

Improving Students Speaking Ability By Using Role Play In Learning Narrative Text

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ABSTRAK

Tindakan kelas ini dimaksudkan untuk meningkatkan keterampilan berbicara siswa dengan menggunakan metode bermain peran dalam pembelajaran teks narasi. Penelitian ini dilaksanakan di kelas XI AKL 1 SMK Negeri 2 Semarang di. Subjek penelitian ini berjumlah 36 siswa, terdiri dari 1 siswa laki-laki dan 35 siswa perempuan. Metode penelitian menggunakan penelitian tindakan kelas dengan instrumen observasi kelas dan tes. Penelitian diawali dengan prasiklus dan dilanjutkan dalam dua siklus. di setiap siklus terdiri dari dua pertemuan. berdasarkan hasil instrumen observasi peserta didik pada siklus I ditemukan bahwa skor rata-rata berada pada tingkat 71.4, sedangkan pada siklus II 92,85. Pada instrumen lainnya, berupa tes dapat disimpulkan bahwa nilai rata-rata berada pada skor 76,4 dengan presentase 72% pada siklus I meningkat menjadi 82,9 dengan presentase 94% pada siklus II. berdasarkan kedua hasil instrumen diatas, dapat ditarik kesimpulan bahwa penggunaan metode Role Playing dalam pembelajaran teks naratif dapat meningkatkan keterampilan berbicara peserta didik

Kata kunci: Keterampilan berbicara, Role Play, Teks Naratif

ABSTRACT

This class action is intended to improve students' speaking skills by using role-playing methods in learning narrative texts. This research was carried out in class XI, AKL 1, SMK Negeri 2, and Semarang. The subjects of this research were 36 students, consisting of 1 male student and 35 female students. The research method uses classroom action research with classroom observation instruments and tests. The research began with a pre-cycle and continued in two cycles. Each cycle consists of two meetings. Based on the results of student observation instruments in cycle I, it was found that the average score was at the level of 71.4, while in cycle II it was 92.85. On other instruments, in the form of tests, it can be concluded that the average score was 76.4 with a percentage of 72% in cycle I, increasing to 82.9 with a percentage of 94% in cycle II. Based on the results of the two instruments above, it can be concluded that using the role-playing method in learning narrative texts can improve students' speaking skills.

Keywords: students' speaking skills, role play, narrative text

1. Introduction

Speaking is one of four language skills that students must master. Speaking is a tool for students to communicate. Students can obtain information from other students through speaking. Speaking is verbal communication that uses language as a tool to communicate with other people. Students can convey information or problems from their thoughts through speaking. Speaking is also a way to express ideas and opinions, convey expressions or desires to do something, solve certain problems, improve speaking skills, and maintain relationships or friendships. From the explanation above, it can be

concluded that speaking is one of the skills that students must master to send or receive information or messages, communicate, and so on.

Realizing that important part of communication in this era is English, speaking skills really need to be mastered by EFL learners. According to Luoma (2004), speaking skills are important part of the curriculum applied in language teaching. Many students have difficulty mastering speaking skills because they don't often practice it.

Based on initial observations at SMK Negeri 2 Semarang, most students cannot speak English well for several reasons.

When the teacher invites students to speak or asks students about their understanding of the subjects being studied, some students are speaking in Indonesian, or just silent, shy and others speak by combining Indonesian with English.

In fact, there are many factors that influence students to behave in this way. Some of these factors are the teachers are not providing enough scope for students to improve their speaking skills and also lack motivation from the teachers. There are also students who are embarrassed to speak because they are afraid of pronouncing the wrong word and are not confident. Then, students lack vocabulary, make grammatical errors, and get stuck in speech pauses, so they can't express their ideas. This is not only comes from students but also from teachers. Teachers only ask students to speak, but the students don't know what they want to say in English. Teachers have used various strategies, such as speech methods and grammar translation methods, but are still lacking in the use of strategies or scope that can make students express more their ideas and prepare them before learning begins. So, students do not feel happy or comfortable when speaking in English, especially in front of the class.

