

# INCREASING THE PERFORMANCE OF STUDENTS' SPEAKING THROUGH ROLE PLAYING STRATEGY AT SMP NEGERI 2 GUNUNGSITOLI IN 2023/2024

*By Agung Dixsi Harefa*

**INCREASING THE PERFORMANCE OF STUDENTS' SPEAKING  
THROUGH ROLE PLAYING STRATEGY AT SMP NEGERI 2  
GUNUNGSITOLI IN 2023/2024**

**UNDERGRADUATED THESIS**

**by**

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## ABSTRACT

Speaking performance is the process of speaking English in front of people. The goal of this study was to see whether the role-playing strategy could increase the performance of students' speaking at SMP Negeri 2 Gunungsitoli in 2023/2024. Based on the researcher observation, the researcher found some problems in speaking performance such as students lacking in practicing speaking performance, the students lacking in self-confidence in speaking performance and students have difficulty in pronouncing some words. The researcher implemented the role playing strategy to solve the problem. Role play provides students with the opportunity to express themselves orally. Students can express their ideas individually and showcase their performance in speaking. The research method chosen was Classroom Action Research which was carried out in two cycles. The data of the research was collected through observation and oral tests. The results showed that there was some improvement in students speaking performance. In cycle I there were several actions that failed. Meanwhile, in cycle II, the application of role-playing techniques succeeded in improving students' speaking abilities. The result indicate that role-playing strategy can increase the students' speaking performance in the class.

**Keywords : Speaking, Performance, Role Playing Strategy**

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The Researcher,

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## CHAPTER I

### INTRODUCTION

#### 1.1 Background of the Problem

Speaking skill are integral to English learning, as they are a fundamental aspect of the language. Being able to communicate verbally is essential for daily interactions, whether in educational settings or in everyday life. According to Diniarty and Bunau (2018), quoted by Sri Yuliani (2020), speaking is the process of expressing ideas, opinions or feelings to other people using words or articulatory sounds to provide information, persuade and entertain, which can be learned by Various teaching and learning methods. Moreover according to (Djafar & Yunus, 2023) “Speaking is one way of sharing information, ideas, or feelings through oral communication”. So that, speaking is essential in daily activities as it is the primary method of communicating messages to others. Therefore it is very important that someone must have a good performance in communication so that the listener will understand and this could influence the listener. This is also in line with the opinion of Paradilla and Hasanah (2020), who state that having good speaking skills is the key to achieving good speaking performance. Speaking performance has a close relationship with speaking skills because that is the realization of speaking skills. The students' success in mastering English can be seen from how they can use these skills to speak in real life that’s called as performance.

Speaking performance refers to the persons’ ability to use speaking skills in real communicative situations. Talk about person ability also related with their self-confidence. When students are able to show their ability in speaking with good self-control, so this influences their performance in speaking. Speaking performance involves applying speaking skills in everyday communication contexts, such as conversations, presentations, or social interactions. In conversation, voice, pronunciation and fluency also have impact when someone speaking. Listeners will understand the message conveyed when someone can Speak clearly, firmly and with adequate intonation.

Speaking performance typically refers to the ability of an individual to effectively communicate verbally, whether in a casual conversation, public speaking, or other forms of oral communication. According to (Misti 2018 in Novita Paradilah 2020) “Speaking performance is oral communication that requires the ability to use the language appropriately in social interaction not only verbal communication but also uses gesture, body language, and expression”. This illustrates that speaking as a performance is a person's way of using his knowledge to produce and understand sentences, to express the ideas, feelings and thoughts orally in real situations. Then, Abdullaeva & Avezova (2020) Say “speaking is one of the important skills for students to master”. So the better a person masters speaking skills, the better their speaking performance will be in practical situations. That's why it's crucial to continuously develop speaking skills, as students who fail to learn and practice speaking may lose interest and motivation in learning English. Then they cannot show their ability in speaking.

According to the Minister of Education and Culture, a crucial aspect of achievement is the skill of oral communication, specifically the capability to articulate thoughts, and feelings orally in social interactions. In the syllabus it is also expected that students are able to mention, state and ask about an event that occurred according to the context. So that <sup>9</sup> students are expected to be able to show their performance in speaking, students can speak in front of class, presenting their argument, their feelings and they use speaking in everyday life.

In reality, the expectations in the syllabus have not yet been achieved. Many studies and teaching experiences show that even after years of English learning experience, the students tend to perform poorly especially in speaking. According to Shen and Chiu (2019), students encounter challenges in speaking English, including psychological barriers such as nervousness, fear of errors, and low confidence, as well as language-related problems like restricted vocabulary, grammar weaknesses, and challenges in structuring sentences. Another study conducted by Ratnasari (2020), indicates that the students face difficulties in speaking English due to inadequate vocabulary and grammar knowledge.

Furthermore, Riadil (2020) illustrates that students frequently make <sup>16</sup> mistakes in grammar and vocabulary usage, resulting in poor performance in speaking

English. The most common factor affecting students' speaking ability is a lack of vocabulary, so they cannot speak fluently. It shows that students still have weaknesses in showing their performance in speaking. All these problems are nothing other than a lack of speaking practice.

Based on my experience at SMP Negeri 2 Gunungsitoli, students are still not able to show their best performance in speaking. Problem they faced such as students lack in practicing speaking, when the students speak in front of the class, they worry about making mistakes, fear criticism or embarrassment, or simply feel shy about receiving attention for their speech. The students' lack of self-confidence makes them unable to perform well. Students complain that they cannot think of anything to say. They find it difficult to utter a single word and lack the motivation to express themselves beyond feelings of guilt that they should have expressed, which inhibits their ability to speak clearly. Then they lack of speaking interaction among students. This is what also often affects their performance in speaking skills. Another problem such as the lack of strategy for engaging student in speaking. Therefore, teacher must find the solution to make up the problem with choosing a strategy to make students interested in learning, especially to improve students performs in speaking, that is very important.

Therefore, the researcher suggests a model to assist in this regard, which is role play. Role play involves simulating required behaviors, aimed at training students to handle narrative situations, practicing oral language intensively, and providing opportunities for students to enhance cooperative communication skills.

According to Gusmuliana et al. (2021), role-play is an effective approach for improving the students' communication skills and boosting their engagement through assigned roles. So, Role-playing is significant because it requires students to play roles appropriate to specific situations and allows them to "become" someone or think within particular scenarios where students can improvise.

Based on the researcher observations, the researcher compiled the research with the title **“Increasing the Performance of Students’ Speaking through Role Playing Strategy at SMP Negeri 2 Gunungsitoli in 2023/2024”**.



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## 1.2 Identification of the Problem

By considering the context of the previous problem, the researcher identified the problem as follows:

1. Lack of the students practicing their speaking performance
2. Students lack confidence in their speaking appearance
3. Students have difficulty pronouncing some words and cannot speak clearly

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## 1.3 Limitation of the Problem

Based on this identification, the researcher focuses on the problem is to Increasing the Performance of Students Speaking through Role Playing Strategy at SMP Negeri 2 Gunungsitoli in 2023/2024.

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## 1.4 Formulation of the Problem

The researcher formulated the problem by presenting the question as follows :  
“Does role playing strategy increase the student speaking performance?”

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## 1.5 Objective of the Research

From the formulation previously, the objective of the research is to increase the performance of students speaking through role playing strategy SMP Negeri 2 Gunungsitoli in 2023/2024.

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## 1.6 Significance of the Research

There are some significances of the research that will be conducted by the researcher, in practically and also in theoretically, as follows :

- a. The general significance of the research
  1. To give contribution to Universitas Nias as a basic further research
  2. As a contribution to other researcher (candidate of English teacher)
- b. The specific significance of the research
  1. To enhance the knowledge for the researcher
  2. To enhance the knowledge for the reader

**LITERATURE REVIEW****2.1 Theoretical Framework****2.1.1. Speaking Performance****a. Definition of Speaking Performance**

Speaking is something that is very necessary for speaking skills, but it can also be difficult when students cannot demonstrate or use their speaking skills. In this case, a student's ability to use, demonstrate, communicate effectively speaking skills is called speaking performance. According to Chomsky on his theory of language (1965) as cited in (Jusuf et al., 2021) "Performance is defined as the actual use of language in concrete situations". The performance includes everything a person does or displays in a particular context, how well someone communicate verbally, particularly in terms of effectiveness, clarity, and impact. The success of a child who has mastered speaking can be seen from how they are able to use their knowledge of speaking skills and can speak. Speaking skills itself refers to the foundational abilities or techniques that students use to communicate verbally. Meanwhile speaking performance is a manifestation of the ability to master speaking skills.

