

## IMPROVING THE TENTH GRADE STUDENTS' SPEAKING ABILITY OF SENIOR HIGH SCHOOL HARAPAN-I MEDAN THROUGH ROLE PLAY METHOD

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**Abstract:** *The purpose of this study was to find out how the application of role plays methods in an effort to improve English speaking skill of the tenth grade students at SMA Harapan-I Medan. This research is a Classroom Action Research study conducted collaboratively. Subjects in this study were students of the tenth grade students at SMA Harapan-I Medan. While the object of this study is the application of role play methods, to improve students' speaking skill. Based on the results of the study, it was found that the percentage of the results of the completeness of the students' scores between cycle I and cycle II had increased. In the first cycle, the percentage of completeness was 40% while in the second cycle there was a significant increase to 63%. There is a 43% increase between the pre-cycle, actions of cycle I and cycle II. Thus this study was declared successful and it can be said that the use of role play methods can improve student learning outcomes in speaking*

**Keywords:** *Speaking ability, Role play method*

**Abstrak:** *Tujuan penelitian ini adalah untuk mengetahui bagaimana penerapan metode role play dalam upaya meningkatkan keterampilan berbicara berbahasa Inggris siswa kelas X di SMA Harapan-I Medan. Penelitian ini merupakan Penelitian Tindakan Kelas yang dilakukan secara kolaboratif. Subyek dalam penelitian ini adalah siswa kelas X di SMA Harapan-I Medan. Sedangkan objek penelitian ini adalah penerapan metode role play untuk meningkatkan keterampilan berbicara siswa dalam berbahasa Inggris. Berdasarkan hasil penelitian, ditemukan bahwa persentase hasil ketuntasan nilai siswa antara siklus I dan siklus II mengalami peningkatan. Pada siklus pertama, persentase ketuntasan adalah 40% sedangkan pada siklus kedua ada peningkatan yang signifikan hingga 63%. Ada peningkatan 43% antara tindakan pra-siklus, siklus I dan siklus II. Dengan demikian penelitian ini dinyatakan berhasil dan dapat dikatakan bahwa penggunaan metode role play dapat meningkatkan hasil belajar siswa dalam berbicara.*

**Kata Kunci:** *Kemampuan berbicara, Metode role play*

### INTRODUCTION

English is the first foreign language in Indonesia. The position is different from the second language. Mustafa (2010) in this case said that a second language is a language learned after the mother tongue with the characteristics is used in the surrounding community. Thus, as the first foreign language, English is not used in social interaction that make it difficult to learn.

In learning languages, especially English, there are four skills that must be mastered. They are listening, speaking, reading, and writing. Speaking skills are functional skills in everyday human life. bThrough speaking, informations can be obtained and conveyed. But

for Indonesian people, speaking fluent English is a tough challenge because they do not use English as the language of everyday communication.

Speaking skills are the core of the language learning process at school, because through speaking students can communicate both inside and outside the classroom in accordance with their mental development (Galda in Supriyadi, 2005). It is an important skill to be taught because by having the skill the student will be able to develop the ability to think, read, write and listen. Thinking skills will be trained when they organize, and simplify thoughts, feelings, and ideas to others verbally.

Speaking skill in English is not a simple things that can be learned easily in a short time. This skill is not only require the knowledge of grammar and semantic rules, or the right learning strategies but also need a lot of practice and opportunity to speak. Speaking skills in English need to be mastered well because this skill is also an indicator of one's success in learning English.

Many students think that speaking is one of the abilities that is difficult to do because English is not used in their daily lives. In learning English, teachers should use the appropriate learning strategies that are fun.

According to PP No.19 of 2005, the learning process in education units is held interactively, inspirational, fun, challenging, motivates students to participate actively, and provides space for initiative, creativity, and independence in accordance with their talents, interests, and physical and psychological development of learners.

The students still have fear and shy to practice English. In addition, the feeling of shame arises due to the response from the surrounding environment that does not support their desire to always communicate using English. When they speak in English with their friends, sometimes people will think that they are arrogant students who intentionally communicate with English only to show their intelligence. This is a barrier for students to improve their speaking skills in English.

