

PENINGKATAN KETERAMPILAN BERBICARA DALAM BAHASA INGGRIS
MELALUI PENERAPAN TEKNIK ROLE-PLAY DI KELAS

IMPROVING ENGLISH SPEAKING SKILLS THROUGH THE APPLICATION OF
ROLE-PLAY TECHNIQUES IN THE CLASSROOM

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ABSTRACT

This study aims to determine how much role-play techniques can improve students' speaking skills. The researcher appointed the students of class XI at SMAN 9 Pekanbaru as the object of research. This research focuses on speaking skills especially to improve vocabulary so that students are able and confident speaking English by using role play techniques applied to students. The theoretical foundation used in this research is a behavioristic theory, this research uses a communicative approach that aims to make communicative competence the goal of language teaching and to develop techniques for teaching language skills. This research was carried out in the form of classroom action research consisting of two cycles and each cycle consisted of four stages, namely, planning, implementation, observation, and reflection. Before the learning was carried out, an initial test was given to determine the initial ability of students in speaking ability so that the scores obtained in the initial test could be compared with cycles I and II after being given learning. The results of the quantitative data show that the role play technique can improve students' speaking ability, especially in class XI students at SMAN 9 Pekanbaru. This can be seen from the results obtained by students when given a test and an increase during the role play technique is applied. The average score obtained by students in the initial test was 72% scored below 70 which was in the very poor category. After being given learning in cycle I, the average value of students increased to 70% of students achieving a score ≥ 70 in the good category. In cycle II, the average value of students increased to 23 students (92%) managed to get a score ≥ 70 and remained in the good category.

Keywords: speaking ability, communicative, role play technique

ABSTRAK

Penelitian ini bertujuan untuk mengetahui seberapa besar penggunaan teknik role play dapat meningkatkan keterampilan berbicara peserta didik. Peneliti mengangkat peserta didik siswa kelas XI di SMAN 9 Pekanbaru sebagai objek penelitian. Penelitian ini berfokus pada keterampilan berbicara khususnya untuk meningkatkan kosa kata sehingga peserta didik mampu dan percaya diri berbicara dengan bahasa Inggris dengan menggunakan teknik role play yang diterapkan pada peserta didik. Landasan teori yang digunakan dalam penelitian ini yaitu teori behavioristik, penelitian ini menggunakan pendekatan komunikatif (communicative Approach) yang bertujuan untuk menjadikan kompetensi komunikatif sebagai tujuan pengajaran bahasa serta untuk mengembangkan teknik-teknik pengajaran keterampilan bahasa. Penelitian ini dilaksanakan dalam bentuk penelitian tindakan kelas yang terdiri atas dua siklus dan pada setiap siklus terdiri atas empat tahapan yaitu, perencanaan, pelaksanaan, observasi, dan refleksi. Sebelum dilaksanakan pembelajaran, tes awal diberikan untuk mengetahui kemampuan awal peserta didik dalam kemampuan berbicara sehingga nilai yang diperoleh pada tes awal dapat dibandingkan dengan siklus I dan II setelah diberikan pembelajaran. Hasil dari data kuantitatif menunjukkan bahwa penggunaan teknik role play dapat meningkatkan kemampuan berbicara peserta didik khususnya pada siswa kelas XI di SMAN 9 Pekanbaru. Hal ini dapat dilihat dari hasil yang diperoleh oleh peserta

didik pada saat diberikan tes dan terjadi peningkatan selama teknik role play diterapkan. Nilai rata-rata yang diperoleh peserta didik pada tes awal adalah 72% mendapat nilai di bawah 70 yang termasuk pada kategori sangat kurang. Setelah diberikan pembelajaran pada siklus I, nilai rata-rata peserta didik meningkat menjadi 70% siswa mencapai nilai ≥ 70 dengan kategori baik. Pada siklus II nilai rata-rata peserta didik meningkat menjadi 23 siswa (92%) berhasil mendapatkan nilai ≥ 70 dan tetap berada dalam kategori baik.

