APPLICATION OF ROLE PLAY TECHNIQUE TO IMPROVE STUDENT'S SPEAKING SKILLS IN LEARNING ENGLISH

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Abstract
This study aims to improve the speaking skills of SMP N 1 Blangpidie students who are taught using role play learning techniques. This research uses quantitative methods and the type of research is classroom action research (CAR). Data collection techniques include questionnaires and student activity observation sheets. The application of this technique is carried out in 2 cycles. The stages of this research are: planning, action, observation and reflection stages. The results of this study indicate that there are results from the data based on cycle 1 58.65 to cycle 2 68.78. As for motivation, interest and self-confidence of students increased based on the result of the questionnaire interest 45,2 % who lacked interest 45,8 %and self-confidence 96,8 % while those who lacked confidence 3,2 %. It can be concluded that the use of role play techniques can improve students' speaking skills in learning English.
Keywords: *Speaking, Role play, Learning techniques*

INTRODUCTION

Speaking skills are the ability to express feelings or convey one's thoughts. Speaking skills are one of the most important skills in the field of communication from the other four basic skills. Students often find some problems in practicing speaking English. The problem that often occurs is that their mother tongue makes it difficult for them to use a foreign language (Nikmah, 2019). Speaking is an activity carried out by two or more people, where one acts as a speaker (communicator) and another acts as a listener (communicant) to convey an idea or thought that has been compiled and developed according to the needs of the listener or listener (listener). Mayani, 2016). Actually there are several factors that cause problems in students' speaking skills, including the following: interest in learning, motivation, environment, facilities, infrastructure, parents, and learning techniques that are not in accordance with class conditions.

In the learning process, techniques or learning methods are also needed because they have a very important position in achieving learning objectives. From this it can be said that without the right method or application of techniques, the subject matter will not be able to run effectively and efficiently because without the learning techniques taught by a teacher it cannot be absorbed by students to the fullest. The method is a factor in the success of students in a learning activity because the method is a way to convey the content of the material (Ernani, 2016). To present an active classroom atmosphere, a teacher must know the ways or methods that must be applied so that students are moved to participate in learning activities. Therefore it is necessary to have a method that has an element of fun, in addition to fulfilling the need for entertainment, the need for knowledge will also be fulfilled through delivery using the game method, one

of which is the role play method.

Role play is a technique that allows students to find real situations by interacting with other people in a structured manner to develop a skill such as speaking skills. The role play technique can powerfully improve students' speaking skills in class (Pinatih, 2021). Role play is a learning technique that can be used as an alternative in speaking class. The use of this learning model has increased students' self-confidence (Azhariyah, 2007). Applying the right learning techniques can create an effective and efficient learning environment. Here students are treated as learning subjects who actively play certain characters with their friends in certain situations. Role playing is a teaching technique in which students are given a certain role and they must speak and behave based on the role they receive. Role playing techniques provide many advantages that can help solve students' problems in speaking (Dwi, 2021). Role play is one of all communication techniques that develops students' fluency in speaking, which promotes interaction in the classroom, and which increases motivation (Azhariyah, 2007).

Seeing the importance of techniques or methods in the learning process, especially in English subjects at the junior high school level. Therefore, this research question is as follows:

1. Is there a significant relationship between the application of role play to the improvement of students' speaking skills?
2. How is the motivation of students after using the role playing method in learning English?

LITERATURE REVIEW
Speaking Skills

Speaking skills are the most important skills for acquiring a foreign language or second language learning. Among the four basic skills, speaking is considered the most important skill in learning a foreign or second language. So far, more concentration has been given to reading and writing skills. After realizing the importance of communication skills, now more emphasis is placed on developing students' speaking skills to continue their studies successfully and excel in their field after they finish their education. In addition, English is the language for getting job opportunities and getting success to achieve the desired goals in life (Rao, 2019).

It must be known that speaking skills can be improved by a learning method or technique that suits your needs. Speaking is one of the language skills that must be mastered by students (Djadi, 2011). This means that students are required to be able to speak English using that language. Speaking skills are very important to be taught in schools, because speaking skills are very useful in students' daily lives and are needed as a basis for communicating with other individuals (Mayani, 2016). At school speaking skills are needed because to make a presentation students must be able to master speaking skills.

Role-Play Technique

Role playing is an effective technique for developing students' speaking skills because it provides wide opportunities for students to act as someone else. This technique can train students in dealing with real situations, practice spoken

language practice intensively, and provide opportunities for students to develop communication skills. Through the role play technique students are better able to understand the meaning of expressions in everyday conversations compared to just practicing pronunciation or just reading dialogues without practicing them by role playing (Soemarmi, 2017). The role playing technique follows from an interactional view. This view sees language as a means for realizing interpersonal relationships and for carrying out social transactions between individuals (Meilyaningsih, 2015).

