

The Implementation of Role Play-Learning Model to Enhance Understanding and Speaking Skills in English Among 11th-Grade Students at Ma Swasta Hubbulwathan Duri

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Abstract

Abstract. Children prefer to communicate in Indonesian rather than English at home and at school, which is a challenge teachers face when teaching English. This research aims to help students of class XI at Hubbulwathan Duri Private MA overcome the challenges of learning English, specifically to improve their understanding of role-playing. The quantitative method that the authors use in this study considers the facts determining how to evaluate students for role-playing lessons in class. According to research findings, role-playing in class can motivate students to participate in their education actively. Applying the role-play learning model can improve students' English speaking skills by up to 20% and succeed with learning mastery reaching 75%. Furthermore, it can be concluded that applying the role-play learning achievement model can minimize students' speaking errors.

1. INTRODUCTION

Reading proficiency is emphasized in additional English programs for high school students studying the language. Reading skills are further explained in class through English learning exercises. Some abilities, especially verbal skills, receive less attention. Moreover, speaking skills are not assessed on semester exams, tryouts, or national exams. In addition, many professors emphasize students' reading skills while underestimating their speaking skills. Students find it difficult to speak in English under these circumstances (Paudi, 2020).

This problem is seen in the private school Hubbulwathan Duri MA, particularly in class XI. Reading is the main focus of learning English because it makes up the majority of questions on semester exams, interviews, and national exams. On the other hand, the ability to speak does not receive enough attention. This is because teaching speech skills only explains the purpose of linguistic expression; Students are not allowed to practice these explanations. In addition, this digitization era also greatly encourages student behaviour to be able to communicate using international languages (*English language*). Because of the

development of digitization and the era of globalization, mastery of how to communicate English properly and correctly is needed both for negotiation and in the tourism sector (Suciati, 2021). There is no other option but to develop students' speaking skills given these opportunities and the existence of institutions, English language proficiency is required in the tourism industry due to the four language skills (listening, speaking, reading, and writing) (Hariani, 2019). Definition of role play is a type of motion game with objectives, guidelines, and fun components. Even if the learning that occurs at that time in the classroom uses English, students are trained in special settings outside the school environment through role-playing. In addition, role play is often intended as an activity where students use their imagination to pretend to be outside the classroom and take on the role of others while using English.

Instead, the ability to speak begins as a repetition of what is heard. After being proficient in expressing the letters through reading practice, the speech is expressed in letters later. Therefore, to learn, students must take the initiative. The learning process is impossible without activity.

Literature Review

Role-Playing Learning

According to (Suwignyo & Utomo, 2021), "role-playing" only refers to acting out a role. Role-play learning is done in small teams of three to five people using the concept of grouping. Others, on the other hand, argue that role-playing instruction methods encourage speaking proficiency in students and help them adopt attitudes appropriate to daily life in society. As a result, role-playing with other group members is said to increase motivation, productivity, and educational gain.

Even if the learning that occurs at that time in the classroom uses English, students are trained in special settings outside the classroom through role-playing. In addition, role play is often designed as a type of exercise in which students act out the part of another person while using English as if outside the classroom.

In role-playing, children are considered subjects of learning and actively practice their language skills in certain situations with their peers. A student-focused setting is where effective learning begins.

The concept of language acquisition further argues that children will learn languages more successfully if they can utilize them by engaging in various language-related activities. They will learn faster and more effectively if they participate. Therefore, to learn, students must take the initiative. The learning process is impossible without activity. According to (Priatna, 2019), The steps for its application are:

1. The teacher compiles the scenario to be displayed
2. Appoint some students to study the scenario two days before KBM
3. Form student groups of 3 to 5 members
4. Provide an explanation of the competencies to be achieved
5. Assign students to perform scenarios that have been prepared
6. Each student sat in his group while observing the scenario that was being demonstrated
7. After completion of the stage, each student is given a paper as a worksheet to discuss
8. Each group presented its conclusions
9. The teacher gives a general conclusion.
10. Evaluation and closing

Learning Atmosphere

Learning activities take place in situations and environments where instructional interaction occurs between teachers and students. While teaching is focused on the instructor's actions, learning occurs as a pupil activity. As a result, formal learning activities are carried out.

For learning activities to be successful, adequate communication is required. Basic competency sets can be used as guidelines. It is essential for interaction and communication that teacher and pupil

maintain a sympathetic relationship. There are many different experiences that teachers can design. Assignments and discussions are also options for teachers. Students can conduct experiments, show how a process works, and more (Hilala, 2022).

