

# THE IMPLEMENTATION OF ROLE PLAY TECHNIQUE IN IMPROVING SPEAKING SKILL ABILITY TO THE NINTH GRADE STUDENTS OF SMP NEGERI 2 TABANAN

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## ABSTRAK

Penelitian ini bertujuan untuk meningkatkan keterampilan berbicara melalui teknik bermain peran. Subjek penelitian adalah 33 siswa kelas sembilan SMP Negeri 2 Tabanan. Teknik pengumpulan data yang digunakan adalah observasi dan tes. Data dianalisis dengan menggunakan analisis data kuantitatif dan kualitatif. Berdasarkan analisis, ditemukan bahwa, tindakan belajar siklus I bermain peran siswa berdasarkan tema yang diberikan oleh peneliti. Beberapa siswa mengalami masalah dalam pengucapan dan kosa kata. Peningkatan ditunjukkan dengan hasil skor keterampilan berbicara siswa. Sebelum penelitian selesai, nilai rata-rata pre-test siswa hanya 68,7. Nilai rata-rata meningkat pada siklus I dan siklus II yang menunjukkan nilai 72.2 dan 76.3. Sementara itu, peningkatan menuju pre-test dan post-test 1 adalah 6.5, serta peningkatan pada pre-test dan post-test II adalah 12.7. Kesimpulan dari penelitian ini adalah penerapan teknik bermain peran dapat meningkatkan kemampuan berbicara siswa.

**Kata kunci:** *Keterampilan Berbicara, Bermain Peran*

## ABSTRACT

This study aims at improving speaking skills through the role play technique. The research subjects were 33 students of the ninth grade of SMP Negeri 2 Tabanan. Data collection technique used are observation and test. The data were analyzed by using quantitative and qualitative data analysis. Based on the analysis, it was found that, the act of learning the cycle I of students' role playing based on the theme given by the researcher. Some students experience problems in pronunciation and vocabulary. Improvement is indicated by the results of students' speaking skill score. Before the research was completed, the mean value of students' pre-test was only 68.7. The mean value was increased in cycle I and cycle II indicating the value of 72.2 and 76.3. Meanwhile, the improvement toward pre-test and post-test 1 was 6.5, and the improvement on pre-test and post-test II was 12.7. The conclusion of this research is the implementation of role play technique can improve students' speaking ability.

**Keywords:** *Speaking Skills, Role Play*

## 1. Introduction

Language is generally described as a means of communication, but in learning it, the people suddenly face the question of what must be competent in communicating (Mc. Arthur, 1983 : 31). There are four language skills that must be taught to students, including speaking, listening, reading and writing. The four language skills, speaking is the most important because when students learn a foreign language, it is considered successful if the students can communicate effectively in their second or foreign language.

Speaking is the ability to pronounce articulation sounds or words to express, express and convey thoughts and feelings (Tarigan, 2008: 16). This understanding shows clearly that speaking blessings with the pronunciation of words that aim to convey what will be conveyed both feelings and ideas. The main purpose of talking is to communicate. Communication is the sending and receiving of messages or news between two or more people so that the intended message can be understood. Therefore, in order to effectively convey a message, the speaker must understand what will be conveyed or communicated.

Tompkins (2001) defines role play as "it is one of the classroom techniques that encourage students to participate actively in the process of learning English. Therefore, foreign language students practice the target language in context similar to real-life situations where stress and shyness are removed". Role play activities could be shown as the way students behaves in specific context and situation. The researcher defines it as the role play as a techniques for teaching which is conscious representation and discussion of the role in a group. In the class a problem context is shortly acted out so that the students can cope with the character.

## **2. Research Method**

This research design used in this research was classroom action research. Classroom action research was an examination of activities learning in the form of actions that were intentionally brought up and occurred within a class together (Suharsimi Arikunto, 2008: 3). In collecting data, researcher used qualitative data by interviewing teachers about students' difficulties in speaking skills as well as students' conditions in speaking activities. Researcher also used oral tests for students. And addition, the researcher used quantitative data in calculating the test's result. The data were analyzed by using quantitative and qualitative data analysis. Qualitative data analysis were used to describe the observation on pre-test and post-test. Meanwhile, quantitative data analysis were used to calculate average score, the percentage of students completeness in cycle I and cycle II, and the value of students improvement towards pre-test and post-test.

There are some steps for collecting data in this research. First, the researcher interviewing toward the teachers who teach in the ninth grade to get several information in relation to students' speaking skills capability were obtained. Second, Based on the results of the initial interview conducted by the researcher together with the English teacher who teaches the class, it was known that individual students' speaking skills were still lacking. If done in front of the class, students become less confident, so that it becomes an obstacle for students to talk. Third, the researcher informed students about the research conducted. Forth, the researcher observed the learning process, student activities, and students' responses and interests to role play technique. Researcher discussed with teachers based on the observations and evaluations related to the implementation of speaking skills using the role playing method. Then the researcher carried out the processing of data obtained after the cycle was completed. Last, the researcher analyzed whether speaking ability carried out for the research purposes.