According to Irawan et al., (2022) "Speaking performance is the act of people which observable or measurable to convey their message to the listener using several rules, so that the listener can understand the meaning clearly". Next, "Speaking performance serves as a method of verbal communication for conveying ideas and information to others, encompassing the production of sound, gestures, facial muscle movements, and indeed, the entire body" (Muh. Nurasyik et al., 2022). So speaking performance generally refers to how effectively an individual communicates and delivers information when speaking in various contexts. Speaking performance also talk about a person's level of self-confidence when speaking. According to Aisyah (2020) and Ayem (2020), as quoted by Kansil et al., (2022), self-confidence is a factor that greatly influences students' desire to develop speaking skills. Self-confidence is one of the aspect that can show a person's performance in speaking. This is also crucial for students to

communicate confidently without experiencing nervousness, as it helps them build self-confidence. Then how a message can have an impact and influence the listener, that is what is called speaking performance.

**b. Speaking Performance Scoring Criteria**

Speaking performance scoring criteria was used to measure the speaking performance students. There are scoring criteria that proposed by Sugiyono in (Paradilla & Hasanah, 2020).

**Table 2.1**

“Speaking Performance Scoring Criteria, by Sugiyono in (Paradilla & Hasanah, 2020)”

No.	Categories	Criteria	Score	Indicator
1.	Self-confidence	Excellent	4	The speaker has very good self-confidence and could manage the stage and the audience well.
		Very Good	3	Looks a bit nervous but still could manage the stage and the audience.
		Good	2	The speaker has quite good self-confidence.
		Poor	1	The speaker looks very nervous
2.	Voice	Excellent	4	Speaks clearly, distinctly and have a quite good intonation
		Very Good	3	Speaks clearly and have a quite good intonation
		Good	2	Sometimes mumbles but cannot be understood
		Poor	1	Often mumbles or cannot be understood
3.	Eye Contact	Excellent	4	Stands up straight, have a good gesture

	and Gesture			and establish eye contact to everyone in the room during performance
		Very Good	3	Stands up straight, have a quite good gesture and establish eye contact to everyone.
		Good	2	Sometimes stands up straight and establish eye contact.
		Poor	1	Slouches and or does not look at people during the performance
4.	Pronunciation	Excellent	4	There is no mispronounce
		Very Good	3	There are mispronounces no more than two words.
		Good	2	There are mispronounces three until five words
		Poor	1	There are a lot of mispronounces
5.	Fluency	Excellent	4	The speaker speaks very fluent in English like a native
		Very Good	3	There are few hesitation during speaking
		Good	2	There are some hesitation during speaking
		Poor	1	The speaker does not speak fluently English. There are a lot of hesitation during speaking.

### 2.1.2 Role Playing Strategy

#### a. Definition of Role Play

Role-play is a technique that enables the students to engage in realistic scenarios through interaction with others in a controlled manner, aimed at gaining

practical experience (Nikmah, 2019). Additionally, according to Krebt (2017) cited in (Magfiroh et al., 2022), “role-play is described as simulated participation in social situations, designed to illustrate real-life roles and contexts”. Another way to characterize role-playing as a teaching strategy is to provide students meaningful experiences. It instructs students on how to act and behave in authentic circumstances.

Joyce and Weil (2000) as cited in Schedule et al. (2022) say “Role-Play is a teaching strategy that aligns with the social family of models”. The strategy places a strong emphasis on the social component of learning and views cooperative behavior as intellectually and socially engaging for pupils. Next, according to Hankin (2019) cited in (Maulana & Lolita, 2023), “Role-playing gave the students a lively discourse method. The students feel empathy and understand how it feels to become other people”. Students adopt the role of a certain individual, such as a manager, customer, or shop assistant. Students who want to play this role must participate in a scenario and act out a dialogue. In classroom situations, role-play is beneficial for helping students establish context and enhance their learning experience. Role-play is crucial in teaching speaking skills because it enables students to practice speaking in diverse social roles and scenarios. Additionally, it fosters creativity by enabling students to temporarily adopt different perspectives. With role play it can enhance the soft skills such as teamwork, communication, critical thinking, and adaptability. Based on the explanation above, the researcher conclude that role-playing refers to a learning or therapeutic technique where individuals assume and enact roles, typically to simulate real-life situations, practice skills, or explore perspectives different from their own.

#### **b. The Advantages of Role Play**

Brewer in Gusmuliana et al. (2021) identifies several benefits of role play as an educational tool for students:

1. Boosting student motivation.
2. Fostering student creativity.
3. Providing enjoyment for students.
4. Increasing student engagement when actively involved in learning.

5. Enhancing social understanding, critical thinking, and verbalizing different perspectives.
6. Teaching empathy and understanding diverse viewpoints.
7. Improving communication and interpersonal skills.
8. Allowing students to express presence, humor, and their personal communication style.

Furthermore, according to Wehrli and Nyquist (2003) as cited in Balak et al. (2022), incorporating role-playing activities in the classroom offers several benefits for students:

1. Students are encouraged to actively participate as they work within groups.
2. Role-playing enhances learning experiences by providing variety, realism, and specificity.
3. It helps students improve problem-solving abilities and verbal communication.
4. When real-world experiences are unavailable, such practice provides exercises to help develop skills before their application in real-life situations.
5. It offers students a chance to experiment in a safe environment with behaviors they consider potentially useful, while also identifying less beneficial behaviors.
6. It potentially provides new perspectives on a situation while developing emotional insight and relationships with others.
7. It allows teachers to receive direct feedback on students' understanding and ability to apply concepts in new situations. Following role-playing activities, teachers typically provide feedback, evaluation, and advice.
8. It increases the likelihood of students applying what they have learned in class to real-world situations.

#### **c. The Disadvantages of Role Play**

According to (Wehrli and Nyquist 2003) cited in (Balak et al., 2022), There are several disadvantages associated with using role play in the classroom:

1. Students may feel pressured to perform, leading to potential embarrassment or resistance.
2. Role play heavily relies on the learner's imagination and willingness to participate.
3. It can evoke strong emotional responses related to past experiences or empathy.
4. Without careful planning, orchestration, and monitoring, role play sessions may become disorganized.
5. Without proper observation and feedback from a knowledgeable facilitator, role play may reinforce ineffective behaviors and strategies.
6. The outcomes of role play activities can be unpredictable.
7. Role play requires preparation, which can be time-consuming.

**d. Procedure of Implementing Role Playing Strategy**

According to Donn Byrne as cited in Nikmah (2019), role-play can be classified into two types. First, scripted role-play involves activities where students act out dialogues provided in textbooks, allowing them to imitate or modify characters from the script. Conversely, spontaneous role-play, often referred to as free role play or improvisation, does not depend on textbooks. In this type, students have the freedom to determine the language and content used during the role play scenarios.

When using role-playing, there are several procedures to follow as outlined in Balak et al. (2022):

- a) Students interpret and introduce themselves using dialogue.
- b) The class is divided into pairs A and B, where each pair is given a role based on the dialogue that has been prepared.
- c) Allow the students to enact their roles, not just state them; students should read their role-playing aloud.
- d) Walk around the room to provide corrections and rechecks.
- e) Students switch the roles and repeat the process. Those assigned initial roles may be asked to create their own role-play scenarios, filling in the blanks with different words than previously used.

According to Jakob (2018) as cited in Pinatih (2021), for the effective implementation of role play teaching techniques in the classroom, several steps are necessary:

According to Jakob (2018) as quoted in Pinatih (2021), in order to implement role play teaching techniques in the classroom effectively, several steps are needed:

- a) Explain the technical aspects of implementing role play to students.
- b) Arrange students into groups.
- c) Present a story or situation to students.
- d) Provide an explanation that is relevant to the story or situation.
- e) Allow the students time to prepare the dialogue for the role play they will perform.
- f) Allocate time for each group to collaborate on their role play presentation to the class.
- g) Provide opportunities for each student to provide feedback in their group.

Based on the procedure of the theory previously, the researcher concludes that in implementing role playing strategy, as follows : First, the researcher prepare the material and explain to students how to implementing the role playing strategy. Second, the researcher divide students into a group. Third the researcher provides the dialogue and instructs the students to perform their role plays in front of the class.

Ultimately, the researcher employs the methods outlined by Jakob (2018) in (Pinatih, 2021) because they are pertinent to the researcher's study.

