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**Increasing The Level of Students’ Participation in Speaking English by Using Role Play: A Classroom Action Research at The Eight Grade Students at SMPN 18 Mataram.**

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**ABSTRAK**

Penelitian tindakan kelas ini dilakukan pada kelas delapan SMPN 18 Mataram yang dimana sebagian besar siswanya tidak menunjukan adanya minat dalam belajar bahasa Inggris. 38 siswa diperkenalkan metode role plays untuk menarik minat mereka. Pertanyaan yang muncul sejauh ini adalah apakah penggunaan role plays mampu untuk meningkatkan kadar partisipasi mereka atau tidak. Penelitian ini menyertakan dua siklus yang didukung dengan pengunaan tes lisan didalamnya. Hasil dari penelitian ini menunjukan adanya peningkatan partisipasi pada siswa mencapai 40%. Pada post test 1, hanya 15 orang siswa atau sekitar 42,8% siswa yang ikut berpartisipasi selama kegiatan belajar mengajar, namun angka ini berubah di post test selanjutnya yaitu pada post test 2. Pada post test 2, jumlah siswa yang berpartisipasi selama kegiatan belajar mengajar menjadi 82,8%. Hal ini menunjukan bahwa penggunaan role plays mampu untuk meningkatkan partisipasi siswa. Siswa kelas delapan telah menunjukan peningkatan partisipasi melalui role plays, yang dipercaya mampu untuk menciptakan suasana belajar yang nyaman selama berada didalam kelas dan juga penggunaan role plays membantu siswa menjadi lebih aktif, antusias, dan juga tertarik terhadap topik yang disampaikan.

**ABSTRACT**

This classroom action research was conducted on eight grade SMPN 18 Mataram which most of the students showed low level of participation in learning English which increased the passiveneness during the learning process. 38 students were being the subjects during this research that offered a role play as the treatment in order to trigger their attention. The question raised whether role plays is able to increase the level of students’ participation or not. This qualitative study needed two cycles to be accomplish the research objectives which supported by oral test within. The result of this classroom action research showed an increasing level of students’ participation in speaking English up to 40%. The use of role plays on post test 1, showed only 42,8% students passed the standard of being success which is indicated by 15 students who passed 67 points as the category of the standard of KKM, meanwhile the rest of the students were categorized failed. The number was raised on post test 2 which showed 82,8% students passed the standard of KKM. It can be concluded that the use of role plays could increase the level of students’ participation in speaking English. Eight grade students at Junior High School 18 Mataram showed an increasing level of active participation in speaking through treatment given during the teaching and learning process. Using role plays as a technique during teaching and learning process could create more comfortable atmosphere inside the classroom and also could create a memorable class sessions. The students could be more active, enthusiastic and also interested in taking a part in the lesson. In addition, they could speak confidently better than in the previous meetings.

Key terms: role plays, participation, speaking

**INTRODUCTION**

A trouble used to distractthe students in learning English was the lack of participation. The less of participation tend to influence the interest of students in learning english as well. Hence, it could acknowledged the problem faced in this study was the lack of ability of the students that caused by the less of participation and interest. Moreover, trouble more arose when students considering English as the foreign language required to be mastered as one of the requirement for graduate. Another difficulties was not only complicated in meaning, but also the matter how it works, such as: how to pronounce it, how to spell it, how to write it down in a good order, etc is another problem that used to emerge in learning English. Actually, it could be solved as long as the students desire to learn and comprehend English seriously, even though the fact showed that the students in great quantities lack of interest in learning English. Obviously, participation and interest of the students are important things to emphasize in order to understand English very well. Therefore, this research is built in order to increase the participation of the students through a role play, because role play is believed able to assist increase the participation among the students through it active activity.

According to the real experience during teaching practice for 6 months at SMPN 18 Mataram, observation showed that most of students at second grade were quite hard to speak English which caused the lack of interest and low level of participation. Their speaking ability seems very low, it was shown from the difficulties to pronounce the words in English, spelling the words, and also to utter it fluently. Probably, this issue emerged because of the teacher applying an old strategy in teaching English which demotivated students in learning English. The teacher generally used the same strategy in teaching English which affect a non-maximalresult to the student’ ability.

