

EFFORTS TO IMPROVE ENGLISH
SPEAKING SKILLS THROUGH ROLE
PLAYING METHODS IN STUDENTS
SEMESTER 2 FKIP UNIVERSITY OF
RESOURCES ACADEMIC YEAR
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By Heni Subagiharti



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**EFFORTS TO IMPROVE ENGLISH SPEAKING SKILLS THROUGH
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Heni Subagiharti,

*English of Education, Asahan University, Indonesia
Email: heni.mhum@gmail.com*

Abstract

This study aims to improve speaking skills through the method of role playing in 2nd semester students of FKIP Asahan University. This type of research is Class Action Research (CAR). The research subjects were 32 second semester students of FKIP Asahan University. The object of research is speaking skills. Data collection methods used are observation, tests, and documentation. The data analysis technique used is descriptive qualitative and quantitative descriptive. The first cycle learning action of students plays roles based on conversation texts. students do not experience problems in linguistic aspects (vocabulary / phrase and sentence structure used) and non-language aspects (courage, friendliness, and attitude). The act of playing cycle II is based on drama script. Cycle II is more focused on linguistic aspects (pressure, speech, and tone and rhythm) and non-language aspects (fluency and mastery of the material) that are still lacking. Learning speaking skills through role playing methods based on drama scripts shows an increase in student speaking skills. The increase is indicated by the results of student speaking skills. The increase that occurs is, (1) the average pre-action value of students is 70.13 up to 75.46, (2) the average evaluation value of cycle I is 75.46, and (3) the average evaluation value of cycle II is 80.93 with percentage completeness 88 %.

Keywords: *Role Playing, Speaking skills*



A. Introduction

The development of increasingly sophisticated science and technology demands the skills we have to keep up with the times. This increasingly sophisticated development inevitably also requires people to think critically and innovatively⁴

English lessons have four aspects of learning, namely aspect listening, speaking, reading and writing. The four aspects are related to each other. For example, the aspect of writing is very closely related to the reading aspect; because to be able to write, reading competence is needed first. By⁶ reading a lot, someone will be good at writing.

English subjects have different characteristics from other subjects. This difference lies in the function of language as a communication tool. In addition to the required vocabulary mastery and grammar, skills are also needed in applying it in communication activities, both oral and written (Ministry of National Education, 2006: 2). In the writing aspect of competency learning, the ultimate goal is to produce or produce either functional or monologue writing or text based on genre or type of text, it is hoped that students can understand the characteristics of a text, and can express it with correct vocabulary and grammar.

Speaking skills are important to make it easier to communicate with other people. Limited speaking skills (unskilled) will interfere with the continuity of the communication process between the giver of the message and the listener (the person who receives the information). By speaking well and correctly, the message the message provider wants to convey¹⁰ can be well received by the audience.

Thus, English serves as a communication tool in order to access information as well as a tool for fostering interpersonal relationships, exchanging information and enjoying language aesthetics in British culture.

One of the¹¹ goals of English learning is to develop the ability to speak in English. When we learn English, we recognize four components of language, such as: listening, reading, writing, and speaking, where these four components are the main factors in teaching English as foreign



language. Components - these components will develop student communication skills either orally or in writing.

The low level of speaking ability of students in English is influenced by various factors including: lack of knowledge of English students; the vocabulary of student vocabulary, lack of English-language communication practice in daily life, low activity in understanding student English, low quality of student assignments, and inaccurate techniques used by lecturers.

Factors causing low student skills in understanding English are inappropriate learning techniques which are the most dominant factors. The lecturer continuously introduces patterns and expressions of English without going through the right context or situation, and is not followed by practice and application or practice listening. The interaction between students is very lacking. Therefore the improvement of speaking skills in English is not optimal, to overcome this problem, the lecturer must keep trying to find a way so that the problem can be overcome. Therefore this method aims to enable students to understand the target language, speak with acceptable pronunciation and grammatically correct, and be able to understand the material presented.

Based on the background above, it is known that students 'weaknesses in speaking English due to lack of students' ability to master words. This encourages writers to focus on Class Action Research, namely "Efforts to Improve English Speaking Skills Through Role Playing Method for 2nd Semester Students of Asahan University FKIP 2018 Academic Year / 2019".