#### **e. Relationship Between Role Play and Oral Communication Skills**

Based on the theories above, the researcher explain the relationship between role playing strategy and speaking performance. Speaking performance is the ability of students to show their speaking skills in real situation, in the conversation, social interaction, presentation and so on. While Role Playing Strategy is the strategies to develop the students speaking especially in speaking performance. Role Playing Strategy invite the students to develop their experience in communication, creativity, how to act or express their speaking with their



performance, and also in team work it can be an effective way to build the social interaction between students.

## **2.2 Conceptual Framework**

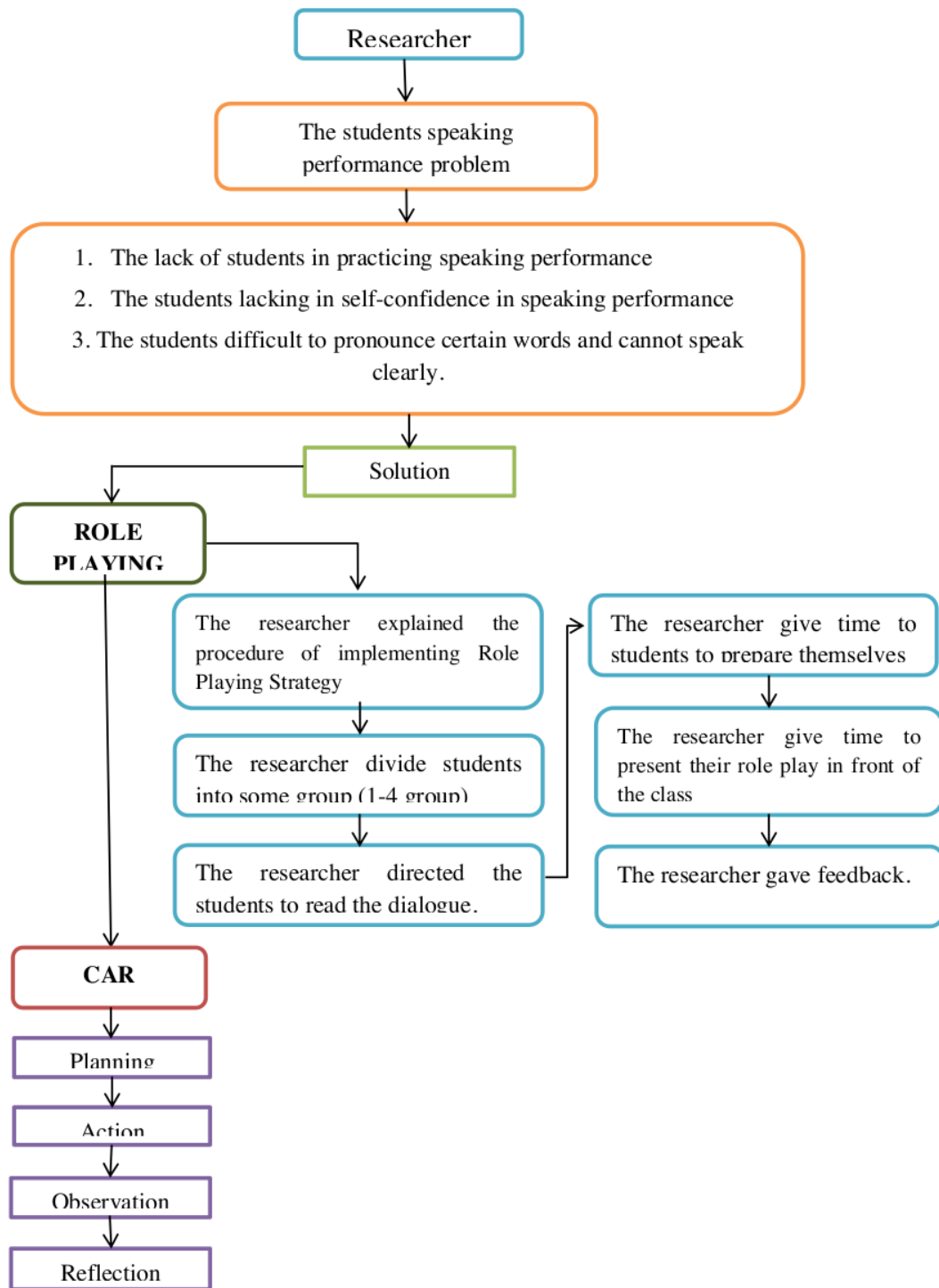
In the study, the researcher described how they enhanced students' speaking performance using the Role Playing Strategy. The researcher applied Role Playing Strategy and Classroom Action Research (CAR). During the planning stage, the researcher prepares various tools including the syllabus, lesson plans (RPP), teaching materials, observation sheets, field notes, and attendance lists. In action, the researcher applied the procedure of Role Playing Strategy. The schema on application of Role Playing Strategy is presented as on the next page:

## **2.3 Hypothesis**

The researcher forms research hypothesis as follow:

Ho : Role Playing Strategy cant increase the performance of students' speaking at SMP Negeri 2 Gunungsitoli in 2023/2024.

Ha : Role Playing Strategy can not increase the performance of students' speaking at SMP Negeri 2 Gunungsitoli in 2023/2024.



**Schema 1. The conceptual framework of Increasing the Performance of Students in Speaking through Role Playing Strategy**

## CHAPTER III METHODOLOGY

### 3.1 Type of the Research

This study employs classroom action research, which is employed to address issues within the classroom. According to Hopkins as cited in Rusman (2020:2), Classroom action research integrates research procedures with substantive action—an action undertaken within the discipline of inquiry or an individual's effort to understand ongoing events while actively participating in processes of improvement and change. According to Sulipan as cited in Parnawi (2020:3) “Classroom action research is conducted within the classroom to assess the impact of actions taken on the research subjects within that classroom”. This research also falls under descriptive research, as it illustrates how a teaching technique is implemented and how desired outcomes can be achieved (Puspitaningtyas, 2020). Since the purpose of Classroom Action Research (PTK) is to improve the quality of the learning process. The activities carried out must be actions that are believed to be better than activities that are usually carried out. In other words, the actions given to students must look more effective, efficient, creative and innovative (Parnawi. A, 2020: 4).

Based on the explanation above, the researcher concludes that, Classroom Action Research is a systematic process aimed at enhancing the quality of the learning process by identifying effective solutions to encountered challenges. So action research is typically conducted by the teachers and practitioners and the process focuses on practice in order to improve practice.

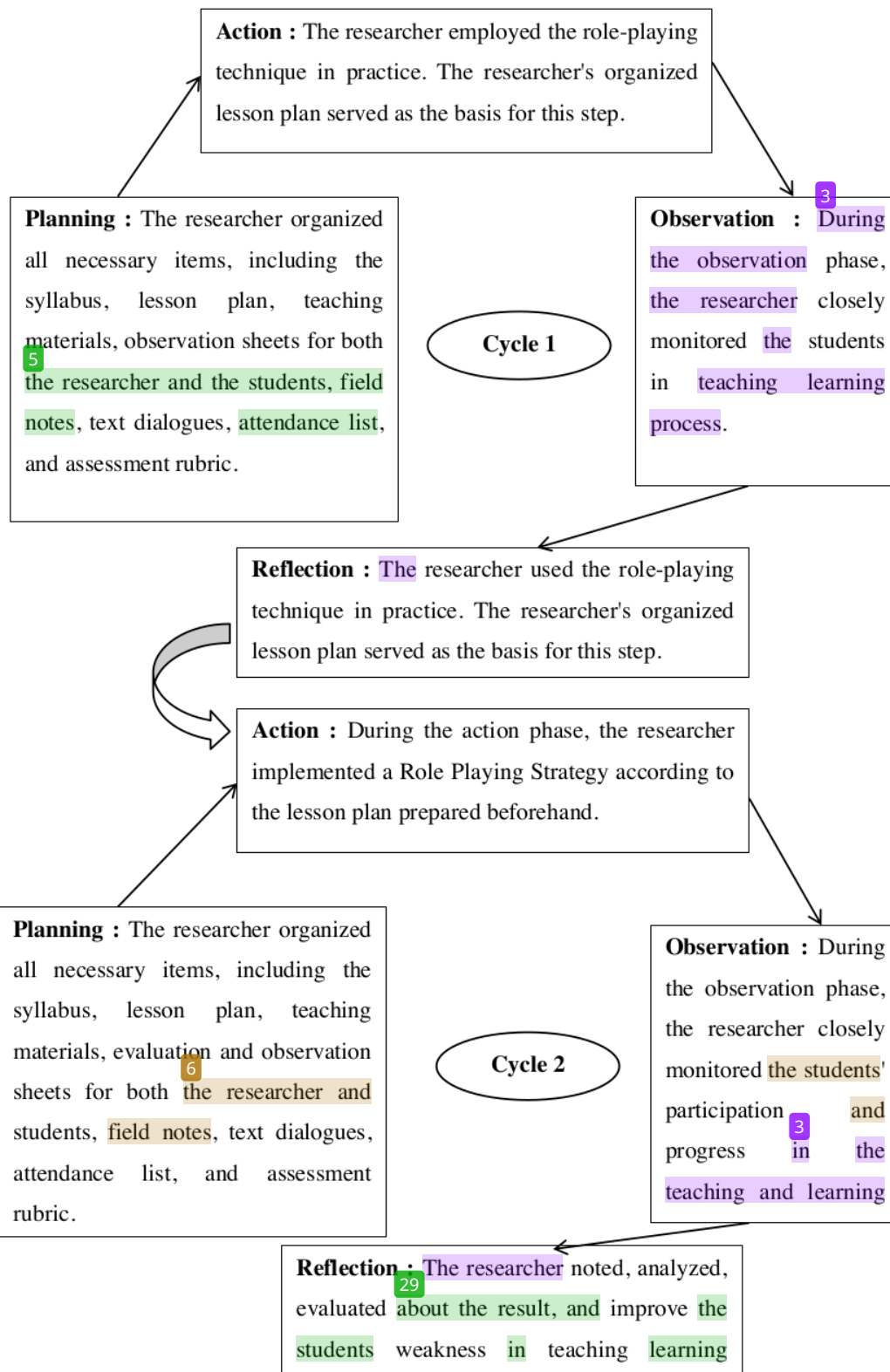
This Classroom Action Research also uses an adaptation of the Hopkins model, namely a schematic model that uses procedures that are seen as a spiral cycle. The four phases of this cycle are preparation, action, observation, and reflection. The research process begins with planning, followed by taking action. During the action, observations are also carried out to collect the necessary information. After all the data is collected, reflection is carried out to determine whether this cycle continues or not. If students have completed classical learning then the next cycle continues to be carried out as a strengthening objective.