The results of preliminary research was conducted to determine the ability map of the tenth grade students speaking ability of Senior High School Harapan-I Medan shows that most students are embarrassed and do not dare to speak English. They have difficulty in expressing vocabulary and telling stories or their experience in English. Students seem afraid to speak English. Not all students master English, especially speaking.

The reason for the lack of success in teaching English is that the teacher has not maximized the method of teaching English. The teacher often uses the lecture or question and answer method. In fact, English language learning must rely on the use of applicable and attractive methods. Interesting learning will attract children to continue and feel comfortable in learning English. Teachers must also be professionals to achieve learning goals.

Based on these considerations, this study focuses on “Improving the Tenth Grade Students’ Speaking Ability of Senior High School Harapan-I Medan through Role Play Method.

## **1.2. The Problem of the Study**

Based on the background of the study, the following problems are formulated:

1. Does the application of the role play method improve the tenth grade students' speaking ability at Senior High School Harapan-I Medan?
2. How does the application of role play method in improving the tenth grade students' speaking ability at Senior High School Harapan-I Medan?

## **LITERATURE REVIEW**

### **Speaking Ability**

Speaking ability is the ability to convey ideas, thoughts, or feelings to someone else by using spoken language so that the intention can be understood easily by others. Suhartono (2005:22) defines speaking as a delivery of certain intentions by uttering the sounds of articulation or words to express and convey thoughts, ideas, and feelings.

The ability to speak is talking, expressing minds, or verbalizing something (Large Indonesian Dictionary, 2005: 165). Speaking is the most important, effective, and broadest communication form. According to Hariyadi and Zamzani in Suhartono stated that the ability to speak is a process of communication, because occurs sending messages from a source to another place in it (Suhartono. 2005: 20). According to Arsjad and Mukti suggested that the ability to speak is the ability to express sentences, convey thoughts, ideas, and feelings (Arsjad, 2005: 23).

It can be concluded that the ability to speak is the ability to pronounce articulation sounds or words to express and convey thoughts, ideas, and feelings to others.

### **English Language Learning**

English is a tool for communicating both written and orally. Communicating is understanding and disclosing information, thoughts, feelings and developing science, technology and culture. The ability to communicate in a complete sense is the ability to speak, namely the ability to understand and or produce oral and / or written texts that are realized in four language skills: listening, speaking, reading and writing. These four skills are used to respond to or create discourse in people's lives. Therefore English subjects are directed to develop these skills so that graduates are able to communicate in English at a certain level of literacy.

English is one of the compulsory subjects that students should be mastered in the current era of globalization. As stated by Junaini in Utami (2013) that English serves as a tool for communicating in order to access information, and in everyday contexts, as a tool to foster interpersonal relationships, exchange information and enjoy the language equivalent. In line with this statement, Huda in Utami (2013:17) stated that English is a subject that is used as a vehicle to increase global interaction that requires language as a communication tool. Mastery of a foreign language becomes more important. Individually, mastery of a foreign language becomes one of the main capital competitive advantages and therefore mastery of a foreign language is one of the characteristics of quality human resources.

From the above opinion, it can be concluded that English is an international language which is used to connect between countries and to increase and develop knowledge.

### **Role Play Method**

Role Play is a teaching method which is an action carried out consciously by a group of students in demonstrating briefly about learning material by playing characters. The role playing method is a method that involves interaction between two students or more about a

topic or situation. Students perform their respective roles according to the character he is acting on.

The role playing method is acting with a predetermined role for certain purposes such as reviving a historical atmosphere such as revealing the struggle of the heroes of independence, or revealing the possibility of future conditions, or describing imaginary things that can happen anywhere and anytime ( Wahab, 2007: 109)

According to Mulyono, role play or role playing is a learning method that is directed to creating historical events, actual events, or events that may arise in the future (Mulyono, 2012: 101). Whereas according to Syaiful role play or role playing is a way of mastering learning materials through the students' appreciation and development (Djamarah, 2005: 237).

From the above opinions, it can be concluded that the role play method is one of the language teaching methods that are built based on speech and action coordination.