In the role play technique students are conditioned in certain situations outside the classroom, even though at that time learning occurs in the classroom, using English (Djadi, 2011). Students play a character or figure as if they are in the place in the story, even though the actual situation is in the classroom. Students will be more successful if they are given the opportunity to use language by carrying out various language activities (Djadi, 2011). Students' speaking skills will improve if students are actively involved in language activities where students practice speaking directly with their interlocutors.

The Step of The Role Playing Technique

As for the steps for implementing the role play technique (Jakob, 2018) (1) Explain how to run a role play. (2)Divide students into several groups. (3) Distribute stories to each group. (4) Provide vocabulary related to the story. (5) Give each group the opportunity to prepare their dialogue and practice their roles with the group shown in front of the class. (6)Provide opportunities for each group to demonstrate its role in front of the class. (7) Provide opportunities for students to debriefing time after all groups have done their dialogues.

Advantages of Role Play Tecnique

In a technique of course there will be advantages and disadvantages contained in the method. The advantages of role play include: Students train themselves to understand and remember the material to be played. As a player, you have to understand and live up to the contents of the whole story, especially for the material that you have to play. Thus the memory and skills of students will be trained, students will be trained to take initiative and be creative (Yanto, 2015). Students can immediately take an active part in role playing so that students are more confident and able to improve their speaking skills while in class (Fitrianingsih, 2021).

Disadvantages of Role Play Technique

The disadvantages of the role play technique are: Most student who do not participate in playing their role become less active, take up a lot of time, both preparation time in order to understand the content of the lesson material and during the implementation of performances, require a large enough area, if the playing area is narrow it causes movement players are less free, other classes are often disturbed by the sound of players and audiences who sometimes clap and so on (Yanto, 2015). Students are still not confident when they are in front of the class to carry out a role (Fitrianingsih, 2021).

RESEARCH METHOD

The method used in this research is quantitative and this type of research is classroom action research (CAR) in which data collection techniques are carried

out by means of observation, tests, student questionnaire results, and documentation. Classroom action research is research conducted by a teacher in his class through self-reflection with the aim of improving his performance so that student learning outcomes increase (Aqib, 2011). Researchers make students as the target of class action in this study.

Sample, population, and location

Based on the problem study that researcher did at location when conducting teaching assistance at the school are the lack of students' interest in learning English, the lack of students' speaking ability, and the students' lack of confidence to speak English. That's why researcher chose the location, population, and sample for this research at SMP N 1 Blangpidie. This study used convenience sampling in which the researcher chose this technique because of the impossibility to cover all the very large ranges. The sample of this study were all VIII grades consisting of 6 classes, namely VIII A, VIII B, VIII 1, VIII 2, VIII 3, and VIII 4 while the population in this study were students of VIII A class where the total number of students in the class was 31 students.

Data Collection

This research was conducted in 2 cycles and each cycle was carried out in one meeting. The researcher compiled the stages that were passed in classroom action research, namely: planning, implementing, observing, and reflecting.

The planning stage explains the planned activities so that the activities carried out are more focused. The steps taken by the researcher were as follows: Asking for a syllabus from the school where the research was based on principles oriented towards achieving competence, compiling teaching modules related to the role playing method at each meeting, preparing observation sheets and observing student activities in applying the role playing method, preparing observation sheets for students' speaking skills, preparing scenario texts, and finally asking for the willingness of colleagues at the research site to become observers in carrying out learning.

As for the learning steps with the application of the method role playing is divided into three activities as follows: (1) Initial activities, the teacher opens the lesson by greeting and asking how students are doing, students are asked to pray togeth er led by the class leader, the teacher checks student attendance and conveys learning objectives, and the teacher provides motivation. (2) Core activities, students are asked to observe the material to be studied, the teacher and students ask and answer questions about the material, the teacher explains the scenarios that have been distributed for several days before teaching and learning activities, students are divided into several groups, students listen to the teacher explaining the competencies to be achieved, students are called upon by the teacher to act out the scenarios described earlier, the teacher orders each student to be in their group while observing the scenario being demonstrated, the teacher gives worksheets to students to discuss the performance of each group, the teacher asks each group to convey their conclusions, the teacher provides general conclusions and evaluations. (3) Closing activities, the teacher and students hold a reflection, and the teacher invites students to close the lesson by saying hamdallah and continuing with greetings.

Observations were made by colleagues who served as observers. Observers

will observe the process of applying role play to students where later each child will be assessed by the observer according to the observation sheet on the observer.

The results of each observation were collected and analyzed to find out whether the activities carried out could improve students' speaking skills or not. If there are still many students' speaking skills that are not complete, improvements will be made in the next cycle 2.