KeyWords: *kemampuan berbicara, komunikatif, teknik role play*

INTRODUCTION

Language is one of the most important communication tools that is used to convey the intent and purpose or something that someone wants. Every country in the world has a language as a state identity or national language. In this development in the era of globalization, it ultimately requires almost all levels of society to be able to speak using an international language that has been recognized by the world, namely English.

Someone who is able to master good language skills will easily absorb and convey information well. The subject of English as a second or foreign language has usually been given early in schools.

In general, students who have been at the junior and senior high school level still have difficulty expressing their desires, thoughts, and ideas using English. This is also experienced by most of the students in class XI students at SMAN 9 Pekanbaru. This phenomenon is caused by the low vocabulary and self-confidence of students in class XI students at SMAN 9 Pekanbaru, who speak English directly. On the other hand, the factor that also causes this to happen is the lack of teacher creativity in determining learning techniques to improve English speaking skills in class XI students at SMAN 9 Pekanbaru. During the teaching and learning process, teachers tend to focus on other skills, such as reading, writing, and listening. Teachers focus more on these skills to prepare students for the national exam in grade XII.

One of the efforts that can be used as an alternative to solving these problems is role play. The use of appropriate teaching techniques makes students more motivated in learning English. With the role play technique, students can practice their speaking skills in various situations and indirectly, they will master more vocabulary in English.

Based on the description of the background above, the research problem can be formulated as follows: (1) How are the student's English speaking skills before using the role play technique in class XI at SMAN 9 Pekanbaru? (2) What is the level of English speaking skills of students in class XI at SMAN 9 Pekanbaru after the role-play technique is applied? and (3) What factors influence the improvement of English speaking skills through role play technique for students in class XI at SMAN 9 Pekanbaru?

This research is expected to be able to find out the application of techniques in the process of learning English to improve speaking skills. In addition, this research was conducted to determine the level of English speaking skills of the students of class XI of SMAN 9 Pekanbaru.

Teaching is all deliberate efforts in order to provide opportunities for students to occur in the teaching-learning process in accordance with the objectives to be achieved. In the teaching-learning process in accordance with its development, the teacher not only plays a role in providing information to students, but furthermore the teacher can act as a planner, organizer, and encourager of students to learn effectively. The next role is to evaluate the whole teaching-learning process.

Improved language ability/competence is a picture of one's progress in producing and understanding sentences based on their knowledge. This competence consists of two parts, namely linguistic and communication competence. Linguistic competence is the knowledge of language structures that are unconsciously possessed by ideal speakers and speakers.

Speaking skills are essentially the skill of reproducing the flow of the articulation sound system to convey the will, needs feelings, and desires to others. This skill is also based on self-confidence to speak naturally, honestly, correctly, and responsibly by eliminating psychological problems such as shyness, low self-esteem, heavy tongue tension, and others. Based on the opinions about the definition of speaking that have been described above, it can be concluded that the definition of speaking is the ability to say words to convey or express intentions, goals, ideas, ideas, thoughts, and feelings that are arranged and developed according to the needs of the listener so that what is conveyed can be understood by the listener or listener. Ability related to learning is the ability or ability of a student to complete the lessons given by the teacher and master new things to be learned in a teaching and learning process.

Role play is a learning technique that gives learners the opportunity to act like the people involved or in the desired situation. Learners practice directly to take on the role of another person. Role play is a speaking activity by putting oneself in the shoes of another person (according to the role being played). In learning English by using role play technique, the teacher has a role to provide new

vocabulary to students and create a conducive learning situation so that English can be used in a real and natural way. In addition, the teacher can correct students' speaking mistakes directly by writing on the board so that other students can find out the mistakes. Recordings used during conversations can also be used to find out the language they use so that students can see common mistakes during conversations.

RESEARCH METHODS

Research Design

This study used a quantitative approach with a Classroom Action Research design. This design was chosen because it aims to improve students' speaking skills through the application of role-play techniques. Classroom action research is a form of research that is reflective in nature by taking certain actions in order to improve or enhance learning practices in the classroom professionally.

Population and Sample

The population in this study was 25 students of class XI students at SMAN 9 Pekanbaru. The research sample was selected using purposive sampling, which is the selection of samples based on certain considerations. The class selected as the sample was class XI IPA 1, which consisted of 25 students.

