

Improving Students' Speaking Skill Using Role Play Method in English Learning

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Abstract. The aim of this research is to evaluate the impact of the role play learning model in improving the speaking skills of Privat Junior High School students in Jember. This research is a follow-up to existing research, with the aim of providing ideas and benchmarks for further research so that it can add to the repertoire of scientific development regarding learning methods that can possibly improve students' speaking abilities. This research adds relevant insight and foundation for improving speaking skills and implementing an effective learning process that emphasizes active participation of students as learning citizens with careful planning and integrity. The results of the research detected that there was a significant increase in students' speaking achievement through the Role Play Method in Class VII Private Junior High Schools in Jember. The application of the role play method to students' speaking skills achievement increases students' speaking accuracy in terms of pronunciation and vocabulary as well as fluency in terms of pauses and hesitations in Class VII students.

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INTRODUCTION

One of the most crucial language skills for student to acquire in order to become proficient communicators is speaking. Speaking is the oral exchange of language with others. Language encompasses the decisions that kids must make, their interactions, their self-expression, and the social bonds they form through language. Bygate (1987) defined speech as the production of auditory cues intended to elicit various spoken reactions from the listener. This assertion is supported by the claims made by Burns and Joyce (1997) and Brown (1994) that speech is an interactive process of meaning. formation that includes information creation, receipt, and processing. It is said to be the methodical grouping of sounds into coherent phrases. Speaking is the actual act that speakers perform to put their ideas about how to interact with listeners into effect, according to Thornbury (2005:121). Situational continuity exists in unplanned operations. That's all. According to Nunan (1999:

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25), learners understand not only how certain language components, such as grammar, pronunciation, and vocabulary, are produced, but also when, why, and how. It asserts that we must comprehend the process by which language is produced.

Speaking is one of the most important skills that students should learn. Effective teaching and learning of speaking require that students be given ample opportunity to use and produce the target language (Spratt, Pulverness, & Williams, 2005). They can practice the language by playing games, participating in debates, role-playing, or role-playing (Brown, 2001; Harmer, 2007).

In contrast, role play is described by Jane (1994: 61) as a person's spontaneous action reacting to others in a hypothetical scenario. Ladouse (1997, p. 147) Role playing, also known as dramatization, helps learners gain experience with the language's usage as a medium of 16 communications while also bringing it to life. So, the primary goal of role play is to practice communication. Penny Ur (1996) stated that role play is used to refer to all sorts of activities where learners imagine themselves in a situation outside classroom, sometimes playing the role of someone other than themselves, and using language appropriately to the new context.

Role play is a technique in English teaching in which the students learn in an imaginary situations or roles in order to develop the students' fluency, comprehension, vocabulary, Pronunciation and Grammar. The situations and the roles are made as a real-life situation, so the students know the functions of English in real life. Thus, the question of this research is *"How can role play method improve students' speaking ability of Class VII in a private Junior High School of Jember?"*

METHODS

Preparation, activity, observation, and reflection are the four phases of classroom action research that need to be finished. The four steps—planning, acting, observing, and reflecting—will be finished in two cycles, with four phases in each cycle. The practice of teachers conducting action research in the classroom is referred to as "class action research." Classroom action research, according to Ghony (2008, p. 8), is a study that focuses on the teaching and learning process in the classroom with the aim of improving the practice of learning. We conducted two cycles in this CAR since the learning objectives were not necessarily met in the first cycle and they had to be in the second, necessitating two cycles of the process. Kemmis and McTaggart (1997: 77) outline the classroom action research process into the following stages: Planning, acting, observing, and reflecting are the four of them. The condition is improved by the cycle sequence employed in this study.

The process of developing a strategy to watch and document classroom activities is called planning. The step of carrying out the strategy is called action. The process of documenting classroom activity is called observation. After that, reflection involves modifying a lesson based on the researcher's initial idea. Furthermore, it's likely that more challenges or instances of unresolved issues were found after the initial cycle was finished. A test was given at the end of each cycle, and the researcher could continue the theme and path of investigation from the first cycle into the second. It was shown that the average student score was increasing between the pre-test and the post-test.

We use students in the first semester of the 2023–2024 academic year from class VII–7 at Privat Junior High School in Jember served as the research participants. There are 21 students in the class, of whom 9 are female and 12 are male. Who is said to increase their speaking abilities through role playing.

