS 3 MA Negeri 10 Jombang in improving English speaking skills with role play techniques. Before the role play method was applied in learning to speak English, namely pronunciation, grammar, vocabulary, fluency, and students' understanding was still very low. Students tend to be embarrassed to speak in English for fear of being wrong and basically mastering their vocabulary is still lacking. This can be seen in the results of the pretest.

This study consisted of two tests (pretest and posttest). Based on the results of research that has been done, it can be concluded that the students' skills in speaking English in pronunciation, grammar, vocabulary, fluency, and comprehension increase after the implementation of role play techniques in the teaching process. This can be proven by increasing the results of the assessment on the pretest to posttest.

Suggestions

Based on the conclusions above, it is suggested that teachers can use the role play technique in the learning process of speaking because the role play technique is very effective for students of XI Class IPS 3 MA Negeri 10 Jombang or other high school equivalents. In addition, several suggestions that can be considered to improve students' speaking skills with the role play technique are presented, as follows:

1. In the implementation of role play techniques in learning to speak English, the teacher must be able to prepare topics according to the level of students.
2. The teacher must be more creative to prepare a topic, to avoid having the same topic.
3. In implementing the role play technique, the teacher must explain well about the

4. Role play techniques can improve students' speaking skills in English.

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