Data Analysis

The data in this study are data about student activity and students' speaking skills, including the following: Observation, this observation technique is used by making direct observations at the research site to obtain data about student activity during learning by applying the role playing method, the tests in this study are carried out by means of performance/action tests. The results of this test were obtained by observing students during role playing. Performance/action tests are carried out to determine the extent to which students' speaking abilities are in learning using the role playing method, and documentation techniques are data collection techniques to obtain data such as information about school profiles or history, teacher conditions, student conditions, facilities and infrastructure, and the curriculum used in the learning process takes place.

FINDING AND DISCUSSION

Finding

The implementation of role play learning techniques is carried out in 2 cycles. The action was carried out in class VIII A which consisted of 31 students, 11 boys and 20 girls. Based on the results of observations on students' speaking skills using role play learning techniques cycle 1 and cycle 2 can be seen from the table below :

In cycle 1 this research was carried out with four activities, namely planning, implementation, observation and reflection

Student learning process observation sheet cycle 1

No	Name	Rated aspect					Score	Value	Catagory
		A	B	C	D	E			
1	Student 1	2	2	1	2	2	9	60	C
2	Student 2	2	2	1	2	2	9	60	C
3	Student 3	2	2	1	2	2	9	60	C
4	Student 4	3	2	1	2	2	10	66,6	B
5	Student 5	2	2	1	2	2	9	60	C
6	Student 6	2	2	1	2	2	9	60	C
7	Student 7	2	2	1	2	2	9	60	C
8	Student 8	2	2	2	2	2	2	66,6	B
9	Student 9	3	2	2	2	1	10	66,6	B
10	Student 10	3	2	2	2	1	10	66,6	B
11	Student 11	2	2	2	2	1	9	60	C
12	Student 12	3	2	2	2	1	10	66,6	B
13	Student 13	3	2	2	2	1	10	66,6	B

14	Student 14	2	1	1	2	1	7	46,6	C
15	Student 15	2	1	1	1	1	6	40	D
16	Student 16	2	2	1	2	1	8	53,3	C
17	Student 17	2	2	1	1	1	7	46,6	C
18	Student 18	2	2	1	2	1	8	53,3	C
19	Student 19	2	1	1	1	1	6	40	D
20	Student 20	2	1	2	2	1	8	53,3	C
21	Student 21	1	2	2	1	1	7	46,6	C
22	Student 22	2	1	1	1	1	7	46,6	C
23	Student 23	3	3	2	3	2	13	86,6	A
24	Student 24	1	2	2	2	3	10	66,6	B
25	Student 25	1	2	2	2	2	9	60	C
26	Student 26	2	2	2	1	2	2	60	C
27	Student 27	2	2	2	2	2	2	66,6	B
28	Student 28	1	3	3	1	2	2	66.6	B
29	Student 29	2	2	1	2	1	1	53,3	C
30	Student 30	2	3	1	2	2	2	66,6	B
31	Student 31	1	2	2	1	1	1	46,6	C
Amount								1.818,3	
Average								58,65	

From the observation sheet table above, the data for cycle 1 can be seen as follows: (1) The average score of students in cycle 1 is 58.65. (2) Based on observations, there is 1 student in the poor category, 18 students in the good category, 10 students in the good category, and 1 student in the very good category. Based on the implementation, observing students' grades in the learning process in the first cycle, it can be reflected that the lack of motivation and self-confidence of students in participating in the learning process and student grades according to the poor category reached 18 students.

In the process of learning English the teacher has been able to carry out the learning process quite well, but it is still not optimal. Learning is still not able to motivate enthusiasm, activeness, and student cooperation. This can be seen from the value acquisition data in the table above. Based on the results obtained in cycle 1, so students are not ready to take part in learning. This can be used as a reference for carrying out cycle 2.

In cycle 2 this research was carried out with four activities namely planning, implementing, observing and reflecting. The results of observations on student learning activities can be seen in the table below:

Student learning process observation sheet cycle 2

No	Name	Rated aspect					Score	Value	Catagory
		A	B	C	D	E			
1	Student 1	1	2	2	2	2	9	60	C
2	Student 2	3	2	2	1	2	10	66,6	B
3	Student 3	1	2	2	1	2	8	53,3	C
4	Student 4	2	3	2	2	3	12	80	B

