



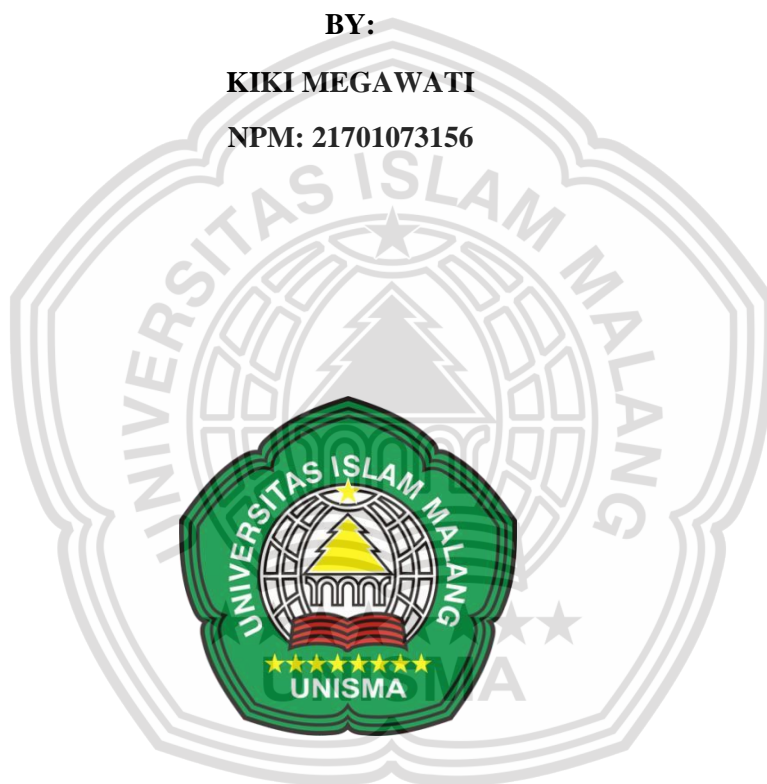
**THE EFFECT OF USING ROLE-PLAYING TO IMPROVE
SPEAKING SKILLS IN THE EIGHTH GRADE OF JUNIOR
HIGH SCHOOL SUNAN KALIJAGA**

SKRIPSI

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ABSTRACT

Megawati, Kiki. 2022. *The Effect of using Role- playing to Improve Speaking Skills in The Eighth Grade of Junior High School Sunan Kalijaga*. Skripsi, English Education Department Faculty of Teacher Training and Education University of Islam Malang. Advisor I: Ika Hidayanti S.Pd.,M.Pd; Advisor II: Dr. Kurniasih, S.Pd., M.A

Keywords: Speaking Skill, Role-playing, effect

Speaking ability is one of the aspects of learning English. Speaking is a challenging ability for eighth graders, therefore this study was conducted to help students develop speaking skills, the researcher adopted one technique, namely role-playing. Role-playing is one strategy that can help students in speaking English. through role-playing, students can understand the material that has been delivered by the teacher. This study aims to determine the effectiveness of the use of role-playing strategies to improve students' English-speaking skills in the eighth grade of SMP Sunan Kalijaga Kepanjen Malang.

The researcher used a Quasi-Experimental design. The population in this study were eighth-grade students at SMP Sunan Kalijaga. The researcher chose two groups the experimental and the control groups. In each class, there are 20 students, and before the pretest research was used to determine the students' initial abilities, it turns out that their results are indeed the same. After that the researcher gave treatment, and post-test. The experimental group was taught by using strategy role-playing and the control group was taught by using conventional. After giving treatment, the post-test was conducted in both classes.

The results of the study were proven through the calculation of SPSS 25. the average value of students from the experimental group is 80,25 whereas the control group was 73.00. It can be concluded that the experimental group is better than the control group. The experimental and control groups performed the normality test, and the results were normal. So, the researchers used the independent t-test. It could be seen from the results sig (2-tailed) is $0.000 < 0.05$ and it can be concluded that H_a is accepted. This implies that the use of role-playing strategies in group experiments can indeed increase students' learning scores in speaking English.

The conclusion is that there is a significant effect on the use of role-playing strategies in increasing student scores. Based on these findings, it is recommended to English Speaking Lecturers To make it simpler for students to accept the provided material, lecturers must properly plan the teaching and learning process. And for future researchers should be able to use other methods or use additional strategies that can improve students' speaking skills.