Research Instruments

The test technique includes test questions at the end of cycle I and the end of cycle II and non-tests include observation of student activity, observation of teacher learning, questionnaires and interviews of student responses to teacher learning. As a benchmark for this research, if the average daily test scores of students in the class reach above KKM. The success indicators (benchmarks) of this class action research are: If at least 70% of students get a minimum score of 75 with a score range of 0 to 100. Increased student learning outcomes in the learning process, namely if the student activity score reaches at least 70%.

Quantitative Data Analysis Techniques

Procedure This study consisted of four activities that were conducted in iterative cycles. The four main activities in the cycle are planning, implementation, observation, and reflection. Learning is carried out using the Role-Playing method on Congratulations Expressions material. Learning at the initial meeting was carried out using the pair or group method, to see the level of cooperation between students as well as to train students' courage to express their opinions during discussions.

RESULTS AND DISCUSSION

Pre-Cycle

The pre-cycle activity is an initial observation carried out before the action in the process of improving students' speaking skills through the role-play method in the Speaking Course subject for grade XI students at SMAN 9 Pekanbaru. This activity aims to obtain initial data about the condition, ability, and activities of students in speaking learning.

Based on the results of observations made by the researcher before the action was taken, it was found that most of the grade XI students at SMAN 9 Pekanbaru still had difficulties in English speaking skills. Of the total 25 students, only about 30% or 7-8 students had good English speaking skills. Meanwhile, the remaining 70% or 17-18 students still appeared passive, shy, and lacked confidence in speaking English.

The low speaking skills of students can be caused by several factors, including:

1. Lack of student interest and motivation in learning English speaking skills.
2. The use of less attractive teaching methods and the inability to actively involve students.
3. Limited opportunities to practice speaking English in the classroom.
4. Lack of student confidence in speaking English in public.

In addition, based on the results of interviews with the Speaking Course subject teacher, it was found that most students come from families with middle to lower economic backgrounds, so their access to English learning media outside of school is limited, and the availability of supporting facilities and infrastructure for English speaking learning at school is also still limited.

This condition becomes a challenge for teachers to be able to design and implement learning strategies that can increase student motivation and active involvement in English speaking learning. One method that is considered effective is through the application of the role-play method. In this pre-cycle, the researcher also observed the activities of students in learning English speaking. Based on the observation results, the average score of student activity was 2.47, which was in the low category. This indicates that students are still not actively involved in learning.

Meanwhile, the results of student learning evaluation in the pre-cycle showed that of the 25 students, only 7 students or 28% scored ≥ 70 , while 18 students or 72% scored below 70. This condition indicates the need for efforts to improve students' speaking skills.

Based on the data above, the researcher feels the need to take corrective action in English speaking learning through the application of the role-play method. It is hoped that this method can increase student interest, motivation, and active involvement in learning, so that in the end it can improve the English speaking skills of grade XI students at SMAN 9 Pekanbaru.

Cycle 1

Cycle 1 was implemented for 2 teaching hours (80 minutes) with the material of improving students' speaking skills through the role-play method in the English subject. The activities in Cycle 1 consisted of: (1) planning, (2) implementation, (3) observation, and (4) reflection.

Planning

In the planning stage, the activities carried out by the teacher were:

1. Developing a Lesson Plan (RPP) by applying the role-play method to improve students' speaking skills.
2. Preparing the learning materials to be used in the role-play, such as conversation topics, English expressions that need to be mastered, and role-playing scenarios that the students will perform.
3. Creating an observation sheet to observe the activities and participation of students during the learning process using role-play.
4. Preparing the learning media to be used, such as pictures, videos, or objects that can support the implementation of role-play.
5. Determining the criteria for the success of learning, which is at least 70% of students achieving a score of ≥ 70 in speaking skills.
6. Dividing students into several small groups to perform role-play.
7. Developing an instrument for assessing students' speaking skills, such as an assessment rubric that covers aspects of pronunciation, grammar, vocabulary, fluency, and comprehension.