To solve those problems, the author wants to conduct research on "Improving Students' Speaking Skills through the Role Playing Method in Narrative Text Learning." The role-playing learning method, which is one of the methods in cooperative learning, can be applied in various activities during the learning process. This strategy will help teachers provide opportunities for each student to practice speaking skills because, under this strategy, each student is required to participate and contribute during the discussion process. The role-playing approach is useful for stimulating students to speak English so that they are comfortable using it. According to Sellers (2002), role-playing is a creative teaching technique in which people play the roles of other people. Role play is one of the fun teaching techniques for learning to speak where students act and act as other people.

a. Speaking Skill

Speaking skills are an important part of the curriculum in language teaching (Luoma, 2004). Speaking is one of the four skills that must be mastered in learning English. Speaking is a productive language skill, just like writing. Productive language must go through a mental process, or what is called a thinking process. When people want to say something and convey information, they need communication. Speaking English as a foreign language is a difficult skill to teach and learn because students must master several aspects, such as vocabulary mastery, correct pronunciation, knowledge of grammar, and others. When students want to speak, they also have to think about all these aspects. (Haryudin and Jamilah, 2018:59).

Therefore, speaking skills are the most difficult aspect for students to master. This is a difficult thing because when people want to speak or say something to other people, they have to consider several interrelated things, such as ideas, the language used, what to say, how to use grammar and vocabulary, pronunciation, and listening and reacting to the interlocutor. There are many definitions of speaking, according to several experts. Speaking is the process of conveying or sharing ideas orally (Eliyasun, Rosnija, and Salam, 2018:1). Therefore, if students do not learn to speak and never practice in class, they will quickly lose interest in learning and gain motivation to learn or practice speaking English. Students who do not develop strong oral skills during this period will have difficulty competing with their peers in later years. Apart from that, according to Zuhriyah (2017: 122), speaking is the way people express things and communicate with other people verbally. Talking is the first way to interact with other people in social society because, in daily activities, humans cannot be separated from interaction and communication. Meanwhile, Leong and Ahmadi (2017:34) state that speaking is not just saying words through the mouth (speech) but means conveying messages through words.

Speaking is not an easy way to express something verbally. In addition, learners need to involve various speaking

components to have better speaking skills (Brown (2001: 168))

- Pronunciation

Pronunciation is a way of producing clearer language when they speak, which means that students can communicate successfully if their pronunciation and intonation are good, even though they have limited grammar and vocabulary. Pronunciation refers to customary sayings or traditional words. The way to produce a clear pronunciation of a word when it is spoken is called pronunciation (Kline, 2001:69). Pronunciation does not mean mastering isolated words or lists of sounds. Instead, he studied and practiced, especially English, and made the speakers easy to follow (Gilbert, 2008:1). Furthermore, pronunciation includes all aspects of speech such as rhythm, phrasing, intonation, articulation, more precisely gestures, eye contact, and body language (Fraser, 2001:6).

- Grammar

Composing good sentences in conversation, both spoken and written, requires grammar. Grammar can be described as a principle or set of rules that can be used to create well-formed grammatical utterances in a language (Purpura, 2004:6). In addition, grammar can be defined as a set of rules that allow us to unite words in small languages into large units. Greenbaum and Nelson (2002:1). According to Harmer (2001:12), grammar can change words into their forms and can be arranged into several sentences in the language. So it can be shown that constructing the correct meaning of several rotten sentences according to the context Apart from that, it can be used to avoid mistakes by each communicator, including grammatical functions. Furthermore, grammar is the set of rules needed for students to combine correct sentences into conversations, both in spoken and written form. Nelson (2001:1) said that grammar is the study of how several words are combined to form sentences. The structure and basic principles of language refer to grammar, including correct sentence construction, correct word forms, and clear words (Batko, 2004:24).

- Vocabulary

Vocabulary is necessary for the successful use of a second language because, without a common vocabulary, we will not be able to apply the structures and functions we have learned to understandable communication. It can be shown that one of the keys to communicative success is the power of words. Vocabulary is the most important thing in language, especially in speaking and using appropriate diction. Moreover, by knowing a lot of vocabulary, it will be easier to express our ideas, thoughts, and feelings both in written and oral form. This vocabulary becomes familiar when we use it in everyday spoken language (Turk, 2003: 87). This means that when speaking or using spoken language, vocabulary must be very familiar when used every day in conversation in order to recognize spoken discourse. Vocabulary is a fundamental building block in language learning. Learners must know words, the meaning of words, how to pronounce them, and how to spell them. So, when we teach vocabulary, the teacher not only explains the meaning but also the spelling and pronunciation. Vocabulary is very necessary for students to master because vocabulary can help them communicate with each other. Combining vocabulary with expressions will create meaning that can be understood by listeners, said Kreidler (2004). If we want to communicate with each other, we have to have a lot of vocabulary and make it into sentences that can be said to the listener. If our vocabulary is poor, we will find it difficult to communicate because we do not act out what we are going to say to our listeners. One of the keys to language learning is vocabulary. This has been said by many researchers, and there is a good relationship between vocabulary and other students' abilities to create meaning.

