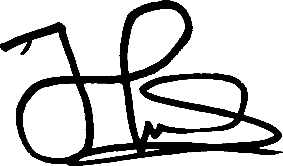
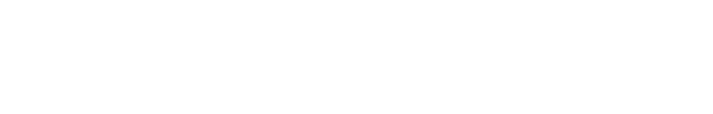
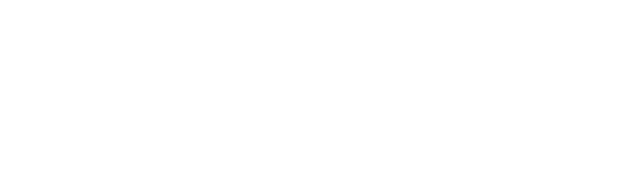
# APPROVAL SHEET

**ENHANCING GRADE VIII STUDENTS’ ENGLISH SPEAKING SKILLS THROUGH ROLE PLAY**





**A JOURNAL**

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##### ENHANCING GRADE VIII STUDENTS’ ENGLISH SPEAKING SKILLS THROUGH ROLE PLAY

***MENINGKATKAN KETERAMPILAN BERBICARA BAHASA INGGRIS SISWA KELAS DELAPAN MENGGUNAKAN ROLE PLAY***

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**Abstrak**

Penelitian tindakan ini bertujuan untuk meningkatkan keterampilan berbicara siswa kelas VIII di sekolah Yogyakarta melalui permainan peran pada tahun pelajaran 2020/2021. Penelitian dilaksanakan dalam dua siklus dengan tiga pertemuan di setiap siklus. Subjek penelitian ini adalah 34 siswa kelas VIII D. Langkah-langkah dalam penelitian ini adalah pengintaian, perencanaan, tindakan dan observasi, serta refleksi. Pengumpulan data dilakukan melalui observasi, wawancara, pre-test, progress test, dan post-test. Hasil penelitian menunjukkan bahwa terdapat peningkatan keterampilan berbicara siswa melalui penggunaan role play. Selain itu, mereka juga meningkatkan rasa percaya diri mereka untuk berbicara dalam bahasa Inggris karena mereka memiliki banyak kesempatan untuk berlatih role play. Analisis data kualitatif, peningkatan dapat dilihat dari pengucapan, tata bahasa, kosakata, dan kefasihan siswa serta terdapat peningkatan rasa percaya diri dan semangat siswa. Sedangkan analisis data kuantitatif peningkatannya dapat dilihat dari nilai pre-test dan post-test. Hasil penelitian menunjukkan bahwa nilai rata-rata kinerja berbicara siswa meningkat dari 60,55 menjadi 79,11 pada post test. Nilai perolehan keterampilan berbicara siswa adalah 1,9. Penggunaan teknik role play dalam meningkatkan keterampilan berbicara bahasa Inggris membuktikan bahwa peluang untuk lebih banyak berlatih merupakan kunci dari role play yang berpengaruh pada peningkatan keterampilan berbicara bahasa Inggris siswa.

**Abstract**

This action research was aimed to enhance the speaking skills of grade VIII students at a junior public school in Yogyakarta through the role play in the academic year of 2020/2021. The research was conducted in two cycles with three meetings in each cycle. The research subjects were 34 students of grade VIII D of the school. The steps in this research were reconnaissance, planning, action and observation, and reflection. The data were collected through observation, interviews, a pre-test, a progress test, and post-test. The results of the research showed that there was an enhancement of the students’ speaking skills through the use of the role play. Besides, they also enhanced their confidence to speak in English since they had a lot of chances to practice role play. The analysis of the qualitative data, the enhancement can be seen from the students’ pronunciation, grammar, vocabulary, and fluency and there are improvement of students’ confidence and enthusiasm. Meanwhile, the analysis of the quantitative data, the enhancements could be seen from the scores of pre-test and post-test. The result showed that the mean score of the students’ speaking performance increased from 60.55 to 79.11 in the post test. The gain score of the students’ speaking skills was 1.9. The use of role play technique in enhancing English speaking skills proved that an opportunity to more practice is the key of role play which influenced in the enhancement of the students’ English speaking skills.