Implementation

In the implementation stage, the learning activities carried out by the teacher were:

1. Providing apperception and conveying the learning objectives to be achieved.
2. Explaining the learning materials related to speaking skills in English, such as expressions, grammar, and vocabulary that need to be mastered.
3. Dividing students into several small groups and providing role-play scenarios to be performed.
4. Providing opportunities for each group to practice role-play according to the given scenario.'
5. Monitoring and guiding students during role-play practice, providing feedback, and assisting students who are experiencing difficulties.
6. Asking several groups to present the results of the role-play in front of the class.
7. Providing reinforcement and feedback on the students' performance.
8. Evaluating students' speaking skills through the end-of-cycle test.

Observation

In the observation stage, the activities carried out were:

1. Observing the activities and participation of students during the learning process using the prepared observation sheet.
2. Recording the observed aspects, such as:
 - Students' enthusiasm and activeness in participating in the learning
 - Students' ability to understand and portray the role-play scenario.
 - Students' speaking skills, including pronunciation, grammar, vocabulary, fluency, and comprehension.
 - Interaction and cooperation of students in the group.
3. Documenting the learning process, such as photos or videos, to assist in analysis and reflection.

Reflection

In the reflection stage, the activities carried out were:

1. Analyzing the results of observations and evaluations of learning in Cycle 1.
2. Evaluating the success of learning in improving students' speaking skills through the role-play method.
3. Identifying constraints or problems encountered during the learning, such as:
 - There are still some students who are less active and enthusiastic in participating in the learning.
 - Some students still experience difficulties in understanding and portraying the role-play scenario.
 - Students' speaking skills, especially in the aspects of pronunciation, grammar, and fluency, still need to be improved.
4. Planning improvements and follow-up actions for the next cycle, such as:
 - a. Providing more intensive motivation and guidance to students.
 - b. Simplifying the role-play scenario to make it easier for students to understand and portray.
 - c. Providing more practice and feedback to improve students' speaking skills.
 - d. Optimizing the role of peer tutors in helping students who are experiencing difficulties.

Cycle 1 Learning Outcomes

Based on the evaluation results at the end of cycle 1, it is known that 16 students or 64% of 25 students obtained a score of ≥ 70 in speaking ability. Meanwhile, 9 students or 36% still obtained a score below 70. These results indicate that the application of the role play method has not been fully successful in improving the speaking skills of grade 11 students at SMAN 9 Pekanbaru. There are still some students who have not reached the predetermined success criteria, which is a minimum of 70% of students achieving a score of ≥ 70 .

Therefore, improvements and follow-up actions need to be carried out in the next cycle to increase the success of learning. Some things that need to be done include:

Providing more intensive guidance and assistance to students, especially for those who are still experiencing difficulties. Simplifying the role play scenario to make it easier for students to understand and perform. Providing more practice and feedback to improve students' speaking skills. Optimizing the role of peer tutors in helping students who are experiencing difficulties. Motivating students to be more active and enthusiastic in participating in the learning process. With the improvements and follow-up actions taken in the next cycle, it is hoped that the learning success can be increased and the predetermined success criteria can be achieved.

Cycle 2

Cycle 2 was implemented in 2 learning hours of 40 minutes with the material of improving students' speaking skills through role-playing in the Speaking Subject. In cycle 2, the learning process used the peer tutor method. The activities in cycle 2 consist of: (1) planning, (2) implementation, (3) observation, and (4) reflection.

Planning

Based on the results of the reflection in cycle 1, a re-planning was carried out. The plan made in principle is the same as the plan in cycle 1, but a different learning strategy was applied in the learning

process of cycle 2. This planning was carried out to improve the speaking skills of class 11 students of SMAN 9 Pekanbaru through the role-playing method.

Implementation

The implementation of the action taken in cycle 2 is essentially the same as the implementation of the action in cycle 1, but in cycle 2 the role of peer tutors is optimized further by providing motivation and helping other students in a more friendly way. The learning implemented by the teacher during the implementation is as follows:

1. The teacher reminds students of the material on speaking skills and role-playing techniques that have been learned before.
2. Convey the basic competencies and learning indicators.
3. Provide motivation to students.
4. Organize students into several groups.
5. Distribute student worksheets.
6. Demonstrate role-playing techniques.
7. Select and motivate students who serve as peer tutors.
8. Students practice role-playing with peer tutors in one group according to the techniques that have been taught.
9. Peer tutors help students who experience difficulties in learning.
10. Conduct a test at the end of cycle 2.

