

Improving Students' Speaking Ability by Using Role Play at SMAN 2 Banda Aceh

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Abstrak

Penelitian ini dilakukan dalam rangka mengembangkan kemampuan berbicara siswa pada siswa kelas satu SMAN 2 Banda Aceh melalui kegiatan role play. Metodologi yang digunakan adalah penelitian tindakan kelas dan subjek penelitian adalah 34 siswa kelas II SMAN 2 Banda Aceh. Pengumpulan data dilakukan melalui observasi dan tes. Hasil observasi menunjukkan bahwa penggunaan role play memberikan kemungkinan untuk mengungkapkan kemampuan siswa dalam berbicara dan meningkatkan komunikasi yang lebih baik. Selanjutnya, hasil pre-test tindakan menunjukkan bahwa nilai rata-rata pre-test adalah 47,47. Hanya ada tiga siswa atau 13,04 % siswa yang mendapat nilai lulus kriteria tingkat ketuntasan minimal (KKM). Sementara itu, peneliti menemukan bahwa rata-rata hasil post-test kedua siswa adalah 69,15, juga menunjukkan bahwa dua puluh dua siswa (95,65%) yang lulus kriteria tingkat ketuntasan minimal (KKM). Dalam hal ini, skor tersebut menunjukkan keberhasilan penelitian tindakan kelas pada siswa kelas I SMAN 2 Banda Aceh.

Kata Kunci: *Berbicara, Role Play, Banda Aceh.*

Abstract

This study is conducted in order to develop students' speaking ability at first grade students of SMAN 2 Banda Aceh through role play activities. The methodology used is action research and the subject of the research are 34 students of the second grade at SMAN 2 Banda Aceh. The data was collected through observation and test. The result of observation showed that the used of role play have been given possibilities to reveal the student's capacity to talk and to increase a greater communication. Furthermore, the pre-test result of the action showed that the mean score of pre-test was 47.47. There were only three students or 13.04 % of students who got the score passed the minimal mastery level criterion (KKM). Meanwhile, the researcher found that the mean of the students' post-test result is 69.15, it also showed that twenty-two students (95.65%) who passed the minimal mastery level criterion (KKM). In this case, those scores showed the successful of the classroom action research toward students of first grade of SMAN 2 Banda Aceh.

Keywords: *Speaking, Role Play, Banda Aceh.*

A. Introduction

Speaking is a surprisingly complex interactive ability that has the added complexity of being very anxiety provoking for students of another language” as stated by Woodrow in Burn and Siegel (2018:17). It refers to students that must be usually improving to elevate the enthusiasm of college students in speaking. Therefore, speaking drawn that every activity has its personal advantages in the classroom. It conveys a message or meaning in the form of an idea to transactional in oral. Moreover, speaking a sentence that college students must do in a conversation, especially in a pronunciation of vocabulary and grammar that it's far owns by college students as well must additionally be further improves.

In addition, Brown (2011:266-268) said that there are six classes observe to the sorts of oral manufacturing that scholars are anticipated to perform in classroom. They are; 1) Imitative talking is a kind of training an intonation or looking to pin factor a sure vowel sound. It is performed now no longer for the motive of significant interaction, however for that specialize in a few precise details of language shape, 2) Intensive talking is going one step past imitative to encompass any talking overall performance that is designed for training a few grammatical issues of language. It may be withinside the shape of self-initiated or pair paintings activity; 3) Responsive talking is meant by being able to give replies to the questions or remarks in significant in true one; 4) Transactional is greater done withinside the dialogue. It is geared toward deliver unique information, a prolonged shape of responsive language; 5) Interpersonal talking right here is likewise performed in a dialogue. It is purposed for maintaining social relationships than for the transmission of facts and information; 6) Extensive talking right here in most cases withinside the shape of monologue, withinside the practice, the superior stages are referred to as on to provide prolonged monologue withinside the shape of oral reports, summaries, or possibly brief speeches.