Teachers must think strategically while preparing for situations to ensure that learning activities occur successfully and efficiently so that a conducive environment can be formed, allowing the interaction process to run well. In these circumstances, you should always try to:

1. Students are always interested and attentive.
2. Students participate effectively in the learning experience.
3. Teachers provide an integrated experience in the learning process.
4. The emergence of positive encouragement in students to learn.

The application of the theory used as a reference is:

Constructivism is an up-to-date educational philosophy that assumes all students, from kindergarten to higher education, have ideas and knowledge about the environment and its events and symptoms. However, these ideas and knowledge are often simplified and fraught with misunderstandings. They constantly stand firm behind this simple idea or understanding. This is retained because these initial concepts and information are connected to other ideas and knowledge built as schemata (cognitive structures) (Lilis et al., 2022).

According to education experts, educational activities aim for students to start by learning what they already know. Instructors cannot force students to adopt scientific knowledge or ideas to replace or change their non-scientific beliefs. As a result, students form their ideas, and the teacher serves only as a facilitator and creator of the necessary conditions for learning.

Some learning environments that align with the educational philosophy of constructivism include discussions that provide opportunities for all students to express their ideas, tests, straightforward research results, demonstrations, examples of scientific procedures, and other practical activities that allow students to hone their concepts.

2. Method

This study used Quantitative research methods using a classroom action research (PTK) approach. Examining educational practices through activities that take place in the classroom is known as classroom action research. Students carry out these instructions from the teacher or according to their directions where students are targeted in this study (Mujtahidin & Oktianto, 2022).

1. Research Setting

The subjects in this study were class XI A MA Private Hubbulwathan Duri, whose Number of students was 24. This research is Classroom Action Research (PTK) developed in 2 cycles, with the steps of each cycle including:

- a. Planning
- b. Implementation
- c. Observation
- d. Evaluation
- e. Reflex

The activities of each stage of the cycle will be described in the action plan section of each cycle.

2. Research Setting

Students' speaking skills are improved through role-playing learning. Along with fostering self-development, this will be very helpful in life after school.

3. How to Observe, Test, and Conduct

For researchers to reflect on the application of the model used, this study uses observations on the learning outcomes of English subjects by providing observation sheets and student surveys about the use of models used by researchers at the research location.

Researchers administered oral tests at the end of each learning cycle to measure whether role-play models improved student learning outcomes. Test results from each cycle are used to determine the feasibility of using role-play models to improve student learning outcomes in English subjects.

4. Data Analysis and Reflection

To determine the completeness of student learning outcomes, the formula is used:

$$S = Q : P \times 100 \%$$

Where: S = Value
Q = Number of scores obtained
P = Maximum Number of scores

SCHEDULE OF RESEARCH ACTIVITIES

NO	ACTIVITIES	WEEK			
		Week 1	Week 2	Week 3	Week 4
1	Journaling	■			
2	Research and data collection	■			
3	Conduct of Research		■		
4	Report preparation research			■	
5	And others				■

Table 1. Research Schedule

3. Result and Discussion

Cycle 1

. The implementation of actions begins with the first cycle of RPP on apologising and providing guarantees. In this first cycle, efforts to use role play to help students develop their speaking skills begin. The teacher began to assemble a student demonstration group. The assigned group must be able to display the roles they receive in paper form containing dialogue or Q&A as the teacher explains how to play the scenario that has been created.

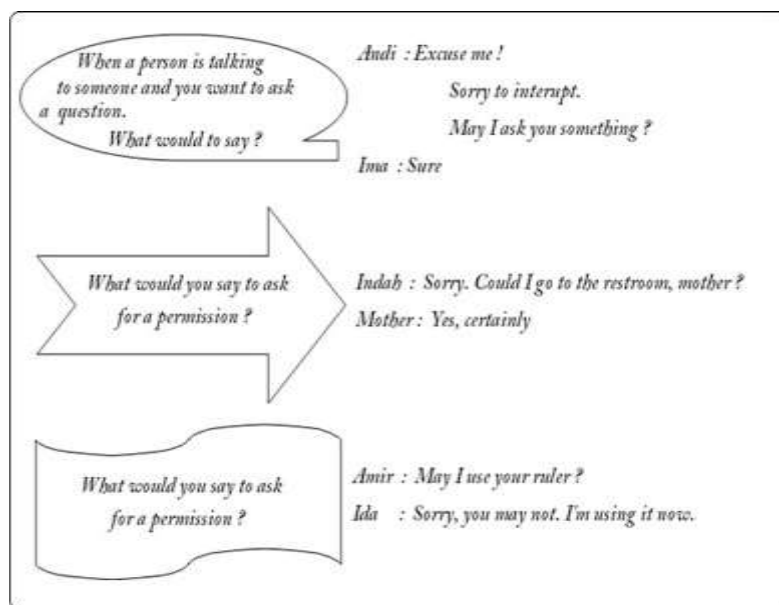


Figure 1. Saying Sorry That Was Spread in the First Cycle

However, classes do not proceed according to the planned learning scenario during this initial cycle. This happens because children are still adjusting to the role-play learning approach that emphasises group projects and individual work in the classroom.