## **3. Research Findings and Discussions**

Based on the results of the interview on Pre-observation, the researcher observes the events that occurred, such as opening activities carried out by the teacher, core activities that included class discussion activities, guiding teacher discussions, questions and answers and closing activities carried out by the teacher and students. Researcher observed that students were able to receive activities very well.

No	Name	Score Pre-test	Score Post-test Cycle 1	Score Post-test Cycle II
1.	Abitya Dwi Suputra	71	<b>72</b>	<b>85</b>
2.	Andika Adi Pratama	68	<b>68</b>	<b>76</b>
3.	Andika Arsana Putra	76	<b>76</b>	<b>80</b>
4.	Anom Pradnyana	78	<b>78</b>	<b>80</b>
5.	Arita Wahyu Julyanthi	74	<b>74</b>	<b>77</b>
6.	Army Dewi Purnamasari	75	<b>80</b>	<b>77</b>
7.	Ary Artadana	65	<b>64</b>	<b>73</b>
8.	Asoka Kamadhuk	66	<b>66</b>	<b>71</b>
9.	Ayu Diyah Mita Lestari	78	<b>75</b>	<b>80</b>
10.	Bagus Surya Kencana	60	<b>60</b>	<b>71</b>
11.	Dana Putra Sastrawan	71	<b>71</b>	<b>75</b>
12.	Dian Kristina Dewi	73	<b>73</b>	<b>80</b>
13.	Diva Dwipa Cahyani	75	<b>75</b>	<b>80</b>
14.	Dwi Putra Kusumayasa	68	<b>68</b>	<b>72</b>
15.	Eka Redana	76	<b>76</b>	<b>80</b>
16.	Etya Ugidiasari	72	<b>72</b>	<b>79</b>
17.	Febriandika Narakusuma	63	<b>63</b>	<b>78</b>
18.	Gek Putu Bintang Prada	86	<b>86</b>	<b>87</b>
19.	Hany Listya Dewi	79	<b>80</b>	<b>82</b>
20.	Intan Pradnyani Widari	75	<b>75</b>	<b>77</b>
21.	Luh Ade Ayu Duwi S	71	<b>71</b>	<b>76</b>
22.	Melissa Ayu Putri	71	<b>70</b>	<b>76</b>
23.	Nia Juliana Dewi	70	<b>70</b>	<b>72</b>
24.	Prasetya Utama	70	<b>71</b>	<b>71</b>
25.	Pratama Putra	72	<b>71</b>	<b>73</b>
26.	Putri Lestari	70	<b>73</b>	<b>71</b>
27.	Sekar Sari	71	<b>70</b>	<b>72</b>
28.	Sekar Sari, Luh Gd	72	<b>74</b>	<b>73</b>
29.	Suta	61	<b>61</b>	<b>70</b>
30.	Teguh Adi Pratama	71	<b>71</b>	<b>72</b>
31.	Wendy Hartawan	70	<b>71</b>	<b>76</b>
32.	Widiartha	61	<b>61</b>	<b>70</b>
33.	Wulan Cantika Dewi	86	<b>85</b>	<b>88</b>
Total Score		2233	<b>2384</b>	<b>2520</b>
Mean		67.7	<b>72.2</b>	<b>76.3</b>

Based on the results of the pre-test above, it could be seen that the mean value was 67.7. 8 students obtained incomplete grade of 24.2% while the completed scores were 75.6%. Researcher obtained the value of the Pre-test through an explanation test conducted using the zoom application. That students had difficulty in pronunciation and comprehension. The low ability to speak English was influenced by several factors such as, the lack of students' on English knowledge, low of communication exercises, inaccurate techniques used by teachers, and lack of mastery of the rules of sound, form, sentence structure and meaning.

## Cycle I

### a. Planning

Based on the results of the initial interviews conducted by researcher together with an English teachers, it was known that students' speaking skills

needed to be improved. For this reason, the researcher presented learning to express the expression of agreement and disagreement, one of which was the expressions in the transactional text with a conversation using the role playing method. So that the researcher was able to compile the first cycle implementation plan, in which the researcher together with the teacher discussed learning expressing agreement and disagreement by applying the role play technique.

**b. Actions**

The learning process was carried out in 3 stages, namely: preliminary activities, core activities and closing activities. Because this research was conducted online, and students also already knew researcher well, the research began directly to the core activities. Researcher inquired students about expressions of agreement and disagreement. Only a few students responded to the researcher's questions. Then the researcher required students to make a short conversation about expressing agreement and disagreement. Some students were very active in responding to researcher quickly. After all students understood about this the material, the researcher asked students to form a group and gave assignments in the form of conversations about learning collected in the form of videos with a period of 1 week.

In the post activity, researcher provided opportunities for students to conclude the learning outcomes that obtained.

**c. Observation**

Observations carried out to see and know the teaching and learning process in cycle I. Student performance in learning were assessed during the implementation of learning using the role playing method in expressing agreement and disagreement.