According to Rafiudin (2011:10), There are numerous standards of a success speaking interest; 1) Students communicate a lot. It is as tons as feasible of the time frame allocated to the interest is in truth occupied through learner communicate. This can also additionally appear obvious, however frequently maximum time is taken up with instructor communicate or pauses; 2) Participation is even, the study room tale telling isn't ruled through a minority of communicate lively participants. All get a hazard to talk and contributions are pretty frivolously distributed; 3) Motivation is high, the scholars are keen to talk due to the fact they may be interested by the subject and feature something new to mention approximately it, or due to the fact they need to make contributions to gain assignment objective; 4) Language is of a suitable degree, the scholars specific themselves in utterances which can be relevant, without problems understandable to every other, and of a suitable degree of language accuracy

Speaking is the way to communicate with other people, while in Indonesia English is learned only at school and people do not speak the language in the society. That is why teaching speaking must be focused at school in order to make them capable to speak English well.

Communication is an essential need for human being. Language as a means of communication has an important role to reveal an intention to someone else. Since language is a means of communication, it is not enough for students to learn words, phrases and grammatical features if they want to produce language in their daily communication or to interact with others in English.

Therefore, the most important thing that should be noticed in teaching speaking is how to activate all of language elements, such as vocabulary, grammar, and pronunciation, which students have possessed to communicate, since the main function of language is a means of communication. It means that the goal for students learning English speaking is that they are able to use language to communicate effectively.

Based on the writer's observation at the first grade of Senior High School, the writer found that the students are poor in English speaking skill. Many factors can cause the problem of the students' speaking skills, among others the students' interest, the material, the media, and technique in teaching English.

The writer considers that it is necessary to find out an alternative way to create suitable and interesting techniques to students' condition. They need any practices to assist them in developing their speaking ability. Many techniques can be applied including role play because it encourages the students to be actively participating in teaching learning process. This technique also gives students an opportunity to practice communicating in different social contexts and in different social roles.

Moreover, Nurina (2011:3) says that role play is used to refer to all sort of activities where learners imagine themselves in a situation outside the classroom. It is expected that role play can help some shy students to be active and enjoy their roles acting in speaking English.

In case of role play activities, according to Hidayati (2015: 18), position play may be grouped into types, scripted and unscripted position play. In details, the ones sorts of position play sports defined as follows: Scripted Role Play This kind entails deciphering both the textbook communicate or studying textual content withinside the shape of speech. The essential feature of the textual content in spite of everything is to carry the that means of language objects in a memorably way. Unscripted Role Play In comparison to scripted position play, the conditions of unscripted position play do now no longer rely upon textbooks. It is referred to as a loose position play or improvisation. The college students themselves ought to determine what language to apply and the way the communicate need to develop. In order to do that activity, desirable training from trainer and college students is genuinely necessary.

Role playing (dramatization) facilitates to deliver the language to lifestyles and to offer the novices a few revels in of its use as a way of communicate. Therefore, the primary cause of function play is to increase communicate state of affairs. The sensible communicate state of affairs offers the scholars new revel in in the usage of the language they've learned, and the revel in is ideal for remembering what they've learned. Hence, the author concludes the purpose of coaching speaking is just like the purpose of function play approach this is communicate. Its manner function play may be implemented in coaching speaking and it could assist college students in enhancing their speaking skill

Based on the statement above, the writer assumed that role play seems to be good alternative way for teaching English in SMAN 2 Banda Aceh. Because this technique can make students active in teaching learning process. It also allows students to be creative and to put themselves in another person's place for a while. In addition, this technique gives students opportunity to speak in the target language for an extended period of time and students might naturally produce more speech than they would otherwise. Thus, in presenting this paper the writer decided to apply role play in teaching speaking and want to measure the success of using role play in the speaking class. Therefore, the writer would like to takes a research under the title: "Improving Students' Speaking Ability by Using Role Play at Second Grade of SMAN2 Banda Aceh

B. Methodology

Kurt Lewin layout turns into simple reference from the alternative models, in particular for lecture room motion studies. Kurt Lewin delivered lecture room motion studies for the primary time. The simple conceptual of lecture room motion studies consists of 4 components; 1) Planning is a step to put together the lecture room educational approach to be advanced withinside the look at to remedy the educational problems ; 2) Acting is the second one step after the making plans step to put into effect the educational approach that has been planned; 3) Observing is the technique of gathering statistics indicating the fulfillment of the approach in fixing the lecture room problems; 4) Reflection is the technique of reading statistics to decide how some distance the statistics gathered have proven the fulfillment of the approach in fixing the problem.