Observation

The observation in cycle 2 is the same as the observation carried out in cycle 1. The observation of cycle 2 uses the same observation sheet as cycle 1. Observations were made to determine the development of students' speaking skills through the role-playing method.

Reflection

The researcher analyzed the observations and evaluations of the stages in cycle 2. The student learning outcomes in cycle 2 showed a significant increase. Of the 25 students in class 11 at SMAN 9 Pekanbaru, 23 students or 92% of students scored ≥ 70 , while 2 students or 8% of students scored below 70.

Thus, it can be concluded that the application of the peer tutor method is also able to improve students' speaking skills through role-playing. The level of student learning mastery also increased from 25 students, in the pre-cycle 8 students (32%) scored ≥ 70 , in cycle 1 there was an increase of 15 students (60%) scoring ≥ 70 , and increased quite rapidly in cycle 2, namely: 23 students (92%) successfully scored ≥ 70 . While students who have not been successful in scoring ≥ 70 are only 2 students (8%).

The improvement in students' speaking skills can be seen from several aspects, namely:

1. Fluency: In cycle 2, most students are already fluent in speaking, with good use of vocabulary and grammar.
2. Comprehension: Students have been able to understand instructions and questions well, and can respond appropriately.
3. Pronunciation: Most students have been able to pronounce words clearly and correctly.
4. Grammar: Most students have used good and correct grammar in their speech.
5. Vocabulary: Students have been able to use vocabulary that is appropriate to the context of the conversation.

From the score of the activity results and the learning outcomes obtained by the students, it can be concluded that the peer tutor method can improve student activity and learning outcomes, especially in improving students' speaking skills through the role-playing method.

The increase in the percentage of student learning completeness from the pre-cycle to cycle 1 and cycle 2 can be seen in the following table:

| Stage | Number of students who passed (≥ 70) | Percentage of passing |
|-----------|---|-----------------------|
| Pre-cycle | 8 students | 32% |
| Cycle 1 | 15 students | 60% |

Cycle 2

23 students

92%

Based on the table above, it can be seen that in the pre-cycle, only 8 students (32%) were able to complete the learning objectives. After implementing the role-playing method in Cycle 1, the number of students who completed the learning objectives increased to 15 students (60%). In Cycle 2, by optimizing the peer tutoring role, the number of students who completed the learning objectives increased further to 23 students (92%).

The increase in the percentage of student learning mastery from the pre-cycle to Cycle 1 was 28%. Meanwhile, the increase in the percentage of student learning mastery from Cycle 1 to Cycle 2 was 32%. Overall, the increase in the percentage of student learning mastery from the pre-cycle to Cycle 2 was 60%.

Based on the results of reflection and data analysis in Cycle 2, it can be concluded that the implementation of the peer tutoring method can improve the speaking skills of 11th-grade students at SMAN 9 Pekanbaru through the role-playing method. Student learning outcomes showed a significant increase, with the percentage of learning mastery reaching 92% in Cycle 2.

CONCLUSION

The class action research carried out in this study has been able to solve the problems experienced by students of class XI SMAN 9 Pekanbaru in the field of improving English speaking skills with role play techniques. Before the role play technique was applied in learning English speaking, the students' pronunciation, grammar, vocabulary, fluency, and comprehension were still very low. The students tended to be shy to speak English for fear of being wrong and their vocabulary was still very poor. This can be seen in the pretest results. This study consisted of two cycles, and each cycle consisted of two parts: practice and test.

Based on the results of the research, it can be concluded that students' skills in speaking English in pronunciation, grammar, vocabulary, fluency, and comprehension improved after the implementation of the role play technique in the teaching process. This can be proven by the increase in the percentage of scores from pretest to cycle I and from cycle I to cycle II. The increase in the percentage of students' average scores in pronunciation, grammar, vocabulary, fluency, and comprehension that occurred from the pretest with a score of 32% in cycle I increased to 60%, and in cycle II increased to 92%.

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