### **The Strengths and Weaknesses of Role Play Method**

According to Djamarah the role play method has several advantages and disadvantages as follows: (Djamarah & Zain. 2002: 67)

1. The strengths of role playing methods
  - a. Students train themselves to understand and remember the contents of the material which is played. As a player must understand, live the contents of the whole story, especially for the material that must be played. Thus the students will have a long the memory of students must be sharp and durable.
  - b. Students will practice for initiative and creativity. When playing the role the players are required to express their opinions according to the time available.
  - c. The talents found in students can be nurtured so that it is possible to emerge or grow drama art seeds at school.
  - d. Collaboration between players can be grown and fostered as well as possible.
  - e. Students get the habit of accepting and sharing responsibilities with each other.
  - f. The oral language of students can be fostered into a better language to be easily understood by others
2. The weaknesses of role play method
  - a. Some children who don't play a role become less active.
  - b. A lot of time consuming.
  - c. Requires a large enough place.
  - d. Other classes are often disturbed by the player's voice and the audience / observer's applause.

Based on some expert opinions above, researchers can conclude that role playing methods have weaknesses and strengths. By paying attention to weaknesses and strengths that in applying this method are expected can work well.

### **RESEARCH METHODS**

This research is a Classroom Action Research. It is a reflective research based on real conditions which are then searched for problems and acted upon by carrying out real actions planned and measured (Suwandi, 2009: 10). In summary, classroom action research is a research conducted by the teacher in his own class through self-reflection, with the aim of improving his performance as a teacher, so that student learning outcomes are increased

(Wardani, 2004: 14). Thus, it is conducted in the classroom with the intention of improving the learning process.

The purpose of this study is to examine the problems concerning the behavior of a particular person or group in a particular location with a careful review of a treatment and assess the extent of the impact of the treatment and eliminate the negative aspects of the actor being investigated. Soedarsono explained that classroom action research is "a process where teachers and students who want an improvement and changes in learning can be achieved optimally" (Soedarsono, 2001: 3). In this study, action research was conducted to improve students' English speaking skills through role play methods.

### **Research Location**

This study was conducted in Senior High School Harapan-I Medan at Jalan Imam Bonjol No. 35 Medan, North Sumatera.

### **Research Subject and Object**

The subjects in this study were students of grade X-4 Senior High School Harapan-I Medan. While the object of this study was the application of role play methods to improve students' ability to speak English.

### **The Data Source**

The data used was qualitative data, in the form of primary and secondary data. Primary data was obtained directly from the results of observations and interviews. Secondary data was obtained from documentation that was from the relevant institution or organization as additional data.

### **Research Design**

The design of this study was Classroom Action Research conducted collaboratively. In collaborative research, the English teacher carried out the action, while the researchers were the observers of the action process. This study used an action research model from Kemmis and Taggart, which is spiral-shaped from one cycle to the next. According to Kemmis and Taggart in Wiriaatmaja (2005:66), there are four stages in this research, namely:

1. Planning
2. Action
3. Observation
4. Reflection

The implementation of the research was carried out in a collaborative manner, namely research involving other people besides researchers. Researchers used the flow of stages (planning, action, observation, and reflection presented in two cycles).

This research was conducted in two cycles. The cycle was stopped if the data displayed on the field was saturated or there is an increase in the ability to speak English from students.

### **The Stages of Research**

#### **Cycle - I**

##### **1. Planning**

At this stage researchers prepare a plan for implementing the role play method learning model program:

- a. Get permission to the school and subject teachers to apply the role play method in English subject.
- b. Researchers conducted interviews with English teachers and students
- c. Researchers coordinate with English teachers regarding the place and time of the study
- d. Researchers prepare themes or topics to be applied in the role play method later.
- e. The researcher coordinates with collaborators, namely the teacher who teaches English related to the theme and how the role play method will be implemented later during teaching learning process..
- f. Researchers prepare observation and interview guidance sheets needed in the study.

## **2. Action**

The implementation of the action in the first cycle was done in 2 meetings per week. 1 meeting consists of 2x45 minutes. The action stage was carried out by the English teacher with the researcher in applying the role play method. The actions taken in each cycle are:

### **a. Introduction**

The teacher gives an explanation of what the role play method is. And also divides all students into small groups of 4-5 students per group. After that, the teacher gave each group with a theme that has been prepared by the teacher with the researcher.

