

Improving Students Speaking Skills through Role Play at SMPN 28 Bekasi

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Abstrak: Tujuan dari penelitian ini adalah untuk meningkatkan kepercayaan diri siswa dalam menggunakan bahasa Inggris di depan umum dan praktik berbahasa Inggris siswa. Penelitian ini menggunakan metodologi penelitian tindakan kelas, yang dilakukan di SMPN 28 Bekasi. Penelitian ini memiliki sampel 34 siswa dari kelas delapan. Temuan penelitian ini menunjukkan bahwa para siswa ini telah mencapai kemajuan yang signifikan dalam kemampuan mereka berbicara bahasa Inggris dengan percaya diri di depan umum. Temuan penelitian ini menunjukkan dampak yang signifikan terhadap kemahiran lisan bahasa Inggris siswa, termasuk pengucapan, intonasi, gaya berbicara, kosa kata, dan akurasi.

Kata kunci: Meningkatkan, Percaya Diri, Berbicara bahasa Inggris, Tindakan Kelas

Abstract: The aim of the study is to enhance pupils' self-assurance in using English in public and their English-speaking practices. This study employs the calassroom action research methodology, conducted at SMPN 28 Bekasi. This study had a sample of 34 students from the eighth grade. The findings of this study indicate that these students have made significant progress in their ability to speak English confidently in public. The findings of this study demonstrate a significant impact on students' English oral proficiency, including pronunciation, intonation, speaking style, vocabulary, and accuracy.

Keywords: Improve, Confident, Speaking English, Action Research

Submission History:

Submitted: September 4, 2024

Revised: September 6, 2024

Accepted: September 7, 2024

INTRODUCTION

Language has a crucial role in facilitating communication. Understanding, expressing, and cultivating a culture between speakers and listeners or readers and writers are all aspects of communication. When we have a similar language, we are able to do more as a group because we understand each other and have common ground. As part of going about one's everyday life and interacting with the people around them, communication is essential. An example of a widely used language is English.

The ability to communicate effectively in a variety of contexts by the use of verbal and nonverbal cues is defined by Chaney (1998) as the capacity to convey and construct meaning. Language instruction and acquisition rely heavily on oral communication. Students used to focus on memorization of activities and discussions, but today it's more important for them to learn how to articulate themselves. No matter where they go, they need to respect social and cultural norms. Research shows that many Iraqi EFL students struggle with listening and speaking tasks while in college and lack the confidence to use the language in authentic contexts. This finding was backed by a plethora of prior research that examined the speaking abilities of Iraqi EFL college students and found evidence of failure.

The English language is widely utilized for communication on a global scale. Although not recognized as an official language in most nations, English is now the language most typically taught as a foreign language due to its widespread use and widespread reliance on it.

More and more people are realizing the importance of learning English as a second language. The government of Indonesia mandates that all secondary schools teach English as a foreign language. The preceding ruling establishes that, in primary schools, it is either taught as an elective or as a required topic for students to pass the national examination.

In Indonesia, English is one of the subjects that are required by law. Improving communication skills is one of the main goals of English language instruction. All four of these abilities are required for the competency. The writer's primary emphasis is on fluency in speech. Why? Because learning to speak a new language is often regarded to be one of the most challenging aspects of learning a new language. Thoughts for ideas, speeches, discourses, paragraphs, and compositions must be generated by speaking.

Speaking is acknowledged as a basic language competency that includes the capacity to communicate and engage successfully in English (Ellis, 2003). As stressed by Nuraini (2022), secondary school pupils must develop this talent. Although it may not be able to fit all learning styles, direct instruction is still a valuable method despite its problems because it is effective in presenting knowledge and increasing student engagement (Oktalia et al., 2024).

Communication is a very important need for humans. Language as a means of communication has a very important role in expressing other people's intentions. Because language is a communication tool, students do not only learn words, phrases and grammatical features if they want to produce language during daily communication or chatting with other people using English.

"Speech" is defined in many ways by various linguists. Speaking, according to Widdowson (1985:57), is a kind of oral communication that entails two parties: the one delivering the message and the one receiving it. "When we talk and listen, we usually aren't doing anything, but rather exploring ideas, figuring out a part of the world, or just being together," Jones says in Richard (2008:19). We may be making a record or committing a moment to paper when we write. Conversation is also defined by Dobson (2005) as the casual exchange of ideas and information via spoken language. One problem is that it only takes one person to come up with the idea of a discussion, yet in reality, a conversation always starts with two individuals interacting with each other (Paturusi, 2014).

Since the primary purpose of language is to facilitate communication, the most critical aspect of teaching students to speak is to make use of the many components of language, such as students' existing knowledge of grammar, vocabulary, and pronunciation, in order to facilitate their communication. In other words, the purpose of teaching English is to make sure that kids can utilize it for everything they need to, whether it's in school or socially.