The general description that occurs in this first cycle includes:

1. Students cannot follow the flow of role-play activities well.
2. The teacher only guides some groups while others annoy friends.
3. Role-playing group discussions in class are dominated only by certain students.

At the end of the cycle I, certain groups can only implement role-playing scenarios. Furthermore, after observation, it turned out that the level of student competence in the first cycle only reached 53.1%. Teacher learning observation data 65.86%. Student interest data is 33.33%. Moreover, questionnaire data from the results of the questionnaire was 10.42%.

Cycle II

The subject matter in cycle II includes material on saying sorry and giving certainty. The concept, as stated in the appendix, the dialogue shared with students in cycle II includes:

1. Providing Certainty

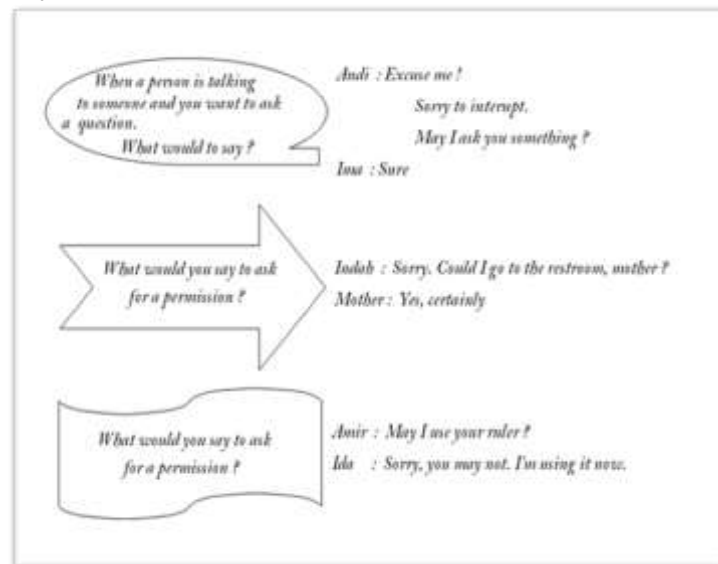


Figure 2. Providing Certainty Spread in Cycle II

Some of the difficulties and shortcomings faced by students in the first cycle began to be overcome in the second cycle. Despite having been given a scenario of discussion about role-playing two days earlier in cycle I, most students could not perform the role as intended. However, in cycle II, the teacher begins to explain how to role-play, communicate the main idea of the material, and open the lesson according to the role-playing learning process. Furthermore, it turns out that student competence, which has grown by 20%, has reached 75% based on observational findings. Teacher learning observation data reached 90.14%, an increase of 24.28%. Student interest data increased by 68.75%, an increase of 35.42%. Furthermore, the questionnaire data from the results of the student questionnaire reached 59.03%, an increase of 48.61%.

In detail data on student competence, teacher learning process, student interest and questionnaire data in learning as listed in Table 2 below:

No	Observation component	Cycle I (%)	Cycle II (%)
1.	Student competency level	53,1	73
2.	Teacher learning process	65,86	90,14
3.	Student Interests:	33,33	68,75
	a. Active Asking Questions	33,33	100
	b. Actively answer	25	41,67
	c. Student learning motivation	54,17	100
	d. Ability to speak in English	20,83	33,33
4.	The questioner in student learning	10,42	59,03

Table 2. Observation Data of Cycle I and Cycle II

4. Discussion

Based on the results of giving actions as described in the research results in section above, it turns out that the application of the role-play model to grade XI A students at Hubbulwathan Duri Private MA, especially in English subjects, has a positive impact, both in terms of the learning process and learning outcomes.

A. Student Learning Process

The results showed that applying role-play models can improve student patterns in learning in class. If at first, students were not eager to learn to role-play, but now students individually and in groups have begun to get excited. This is indicated by changes in student interest from cycles I and II which are increasing. Student interest and motivation to be involved in the classroom learning process is stimulated by one of the stages in the role-play model that requires students to be directly involved in groups and perform the role-play in front of the class.

