IMPROVING THE STUDENTS'ABILITY IN SPEAKING BY USING ROLE PLAYING METHOD IN THE DRAMA LESSON OF ENGLISH DEPARTMENT AT 2015/2016 ACADEMIC YEARS

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Abstract. This study aimed to describe the improvement of the students' achievement in speaking by Role Playing at Drama lesson at English department at Faculty of Teacher Training and Education University of Muhammadiyah of North Sumatra.   The specific aim was how using to apply role play in studying drama and how the role play method can improve the students' achievement in speaking. This research was used an action research that used two cycles. The subject of the study was 42 students at Academic 2015 – 2016 from English Department. The instrument of research was speaking test, questioners and observation to collect the data. Technique for collecting data was descriptive qualitative and quantitative. Technique for analyzing data was used descriptive which describe the finding of research which used some tables, frequency which was benefit to describe the achievements of the students in speaking from pre-test, and cycle 1 up to cycle 2. The finding of research was the students' achievement in speaking were good by using Role playing which conducted one semester. Based on the data, the students' achievements got improvement in every cycle. The students got A was 23.8 %, B/A and B 76,1 % and there were not students got C/B and D and E. It meant the indicators of this research could achieve by using Role playing at drama lesson when we compared with conventional method. The study by using role playing is more interested than conventional method.

Key words: Improvement, Speaking Achievement, Role Play

INTRODUCTION

Learning of literary works has been known and studied by students from elementary school level until students up to college level. Whether in the form of poetry, prose, or drama. One of the literary learning that has been studied is the drama that still finds the problem. The problems found are talking or expression. Students are still having difficulty speaking fluently or fluently when expressing the dialogue they say, because in the learning of the drama students are expected to develop four language skills: reading, writing, listening and speaking.

In the process of learning the drama of teachers or lecturers apply methods or learning models that vary widely. However, not all appropriate teaching methods are used for students, this results in students not motivated learning and learning outcomes are not achieved.

One of the works of literature studied in Higher Education is Drama Course. This course is one of the subjects that is also applied in private and public universities. Especially in the curriculum of English Education Studies Program Faculty of Teacher Training and Education Universitas Muhammadiyah Sumatera Utara (UMSU) is a course that is followed by students of English Department Semester five. This course is a continuation course of Introduction to Literature in semester four, which consists of a series of materials covering the application of Introduction to literature courses in the field of language, including applied linguistic research, language education research, and literature. This course aims to improve the ability of students in mastering knowledge and skills to overcome problems in the field of language and literature, both used the paradigm of quantitative and qualitative research.

Drama is one of the literary genres that live in two worlds, namely literary art and performing arts or theater. People who consider drama as the performing arts will discard the focus because the attention should be shared equally with other elements.
In every teaching, especially the teaching of drama literature certainly has a goal to be achieved either in groups or individually. The teaching of drama literature in schools, especially drama is a teaching that requires action or activities undertaken on a planned basis. As a planned activity, of course has a goal to be achieved.

The deepening and understanding of these goals contributes to the determination of whether or not teaching a drama at school. In fact, literary teaching is not as beautiful as imagined, because of the large number of teaching staff who are unable to teach literature, so the expectation of successful literary teaching is difficult to fulfill. This needs special attention because it can disrupt the process of teaching literature, especially in high school.

In the curriculum of English Education Program of Teacher Training and Education Faculty of Muhammadiyah University of North Sumatra, Drama is not classified as a new course. The knowledge of this course has been around since Academic Year 1990/1991 in English Education Department, because the learning process is still not maximal, then some problems related to the above are as follows: 1).

Lecturers have not used appropriate teaching methods in the learning process. Generally only use conventional methods or lectures. 2) Students are less interested in learning literature. 3) Students are not fully interested in the learning process, thus affecting the final value of students as in previous years. 3). The lack of reference books or learning resources for this course is too small to require exploration from sources other than textbooks in the library.