### 3.2 Procedure of the Research

Researchers collected data in each cycle consisting of two sessions, each lasting 2x40 minutes. The research methodology was structured according to the Hopkins Model, encompassing four phases: Planning, Action, Observation, and Reflection.

1. Planning: The researcher created all the required resources, such as lesson plans, instructional materials, field notes, text dialogues, assessment rubrics, and forms for student and researcher evaluation and observation.
2. Action: Using the previously created lesson plan as a guide, the researcher used a role-playing strategy during this phase.
3. Observation: Throughout the teaching learning process, the researcher observed students intently.
4. Reflection: Following observation, the researcher took note of, examined, and assessed the results in order to pinpoint areas where the students' learning process needed to be improved.

To be clearly the procedure of implementing the action through Role Playing Strategy, the researcher elaborated it in figure, as on in the next page :



The procedures of research implementation are described below:

### Cycle 1

#### 3 First Meeting

1  
In the first meeting, the researcher conducted some activities as follows:

##### a. Planning

In the planning stage, the researcher performs several activities, namely:

1. Developing a syllabus.
2. Drafting lesson plans (RPP).
3. Taking attendance of students.
4. Preparing the content (dialogue text).
5. Creating observation sheets.
6. Preparing field notes.

##### b. Action

The steps of action are:

1. The researcher begins the process of 15 teaching learning process
2. The material is given to the students by the researcher
3. The investigator evaluates the student's past communication skills.
4. The investigator employs a Role-Playing Technique

Implementing the steps of Role Playing, they are:

- a) The researcher explains the procedure of implementing the Role-Play, such as warm up, practice vocabulary and demonstrating how the Role Play is going.
- b) The researcher divides students into some groups
- c) 3 The researcher asks the students to read the text (dialogue)
- d) 3 The researcher asked students to present their performances in front of the class.
- e) After the performance, the researcher gives students the opportunity to critique the interaction (how was the interaction?, was it effective?, can it be improved?, etc.).
- f) The researcher asks the difficulty of students when performing

- g) <sup>10</sup> The researcher corrects the students' mistakes.
- h) The researcher allows the students to ask questions.
- i) <sup>3</sup> The researcher responds to the students' questions.
- j) The researcher summarizes the material.
- k) <sup>4</sup> The researcher concludes the teaching-learning process and bids farewell to the students.

c. Observation

The teacher-collaborator assists the researcher in observing the teaching-learning activities, which includes:

- 1. <sup>7</sup> Observing the activities of the researcher and students during the teaching-learning process.
- 2. Observing the performance of students in speaking through role playing strategy
- 3. Observing and noticing the strength and weakness during the implementation of the action or all events happen.

d. Reflection

During the reflection stage, the researcher engages in several activities, including:

- 1. Observing the results of the researcher's and students' activity observation sheets.
- 2. <sup>12</sup> Checking the students' field notes during the teaching-learning process.
- 3. Evaluating the results of the observation sheets.
- 4. <sup>1</sup> Identifying weaknesses during implementation to be improved in the next meeting.

**Second Meeting**

In the second meeting, the researcher engages in several activities, specifically:

a. Planning

During the planning stage, the researcher performs the following activities:

1. Prepares the syllabus.
2. Constructs the lesson plan.
3. Organizes the students' attendance list.
4. Prepares the material (text dialogue).
5. Creates the observation sheet.
6. Sets up field notes.

b. Action

After completing the preparation phase, the researcher proceeded to the action phase of the research. During this session, the researcher engaged in the following activities:

1. Researchers observe the ongoing learning process.
2. Researchers review and repeat previous material.
3. The researcher inquired about any difficulties the students encountered in speaking performance.
4. The researcher continued to implement the Role Playing procedures, which included:
  - a) Dividing the students into groups.
  - b) Asking the students to read the dialogue text.
  - c) After preparation, requesting the students to perform.
  - d) Evaluating the students' performance.

c. Observation

1. Researchers supervise the ongoing learning process
2. Researchers review and re-study previous material.
3. The teacher collaborator observes strengths and weaknesses during the implementation of the actions or events.

d. Reflection

The researcher do some activities, namely :

- a) Considering the findings of observations.
- b) Examining the findings of the observations.



- c) Assessing what has been observed.
- d) Correcting the flaws

## **Cycle II**

If cycle I is unsuccessful, cycle II is initiated, guided by the results and reflections from cycle I, following the CAR procedure.

### **First Meeting**

The steps for the initial meeting are structured as follows:

#### a. Planning

The researcher prepares the following:

1. Organizes the lesson plan.
2. Gathers the necessary materials (text dialogue).
3. Prepares observation forms for both the researcher and the students.
4. Takes attendance of the students.
5. Prepares field notes.
6. Sets up evaluation sheets.

#### e. Action

The steps of action are:

1. The researcher conducted the teaching-learning process.
2. The researcher discusses the results of students' work in Cycle I by presenting their achievements.
3. The researcher identifies the weaknesses observed in Cycle I among the students.
4. The researcher inquires about any difficulties the students encountered during Cycle I.
5. Students express their challenges encountered during Cycle I.
6. The researcher introduces new examples of Role Play to the students.
7. The researcher proceeds with the implementation of the Role Playing Strategy.
8. Steps involved in Role Play implementation include:
  - a) Organizing students into multiple groups.

- b) Directing students to read the text.
- c) Instructing students to present their performance to the class.
- 9. After their presentations, the researcher asks the students about the challenges they encountered.
- 10. The researcher responds to students' questions.
- 11. The researcher encourages students to prepare for the next session.
- 12. The researcher concludes <sup>4</sup> the teaching-learning process and bids farewell to the students.

f. Observation

The steps for conducting observations are

- 1. The teacher collaborator monitors the activities of both the researcher and students throughout the teaching-learning process.
- 2. Assessing students' speaking performance.
- 3. The English teacher collaborator observes and notes strengths and Weaknesses during implementing the actions or events.

g. Reflection

In reflection phase, the researcher do some activities, namely:

- 1. Reviewing <sup>1</sup> the observation sheet concerning the activities of both the researcher and students.
- 2. Reviewing the field notes taken <sup>6</sup> during the teaching learning process.
- 3. Assessing the findings from the observation sheet.
- 4. Identifying <sup>1</sup> weaknesses in the implementation to address and improve them in the next meeting.

**Second Meeting**

In the second meeting, the researcher conducted some activities, namely:

a. Planning

- 1. <sup>3</sup> The researcher prepares the lesson plan.
- 2. The researcher develops an observation sheet to monitor activities of both students and researcher.

