

USING ROLE PLAYING METHOD TO IMPROVE STUDENTS SPEAKING SKILLS AT SMP MARISI MEDAN

Lita K. Sihombing¹, Riana Pangaribuan¹, Sri Ninta Tarigan¹, Imelda M Simorangkir²

Universitas Prima Indonesia¹
Universitas Indraprasta PGRI Jakarta²

ABSTRACT

One of the skills that must be mastered in learning English is speaking. But many people do not have the confidence to speak English because of some problems such as pronunciation, and vocabulary. One method that can improve students' speaking skills is the role-playing method. This study aims to determine the application of the role-playing method in improving students' speaking skills in speaking English in class IX SMP Marisi Medan. Researchers used the roleplaying method to improve students' speaking skills. The author uses quantitative research. The research subjects were grade IX students. The author took one class used in the study consisting of 38 students. After using the role-playing method, students can improve their speaking skills. This increase can be seen from the results of observations and practice. Data collection techniques using documentation, questionnaires, and observations. The results of data processing showed an increase in students' speaking ability which was applied by the role-playing method. This is evident from the results of the questionnaire. The overall results of respondents' answers obtained strongly disagree as much as 43.9 %, disagree as much as 161.4%, agree as much as 409.4%, and strongly agree 397.5%. Based on the results of this study, it can be concluded that the use of the Role Playing method can improve students' speaking skills in English lessons. Based on the results of the study, there are suggestions to be conveyed to teachers who will conduct English learning to consider the use of learning methods, such as the Role Playing method which has been proven to improve students' speaking skills.

Keywords : speaking skills, role playing

CHAPTER 1

INTRODUCTION

Role playing is a method of acting out certain ways to interact with others in imaginary situations (Byrne, 1986) and to promote interaction in the classroom and increase motivation (Ladousse, 1995). In addition, Budden (2006) says that role playing is a speaking activity when you put yourself into another person or put yourself in an imaginary situation. Based on the explanation above, role play is not only used for interactive teaching in the classroom but also to stimulate students in real life situations. Byrne (1986), role playing can be grouped into two forms, written and unwritten role playing.

The definition used is the study of Aronson and Carlsmith which describes the study of role playing as an experiment in which the subject is asked to behave as if he or she is an exclusive person in a particular situation. The author tries to use Role Play to improve students' speaking skills. (Tompkin, 2018) defines role play as one of the teaching techniques in the classroom

that encourages students to actively participate in the English learning process. Therefore, students practice the target language in contexts that are like using real-life situations.

Role play makes students more actively participate in the teaching and learning process, because this method provides a way of creating a communicative outreach environment in which students actively become part of several real word systems and function according to their predetermined roles as members of that group (Kanneth O, 2008).).

Brown (2001:14) says, a technique where certain activities are realized in a class that is consistent with the approach as well. This is supported by Chirandon, et al (2010:2) who say, A number of affective teaching techniques are used to stimulate the interest of beginners. Using role play in class is one of the recommended techniques.

Ur (1981) stated that role play is to give students suitable topics to provide interests and subject matter for discussion, dividing them into groups to increase the number and quality of verbal interactions. Jane Revel explained The essence of this activity is understanding other people's situations, and to do this well, the player needs to address the other participants in the role, not just himself.

Elizabeth F. Barkley (2004: p. 150) says that Role Play is a situation created in which students intentionally act or assume a character or identity that they do not want to normally assume to achieve learning objectives. Role playing is very important in teaching communication language because it gives students the opportunity to practice communicating in different social contexts and in different social roles. Therefore, the communicative language teaching approach (CLT) is very appropriate to support the above problems because this approach is learner-centered and emphasizes communication in real life situations (Fauziati, 2009: p. 143)

From previous researchers it was found that the role playing method could improve students' speaking skills. In this research, the writer wants to apply the role playing method to the students in SMP Marisi Medan. The author hopes that this method can be used in SMP Marisi Medan.