A good teaching method is using students’ experience which helps generate enthusiasm for active involvement in learning process. One effective technique to encourage such participation is a role play. “A role play provides an opportunity for “acting out” conflicts, collecting information about social issues, learning to take on the roles of others, and improving students’ social skills. Therefore, we believe that role plays play an indispensable part in human development and offer a unique opportunity for resolving interpersonal and social dilemmas” (Joyce & Well 1986).

The use of role play may contribute many advantages, both to the students and the teacher. The students are able to develop their English skill and meanwhile the teacher able to seek the weakness of his or her ability in teaching process afterwards correct it to a new teaching strategy. Another advantage of using role plays isstudents could pleasure to enjoy the lesson because it offers activities which invite the participant of the students to be encouraged.

However, the use of role playsnecessaryies to be investigated in order to figure out whether it is proper or not to be applied as a good teaching method in the classroom to the students, and also to measure it as an effective method to increase the level of student’s participation which help them to comprehend English very well. Hence, this classroom action research attempts to study on the use of a role play to increase the level ofstudent’s participation atthe second grade students at SMPN 18 Mataram. Academic year 2013/2014.

**RESEARCH QUESTIONS**

The research question that put in this study is:

* Can role plays increase the level of students’ participation?
* How role plays increase the level of students’ participation?

**SCOPE OF THE STUDY**

The scope of this research focuses on the participation among students during the teaching and learning process. This scope limited into the observation of the students being active through role play whether they questioning, giving comment, responding, or help solving problem. Those acivities are calculated as the scope whether the use of role play may encourage the participation of the students.

**METHODOLOGY**

Subject

The subject that examines in this classroom action research is elicited from class VIII at SMPN 18 Mataram. The second grade which is split into two class, class VIIIA with 18 students in it and VIIIB has 20 students, meanwhile the third grade has 18 students at class A, 27 students at class B, and 28 students at class C. The subject that conduct in this study is gathered from second grade student which amount totally 38 students within.

Research Procedures

This classroom action research consists of two cycles, each carried out for a week. This study was carried in two cycles in which the upcoming cycle was conducted by considering the result of the previous cycle. Each cycle begin from planning first, and then followed by action, observation, and reflection at the end.

Data Collection Procedures

*Type of Data*

Type of data applies in this classroom action research is using qualitative data. The qualitative data occurs on the result of observation and reflection on the teaching and learning process. Not only measures from the result of the observation, the qualitative data also occur on syllabus, lesson plan, and the material used before. Those data expect completed all the data collection in this study.

*Source of Data*

There are some sources of data that occur in this study to achieve the aim of this research. The source of data is derived from second grade students at Junior High School 18 Mataram with 38 students as the subject who examined in order to achieve the result of this study. Not only students, others data such as syllabus and lesson plan are including on the source of data in this research, and also materials uses in the teaching and learning process. Some worksheets also available in order to measures the ability of the students, then for the last source of data that discover in this classroom action research is observation paper which believed able to discover the result of the research whether the research is success or fail.

*The Technique of Data Collection*

Considering classroom action research, there are a lot of techniques in order to collect the data. This classroom action research is applying some techniques in order to achieve the aim of this study, such as observation. The observation is used to measure the level of student’s participation whether they encourage the materials or not.

*Instruments of Data Collection*

The instrument of data that use in this classroom action research is considering on an observation paper, assessment paper, and oral test. Those following data collection are used to measure the level of student’s participation in order to achieve the aim of this research.

Data Analysis Procedures

The entire of data that have been collected is chategorize to qualitative research. The qualitative data is applying to describe the result that collected from students, describing all the activity that occur in the classroom include the interaction students and teacher, and also to describing the result of oral test to unsure the level of student’s participation.

To complete procedures are as follows:

1. Data taken from document note
2. Data taken from classroom observation
3. Compares the students’ achievement before and after using role plays

In this part, I was compared the students’ achievement before and after using role plays.