3. The researcher compiles the student attendance list.
4. The researcher takes field notes on activities of both students and researcher.
5. The researcher prepares the evaluation form.

b. Action

1. The researcher proceeds with implementing the Role Play procedures.
2. The procedures of Role Play implementation continue with the following steps:
  - a. Grouping students into teams.
  - b. Instructing students to read the dialogue text.
  - c. After preparation, having students perform their roles again.
3. The researcher assesses and evaluates the students' performances.

c. Observation

1. The English teacher collaborator monitors the activities of both the researcher and students throughout the teaching and learning process.
2. Assessing students' performance in speaking.
3. The English teacher collaborator observes and identifies strengths and weaknesses during the implementation of actions or events.

d. Reflection

1. The researcher notes the findings from the observation sheet detailing the activities of both the researcher and students.
2. Reviewing the field notes taken during the teaching-learning process.
3. The researcher assesses the findings from the observation sheet.
4. The researcher analyzes and evaluates the evaluation sheet results, focusing on students' comprehension of descriptive text and their ability to match words with given information.

### 3.3 Setting and Research Subject

The study takes place at SMP Negeri 2 Gunungsitoli, located in Onowaembo village, Gunungsitoli city. The school has a total of 19 teachers, including one English teacher who serves as a collaborator. The student body consists of 260 students. The class consist of 10 classroom. There are ten classrooms in the class. There are three classes in the eighth grade. Additionally, the researcher decides to analyze 30 students in class VIII-A. To put it plainlyThe table below depicts the current condition of the subject in the eighth grade:

**Table 3.1** The Total number of the Research Subject

No	Class	Total
1	VIII-A	30 students
	Total	30 students

### 3.3 Schedule of the Research

This study will be conducted from May to June 2024 at SMP Negeri 2 Gunungsitoli, aligned with the school's academic schedule.

### 3.4 Variables of the Research

<sup>20</sup> In this study, there are two types of variables: independent variables and dependent variables. Which, these two variables will be explained in more detail in the following explanation:

#### a. The Independent Variable

According to Kurniawan et al. (2021), Independent variable are that probably cause, influence, or affect out comes. This variables often called as manipulated, treatment antecedent, predictor variables. In a sense, <sup>13</sup> the dependent variable “depends” on independent variable.

The independent variable of this research is Role Playing Strategy, that will be used by the researcher to influence and improve the dependent variable. This variable will measured by used observation sheet that will be prepare by the researcher.

### **b. The Dependent Variable**

According to Kurniawan et al. (2021), Dependent variable are variable that depend on the independent variable; this variable as the result or outcomes of the independent variable influence. This variable also called as criterion, outcome, and effects variables.

The Performance of Students' Speaking as the dependent variable of this research. That will be influence by independent variable. The outcomes of students' speaking performance will be seen after conducting role playing strategy. The way of measured the dependent variable is by using test. With test, the researcher will know how far the students improved their performance in speaking.

### **3.4 Research Instruments**

The researcher utilizes the following data collection instruments:

#### **1. Observation Sheet**

The observation sheet is employed for gathering qualitative data, focusing on the activities of both the researcher and students during the classroom teaching and learning process. The observation sheets for researcher and student activities can be found in (appendix 4 and 5).

#### **2. Test**

The researcher employed an oral test where students engaged in role-playing as part of the assessment. The researcher provided materials on role-play and distributed scripts for students to practice. During the role-playing, the researcher conducted observations. The research will analyze the performance of students' speaking based on criteria outlined in the speaking performance scoring indicators (appendix 7).

#### **3. Field Notes**

Field notes encompass all observations made by the teacher collaborator during the teaching-learning activities led by the researcher in the classroom. The teacher collaborator's field notes from the teaching-learning activities can be found in (appendix 6).

### 3.5 Data Collecting Technique

In the research study, the data gathered by the researcher comprises both qualitative and quantitative data. Quantitative data pertains to student grades recorded on assessment sheets, while qualitative data encompasses all activities conducted by both the researcher and students throughout the teaching and learning process. The researcher gathered this data using field notes, tests, and observation sheets.

### 3.6 Indicators of the Research

The success indicators for this research will be determined by evaluating both the process and outcomes of the action research. Subsequently, the results will be assessed based on the students' attainment of the Minimum Completion Criteria (MCC).

### 3.7 Data Analysis Technique

There are some steps to analyze the qualitative data and quantitative data as follows :

#### 1. Qualitative data

Qualitative data is obtained from observation sheets and field notes. The researcher analyzed this data by following several stages, including:

##### a. Reduction of the data

Data reduction involved evaluating and categorizing the information, ensuring it aligns with the research statements and is well-organized..

##### b. Explanation of the data

An explanation of data is any information that the researcher has arranged and categorized in order to make sense of it, as shown in forms of tables, graphics, or narratives.

##### c. Conclusion

The researcher provided explanations of the data and drew conclusions in the form of formula statements.

The researcher applied a formula to analyze the observation sheet, as recommended by Tuckman in Nurgiyantoro's work (2001: 287).

$$PD (\%) = \frac{F}{TA} \times 100$$

"In which" refers to:

- PD: percentage degree
- F: frequency of activities already conducted by the researcher and students
- TA: total activities of the researcher and students
- 100: a constant and maximum percentage

Moreover, Nurgiyantoro (2001:399) categorizes the researcher activities and students' activities into the following percentage scales:

For the researcher's activities:

- 0%-39%: Teaching level is considered fail.
- 40%-59%: Teaching level is considered less.
- 60%-74%: Teaching level is considered enough.
- 75%-84%: Teaching level is considered good.
- 85%-100%: Teaching level is considered very good.

For the students' activities:

- 0%-39%: Activities level is considered fail.
- 40%-59%: Activities level is considered less.
- 60%-74%: Activities level is considered enough.
- 75%-84%: Activities level is considered good.
- 85%-100%: Activities level is considered very good..

## **2. Quantitative data**

Quantitative data will be gathered through an oral test. The researcher will then assess speaking performance in Chapter 2 using a scoring rubric.

Subsequently, calculations will be conducted using the formula described by Tuckman in Laoli & Zebua (2022).

$$TP = \frac{FB}{N} \times 100\%$$

Where:

- TP: Value
- FB: Achieved score
- N: Maximum score
- 100: Fixed number

To evaluate students' speaking performance, the researcher classifies their performance levels as described in (Zalukhu et al., 2023) as follows:

**Table 3.5 Classification of Students' Performance**

No.	Classification		Frequency (person)	Percentage (%)
	Score Range	Category		
1.	85-100	Very Good		
2.	71-84	Good		
3.	55-70	Enough		
4.	25-50	Poor		
<b>Total</b>				



## RESEARCH FINDINGS AND DISCUSSIONS

### 4.1 Research Findings

#### 4.1.1 Research Setting

SMP Negeri 2 Gunungsitoli is located in Onowaembo village, Gunungsitoli city. There are several rooms at this school, including the library, the canteen, the headmaster's office, the teacher's office, and another empty room. There are 19 teachers in total, including one English teacher who serves as a collaborator. The total number of students is 260 students. The class consist of 10 classroom. The eight grade consist of 3 (three) classes.

Based on observations, the researcher decided to investigate 30 students in class VIII-A. The reason for this decision was that the majority of the students did not perform well when speaking. The researcher planned, took action, observed, and reflected while conducting the investigation. The teacher collaborator provided support to the researcher throughout the study. During the teaching and learning activities, the English teacher observed the actions of both students and researchers.

#### 4.1.2 The Researcher Findings for Each Cycle

The research comprised two cycles, each consisting of four meetings. Cycle I took place from May 28th, 2024 to May 31st, 2024, followed by Cycle II immediately after, from June 4th, 2024 to June 7th, 2024. Based on this research, the cycles were organized as follows:

##### a. Cycle I

In conducting the first cycle, two meetings were held. The process of the research in the first cycle is as follows:

##### 1). First Meeting

The initial meeting took place on Tuesday, May 28th, 2024, with a time allocation of 2x40 minutes. In the first meeting of cycle I, the researcher engaged in several activities, including :

**a). Planning**

Prior to implementing the action, the researcher organized all essential materials for the teaching and learning activities, including the lesson plan, syllabus, instructional materials, field notes, and attendance records for both the researcher and the students.

**b). Action**

During the initial meeting, the researcher greeted the students and introduced herself, receiving responses from all students. A student was then chosen to lead a prayer, which all students participated in. Following this, the researcher explained the concept of asking for and giving opinions, which the students attentively listened to. Subsequently, the researcher clarified the expressions used in asking for and giving opinions. The Role Playing procedure was introduced and explained by the researcher to the students. An example dialogue was provided by the researcher, and the students were asked to repeat after her. Then, the researcher instructed the students to create dialogues with their partners and practice them in front of the class. Difficult words were addressed by the researcher, and student mistakes were corrected. Finally, the researcher concluded the teaching-learning process by bidding farewell to the students.