- Fluency

Fluency is described as the ability to speak communicatively, accurately, and fluently. Fluency usually refers to the free delivery of spoken language without interruption. In the teaching and learning process, if the teacher wants to ensure student fluency, she allows students to communicate freely without interference. This will help students speak easily and fluently. The

teacher will not immediately correct when the idea that is being corrected gets in the way of the conversation (Pollard, 2008:16). As stated by Harris and Hodges (1995:14), fluency is the ability to speak automatically and quickly. This means that the speaker must be able to speak automatically and quickly.

- **Comprehension**

Comprehension is the ability to process and understand stretches of discourse, formulating demonstrations of the meaning of sentences. Second language comprehension is not easy to learn because it cannot be observed directly and must be understood from nonverbal and overt verbal responses, through the researcher's or teacher's intuition, or through artificial instruments. Understanding refers to the fact that members fully understand the nature of the research task, even when the process is complex and involves risks (Cohen et al., 2005: 51). Therefore, in speaking, it can be stated that understanding refers to the speaker's understanding of what he is talking about to the listener as well as to avoiding misunderstandings of information. Apart from that, the aim is for the listener to easily receive information from the speaker. So from the explanations above, it can be said that if we want to speak clearly, we must master the component skills; if we lack one of them, then our spoken language will be difficult for listeners to understand. By practicing every day, we will be able to master all components of the skill.

- **A. Narrative Text**

Narratives are grouped into fiction and non-fiction stories. According to Smith (2010, p. 149), narratives are popular in everyday life because, through them, people construct social reality and understand their past experiences. This means that narrative text is a type of text that tells about real events or actions in someone's life. Narrative text is a piece of text that tells a story that can entertain or inform the reader or listener. This means that narrative text is telling a story in the form of important text and providing information to readers and listeners. According to Herlina (2012, 147), narrative text is text

that relates to a series of logically and chronologically related events that are caused or experienced by a factor.

- **Kinds of Narrative Text**

The types of stories classified as narrative texts are fables, folk tales, myths, and legends. The second type is fantasy, such as modern literary tales, fantastic stories, science fiction, fairy tales, novels, plays, poems, tall tales, and high fantasy; the last is nonfiction, such as contemporary stories, historical stories, autobiographies, biographies, and human interest stories in magazines and newspapers.

- **Social Function of Narrative Text**

According to Anderson, the purpose of narrative is to present a view of the world that entertains or informs readers or listeners.

- **Linguistic Characteristics of Narrative Text**

According to Anderson (2002), regarding the linguistic characteristics usually found in narratives, there are five linguistic characteristics in narrative texts, namely:

- Using past tense (S+V2+O), example: Riko went to Paris last year.
- Specific figures (specific characters), for example: king, queen
- Conjunction or time words that connect events to tell when they happen, for example: then, before, after, and soon.
- Action verb to show the action that occurs in the story, for example: climbing, turning, carrying
- Direct and indirect speech, direct words and indirect words Useful for bringing the story to life.
- Descriptive words to describe characters and settings, for example: long or black hair
- Adverbs of time, adverbs of time, for example, long time ago, once upon a time.

- **Generic Structure of Narrative Text**

Anderson (2002, 167) says that the generic structure of narrative text is orientation, complication, reorientation, resolution,

and coda. There are five generic structures in narrative text: orientation, complication, reorientation, resolution, and coda. The general structure of narrative text, namely:

1. Orientation

The reader is introduced to the main character and possibly some minor characters. Some indication is generally given as to where the action was performed and when it was performed.

2. Complications

Complications occur due to serious events, and we usually expect complications or problems to arise. It wouldn't be interesting if something unexpected didn't happen. This complication will involve the main characters and an oven that functions temporarily to keep them from achieving their goals.

3. Reorientation

This is where the narrator tells how the character reacts to the complication. This includes how they feel and what they do. These events can be told chronologically (in the order in which they happened) or with flashbacks. The audience is given the narrator's point of view. • Resolution In this section, the implications can be resolved, good or bad, but they are rarely resolved completely.

4. Coda

Coda is an optional structure in a narrative. In this section, the narrator includes a coda if there is a moral or message that can be learned from the story.