**Keywords: *Speaking skills, Role Play, English Classroom***

# Introduction

In Indonesia, English as a foreign language is taught at Junior High School as a compulsory subject. It is implemented in the hope that the students will reach an informational level of literacy. It means that the students are expected to be able to access their knowledge, their ability, their courage, and their confidence by using English. Learning English is considered to be successful when the students are able to use English as a means of communication. Therefore, the use of English for the students is a compulsory, because mastering English is a priority for foreign language learners.

Nowadays, with respect to the importance of English, a number of educational institutions from elementary school until universities have implemented English into their curriculum. English is taught in Elementary Schools in order to help the students to understand and master it. Furthermore, the purpose of learning English for students is to develop the students’ competence in spoken and written skills. Later on, when they get into the world of work, they have the ability to communicate based on four skills; listening, speaking, reading, and writing. Baker and Westrup (2003) state that learners who speak English very well can have greater chance for better education, finding good jobs, and getting promotion.

To meet the targets of the purposes of English for SMP, the teaching and learning process need to involve; media, materials, and students. To enhance and master speaking ability, students should practice English in oral communication without feel shy and uncertain. To support it, the students need the teacher to implements activities that attract students’ attention that enable the students to develop their skills to participate in oral communications. One of the ways in enhancing students’ speaking is by applying Role Play as a English learning activity in the classroom through involving the media and materials, Barkley (2005) states that Role Play is a created situation in which students deliberately act out or assume characters or identities they would not normally assume in order to accomplish learning goal.

According to the students’ interview, all the students in the research setting are good at listening, reading and writing skill, but ironically, they have very significant problems in speaking skill. The problems are varied, including media, materials, and students. The common problem is that it is difficult for the students to pronounce English words. The students consider that learning English is very difficult and they often speak their local language.

Furthermore, the students are lack of reference books and there are no interesting media available. Consequently, students only learn the materials from the exercise on textbooks. There is no brainstormings or a game on the materials. Therefore, some students are still less active or not paying attention in the teaching-learning process.

English learning materials have a crucial part in teaching and learning process in the classrooms. The school needs appropriate English materials based on the recent curriculum. To make the learning process more interesting, the teachers should use some media in introducing materials. The materials can be in the form of texts, video, picture, and PowerPoint that is colorful so that the materials are eye-catching and more interesting.

Students have an important role to be actively involved in the process of enhancing their speaking skills. English learning must be able to motivate the students motivated to learn English, especially in speaking skills. Another problem is that the students lack of English vocabulary because they are passive users of English. To make the students more interested and attractive in learning English, the teacher should apply various activities in the teaching and learning process. The method and process of teaching are created to be effective and efficient. Various learning theories and concepts are accustomed to make the students familiar with English.

The problems in the learning process in the school are the components of teaching speaking skill. In the research setting, the method used by the teacher is less interesting for Junior High School students especially for speaking. Thus, the students feel bored in class because they are just silent and listening to their teacher about the learning materials. Because of that, the students’ speaking problem are the students only master a limited amount of vocabulary and often mispronounced the words that made them feel too difficult to pronounce some words because they are still confused on how to pronounce them and they did not have more practices to learn speaking.

The other problem is the school only provides the government recommendation textbook as the learning source. The textbooks are properly provided, but the problem is that the students need something supplementing yet effective to develop their proficiency. They do not have enough reference books and no interesting media provided. Consequently, the students only learn the materials from the exercise on the textbook. There are no brainstormings, games and other interesting speaking activity. Based on my observations, the main problem is that only a few students who have the potential to learn speaking English well and the rest are busy with themselves or remain silent and not actively participating in the class. Some students were not conducive in teaching learning activities. They are noisy and it disrupts the concentration of those who want to learn.

