SPEAKING SKILLS IMPROVEMENT
THROUGH THE ROLE-PLAY METHOD IN MTSN 3 PROBOLINGGO

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Abstrak

Speaking is one of the skills in learning English languages besides the other 3 skills in language: listening, reading, and writing. The four skills are connected, and the connection influences each other. Speaking skill talk about the art of speaking in conveying messages, ideas, and thoughts, for various purposes such as reporting, entertaining, persuading, or inviting others people. By speaking, people interact and create social relations between two or more people. This type of research is classroom action research to find out the improvement of students' English proficiency by using the role-play method. The sample of this research is students at eight grade from MTSN 2 Probolinggo in the academic year 2021/2022. To analyze the data, it used the Mean formula in calculating the average score of students with Criteria, if the average minimum score of 75% and improved in each cycle, then that role-playing method works. The results show that students' average score on speaking tests in the first cycle is 77.0, an increase of about 11.32 points from a pre-action class, and improved by 4.9 points to 81.9 in the second cycle. The minimum number of students who pass the criteria in the first cycle is 12 students and 16 students in the second cycle. It means the role-playing method can improve students' English-speaking skills, and the percentage of improvements has reached 88,9% of all students, then the action class research was stopped in the second cycle.

Keywords: Speaking Skills, Method, Role Play

INTRODUCTION

Language is a communication tool used by humans to interact with other people around the world. Communication can be in small groups or big groups because essentially humans are social beings who need a relationship with other people, so communication is carried out smoothly and clearly both in speaking and writing skills.

Oral communication or Verbal communication is a form of communication that is considered the most effective, efficient, and practical. Oral communication or speaking does not need good grammar for the reasons of communicating is to understand and understandable. So, verbal communication is required to understand vocabulary and ways in

conveying a message should be understood by someone else.

Difficulties that occur in learning a language, especially English is that most people who have already understood the grammar and know many vocabularies, but not able to use those English tools in communication even for daily conversation. Especially for Indonesian students, one of the factors that make not able to speak English well is the limitation of space and time to practice and use the English language outside of English language lessons because in Indonesia the English language is a foreign language so it is not used in daily conversations by many people in Indonesia. Space and time limitations make students still look doubtful and stiff to using English in daily communication. A student is still awkward with word pronunciation in English and feels afraid to express their feelings, thoughts, ideas, and information to other people for the reason of being afraid of being wrong in pronouncing words or composing sentences.

Spoken language, as a vital tool of communication owned by humans and used to interact with each other in conveying the intent, purpose, and information, is considered more effective because in spoken language we can be more expressive in conveying meaning to others assisted by support circumstances, situations, conditions and sharing information that has been built with the interlocutor. However, in verbal communication we remain must remember that the way in convey something the message is more important than the message we will convey. Some of the requirements need to be considered in spoken language These include people who convey a message or are called a sender, content of conversation or message, recipient or person who receives a message, time, place, situation, equipment or media used in conveying messages, the direction of interaction both unidirectional, bidirectional, or multidirectional and the presence of mutual understanding. Sending messages via the use of spoken language must be with simple words or sentences, clear meaning, and speech, especially in using English as a foreign language. The speaker must be used to pronounce language sounds precise, appropriateness of pressure, tone, joint, and duration, including word choice and sentence usage.

The obstacles that often happen in having good speech due to internal and external factors can cause imperfection in purpose, meaning, and desired information delivered to listeners. One of the ways to avoid barriers in conveying messages, ideas, or information to the listeners is by improving speaking ability or skill. Speaking skills is a process that

requires regular practice periodically. According to Kundharu Saddhono & Slamet (2012: 36), in learning and practicing speaking, what needs to be trained are pronunciation, voice control, self-control, controlling body movements, choice of words, sentences and intonation, use of good and right language, and also the important thing is setting or organizing ideas. While Tompkins & Horizons (1995) in Kundharu Saddhono & Slamet (2012: 60), several models are learning to speak well, including conversation, aesthetic speaking, speaking goals, and drama activities or role-playing. Role play can be done well with the script that is already available or made by teachers or students and also can be taken from books or many other sources.