1.2 The Problem of Study

The problem of study this research are formulated as follows :

1. Is the role playing method improve the speaking ability of students at Marisi Medan JuniorHigh School?
2. What are the difficulties faced by students that limit their speaking ability in SMP MarisiMedan?

1.3 The Objective Study

In reference to the of the study, the objectives of the study were:

1. To find out whether the role-playing method is effective or not to improve the speaking abilityof the Marisi Medan Junior High School students
2. to find out in what aspects limit students' speaking ability

1.4 The Purpose of Study

1.Theoretically

The results of this study are expected to deepen the knowledge of educators in developing effective learning strategies in improving speaking skills through the role playing method

a.Teacher :

The results of this study for teachers can be used as learning media in improving students'speaking skills with the role playing method

b.Students :

This research can improve students' speaking skills and as a tool that can help studentspractice learning English at SMP Marisi Medan

c. Researcher :

The results of this study are expected to be used as a reference for other studies that have thesame theme to support their research

1.5 The Scope of Study

In collecting the data in this study, the researcher focused on finding out what aspects were limiting the students' speaking skills and to improve the speaking skills of the students in SMPMarisi Medan.

RESEARCH METHOD

2.1 Research Design

This research approach uses a quantitative research design. the purpose of quantitative research methods is the research method used to develop and use mathematical models, theories, or hypotheses about a phenomenon, as well as the relationship of variables in a population.

Malhotra in Anshori and Iswati (2019) state that quantitative research methods are research methodologies that seek to measure data and usually apply some form of statistical analysis.

2.2 The Place of the Study

This research was carried out at the Marisi Middle School in Medan and consisted of 20students located on Jalan Guru Sinumba No. 2 Helvetia Timur, Medan Helvetia District.

2.3 Instruments of Research

Researchers use the method of test, documentation, observation, questionnaires.

2.4 Technique of Collecting Data

Before collecting data, a questionnaire was conducted to determine the level of students' speaking skills and made observations to collect data about the activities of students and teachers.

2.5 Technique of Analysing Data

Techniques that researchers use to analyze the data:

1. The researcher observes the school choose the class to be studied
2. the researcher conducted questionnaires and observations for teachers and students
3. The researcher prepares the scenario that will be displayed
4. Appoint some students to study the scenario within a few days before the teaching and learning activities
5. Calling students who have been appointed to act out the scenarios that have been prepared
6. When students practice the scenario, the researcher observes, listens, and takes research data
7. Data analysis

CHAPTER3
FINDING AND DISCUSSION

This research is quantitative where the data generated will be in the form of numbers. From the data obtained, it was analyzed using SPSS software. This study aims to improve students' English speaking skills using the role-playing method. Data were collected using a questionnaire of as many as 38 respondents whose targets were students of class IX-1 at M... The distribution of the questionnaire in a closed form using a Likert scale of 1-4.

Table. 4.1. STATISTIC

	p1	p2	p3	p4	p5	p6	p7	p8	p9	p10
N Valid	38	38	38	38	38	38	38	38	38	38
Missing	0	0	0	0	0	0	0	0	0	0
mean	3.237	3.421	3.132	3.105	2.947	3.184	2.868	3.237	3.158	3.474
medianMode	3,000	3,500	3,000	3,000	3,000	3,000	3,000	3,000	3,000	4,000
Std. Deviation	3.0	4.0	3.0	3.0	3.0	3.0	3.0	4.0	3.0	4.0
Minimum	.7510	.6423	.8111	.7637	.8989	.7299	.8438	.8198	.8551	.6467
Maximum	1.0	2.0	1.0	2.0	1.0	2.0	1.0	1.0	1.0	2.0
Sum	4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0
	123.0	130.0	119.0	118.0	112.0	121.0	109.0	123.0	120.0	132.0

From the overall results of respondents' answers obtained strongly disagree as much as 43.9 %, disagree as much as 161.4%, agree as much as 409.4%, and

CHAPTER IV CONCLUSION AND SUGGESTION

4.1. CONCLUSION

Based on the results and discussion of the research, it can be concluded that before the roleplaying method was practiced in learning English, pronunciation, and vocabulary were still low. Students tend to be shy about speaking because their vocabulary is still lacking. This can be seen from the results of observations during the research. After the role-playing method is practiced this method can improve the speaking ability of class IX-1 students at Marisi Private Junior High School Medan. Based on the results of the research that has been done, it can be concluded that the student's skills in speaking English in pronunciation, and vocabulary increased after the roleplaying method was applied. This is evidenced by the results of the questionnaires distributed and observations during the study.

