Implementation of Role-Playing Method to Improve Eleventh Grade Students' Speaking

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Abstrak

Tujuan dari penelitian ini adalah penerapan metode bermain peran untuk meningkatkan keterampilan berbicara siswa kelas XI SMA Negeri 1 Indralaya Selatan. Penelitian ini merupakan penelitian tindakan kelas yang dilaksanakan dalam 3 siklus dan setiap siklus terdiri dari tiga kali pertemuan. Data tentang kemampuan berbicara siswa dilakukan dengan cara pengamatan pembelajaran siswa dengan menggunakan metode role playing. Pada Siklus 1 skor total adalah 1622 dengan rata-rata 67,58%. Siklus 2, skor total adalah 1875 dengan rata-rata 78,12%. Siklus 3 skor total adalah 2022 dengan rata-rata 84,25%. Dari prestasi berbicara siswa pada siklus 3 telah berhasil meneliti target yang sesuai dengan harapan guru. Artinya 85% nilai siswa diatas nilai kelulusan. Kesimpulan menunjukkan bahwa penggunaan metode role play oleh guru dapat meningkatkan keterampilan berbicara siswa kelas XI SMA Negeri 1 Indralaya Selatan.

Kata Kunci: *Penerapan Metode Role Playing, Meningkatkan Keterampilan Berbicara.*

Abstract

This thesis is concerned with the students' speaking skills at eleventh grade at SMA Negeri 1 Indralaya Selatan: A classroom action research. The purpose of the research was the implementation of role playing method to improve eleventh grade students' speaking skills at SMA Negeri 1 Indralaya Selatan. The author applies quantitative methods with observation of learning in the classroom using role playing method. This research was conducted in 3 cycles and each cycle consisted of three meetings. In Cycle 1, the total score is 1622 with average 67.58%. Cycle 2, the total score is 1875 with average 78.12%. The cycle 3, the total score is 2022 with average 84.25%. From the students' speaking achievement in cycle 3 had successfully researched the target suitable with the teacher's hope. It means that 85% students' score above passing grade. Conclusions suggest that using role play methods by teacher could increase students' speaking skills of the eleventh grade students speaking skills of SMA Negeri 1 Indralaya Selatan.

Keywords: *Implementation of Role Playing Method, Improve Speaking' Skills.*

INTRODUCTION

Speaking is very important in school or foreign language learning. With the incorporation of the other language abilities, the importance of speaking is demonstrated. Learning through speaking helps students improve their pronunciation, vocabulary, grammar, fluency and comprehension. Students are able to communicate, discuss, and demonstrate the various linguistic functions, as well as convey their feelings, thoughts, and tales. (Leong & Ahmadi, 2017).

Speaking is one of vital importance outside the classroom or for career success, but certainly not limited to one's professional aspirations. Speaking skills can enhance one's personal life, thereby bringing about the well-rounded growth we should all seek (Gillis, 2013). Therefore, language speakers have more opportunities to find jobs in different organizations and companies.

The researcher's observations at Senior High School SMA Negeri 1 Indralaya Selatan, it shows that most of the students still have difficulty in speaking, which are: decreasing the expression, nothing more to say, low or uneven participation, and native language use. Students who are inhibited are worried about making mistakes, are afraid of criticism, or are simply shy. Second, there is nothing to speak. Students have no motive to express themselves.

Based on the researcher's observations at Senior High School SMA Negeri 1 Indralaya Selatan, the result of the speaking test at eleventh grade showed that most of the students got lower scores under the passing grade (KKM: *Kriteria Ketuntasan Minimal)*. The passing grade is 75. The scores of the students got from the observation and test, the researcher found students' speaking assessment as a pretest, who got scores more than 24 where only 5 students got between 75 and 80, and the other students got less than 75 in the class. From the description, they did not speak fluently and correctly.

Role play is defined as a recreational activity that entertains, amuses, and enables participants to acquire new knowledge in a significant way. Students also selected the terminology, coherent expression, and explored the aspect of memory experience to the situations to play throughout the role play preparation process. Role play is a versatile communication strategy that enhances language fluency and encourages student involvement in the classroom. It also boosts students' enthusiasm and promotes learning while dividing responsibilities between the teacher and the students. Role-playing in the classroom can therefore help students learn more vocabulary and fluency while also fostering a closer relationship between the teacher and the students.