**c). Observation**

The teacher collaborator monitored the researcher's actions during their implementation in the classroom. Here are the observations from the first meeting of Cycle I during the teaching and learning process.

### 1) The Researcher Activities

Based on the observations of the researcher's activities during the initial meeting, the progress of activities during the teaching and learning process can be summarized as follows:

**Table 4.1 Percentage of Researcher Activities in the First Meeting of Cycle 1**

The Activities	Total	Percentage (%)
Done	18 Activities of 21 activities	85,71%
Undone	3 Activities of 21 activities	14,28%

### 2) The Students Activities

Based on the researcher's observation of the students' activities, the completion status of activities during the teaching and learning process can be described as follows:

**Table 4.2 Percentage of Student Activities in the First Meeting of Cycle 1**

The Activities	Total	Percentage (%)
Done	16 Activities from 30 Students	53.3%
Undone	3 Activities from 30 Students	46.6%

In the first meeting of cycle I, the researcher finds the weakness of the students and the researcher in doing the activities, there were :

- a) During learning, students face difficulties in composing dialogue independently.
- b) In English lessons, most students have deficiencies in speaking ability.
- c) Many students experience difficulty in pronouncing some words when practicing dialogue.
- d) Students not have the good self confidence in perform.

Besides that, the researcher found some strength in doing the activities, as follow :

- a) Some of the students can practice in front of the class.

- b) Some of the students can understand the material and can compose the dialogue by themselves.
- c) Student interest to practice speaking in front of the class.

#### d). Reflection

The researcher did not have enough time during the first meeting to assess the pupils' speaking performance. In light of the findings from the observation sheet, which were discussed in the preceding section, the researcher ought to make the following adjustments at the following meeting, such as :

- a) Asking the students to pay attention to the researcher when explained the procedure of Role Playing Strategy.
- b) The researcher asked the students to learn the material.

## 2) Second Meeting

The second meeting took place on May 31st, 2024, and lasted for 2x40 minutes in the classroom. During this meeting, the researcher engaged in several activities including planning, implementation, observation, and reflection. Here is a breakdown of these activities:

### a) Planning

In the second meeting, the researcher prepared all needs such as a lesson plan, material, observation sheet, field notes, evaluation sheet and attendance list.

### b) Action

In action, the researcher improves the students weakness at first meeting, which students cannot master the speaking well. The researcher try to teach them how to pronounce the word before continued the lesson. After the researcher introduced the Role Playing Strategy to the students and divided them into groups. The students were motivated to rehearse their dialogues in front of the class. Next, the researcher administered an oral test and distributed the dialogue text to the

students. They were given time to review and prepare before presenting their role-plays in front of the class. Throughout the test, the researcher closely monitored the students' performances in the classroom. Following their presentations, the researcher provided feedback and corrected any mistakes made during the performances. Upon completion of the allotted time, the researcher concluded the teaching-learning process.

**c) Observation**

The teacher collaborator continuously observed the teaching and learning process, monitoring all activities of both the researcher and students in the classroom. The researcher gathered data on which students had completed or not completed the activities.

**1. The Researcher Activities**

Based on the researcher's observations during the first meeting, the completion status of activities during the teaching-learning process can be summarized as follows:

**Table 4.3: Percentage of Researcher Activities in the Second Meeting of Cycle 1**

The Activities	Total	Percentage (%)
Done	20 activities of 22 activities	90%
Undone	2 activities of 22 activities	9,0%

**2. The students Activities**

Based on the observation of the students' activities, the progress of activities during the teaching and learning process can be summarized as follows:

**Table 4.4: Percentage of Student Activities in the Second Meeting of Cycle 1**

The Activities	Total	Percentage (%)
Done	21 activities from 30 students	70%
Undone	9 activities from 30 students	30%

Therefore, the researcher identified certain weaknesses observed in both students and the researcher during this meeting of the teaching-learning process, as follows:

- a) <sup>13</sup> The Students were not able to practice in front of the classroom
- b) Some students still struggle with speaking during their performances.
- c) The students do not demonstrate strong speaking skills during their performances.
- d) Many students feel embarrassed during performances and have difficulty portraying their roles effectively.

There were also the strength were found by the teacher-collaborator at the second meeting, namely :

- a) <sup>9</sup> The students are attentive to the topic.
- b) The students are capable of discussing problems within their groups.
- c) A few students were able to practice in front of the classroom.

**d). Reflection**

After carrying out the implementing actions, the researcher evaluated <sup>6</sup> the results of the observations during the teaching and learning process, which included:

- a) <sup>18</sup> The researcher assessed students' speaking performance using the Role Playing Strategy.
- b) The researcher corrected students' vocabulary, pronunciation, and spelling during their practice sessions.

**4.1.3 Results of Student Speaking Performance through Role-Playing Strategy in Cycle I**

The outcomes of student speaking performance using the role-playing strategy are presented <sup>4</sup> in the table below:

**Table 4.5 The Scores of Student Performance in Cycle I.**

No.	Name	Self-confidence	Voice	Eye contact & gesture	Pronunciation	Fluency	Score
1.	AH	1	2	1	1	1	6

2.	AL	2	2	2	2	2	10
3.	ANL	1	2	1	1	1	6
4.	ASH	2	2	2	1	1	8
5.	AT	3	2	2	2	2	11
6.	AZ	1	1	1	1	1	5
7.	AT	2	1	1	1	1	6
8.	AWT	2	2	1	1	1	7
9.	DT	2	1	1	1	1	6
10.	ET	1	1	1	1	1	5
11.	MH	3	3	2	2	2	11
12.	IL	2	2	2	2	1	9
13.	JZ	1	1	1	1	1	5
14.	JL	1	2	1	1	1	6
15.	LH	2	1	1	1	1	6
16.	NL	3	2	2	2	2	11
17.	NT	2	2	1	1	1	7
18.	ONZ	1	1	1	1	1	5
19.	RL	2	1	1	1	1	6
20.	RSL	3	2	2	2	2	11
21.	RCL	1	1	1	1	1	5
22.	OSZ	1	2	1	1	1	6
23.	PL	2	1	1	1	1	6
24.	PT	1	2	1	1	1	6
25.	RT	3	3	3	3	3	15
26.	RZ	2	2	2	1	1	8
27.	SL	2	2	1	1	1	7
28.	SZ	2	2	2	1	1	8
29.	TH	2	2	2	2	1	9
30.	WT	3	3	3	3	3	15

Based on the table of students score above, there are the students mark as follows :

**Table 4.6 The Performance of Students Speaking through Role Playing Strategy at Eight Grade of SMP Negeri 2 Gunungsitoli in Cycle I**

No.	Name	Score	Mark	Level
1.	AH	6	30	Poor
2.	AL	10	50	Poor
3.	ANL	6	30	Poor
4.	ASH	8	40	Poor
5.	AT	10	50	Enough
6.	AZ	5	25	Poor
7.	AT	6	30	Poor
8.	AWT	7	35	Poor
9.	DT	6	30	Poor

10.	ET	5	25	Poor
11.	MH	11	55	Enough
12.	IL	9	45	Poor
13.	JZ	5	25	Poor
14.	JL	6	30	Poor
15.	LH	6	30	Poor
16.	NL	10	50	Enough
17.	NT	7	35	Poor
18.	ONZ	5	25	Poor
19.	RL	6	30	Poor
20.	RSL	10	50	Enough
21.	RCL	5	25	Poor
22.	OSZ	6	30	Poor
23.	PL	6	30	Poor
24.	PT	6	30	Poor
25.	RT	15	75	Good
26.	RZ	8	40	Poor
27.	SL	7	35	Poor
28.	SZ	8	40	Poor
29.	TH	9	45	Poor
30.	WT	15	75	Good
The Students Total Value		1145		Less
Average		38,1%		

From the data in table above, the researchers provide a percentage of students score result as follow :