For this investigation, quantitative approaches were used to gather data. Pre- and post-test test results are evaluated both descriptively (in percentages) and statistically. The author aims to complete the numerical data by calculating the average speaking score of students both before and throughout each cycle in order to assess the efficacy of the role-playing strategy in the classroom. Consequently, an observation sheet and test were used in the study. An explanation of some data types will be given below:

a. Observation Sheet

In this instance, the author employs unstructured observation to gather data on the actual state of teaching and learning activities. The writer takes notes while observing the classroom environment, the students' speaking abilities, including their pronunciation, vocabulary, and grammar as well as their bravery during speaking lessons.

b. Test

For the students, the author employs an oral test. Pre-test and post-test tests were employed in this investigation. The pre-test is completed prior to using the role-playing approach. At initially, it is used to gauge students' speaking abilities. After applying the role-playing approach, the post-test is implemented in the meanwhile.

The students took the oral exam using the role-playing method, and they had the option of selecting from one of the offered envelopes of role cards. The students then act out their role play. The test must be taken privately by the students.

FINDINGS

The results of this classroom action research project addressed the problem statement and sought to raise the speaking proficiency of the students. The findings included increasing the students' speaking achievement in terms of correctness (vocabulary and pronunciation) and fluency (pauses and hesitations), as well as improving the students' accuracy and fluency during the learning process. The study's conclusions showed that the Role Play Method raised the speaking proficiency of seventh-grade students at Jember's Privat Junior High School.

The improvement of the students' accuracy and fluency dealing with pronunciation, vocabulary, pauses, and hesitation through the application of Role Play Method at the seventh-grade students of Privat Junior High School in Jember can be seen based on the following table:

Table 1. The Improvement of Students' Speaking Accuracy and Fluency

No	Accuracy	Means Score			Improvement
		Pre-test	Cycle I	Cycle II	
1	Pronunciation	2,05	2,48	3,19	28,85
2	Vocabulary	2,14	2.48	3.38	36,54

3	Pauses	2,10	2,52	3,29	30,19
4	Hesitation	2,19	2,57	3,24	25,93

Based on Table 1, the researcher can explain through the percentage above that the students' speaking achievement in accuracy and fluency include pronunciation, vocabulary, pauses and hesitation. For the first meeting, the researcher got low percentage in pronunciation, in the Pre-test students got 2.05, cycle I is 2.48 and cycle II is 3.19. So, this accuracy got improvement 28.85 and for vocabulary the researcher still got the low score of students but that is more than others, in Pre-test got 2.14 cycle I is 2.48, and cycle II is 3.38. So that, this accuracy is higher improvement than others with 36.54. For the conclusion for this table that the students' speaking shows progress from cycle I to cycle II. It because the method of teaching interested and easy to understand the material.

The enhancement of students' fluency and speaking performance. The mean score for the students' achievement pauses before employing role-playing in the pre-test was 2.10. Poor is the classification for the score. Then, with a mean score of 2.52, the outcome of employing role-playing in cycle I for pause achievement was still law. However, it increased to 3.29 in cycle II. Thus, from cycle I to cycle II, the students' fluency in pauses improved to 30.19, which is a good classification score.

Whereas in hesitation before using role play in Pre-test means score of the achievement hesitation 2.19. The score is classified is poor. Then the result of using role play in cycle I for achievement in hesitation was still law with the means score 2.57, but in cycle II raised up to be 3.24. Thus, the improvement the students' achievement fluency in hesitation from cycle I to cycle II become 25.93 the score is classification is good. To see clearly the improvement of the students' fluency in speaking achievement. To see clearly the improvement of the students' accuracy in speaking achievement, following chart is presented:

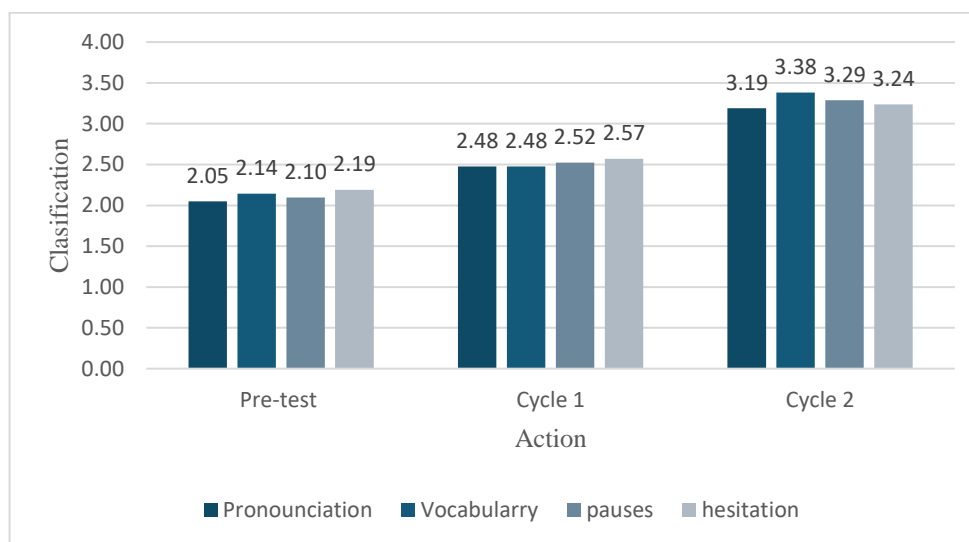


Figure 1. Grafic of the Improvement of Students' Accuracy and fluency in Speaking Achievement

Figure 1 shows there was an improvement of students' speaking achievement in accuracy and fluency. There was improvement students' speaking accuracy in pronunciation from Pre-test was 2.05, the cycle I was 2.48, cycle II was 3.19, the improvement students speaking accuracy in vocabulary from diagnostic test 2.14, the cycle I was 2.48 cycle II was 3.38. The improvement students' speaking fluency in pauses from Pre-test was 2.10, the cycle I was 2.52, cycle II was 3.29, and the improvement students speaking fluency in hesitation from diagnostic test 2.19, the cycle I was 2.57 cycle II was 3.24.

Accordingly, students' speaking accuracy in vocabulary improved by 36.54 from cycles I and II, while their speaking accuracy in pronunciation improved by 28.85 from cycles I and II. On the other hand, students' speaking fluency improved in pauses from cycle 1 to cycle II by 30.19, and in hesitations from cycle I to cycle II by 25.93. This indicates that pupils' speaking proficiency improved from cycle I to cycle II through role-playing. The study comes to the conclusion that role-playing is an effective way to raise students' speaking proficiency. From cycle I to cycle II, the following procedures could be described:

1. At the beginning of the application role play at the first cycle the research did not dominate the class.
 - a. Some of the students still passive in learning process and still feel shy to practice
 - b. The researcher explanation teaching material not clear. Some of the students were difficult to understand the method.
2. At the end of the second cycle could be explained that:
 - a. The students know what must be done in this method
 - b. The students enjoyed and relax with the method in learning process. To change the process from cycle I to cycle II the researcher did some efforts as follows:
 - 1) The researcher gave some material in teaching, made the students not bored in studying
 - 2) The researcher also gave guidance to the students who have problem in learning process. So, the students focused in learning.
 - 3) The researcher explained material more detail and the researcher also give guidance intensively. So, the students are easy to understand about material and enjoy practice in the class.

In this study, a checklist observation was carried out to determine the performance of educators' and students' activities in the learning subprocess on the Type of Work theme before and after using the role play method. The checklist observation results can be seen in table 4.2 below:

Table 2. Criteria of student's activities in observation checklist

No	Statement	Before	After	Improvement
1	Pay attention in class	1,90	2,76	85,71
2	Works well with other children	1,90	2,71	80,95
3	Ask questions to get more information	1,33	2,10	76,19
4	Participates actively in discussions	1,62	2,43	80,95

5	Raises his/her hand to answer question or volunteer information	1,38	2,10	71,43
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Based on Table 2, researcher can explain through the percentages above that before and after using the role play method it can be explained that student activity in terms of Pay attention in class obtained an average improvement of 85.71, Works well with other children 80.95, Ask questions to get more information 76.19, Participates actively in discussions 80.95, and raising his/her hand to answer questions or volunteer information 71.43. From the explanation above, it can be concluded that there has been a significant increase in activity among all students.

DISCUSSION

In this part, discussion deals with the interpretation of finding about the students' speaking achievement result of the students' activeness in teaching learning process. Based on the observations from cycle II, students' speaking proficiency improved after using the role-playing technique. The environment for teaching and learning was more engaging. Because they grasped the approach, the students were able to practice the discussion with ease and were highly engaged in the learning process. Students find the teaching and learning environment to be both comfortable and effective. One way to help students improve their speaking abilities is to help them solve obstacles that are preventing them from speaking. Using role-playing techniques in English language instruction is one way to achieve this, as it has been shown to enhance students' speaking abilities (Lily, 2009). There are several pertinent studies that employ role-playing as a research method. As an illustration, "It indicates that after getting the treatment (Role-play method in teaching speaking), the students underwent improvement," says Maharida (2015), illustrating the results. According to Maharida (2015), role-playing offers a number of advantages to both educators and learners. Peer evaluations and recommendations can help students do better in subsequent performances (role-play method).

