

*Improving the VIII B Class Students' Speaking Achievement  
by Using Role Play at SMPN 8 Jember*

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**ABSTRACT**

*This research was intended to improve the eighth grade students' speaking achievement by using Role Play Technique. The subjects of this research were class VIII B students at SMPN 8 Jember in the 2014/2015 academic year that were determined purposively. The design of this research was classroom action research. The data collection methods of this research were speaking test, observation checklist, interview guide and documentation. Based on the results of the observation in Cycle 1, the students showed improvement in their participation during the teaching and learning process of speaking. The result of observation in Cycle 1 related to the students' participation was 76.32% in the first meeting, and then it increased up to 86.84% in the second meeting. Meanwhile, the result of the students' speaking achievement test in Cycle 1 showed that the mean score of the students' speaking test was 65. There was 36.84% of the 38 students who got score  $\geq 70$ . In Cycle 2, the result of the students' speaking achievement test in Cycle 2 showed that the mean score of the students' speaking test was 72. There was 76.32% of the 38 students who got score  $\geq 70$ . Based on the results of this research, the use of Role Play Technique could improve the students' speaking achievement and their participation during the teaching learning process of speaking.*

**Keywords:** Classroom Action Research, Role Play, Speaking Achievement.

English is learned by people all over the world since it has become an international language. In Indonesia, the government puts English as a compulsory subject for Junior High School. The main objective of teaching English as stated in the 2013 Curriculum for Junior High School is developing the ability of communication in the target language (English) in the spoken and written form. The teaching of English at Junior High School has to include the four language skills which the students should learn, namely listening, speaking, reading and writing. Those skills as well as the language components, grammar, vocabulary, and pronunciation should be taught integrately (Depdiknas, 2006:18). It is not easy for students to learn all of those skills and all of the components, because they should learn it as a foreign language. From the four skills above, speaking is one of the most difficult skills for students in learning English. Brown and Yule (1995:29) state that "speaking is an interactive process of constructing meaning that involves producing and receiving and processing information". It means that speaking is the most important skill for the students to make an interaction in the teaching learning process.

In relation to the reasons above, the students should actively take part in the full range of speaking assignment. However, Brown and Yule (1995:25) state that "learning to talk in the foreign language is often considered to be one of the most difficult aspects of language learning for the

teacher to help the students". This means that the students should practice talking in English, thus they can communicate well in English. Based on the interview with the English teacher at SMPN 8 Jember on August 25<sup>th</sup>, 2014. The teacher said that SMPN 8 Jember has already used 2013 Curriculum in the 2014/2015 academic year and the standard score of *Standar Kompetensi Minimum (SKM)* is 70. She also said that VIII B class still got difficulties in speaking English and had the lowest speaking achievement among the other seven classes of the eighth grade. The average score of speaking was 61.61, it is below the standard score of *Standar Kompetensi Minimum (SKM)*. There were 21.05 % of 38 students in class VIII B who achieved the standard score of *SKM*. In addition, the teacher said that the students were less motivated in speaking English. Moreover, the English teacher said that teaching speaking was only taught 2x40 minutes in two weeks. It means that the students need more time to practice speaking. To overcome the condition above, the role play technique was used in teaching speaking English. Maley and Duff (2005:6) note that "role play has a significant function especially in motivating the students to learn English and to promote students' speaking achievement. It means that teaching speaking by using role play can make the students more confident in performing speaking in front of the class.

Some researches on speaking found that role play was an effective technique to improve the students' speaking achievement and their motivation. For example the experimental research conducted by Dia Febrianti (2004) on the effect of drama teaching technique by using role-play on the second year students' speaking performance. The result showed that there was a significant effect of drama teaching technique by using role-play on the second year students' speaking performance. Similarly, Novianti (2006) in her research on improving the VIII C class students' speaking ability by using role play technique found that the use of role play could improve the VIII C class students' achievement in speaking and the students' participation in the teaching learning process of speaking. Based on the background of the research above, a classroom action research entitled "*Improving the VIII B Class Students' Speaking Achievement by Using Role Play at SMPN 8 Jember*" was conducted.