**Table 4.7 The Performance of Students Speaking through Role Playing Strategy**

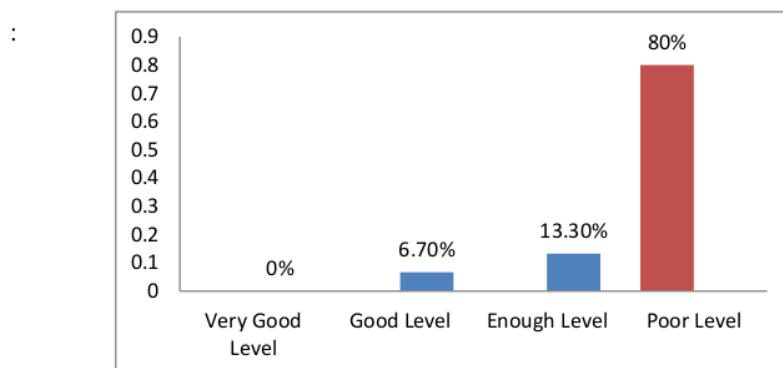
No.	Classification		Frequency (person)	Percentage (%)
	Score Range	Category		
1.	85-100	Very Good	-	-
2.	71-84	Good	2	6,7%
3.	55-70	Enough	4	13,3%
4.	25-50	Poor	24	80%
<b>Total</b>			<b>30</b>	<b>100%</b>

The data from the previous table highlighted the reasons why the speaking performance of students in Cycle I, assessed through the role-playing strategy, was not successful. Some students did not meet the minimum competency criteria



set by the school, which is 75%. None of the students achieved a classification in the "very good" level. Specifically, two students (6.7%) were categorized as "good," four students (13.3%) as "enough level," and twenty-four students (80%) as "poor." These results indicate that a significant majority of students faced challenges in their speaking performance.

The performance of students in cycle I can be observed in the graph below:



**Graph 1: The Percentage of Student Performance in Speaking through Role-Playing Strategy in Cycle I**

Based on the data explanation provided above, it indicates the speaking performance of students through Role Playing Strategy was lower. The majority of students failed the Minimum Competence Criterion (MCC), which had a score of 75. Thus, the researcher made the decision to carry out cycle II of the study, such as :

- a. The researcher inquired about the challenges students faced during practice.
- b. Initially, the researcher provided a simulation for students to practice dialogues with their partners in front of the class.
- c. The researcher corrected their pronunciation, voice projection, and fluency in speaking.
- d. The researcher guided students in developing their self-confidence to enhance their speaking performance.

## Cycle II

In conducting cycle II, the researcher was done in two meetings by following the procedures :

### 1). First Meeting

The initial session of cycle II was held on Tuesday, June 4<sup>th</sup>, 2024. The time allocation was 2x40 minutes. Some stages that were done in this meeting as follows :

#### a). Re-Planning

Based on the reflections from Cycle I findings, the researcher concentrated on enhancing areas of weakness. This included preparing essential materials such as attendance lists, field notes, observation sheets, and lesson plans.

#### b). Action

In action, the researcher remind the students about the previous practice. Then the researcher tell the weakness that made by the students in cycle I. the researcher give the new example of dialogue to the students, the researcher teach them with slowly and clearly. After that the researcher give the practice simulation to the students so that they can familiarize themselves in speaking. The researcher apply the Role Playing Strategy and divide students into some group. After that, the students perform in front of the class. After perform, the researcher allow students to repeat the text and correct their spelling and asked to the students the difficulty when practice the Role Playing.

Finally, the researcher concluded the material and asked the students to prepare themselves to prepare for the next meeting. The researcher closed the class by greeting the students.

#### c). Observation

The researcher got the data about the researcher and students who had done and nor done activities :

**6**  
**1) The Researcher Activities**

Based on the researcher's observations during the initial meeting, the activities were all done or undone during teaching learning process can be described as follows :

**1**  
**Table 4.8: Percentage of Researcher Activities in the Initial Meeting of Cycle II**

The Activities	Total	Percentage (%)
Done	20 Activities of 21 activities	95,2%
Undone	1 Activities of 21 activities	4,7%

**4**  
**2) The students Activities**

The students activities in teaching learning process can be described as follow :

**1**  
**Table 4.9 The Percentage of the Students Activities in the First Meeting of Cycle II**

The Students Activities	Total of Students	Percentage (%)
Done	26 Activities from 30 students	86%
Undone	4 Activities from 30 students	13,3%

During the teaching-learning process, several weaknesses were identified solely among the students, including:

1. The students demonstrated limited participation during role-playing exercises.
2. The students encountered difficulties in presenting effectively in front of the class.
3. The students persisted in grappling with the comprehension of how to engage in role-playing activities.

Besides that, there are some strength during teaching learning process, as follows:

1). The students experience improvement, where they begin to have confidence in presenting their practice although there still a few obstacles.

2). They are starting to be interested in practicing speaking

#### a) Reflection

<sup>5</sup> In the first meeting of cycle II, the researcher do the simulation for the students so that, they can familiarize themselves in speaking. The researcher improve the students less in first meeting. And the researcher can see they have some achievement in this meeting

### 2). Second Meeting

The second meeting of Cycle II took place on Friday, June 7th, 2024, marking the final session of Cycle II. The duration of the meeting was 2x40 minutes. During this session, the researcher conducted the following activities:

#### a) Re-Planning

In the re-planning phase, the researcher prepares a lesson plan, dialogue text, observation <sup>6</sup> sheet, and field notes.

#### b) Action

During the implementation phase, the researcher initiated the learning <sup>15</sup> process. They closely observed the students and proceeded with the implementation of the Role-Playing Strategy. The researcher divided the students into six groups and then instructed them to select one situation from the provided cards. The researcher instruct to compose the dialogue <sup>3</sup> based on the situation they got on the card. After the students have prepared themselves, then the researcher start the test and observed them. Moreover, the researcher wrapped up the lesson and ended the class by bidding farewell to the students..

#### c). Observation

The researcher collected data on the completion of activities by both the researcher and students:

1) Researcher Activities

Based on observations from the first meeting, the status of activities during the teaching-learning process can be described as follows:

**Table 4.10 The Percentage of the Researcher Activities in Second Meeting of Cycle II**

The Researcher Activities	Total Activities	Percentage (%)
Done	5 Activities of 5 activities	100%
Undone	0 Activities	0 %

2). The students Activities

Based on researcher observations, the conditions for completing student activities during the learning process can be explained as follows:

**Table 4.11: Percentage of Student Activities in the Second Meeting of Cycle II**

The Students Activities	Total of Students	Percentage (%)
Done	30 Activities from 30 Students	100%
Undone	0 Activities	0 %

At the second meeting of Cycle II, almost all students successfully completed the activities during the learning process. Based on the results of the researcher's activities, it showed a decrease in weaknesses with each meeting, indicating an increasing level of success.

d) Reflection

The researcher evaluated the students' performance in speaking through the Role-Playing Strategy. The results of their oral tests are elaborated in the following pages.

#### 4.1.4 Result of the Students Speaking Performance through Role Playing Strategy in Cycle II

The result of the students score in cycle II can be described as follow :

**Table 4.12 The Students Performance Score in Cycle II**

No.	Name	Self-confidence	Voice	Eye contact & gesture	Pronunciation	Fluency	Score
1.	AH	3	3	3	3	3	15
2.	AL	4	3	3	3	3	16
3.	ANL	4	3	2	3	3	15
4.	ASH	3	3	3	3	3	15
5.	AT	4	3	3	3	3	15
6.	AZ	3	3	3	3	3	15
7.	AT	3	3	3	3	3	15
8.	AWT	3	3	3	3	3	15
9.	DT	3	3	3	3	3	15
10.	ET	3	3	3	3	3	15
11.	MH	4	3	3	3	3	16
12.	IL	3	3	3	3	3	15
13.	JZ	3	3	3	3	2	14
14.	JL	3	3	2	3	2	13
15.	LH	3	3	3	3	3	15
16.	NL	4	4	3	3	3	17
17.	NT	3	3	3	3	3	15
18.	ONZ	3	3	3	3	3	15
19.	RL	3	3	3	3	3	15
20.	RSL	4	3	3	4	3	17
21.	RCL	3	3	3	2	2	14
22.	OSZ	3	3	3	3	3	15
23.	PL	3	3	3	3	3	15
24.	PT	3	3	3	3	3	15
25.	RT	4	4	3	3	3	17
26.	RZ	3	3	3	3	3	15
27.	SL	3	3	3	3	3	15
28.	SZ	4	4	3	3	3	17
29.	TH	4	4	3	3	3	17
30.	WT	4	3	3	4	3	17

Based on the table displaying students' scores above, the students are categorized as follows:

**Table 4.13: Student Performance in Speaking through Role-Playing Strategy in Eighth Grade of SMP Negeri 2 Gunungsitoli in Cycle II**