Positive competition or competition between groups to try to perform well according to what is learned will be seen. Similarly, other groups of students will try to find weaknesses and add if the role play is not following the norms of speaking. Changes in competence, interests, teacher learning processes, and student learning processes in learning in the classroom are getting better and better.

B. Student Learning Outcomes

Suppose the student learning process is getting better, in the sense that students are involved in the learning process in class. In that case, the student's absorption of learning material in class is expected to be better. Likewise, if students are heavily involved in implementing role plays in class, then students will have a strong speaking foundation and vocabulary mastery of the material being studied.

Thus affirmed, Boediono: 2001 explained that in language learning, students would be more successful if they could use language by doing various language activities. When they participate, they will more easily master what they learn. According to this model, learning is the process of wanting to practice using language individually or in groups. Furthermore, in this model, the teacher controls the activity and develops it into role-playing activities in certain stages. The teacher must

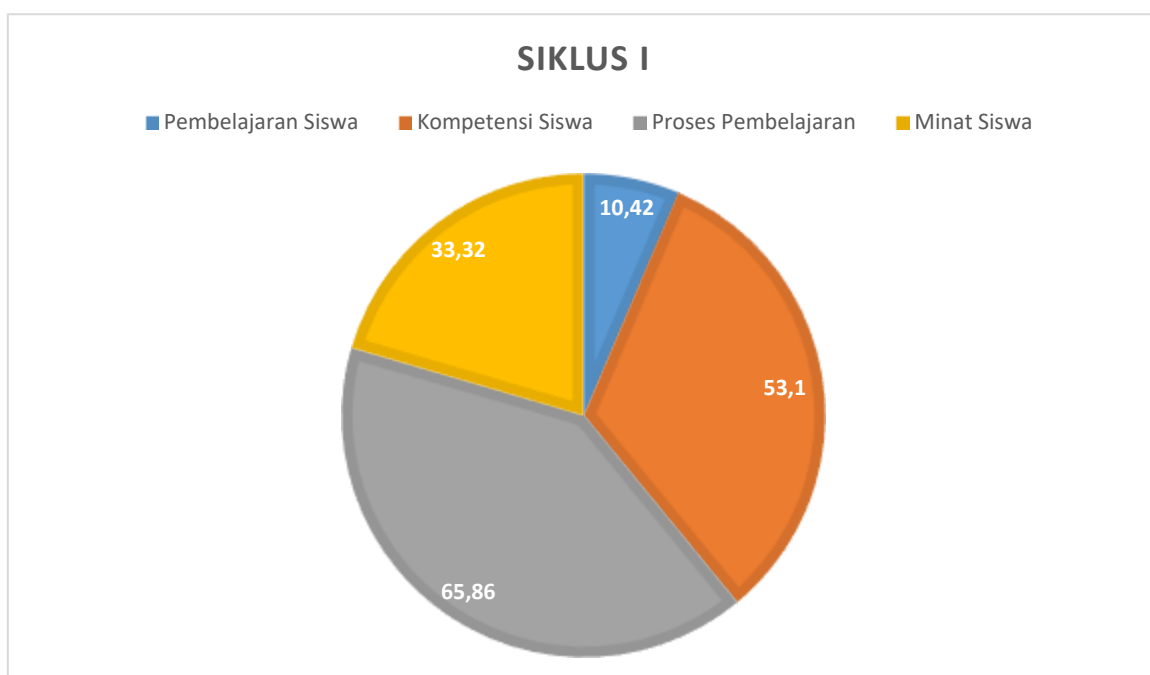
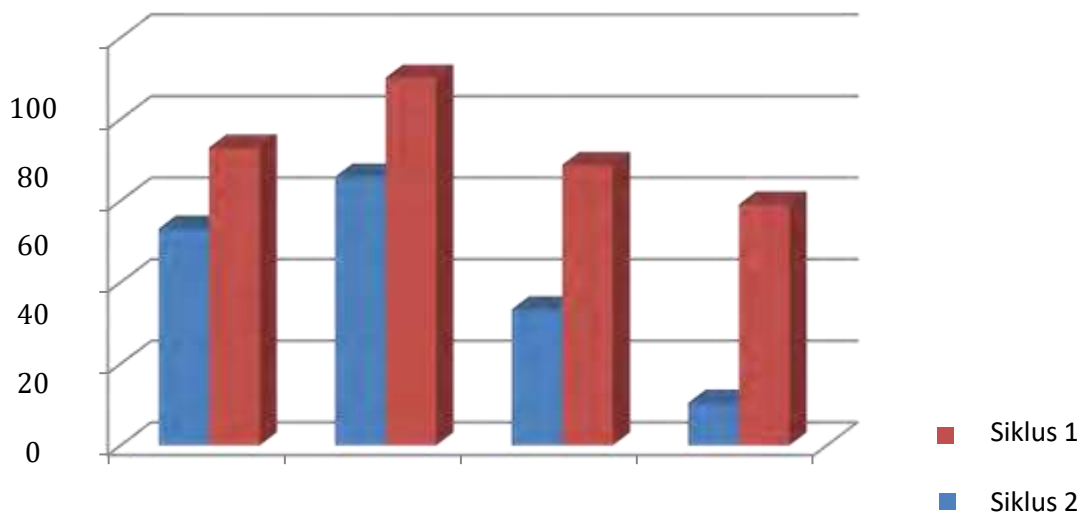
develop interaction between people per person or group per group between students. In that way, it is hoped that students will show more interest in doing role-plays with their friends.

