

ABSTRACT

Elnino, F. (2023). *Using Role Play to Improve Seventh-Grade Students in Speaking English*. Yogyakarta: English Language Education Study Program, Sanata Dharma University.

During a preliminary study in Sugiyo Pranoto Junior High School, the result showed the lack of speaking ability of the students when they were asked to introduce themselves in English. Some students spoke English fluently and introduced themselves at their desks. Some students pointed to the other students to introduce themselves and always using Indonesian. Some even did not speak any words when asked about their hobbies.

The researcher formulated a question to ensure this research was on track and reliable. This study aims to investigate 'how effective role-play was in improving speaking skills in learning activities for seventh-grade students of Sugiyo Pranoto Junior High School. This research provides a way to improve speaking skills in 7th grade by using role play through the Classroom Action method.

The study has been classified as a CAR (Classroom Action Research). The researcher fixated on discovering how to role-play to improve speaking skills after completing CAR. The steps of CAR are described in a cycle of planning, acting, observing, and reflecting. If the goal cannot meet the expectation, the researcher went to the next cycle. Each cycle has different teaching activities, depending on the observing result and students' needs. The researcher acted as the observer during the teaching and learning process and seated at the back of the classroom to prevent distraction to the student. However, the the lesson plan that was used by the teacher was prepared by the researcher.

The teaching of speaking skills in class VII children at SMP Sugiyo Pranoto was carried out in 2 cycles. Based on the results of cycle 1 and cycle 2 showed an increase in students' speaking skills. The results of the study, the application of the use of role-playing techniques were proven to improve students' speaking skills. The use of role-playing also enhanced the teaching and learning process. However, the implementation of role-play must follow the context of everyday life, so that students' understanding of the lesson can increase and can be applied in real life.

Keywords: Role-play, Classroom action research, Improve speaking English

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Selama studi pendahuluan di SMP Sugiyo Pranoto, hasilnya menunjukkan kurangnya kemampuan berbicara siswa ketika mereka diminta untuk memperkenalkan diri dalam bahasa Inggris. Beberapa siswa berbicara bahasa Inggris dengan lancar dan memperkenalkan diri di meja mereka. Beberapa siswa menunjuk siswa lain untuk memperkenalkan diri dan selalu menggunakan bahasa Indonesia. Beberapa bahkan tidak berbicara sepekat kata pun ketika ditanya tentang hobi mereka.

Peneliti merumuskan pertanyaan untuk memastikan penelitian ini berada di jalur dan dapat diandalkan. Penelitian ini bertujuan untuk menyelidiki 'seberapa efektif role play dalam meningkatkan keterampilan berbicara dalam kegiatan pembelajaran siswa kelas VII SMP Sugiyo Pranoto. Penelitian ini memberikan cara untuk meningkatkan keterampilan berbicara di kelas 7 dengan menggunakan role play melalui metode Tindakan Kelas.

Penelitian ini tergolong PTK (Penelitian Tindakan Kelas). Peneliti terpaku untuk menemukan cara bermain peran untuk meningkatkan keterampilan berbicara setelah menyelesaikan PTK. Langkah-langkah PTK dijabarkan dalam siklus perencanaan, tindakan, observasi, dan refleksi. Jika tujuan tidak dapat memenuhi harapan, peneliti melanjutkan ke siklus berikutnya. Setiap siklus memiliki kegiatan pembelajaran yang berbeda-beda, tergantung dari hasil observasi dan kebutuhan siswa. Peneliti bertindak sebagai pengamat selama proses belajar mengajar dan duduk di belakang kelas untuk mencegah gangguan pada siswa. Namun, peneliti menyiapkan RPP dan media penelitian yang digunakan oleh guru.

Pembelajaran keterampilan berbicara pada anak kelas VII SMP Sugiyo Pranoto dilaksanakan dalam 2 siklus. Berdasarkan hasil siklus 1 dan siklus 2 menunjukkan adanya peningkatan keterampilan berbicara siswa. Hasil penelitian, penerapan penggunaan teknik role playing terbukti dapat meningkatkan keterampilan berbicara siswa. Penggunaan role playing juga meningkatkan proses belajar mengajar. Namun pelaksanaan role play harus mengikuti konteks kehidupan sehari-hari, sehingga pemahaman siswa terhadap pelajaran dapat meningkat dan dapat diterapkan dalam kehidupan nyata.

Kata kunci: *Role-play, Penelitian Tindakan Kelas, Meningkatkan kemampuan berbicara bahasa Inggris.*