No.	Name	Score	Mark	Level
1.	AHs	15	75	Good
2.	AL	16	80	Good
3.	ANL	15	75	Good
4.	ASH	15	75	Good
5.	AT	15	75	Good
6.	AZ	15	75	Good
7.	AT	15	75	Good
8.	AWT	15	75	Good
9.	DT	15	75	Good
10.	ET	15	75	Good
11.	MH	16	80	Good
12.	IL	15	75	Good
13.	JZ	14	70	Enough
14.	JL	13	65	Enough
15.	LH	15	75	Good
16.	NL	17	85	Very Good
17.	NT	15	75	Good
18.	ONZ	15	75	Good
19.	RL	15	75	Good
20.	RSL	17	85	Very Good
21.	RCL	14	70	Enough
22.	OSZ	15	75	Good
23.	PL	15	75	Good
24.	PT	15	75	Good
25.	RT	17	85	Very Good
26.	RZ	15	75	Good
27.	SL	15	75	Good
28.	SZ	17	85	Very Good
29.	TH	17	85	Very Good
30.	WT	17	85	Very Good
The Students Total Value		2300		Good
Average		76,6%		

From the data in the table above, the researchers provide a percentage of students score result as follow :

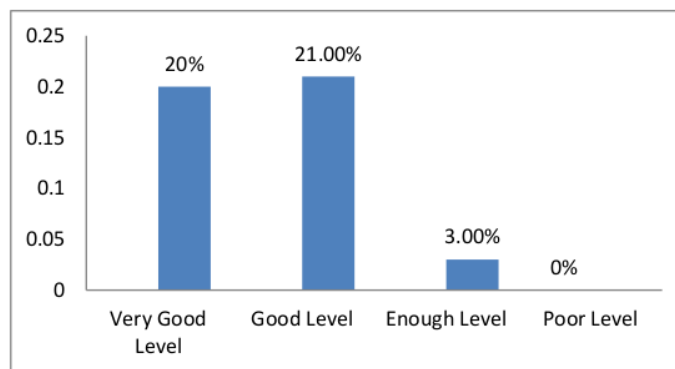
<sup>30</sup>  
**Table 4.14 The Performance of Students Speaking through Role Playing Strategy in Cycle II**  
<sup>5</sup>

No.	Classification		Frequency (person)	Percentage (%)
	Score Range	Category		
1.	85-100	Very Good	6	20%

2.	71-84	Good	21	70%
3.	55-70	Enough	3	10%
4.	25-50	Poor	0	0%
<b>Total</b>			<b>30</b>	<b>100%</b>

Based on the data presented in the table above, it is clear that the implementation of the Role-Playing Strategy resulted in significant improvement in students' speaking performance. Several students achieved the Minimum Competency Criteria (MCC) set by the school, which is 75%. Specifically, six students (20%) reached a "very good" level, twenty-one students (70%) achieved a "good" level, and three students (10%) attained an "enough" level of performance. These results indicate that there is visible improvement in students' performance in speaking through Role Playing Strategy, although three of them are still not sufficient, but there has been a slight increase in scores compared to the previous cycle.

The result of the students' performance in Cycle I can be seen in the graph below :



**Graphic 2: The Performance of Students Speaking through Role Playing Strategy in Cycle II**

#### 4.1.4 Results of Students' Performance in Speaking Across All Cycles

The outcomes of students' speaking performance through the Role-Playing Strategy are displayed in the table below:



**Table 4.5: Students' Improvement from Cycle I to Cycle II**

No.	Cycle	Score Level	Frequency	Percentage	Categories	MCC
1.	I	71-84	2 students	6,7%	Good	75
		55-70	4 Students	13,3 %	Enough	
		≤55	24 Students	80%	Poor	
2.	II	85-100	6 Students	20%	Very Good	
		71-84	21 Students	70%	Good	
		55-70	3 Students	10%	Enough	

According to the preceding table, the students' test results in Cycle II were successful. All challenges encountered by students were addressed during this cycle. This improvement was achieved through adjustments made to the Role-Playing Strategy procedure. Consequently, students exhibited proficient speaking performance.

## 4.2 Discussion

Drawing from the data above, the researcher discusses the findings of the research.

### 4.2.1 The Performance of Students Speaking in All Cycle

This is the table looked like. It shows how well the students do the activities in conducting the cycle. This research was conducted in two cycles. In Cycle I, some students did not meet the Minimum Competency Criteria (MCC) set by the school, which is 75%. None of the students reached a "very good" level. Two students (6.7%) were classified as "good". Four students (13.3%) were classified as "enough", and twenty-four students (80%) were classified as "poor". These results indicate that some students struggled with speaking performance. This was attributed to infrequent practice in speaking, as the researcher found it challenging for students to demonstrate their speaking abilities. When practice speaking, they did not have a good prepare, they still lack in pronounce some

word, and they did not have a good self-confidence. This can be seen when the researchers tried to test them, the students still felt nervous and it affected their performance. So that at the next meeting the researcher tried to correct the mistakes by having students pronounce difficult word in the dialogue and tell students to learn the material.

Ultimately, based on the findings, the researcher observed certain outcomes. In Cycle II, students started to demonstrate improvements in their speaking abilities. They can show better performance than before. This is because they still practice in speaking, with Role Playing Strategy, they have interests to learn, and enjoy the practice without nervous. So that, the result show that some of the students could pass the MCC, as stated at the school was 75. There were six students (20%) in “very good level”. There were twenty one students (70%) in “good level”. There were three students (10%) in “enough level”.

#### 4.2.2 **Common Response of the Research Problem**

In the study, the research question posed was "Does the Role Playing Strategy increase students performance at SMP Negeri 2 Gunungsitoli in 2023/2024?" After going through two research cycles, it was found that the average student score was 38.1% in Cycle I, which increased to 76.6% in Cycle II. This signifies a notable enhancement in students' speaking performance from Cycle I to Cycle II. This validates the acceptance of the hypothesis (Ho). Role Playing Strategy can increase the performance of students' speaking at SMP Negeri 2 Gunungsitoli in 2023/2024.

#### 4.2.3. **The Use of Role Playing Strategy in Teaching**

Previous research has consistently demonstrated that teaching speaking through role-playing techniques can improve students' abilities, particularly in speaking. This discovery is related with prior research on Role-playing activities and assessments of speaking skills (Rahimy & Safarpour, 2012; Neupane, 2019; Suryani, 2015; Altun, 2015; Lutfi et al., 2018; Gusmuliana et al., 2021; Purnamawati et al., 2015; Rayhan, 2014) have indicated that employing role-play

techniques in teaching can enhance students' performance and motivation in speaking. These findings are consistent with the results of this research, which demonstrated that role-playing activities increased students' scores in speaking tests. The findings are follow :

1. The initial finding is that role play provides students with the opportunity to express themselves orally. Harmer, as cited in Mariani et al. (2020), suggests that role-play is a communication activity in English language teaching (ELT) that can improve overall oral fluency or help students prepare for particular situations. This indicates that role playing can stimulate student interest and enthusiasm, motivating them to improve their speaking performance during the learning process.
2. Secondly, role-playing enhanced their speaking abilities despite some students lacking confidence. Incorporating group work in the classroom helped them engage in communication and share ideas with peers within a limited time frame.

With role playing, Students can express their ideas individually and showcase their performance in speaking. Role playing demonstrates a shift towards student-centered learning, engaging students more deeply and fostering excitement about the subject without them feeling like they are simply learning. Role-playing is a strategy that promotes social interaction among students and allows them to practice various scenarios. Through this approach, students have ample opportunity to enhance their speaking performance, they can improve themselves in pronunciation and say some difficult word, and also they can build their self-confidence in performing speaking.

## CHAPTER V

### CONCLUSION AND RECOMMENDATION

#### A. CONCLUSION

The results suggest that role-playing activities have a beneficial effect on students' speaking skills. Students also showed high enthusiasm during learning, indicating that role playing can increase their motivation to learn English, especially in speaking skills. It can be concluded that most students enjoy the learning experience when they have multiple opportunities to converse and practice their English.

#### B. RECOMMENDATION

The aim of this study is to improve students' abilities through classroom action research. This study can serve as a reference for new researchers. However, it is crucial to acknowledge that this study concentrates exclusively on implementing interventions in one class of students without comparing the outcomes of role-playing activities with other classes. Furthermore, the research spans only two cycles, which might be deemed insufficient to fully assess the effectiveness of role play. Therefore, there is potential for further development of this study to yield more robust results.

# INCREASING THE PERFORMANCE OF STUDENTS' SPEAKING THROUGH ROLE PLAYING STRATEGY AT SMP NEGERI 2 GUNUNGSITOLI IN 2023/2024

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