# Research Method

This study is an action research. In doing so, the researcher had a collaborative work with the English teacher. The research subject involved 34 eighth grade students from class VIII D. This research followed the action research model from Kurt Lewin’s design which consists of four phases within one cycle and I choose the phases proposed by Madya (2009), which were the modified version from Kemmis and McTaggart (1988) phases. It added one extra step before the planning, and it is called the Reconnaissance. The steps will be reconnaissance, planning, action, observation, and reflection. The qualitative data were obtained through observation, interviews, while the quantitative data through the pre-test, progress test, and post-test.

1. **Technique of data collection**

To gain the valid data, the researcher used three data collection technique. They were observation, interview and test.

1. Observation

Observation is a key role to play in action research. Observations of the implementation of the teaching and learning process provide useful information. In line with to Burns (2010), collecting data through observation is to try to do with ‘making familiar things strange’, or in other words, seeing things that are before our eyes in ways we haven’t noticed before.

1. Interview

Interview is a classic way in research to conduct a conversation that explores the main focus area (Burns, 2010). Interviews may be valuate evaluation instruments, as they supply, with the interviewer’s ability to seek to answer, more in-depth information than do questionnaires (Kutner, et al., 2007).

1. Test

The test was done before and after implementing the actions. The researcher conducted a pre-test first to identify the problems as the basis to do the research. After the first cycle, the researcher conducted the progress test. At last, the researcher conducted post-test to measure the enhancement of the students’ speaking skills after implementing the action.

### Instruments of data collection

Instruments are device employed in the data collection to get the data. The instruments used the form of observation guidelines, interview guidelines, speaking tests, and rubrics of the students’ speaking performance. The researcher used a camera to keep the validity of the data.

The observation and the interview guidelines are employed in the reconaissance and the observation during the implementation of the actions. The results of the observation were in the form of field notes and observation checklists.

1. **Data Analysis Technique**

The data in this study were analyzed both qualitatively and quantitatively. In this research, the researcher collected all the data that imply bad and good comments for all responses to role playing. Data were compared with students' speaking performance during the study.

Meanwhile, quantitative data were analyzed by comparing the average scores of students’ speaking performance. The two performances were being assessed quantitatively. The first is a pre-test, carried out before the implementation of the action, and the second is a post-test, carried out after the action is carried out. The researcher found a significant change from the average scores of each student in the pre-test and post-test. Then, the researcher compared the two average scores of each student to see an increase in students’ speaking skills.

**Findings and Discussions**

In this research, Role Play was implemented to create speaking learning activities using different situation. The actions are presented to solve the problems that the students meet; 1) Providing various kinds of exercise, especially speaking 2) Giving vocabulary enrichment to make students acquire some words used in the lesson 3) Implementing Role Play to give more opportunities for students to practice speaking during the teaching and learning process. 4) Motivating and encouraging students in the teaching and learning process. 5) Giving feedback and appreciation for students. The activities were created to cater students’ goals and needs.

In addition, students’ improvements were proved by students’ scores in their pre-test, progress test, and post-test. Their scores are presented below.

**Table 1: Students’ Scores**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Test** | **Aspect** | | | | **Total Score** |
| **Pronunciation** | **Grammar** | **Vocabulary** | **Fluency** |  |
| **Pre Test** | 3.36 | 2.48 | 2.48 | 2.73 | 60.55 |
| **Progress Test** | 3.58 | 3.48 | 3.68 | 3.49 | 71.47 |
| **Post Test** | 3.76 | 3.83 | 3.95 | 3.99 | 79.11 |
| **Gained Score** | 0.40 | 1.35 | 1.47 | 1.26 | 1.9 |

From Table 1, there is a clear trend of improvement in students’ overall scores and its detail. It can be concluded that the Role Play showed positive results for students in the teaching- learning process, especially in enhancing students’ speaking skills.