From some of the problem factors above, one that needs to be observed is the method of learning. In general, the learning process applied at the University of Muhammadiyah North Sumatra is still traditional oriented to the role of lecturer (lecturer centred) in the process of teaching and learning. The role of students in the class is almost not found, generally the students are passive and waiting matri from lecturers. Another condition is that lecturers still use lecture method, it is less giving opportunity to students to discuss solving the problem of learning materials so that less able to increase the critical power of students, as well as the problem of low assignment of duty both personal task and group task.

The course assessment system still focuses on the value of Task (30%), Middle Semester Exam (30%) and Final Exam (40%). The composition of the assessment makes some students more focused on the results of written examinations. It identifies that the teaching method has been focused on teaching and responded by students with more focus on memorizing

Based on the result of learning evaluation on Academic Year 2012/2013, the distribution of Drama course value was: A (2.17 %), B/A (7.5%), B(12 %), C/B(23 %), C (32 %) D/C(13%), D (8.17) dan E (2.17 %) . These data showed that good learning outcomes (A, B / A and B) were only 21.67%, while the largest distribution was in the range of C and C / B values of 55%

Thus, the learning process for this course is still not maximal so it needs to be improved for the purpose achieved. Various efforts to lead to improved quality and effectiveness of learning are the various innovations developed in the lecture process. To overcome the above problems then the method of teaching for the implementation of the lecture needs to be designed, because the method is a regular way that is used to perform a job in order to achieve in accordance with the desired or a systematic way of working to facilitate the implementation of an activity in order to achieve the goals

specified. Therefore, in the learning process required a certain method to stimulate the students for the successful attainment of the goal of teaching.

Satina explained one of the efforts made by the teaching staff that is using the role playing method in the teaching of drama to achieve more effective learning outcomes. It can not be denied, however, that the success and deterioration of the quality of education is always returned to the teacher, however, it is too much for the success of the learning process to be determined by factors such as students, methods, teaching tools, and learning situations.

The process of learning using Role Playing, this model, first, is based on the assumption that it is possible to create an authentic analogy into a real-life situation. Secondly, that role play can encourage exposing her feelings and even releasing. Third, that the psychological process involves our attitudes, values and beliefs and leads to consciousness through spontaneous involvement with analysis. The problem formulation of this research is: Whether with the application of Role Playing method can tie the ability of students to speak on the drama course.

LITERATURE REVIEW
Role Playing Method

Role-playing learning is rooted in personal and social dimensions. From the personal dimension this method seeks to help learners discover the meaning of the social environment that benefits them. In the meantime, through this method learners are invited to learn to solve personal problems that are faced with the help of social groups that consists of classmates. From the social dimension, this method provides an opportunity for learners to work together in analyzing social situations. Especially issues that concern the interpersonal relationship of learners. Pemechan the problem is done democratically. Thus through this method the learners are also trained to uphold democratic values.

In a process of teaching and learning there are some components that are always associated that can not be separated, namely the teaching media, the process of activated (method), subject matter and others. "All components are integrated and harmonious in order to create a fun atmosphere of learning and teaching, finally

realized a thing what is fun, finally realized a thing what is called with the results of learning that weight and quality [1].

Role-Playing Learning is a way of mastery learning materials through the development of imagination and appreciation of students. The development of imagination and observation is done by playing the students as a living figure or inanimate object. This method involves many students and makes students happy to learn and this method has added value, which are: a) can guarantee the participation of all students and give equal opportunity to show their ability to work together to succeed, and b) game is a fun experience for students [2].

Role-Playing Learning is a dramatic activism, usually performed by a small group of students, aimed at exploiting some of the problems found to complement participation and observers with a learning experience that will increase understanding.[3]

According to Mulyasa[4] Lessons Learned by Role There are seven stages: problem selection, role selector, staging role play, preparing observer, exhibition stage, discussion and evaluation and decision making. At the stage of problem selection, the teacher raises the issues raised from the learner's life so that they can feel the problem and are compelled to find a solution. The role selection stage selects the role according to the issues to be discussed, describes the character and what players should be pursuing. Next compile the step-stage role-play. In this case the teacher has made the dialogue but the students can add their own dialogue. The next stage is the preparation of the observer. Observers in this activity are all students who are not players or cast. Once everything is ready then performed the characterization activities. At this stage all students begin to react according to their respective roles in accordance with the role play scenari.

