

**IMPROVING STUDENTS' SPEAKING SKILLS THROUGH USING ROLE PLAY OF
GRADE VIII STUDENTS AT SMP NEGERI 2 SIBORONGBORONG
IN ACADEMIC YEAR 2021/2022**

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Abstract

This study tells about the improvement of students achievement in speaking for VIII grade students at SMP Negeri 2 Siborongborong by using Role Play method . Role play is the method that help the teacher to relate between the materials with the real situation and invited the students to make a relation between their knowledge with how to do it their lives . Role play effect to improve student's speaking skills and make students more active and know the meaning of what they learned to their lives . This research was conducted by applying Classroom Action Reseach in two cycles , that is cycle I and cycle II.The target score of the minimal mastery level criteria or KKM of English lesson was 75 (seventy-five). Each of the cycle was done in four stages , namely plan , action ,observation and reflection task performance . The problem was found in cycle I , some of students there still have difficulties in speaking and bored learn English . In cycle II , all sudents feel enjoy and happy , it means that they have an improving of their speaking . The subject of this study was one class in the VIII grade students at SMP Negeri 2 Siborongborong . There are 32 students that participated in this study . The techniques of analysis data were quantitative and qualitative data.The quantitativedata were taken from test, the test consist of pretest and posttest,While qualitative data were taken from observation and interview, The result of quantitative data obtained that the score of students improved from pretest, cycle I and cycle II, in the pre-test the student mean 56,87 and the students who passed the KKM were 3 students of 32 students or 9,37%. In the post-test cycle I the students mean was 60.93 and the students who passed KKM were 6 students of 32 students or 18,75% and the post-test cycle II the students mean was 77.96 and the students who passed KKM were 25 studens of 32 students or 78,12% . The result of qualitative data described that use of Role Play to improve the students ' speaking skills.

Keywords: *Teaching, Speaking, Role Play.*

INTRODUCTION

Speaking is one part of language skill, It is a part of the productive skill. It is very important to learn speaking because we need to practice it in our educational environment, especially in English lesson. Besides, speaking skill is very important to be mastered because it can help us to communicate with others well. In many situations productive skill can only continue in combination with the practice of

perceptive skill. Productive skill work is a way for helping students with their perceptive skill. When they have tried to speak within certain genres; they are better accustomed to understand other people speaking in the same context. As a productive skill, speaking is the most difficult one. The reason is the speakers must enrich their words and try new words to communicate with other people.

For most people, mastering the art of speaking is the single most important aspect of learning a second or foreign language and success is measured in terms of the ability to carry out a conversation in the language. In terms of dealing with students talking time, the teacher must concern with the developments of students-to-students interaction. This section specifically intends to discuss classroom activities that aim at encouraging communication or interaction between students. Discuss in the classroom is the example of the way to getting students talk to each other, it is to stimulate information transaction.

The productive skill is difficult to achieve because of several reasons. One of the reason is that students don't have more courage to explain their opinion in front of the class. Perhaps, they suffer a fear of making mistakes and therefore losing face in front of the teacher and their peers. It is a common fact that speaking is rare to be used in English lesson because speaking is not examined, so the teacher not teaching the student how to speak fluently. Also, the teachers of SMP NEGERI 2 SIBORONGBORONG teach the VIII grade students using Indonesian Language to explain material. Some teachers also teach speaking only by reading some dialogues and asking their students to read and make some dialogues. Those methods can make the students not accustomed to use English actively and assume that learning English is not interesting. The best teaching method is a moment when teacher gives more time to student in maximize the speaking skills. Using traditional method to teach English in junior high school can make students feel bored and they do not give any attention on the teacher. The students are not concentrating to their teacher when the teacher explains the material or they get sleepy when the lesson goes on. They feel uncomfortable with their lesson and do not understand with their English material. How the students can apply their English material if they do not understand about their subject material? There are many factors that make students do not understand about their English material. The students can't express their opinion in the classroom, so they often kept silent when English lesson is going on. There are many ways that can be used to improving students speaking skill and to student's boredom. Such as using discussion method, picture to stimulate students participate, using Role Play

and others. From the discussion above the writer tries to find the effective solution to **Improving Students' Speaking Skills Through Using Role Play Of Grade VIII Students At SMP Negeri 2 Siborongborong In Academic Year 2021/2022.**

REVIEW OF THE RELATED LITERATURE

Speaking is significant to an individual's living processes and experiences as are the ability of seeing and walking. Speaking is also the most natural way to communicate. According to Scott Thornbury (2010: 55), "Speaking is a skill, and as such needs to be developed and practiced independently of the grammar curriculum" Without speaking, people must remain in almost total isolation from any kind of society. For most people, the ability to speak a language is the same with knowing a language since the speech is the most basic means of human communication. But, according to Sandra Cornbleet and Ronald Carter (2001:17), speaking is not just making sound.