Based on the previous finding research, Hadi, (2014) concluded that the students' have a good skill in speaking after being through role play method in term speaking test and recording of role play method. The students' speaking achievement in accuracy with variable (X) and fluency (Y) toward the application of role play method. It was supported by the score of the students always improved in diagnostic test, cycle I and cycle II. That is can concluded that the role play method affective to improve the students in speaking achievement.

After applying the role-play method in cycle I, the researcher discovered that the speaking achievement for accuracy in pronunciation was 2.48 and vocabulary was 2.48, and for fluency in pauses and hesitations was 2.52 and hesitation 2.57. It is still indicated that the students' speaking achievement through the role-play method is fairly poor, which is why the researcher continued the research to cycle II. The pre-test results for pronunciation accuracy were 2.05 and vocabulary 2.14, and the fluency in pauses and hesitations was 2.10 and hesitation 2.19.

Following the employment of the role-playing technique in cycle II, the researcher discovered that the average score for pronunciation accuracy was 3.19, vocabulary was 3.38,

and fluency in pauses and hesitations was 3.29 and 3.24. The research explained the classroom teaching and learning process in this section. The researcher employs role-playing as a teaching and learning approach, and the students' speaking achievement is measured by their vocabulary and pronunciation correctness as well as their pauses and hesitations, which indicate fluency.

According to the researcher's findings, role-playing helped the seventh-grade speaking proficiency of the seventh-grade class VII students at Privat Junior High School in Jember. The method improved from cycle I to cycle II, going from poor to high improvement. Because the researcher worked hard to provide incentive in the teaching and learning process, the students in the second cycle looked to love the method, but in the first cycle they appeared to be puzzled.

The students made a speaking error in the first cycle. Students experience shyness and a lack of language when communicating as a result. Before instructing in the second cycle, the researcher was well-prepared. Because the researcher reflected, they are aware of their strengths and weaknesses. According to Nation (1988), role-playing can make an activity more engaging and guarantee participation by allocating roles. The researcher concluded that role-playing is a useful technique for raising students' speaking proficiency in the classroom. As a result, when the students communicate, they can easily convey their thoughts and feelings, particularly the seventh grade speaking proficiency of the students at the private junior high school.

Students' performance on the Pre-test, Cycle I, and Cycle II tests has improved. The utilization of the role-playing method improves the pupils' performance in speaking exercises. It has to do with Roger's (2005) theory. When students pretend to be a customer, manager, or shop assistant, for instance, they are engaging in a role-playing exercise in which they act out a conversation. Although they may have prepared some rough thoughts about what they will say in advance, it is not scripted.

The researcher concludes that role-playing is a useful technique for raising students' speaking proficiency in the classroom based on the data presented above. As a result, when the pupils communicate, they can easily convey their thoughts and feelings. In particular, the speaking proficiency of the seventh-grade VII students at the Privat Junior High School in Jember.

CONCLUSIONS

Based on the findings, the researcher came to the conclusion that the sixth-grade students of Privat Junior High School in Jember had significantly improved their speaking achievement using the role-play method. Accuracy and fluency confidence are the two measures of speaking proficiency. Accuracy divided into 2 indicators are pronunciation and vocabulary, and fluency divided into 2 indicators are pauses and hesitation. The researcher can draw conclusion as follows: Students in seventh grade VII at Privat Junior High School in Jember demonstrated better speaking correctness in terms of pronunciation and vocabulary, as well as fluency in terms of pauses and hesitations, when the Role Play Method was applied to their speaking skill achievement. It was demonstrated by the fact that students' speaking scores on the Pre-test for pronunciation accuracy were 2.05, 2.48 for Cycle I, and 3.19 for Cycle II. Pre-test vocabulary was 2.14, cycle I was 2.48, and cycle II was 3.38. In contrast,

students' speaking scores on the Pre-test of Fluency in Pauses were 2.10, 2.52, and 3.29 for cycles I and II. Cycle I is 2.57, cycle II is 3.24, and the pre-test hesitation is 2.19. It indicates that cycle II has improved with each cycle and has made more significant progress than cycle I.

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