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[1] WS. Winkel. (1991). *Psikologi Pengajaran.* Jakarta: Gramedia. P. 177

[2] Anang Prasetyo. 2001. *Metode Role Playing Untuk Meningkatkan Hasil Belajar Siswa kelas II SLTP N 3 Driyono Gresik.* Buletin Pelangi Pendidikan.Edisi IV Tahun II. P. 72

[3] *Ibid* P. 74

[4] E. Mulyasa. (2005). *Menjadi Guru Profesional Menciptakan Pembelajaran Kreatif Dan Menyenangkan.* Bandung: Remaja Rosdakarya. P. 43

English Speaking Ability

Speech skills are one of the kinds of language skills to be achieved in modern language teaching including English. Speaking is the primary means of fostering mutual understanding, mutual communication, using language as the medium.

Speaking in the language classroom has a two-way communication aspect, ie between the speaker and the hearer on a reciprocal basis. Thus speaking practice must first be based on: (1) listening ability, (2) speech ability and (3) mastery (relative) vocabulary and expressions that enable students to communicate their intentions or thoughts.

Therefore it can be said that this practice of speaking is a continuation of the listening exercises in which there is also practice to say the target to be achieved in this case is the ability and fluency of spoken or spoken language (communicate) directly as the main function of language, especially English

Speech Learning Technique

Speaking is the primary means for fostering mutual understanding, mutual communication, using language as the median. The speaking activities in the language class have a two-way communication aspect, ie between the speaker and his hearing on a reciprocal basis. Thus speaking must first be based on: (1) the ability to listen, (the ability to speak), and mastery (relative) vocabulary. In general speaking practice for beginner and intermediate level is for students to communicate orally in simple English. Therefore, in the learning must be able to arouse and motivate students to speak and have the courage to practice it.

Here are some steps in the practice of speaking. In the early stages, speaking practice can be said to be similar to a listening exercise. As noted earlier, in listening practice there is listening and imitating practice. This listening and imitating exercise is a combination of basic exercises for listening skills and speaking skills.

METHODOLOGY

This Research Type is Action Research Class that usually called by Classroom Action Research, abbreviated CAR. This research was conducted at the Faculty of Teacher Training and Education of English Study Program. Semester V five Academic Year 2015/2016. This study was conducted for 6 six months, Started from

October 2015 to February 2016. The subject of this study is a five semester V students' Academic Year 2015/2016 which amounted to 42 people. With the object of research efforts to improve students' ability to speak English in Drama course by applying Role Playing role playing method. The design of this study has stages as proposed by Arikunto et al, 2006 outline there are four stages that pass in conducting classroom action research that is; 1 Planning, execution, 3 observation, reflection.

FINDINGS

Pre-Test

The pretest test material was designed in the form of a short dialogue and a questionnaire that the student answers by taking into account several indicators measured in speaking. Each indicator has a weight of 20 scores. Results from the initial test (Pre-test) are: of 42 students who are able to speak by using the correct pronunciation can be seen in the following table:

Table Pretest Score Distribution

No	Span Scores	Score	Interpretation	Frequencies	Percentage
1	85,0 – 100,0	A	Very High	0	0
2	75,0 – 84,9	B/A and B	High	2	4,76
3	65,0 -74,9	C/B and C	Enough	4	9,52
4	55,0 – 64,9	D/C and D	Lack	36	85,7
5	0,0 – 54,9	E	Low	0	0
		Total		42	100

Based on the results of pretest majority are at the level of less ability, ie 36 students or 85.7%, no students who get an A, and who got a B of 2 people or 4.76%. 4 students or 9.52% who got the value of enough, and no one got the value E, this shows that the student's ability is still low in speaking.