Birds, animals, babies make sound and thought may be communication of sorts, it is not speaking. The word speaking has many different meanings on linguistics' views. According to Jo Mc Donough and Christopher Shaw (2003:133), speaking is not the oral production of written language, but includes learners in the mastery of a wide range subskill which added together, then it supports speaking skill. In addition, speaking is not produced without some combination of language skill, but it must be included a number of skills. So, mastering speaking is gathering skill in thought because of including some input skills in it. As the result, the mouth is delivering those skills orally.

METHODOLOGY OF RESEARCH

This research was applied Classroom Action Research (CAR). Richard (2005:28) action research is to study a real school situation with a view to improve the quality of actions and results within it. Action research offers a means for changing from current practice toward better practice. That action research refer to classroom investigation initiated by researchers, perhaps teachers, who look critically at their own practice with the

purpose of understanding and improving their teaching, and the quality of education.

Based on the statement above, it would be concluded that action research is very effective way of helping teachers to reflect on their teaching to improve their practice. It aimed to improve students' learning and the outcomes teaching learning process. Thus, it involved four steps, namely: planning, action, observation, and reflection.

The writer intent to use quantitative and qualitative research to complete this study. Quantitative methods are research methods dealing with numbers and anything that is measurable and Qualitative methods may take the form of interview transcripts collected from research participants or other identified text that reflect experientially in the topic of study.

Research subject

Research subject is addressed to whom the research is conducted. It includes the population and the sample. Population is defined as all elements, individuals, or units that meet the selection criteria for a group to be studied. According to Ary (2010: 43) population is defined as all members of any well defined class of people, events, or objects which the generalization is made. In this research, the researcher took the population of Grade VIII Students at SMP Negeri 2 Siborongborong in Academic Year 2021/2022. Sample is a small group that is observed and it is a portion of a population. According to Fraenkel and Wallen (2009:93) the most important steps in research process is the selection of the sample of individuals who will participate in the study. In this research, the writer uses random cluster sampling to get the sample because the class have the same quality and homogeny, they are no classification, and I have choosen VIII-1 as a sample.

The Instrument for collecting Data

The Instrument for collecting data is by oral test. The students would be tested by asking speak up in English based on the dialogue. Beside the oral test, the writer also would be used interview and observation sheet which is used when the reseacher wants to identify what is happening in the class room. It would be expect that the required data

of the researcher would be achieve after being analyze.

Technique of Analyzing data

The technique of analyzing the data of this study was applied by using qualitative and quantitative data. The qualitative data were used to describe the situation during the teaching process and quantitative data was to analyze the student's score. The qualitative data is analyzing from interview result, observation sheet, and diary notes. The quantitative data were collected and analyzed by computing the score of speaking test. The components of the speaking test covered fluency, pronunciation, vocabulary, and structure.

To know the mean of the students' scores in each cycle, the writer applied the following formula by Sudjono (2006) below :

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

Where :

X :Means score,

$\sum x$: The sum of all score,

N: The total number of subject.

In order to categorize the number of students' mastering speaking skill in English, the researcher was applied the formula by Sudjono (2006) below :

$$P = \frac{F}{N} \times 100\%$$

Where :

P: The class percentage

F : Total Percentage score

N : Number of Studens

IV. DATA ANALYSIS AND RESEARCH FINDING

The qualitative data were taken from interview, observation sheet . The quantitative data were taken from the mean students' score in taking speaking test. This research was conducted in one class with 32 samples . It was accomplished in two cycles .

Task Performance

To know the mean of the students' scores in each cycle, the writer applied the following proposed by Sidjono (2006) below:

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

Where :

- X** : Means score,
 $\sum x$: The sum of all score,
N : The total number of subject.

In pre test, students' total score was 1.820 and the number of students was 32. So the mean was :

$$X = \frac{1.820}{32} = 56,87$$

In cycle 1, students' total score was 1.950 and the number of students was 32. So the mean was :

$$X = \frac{1.950}{32} = 60,93$$

In cycle II, the students' total score was 2.495 and the number of students was 32. So the mean was :

$$X = \frac{2.495}{32} = 77,96$$

From the data above, it could be said that the mean of the students speaking skills increased from 60,9 to 77,9. Based on the data analysis, it could be concluded that all of the students got improvement and also low improvement.