4.2 SUGGESTIONS

Based on the conclusion, the researcher suggests several things:

1. Teachers can use the role-playing method in learning English because this method is very effective for class IX students of Marisi Private Middle School Medan.
2. The role-playing method is recommended for students because this method is fun and can make students express their feelings.
3. For other researchers who want to do further research, it can be done with broad references and a relatively long time.

REFERENCES

- Akmal. (2018). The Effect of Role-Play Method In English Speaking Skill. *Journal of Science and Social Research*, 1(1), Online, <http://jurnal.goretanpena.com/index.php/JSSR/article/view/99/0>, retrieved at May 2020
- Ayuningtias, D. O., Wulandari., and Yana. (2019). The use of role play to improve students' speaking skill. *Professional Journal of English Education*, 2(3), 416-420
- Aliakbari, M. & Jamalvandi, B. (2010). The impact of 'role play' on fostering EFL learners' speaking ability: A task-based approach. *Journal of Pan- Pacific Association of Applied Linguistics*, 14(1), 15–29.
- Bashir, M.,(2011). Factor Effecting Students,, English Speaking Skills. *British Journal of Arts and Social Sciences*, 2(1), 34-50.
- Castro, L & Villafuerte, J. (2019). Strengthening English Language Teaching in Rural Schools through the Role-Playing: Teachers Motivations. *International Journal of Educational Methodology*, 5(2), 289-303.
- Costa, N.,D(2017). The Use of Role Play Activities to Improve English Speaking Skill of the Grade 12 Students of Technology Science of Escola Secundaria Geral 4 De Setembro Unamet Dili in the School Year 2017. *International Journal of Advanced Research*, 5(8), 1801-1820.
- Daniastuti, M.,A. (2018). The Effectiveness of Simulation and Role Play Technique to TeachSpeaking for High and Low Motivation Students. *Leksika*, 12(1), 30-36.
- Eppendi, J. (2016). Teaching Speaking by Using Role Play to the Eighth Graders of State Junior High School 15 Palembang. *Jambi English Language Teaching Journal*, 1(2), 98-104
- Florente, I., L. (2019). Role Play Grading Rubric. Online, <https://idoc.pub/documents/role-play-grading-rubric-2nv8pw5oxolk>, retrieved May 2020.Retrieved from <http://files.eric.ed.gov/fulltext/EJ920501.pdf>.
- Jakob, J. C. (2018). Improving the students speaking ability through role play method. *IJET (Indonesian Journal of English Teaching)*, 8(1), pp. 331-340
- Jackson, V.A., & Back, A.L. (2011). Teaching communication skills using role-play: an experience- based guide for educators. *J Palliat Med*, 14(6): 775-780. Online, doi:10.1089/jpm.2010.0493, retrieved on May 2020.
- Karyati, A. (2019). The Effectiveness of the Role Play Method Using Role Cards in Learning Kaiwa in Enhancing Speech Ability. *Journal International Seminar on Languages,Literature, Arts, and Education*. (1)1, 43-47.
- Krisdiana, B. P., Irawati, E., Kadarisman, A.E. (2018). The effectiveness of role-play integrated with word cards on students' speaking skill for communication. *Jurnal Pendidikan Humaniara*, 6(2), pp.7884
- Krebt, D.,M. (2017). The Effectiveness of Role Play Techniques in Teaching Speaking for EFL College Students. *Journal of Language Teaching and Research*, 8(5), 863-870.