

IMPROVING STUDENTS' SPEAKING SKILL BY USING ROLE PLAY TECHNIQUES AT MA IHYA'ULUMIDDIN NW KEMBANG KERANG

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Abstract

The study explores the effectiveness of role-play techniques in enhancing students' English-speaking skill at MA Ihya Ulumiddin NW Kembang Kerang. Using Classroom Action Research (CAR), the researchers observed a significant improvement in students' speaking abilities through pre- and post-test evaluations. Findings indicate that role-play activities fostered greater engagement, confidence, and proficiency in speaking English among students. Despite initial challenges such as shyness and low confidence, the implementation of role-play methods resulted in notable progress. The study suggests that integrating role-play techniques into English language teaching can provide a dynamic and interactive approach to improving speaking skills. This research underscores the importance of innovative teaching methodologies in addressing language learning challenges and fostering effective communication among students.

Keywords: Effectiveness, Role-play, Speaking, Classroom Action Research

INTRODUCTION

English has become an international language in the world, it has been used by a lot of people around the world as the language for daily interaction or for various fields of activity such as industry, business, tourism, international relations etc. Because English is the most used language in international relations today, everyone, especially students, must be able to improve

their speaking skills. Students must be able to improve their speaking abilities to engage in good and correct English.

Language is a means of human communication, so that mastering grammar and memorizing vocabulary is not enough to have good fluency in English. Good fluency also means students can use the language in an active conversation. Because language is a communication tool, students must really be

able to express themselves, and express whatever is on their minds, and then be able to say it well. Therefore, the teacher must really pay attention to the methods that must be used to improve students' speaking skills, such as vocabulary, pronunciation, intonation, so on.

Speaking is one of skills in English lessons, as we know, teachers use different techniques to develop students' speaking skills. Speaking is an interactive process of constructing meaning that involves producing and receiving and processing information (Brown 1994; Burns & Joyce 1997). According to (Bailey 2000;25) speaking is a process of interaction through which speakers intend to build meaning through producing, receiving, and processing information.

Based on the writer's observation at MA Ihy'ulumuddin NW Kembang Kerang, the writer found students find it difficult to communicate in English, such as students need a lot of time to think about what they want to say, and they have little self-confidence which causes students to feel embarrassed to speak which is caused by a lack of vocabulary, lack of self-confidence, and less supportive learning methods so students really need a method that can train them to speak well, help them speak

confidently. Usually, the teacher only gives learning material and then asks students to read the material without understanding and practicing the content of the material, for example the teacher only gives students story text, but the teacher only asks students to read, without asking students to understand the text and teaches students correct pronunciation.

Therefore, the writer wants to apply the role-play method to improve students' speaking abilities. According to Harmer (2007), there are various approaches that can be used to improve their speaking ability. In the academic field, students can be trained through various speaking activities such as scripted acting, communication games, discussion, prepared talks, questionnaires, simulation, and role-playing. According to Harmer (2007), the benefits of role play include a wide range of social situations and interactional roles. Furthermore, role-playing allows students to role-play conduct in crucial contexts and situations.

So, from the results of the statement above, the researcher wants to improve students' speaking skills by using role-play techniques. So, the researcher wants to take research under the title "IMPROVING STUDENTS' SPEAKING SKILL BY

USING ROLE PLAY TECHNIQUES AT MA IHYA'ULUMIDDIN NW KEMBANG KERANG"

LITERATURE REVIEWS

There are lots of definitions of speaking expressed by experts; speaking is one of the skills in English that can describe what we are doing, convey an opinion, comment on an opinion that's not appropriate, and ask and answer questions. According to Chaney (1983), Speaking is the process of creating and communicating meaning through the use of verbal and nonverbal symbols in a range of situations. Therefore, speaking skills really need to be improved because they are used to interact with other people every day.

Speaking is a productive language skill (Siahaan, 2008), which means that a person's skill to produce sound that's meaningful can be understood by others and produces good communicative. According to St, Asmayanti and Rezcy Amalia, speaking is an interaction between two or more people to give and get ideas. It can make students work together in speaking, and the students can practice it in a realistic setting. According to Harmer (1998), in speaking, students must know both Language features and abilities for automatic language and information processing. Language consists of connected utterances,

expressive devices, lexis, and the grammar of native speakers. However, Indonesian and English are very different, meaning they must know all the elements of speaking to make it work well.