Based on the phenomenon above the researcher need to hold classroom action research by applying the role-play method to provide an opportunity in practicing oral communication for students in MTSN 3 Probolinggo to see whether the role-play method can improve the ability to speak in English or not and the output target of this research is knowing and experiencing English language skills or abilities from students' improvement maximally by using that method and accompanied with increased motivation for the class during learning English lesson.

RESEARCH METHODS

This research is classroom action research. This research was conducted in two cycles by adapting Kemmis and Taggart's models consisting of Planning, Action, Observation, and Reflection as shown in the picture. This research was conducted in MTSN 3 Probolinggo, which is located in Tongas sub-district Probolinggo East Java, in February - May 2022, in a span of 4 meetings. The sample of this research is students of MTSN 3 Probolinggo at eight grade in Academic Year 2021/2022 which consists of 25 people consisting of 12 men and 13 women used the Sampling technique method.

Figure 1 Kemmis and Taggart, Classroom Action Research Model
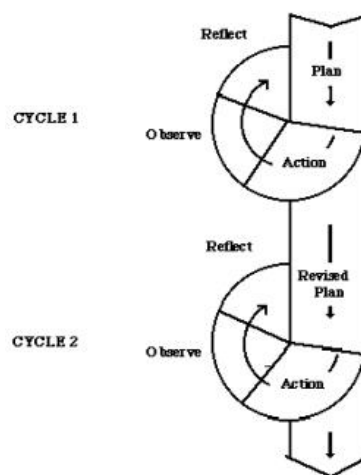
The data collection stage is carried out for the following reasons:

1. An observation regarding the activities carried out by teachers and students during the learning process based on the observation sheet that has been prepared 2. The stage of implementing the action, analysis, and reflection on each action. 3. Discussion between the researcher and students about learning activities by using the role-play method. 4. Analyze and discuss the alteration in speaking ability from students with the final test, namely the performance test or practice test.

2. Ratings used in This research refers to the opinion of Ahmad Rofi'uddin & Darmiyati Zuhdi. Evaluation is divided into two aspects, such as: linguistic and non-linguistic. A linguistic aspect includes (1) pressure, (2) speech, (3) tone and rhythm, (4) vocabulary word, expressions, or diction, and (5) structure sentences used. A non-language aspect includes (1) fluency, (2) disclosure of speech material, (3) courage, (4) friendliness, and (5) attitude.

Data analysis in this research used qualitative and quantitative descriptive. Analysis qualitative descriptive in this research illustrative by appropriating facts data obtained from observation sheets to the students' and teachers' activities during the learning process. Data obtained from the observation sheet

consisted of two kinds. The data includes observational data on learning speaking skills performed by the teachers and observational data on students in discussion activities and evaluating the players.

Quantitative data obtained from the student practice test's results in acting. Practical tests are carried out to measure the English speaking skills of students with the role-play method. The results of this test were analyzed quantitatively to find out whether there is speaking skill improvement in students done with comparing test results at the end of each cycle. Quantitative descriptive analysis was done by calculating the mean of student test results when the play is done. If the percentage is 75% and increases every cycle, it is assumed that the role-playing method can improve English speaking skills for the student. For knowing the percentage of value categories student is searched by the formula as follows:

$$p = \frac{f}{N} \times 100\%$$

Information:
 p = number of percentages
 f = frequency that being searched of the percentage
 N = number of classes (number of frequencies or number of individuals)
 (Anas Sudijono, 2010: 43)

Students are said to have achieved completeness if the value

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obtained has reached the criteria Minimum Completeness (KKM) 75 with a range between 1-100. The class will be said to have reached completion if the number of students who achieve KKM is 75% of the total amount student. The result of the reflection from cycle I become the basis for carrying out cycle II, and so on.

