THE EFFECT OF USING ROLE-PLAYING TO IMPROVE SPEAKING SKILLS IN THE EIGHTH GRADE OF JUNIOR HIGH SCHOOL SUNAN KALIJAGA

Kiki Megawati
(Mahasiswa Jurusan Pendidikan Bahasa Inggris FKIP Unisma)

ABSTRAK

Speaking is therefore a means of communicating with others in order to share information and obtain new information from others. The purpose of this study was to determine the effect of using a role-playing strategy in SMP Sunan Kalijaga Malang. This study used a quasi-experimental design and the population of this study was 20 students of SMP Sunan Kalijaga Malang. The researcher analyzed the data using the independent T-test, test from the results of the students' post-test scores to be able to know the final results whether or not there was an influence on the use of role-playing strategies. The results of the study found a significance level of $0.00 < $ from 0.05. This shows that students who are taught using role-playing strategies and students who are taught using conventional differ significantly in speaking skills.

Key words: Speaking skill, Role-Playing, Effect

INTRODUCTION

In learning English, there are four skills to master such as writing, speaking, listening, and reading. Amous four skills speaking is very important, According to Cameron (2001, p. 40), speaking is the act of utilizing language to execute acts of communication in order to make other people comprehend the speaker's sentiments and ideas. Speaking is therefore a means of communicating with others in order to share information and obtain new information from others. But in reality, learning to speak is one of the problems for students in learning English.

Regarding the problem of speaking English in the eighth grade of SMP Sunan Kalijaga, there were several issues with speaking that students faced, including (1) a lack of vocabulary, (2) a lack of activity in learning, (3) a lack of appropriate material, and (4) the English teacher at the school's tendency to use monotonous teaching strategies, specifically is using conventional methods. Traditional teaching techniques, such as lectures, question-and-answer sessions, and translation, have traditionally been employed by teachers to present material in class.

According to Trianto (2007:1) said, in the conventional learning model the atmosphere in the classroom tends to be teacher-centered so students become very

passive because they only see and listen. This method gives rise to monotonous teaching where the teacher becomes an important actor and the main subject in learning activities while students tend to be passive in the learning process in class because teachers have more time than students. In the learning process like this every day they do not have the opportunity to practice speaking skills orally, this results in students being less skilled in expressing their ideas orally because they are not confident and feel they have not mastered what is expressed. Some of these obstacles cause students' speaking ability to be still not optimal.

Based on these problems, it is necessary to innovate approaches, and learning strategies to optimize the achievement of learning objectives, especially those that can assist in the learning process of students' speaking skills in English. Applying the role-playing method in the process of learning English speaking skills for class VIII students at SMP Sunan Kalijaga Malang, is one strategy that is thought to be appropriate in this area. The role-playing method is one of the learning models that is estimated to be effective because it tends to require students to be active in speaking English.

Role-playing is very important in teaching speaking because it provides opportunities for students to practice speaking. As stated by Andriani (2013), the application of learning using role-playing strategies is very effective in improving students' abilities in playing characters in performances. They may take on other people's characters and roles or be themselves. From the explanation above, this study concludes that by using the role-playing technique, students are expected to be able to speak English correctly. Roleplay is also a learning strategy that has never been taught in this school. This will be a new experience for them so students are expected to interact easily. Therefore, this study tries to offer a role-playing strategy to improve students' speaking skills.

There are several studies conducted by researchers related to this article. The first study was conducted by Hadi (2015) who stated that using the role-playing method to teach and learn English is a very good way to help students' speaking skills. It can be seen from the results that there was an increase from pretest to posttest, from 12.9 to 19.3. (p 0.05) The increase is moderate. This shows that the role playing method can help students' communication skills. In the second research conducted by Anas (2017), researchers used recount text scripts before implementing role playing in first grade IPA-1 SMA Negeri Ploso. The findings of this study indicate that the use of this role play can help students in improving their vocabulary, pronunciation, and confidence. Role-playing techniques can help people who have difficulty speaking out loud. And in the last research conducted by Wibawanti (2020) stated that through role-playing children's speaking ability increases the teacher incorporates questions, incentives, and new vocabulary in practice. In addition, role-playing in this study was very beneficial for the participants' confidence in speaking and engaging with their peers.

By looking at the conclusions of previous studies, which concluded that the use of role-playing strategies in improving speaking skills had a more beneficial effect than teaching using traditional techniques. By using role playing, it is expected that students can easily understand and be confident in performing using English in front of the class.

METHODE

In this study, the researcher used quantitative research as a research methodology. The researcher uses a Quasi-Experimental design from Quasi-Experimental control and experimental groups. Creswell (2008) states that quasi-experiments include assignment, but not a random assignment of participants to groups. In this study, the researcher used Rubik's Scoring to check students' abilities by providing themes such as introducing, booking at the hotel, visiting the beach, and borrowing a book from the library that had been given before doing the practice. after that, the T-test was independent of the students' post-test results to determine the final result.

RESULT

Data were collected from 40 participants, including 22 from the control group and 22 from the experimental group. The data were collected from the students' post-test results, and the results are shown in the following table.

Table. 4.1 The Result of Mean Score for Experimen and Control Groups

Group Statistics					
	Class	N	Mean	Std. Deviation	Std. Error Mean
Student learning outcomes	Experiment Class Post-Test (Role Play)	20	80,25	4,993	1,117
	Control Class Post- Test (Conventional)	20	73,00	4,104	,918

According to the descriptive statistic table above it is known that for the experimental group there were 20 students and the control group 20 students. The experiment group's post-test mean score was 80.25, whereas the control group was 73.00.