## RESEARCH METHOD

The research method was a Classroom Action Research (CAR) with the cycle model as a research design. Fraenkel and Wallen (2006:567) note that "action research is conducted by one or more individuals or groups for the purpose of solving a problem or obtaining information in order to inform local practice". This design was chosen because the research purpose was to improve the students' active participation and the students' speaking achievement. This is supported by McMillan (1992:12) who states that "a classroom action research is a type of applied research that its purpose is to solve a specific classroom problem or make a decision at a single local site". Therefore, this classroom action research was also used to solve the students' speaking achievement in learning English. This classroom action research was conducted collaboratively with the VIII B class English teacher at SMPN 8 Jember. The collaboration focused on finding and defining the research problem, planning of the action and implementation of the action. This classroom action research was also conducted by using cycle model, while the result of the students' speaking test in Cycle 1 did not achieve the standard score requirements that is 70, the action was continued to Cycle 2.

Area determination method deals with the place where the research is conducted. The purposive method was chosen to determine the research area. This research was conducted at SMPN 8 Jember because of the following some reasons. First, teaching speaking by using Role Play had never been applied by the English teacher. The teacher said that she applied 3P technique (Presentation Practice Product) in teaching speaking English. Second, the English teacher agreed with the researcher to overcome the students' problem by conducting a classroom action research. The last, the headmaster gave permission to conduct this classroom action research at the school.

Determining the subject was an important step that must be done by the researcher. Fraenkel and Wallen (2000:114) state that "purposive sampling is different from convenience sampling in that researcher does not simply study whoever is available, but use their judgment to select sample that they believe". The purposive method is used to determine the research subjects. The research subjects of this research are the VIII B class students of SMPN 8 Jember. The VIII B class was selected based on the preliminary study that the students in this class had the lowest mean score of speaking test among the seven other classes as informed by the English teacher. The actions were implemented in the form of cycles in which each cycle covered four steps of activities. They are planning of the action, implementation of the action, observation and evaluation, and data analysis and reflection. In this research, the students was given some situations about expressions of giving and responding to prohibition, instruction, invitation and asking for permission in speaking test. The number of the VIII B class students was 38 students. Thus there were 19 pairs in the classroom. The time allocation of speaking test was 2 x 40 minutes.

In speaking test, the students created a simple dialogue based on the cue cards given in pairs about 10 minutes. After 10 minutes, the researcher asked the students to submit the cue cards and giving a chance each pair to perform their dialogue in the language laboratory at SMPN 8 Jember without text for 2 minutes for each pair based on the attendance list of VIII B class students. The action of Cycle 1 was implemented during the school hours of the English subject. The action is teaching speaking by using Role Play as teaching speaking English. Teaching speaking English by using Role Play was given to the students in every meeting of each cycle. This action was set in three meetings, including the speaking test in meeting 3. In this case to collect the data needed, this classroom action research was done collaboratively with one of the English teacher of the eighth grade at SMP Negeri 8 Jember. Each meeting in each cycle took 2 x 40 minutes. In this classroom action research, observation was done in each meeting in each cycle. Its purpose was to know whether the students were active or passive during teaching learning process of speaking. This observation was done collaboratively with the English teacher. McMillan (1992:128) states that "Observation allows the description of behavior as it occurs naturally".

In this research, students' participation was observed by using a guide of students' participation. Interview was used to validate the information. McMillan (1992:132) notes that "interview is a form of data collection in which questions are asked orally and the subject responses are recorded". In this classroom action research, interview was conducted with one of the eighth grade English teachers to obtain the supporting data of the class which has problems of speaking, the students' problem in speaking.

The interview was carried out in the preliminary study to get the data for research background. In this research, the researcher and the English teacher worked collaboratively in doing the observation. The evaluation process was done by conducting observation in every meeting in each cycle during the teaching learning process of speaking by using role play. It was intended to evaluate the students' speaking achievement in doing the exercises. This action was considered successful if at least 75% of the students were actively involved in speaking class and get good score and the mean score of speaking test is 70. The score was classified based on the classification of the score levels. Data analysis method is a way to analyze the obtained data. In this research, the collected data were analyzed quantitatively to find whether the students' speaking test achieves or does not achieve the standard mean score requirement. In order to find the percentage of the students who got at least  $\geq 70$ , we use the following formula:  $E = n / N \times 100 \%$  taken from Ali, (1998:186). The reflection of the action was conducted after analyzing the result of the observation checklist and speaking test in each cycle. The reflection was intended to know whether the action given is successful or not. Then, the result of this reflection was used as a guide to revise the problems found in the lesson plan in Cycle 1 and determined the revision in Cycle 2 since the target in Cycle 1 could not be achieved.