### **b. Core activities**

After the students were divided into small groups and have got a theme, they composed or make a drama text related to the theme that has been given. After composing the drama, each group played their group drama in front of the class. After playing the role in front of the class, the teacher gives input to them. In this stage, researchers function as observers of activities and conduct interviews.

### **c. Closing**

The teacher appreciated the group who were considered the best in terms of the story and the way to play their story in front of the class is considered the best.

## **3. Observation**

Observations are made during the implementation of the action by using an observation sheet that has been prepared and recording the events that were not included in the observation sheet by creating a field note. The things observed during the implementation of the action were activities as long as the role play method learning model was implemented. In addition, interviews were also conducted using interview guidelines. Interviews were carried out on students who participated in the role play method after implementing the action.

## **4. Reflection**

At this stage, the researcher together with the teacher evaluates the implementation of actions in cycle I, including: analysis, synthesis, explanation, data conclusion and information collected. The data and information were used as consideration for planning the implementation of the role play method of learning methods in the next cycle. If the expected results have not been achieved then improvements are made in the second cycle. The next cycle is carried out. If the students have not shown some characters that become indicators of fluency in English. And If in the first cycle results have been achieved, then the second cycle will still be implemented to prove that the results are not a coincidence, but it was the result of the application of the role play learning method.

## **Cycle - II**

The second cycle was intended as a result of reflection and improvement on the implementation of the method in cycle I. The stages of action in cycle II follow the stages of cycle I.

### **Data Collection Techniques**

Data collection techniques used are:

1. Observation

There are two observation guidelines in this study, namely observation for student activity and observation sheet for the implementation of the role play method. Observation sheets for students in the form of observation sheets of performance assessment (process) and observation sheets for student learning activities. While the program implementation observation sheet is an observation sheet that is used to observe the implementation of actions carried out by teachers and researchers.

2. Interview

The interviews were conducted by asking English teachers and students about the implementation of role play methods in the classroom in order to improve English speaking skills.

3. Documentation

Documentation was obtained from the results of observation sheets, interview sheets, field notes, student lists and photographs during the study.

### **Research Instruments**

1. Researcher

In this study, researchers are instruments because researchers as well as planners, implementers, data collectors, data analysts, and research reporters

2. Observation sheet

Observation method was used to observe the classroom atmosphere where learning takes place. Observing students' enthusiasm in following the learning model of role play methods in class.

3. Interview guidelines

This interview guide is used to find out the response or responses of teachers and students regarding the learning of role play methods in order to improve students' ability to speak English.

4. Documentation

The documentation used in this study is the implementation plan of the learning program, the list of names and values of students speaking in English, documents about learning applied by the previous teacher, and documentation during the implementation of the role play method of learning.

5. Field Notes

The field note method is used to record the classroom atmosphere during the learning process. Matters recorded include:

- a. Student activity in the learning process
- b. Teacher activities in implementing the role play method

### **Data analysis technique**

Data analysis techniques used were data reduction. It is a data selection activities, data simplification and transformation of the results of field notes. Presentation of data in the form of a collection of information in the form of drama texts that are arranged and summarized so that they are easy to understand and play. This was done in stages and then concluded by discussing with collaborative partners. To ensure the consolidation and correctness of the data collected and recorded in the study triangulation was used.

Triangulation is defined as a data collection technique that is a combination of various data collection techniques and existing data sources.

### Data Validation

Researchers in checking the validity and reliability of data using triangulation and member check techniques, triangulation as a data collection technique that is a combination of various data collection techniques and existing data sources. In this study triangulation was carried out with observation guidelines, interview guidelines and field notes. While the member check is done by repeating what outline was revealed by the informant at the end of the interview to ensure the data obtained from the interview and correcting if there are errors and additions if there are some deficiencies.

## FINDINGS AND DISCUSSIONS

### Research Description

The subject of this study was the students grade X of Senior High School Harapan-I Medan in 2017/2018 academic year. The number of students is 30 students consisting of 14 male students and 16 female students.