The method used in this research is classroom action research. Action research from some experts (Richards et al, 2012) note that classroom action research is a research that aims to identify scientific principles or develop universal laws and theories, research that focuses on problem-solving, social change, or practical action has these as its main objectives. (Fraenkel et al, 2012) state that action research is done by one or more people or organizations to get information for local and classroom learning practices or to solve a learning problem. Classroom action research is carried out by the instructor. This type of study aims to improve the teacher's comprehension and mastery of classroom teaching and learning issues while also enhancing classroom learning.

Speaking is an extremely difficult activity for students of all ages in the educational context, especially in a foreign language. They must pay close attention to the language's finer points in order to share their comprehension with others. It's also crucial to order the content of your speech so that your partner knows what you're saying (Cameroon, 2001). Moreover, Thornbury (2001) stated that speaking requires the ability to cooperate in the management of speaking. It typically takes place in real time with a little time for planning. In this circumstance,

spoken language needs a lot of memorized lexical expression. Then, studying grammar may not become the most important since it is not the most efficient preparation for speaking. The form and meaning are dependent on the context in which the speaking occurs.

METHODOLOGY

The researcher did this classroom action study with the assistance of a partner. A person who collaborates with a researcher were called a collaborator. In order to improve the teaching process, the collaborator reviews, supports, and monitors the writer's own teaching methods. The collaborators observed, evaluated, supported, and enhanced the writer's own instructional strategies. The writer used an observation sheet and speaking test to collect the data. The observation sheet to observe the teacher. The tests were adapted from the English's book grade XI from syllabus Bahasa Inggris Kurikulum Merdeka Level 1 (Adaptation). The Observations of the teacher were conducted by the collaborators. The observation sheet for the students was used to observe students' participation during the teaching and learning process. While the observation of students had been conducted by the teacher and collaborators. The speaking test had been used to know the students' speaking from the first cycle to the next cycle.

RESULT AND DISCUSSION

a. Cycle I

Table 1. The Result of The Students' Speaking Score of Cycle 1

No	Name	Aspects (Rater 1 & Rater 2)					Score
		Content	Accuracy	Fluency	Comprehension	Performance	
1	S1	17	17	13	13	8	68
2	S2	18	18	15	15	8	73
3	S3	18	20	15	15	8	76
4	S4	17	16	13	13	8	66
5	S5	16	15	11	11	7	60
6	S6	17	15	13	13	7	63
7	S7	17	16	15	15	8	71
8	S8	17	17	14	15	8	71
9	S9	17	18	15	15	8	72
10	S10	17	16	13	14	7	66
11	S11	17	16	11	13	7	63
12	S12	17	16	15	15	8	71
13	S13	17	16	13	14	8	67
14	S14	17	15	13	14	7	65
15	S15	17	16	13	14	8	67
16	S16	17	16	12	13	7	64
17	S17	17	17	14	15	8	71
18	S18	17	16	13	14	7	66
19	S19	17	18	14	15	8	72
20	S20	18	18	14	15	8	72

No	Name						Score
21	S21	16	15	12	13	7	63
22	S22	17	18	15	15	8	73
23	S23	16	15	13	13	7	63
24	S24	17	15	13	13	7	64
Total							**1622**
Average							**67.58**

b. Cycle II

Table 2. The Result of The Students' Speaking Score of Cycle 2

No	Name	Aspects (Rater1 & Rater2)					Score
		Content	Accuracy	Fluency	Comprehension	Performance	
1	S1	19	19	14	15	9	77
2	S2	20	22	16	17	9	84
3	S3	21	23	16	17	9	86
4	S4	19	20	14	15	9	77
5	S5	18	20	13	14	8	73
6	S6	19	20	14	15	8	76
7	S7	21	19	16	17	9	82
8	S8	21	21	15	17	9	83
9	S9	19	23	16	15	9	82
10	S10	19	22	14	16	8	79
11	S11	19	19	13	15	8	74
12	S12	19	20	16	17	9	81
13	S13	19	20	14	16	9	78
14	S14	19	18	14	16	8	75
15	S15	19	18	14	16	9	76
16	S16	19	18	13	15	8	73
17	S17	19	19	15	17	9	79
18	S18	19	18	14	16	8	75
19	S19	19	22	15	17	9	82
20	S20	21	20	15	17	9	82
21	S21	18	18	13	15	8	72
22	S22	19	21	16	17	9	82
23	S23	18	18	14	15	8	73
24	S24	19	18	14	15	8	74
Total							**1875**
Average							**78.12**

c. Cycle III

Table 3. The Result of The Students' Speaking Score of Cycle 3

No	Name	Aspects (Rater1 & Rater2)					Score
		Content	Accuracy	Fluency	Comprehension	Performance	
1	S1	21	21	15	16	9	82
2	S2	23	24	18	18	9	92