5	Student 5	2	2	2	2	3	11	73,3	B
6	Student 6	1	3	2	2	1	9	60	C
7	Student 7	2	2	3	2	1	10	66,6	B
8	Student 8	3	1	2	2	2	10	66,6	B
9	Student 9	3	3	2	1	2	11	73,3	B
10	Student 10	2	2	2	2	2	10	66,6	B
11	Student 11	1	3	3	3	2	12	80	B
12	Student 12	2	2	3	2	1	10	66,6	B
13	Student 13	2	2	3	3	1	11	73,3	B
14	Student 14	2	2	2	3	3	11	73,3	B
15	Student 15	3	1	1	2	3	12	80	B
16	Student 16	2	1	1	3	2	11	73,3	B
17	Student 17	2	2	2	1	2	9	60	C
18	Student 18	3	2	1	2	3	11	73,3	B
19	Student 19	2	2	1	1	2	8	53,3	C
20	Student 20	3	2	2	2	1	10	66,6	B
21	Student 21	3	3	2	2	2	12	80	B
22	Student 22	3	2	2	1	1	10	66,6	B
23	Student 23	3	2	3	3	3	14	93,3	A
24	Student 24	2	3	2	3	3	11	73,3	B
25	Student 25	1	2	2	3	3	10	66,6	B
26	Student 26	3	2	3	2	2	12	80	B
27	Student 27	2	2	3	1	1	9	60	C
28	Student 28	3	2	2	2	2	11	73,3	B
29	Student 29	2	2	1	1	1	8	53,3	C
30	Student 30	1	2	2	1	1	8	53,3	C
31	Student 31	2	2	2	2	2	10	66,6	B
Amount								2.132,3	
Average								68,7	

From the cycle 2 observation sheet table above it can be seen the following data : (1) the average value of students in the second cycle is 68.7. (2) based on observations, there were no students in the poor category, 8 students in the fairly good category, 22 students in the good category, and 1 student in the very good category. Based on implementation, observations of student grades in the learning process in the second cycle can be reflected that student grades have increased from the previous cycle and student motivation and self-confidence can be seen in the table above. Based on the results achieved by students, a third cycle is not needed.

Based on the two cycles that have been carried out based on the table above the average student value increased by 10.13 from 58.13 to 68.75. The results in cycle 1 are as follows: (1) learning is still not running as expected, some students are still lacking in confidence and still don't want to speak English. (2) student learning outcomes are still very low, especially when conveying story content and opinions. (3) the learning process of students is relaxed and fun, but still not optimal. (4) researchers still have difficulties in managing classes with a large

number of students. While the results in cycle 2 include the following: (1) learning has gone as expected, students are very confident in following the learning process, and students want to speak English. (2) student learning outcomes increased from cycle 1. (3) the learning process of students relaxed and enjoyable, was optimal. (4) the researcher has no more difficulties in managing a class with a large number of students.

At the end of the cycle 2 learning process, the researcher distributed questionnaires in the class. Based on several questionnaire questions, students on average like English, enjoy speaking English and they are motivated to continue their studies abroad. So their interest in speaking English increases. From the research results, it is known that students' motivation in participating in the learning process can be seen in the table below:

Student interest & self-confidence table

Information	Interest	Self-confidence
Valid	54,8 %	96,8 %
Missing	45,2 %	3,2 %
A total of 31 students		100,0 %

Information :

Valid = students who agree

Missing = students who do not agree

Total 31 students

Based on the table of students' interest and self-confidence, it can be seen that students who are interested in participating in the English learning process consist of 54.8% while 45.2% of students are less interested in participating in English learning and students who are confident consist of 96.8% while those who are less confident 3.2%. Based on this data, using role play techniques can increase students' motivation to take part in English learning.

Discussion

This research on the application of the role play technique as a learning method in an effort to improve students' speaking skills in English has been completed. At the beginning of the research in the first cycle, students still lacked motivation to do this learning. From the data obtained, there were 1 person in the bad category, 18 student in the good enough category, 10 student in the good category, and 1 student in the very good category. Constraints in the first cycle which were followed up in the second cycle have shown a significant increase in score acquisition. This can be seen in the acquisition of data in the second cycle. From the data obtained there are no unfavorable categories, 8 good enough categories, 22 good categories, and 1 very good category.

In general, students lack motivation in learning English and in developing story content according to the theme and in the second cycle it turns out that they are able to develop the ideas set forth in the story. The use of this learning technique has increased students' self-confidence, motivation, and English speaking skills. Besides increasing students' skills, of course there is good cooperation between teacher researchers and students. This is intended so that the objectives of learning English are achieved.

By using the role play technique, student learning outcomes increase, which can be seen in the table for cycles 1 & 2 with the average value for cycle 1 being

58.65 and cycle 2 being 68.75. The results of the questionnaire data to measure indicators of student interest and self-confidence are as follows: students who are interested in taking part in English language learning are 54.8%, while those who are less interested are 45.2% and students who are confident consist of 96.8%, while those who lack confidence are 3.2%.

CONCLUSION

The results of research carried out in several meetings, student learning outcomes can be increased from cycle 1 58.65 to cycle 2 68.75. It should be noted that not only have student learning outcomes increased, but from the results of the questionnaire data it can be seen that student motivation, interest and self-confidence have also increased. It can be concluded that the use of this role play technique can improve students' speaking skills in learning English. This technique is good to apply in class to improve student learning outcomes.

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