B. Role play

is an activity of playing a role that is very close to real life carried out by students according to role cards, which involves fantasy or imagination of being someone else or being yourself in a certain situation for a while, improvising dialogue, and creating a real world in a scenario. Role-playing is a strategy that requires students to play roles that are appropriate to certain situations and allows students to be anyone or imagine themselves in certain situations, where students can improvise dialogue or create their own sayings and scenarios as in the real world.

2. Research Design

The research method used in this research is classroom action research (PTK). Classroom Action Research (PTK), or classroom action research, is research conducted by teachers or researchers as an action to improve and improve educational services in handling the teaching and learning process, which has targets or research subjects, namely students (Susilowati, 2018).

The setting for this classroom action research was SMK Negeri 2 Semarang, which is located on Jalan Dokter Cipto No. 121A, Karangturi, Kec. Semarang Tim., Semarang City, Central Java 50124. The targets or subjects of this research were students of class XI AKL 1, SMK Negeri 2 Semarang, totaling 36 people. Consisting of 1 male student and 35 female students. This research was carried out in semester 1 of the 2023–2024 academic year with the following activity schedule:

a. Research Procedure

The data in this research are quantitative and qualitative. Quantitative data is obtained from student scores consisting of pre-test and post-test, while qualitative data is a description of the learning process during the implementation of the action. This classroom action research uses the Kemmis & McTaggart model. Kemmis & McTaggart's action research model consists of four components: planning, acting, observing, and reflecting. These four components are seen as a cycle. The acting (action) component with observing (observation) is made into a single unit where both activities must be carried out at one time; once an action takes place, observation must also be carried out (Susilo et al., 2020).

b. Research Instruments

Research instruments are tools used to collect data. The instruments used by researchers to collect the desired data are observation sheets, field notes, and tests. Then data is collected using several techniques as follows.

- Observation

The researcher observed the teaching and learning process in class XI AKL 1 and observed students' progress in speaking English to obtain

the information needed in this research. Researchers observed everything related to student behavior in learning grammar and teacher actions in the classroom. Observations aim to obtain data about the influence of actions carried out in learning to write.

- Field Notes

Field notes are used by researchers to record other findings that are not contained in the observation sheet related to student activities during learning by implementing role-playing in English learning.

- Test

Test instruments were developed to answer input and output questions, namely preparing test equipment before and after students take part in learning (pre-test and post-test). The test equipment was developed in the form of texts read by students (pretest) and posttests through role-playing (drama performances). Tests are also instruments used to obtain information about students' writing abilities. The test provides information about how actions can improve a student's writing ability.

c. Data Analysis technique

This research is qualitative and quantitative, so the data is analyzed qualitatively and quantitatively. Qualitative data was taken from observations and field notes. Field notes state all events that occur in the teaching and learning process in the classroom. Researchers analyzed quantitative data to determine trends in students' writing scores. In this case, researchers use the mean when analyzing quantitative data. What is meant by mean is the average speaking score of students. Then the grade is calculated by adding up all the scores and dividing it by the number of students in the class. The average value is called empirical because it is obtained by involving the overall score of the class. The value must be above the ideal average to indicate that the participant group has good performance. Students are considered complete if they get the minimum score according to the Minimum Completeness Criteria (KKM). The KKM for achieving

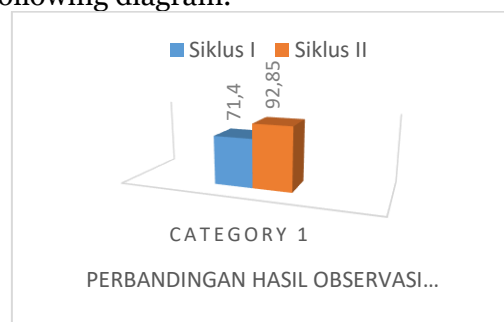
writing competency for class XI students is 76. For this reason, the criteria for student achievement through the application of the role-playing technique is 76. The overall student scores will then be averaged to determine the improvement in students' writing skills after applying the role-playing technique.

3. Findings and Discussion

Based on the results of the pretest, posttest cycle I, and posttest cycle II, it shows that the application of the role-playing method to improve speaking skills in learning narrative text is evidenced by class activities that are more lively, students are more active, comfortable, and confident in speaking English, they also show their acting talents during the learning process, and students are more interested because this is a new method for students.

