Improvement of Speaking Skills Using Role-Playing Method

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ABSTRACT

This study aims to provide an overview and explanation of: 1) Students' interest in learning speech skills, specifically speech material, using the role-playing method; 2) The level of students' involvement in learning speech skills, particularly speech material, using the role-playing method; and 3) Students' proficiency in learning speech skills, especially in delivering speeches, using the role-playing method. The research method employed is Classroom Action Research (CAR) conducted in class XI BDP Pi at SMK Sunan Kalijogo Malang. Data collection techniques in this study involved observation and tests. The subjects consisted of 32 students in class XI BDP Pi at SMK Sunan Kalijogo Malang. Based on the research results, during the preliminary cycle, only 7 out of 32 students, or 21.87%, passed the speech proficiency test. After implementing actions in the first cycle, the number of proficient students increased to 14, or 43.75%. In the second cycle, the number of proficient students significantly increased to 28, or 84.22%. In conclusion, the use of the role-playing method effectively enhances students' speech skills in delivering speeches within class XI BDP Pi at SMK Sunan Kalijogo Malang. In teaching speech skills, a teacher should be active and skilled in selecting teaching aids to prevent students from becoming disengaged during the learning process.

Keywords: Speaking Skills, Role-Playing Method, Learning Outcomes

INTRODUCTION

Language skills encompass four aspects: listening, reading, speaking, and writing. Of these four aspects, they are categorized into two activities: receptive and productive activities. Listening and reading are receptive activities, where an individual receives messages from a reader or writer, while the other two aspects, speaking and writing, are productive activities. Yunus (2013:16) argues that receptive activity involves listening and reading, while productive activity entails conveying messages through speaking and writing.

Speaking is one of the language skills, and within the realm of language activities, it is a critical skill to be considered. This is due to the fact that individuals tend to communicate orally more frequently than through other means. Tarigan, Henry Guntur (2021: 132) states that speaking is the ability to convey messages through oral language. Similarly, Tarigan, Henry Guntur (2021: 16) suggests that speaking involves articulating sounds or words to express thoughts, ideas, and feelings. Speaking is one of the productive oral language skills, meaning that it is a skill that an individual possesses to convey ideas and feelings, making the speaker's thoughts comprehensible to others.

Recognizing the significance of speaking skills, one of the competencies that students in high school and equivalent levels, particularly in the subject of Bahasa Indonesia, should have is the ability to deliver speeches. Speaking skills help individuals communicate directly to convey their ideas and opinions. It is one of the essential skills that students need to acquire during the learning process. One of the learning materials for speaking skills that can be conducted interpersonally is speech or lecture. Individuals who possess speaking skills will find it easy to communicate their thoughts. Conversely, individuals who lack speaking skills may face difficulties in conveying their ideas to others.

A speech involves the act of speaking in front of a large audience or delivering an oration expressing opinions or providing insight into a particular topic. Usually, speeches are delivered by individuals offering discourse and statements on critical matters that are worth discussing. According to Abdurrahman (2012: 97), a speech is an oral presentation of an argument or opinion on a particular matter, expressed clearly before a crowd or a large group of people at a specific time. Speech methods include Impromptu (speech given without prior preparation), Memoriter (speech delivered after memorizing the text), Manuscript (speech given while reading from a script), and Extemporaneous (speech prepared in broad outline before delivery).

Role-playing is one of the learning methods aimed at mastering learning materials by developing the imagination and understanding of students. Sanjaya (2011: 60) defines Role-playing as a learning method that involves playing roles to solve problems related to phenomena. From this perspective, it can be concluded that Role-playing is a method that develops students' imagination and understanding of learning materials by dramatizing or taking on roles. The Role-playing method consists of three stages, as per Sanjaya (2011: 161-162): preparation, implementation, and closure. Yamin, Martinis (2015: 76) states that Role-playing is a method involving interaction between two or more students on a specific topic or situation. Each student takes on their respective roles. Based on these two opinions, it can be concluded that Role-playing is a learning method in which students play the roles of different characters with full involvement and creativity based on a specific case presented

as the learning material at the time. Through this method, students are expected to focus their thoughts, abilities, and knowledge on their roles.