RESULTS AND DISCUSSION

Based on the observations, teachers have implemented role-playing steps. The steps are applied by the teacher gradually starting from the first meeting until the fourth meeting in each cycle. Meanwhile, based on the results observed during student do role-play activities in the cycle I have shown that the total score (R) from students' activities of observations in discussions and evaluation role play is 29 from the maximum score (MS) of 48. So the total value percent (NP) skills speaking students is 60.42%. Compared to pre-action, the cycle I have increased from the original amount of 22 increases by 7 digits to 29. Value percent also increased, compared to pre-action, cycle I have increased the percent value of 45.83% increased by 14.59% to 60.42%.

While in Cycle II, the results of observations show that the total score (R) of the results of observations of student activities in discussions and evaluation role play is 35 from the maximum score (MS) of 48. So total value percent (NP) skills speaking students is 72.92%. Compared to cycle I, cycle II has increased from the original 29 increasing 6 digits to 35. Value percent also increased, compared to cycle I, cycle II increased from 60.42% increase 12.50% to 72.92%.

Speaking Skill test observations from eighth-grade students of MTSN 3 Probolinggo in cycle I already increased by the average value obtained. If on pre-test the mean value of action is 65.61, while in the first cycle the average value reached 77.0, it means the average value has increased by 11.32. The number of students who have reached KKM in pre-action is 6 people and in the first cycle, it becomes 12 students, or about 66.7%. This matter means the number of students who reach KKM increased by 6 students.

Meanwhile, the results of the observation test from eighth-grade students of MTSN 3 Probolinggo in cycle II there was an increase based on the average value obtained namely in Cycle I of 77.0, while in cycle II the average value reached 81.9. It means the value of an average increase of 4.9.

The number of students who have reached KKM in cycle II is 16 students (= 88.9%), and those who have not reached KKM are as many as 2 students. This matter means the number of students who reach KKM

increased to 4 students. Thus, based on the results observed after cycle II carried out with percentage completeness reaching 88.9% then the research stopped in cycle II. Comparison of skill scores from students in role-playing on Cycles I and II can be seen in the table following:

Table 1. Comparison of Students' English Skills Scores with Role Playing method in Cycle I and II

NO	Score	Cycle I	Cycle II
1	The highest score	81	91
2	The lowest score	71	73
3	Average score	77.0	81.9
4	Number of Students Completed > 75	12	16
5	Number of Uncompleted Students < 75	6	2
6	Percentage of Completeness	66.7	88.9
7	Percentage of Incompleteness	33.3	11.1

Based on the increment in the average value of students' speaking skills, and the percentage above it is known that the use of the role-playing method can improve speaking skills for eight grade students in learning. Even though in cycle II learning still found 2 students who have not reached the KKM, but the target in the study the average value is equal to or greater than 75 and the percentage of completeness is equal to or greater than 75% has been achieved in cycle II, the research stops at cycle II.

CONCLUSION

Based on the results of research and the discussion above, it is concluded that learning English through the role-playing method can improve speaking skills in the eighth grade of MTS 3 Probolinggo. It can be seen from the results of data analysis which show improvement of speaking skills from the first cycle of 11.32 percent of the condition initial 65.61 to 77.0, and in cycle II increased to 4.9 from the initial condition 77.0 increased to 81.9.

Speaking skill observation results from students do not experience problems in linguistic aspects or vocabulary word/expression or diction and structure of sentences used and non-linguistic aspects (courage, friendliness, and attitude). Observations too show that the level of motivation students in role participation is better. Enhancement of English skills from students also experienced an increment from pre-action to cycle I and cycle II which indicated by the class average value which is obtained.

Referring to the research results and the conclusions above, then the suggestions that the researcher gives is that English language learning process, especially in aspects of having good

speaking skills the teacher should apply interesting methods that can motivate students to be active and communicative and try to avoid not make students bored. For improving speaking skills one of them is to provide problem-solving to the problems that hinder students. This can implement, among others, by using the role-play method in learning English which has been shown to increase student speaking skills. The role play method gives many opportunities for students to practice their speaking skills directly. Every student deserves given encouragement and motivation and increase self-motivation to express views and opinions, so the longer forming habits of critical thinking, creativity, and ability to express opinions properly and correctly with paying attention and appreciate other people's opinions.

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