Speaking is a crucial English skill that involves describing actions, conveying opinions, and answering questions. It involves using verbal and nonverbal symbols to communicate meaning. Improving speaking skills is essential for daily interactions. It is a productive language skill, allowing for meaningful sound production that is understood by others. Speaking involves interaction between people to exchange ideas. Students must understand language features and abilities for automatic language and information processing. Language consists of connected utterances, expressive devices, lexis, and grammar. However, the differences between Indonesian and English require a comprehensive understanding of all elements of speaking.

The functions of speaking are diverse and essential in our daily lives. Brown and Yule, along with Richards and Renanda (2007), categorize speaking into three functions: talk as interests, talk as transaction, and talk as performance. Interaction involves socially functional interactions like greetings,

exchanging situational news, and sharing experiences. Performance involves public speaking, including speeches, public announcements, and class presentations. Transactions involve communication through group activities, information gap activities, and role plays, which can be practiced through communicative materials and real-life scenarios. Improving speaking skills is crucial for enhancing our communication abilities.

Role-play is a teaching method that enhances students' speaking skills by allowing them to play and learn in various social contexts. This technique involves students receiving roles and improvising or switching roles based on instructions. Role-playing activities can be done with a prepared script and can improve language learning fluency, classroom engagement, and motivation. According to Brown (2008), role-play, drama activities, and games can boost students' confidence and communication skills through simulation and communication exercises. Role-playing helps students express or imitate others, focusing on using English, and encourages motivation. It also makes the learning process more engaging and enjoyable.

Role-plays in English learning can be categorized into four types: real-life roles,

indirect experiences, direct experiences, and fantasy roles. The first type involves real-life roles, such as doctors or salespeople, while the second involves students acting out scenarios that may represent indirect experiences. The third type involves direct experiences, such as customer complaints or doctor complaints, but is easier to play due to the teacher's indirect experience. The fourth type is fantasy roles, which are hypothetical and can involve ludicrous events, allowing students to transform into various characters.

Role-playing is a technique that can enhance students' speaking skills by immersing them in being other people and understanding situations according to a script. It helps students develop vocabulary, interpersonal abilities, and prepare them for real-life situations like work or international travel.

The advantages of role-play include the ability to share experiences, create phatic types of language, help shy students with masks, and make it fun for students to let their imaginations run wild. However, there are disadvantages to role-play, such as embarrassment and discomfort, lack of organization and attentiveness, and potential chaos in larger classes.

Embarrassment and discomfort can lead to students being more concerned with what others will think of them than how the matter can be resolved. Additionally, role-play may not be effective in larger classes, as not all students have the choice to share, and the script may involve only two or three people in a scene, making it difficult for the rest of the class to participate.

To ensure effective role-playing, teachers should first explain the purpose and establish ground rules to prevent students from misinterpreting the assignment as an acting exercise. By incorporating these elements into the classroom, students can develop their communication skills and become more confident in their interactions.

Researches on similar topic is crucial to avoid replication. Previous studies have examined roleplay techniques in various contexts.

The first study conducted by Mariani (2019) focuses on improving students' speech skills through role play in first-grade students at SMPN 251 Jakarta-East. The research used classroom action research, involving observations and interviews, to address difficulties during teaching and learning. The research was divided into four stages: planning, action, observation, and reflection.

Data was collected both qualitatively and quantitatively, with qualitative data from field notes and quantitative data from speaking tests.

Sari's (2011) research, titled "Improving Students' Speaking Ability by Using Role Play (A Classroom Action Research at VII Grade Of SMPN 251 Jakarta)," also used classroom action research. Data was collected using both qualitative and quantitative methods, including observations, questionnaires, pre-tests, and post-tests. The findings are relevant to Mariani's (2019) research and Sari Irianti's (2011) research.

RESEARCH METHODS

This research aims to improve student speaking skills in English using role-play techniques at MA Ihya Ulumiddin NW Kembang Kerang. The classroom action research (CAR) design is used, which involves planning, acting, observing, and reflecting. The researchers will discuss the implications of CAR in cycles one and two, which include planning, acting, observing, and reflecting.

The research will be conducted at MA Ihya Ulumiddin NW Kembang Kerang, a school in Aik Darek Village, Batukliang District, Central Lombok Regency, during the first semester of the 2023-2024 academic year. The sample for this study is composed of 23

1st grade students from MA Ihya' Ulumiddin NW Kembang Kerang.