**RESULT**

The result of this classroom action research shows an increasing level of students’ participation in speaking English up to 40%. The use of role playson post test 1, shows only 42,8% students passed the standard of being successfull which means only 15 students passed 67 points on the standard of KKM, meanwhile the rest of the students are chategorized failed. The number raised on post test 2 which gained 82,8% student passed the standard of KKM. This research need two cylcles in order to raise the level of students’ participation in speaking English. The two cycles are described in the following section.

Pre test

At this stage, the students were taught some expressions written on lesson plan relating to the transactional conversation, such as asking and giving help, admitting and denying fact, and giving opinions. The students were requested to understand about some expressionstaught before. This pre test is aimed to acknowledge the level of students’ participation without applying a role play as the method on teaching and learning process. The result of the pre test contributes the general description to this research about the level of students’ participation currently. The percentage of the pre test can be seen in the following table.

Table 1

The percentage of students’ participation on the pre test

|  |  |  |  |
| --- | --- | --- | --- |
| Score | Category | Frequency | Percentage (%) |
| 67 - 100 | Yes | 6 | 17,1 |
| 0 - 66 | No | 29 | 82,8 |

Table 1 shows 6 students scored above 67 points. It means only 6 students (17,1%) achieved the mastery learning speaking through role play meanwhile 29 students (82,8%) had not achieved the mastery learning of speaking seen from their participation. Table 1 shows most of the students did not pass the category of standard KKM which means require more treatments and practices to improve their speaking skills. Considering the result of pre test above, the role play was use for treament on the first cycle.

First cycle

This classroom action research is divided into two class meetings for each cycle. In every meeting, a three phase technique is applied to assist the teaching and learning process. There are some instruments prepared to complete the teaching and learning process for each meeting such as preparing the materials, syllabus, lesson plan, participation rubrics, and at the end of the class sessions a role play practiced as a test for students to measure the level of student’s participation.

The result of scoring students participation can be seen in the following Tables.

Table 2

The result of students’ post test 1

|  |  |  |  |
| --- | --- | --- | --- |
| **Students’ number** | **Score of post test 1** | **Category** | |
| **Yes** | **No** |
| 1 | 75 | Yes |  |
| 2 | 68 | Yes |  |
| 3 | 62 |  | No |
| 4 | 68 | Yes |  |
| 5 | 68 | Yes |  |
| 6 | 56 |  | No |
| 7 | 50 |  | No |
| 8 | 75 | Yes |  |
| 9 | 68 | Yes |  |
| 10 | 50 |  | No |
| 11 | 68 | Yes |  |
| 12 | 56 |  | No |
| 13 | 62 |  | No |
| 14 | 50 |  | No |
| 15 | 50 |  | No |
| 16 | 75 | Yes |  |
| 17 | 68 | Yes |  |
| 18 | 31 |  | No |
| 19 | 75 | Yes |  |
| 20 | 43 |  | No |
| 21 | 50 |  | No |
| 22 | 81 | Yes |  |
| 23 | 50 |  | No |
| 24 | 50 |  | No |
| 25 | 68 | Yes |  |
| 26 | 43 |  | No |
| 27 | 75 | Yes |  |
| 28 | 37 |  | No |
| 29 | 56 |  | No |
| 30 | 43 |  | No |
| 31 | 68 | Yes |  |
| 32 | 56 |  | No |
| 33 | 43 |  | No |
| 34 | 68 | Yes |  |
| 35 | 56 |  | No |
| Mean | 58,9 | | |
| The lower score | 43 | | |
| The highest score | 81 | | |

The percentage data can be seen on the table below.

Table 3

The percentage of students’ participation on the post test 1

|  |  |  |  |
| --- | --- | --- | --- |
| Score | Category | Frequency | Percentage (%) |
| 67 - 100 | Yes | 15 | 42,8 |
| 0 - 66 | No | 20 | 57,1 |

It is obvious from the result of the post test above, that the action conducted in cycle 1 increased the level of students’ participation. It was identified that 15 students (42,8%) achieved 67 point as the standard of being active in speaking, and 20 students (57,1%) did not actively participate in speaking.