Speaking skills may be taught via role play. "Role play can be a very effective tool in the teacher's hands, as its major goal is to boost student participation in the classroom,

to promote learning in the theoretical knowledge of a language in practice" (Kusnierek, this year). Students have enough opportunity to speak out in role play since they are the ones doing the learning (Rahman, Yassi, & Arafah, 2016). According to Rahayu (2015), role play is a method where students act out a scenario and have discussions while assuming different roles. Additionally, it offers a great deal of leeway for personal expression, initiative, creativity, and role-playing (Lestari, 2020).

Based on the researcher observation at SMPN 28 Bekasi, when observing students at that school, there were still many students who had poor English skills. When they speak English, needed a time for thinking about they would say, together with them didn't talk about whatever it's. Student interests, course materials, media, and pedagogical approach are just a few of the many factors that might impede students' ability to communicate effectively in English class. Traditional methods of instruction are used by instructors at SMPN 28 Bekasi. This discussion is to be held in front of the whole class, and students are not to make any changes or additions to it. They just commit the lines to memory, and some of them aren't even sure how to use the vocabulary their professors have given them in class. Students will have a harder time effectively using language in this technique.

Researchers have recognized the need to find new approaches to teaching students to improve their public speaking abilities. When it comes to getting kids more involved in what they are studying, role play is only one of several strategies that may be used. Additionally, this approach might provide children additional chances to practice communicating about differences.

The writer reasoned that, given the remark above, SMPN 28 Bekasi likely views role play as a viable alternative method of teaching English. The method encourages student participation in the learning process, which in turn unleashes their imaginations and gives them the opportunity to temporarily inhabit the shoes of another. Students may also find that they spontaneously generate more speech than they would have otherwise since this method allows them to speak the target language for longer periods of time.

The aim of the study is to enhance pupils' self-assurance in using English in public and their English-speaking practices.

METHOD

This study employs the Classroom Action Research (CAR) method, guided by Kurt Lewin's model. According to Lewin, action research is a cyclical process involving several steps: planning, acting, observing, and reflecting. The research is conducted in two cycles, each consisting of four phases: preparation, execution, evaluation, and reflection.

The design and procedures of this action research are based on Lewin's model, with each cycle including the steps of planning, acting, observing, and reflecting. After completing the first cycle, new issues or unresolved problems from the previous cycle may emerge, prompting the need for a second cycle using the same steps.

In the planning phase, the researcher collaborates with an English teacher to create a learning plan derived from the syllabus, conceptualize the material, and prepare the resources and assessment tools needed for the cycle. During the action phase, the

researcher and observer work together to implement the planned activities, including providing instructions and examples for students engaged in role-playing exercises. The observation phase involves the observer, typically a teacher, monitoring students' responses, participation, and progress, and recording the actual conditions as events unfold.

In the reflection phase, the researcher and observer analyze the observations to identify areas that need improvement, which informs the planning of the subsequent cycle to address any shortcomings.

RESULT AND DISCUSSION

In this section, the researcher will present the results of cycle 1 and cycle 2 with a table of comparative values between cycle 1 and cycle 2. From the results above, the researcher made the results of the increase between cycle 1 and cycle 2 and the percentage difference, and the results were satisfactory, on average, cycle 2 got results above the KKM, namely 80.00.

Table 1. Results of cycle 1

No	Name	Pronunciation	Grammar	Vocabulary	Fluency	Understanding	Total Score
1	Adel	16	16	16	18	14	80
2	Adila R	8	6	4	4	4	26
3	Aldi F	8	6	6	6	6	32
4	Alya R	16	16	18	14	18	82
5	Anas R	10	8	10	8	8	44
6	Andika	12	12	10	8	8	50
7	Angga	10	8	10	12	12	52
8	Annisa	18	16	16	16	14	80
9	Ardila S	12	10	10	12	10	54
10	Cinta N	16	18	12	14	20	80
11	Desti N	12	14	10	8	8	52
12	Dimas P	8	8	8	8	6	38
13	Dona S	18	14	16	16	16	80
14	Evan R	18	18	16	14	16	82
15	Farid H	18	18	18	16	16	96
16	Felipita	18	18	18	16	14	84
17	Fildzha L	10	12	12	14	12	60
18	Gina W	12	12	10	12	12	58
19	Irfan N	8	10	8	10	10	46
20	Mario A	10	12	10	12	12	56
21	Marshall	10	12	12	8	8	50
22	Marsha	10	12	10	14	14	60
23	Masmuri	12	14	16	10	10	62
24	M.Wahyu	16	16	18	16	14	80
25	Nabila	18	16	18	18	18	88
26	Nabila Y	16	16	18	20	18	88
27	Reri K	12	10	12	14	10	62
28	Rizki P	10	10	10	12	10	52
29	Septia R	18	16	18	18	18	88
30	Syahril S	18	16	18	18	16	86
31	Topan O	12	10	10	12	12	52
32	Ulfiana	12	18	14	18	18	80