ABSTRAK

Megawati, Kiki. 2022. Pengaruh Penggunaan Role-playing terhadap Peningkatan Keterampilan Berbicara Siswa Kelas VIII SMP Sunan Kalijaga. Skripsi, Jurusan Pendidikan Bahasa Inggris Fakultas Keguruan dan Ilmu Pendidikan Universitas Islam Malang. Pembimbing I: Ika Hidayanti S.Pd.,M.Pd; Pembimbing II : Dr. Kurniasih, S.Pd., M.A
Kata kunci: Keterampilan Berbicara, Role-playing, Efek

Kemampuan berbicara merupakan salah satu aspek pembelajaran bahasa Inggris. Berbicara merupakan kemampuan yang menantang bagi siswa kelas delapan, oleh karena itu penelitian ini dilakukan untuk membantu siswa mengembangkan keterampilan berbicara, peneliti mengadopsi salah satu teknik yaitu role-playing. Role-playing merupakan salah satu strategi yang dapat membantu siswa dalam berbicara bahasa Inggris. melalui role playing, siswa dapat memahami materi yang telah disampaikan oleh guru. Penelitian ini bertujuan untuk mengetahui efektivitas penggunaan strategi bermain peran untuk meningkatkan keterampilan berbicara bahasa Inggris siswa di kelas delapan SMP Sunan Kalijaga Kepanjen Malang.

Peneliti menggunakan desain Quasi-Experimental. Populasi dalam penelitian ini adalah siswa kelas VIII SMP Sunan Kalijaga. Peneliti memilih dua kelompok yaitu kelompok eksperimen dan kelompok kontrol. Di setiap kelas ada 20 siswa, dan sebelum digunakan penelitian pretest untuk mengetahui kemampuan awal siswa ternyata hasil mereka memang sama. Setelah itu peneliti memberikan treatment, dan post-test. Kelompok eksperimen diajar dengan menggunakan strategi role-playing dan kelompok kontrol diajar dengan menggunakan konvensional. Setelah diberikan perlakuan, dilakukan post-test pada kedua kelas.

Hasil penelitian dibuktikan melalui perhitungan SPSS 25. nilai rata-rata siswa dari kelompok eksperimen adalah 80,25 sedangkan kelompok kontrol adalah 73,00. Dapat disimpulkan bahwa kelompok eksperimen lebih baik daripada kelompok kontrol. Kelompok eksperimen dan kontrol melakukan uji normalitas, dan hasilnya normal. Jadi, peneliti menggunakan uji-t independen. Hal ini dapat dilihat dari hasil sig (2-tailed) yaitu $0,000 < 0,05$ dan dapat disimpulkan bahwa H_0 diterima. Hal ini menyiratkan bahwa penggunaan strategi bermain peran dalam eksperimen kelompok memang dapat meningkatkan nilai belajar siswa dalam berbicara bahasa Inggris.

Kesimpulannya adalah terdapat pengaruh yang signifikan penggunaan strategi role playing dalam meningkatkan nilai siswa. Berdasarkan temuan tersebut, disarankan kepada Dosen Berbahasa Inggris Untuk mempermudah mahasiswa dalam menerima materi yang diberikan, dosen harus merencanakan proses belajar mengajar dengan baik. Dan untuk peneliti selanjutnya sebaiknya dapat menggunakan metode lain atau menggunakan strategi tambahan yang dapat meningkatkan kemampuan berbicara siswa.

CHAPTER I

INTRODUCTION

This chapter presents some topics related to the introduction of the study. They are the background of the study, research problems, the objective of the study, the significance of the study, the hypothesis, the scope and limitation of the study, and the definition of key terms.

1.1 Background of the study

Language is a communication tool for humans to tell some message from one human to others. Humans are inseparable from communication activities as social beings who interact and socialize with their environment. Language is the most effective communication tool in the process of interaction and association. Using a mother tongue or a foreign language, humans can express what they feel both through language and expressions.

In learning English, there are four skills to master such as writing, speaking, listening, and reading. Among four skills speaking is very important. According to Cameron (2001, p. 40), speaking is the act of utilizing language to execute acts of communication in order to make other people comprehend the speaker's sentiments and ideas. Speaking is therefore a means of communicating with others in order to share information and obtain new information from others. But in reality, learning to speak is one of the problems for students in learning English.