The percentage was shown on the table and counted by using the formula as follow :

$$P = \frac{F}{N} \times 100\%$$

Where :

- P** : The class percentage
F : Total Percentage score
N : Number of Studens

The percentage of the students improvement could be seen below :

$$P_1 = \frac{3}{32} \times 100\% = 9,37 \%$$

$$P_2 = \frac{6}{32} \times 100\% = 18,75 \%$$

$$P_3 = \frac{25}{32} \times 100\% = 78,12 \%$$

Interview

The interview was done before conducting the research and the end of the second cycle. In the first session, the writer was interview about their problem in learning and speaking. While in the second session, the writer was interview about the students' comment and respond about the using of role play in the teaching speaking.

Observation Sheet

From the observation sheet, the writer could manage the classroom effectively. The writer gave much chance for students asking their question or giving their commants. The students seemed more comfortable work in pair with friend and make discussion in their own sit. It was because the students feel comfort in informal situation. Pair worked had given many advantaged such as students for greater independence for doing the activities.

In one particular situation, the writer often used found voiced while managing a discussion whent the writer wanted studentstobe quiet or stop doing something useful. Before start the activity, the writer tried to get students' attention of what happened.

Diary Notes

From the diary notes, it was found that the students were active and enthusiastic during the teaching learning process. However, same students were still shuttered, had mispronunciation, lack of vocabulary and error in structure.

Research Finding

From all the data result that had analyzed , it was found that the students' score increased fromcycle I to cycle II. From the cycle conducted it was found the students score kept improving. In the cycle I, the score was still low, and it needed to do cycle II. Then after giving actions in cycle II, the result of the scorehas increased significantly from cycle I , it mean the action which done successfully increased students' speaking skill. It was supported the fact the mean of score in cycle II had increased, the mean of the pre-test was 56,87 ,the mean of the first cycle was 60,93 and the mean of the second cycle was 77,96.

The qualitative data taken from interview, diary notes and observation sheet showed that students' of speaking skills

improved in this study. Such as from diary notes, it can be concluded that the students were very interested and enthusiast to participate in task performance of percentration in cycle II. The were serious in discussion about the material and the were more active in answer asking question. The information of interview was found that using role play successfully applied to improve students' speaking skills. From the observation it was found that the class was effectifely run. The students talking time were more maximize than teacher talking time. They can learn more independent in formal context but in informal situation because of the discussion class was arranged for task performance to enlarge students' talking time. So, they felt comfortable to speak up. It meant that they can show their skills themselves intelligibly, reasonably, accurately, and without too much hesitation while analyzing and evaluation.

The students were directly motivated to share their understanding and opinion to other. It implied that use of role play to improved students' speaking skills was effective as it could wide their analytic power so they had power to speak up. It meant their speaking ability was automatically improved.

CONCLUSION AND SUGGESTION

Conclusion

After doing the research and analyzing the research, it was obtained the conclusion that Role Play had given valuable contribution that it could create and improve speaking skills. It was found out those students' score increased from the pre-test, and first cycle until the second cycle. . The students' mean from pretest was 56,87 , for the first cycle was 60,93 , and the second cycle was 77,96. The pretest result 9,37% of the students got point 75 to up, the competence test cycle I was 18,75% and the improvement of the students

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showed in the last competence of the cycle II was 78,12%. It meant that by using Role Play significantly improved students' speaking skills.

During observation the students' talking time was more maximize that teacher talking time. Therefore, they become more confident to speak in class Maximize students' talking time to practice their English. It was found that the students did not find it hard to express dialogue by Role Play and they got easier to speak because they had own view point of the material.

5.2 Suggestion

The result of this study show that Role Play can improve students' speaking achievement. The following suggestions are offered :

1. Englis teacher, it is better to use role play in teaching speaking to improve the students' speaking skills. So that, it is suggested that the English Teacher ought to give more chance for students in saying their opinion. The teacher should known to create and to find out the up to date material for his/her students. So, it can attack students' interest to study and to know more and more.
2. The students, it is suggested that the students should practice their speaking skills. It means that they should have wide knowledge to have power and skills to speak, so it improved students' speaking skills.
3. The readers, it is suggested that the readers should explore the knowledge to enlargbe their understanding about how to improved speaking skills and search other references for conducting them who interest for further study related to this research.

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