

## **IMPROVING SPEAKING ENGLISH ABILITY USING ROLE PLAY METHOD FOR ELEMENTARY STUDENTS**

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### ***Abstract***

*This study aims to help improve students' ability to speak in English, so researchers use the Role Play method with students being able to explore their ability to speak English, increase their desire to speak English and can increase English vocabulary for SDN Girimulyo I students in communicating with good English and building students to learn English, Especially in the speaking aspect. This research is a class action research using two cycles, namely, cycle I and cycle II. The results showed that the average score of students' English speaking skills increased from cycle I to cycle II. The results showed that the average score of students' English speaking skills increased from cycle I to cycle II. This is shown by the Spelling results in cycle I (43.25%) to (85.2%) in cycle II. Students' mastery of the fluency aspect in cycle I (51.2%) to (79.1%) in cycle II. Pronunciation aspect of cycle I (56%) to (80.2%) in cycle II. The vocabulary aspect in cycle I (37.5%) became (80.1%) in cycle II. Comprehension increased from cycle I (45.3%) to (79.05%). The conclusion obtained is that the role play method is proven to improve students' speaking skills. The role play method gives students many opportunities to practice and practice directly.*

***Keywords: Role Play Method, Speaking Ability, English Learning***

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## **Introduction**

Humans are social creatures who interact with the environment where they are, be it by seeing, listening, communicating, feeling, and so forth. Communication with the environment can be carried out both by one-way (through television, radio, and so on), two-way, and in groups. Communication is usually done to convey information and receive information. In communicating, humans need language so that information is conveyed accurately and clearly, if one of the listeners or speakers cannot understand each other's language, then the information will have no meaning. In communicating there is the most important thing that must be considered, namely the use of language.

Language is a communication tool that humans use to interact with others around them. Human communication can be done in small groups or large groups because in essence humans are social beings who need relationships with others and so that communication can run smoothly and clearly both orally and in writing humans need language skills.

Along with the increasingly widespread globalization, English speaking skills become very crucial to master considering that English is an international language, because without the habit of speaking English in countries that do not use Indonesian as the language of instruction, it will cause loss of direction and guidance in the country because it can not communicate with local residents. At that time it is also necessary to be able to speak with the right speech in order to get the information correctly.

As stated by Hamid (2014) ability to communicate in the sense of the ability of verbal communication that is capability to understand and produce oral or written text that is realized in two language skills, namely receptive skills and productive skills. Receptive skills include listening skills and reading skills, while productive skills include speaking skills and writing skills. Furthermore, (Djiwandono, 2008) says that language skills are divided into two broad categories: receptive (understanding) which consists of listening and reading and productive (producing) which consists of speaking and writing. With adequate mastery of English skills,

students can not only express their ideas, feelings, and desires both orally and in writing but also explore the knowledge needed which is the demand of the Times.

Among the four English skills, speaking skills taught in elementary school are considered difficult for most learners. This is because speaking skills require vocabulary and phrases as well as the correct pronunciation of learners in expressing their ideas, thoughts, and experiences as a whole and communicative. Skills in speaking also affect the course of a communication, in the absence of skills in speaking can cause difficulty to interpret the communication that takes place. Speaking skills can be seen in both linguistic and non-linguistic aspects, using these aspects appropriately and correctly can make it easier for listeners and speakers to understand a communication that takes place.

Speaking has a close relationship with listening. According to Brooks in Tarigan quoted by Mulyati, speaking and listening are direct two-way communication activities (Mulyati, ). When communication activities take place, the speaker will convey his ideas or opinions to the interlocutor, the listener, either face to face or using a communication media intermediary. When the speaker conveys his thoughts, the listener will absorb the information conveyed and process the meaning of the speaker and the listener will respond to the expression of the speaker, and so on between the speaker and the listener in a communication.

There are students who consider learning a foreign language is a burden and finally do not want to follow the foreign language learning activities because students can not understand the foreign language learning, from these problems the teacher can build the desire of students to learn a foreign language with other alternatives such as making a game or games to attract the attention of students.

One method of learning that focuses on students and students become active in teaching and learning activities is the method of role play (role play). Role play (role play) is an improvement in learning methods that make students a lot of activity. The role play method aims to make students more happy and enthusiastic in learning, easier to understand the concepts they learn, and the learning results increase.

Role play is also a form of learning method used to explain roles, attitudes, behaviors, values with the aim of living the feelings, perspectives and ways of thinking of others. Students role play with their friends according to the theme / material learned, and other students observe and evaluate it.

English has become a language that must be mastered by everyone, not only because of its status as a world language but English has become a life support for the better. English covers all aspects in both educational and non-educational fields.