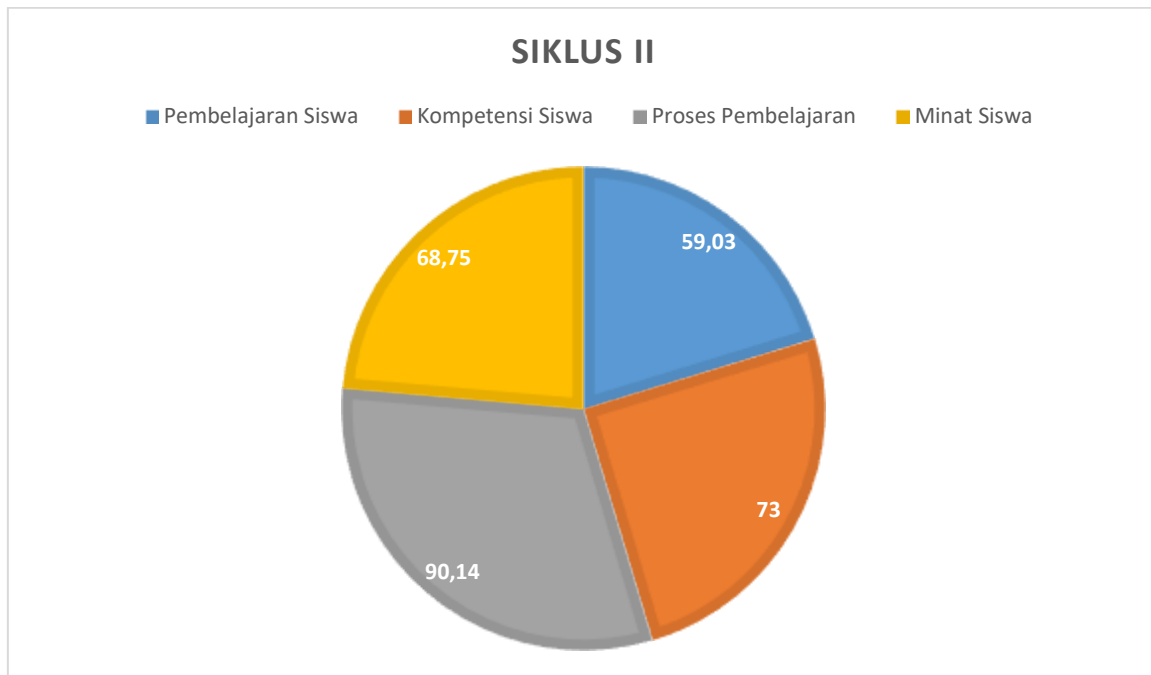
The results showed that student interest in the learning process positively impacted the achievement of speaking that students successfully achieved. The average results of teacher observations on role-playing learning (student competence level) in the first cycle was 53%.

In this first cycle, the class has not been said to be complete because the percentage has not reached the maximum value. However, student interest, teacher and student learning processes in the role-play model stage in cycle II have begun to increase. Even students accepting turns to role-play in front of the class are ready.

In this second cycle, student interest has reached 68.75%. In addition, the level of student competence has reached 73%, the teacher learning process is 90.14%, and the questionnaire results of student questionnaires have increased to 59.03%.

Representative of each indicator can be seen in the following chart:





Based on the results above, it can be said that the application of role-play learning models can be applied to minimize student speaking errors.

Conclusion

Learning English by applying role play can increase student interest, student competence, teacher learning process and student motivation.

1. To English teachers who can use role play as an alternative learning technique in speaking learning.
2. Learning English by applying role-play techniques is good to use because, in addition to improving student learning outcomes, it can also train students to speak
3. For fellow teachers who want to continue this research, it is hoped that teacher and student activities should be carried out more optimally to obtain better learning outcomes.

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