Based on observations in class XI BDP Pi at SMK Sunan Kalijogo Malang, it is evident that speaking skills, particularly in delivering speeches, are insufficiently addressed in school. Emphasis in language education is generally placed on listening, reading, and writing skills, whereas speaking skills are often neglected. Consequently, many high school students find it challenging to convey messages or information verbally. This is also reflected in the fact that many high school students are reluctant to speak or deliver speeches in front of the class. Students are often shy and afraid to stand up in front of the class to speak. This is likely due to their limited knowledge of the topic, preventing them from effectively focusing on the message they want to convey. As a result, the direction of the conversation remains unclear, and the message may not be effectively conveyed.

Previous research was conducted by Nurjannah (2016) titled "Improving Indonesian Language Learning Outcomes through Role Playing Methods for Grade III Students at SDN 232 Galesong, Galesong District, Takalar Regency." The study indicated that the learning outcomes were averaged at 54, which falls into the "satisfactory" category, with a 43% achievement rate. Nevertheless, a significant percentage of students scored below the Minimum Completeness Criteria (MCC), which is 70%, reaching 57%. In the second research, conducted by Nurahma (2012) titled "Improving Indonesian Language Learning Outcomes through Role Playing Methods for Grade V Students at SD Inpres Bontoramba, Gowa Regency," the study showed an improvement in the Indonesian language learning outcomes of Grade V students at SD Inpres Bontoramba, Gowa Regency. In the first cycle, the average was 57, but the completeness of learning was only 46%, which did not meet the Minimum Completeness Criteria (MCC). By considering the reflection of the first cycle, improvements were made and in the second cycle, the average class score reached 88, with a learning completeness rate of 89%, which means it met the MCC.

From the two previous studies, it can be concluded that both studies showed that the use of Role Playing methods can improve students' learning outcomes. Based on the aforementioned background, this research is titled "Improving Speaking Skills Using Role Playing Method for Class XI BDP Pi at SMK Sunan Kalijogo Malang." This research is conducted with the hope of enhancing speaking skills in speech learning using the Role Playing method.

METHOD

This research falls under the category of Classroom Action Research (CAR) or Penelitian Tindakan Kelas (PTK). When conducting a CAR or PTK, the research should adhere to the research design that has been developed in accordance with established research procedures. This design serves as a guide to understanding the role-playing method in enhancing speaking skills. According to Suhardjono as cited in Suharsimi Arikunto et al. (2006: 74), the design for carrying out CAR is similar to the sequential steps in the research cycle, namely: (1) planning, (2) implementation, (3) observation, and (4) reflection. The subjects in this research are the 32 students of class XI BDP Pi at SMK Sunan Kalijogo Malang.

The data collected in this research is obtained from both qualitative and quantitative sources. Information is gathered from various data sources, including:

1. Data on the scores of learning activities using the Role Playing method.

2. Information obtained during interviews with the students of class XI BDP Pi at SMk Sunan Kalijogo Malang.

3. Daily test data on speaking skills related to the speech material.

Data collection techniques in this research include direct observation and testing techniques used to collect data on students' speaking skill learning outcomes. Subsequently, validity tests are conducted using factor analysis. Following the validation tests, instrument reliability tests are conducted.

Table 1: outlines the testing instrument:

No	Aspect	Description	1	2	3	4
1	Suitability of content	Speech content should align with the main points of the speech			√	
2	Coherence	The speech is presented in a logical sequence		√		
3	Fluency	The delivery of the speech is smooth			√	
4	Articulation	Words are pronounced clearly		√		
5	Intonation	Control of pauses, pitch variation, loudness, and speech rate				√
6	Gestures/mimic	Consistency between facial expressions, movements, posture, and speech			√	

Final Score: SA x 100 / SI

SA: Actual score (student's achieved score)

SI: Ideal score (maximum score)

1 = poor, 2 = fair, 3 = good, and 4 = very good.

RESULT AND DISCUSSION

Observation Test

Table 2 : Summary of Pre-Cycle Scores

No	Score	Number of Students	Percentage
1	50	5	15,62 %
2	60	5	15,62 %
3	65	7	21,87 %
4	70	8	25 %
5	85	7	21,87 %
Total		32	
Average Score		61, 56	
Lowest Score		50	
Highest Score		85	
Passing Percentage		21,87 %	
Non-Passing Percentage		78,11 %	

1. Out of the 32 students, 5 students achieved a score of 50, accounting for 15.62%.
2. Among the 32 students, 5 students scored 60, constituting 15.62%.
3. Within the group of 32 students, 7 students attained a score of 65, making up 21.87%.
4. Out of the 32 students, 8 students scored 70, making up 25%.
5. Among the 32 students, 7 students achieved a score of 85, making up 21.87%.