Regarding the problem of speaking English in the eighth grade of SMP Sunan Kalijaga, there were several issues with speaking that students faced, including (1) a lack of vocabulary, (2) a lack of activity in learning, (3) a lack of appropriate

material, and (4) the English teacher at the school's tendency to use monotonous teaching strategies, specifically is using conventional methods. Traditional teaching techniques, such as lectures, question-and-answer sessions, and translation, have traditionally been employed by teachers to present material in class.

According to Trianto (2007:1) said, in the conventional learning model the atmosphere in the classroom tends to be teacher-centered so students become very passive because they only see and listen. This method gives rise to monotonous teaching where the teacher becomes an important actor and the main subject in learning activities while students tend to be passive in the learning process in class because the teacher has more time than the students. Teachers tend to give a lot of lectures and translate difficult vocabulary using a dictionary in class and record it on the blackboard so that students tend to just listen and take notes. Even though not all subjects can be conveyed clearly, for instance, while honing Englishspeaking abilities. The use of the lecture method will actually make students passivebecause class activities are only centered on the teacher and students become boredand get bored quickly.

In a learning process like this every day they do not have the opportunity to practice speaking skills orally, this results in students being less skilled in expressing their ideas orally because they are not confident and feel they have not mastered what is expressed. Some of these obstacles or obstacles cause students' speaking skills to be still not optimal. Conditions like this make the achievement of predetermined learning objectives less than optimal.

Based on these problems, it is necessary to innovate approaches, and learning strategies to optimize the achievement of learning objectives, especially those that

can assist in the learning process of students' speaking skills in English. Applying the role-playing method in the process of learning English speaking skills for class VIII students at SMP Sunan Kalijaga Panjen, Malang, is one strategy that is thought to be appropriate in this area. The role-playing method is one of the learning models that is estimated to be effective because it tends to require students to be active in speaking English.

Role-playing is very important in teaching speaking because it gives students the opportunity to practice speaking. As said by Andriani (2013), the application of learning using role-playing strategies is very effective in improving students abilities in playing characters in performances. They may take on other people's characters and roles or be themselves. From the explanation above, this study concludes that by using the role-playing technique, it is expected that students can speak English correctly. Roleplay is also a learning strategy that has never been taught in school. This will be a new experience for them so students hope that they can interact easily. Therefore, this study tries to offer a role-playing strategy to improve students' speaking.

The researcher determined the eighth grade of junior high school Sunan Kalijaga as the object of research because the students' ability to speak English was very concerning. As we know in junior high school, most of them are not fluent in speaking English. Of course, more understanding is needed about how to pronounce English correctly. When the teacher explains the material using English, it will be useless if students cannot understand what the teacher is saying. Researchers hope that this research can help students and facilitate the development of students'

English competence in understanding English-speaking students at SMP NU Sunan Kalijaga.

1.2 Research Problem

From the background of the research above, the problem is formulated as, “Does the use of role-playing give effect for the eighth-grade students speaking skill in SMP Sunan Kalijaga?”

1.3 Objective of the Study

According to the identification of the problem above, the purpose of this study is “To determine the effectiveness of role-playing in English speaking skills for students at junior high school Sunan Kalijaga.”

1.4 Significances of the Study

Theoretically, the findings of this study are anticipated to add to information for all students who participate in role-playing activities and have the chance to improve their teamwork skills so that they can learn how to use language effectively and appropriately. Practically, the researchers use role-playing to improve students’ speaking skills so that they could interact directly with their interlocutors, the researchers asked students to practice with their interlocutors in front of the class in order to help students in class VIII speak fluent English.

1.5 Hypothesis

Based on the research problem stated, the researcher formulates a hypothesis stated as followa: there is an effect of using role playing in improving speaking skills.

1.6 Scope and Limitation of the Study

The scope of this study focuses on the use of role-playing in an effort to improve students' speaking. The sample of this research is the eighth grade at junior high school Sunan Kalijaga amounting to approximately 20 people, and direct learning as a control for students' speaking improvement. The limitation of this research is that the researcher uses material that is in accordance with the eighth grade students' English books on basic competencies 3.1, 4.1 and 3.2, 4.2 on Interpersonal Texts, Expression Ability and Willingness. The researcher gave several themes in this study self-introduction, booking at the hotel, visiting the beach, visiting the restaurant, and borrowing a book to measure students' speaking skills.

