

THE APPLICATION OF ROLE PLAYING METHOD TO IMPROVE STUDENTS' SELF-CONFIDENCE AND SPEAKING SKILL OF SMA NEGERI 1 KOTA MOJOKERTO

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ABSTRACT

The present study aims to describe the applications and effectiveness of role playing method learning to improve students' self-confidence and achievement of speaking at the grade XII IPA students of SMA Negeri 1 Kota Mojokerto. The research method used in this research was Classroom Action Research (CAR) and quasi-experimental. The subject of this research were students of the grade XII of the 2021/2022 school year. The sample subject was the class XIIIPA1 and XIIIPA2. Purposive sampling was used to collect the sample. The data collecting technique was using observation sheet and t-test was used to analyzed the data. The result of this study confirm that role playing learning method is able to improve student's self-confidence and speaking skill.

Keywords: *speaking competency, students' self-confidence, role-playing*

INTRODUCTION

English is a foreign language that has important role in education and has been taught since elementary till university. But in reality, lots of graduated students didn't use it for daily communication.

English taught in school as a tool of self-improvement in science, technology and arts. After graduated, they are expected to grow and develop as an intelligent, skilled and good-natured person and ready to play a role in nation development.

English learning in senior high school included four skills in it; reading, listening, writing and speaking. All those skills are followed with another language element such as vocabulary, grammar and pronunciation according to the theme as a means of goals achievement.

From those four language skill above, speaking skill learning is getting less attention. Students' have not been able to communicate even in a very simple conversation. This situation is supported with the culture background of shame and fear of making a mistake in learning English. This situation was happened in researcher's school SMA Negeri 1 Kota Mojokerto.

The culture of learning English must be distinguished from learning other subjects due to the different purpose of each subjects learning. An English class should give opportunities for the students to practice their skill. And the teacher's duty in class is a facilitator in learning process. In other words, language learning activities must be made interesting in a conducive situation. Students must be encouraged to be brave of making language experiment in a cheerful atmosphere to express their opinions or feelings.

Those four language skills must be given in oneness learning process. This has been written in English learning curriculum that language skills shown in a combination of four skills in balance. This is in line with what has been written in 2006 curriculum (KTSP) that for high school students both SMA or MA are hoped will have the ability to develop their competence in communicating using English, not only in written form but also in speaking due to achieve certain literacy level.

English is a tool of communication both in oral and written forms. Communication is understanding and revealing information, thought, feeling, and developing science, technology and culture. Communication skill in the full sense is the ability to discourse. That is a skill to understand or produce a text in oral or written that realized in four language skills, they are listening, speaking, reading and writing. These four skills are used to achieve or create a social life discourse. Therefore, English lesson directed to develop these skills due to make the graduated students are able to communicate and discourse in English.

English lesson in SMA Negeri 1 Kota Mojokerto is more focused in reading and listening skill aspects only, because these skills are mostly used in national examination. Whereas, language learning should not be oriented only to two skills, but it must be given according to a balanced portion of the four language skills. Another factor caused the low quality of learning English, especially speaking skill is the fact that it has not been utilized for learning materials in speaking skill maximally. Speaking skill still got lack of attention with a balanced learning portion. So, speaking skill learning is often presented only in an

explanation about the function of language expressions without giving students any opportunity to practice those expressions.

Speaking skill is one of indicators for learning language quality included in English learning. Learning activity with interaction will help the students to remember the language aspects. In addition, by holding repeated exercise can effectively instill students' understanding. Therefore, the efforts to increase students' understanding in speaking skill must be started from increasing students' achievement in English subjects. This learning ability can be seen from the results that have been achieved after carrying out learning activities which can be studied in the form of values or abilities to do something.

The purpose of learning English both in elementary school, high schools or even in university is not only to provide students' linguistic knowledge but also purposed to how students' are skilled in using language accordance with applicable rules. The learning process is not only theoretical but also do some exercise of language skills.

Obtaining the data on students' speaking ability in English will be one of the useful inputs to be used as a base for formulating learning process strategy by teachers and prospective English language teachers. In addition, the data is used by English teacher as a treasury of students' condition in relation with the speaking ability in English.

The role of teachers is very decisive in the learning process especially in English speaking skill. For this reason, teachers are required to be able to apply learning methods or models. Likewise, speaking skills should be interesting for students. In the end, it is hoped that it can bring students to a smooth level of communication. That is, communication based on the strong interest of students.