1. The Observation of Student Activities

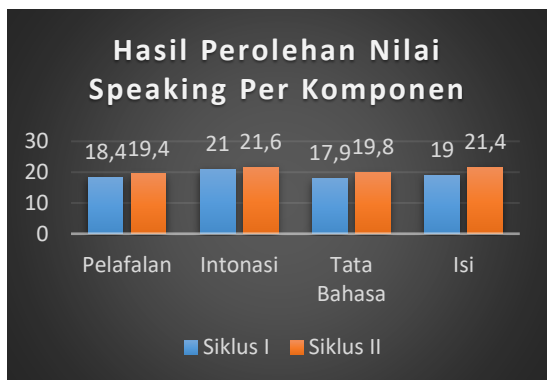
Based on the results of student observations that have been carried out in learning speaking using video media in cycles 1 and 2, it can be concluded through the following diagram:



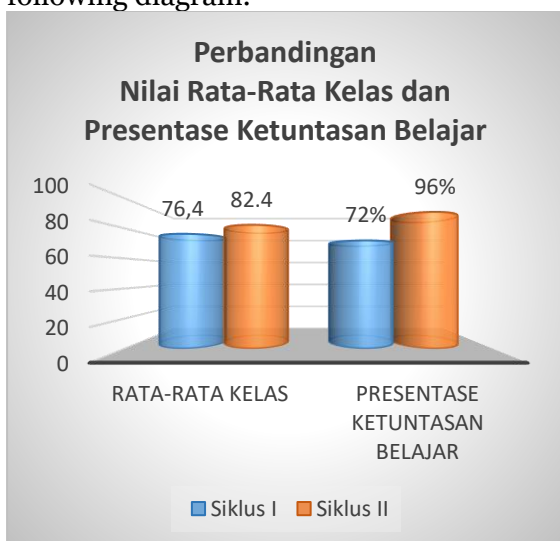
From the diagram above, it can be seen that students' activities in cycle 1 received a final score of 71.4, while in cycle 2 they obtained 92.85. The increase in this cycle reached 21.45.

2. Results of students' speaking scores

The results of the comparison of speaking scores after applying the Role Playing method to narrative text learning in cycle I and cycle II are presented in the diagram below.



The interpretation of the data results presented in the diagram above is seen from each component of pronunciation, intonation, grammar, and content from cycle I and cycle II. This means that the improvements made in cycle 1 succeeded in bringing about changes for the better. Furthermore, the average class score and percentage of learning completeness in students' speaking skills can be seen in the following diagram.



The average score in cycle I was 76.4, which means there were several students who exceeded the KKM from the previous test (pre-test). The total number of students who passed the KKM was 26 people and 10 people did not meet the target. With a percentage of 72%.

Furthermore, in cycle II there were 34 students who exceeded the KKM and there were 2 students who were below the target (KKM). The average score obtained in cycle II was 82.4 with a percentage of 96%. Automatically, this classroom action research was declared successful and fulfilled the objective, namely increasing

English speaking skills in class XI AKL 1 students at SMK Negeri 2 Semarang.

4. Conclusion

A. Conclusion

Based on the results of the research that has been discussed regarding the application of the role-playing method to improve the speaking skills of class XI AKL 1 students at SMK Negeri 2 Semarang, conclusions can be drawn, including: 1. The low speaking skills of the class Teachers rarely give them opportunities to practice speaking activities. 2. Implementing role play can improve students' speaking skills. This activity is fun because students get to do new activities in class. 3. The use of role play in the classroom makes the class come alive because students participate and can be whoever or in whatever situation they want.

B. Suggestions

Success in teaching does not depend on the learning program alone; what is more important is how the teacher presents learning and uses various techniques so that the class can be managed in a more active and enjoyable manner. After concluding the research results, the researcher would like to make several suggestions, as follows: 1. English Teacher Teachers can divide students into several groups so that they are more communicative and active in participating in class. The important thing is that the teacher is not only the teacher but also the facilitator in the class. English teachers should present the language in a fun, relaxed, and understandable way. 2. Students Applying role play as a speaking activity is useful and important for improving students' speaking skills. Students should be more active in groups. Students have to take part in many role plays. 3. Other researchers Because researchers conduct research in junior high schools, other researchers can conduct research at other levels, such as high schools, which have different characteristics from junior high schools.

Berisi kesimpulan yang memuat jawaban atas pertanyaan penelitian. Ditulis

dalam bentuk essay, bukan dalam bentuk numerikal.

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