THE USE OF ROLE-PLAYING LEARNING MODEL FOR TEACHING SPEAKING OF THE EIGHT GRADE STUDENTS AT SMP MUHAMMADIYAH 8 TANGGULANGIN

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Sidoarjo

17 April 2023

Introduction

Speaking ability is a process of sharing and constructing meaning using verbal and nonverbal symbols in different situations. Speaking is also an interactive process for creating meaning that involves interacting and receiving information and also processing it. Speaking is seen as a crucial ability since it allows for effective communication with others. Speakers must be aware of their intended message and employ language skills or other knowledge to ensure that their message is accepted and understood by listeners.

Based on the observations in class VIII at SMP Muhammadiyah 8 Tanggulangin, students were still having difficulty speaking English. Many students feel bored when learning English subjects. Sometimes students are sleepy and do not focus on the learning process. The Role-Playing learning model can be an alternative to overcome the problems above. Role play is a game where students play a character in front of the class with other friends with material the previous teacher has explained. Other students are tasked with watching the drama unfold while pupils are given a chance to characterize or reveal the personalities being performed. It would be fun to participate in one of the group games. Although some attempts have been made to see role-playing as a gaming activity, it is frequently regarded as a game system. A case can be made that any formal game system can serve as the foundation for the role-playing process, given that the players adopt the right mentality.

Therefore, in writing this thesis, the author took the title "THE USE OF ROLE-PLAYING LEARNING MODEL FOR TEACHING SPEAKING OF THE EIGHT GRADE STUDENTS AT SMP MUHAMMADIYAH 8 TANGGULANGIN".

Problem Of The Study

The purpose of this research is to find out :

How teachers apply role-playing games in speaking skills?

How students perceptions when Role-Playing are implemented in class VIII SMP Muhammadiyah 8 Tanggulangin?

Research Methodology

This study was descriptive qualitative research.The goal of qualitative research is to create explanations for social occurrences. Descriptive research was used to analyze the situation without changing it during the teaching and learning process.

Furthermore, the writer observed and described the real situation in this type of research. describe that qualitative research is characterized by its aims, which relate to understanding some aspect of social life, and these methods which in general words, rather than numbers, as data for analysis. It means that the researcher did not set out to the hypotheses, but only observe what was present during the activity.

Findings and Discussion

The findings from observations and interviews from the usage of the role-play method in the classroom are as follows:

According to the English teacher at SMP Muhammadiyah 8 Tanggulangin (Mr.M) for eighth graders, the teaching speaking skills steps through the role-play learning model are:

"First, I will give the material to the students and then explain the material that will be studied today. If in the material there is material to be used as a dialogue, I will apply the role-playing method. For the implementation of this role-playing game itself, I will divide into four groups which I will draw myself through attendance. Meanwhile, the number of students in one group is 6-7. Then they will discuss the material I have explained with their respective groups. If they have made a dialogue, I will appoint a group to role-play in front of the class. Sometimes some students take the initiative to come forward wanting to present first. All groups will take turns to come forward and present their results. Then, if the group has presented the results, I will conclude from the teaching and learning activities results.“

The study discovered that this role-playing step is planned based on observations made in the classroom, indicating that a learning plan includes the planning of the learning process. Before the teacher starts teaching, the lesson plan is at its most useful. The lesson plan explains how learning is managed to develop one or more of the curriculum's fundamental skills. Pre-activities, core activities, and post-activities are the three stages that make up the implementation stage.

Findings and Discussion

Based on the observation, the students were quite excited about implementing the role-playing role model in the speaking classroom. Students got never bored and may repeatedly practice speaking in class. This approach was also different from activities conducted in the classroom previously. there were several perceptions of some of the students the researchers interviewed. Some students feel happy with the role-play given by the teacher, and some students also find it challenging to portray the characters they play.

The students appeared content and more excited about learning English through role-playing. This teaching strategy has been of considerable assistance to them. They feel that utilizing this method combines both learning English and playing, starting with expanding vocabulary, honing pronunciation, being less timid when speaking English in front of the class, being able to practice how to play parts, and training students' duties due to the character-appropriate acting and pronunciation. To encourage pupils to learn English and practice speaking it, the teacher uses this strategy to make the class more engaging and innovative.

Besides that, some students did not like this role-playing game. One of them stated that learning English is complicated to understand. He found it challenging to memorize dialogue scripts because some vocabulary words needed to be clearer to pronounce. There was also a student who disliked English lessons, and according to him, this role-playing game could have been more effective.

Findings and Discussion

Another researcher who applied a role-playing method in speaking class was Ruslan. He reported that the students could expand their vocabulary and communicate more fluently. Also, their confidence has grown. Moreover, role play has a favorable impact on pupils' feelings. Most experienced anxiety, but they can adjust to the situation over time.

The results of the present study is in line with the results of the following previous studies. The first study was performed by Hidayati . The result showed that the students' speaking abilities improved. The scores on the pre-test, post-test 1, and post-test 2 indicated that the students had made significant progress. It became evident that there were rising scores on the post-test.

Benefits of Research

The researcher hopes that this research can provide benefits to everyone in the world of education, such as:

- Add knowledge and insight about the Role-Play method

- For the teacher it is very useful for teachers to apply this role-play method in teaching English speaking in class, so students can practice speaking English more actively.

- For the students it is useful for the students for practicing the role-play method in speaking class to make them easier speaking of English, and at the end they can practice in their daily life.

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