### Description of Pre-Cycle

Based on the initial observations of researchers on the Tenth Grade students, it is known that the English speaking skills of students are less compared to writing and reading skills. This is because the learning activities focused a lot on writing and reading activities.

To find out the initial condition of students before the implementation of the role play method, the researcher conducted a pre-activity, carried out to determine the speaking ability of students in class X-4 Senior High School HARAPAN-I Medan. Researchers use folklore texts by preparing several story themes, namely: Toba Lake and Malin Kundang. Then the researcher gives questions to students about the folklores. Pre-activity results can be briefly seen in Table 1:

Tabel 1. The Result Data of Students Speaking Ability  
Pre - Cycle Observation

Students' Ability being Observed	Score Average	Mark Average
Articulation	2.62	66
Intonation	2.55	64
Structure	2.42	61
Fairness of order	2.51	63
Information Accuracy	2.42	61
Information Relations	2.31	58
Fluency	2.25	56
Expression, gesture, and performance	2.15	54
<b>Average</b>	<b>2.4</b>	<b>60</b>
<b>Number of Students</b>		<b>30</b>



<b>Completeness</b>	<b>6</b>
<b>Incompleteness</b>	<b>24</b>
<b>Completeness percentage</b>	<b>20%</b>

*Source : Pre-Cycle Result*

Based on table 1 showed that the mark average of speaking skills in English-speaking students only reached 60. Of the 30 students, 6 students (20%) experienced completeness, while as many as 24 students (80%) had not yet completed. Seeing the results of these pre-cycle observations, it was considered necessary to follow up on Cycle I, to improve students' ability to speak English, the role play method was applied.

### **Description of Cycle - I**

On this Cycle – I, role play method was used in groups. Learning is carried out using students' books and reading resources for 2x meetings, with Base Competence “responding to the meaning in folklore using a variety of simple spoken languages in various contexts in everyday life accurately, fluently and acceptable.

Researchers used stories in the form of drama texts with folklore themes entitled Toba Lake. Then students play it in front of the class in groups with a duration of approximately 5-10 minutes. The results of observations about students' learning activities in Cycle I can be seen in the following table:

Tabel 2. The Result Data of Students Speaking Ability  
Cycle – I

<b>Students' Ability being Observed</b>	<b>Score Average</b>	<b>Mark Average</b>
Articulation	3.1	78
Intonation	3.07	77
Structure	3.02	76
Fairness of order	2.87	72
Information Accuracy	2.52	63
Information Relations	2.43	61
Fluency	2.51	63
Expression, gesture, and performance	2.35	59
<b>Average</b>	<b>2.73</b>	<b>69</b>
<b>Number of Students</b>	<b>30</b>	
<b>Completeness</b>	<b>12</b>	
<b>Incompleteness</b>	<b>18</b>	
<b>Completeness percentage</b>	<b>40%</b>	

*Source : Cycle – I Result*

Based on table 2 above showed that the students' mark average of English speaking skills has reached 69. Of the 30 students, 12 students (40%) experienced completeness, while as many as 18 students (60%) were not yet complete. These results also indicate an increase in students' ability to speak English.

### Description of Cycle - II

Cycle II is a revision of cycle I. Action planning that has been compiled by the researcher together with collaborators is by using the role play method in groups. The learning is carried out with student's book and reading sources for 2 x 45 minutes (2x1 meetings). The base competency is "expressing meaning in short functional oral texts".

The material presented in the second cycle is to use folklore in the form of narrative text with the title Malin Kundang. In this second cycle students develop the story into drama text and play it in front of the class with 5 minutes time addition be 5-15 minutes. Observations on the student learning activities in Cycle II can be seen in the following table.