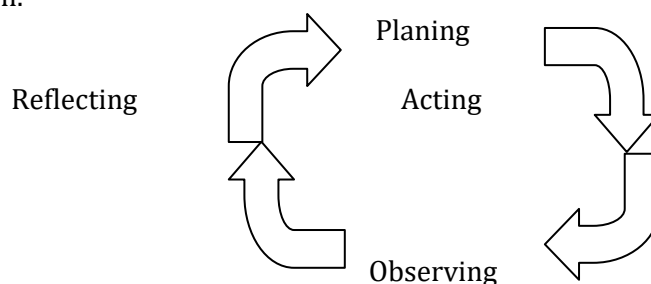


Figure 3.1 Kurt Lewin's Action Research Design
Source: Kusumah dan Dwitagama (2009: 20)

The writer held the research at first grade of SMAN 2 Banda Aceh, which is located in Gampong Mulia, kota Banda Aceh with the subject of the research is the second-grade students that consist of 34 students.

The Classroom Action Research, adopted the usage of Kurt Lewin's layout includes 4 stages inside one cycle. Those are planning, acting, observing, and reflecting. After conducting the primary cycle, it will likely be probable discovered a brand-new hassle or the preceding unfinished issues yet. Therefore, it's more important to retain to the second one cycle consistent with the equal idea of the primary cycle. To make clean what occurs in each phase. Here are the explanations: a. Planning In this phase, the author layout a lesson plan from the syllabus that's consulted with English instructor, developing the subjects which are suitable with the matter, preparing substances with the intention to be used on the cycle. The creator additionally makes the assessment shape to recognize approximately college students' achievements on the stop of this cycle. b. Action In this phase, the author and observer collaborate to perform the deliberate motion. The creator offers rationalization how performs a function, and deliver an instance from it. The creator additionally offers a few associated vocabulary gadgets wanted whilst college students are do a function play activity. Then, the author offers a function card that tells the scholars who he is, something of his background, what his reviews approximately a given challenge are, and probable indicates a path of motion that he need to attempt to perform, and asks the scholars to exercise in pairs or in a group. c. Observation In this phase, the observer (the actual instructor SMAN 2 Banda Aceh) observes the scholars' responses, participations, and achievements which can be discovered in the course of the coaching and getting to know system. Sometimes, the observer asks a few college students' reviews approximately the system of coaching and getting to know the usage of function play activity. The observer additionally takes the statement notes to put in writing the actual state of affairs whilst the motion is occurred. d. Reflection. In this phase, the author and the observer identify the issues which are discovered via way of means of seeing the end result of the statement which need to be solved. Then, the ones are used to make plan for similarly cycle and accurate its weaknesses.

The gathered records located on this study are analyzed qualitatively and quantitatively. It manner that everyone the records accumulated from the observations in the course of coaching getting to know procedure are analyzed qualitatively. While the records received from tests (pre-check and post-check) are Analyzed descriptive quantitatively (percentage). In finishing the numerical records, the author attempts to get the common of students' talking rating inside earlier than the the implementation and each cycle with a purpose to recognize how properly the function play method withinside the classroom. It is the formula (Sudjana, 2002: 67);

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

\bar{X} : mean

N : number of students

x : individual score

Then, the writer tries to get the class percentages which pass the the target score of the minimal mastery level criterion-Kriteria Ketuntasan Minimal (KKM). The KKM that must be attained considering speaking subject is 77 (seventy-seven) which is adapted from the school agreement (SMAN 2 Banda Aceh). It is the formula (Sudijono, 2008: 43);