Table 4.2 The result of the Independent T-test

Independent Samples Test									
		Levene's Test for Equality of Variances		t-test for Equality of Means					
						Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
		F	Sig.	T	Df				Lower	Upper
Students learning outcomes	Equal variances assumed	,411	,525	5,016	38	,000	7,250	1,445	4,324	10,176
	Equal variances not assumed			5,016	36,626	,000	7,250	1,445	4,321	10,179

Based on the output in Table 4.2 the sig value of Levene's Test for Equality of Variances is 0.525 > 0.05, indicating that there is no difference in the variance of the experimental and control group data. Therefore, the numbers in the "Equal variances" table serve as a guide for interpreting the independent test result table above. Based on the outcomes of independent T-test data with equal variances assumed, it can be deduced that H0 is rejected and Ha is accepted because the value of Sig (2-tailed) is 0.000 0.05. Therefore, it may be said that there is a substantial difference between the experimental and control groups' scores for student learning outcomes.

DISCUSSION

According to the research findings presented in this article, there are findings of substantial differences in the use of role-playing between the experimental class and the control class. This can be seen from the SPSS 25 calculation used by researchers to determine the results of conventional and role-play assessments. Judging from the statistical analysis where the researcher used 20 students to conduct research. Then looking at the results of the independent test which was significant 2-tailed 0.00 < 0.05, it can be concluded that the use of a role-playing strategy that uses several topics that have been given is very effective in improving students' English speaking skills. This means that the accepted hypothesis is Ha = there is a significant difference in the results of students' speaking ability between students who are taught using role-playing and students who are taught using conventional methods only. While the null hypothesis H0 = There is no significant difference in the results of students' speaking ability between students who are taught using role-playing and students who are taught using conventional methods only are rejected. In other words, it has been proven that teaching speaking skills to eighth graders at SMP Sunan Kalijaga Malang is much more effective.

Compared to the previous study by Hadi(2015), the researcher claimed that the use of role-playing tactics in the teaching and learning of English was successful in enhancing students' speaking abilities and making them come across as more

confident. It is also reinforced by a prior study by Annas (2017), who thinks that role play can be a method for helping SMA Negeri Ploso Jombang first-graders who have difficulty speaking English. In the same vein, Wibawanti (2020) said that the SD Negeri Bandulan 02 pupils' speaking abilities were greatly improved by the role-playing method. Moreover, according to the theoretical aspect, it is true that role-playing can help students play an active role in speaking, add students are also more relaxed in role-playing activities.

From the preceding reasons, it can be concluded that learning using role-playing strategies can affect the improvement of students' speaking skills in the eighth-grade students at SMP Sunan Kalijaga Malang. This finding is also in line with previous research which revealed the positive impact caused by the implementation of the role-playing strategy.

CONCLUSIONS

This study aims to determine the effect of using a role-playing strategy on the speaking ability of students in the eighth grade of SMP Sunan Kalijaga Malang. From all the data described above, coupled with research conducted by previous studies by several researchers (Hadi (2015), Annas (2017), and Wibawanti (2020)), it is true that the use of strategy role play is very influential in improving speaking skills. In general The benefits of role-playing, in theory, can provide additional knowledge for all students where students can practice role-playing spontaneously.

After getting the data and then analyzing it, the writer gets the results from the analysis. The data were analyzed through computer software (SPSS Version 20) using the independent T-test so that the following results were obtained: there was a difference in the post-test scores of the experimental group of students. The result where the significance value (2-tailed) is 0.000 0.05 indicates the post-test value. It can be said that role-playing exercises are very useful for improving students' speaking skills. Thus, it can be said that role-playing has an impact on how well the students' speaking ability in class VIII of SMP Kalijaga Sunan.

REFERENCES

Andriani, Durri. Dkk. (2013). *The application of learning using role-playing strategies.* Universitas Terbuka.

Annas, M. S. (2017) entitled *The Implementation of Role Play strategy to overcome speaking problem at the first Grade Students of SMA Negri Ploso Jombang.*

Creswell, J. W. (2008). *Educational Research: Planning, Conducting and Evaluating Quantitative and Qualitative Research.* New jersey: Pearson Education Ltd.

Laksana, H. K. (2015) entitled *Using the Role-play Technique to Improve the Speaking Skills of Grade XI Students of SMAN 1 Panggang the Academic Year of 2014/2015*

Trianto. 2007. Model-model Pembelajaran Inovatif Berorientasi Konstruktivistik. Jakarta: Prestasi Pustaka

Wibawanti, I. T., (2020) *improving students' speaking skill through role-play".* Universitas Islam Malang.

Malang, July 19th, 2022
Advisor I,

Ika Hidayanti S.Pd., M.Pd
NPP. 153006198332232

REFERENCES

Andriani, Durri. Dkk. (2013). *The application of learning using role-playing strategies.* Universitas Terbuka.

Annas, M. S. (2017) entitled *The Implementation of Role Play strategy to overcome speaking problem at the first Grade Students of SMA Negri Ploso Jombang.*

Creswell, J. W. (2008). *Educational Research: Planning, Conducting and Evaluating Quantitative and Qualitative Research.* New jersey: Pearson Education Ltd.

Laksana, H. K. (2015) entitled *Using the Role-play Technique to Improve the Speaking Skills of Grade XI Students of SMAN 1 Panggang the Academic Year of 2014/2015*

Trianto. 2007. Model-model Pembelajaran Inovatif Berorientasi Konstruktivistik. Jakarta: Prestasi Pustaka

Wibawanti, I. T., (2020) *improving students' speaking skill through role-play".* Universitas Islam Malang.