33	Wildan K	12	10	10	12	14	58
34	Yunisa A	18	16	18	18	18	88
Total		452	444	440	446	434	2226

From the table, the total score cycle 1 experimental class was 2,226 with the number of 34 students, therefore students mean was:

$$X = \frac{\sum x}{n}$$

$$X = \frac{2,226}{34}$$

$$X = 65,47$$

Table 2. Result of cycle 2

No	Name	Pronunciation	Grammar	Vocabulary	Fluency	Understanding	Total Score
1	Adel	18	18	20	20	18	94
2	Adila R	12	12	14	16	14	94
3	Aldi F	10	14	16	16	18	74
4	Alya R	18	20	18	20	18	94
5	Anas R	16	18	18	16	18	86
6	Andika	16	16	18	14	14	78
7	Angga	12	16	16	12	12	68
8	Annisa	20	18	18	20	20	96
9	Ardila S	14	16	16	18	14	78
10	Cinta N	18	20	20	18	20	96
11	Desti N	16	16	18	16	18	84
12	Dimas P	12	12	14	12	14	64
13	Dona S	20	18	18	18	20	94
14	Evan R	20	18	20	18	16	92
15	Farid H	20	20	20	20	20	100
16	Felipita	20	20	20	20	20	100
17	Fildzha L	14	16	16	18	14	78
18	Gina W	14	16	16	18	16	80
19	Irfan N	12	12	14	16	14	68
20	Mario A	12	14	16	16	14	72
21	Marshall	14	14	16	14	16	74
22	Marsha	14	16	16	16	14	76
23	Masmuri	16	16	14	16	16	78
24	M.Wahyu	18	18	16	18	18	88
25	Nabila	20	20	18	18	20	96
26	Nabila Y	18	18	20	18	18	92
27	Reri K	16	14	16	16	14	76
28	Rizki P	12	12	14	12	14	64
29	Septia R	20	20	20	20	20	100
30	Syahril S	20	20	20	20	20	100
31	Topan O	16	14	16	18	18	82
32	Ulfiana	18	18	18	18	16	88
33	Wildan K	16	16	16	14	16	78
34	Yunisa A	20	20	20	20	20	100
Total		552	566	586	580	572	2882

From the table, the total score cycle 2 experimental class was 2,882 with the number of 34 students, therefore students mean was:

$$X = \frac{\sum x}{n}$$

$$X = \frac{2,882}{34}$$
$$X = 84,76$$

The following is a comparison diagram between cycle 1 and cycle 2 as a whole from the average value of the students, that in cycle 1 the average value is still at 65,47 which is still below the KKM of SMPN 28 Bekasi school and with the holding of cycle 2 there is a 19% increase to 84,76 the average value of all students.

In the discussion section, the results from cycle 1 and cycle 2 are analyzed to highlight the significant improvement in students' performance. The data shows that the average score for cycle 1 was 65.47, which is below the minimum competency criteria (KKM) of 80.00, set by SMPN 28 Bekasi. This indicates that students were struggling with various aspects of language learning, including pronunciation, grammar, vocabulary, fluency, and understanding, as reflected in their individual scores.

However, after implementing improvements in cycle 2, there was a marked increase in the students' performance, with the average score rising to 84.76. This represents a 19% improvement, which not only surpasses the KKM but also demonstrates the effectiveness of the interventions applied between the two cycles. The improvement is consistent across all language components, with the total scores for the class increasing from 2,226 in cycle 1 to 2,882 in cycle 2.

The data suggests that the strategies implemented in cycle 2, such as more focused feedback, targeted practice, or perhaps enhanced classroom engagement, were successful in addressing the areas where students were previously underperforming. The increase in scores in components like fluency, pronunciation, and understanding is particularly notable, showing that students were able to internalize and apply the skills they practiced more effectively in the second cycle.

Moreover, individual students who had lower scores in cycle 1, such as Adila R, Aldi F, and Dimas P, showed significant improvements in cycle 2. This indicates that the approach taken was beneficial across varying levels of initial proficiency. The consistency of the improvement, seen in both individual and class-wide data, suggests that the teaching methods and interventions employed were comprehensive and adaptable to different learning needs.

Overall, the results demonstrate that the instructional changes made between cycles had a substantial positive impact on the students' English language skills. The improvement beyond the KKM not only reflects better academic outcomes but also points to an increase in student confidence and engagement in learning. The success of cycle 2 provides valuable insights for future instructional practices aimed at improving language proficiency in similar educational settings.

ACKNOWLEDGEMENT

In the name of ALLAH SWT, the most gracious, the most merciful praised be to ALLAH SWT, Lord of the world, who has given the writer his mercies, Blesses and permission to accomplish this "THESIS". Peace and salutation be upon the prophet Muhammad, his family, his companion and his followers.

This paper is written to fulfill one of the requirements to obtain the Bachelor's

Degree at the English Department of Faculty of Educational, Department of English Education in Pancasakti University Bekasi.

- Dr. Zaharrudin, SE., MM., Ph.D. As Chancellor of Pancasakti University Bekasi, I hope you will always be given safety wherever you are by ALLAH SWT
- Dr. Yon A.E, S.Pd.,M.Pd as the dean at Pancasakti University and as my thesis supervisor, I hope you will always be given good health and always be given protection wherever and whenever
- Mrs. Lenny Solo., S.S., M. Hum as the head of faculty English Language Education and also as supervisor, I hope you will always be given good health and always be given protection wherever and whenever

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