In the context of learning English, there is a need for an accompanying teacher who can first use the language to guide people who are just learning. To instill language in elementary school students, an approach is needed so that students can better understand the language learning that is delivered. Primary school students are still the most basic stage in learning a foreign language, many primary school students are still new to occasionally hear words in English. To make it easier for students to understand English words, it is better to start using words that are related to activities that students often do on a daily basis and are demonstrated in real form and done repeatedly.

The difficulty that occurs in learning the language, especially English, is that most people who already have a good knowledge of English vocabulary and grammar but have not been able to use English in communicating even for daily conversations. Especially for fourth grade students of SDN Girimulyo I factors are the lack of vocabulary, limited space and time to practice and practice English outside of English subject hours. This happens because in the implementation of the 2013 curriculum, foreign language lessons are not included in the main subjects, only in the local content, which for most elementary schools is not applied.

In improving speaking skills, one of them is to provide problem solving to problems that hinder students. This can be done, among others, by using role-playing methods in English language learning because it is proven to improve students' speaking skills (Lily, 2009)

With this study, researchers hope to be a reference for future research writing, especially on role play strategies, in addition to researchers and readers can increase knowledge about role play learning strategies to teach students, especially speaking

for elementary school students. Furthermore, it can improve the competence of teachers in their efforts to create effective, attractive and attractive learning for students of SDN Girimulyo I Academic Year 2022/2023.

### **Research Methodology**

This study was conducted in Class IV SDN Girimulyo I. In the classroom the researchers experienced problems in learning English and interviews with teachers who entered the field of study in the classroom it can be concluded that students' speaking skills in English listening is still low. This is because teachers have not used the method in accordance with the material to be taught limited books available in schools and media equipment is still lacking. The lack of vocabulary mastered by students is also one of the main causes.

This study is a class action research. Action research is a form of research in which practitioners systematically reflect on their practice, applying informed actions to produce improvements in practice. According to Sanjaya (2008) there are four steps we should take in action research: planning, action, observation and reflection. Subjects in this study were all fourth grade students of SDN Girimulyo I. The entire class numbered 25 people, consisting of 15 female students and 10 male students. Two female students have relatively good ability, there are some students have medium ability, and some students have very weak ability.

### **Results and Discussion**

#### **Cycle I**

Cycle I is the initial act of learning using Role Play method. This first cycle action is carried out as an effort to improve and solve problems that arise in learning English speaking skills in Class IV of SDN Girimulyo I. Learning outcomes speaking speaking English in Class IV cycle I consists of test data. The results of both data are described in detail as follows. The retelling acquisition process test in the first cycle was carried out after learning to speak English using the Role Play method. The results of this cycle I English speaking speaking test are preliminary

data. The results of the SPEAKING TEST speak English with The Role Play method. In cycle I can be seen in Table 1

Chart 1. Average value of speaking students in cycle I

No.	Indicator	Prosentase
1.	Spelling	62,1%
2.	Fluency	51,2%
3.	Pronunciation	56% %
4.	Vocabulary	37% %
5.	Comprehension	45,3%

The next step after observation is reflection. This reflection stage researchers with teachers as collaborators discuss back what has been implemented in the first cycle. Collaborator teachers and researchers discuss and analyze the results of actions in the first cycle. Reflection activities carried out are based on the achievement of indicators of research success. Therefore, the reflection for Cycle 1 can be seen both in process and in product.

In the process, there has been an improvement in the learning process of speaking English. Students are more active in teaching and learning activities. Attention and concentration of students in the teaching and learning process is also increasingly formed. Students in action cycle one are more interested in following the learning. The courage of students in speaking English in front of the class has begun to appear. In this observation in Cycle 1, the results are more improved but to establish whether the learning strategy of role play method can really improve students' English speaking skills in the Daily Activities material, it is necessary to take action in Cycle II.

## **Cycle II**

The implementation of classroom action research using the Role Play method in English learning is expected to improve the ability to retell and dialogue about the Daily Activities of fourth grade students of SDN Girimulyo I academic year 2022/2022.

Chart 1. Average value of speaking students in Cycle II

No.	Indicator	Prosentase
1.	Spelling	85,2%
2.	Fluency	79,1%
3.	Pronunciation	80,2%
4.	Vocabulary	80,1%
5.	Comprehension	79,5%

The next step after observation is reflection. This reflection stage researchers with teachers as collaborators discuss back what has been done in the second cycle. Collaborator teachers and researchers discuss and analyze the results of actions in the second cycle. Reflection activities carried out are based on the achievement of indicators of research success. Therefore, the reflection for Cycle II can be seen in both process and product. In the process, there has been an improvement in the learning process of speaking English. Students are more active in the teaching and learning process. Attention and concentration of students in the teaching and learning process is also increasing. Students in the second cycle of action more interested and eager to follow the learning. Students ' courage in speaking English in front of the class increased significantly. Action Cycle II is an indicator of completeness of learning has reached 80% as well as the activity of students are in the category of good and very good has reached 80%, then this study is no improvement.

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