The research procedure for classroom action research involves four phases: planning, acting, observing, and reflecting. Before starting the research cycle, the author conducts a preliminary investigation to identify problems or obstacles and devise various plans to be implemented in the teaching and learning process. During the planning stage, the author performs an acting act based on lessons planned throughout the planning stage, taking on the role of an English teacher who uses role-play techniques to teach speaking.

Observation is conducted during the second cycle, where teachers observe the learning process of teaching in the classroom, including the writer's performance, the class environment, and student responses. Students are given a post-test at the end of the second cycle, and their speaking scores are calculated to assess improvement from pre-test findings.

Reflection is conducted between writers and teachers, who will discuss implementation outcomes and roles in action, creating a new lesson plan for the following cycle and administering a post-test to determine whether the student's score has improved and to complete unfinished issues.

Data collection includes both qualitative and quantitative data, with qualitative data consisting of observations and documentation, while quantitative data is created using questionnaire pre-test and post-test results.

The research process will be conducted for 7 weeks, starting in September after the proposal is approved. Observation guidelines will be employed during the reconnaissance, action, and observation processes.

Tests employed in this study are pre-test and post-test. The writer administers an oral test to the students to determine their existing knowledge of speaking ability. In conclusion, the research procedure for classroom action research involves planning, acting, observing, and reflecting on the effects of role-play on students' speaking skills. By understanding the causes of inaccuracy and improving survey research methods, practitioners can better assess the relevance of findings to practice.

The study focuses on improving students' speaking skills through role-play techniques and vocabulary acquisition from scripts or role-play texts. The researchers conducted a post-test using dialog and asked students to play the role of either the text or

the script. The dialogue involved Galih, a child with a mental disorder, visiting a hospital where he was treated by nurses.

The study procedure will take place over a period of seven weeks, beginning in September. The first cycle involves observation, followed by a pre-test to determine the student's ability to speak. The second cycle involves applying role-play techniques, followed by a post-test. The second cycle consists of five meetings, including observation, interviews, and post-tests.

The lesson plan for class 10 and 11 focuses on role-play, with the goal of improving students' speaking skills through role-play techniques and vocabulary acquisition from scripts or role-play texts. Data is collected using both qualitative and quantitative methods, with the aim of enhancing students' communication and speaking abilities.

FINDINGS AND DISCUSSION

The study conducted a free observation on October 4, 2023, to observe the teaching and learning activities at MA Itha' Ulumiddin NW Kembang Kerang. The results revealed that students struggle with communication in teaching speaking due to lack of participation in class discussions and

shyness in oral presentations. They were reluctant to participate in the process due to feelings of embarrassment and lack of self-confidence.

The pre-test was conducted on 9 and 10 October 2023 to assess the students' speaking abilities before applying Classroom Action Research. The scores were taken in five criteria: pronunciations, grammar, vocabulary, fluency, and comprehension. The total score was 54,54,56,53,54,271,1166. The mean score of pretests was 50,60, indicating that the students' speaking mean score before employing role play or applying CAR was 50,60. There were 21,74% of students who passed the Minimum Mastery Criteria (MMC), while 18 students were still below the MMC. The pretest results indicated that the students' speaking skill was still quite low.

The data showed that there were 5, or 21,74%, students who passed the Minimum Mastery Criteria (MMC), and 18 students who were still below the MMC. This indicates that the students' speaking skills were still quite low before employing role play or applying CAR. The results suggest that the students' speaking skills are still quite low before applying role play or applying CAR.

Cycle 1 of the study involved planning and acting to improve students' speaking

abilities. The author created a lesson plan and conducted observations to observe student and teacher performance throughout the teaching and learning process. A posttest was also produced to measure the improvement in students' scores from pretest to posttest.

During the acting phase, the researcher implemented a lecture plan and used scripted role-playing to conduct the activity. Students prepared and remembered the dialogue before performing it in front of the class, and the researcher provided feedback after their performances. The posttest was conducted in pairs, measuring the students' achievement in speaking.

Observation was conducted during the acting phase, where the observer observed all activities in the physical class activity, such as teacher performance, student response, and participation using role-playing techniques. The observer advised the teacher to clarify instructions, provide more explanations, and encourage students to practice outside the classroom. If the teacher couldn't control the students, punishment was given.

In the reflecting phase, teachers and researchers examined the activities' strengths and weaknesses, as well as the results of the initial post-test. They found that students' grammar and pronunciation were still weak

when speaking, and they were hesitant about speaking English before writing. The teacher should pay more attention to these students and give them more practice to become braver and more confident.