Based on the provided data, the pre-cycle test results for speaking skills in the speech material show that 7 students, or 21.87%, achieved passing scores, while 25 students, or 78.11%, have not met the passing criteria. It is evident that a substantial number of students have not yet reached the Minimum Completion Criteria (KKM) and require improvement in the subsequent activities, namely, Cycle I.

Table 3 : Summary of Cycle I Scores

No	Score	Number of Students	Percentage
1	60	6	18,75 %

2	65	5	15,62 %
3	70	7	21,87 %
4	80	6	18,75 %
5	90	8	25 %
Total		32	
Average Score		74,22	
Lowest Score		60	
Highest Score		90	
Passing Percentage		43,75 %	
Non-Passing Percentage		56,24 %	

1. Out of the 32 students, 6 students achieved a score of 60, accounting for 18.75%.
2. Among the 32 students, 5 students scored 65, constituting 15.62%.
3. Within the group of 32 students, 7 students attained a score of 70, making up 21.87%.
4. Out of the 32 students, 6 students scored 80, making up 18.75%.
5. Among the 32 students, 8 students achieved a score of 90, making up 25%.

Table 4 : Summary of Cycle II Scores

No	Score	Number of Students	Percentage
1	70	4	12,5 %
2	75	3	9,37 %
3	80	5	15,62 %
4	85	8	25 %
5	90	6	18,75 %
6	95	6	18,75 %
Total		32	
Average Score		84,22	
Lowest Score		70	
Highest Score		95	
Passing Percentage		87,49 %	
Non-Passing Percentage		12,5 %	

1. Out of the 32 students, 4 students achieved a score of 70, accounting for 12.5%.
2. Among the 32 students, 3 students scored 75, constituting 9.37%.
3. Within the group of 32 students, 5 students attained a score of 80, making up 15.62%.
4. Out of the 32 students, 8 students scored 85, making up 25%.

5. Among the 32 students, 6 students achieved a score of 90, making up 18.75%.
6. Out of the 32 students, 6 students scored 95, accounting for 18.75%

Based on the data provided above from Cycle I to Cycle II, it can be observed that in the test scores, students' speaking skill learning outcomes in Cycle II have improved significantly. 28 students have achieved passing scores, representing 87.49%, while 4 students have not met the passing criteria, accounting for 12.5%. The average score in this cycle is 84.22, which is an improvement compared to the average score in Cycle I, which was 74.22 with a passing percentage of 43.75%.

Table 5: Summary of Average Scores and Passing Percentage of Learning Outcomes in Pre-Cycle, Cycle I, and Cycle II

Cycle	Average Score	Passing Percentage
Pre-Cycle	61.56	21.87%
Cycle I	74.22	43.75%
Cycle II	84.22	87.49%

Based on the research data from classroom action research presented in the table above, the findings can be described as follows:

1. During the pre-cycle research phase, students did not perform well, as evidenced by an average score of 61.56 with a passing percentage of 21.87%.
2. The results from Cycle I showed an improvement in students' learning outcomes in the speech material compared to the pre-cycle, with an average score of 74.22 and a passing percentage of 43.75, which is considered reasonably good.
3. In Cycle II, students' learning outcomes in the speech material showed a significant improvement compared to Cycle I. This is evident from the average score in Cycle II, which is 84.22, with a passing percentage of 87.49%.

In conclusion, it can be inferred that using the Role Playing method has led to a significant improvement in learning outcomes in the speech material for students in Class XI BDP Pi at SMK Sunan Kalijogo Malang.

CONCLUSION

Based on the data obtained, the following conclusions can be drawn:

1. The students' interest in learning speech using the Role Playing method in Class XI BDP Pi at SMK Sunan Kalijogo Malang has increased.

2. The learning activities and learning outcomes in the speech material using the Role Playing method have shown improvement from the pre-cycle, Cycle I, to Cycle II based on the data obtained.

3. The speech learning skills using the Role Playing method in Class XI BDP Pi at SMK Sunan Kalijogo Malang have improved significantly in Cycle II. The increase in student learning outcomes reached an average score of 84.22 with a passing percentage of 87.49%.

In summary, it can be concluded that using the Role Playing method in teaching the Indonesian language with a focus on speech material in Class XI BDP Pi at SMK Sunan Kalijogo Malang has led to improvements in students' learning outcomes.

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