Second cycle;

Considering the resultof cylce 1, the lesson plan is revised to prepare for the next meeting on cycle 2. This cycle also attempts to improve the students’ participation in speaking English and attempts to create the lesson plan more interesting for students so that they could be more actively involved in the learning process. Some activities planned in the second cycle include preparing the lesson plan, preparing the material, preparing the teaching instruments neccesary to improve the level of students’ participation in speaking English. Briefly, the entire planning from this cycle is the revision from cycle 1.

The calculation of score during this cycle could be seen on this table below.

Table 4

The result of students’ post test 2

|  |  |  |  |
| --- | --- | --- | --- |
| **Students’ number** | **Score of post test 2** | **Category** | |
| **Yes** | **No** |
| 1 | 93 | Yes |  |
| 2 | 62 |  | No |
| 3 | 68 | Yes |  |
| 4 | 87 | Yes |  |
| 5 | 75 | Yes |  |
| 6 | 68 | Yes |  |
| 7 | 56 |  | No |
| 8 | 87 | Yes |  |
| 9 | 75 | Yes |  |
| 10 | 68 | Yes |  |
| 11 | 81 | Yes |  |
| 12 | 75 | Yes |  |
| 13 | 50 |  | No |
| 14 | 68 | Yes |  |
| 15 | 75 | Yes |  |
| 16 | 68 | Yes |  |
| 17 | 75 | Yes |  |
| 18 | 75 | Yes |  |
| 19 | 68 | Yes |  |
| 20 | 87 | Yes |  |
| 21 | 75 | Yes |  |
| 22 | 93 | Yes |  |
| 23 | 75 | Yes |  |
| 24 | 68 | Yes |  |
| 25 | 62 |  | No |
| 26 | 75 | Yes |  |
| 27 | 81 | Yes |  |
| 28 | 50 |  | No |
| 29 | 75 | Yes |  |
| 30 | 87 | Yes |  |
| 31 | 81 | Yes |  |
| 32 | 75 | Yes |  |
| 33 | 25 |  | No |
| 34 | 81 | Yes |  |
| 35 | 81 | Yes |  |
| Mean | 72,7 | | |
| The lowest score | 25 | | |
| The highest score | 91 | | |

The percentage data can be seen on the table below.

Table 5

The percentage of students’ participation on the post test 2

|  |  |  |  |
| --- | --- | --- | --- |
| Score | Category | Frequency | Percentage (%) |
| 67 - 100 | Yes | 29 | 82,8 |
| 0 - 66 | No | 6 | 17,1 |

The result of post test 2 above, clearly showes that the action conducted during the teaching and learning proccess was very helpful because it could successfully increase the level of student’s participation in speaking English.

**DISSCUSSION AND CONCLUSSION**

Generally, it is informed that the standard of speaking score is 67 point. In pre test, 6 students (17,1%) gain score more than 67, it indicates that less students achieve the level of students’ participation in speaking English and the rest 82,8% students fail to pass the standard.

Therefore, it is imperative to conduct another treatment using role plays in order to improve the previous score gained by the students. In the final score, post test 1 resulting only 15 students passed the standard and 20 students failed. Considering this condition, the second cycle is built in order to improve the previous score. The result of post test 2 shows an increasing at the level of participation of the students. There were 29 students (82,8%) passed the standard KKM, and 17,1% (6 students) still marked as fail.

The important point that could be assumed during this research is the increasing level participation of the students through a role play. Considering all the test and treatment conducted on this study, it resulting that 40% of the students could be more actively speak in English. Previous result shows 42,8% students interesting spoke in English, conversely on the last result that 82,8% students successfully pass the standard of KKM.

The use of role play as a treatment during teaching and learning process during this study could create more comfortable atmosphere inside the classroom and also help to create a memorable class session. The students could be more active, enthusiastic and also interested in taking a part in the lesson. In addition, they could speak more confident than in the previous.

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