## RESEARCH FINDINGS

Classroom Action Research was carried out in two cycles and each cycles was conducted in three meetings. In the first meeting, the observation was done by the English teacher and in the second meeting, the observation was done by the researcher. The teaching learning process was done in the language laboratory. The students sat regularly based on their list. Thus, it was easier for the observer to observe the students' activities. The observer sat in the corner back of the row observing the activities of the students. The result in Cycle 1 was based on the data obtained from the observation during the teaching and learning of speaking could achieved the criteria 75% of the student' participation during the teaching and learning of speaking. There were 10.52% of increasing percentage between the first meeting and the second meeting. In the first meeting, there were 76.32% of the students who did at least 3 indicators. In the second meeting, there were 86.84% of the students who did at least 3 indicators.

The results of speaking test in Cycle 1 had not achieved the target criteria 75% students who got score 70 or higher. In the speaking test Cycle 1, there were 36.84% students who succeeded in achieving score  $\geq 70$  as the minimum standard requirement score of English. The obtained result from speaking test showed that the action in Cycle 1 was not successful. The researcher decided to continue the action to Cycle 2 by revising some weaknesses

that had been found in Cycle 1. As the result, the action in Cycle 2 was necessary to conduct to improve the students' speaking achievement by revising some weaknesses in Cycle 1. It was expected that by revising some aspects dealing with the implementation of the action, the result of Cycle 2 would be better than Cycle 1 and all of the objectives could be achieved successfully.

Based on the result of speaking test in Cycle 2 showed that there were 29 students of VIII B class who got score  $\geq 70$  in the speaking test. It means that the percentage of the students who got 70 in the speaking test improved from 76.32% in Cycle 2. Based on the reflection done in Cycle 2, it was seen that all research targets could be achieved successfully. Therefore, the action was stopped.

## PEDAGOGICAL IMPLICATIONS

The research was intended to increase the students' participation of VIII B class in the teaching learning process of speaking and to improve the students' speaking achievement. To fulfill the objectives, this classroom action research was done by applying role play technique. This classroom action research was conducted collaboratively with class VIII B English teacher of SMPN 8 Jember. There were four stages of activities in this research, namely: the planning of the action, the implementation of the action, observation and evaluation, and data analysis and reflection. This data collection methods that were used in this research were interview, documentation, classroom observation and speaking achievement test. This classroom action research was carried out in two cycles and each cycle was conducted in three meetings. The first and the second meeting were used to do the actions and the third meeting was used to conduct the speaking test.

The result of observation in Cycle 1 showed that the percentage of the students' participation was 76.32% in the first meeting and it improved to be 86.84% in the second meeting of Cycle 1. This results was achieved the minimum requirement of the students' participation (75%). It means that the minimum requirement of the students' participation can be achieved. The VIII B class had difficulty in speaking English. The result of diagnostic speaking test in the preliminary study showed that the percentage of the students who got score  $\geq 70$  was only 36.84% (14 of 38 students). It means that it did not achieved the minimum requirement percentage (75%) of students' participation. Since Cycle 1 was not successful, Cycle 2 was conducted by revising the action in Cycle 1.

The result of speaking test in Cycle 2 improved to be 76.32% (29 of 38 students) who got score  $\geq 70$  and it achieved the minimum requirement percentage (75%) of students' speaking achievement. Thus, it could be concluded that the use of role play in the teaching learning of speaking can improve VIII B class students' participation and their speaking achievement at SMPN 8 Jember.

## CONCLUSION

The results of this research proved that the use of role play could improve the VIII B class students' participation in the teaching learning process of speaking at SMPN 8 Jember in the 2014/2015 academic year. The improvement of the students' participation could be seen from the result of classroom observation in each cycle. In Cycle 1, the percentage of the active students was 86.84%. It means that the minimum requirement percentage of the active students in this research (75%) could be achieved in Cycle 1.

The result of this research also proved that the use of role play could improve the VIII B class students' speaking achievement at SMPN 8 Jember in the 2014/2015 academic year. The improvement of the students' speaking achievement could be seen from the results of speaking achievement tests in each cycle. The percentage of class VIII B class students who were got  $\geq 70$  (the English minimum requirement standard score of SMPN 8 Jember) in the speaking achievement improved from 36.84% (14 of 38 students) in Cycle 1 to 76.32% (29 of 38 students) in Cycle 2. The result of this research showed that the use of role play in the speaking teaching learning process could improve the students' participation and speaking achievement.

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