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

P : the class percentage

F : total percentage score

N : number of students

The last, the writer analyzes the students' speaking score from pre-test up to post-test. It used to know whether students improve their score or not. She uses the formula:

$$P = \frac{y_1 - y}{y} \times 100 \%$$

P : percentage of students' improvement

y : pre-test result

y1 : post-test 1

C. Finding and Discussion

The Result of Observation

This commentary became carried out with a view to realize the coaching getting to know manner immediately earlier than enforcing the Classroom Action Research (CAR). Based at the commentary notes carried out on Monday, twenty fifth October 2021 at 11.40 it became regarded that during coaching speaker at the primary grade college students of SMAN 2 Banda Aceh within the 2021/2022 educational year, the trainer used speak-primarily based totally getting to know technique, wherein she gave college students speak and requested college students to examine the speak after which carry out within the front of the elegance in pair. In this case, college students simplest examine a dialogue, provide it which means after which carry out with their partner. They have in no way instructed using expressions they're practicing. Furthermore, students have in no way been given possibilities to reveal their capacity to talk and to increase a greater communicative communicate the use of their personal way. They use of approach like this will be an on going hassle for the students in getting to know and information oral English usage. Moreover, college students whose vocabulary have been constrained which not able them to mention whatever to communicate. It brings approximately silent in the direction of pupil and is missing in speaker capacity often in the use of expression in all likelihood in actual communication.

The Result of Test

The pre-test was conducted on the 13 November 2021 to measure students' speaking ability at first, and it was done before implementing Classroom Action Research (CAR). At pre-test, the students' speaking ability was not so good. It could be seen from the table list here in test speaking evaluation.

Table 1. The Students' Speaking Score of Pre-Test

No	Name	Pron	Gram	Vocab	Fluen	Compre	Tot	Score
1	AF	2	3	3	3	2	13	52
2	AG	2	2	3	2	2	11	44
3	AR	2	3	3	3	2	13	52
4	AA	4	3	4	3	3	17	68
5	AD	2	2	2	2	2	10	40
6	AAM	2	2	2	2	2	10	40
7	AL	2	2	3	3	2	12	48
8	CW	2	2	2	2	2	10	40
9	DA	2	2	2	2	2	10	40
10	FG	2	3	3	3	2	13	52
11	FP	3	3	4	4	3	17	68
12	FV	2	2	2	2	2	10	40
13	GN	2	2	2	2	2	10	40
14	LN	2	2	3	3	2	12	48
15	MA	2	2	2	3	2	11	44
16	MR	3	4	3	4	3	17	68
17	MI	2	2	2	2	2	10	40
18	NZ	2	2	2	2	2	10	40
19	NF	2	3	3	3	2	13	52
20	PA	2	2	2	2	2	10	40
21	RR	2	2	2	2	2	10	40
22	RS	2	2	2	2	2	10	40
23	ST	3	3	3	3	2	14	56
							Total	1092
							Mean	47,47

Based on the data above, the writer highlighted the students who passed KKM (65), and to get the result of pre-test, firstly, the writer calculated the mean score by employing the formula that has already been previously pointed out.

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

$$\bar{X} = \frac{1092}{23}$$

$$\bar{X} = 47,47$$

Next, to know the class percentage that passed the target score of minimal mastery level criterion- Kriteria Ketuntasan Minimal (KKM) the writer used the following formula:

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

$$P = \frac{3}{23} \times 100 \%$$

$$P = 13,04 \%$$

Based on the result of pre-test, the data showed that the mean score of pre-test was 47.47. There were only three students or 13.04 % of students who got the score passed the minimal mastery level criterion (KKM).

To know the result of students" speaking of first post-test we can see from the table here:

Students" 1st Post Test Score

No	Name	Pron	Gram	Vocab	Fluency	Comp.	Total	Score
1	AF	3	4	4	3	3	17	68
2	AG	3	3	3	3	3	15	60
3	AR	3	3	3	3	2	14	56
4	AA	4	3	4	3	3	17	68
5	AD	3	3	3	3	3	15	60
6	AAM	3	3	3	3	3	15	60
7	AL	3	2	3	3	3	14	56
8	CW	3	3	4	3	3	16	64
9	DA	3	3	3	3	3	15	60
10	FG	3	3	4	5	3	18	72
11	FP	3	3	5	5	3	19	76
12	FV	3	3	3	4	5	18	72
13	GN	3	3	3	4	4	17	68
14	LN	3	4	3	5	4	19	76
15	MA	3	3	3	5	4	18	72
16	MR	3	4	3	5	4	19	76
17	MI	3	4	3	3	3	16	64
18	NZ	3	4	3	3	3	16	64
19	NF	3	4	5	4	3	19	76
20	PA	3	3	4	3	3	16	64
21	RR	3	3	5	3	3	17	68
22	RS	4	4	4	3	3	18	72
23	ST	3	3	3	3	3	15	60
							Total	1532