1.7 The Definition of Key Terms

This section seeks to make it easier for the reader to understand the value of this research. The researcher defines the following crucial terms:

1. Effect

The effect of this study is that students can interact with the interlocutor spontaneously, from the use of role-playing by researchers.

2. Speaking Skill

Speaking skills in role-playing activities use several topics to assess the effectiveness of students in interacting with their interlocutors.

3. Role-playing

By using subjects, scenarios, and roles in real-life contexts, role-playing helps students develop their speaking abilities. There are also several topics given by the researcher such as self-introduction, booking at the hotel, visiting the beach, visiting the restaurant, and borrowing a book from the library.

CHAPTER V

CONCLUSION AND SUGGESTIONS

This chapter presents a discussion of the research findings explained in the preceding chapter. This debate was conducted with a focus on the research question developed throughout the current study.

5.1 Conclusion

According to the study's findings, there are discrepancies in the post-test scores of the experimental group of pupils. The results, where the significance value (2-tailed) is 0.000 0.05, show the post-test score. It can be said that role-playing exercises are particularly useful for improving pupils' speaking abilities. Thus, it can be said that role-playing has an impact on how well students speak in Eighth-grade SMP Kalijaga Sunan.

The strategy of using role-playing is very influential in improving speaking skills in English. Supported previous studies from Hadi (2015), Annas (2017), and Wibawanti (2020) that the use of strategy role play is very influential in improving speaking skills. The benefits of role-playing, in theory, can provide additional knowledge for all students where students can practice role-playing spontaneously.

5.2 Suggestions

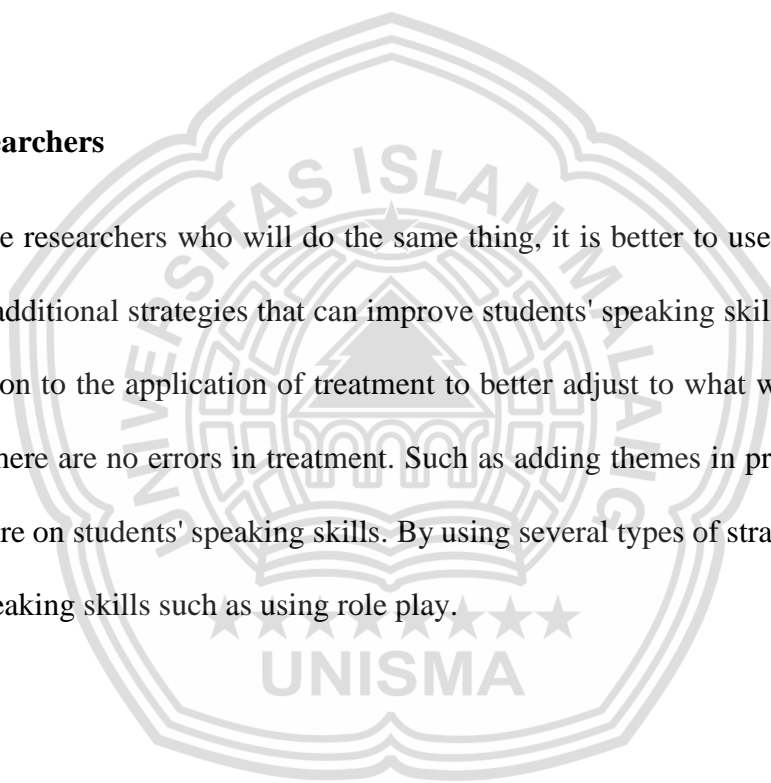
Based on the conclusions above, this study would like to provide some suggestions for English Speaking lectures and for future researchers.

5.2.1 English Speaking Lecturers

To make it simpler for students to accept the provided material, lecturers must properly plan the teaching and learning process. One way to avoid having pupils become bored with the content being given is by using engaging tactics that they can readily accept. By accomplishing the objective of speaking abilities, the role-playing technique that has been adopted will have a positive impact on the pupils.

5.2.2 For Future researchers

For future researchers who will do the same thing, it is better to use other methods or use additional strategies that can improve students' speaking skills and pay more attention to the application of treatment to better adjust to what will be studied so that there are no errors in treatment. Such as adding themes in practice and focusing more on students' speaking skills. By using several types of strategies in improving speaking skills such as using role play.



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