3	S3	22	23	17	18	9	89
4	S4	21	21	15	16	9	82
5	S5	19	19	14	15	8	75
6	S6	22	20	15	16	8	81
7	S7	23	23	18	18	9	91
8	S8	22	22	18	18	9	89
9	S9	21	23	17	17	9	87
10	S10	22	23	15	18	8	86
11	S11	21	20	14	16	8	79
12	S12	21	22	17	18	9	87
13	S13	20	21	15	17	9	82
14	S14	21	20	15	17	8	81
15	S15	21	20	15	17	9	82
16	S16	21	20	14	18	8	81
17	S17	22	22	17	18	9	88
18	S18	21	21	15	18	8	83
19	S19	21	23	16	18	9	87
20	S20	24	24	18	19	9	94
21	S21	19	19	14	16	8	76
22	S22	22	23	17	18	9	89
23	S23	19	20	15	17	8	79
24	S24	21	20	15	16	8	80
Total							**2022**
Average							**84.25**

Discussion

This section discusses finding improvement in the students' speaking skills using the expression for asking and giving opinion through role playing methods that could be seen from the research finding which showed improvement in every cycle from pre-condition to Cycle 3. The students' improvement from pre-condition, cycle 1, cycle 2, and cycle 3. The students' scores always increase in every cycle. It can be seen from the following Table 4

Table 4. The Summary of The Students' Speaking Score Achievement

No	Aspects	Pre Condition	Speaking' Achievement			Minimum Target Score
			Cycle 1	Cycle 2	Cycle 3	
1	Content	14.00	17.00	19.00	21.00	18,75
2	Accurancy	14.00	16.00	18.00	20.00	18,75
3	Fluency	10.00	13.00	14.00	15.00	15.00
4	Comprehension	11.00	15.00	16.00	18.00	15.00
5	Overall Performance	7.00	8.00	9.00	9.00	7.50

The table above showed the process of the students' improvement from pre-condition until Cycle 3. From the students' speaking achievement from pre-condition showed that content is 14.00, accuracy is 14.00, fluency is 10.00, comprehension is 11.00 and performance is 7.00. In cycle 1 the content is 17.00, accuracy is 16.00, fluency is 13.00, comprehension is 15.00 and performance is 8.00. In cycle 2 the content is 19.00, accuracy is 18.00, fluency is 14.00,

comprehension is 16.00 and performance is 9.00. And the last cycle 3 showed that content is 21.00, accuracy is 20.00, fluency is 15.00, comprehension is 18.00 and performance is 9.00. It means that 85% students' score above passing grade.

It is also relevant to Ladousse (2009), role play is an enjoyable activity and does not threaten the students. This activity leads the students to play such a drama. The student will play the role to be another person in a certain situation. It is important to train the students to be aware of speaking in a certain situation. Of course when people speak they have to know the setting or where the conversation happens and what situation it is. Sudjana (2007) explains that Role Playing is a way of teaching by dramatizing forms of behavior in social relationships. Furthermore, Sanjaya (2006) gives his opinion that the role playing method is part of any learning method. What is emphasized here is how the players are able to increase their imagination to play their role in the story. This imagination is a pretend imagination. This method requires students to also play their emotions, intuition and improvisation in playing characters. Creativity also supports the success of this activity.

Based on the results of the study, the researchers agree that the use of role playing is effective, fun, and allows students to express their own emotions in certain situations. However the researcher has to modify or adjust the process of teaching and learning in accordance with the students needs.

CONCLUSION

After conducting the research of teaching speaking skills to eleventh grade at SMA Negeri 1 Indralaya Selatan the result observation role play method and speaking skills in Cycle 1, Cycle 2, and Cycle 3 of this research, it can be concluded that using role play methods by the teacher could increase students' speaking skills in the expression for asking and giving opinion, practicing students' speaking skills using role play methods could enhance students' active, happy, enjoyable teaching and learning activities, and practicing students' speaking skill using role play methods were able to express how to ask for and give their opinion. Implementation the students 'speaking skills in cycle 1 total score is 1622 with average 67.58%. Cycle 2 total score is 1875 with average 78.12%. Cycle 3 total score is 2022 with average 84.25%.

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