In conclusion, the general finding of the students’ improvement is described in the four aspects in the chart below.

## Students’ Speaking Scores Enhancement Chart

The findings revealed significant effect of using role play to enhance students’ speaking skills. Using the role play can be very useful in teaching speaking. Through role play, there were many aspects enhanced such as students’ pronunciation, grammar, vocabulary, and fluency. This findings supports Harmer (2007) which defined that role play can increase the students’ fluency in speaking.

Based on the result of the research, the students showed some enhancements, especially in students’ speaking skills. The results of the post-test support it. The result showed that all aspects of speaking were enhancing compared to the pre-test and the progress-test results. For example, in the aspect of pronunciation, student pronunciation is enhanced and now the students know how to pronounce some words that are commonly used in communication. Vocabulary material also helps students to increase their knowledge of vocabulary and makes it easier for them to express their ideas or opinion in speaking. Another aspect that was enhanced was their fluency. They did not hesitate to speak in English and encouraged to practice their speaking. This means that they have develop their self-confidence and they did not have afraid to speak English. On the other hand, students become active and very enthusiastic during the teaching and learning process, especially English lesson. They have tried to speak English in their communication. Role play can be used in teaching speaking. These findings support Holt & Kysilka (2006) then they stated that role play activities can be fun and lead to better learning. Because these activities help EFL learners to understand the importance of cooperation and to have an interest in learning. Furthermore, the most crucial function of the role play is to give students much chance to practice in communication.

In addition, the researcher also gave the feedback to the students after they had their performances. The researcher gave appropriate feedback to engage the students during the lesson. By giving a good feedback to the students, it helps the students to know their mistakes and improve their skill. This finding supports Brown (2001) which reported that the teacher should provide appropriate feedback and correction.

The students also said that the role play helps them to learn to speak English, and they are enthusiastic to speak English. They said that the role play made them enjoy the English learning process. Furthermore, all of them also agree that role play made the students’ motivation enhanced and they enjoyed the English speaking activity. This finding supports Hand (2011) state that the effective of use role play can add variety to the kinds of activities students are asked to perform. It encouraged the students’ creative thinking and developed their behavioral skills.

These findings were in line with Van Ments (1983) in Graves (2008) identifies three general advantages to role-playing activities: they are positive and handling attitudes and feelings, they provide a secure venue for expressing personal and sometimes unpopular attitudes and opinions, and role play is extremely motivating because the majority of students enjoy these sort of activities and become more inspired learners. It supported by the findings during the research when the students played role, the students had an opportunity to learn English. It was very useful to learn how interaction might take places in a variety of situations. The role-play activity can also improve the students’ confidence. The findings also showed that the students were more excited and enthusiastic in learning English, although the time of role play preparation took plenty of classroom time. Another weakness of role play activity found during the research is the offline implementation of the role play itself, due to the global pandemic of Covid-19, all the learning activities are conducted through online meeting (*daring*). But, the students always showed their best play of role. Finally the students became more active during the process of English learning. Based on the discussion above, the role play activity can be employed as a learning activity to help the students enhance their speaking skills.

**Conclusions**

As stated in the previous, it can be concluded that the use of role play able to enhance students’ speaking skills. In addition, there were two kinds of data that the researcher collected in this research. The first data were qualitative data which could be seen as follows.

In terms of quantitative data, there was an enhancement on the students’ speaking skills which could be seen from the result of the test in the end of the cycle. It is very clear that there are significant enhancements on the students’ speaking skills through the Role Play according to the pre-test and post-test.

The implementation of role play were able to attract the students’ motivation in learning English. The students need more support to enhance their speaking skills. When it comes to enhancing the speaking skills, students need various ways of spoken English. However, not only ways of spoken English, but the teachers also have to give the students more opportunities to practice their speaking, so they were able to improve their speaking skills.

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