The activeness of students in asking and answering questions during the learning process was observed by researcher. Only 1 student asked about learning material, there were 7 students who quickly answered the questions raised by the researcher. It was because the teacher has explained the material about expressions of agreement and disagreement. Based on the post-test results of students in cycle I, the total score was 2384 so that the mean value of 72.2 was obtained.

**d. Reflection**

In the learning process in cycle I, there were some things that need to be improved. It can be seen from the activities of students during the learning process. However, there were several aspects that have been achieved well included:

- 1) Students were very eager to make conversations about expressions of agreement and disagreement.
- 2) Students participated in giving conclusions about expressions of agreement and disagreement.

**Cycle II**

**a. Planning**

Before carrying out the second cycle, it was necessary to do the planning first. That was used to prepare everything before the action was carried out. Preparation of this action was discussed with the teacher about learning

material about delivering food recipe information from a chef to guests by applying the role playing method.

**b. Action**

Learning was carried out in accordance with the material, namely the delivery of information about food recipes. This was one way to make the procedure text. The researcher explained the meaning of the procedure text. Then the researcher imparted a complete note with examples of conversations between chefs and guests. The goal was to be used as a reference for students to be able to create and deliver the assignments properly. The selection of this material was expected to improve students' speaking skills in public places.

After students understood the material, researcher inquired students to form groups of 6 groups with 3 groups consisting of 5 people and 3 other groups consisting of 6 people. Next, the researcher asked students in each group to blindly make one food recipe that was felt to be easy to convey. Furthermore, researchers appointed 2 people in each group to be a chef. This task was not collected in the form of video as in the first cycle, it was presented directly with the Zoom application, so researcher can assessed directly the speaking ability.

**c. Observation**

Observations in cycle II were the same as cycle I. During the activity of delivering information about food recipes takes place, researcher observed the actions of students when the learning process in order to convey information about food recipes by the role play technique. Based on the post-test results of students in cycle II, the total score was 2520 so that the mean value of 76.3 was obtained. All students have met the minimum completeness criteria.

**d. Reflection**

Based on observations of students' activities in cycle II, the several aspects which in the previous cycle I were still in sufficient category, and in cycle II it had become good, namely:

1. Students become critical thinkers in asking about things related to the material.
2. Students who have never responded to learning became actively answering the researcher's questions.

Learning by applying this role playing method needs to be maintained and improved. Because, with groups students became more confident to talk.

Researcher conducts pre-test on students by using an explanation test through the Zoom application, so researcher can assess directly the students. It can be seen from the pre-test results that the researcher have found that the average value of students was still below the minimum completeness criteria of students, which is 75. It can be seen from the pre-test results that researchers have found that the average value of students is still below the minimum completeness criteria of students which is 75. Therefore, researcher conducted research with a post-test. In the first cycle post-test, the researcher asked students to make an expression of agreement and disagreement in the form of a video, but the results were still less than the value of the minimum completeness criteria. While in the post-test cycle II, researchers asked students to imagine themselves becoming a chef at a restaurant and delivering a recipe.

Researcher obtained the obstacles of students' pronunciation and comprehension in pre-test. The low ability to speak English was influenced by several factors including the lack of students' on English knowledge, low of communication exercises, inaccurate techniques used by teachers, and lack of mastery of the rules of sound, form, sentence structure and meaning. On the results of the pre-test above, it could be seen that the mean value was 67.6.

Based on the post-test results of students in cycle I, the mean value of the students' score was 72.2. In the learning process in cycle I, there were some things that need to be improved. It can be seen from the activities of students during the learning process. However, there were several aspects that have been achieved well included the students were very eager to make conversations and conclusion in relation to the material.

The results of students' post-test in cycle II was 76.3. In cycle II, the students' score increased due to the improvements of students' critical thinking and activeness. Learning by applying this role playing method needs to be maintained and improved. Because, with groups students became more confident to talk.

From the results of the pre-test to the post-test showed that the students' grades improved. Learning activities using role play techniques can improve students' speaking abilities and also students' confidence. Students can learn from mistakes made, so students can master the pronunciation, vocabulary, fluency, comprehension and grammar well. Role play technique is a method that focuses on activities students so as to improve student's motivation in learning, with role play technique students can be sociable and motivated to actively interact with a social environment. The role play technique should be understood and internalized seriously by students to facilitate the achievement of learning objectives. Teachers should use this role playing method as an alternative way to improve student learning achievement and will make it easier for teachers in delivering learning material.

#### **4. Conclusion**

Based on research conducted on students of class IX E SMP Negeri 2 Tabanan, the researcher concluded this classroom action research can improve students' speaking skills. This has been proven by increasing students' scores. Students' responses to learning activities were very good in learning speaking by using the role play technique. The conclusion of the research there are, the mean score of students in the post-test in cycle II was 76.3, while the mean score in the post-test in cycle I was 72.2. The mean score in cycle II was higher than the mean score in cycle I. Based on the results of the score, it means the learning in cycle II can improve the students' speaking ability. Learning to convey the information and play a role as a chef is better than expressing agreement and disagreement. Students' mistakes in speaking become reduced. That was because the students regarded to the material obtained, so that the students can master the correct pronunciation, vocabulary, grammar, fluency and comprehension.

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