To get the optimal level of success in the learning activities, various procedures of certain teaching are needed. For example, are the methods used in learning activities appropriate, what tools or media can be used in the process of achieving these learning objectives.

The classroom atmosphere must also be created as comfortable as possible due to create interactions between teachers and students or students and students. It because education activities are a social process that cannot occur without interpersonal interactions.

In learning language activities especially in learning English activities, there have been various learning method, one of them is role playing learning method. This method is considered appropriate for learning English, especially in learning speaking skill. Through role play, students can explore with the role they are playing without being scared of making a mistake in the learning process.

With the descriptions above, the writer feel interest to do a research entitled: The Application of Role Playing Method to Improve Students' Self-Confidence And Speaking Skill of SMA Negeri 1 Kota Mojokerto

METHOD

The method used in this research is quantitative method, with Classroom Action Research (CAR) and Quasi-Experimental as the research technique. The research design used is Classroom Action Research (CAR) included in it are: planning, implementation, observation and reflection. The research subject for Classroom Action Research (CAR) is the students of the grade VII of the 2021/2022school year, the sample of Quasi-Experimental is the classXIIIPA1 and the controlling class is the class XIIIPA2 of SMA Negeri 1 Kota Mojokerto. Sampling was carried out using purposive sampling method.

FINDINGS AND DISCUSSION

The observation result from the learning implementation on the first cycle showed that the activity process was still “less” than the average obtained, which was 2.30. The students' self-confidence showed “enough” with an average value of 2.34. Meanwhile, students' speaking skill are included in the “bad” criteria, seen from the average which is 2.33. For the result of new speaking skill was 48% of the students have completed with an average of 66.40. The observation research from second cycle of learning implementation showed an increase from the first cycle with “good” criteria from the average obtained, 3.00. Students' self-confidence showed the “high” category with an average score 2.87. Likewise, speaking skill is included in the “good” criteria seen from the average, 2.88. For the speaking skill research has increased to 68% with 17 students have completed with an average of 74,40. On the third cycle, observational data from role playing learning method and speaking skill are “very good”. This can be seen from the average scores, 3.74 and 3.42. vocabulary mastery for self-confidence has increased, students have started to feel brave to go forward and express themselves. For the speaking skill, students have completed because it has met

the classical completeness criteria, which is 92% from the set at 80% with an average completeness 80,40. It can be concluded that the application role playing models can increase students' self-confidence and speaking skill.

The results of the t-test calculation on the average pre-test value of the experimental class (49.20) and the control class (44.40) which is 1.563 when consulted in the table is 2.010. There is a significant difference between the experimental class and the control class or both classes. These groups have different initial abilities, so a gain t-test for the experimental class and the control class is held. The results of the calculation of the experimental class gain t-test with a score average of 27.60 and the control class with a score average of 13.6, that is 2.406. When it consulted with a table of 2.010, the result showed that t_{count} is greater than t_{table} , which means that there is a significant difference between the speaking skill of students in the experimental class and the control class.

CONCLUSION

Based on the result of the research and discussion that has been carried out, it can be concluded as follows: the application of the role playing learning method is able to increase students' self-confidence in English subject speaking at SMA Negeri 1 Mojokerto. It is due to the fact that this method has a way to make students actively cooperate and express themselves by playing a role according to the context of the material they are studying. The application of the role playing model can also improve students' speaking skill in English subject at SMA Negeri 1 Mojokerto based on the syntax of the role playing method, namely warming up the group atmosphere, selecting players or participants, setting the stage, observation preparing or research, acting, discussing and evaluating performances and sharing experiences.

The application of the role playing learning method is effective to improve students' speaking skill in English subjects. This can be seen from the results of the analysis conducted using t-test statistics to determine the effectiveness of the application of the roleplaying learning method compared to conventional leaning method with the ability to relatively the same initial students. From the result of the analysis, it is known that the better teachers' ability to apply the role playing learning method, the better students' understanding of the learning material is. It means that the better teachers' ability to apply learning, the more effective in students' speaking skill improvement.

SUGGESTION

It is suggested to high school teachers to make innovations in learning. One of it is using role play learning method in learning English. This method can be used as a way to attract students' interest in learning to improve their speaking skill. Students should pay attention to the aspects of assessment in speaking that can support the effectiveness of speaking in role activities.

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