The posttest results showed that 43,48% of students passed the mock test, and the writer and teacher worked to change the course of activity to 75% pass the mock test. From this reflection phase, there must be more efforts to improve students' speaking ability using role play, which was done in the next lesson plan of cycle two.

The second cycle of the classroom action research involved modifying the lesson plan to address the low speaking skills of students. The authors and teachers rearranged the lesson plan, incorporating competition standards and suitable materials. The material remained relevant to the topic of "role-play (self-care deficit)".

The second cycle of action took place on October 22 and 26, 2023, following the lesson plan. The teacher conducted a role-playing activity in pairs, where students created dialogues based on role cards and performed them in front of the class. Observation records showed increased interest in learning English, less shyness to speak, and increased confidence in speaking

English. Students appeared more excited about participating in role-playing activities and braver when speaking English.

The teacher and writer examined the results of cycle 2, finding that most students actively responded to their teachers and the teaching and learning process was executed flawlessly. The children's scores on pretest, posttest 1, and posttest 2 showed significant improvement, which pleased the writer and teacher. The study was concluded after reaching the goal of at least 78,26% of students passing the MMC, as the study had already been successful.

The implementation of the classroom action research (CAR) was evaluated through three post-tests. The first post-test showed a mean score of 62.52, with an improvement in students' speaking scores from pre-test to post-test of 34.07%. However, the improvement was not enough as the target of action success was 75% passing the minimal mastery level criterion (MMC).

The second post-test showed a mean score of 71.52, with 19 students (82.61%) passing the MMC. The mean of the students' second post-test results was 70.52, and 19 students (82.61%) passed the MMC. The results of the questionnaire after the CAR

were assessed using the pre-test, post-test I, and post-test II.

The questionnaire revealed that 5 students (21.74%) were less in agreement with the role-playing technique, while 19 (82.61%) agreed with the game-play technique. 20 (80.96%) students felt that the role-play technique could make it easier for them to improve their speaking ability, while 3 (14.04%) disagreed. Only 2 (8.70%) students did not find it easy to remove the vocabulary with role-playing techniques, which means 21 (91.30%) students felt it was easy to delete the vocabulary with role-playing techniques. In statement number 4, only 6 students (26.0%) did not find it easy to remove the vocabulary with role-playing techniques, which means 21 (91.30%) students felt it was easy to remove the vocabulary with role-playing techniques.

In conclusion, the implementation of the CAR resulted in significant improvements in students' speaking scores from pre-test to post-test. The mean score of 62.52, the percentage of students who passed the MMC, and the improvement in students' speaking scores from pre-test to post-test were all significantly higher than the target of 75% passing the MMC. However, the improvement was not enough to meet the target of 75% passing the MMC.

The questionnaire also revealed that the majority of students felt that the role-playing technique could make it easier for them to improve their speaking ability. However, only a small percentage of students felt that it was difficult to remove the vocabulary with role-playing techniques. The results of the questionnaire suggest that the CAR has had a positive impact on students' speaking abilities, but further research is needed to determine the extent of the improvement and the effectiveness of the CAR in improving students' speaking skills.

The research aimed to investigate the effectiveness of role-play in improving students' speaking skills in English lessons. The study found that role-play was an effective strategy for teaching speaking, as evidenced by increased scores in pre-test, post-test I, and post-test II. The results indicated that the implementation of role-playing techniques can enhance students' speaking abilities, with better scores in post-test I and post-test II. Additionally, the study revealed that students were more active and enthusiastic in the teaching-training process, indicating the effectiveness of role-play in improving students' speaking abilities.

CONCLUSION AND IMPLICATIONS

This Classroom Action Research reveals that teaching English through role-playing can significantly improve students' speaking skills. The study's findings, based on pre- and post-test results, show that students scored significantly higher in post-tests, with 82.61% passing (MMC). The role of speaking teaching allows students to actively participate in speaking activities, and role-playing techniques, supported by observations and data questionnaires, can be used in larger classes.

The author suggests that English language teachers should use role-playing techniques as an alternative method for teaching speaking, and students should incorporate these methods into their learning process to enhance their speaking skills and interpersonal responses. These methods can be used in extracurricular activities, providing a more engaging and effective learning experience for students. The research concludes with recommendations for both teachers and students.

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