Tabel 3. The Result Data of Students Speaking Ability  
Cycle – II

Students' Ability being Observed	Score Average	Mark Average
Articulation	3.2	80
Intonation	3.32	83
Structure	3.22	81
Fairness of order	3.12	78
Information Accuracy	3.29	82
Information Relations	3.03	76
Fluency	3.51	88
Expression, gesture, and performance	3.25	81
<b>Average</b>	<b>3.08</b>	<b>76</b>
<b>Number of Students</b>		<b>30</b>
<b>Completeness</b>		<b>19</b>
<b>Incompleteness</b>		<b>11</b>
<b>Completeness percentage</b>		<b>63%</b>

Source : Cycle – II Result

The table showed that the average value of students' speaking ability has increased to as much as 76. The number of students who completed experienced a significant increase, namely as many as 19 students (63%) experienced completeness, while as many as 11 students (37%) had not complete. These results also indicate an increase in students' ability to speak English.

### Discussion

Improving speaking skills in learning English through role play method for the tenth grade students of Senior High School Harapan – I Medan obtained a comparison of the acquisition of students' ability in the first cycle and second cycle as follows:

Tabel 4. Students' Completeness Percentage  
Cycle – I and II

No	Research	Category	Students	Percentage
1	Pre - Cycle	Complete	6	20%
		Incomplete	24	80%
2	Cycle – I	Complete	12	40%
		Incomplete	18	60%
3	Cycle – II	Complete	19	63%
		Incomplete	11	37%

Based on the data from Table 4, it can be seen that the percentage of the results of the completeness of student scores between cycle I and II has increased. In the first cycle, the percentage of completeness was 40% while in the second cycle there was a significant increase to 60%. There is a 43% increase between pre-cycle to cycle II. Thus this study was declared successful and it can be said that the use of role play methods can improve student learning outcomes in speaking.

During this study, the planning was arranged based on reflection conducted by researchers together with observers on previous learning, so that the quality of planning became better in each cycle. Based on the findings during the study it can be concluded that effective planning is as follows (1) the teacher divides the group heterogeneously, (2) the teacher prepares teaching aids that contain folklore, (3) the teacher prepares a discussion technique in developing drama stories so that they can make students active.

The implementation of English learning activities of folklore material by applying the role play method can improve student learning outcomes and activities. This can be seen from the percentage of students who achieved completeness. In addition, in learning activities, students' experience increase being more active. In applying the role play method, teachers tend to act as mentors and facilitators.

Based on the implementation analysis that has been carried out, the effective implementation of the role play method in English learning includes: (a) the teacher needs to do several things such as: dividing the group before learning, positioning the seat, checking the completeness of equipment and materials, conveying the purpose from the material to be delivered. (b) the teacher guides students at each stage in the activities. In the discussion activity, students who get grades below the passing score are actively involved. Giving rewards increase students' interest in learning.

## CONCLUSION

From the results of 2 (two) cycles in the 10th grade senior high school students of Harapan – I Medan at 2017/2018 Academic Year, it was concluded that the use of role play methods improve the students' speaking ability in English. The detailed conclusion can be described as follows:

1. The implementation of English learning activities of folklore material by applying the role play method can improve student speaking ability and activities. This can be seen from the percentage of students who achieved the Minimal Completeness Criteria. In addition, in learning activities students experience has also increased being more active.
2. Student learning outcomes in speaking at each cycle has increased. This can be seen from the percentage of students who have reached the Minimal Completeness Criteria which increased at each cycle. The percentage of completeness of student learning outcomes in speaking at the first cycle was 40% and at the second cycle increased to 63%, thus this study was declared successful and it can be said that the use of role play methods can improve student learning outcomes in speaking.

## SUGGESTION

Based on the conclusion of the use of role play method which improve the tenth grade students speaking ability, the researcher gives the following recommendations:

1. For schools, it is expected to be able to apply the role play method as an alternative in choosing a learning method for teachers because this method can attract students' interest in learning, foster independent and group learning activities, be fun, and also involve children's potential so that it is expected to improve the quality of learning.
2. For teachers who will apply the role play method in classroom learning, teachers should form groups heterogeneously. This is intended to reduce the opportunity for students to chat when learning. In addition, if the teacher applies this method, in the implementation of the experiment the teacher needs to do guidance at every step.
3. There are still deficiencies in this study such as time allocations that are not yet in accordance with planning. Therefore, for the next researcher, it is hoped to improve the management of time in carrying out learning using the role play method.

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