B. Method

Data Collection Methods

The method of data collection is the most important step in research, because the main purpose of the research is to obtain data. Without knowing the method of data collection, the researcher will not get data that meets the standard data set (Sugiyono, 2009: 308).



The method of data collection in this study includes the following.

1. Observation (Observation)
2. Test

Research Instruments

The instruments to be used in this study are as follows.

1. Observation Sheet

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The observation sheet used in this study is the lecturer observation sheet and student observation sheet. The lecturer observation sheet is used to collect data on actions taken by the lecturer in the learning cycle, while the student observation sheet is used to collect student information or data as a result (influence) of the actions given by the lecturer in the learning cycle in order to improve speaking skills through role playing methods.

The grid of the lecturer observation sheet used in this study is as follows.

Table 1 Assessment Aspect

No	Assesment Aspect	Scor
1	Pronunciation	5
2	Grammar	5
3	Vocabulary	5
4	Spelling	5
Score		20

Final value calculation

$N = \frac{\text{Acquisition}}{\text{Maximum score}} \times 100$ values

Maximum score

Table 2 Scale of Assessment of Indicators of Success

Mastery level	Category
90-100	Very high
80-89	High
79-64	Is being
55-64	Low
0-54	Very low



C. Discussion

Research Results

In Chapter IV, the writer presents the data obtained from this action research in detail based on research conducted in FKIP Asahan University. In delivering the results of research and discussion, it is necessary to present a description of each cycle with complete data starting from planning, implementation, observation and reflection which contains an explanation of the aspects of success and weaknesses that occur.

Cycle I

Cycle I is the initial action of learning using the Role Playing Method. The action of the first cycle was carried out as an effort to correct and solve the problems that arise in learning English speaking skills in the second semester of FKIP Asahan in speaking English in the first cycle consisting of test data.

Retrieval test process retelling in the first cycle was carried out after learning to speak English speaking with the Role Playing Method. The results of speaking English speaking tests in the first cycle are preliminary data. The results of the English speaking ability test with the Role Playing Method.

Cycle I Research Results

Based on the pre-cycle results, it is necessary to implement the Play Method model. Role in learning to retell the contents of the 2nd semester dialogue of FKIP University Asahan Academic Year 2018/2019 which was conducted in the first cycle on 12 December 2018. This cycle carried out several stages including:

Cycle I Classroom Action Research

After conducting the pre-action test, the researcher and the collaborator teacher held a discussion and coordinated to plan the next action. Planning research is carried out with the aim of improving students' English speaking skills both in terms of processes and products. The design of the implementation of the first cycle of action is as follows.



1. The researcher makes a learning plan that contains the steps of activities in learning by applying the role playing method
2. He researcher prepares the source / material being taught
3. The researcher arranges the format of learning observations
4. Researchers compile learning outcomes test instruments

Cycle I Class Action Research

The implementation of classroom action research using the method of playing in learning to speak English is expected to improve English speaking skills.

Table 3 Results Overall Learning

No.	Test Result	Initial Test	Cycle I	Cycle II
1	Average value	70.62	75.46	80.93
2	Total Completion of Study	20	26	31
3	Amount of incomplete learning	12	6	1
4	Percentage of Completion of Study	62.50%	81.25%	96.87%
5	Percentage of incomplete learning	37.50%	18.75%	03.13%

D. Conclusion

Based on the results of research that has been presented for two cycles, the results of the entire discussion and analysis that have been carried out can be concluded as follows:

1. To answer the research objectives, namely the achievement of increasing achievement of student learning can be seen evidence that has been delivered.
2. From the preliminary data almost all students got the score below, then in the first cycle it decreased to 6 students and the second cycle the value of all students above the standard specified in the school.
3. From the initial test average 70.62 rose to 75.46 in the first cycle and in the second cycle it increased to 80.93.



4. From the initial data there were no students who completed while in the first cycle there were 6 students who did not complete and in the second cycle there were 1 student who did not complete and some students achieved completeness.

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