From the table above, the writer could calculate the mean of students" score, the percentage of the students who pass the minimal mastery level criterion (KKM), and the improvement of students" score in speaking from the pre-test to the first post-test. The mean score derived from the following formula:

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

$$\bar{X} = \frac{1532}{23}$$

$$\bar{X} = 66,60$$

Then, to know the class percentage that passed the minimal mastery level criterion Kriteria Ketuntasan Minimal (KKM) the writer used the following formula:

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

$$P = \frac{12}{23} \times 100 \%$$

$$P = 52,17 \%$$

Finally, to know whether students improve their score or not the writer used the following formula:

$$P = \frac{y_1 - y}{y} \times 100 \%$$

$$P = \frac{66,60 - 47,47}{47,47} \times 100 \%$$

$$P = 40,29 \%$$

So, based on the calculation, the writer knew that the mean of students at first cycle is 66,60. The improvement of students' score of speaking from pre-test to post-test is 40,29 %, and the improvement is still not enough yet. Here the students who passed the minimal mastery level criterion (KKM) only twelve or 52,17 %.

The Result of Post Test II

To know the result of students' speaking of second post-test we can see from the table here:

Students' 2nd Post Test Score

No	Name	Pron	Gram	Vocab	Fluen	Compre	Total	Score
1	AF	3	4	4	4	3	18	72
2	AG	3	3	3	4	3	16	64
3	AR	4	3	4	4	2	17	68
4	AA	4	3	4	4	3	18	72
5	AD	4	3	4	4	3	18	72
6	AAM	3	3	4	4	3	17	68
7	AL	4	2	5	4	3	18	72
8	CW	3	3	4	4	3	17	68
9	DA	3	3	4	4	4	18	72
10	FG	3	3	5	5	3	19	76
11	FP	3	3	5	5	3	19	76
12	FV	3	3	4	5	5	20	80
13	GN	3	3	4	5	4	19	76
14	LN	3	4	4	5	4	20	80
15	MA	3	3	4	5	4	19	76
16	MR	3	4	4	5	4	20	80
17	MI	3	4	4	4	3	18	72
18	NZ	3	4	4	4	3	18	72
19	NF	3	4	5	5	4	21	84
20	PA	3	3	5	4	4	19	76
21	RR	3	3	5	4	3	18	72
22	RS	4	4	4	4	3	19	76
23	ST	4	4	3	4	4	19	76
							Total	1700

At the second cycle of CAR, the writer calculated mean of students' score, the percentage of the students who pass the Minimum Mastery Criterion (KKM), and the improvement of students' score in speaking from the pre-test to the second post-test. First, calculating the mean of students in the second post-test result:

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

$$\bar{X} = \frac{1700}{23}$$

$$\bar{X} = 73,91$$

Second, the percentage of students who pass the Minimum Mastery Criterion (KKM):

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

$$P = \frac{22}{23} \times 100 \%$$

$$P = 95,65 \%$$

Third, the students' score improvement from the pre-test to the second post-test:

$$P = \frac{y_2 - y}{y} \times 100 \%$$

$$P = \frac{73,91 - 47,47}{47,47} \times 100 \%$$

P = 55,69 %

From the calculation, the writer found that the mean of the students' second post-test result is 69.15, it also showed that twenty-two students (95.65%) who passed the minimal mastery level criterion (KKM). In this case, those scores showed the successful of the classroom action research toward students of first grade of SMAN 2 Banda Aceh.

D. Conclusion

Based on the result of data analysis, the writer inferred that teaching English by using role play can improve students' speaking ability. It can be proved through several data such as; pre-test and post-test. The result of pre-test shows that the students' mean score is only 47,47, and in post-test 1 the students' mean score is 66,60, and in post-test 2 the students' mean score is 73,91 with 95,65%, students who passed the KKM, so it was showed the significant improvement in teaching speaking by using role play technique. Moreover, by implementing role play in teaching speaking the students have chance to be active and cooperative in speaking activity, role play has various activities that can be effective to teach students in big class, it is supported from the observation data.

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