Based on the observation of the researcher, the initial condition of the class before the researcher uses the Role Playing method of the students is still difficult to convey the idea, lack the courage to ask questions, not ask what if the material is unclear, lack the ability to formulate their own ideas and the students are not accustomed compete in conveying opinions to others. When speaking, students still have not noticed the intonation, the proper use of vocabulary, the correct grammar in English, and even some students in their dialogue use some of the Indonesian language and incorporate it into English.

Furthermore, it can be seen also how the ability of students in each indicator was measured from the average score.

Table 2 Pre-Test Score Average

Indicators	Average Scores
Pronunciation	5.10
Structure	5.25
Vocabulary	5.40
Smoothness	5.35
Understanding	6.30
The Average for all indicator	5.48

From the 42 students who followed the pretest, all indicator scores only reached 5.48 (in the range of 1-20), this indicates the average acquisition of the students score for pretest is the D / C or C value. See the value of each indicator, the average score students range from 5.10 - 6.30. The lowest student ability was on pronunciation, while the highest student ability was in Understanding. Students' understanding of grammar was also low. Many grammatical errors when students speak with an average value of 5.25, as well as for smoothness is still low with an average value of 5.35, as well as for vocabulary indicators are still low ie with an average value of 5.40

According to students of their low ability because of the rarity of students practicing in English, and the habit of answering questions using Indonesian, lecturers rarely correct students' errors when the students are speaking in English.

Cycle I

During the learning process, lecturer observed student behavior when applied role playing methods. Furthermore, the lecturer observes students' ability to speak in front of the class. Indicators used to measure the ability to speak are as follows: Pronunciation, Grammar, Vocabulary, Smoothness and Understanding.

Table 3; Average Score for Cycle 1

Indicators	Average Score
Pronunciation	8.57
Structure	8.80
Vocabulary	9.04
Smoothness	9.28
Understanding	10.11
Average for all Indicators	9.16

From the 42 students who followed in the cycle 1, the average score of all speakers indicator only reaches the value of 9.16 (in the range 1 - 20), it shows the average of the student's score for Cycle 1 is the value of C. seen from the value of each indicator speaking, the average score of students ranges from 8.57 to 10.11). The lowest student ability was on "pronunciation", while the highest student ability was on the "Understanding" indicator. Students' understanding of the pronunciation is the lowest with the average value of 8.57, as well as for Grammar indicator was still relatively low with an average value of 8.80.

Based on the observation of the researcher, the low of student ability was caused by the rarity of students practicing English. English practice was not necessarily a daily requirement for students majoring in English. Even when the Q & A discussion was held most students answer the questions or give suggestions, criticism when the percentage students were asking the lecturer to comment, suggestion or criticism from the percentage of groups in Indonesian language. In general, lecturers did not give permission to speak students in using Indonesian language at the time of discussion or Q & A. Another factor was that during the learning of English, students did not practice individually or in groups.

Table 4 Score Distribution for Cycle

No	Span Score	Score	Interpretation	Frequency	Percentage
1	85,0 – 100,0	A	Very High	0	0
2	75,0 – 84,9	B/A and B	Good	3	7.14
3	65,0 -74,9	C/B and C	Enough	19	45.2
4	55,0 – 64,9	D/C and D	Lack	20	47.61
5	0,0 – 54,9	E	Low	0	0
	Total			42	100

Based on the results of Cycle 1 the majority are at the level of less ability, is that 20 students or 47.61% received a D / C score, no students who get A and E, and who got B as much as 3 people or 7.14%. 19 students or 45.2% who got the value of enough or C / B and C, this shows that the ability of students is still categorized enough (Not satisfactory).

Cycle 2

During the learning process the collaboration partners also observe the activities during learning, especially the students' speaking skills using the prepared

observation form sheets. In summary the results of observation skills Speaking of students during cycle II is summarized in the following table:

Table5 The Average Score for Cycle II

Indicators	Average Scores
Pronunciation	16.50
Structure/ Grammar	15.25
Vocabulary	15.50
Smoothness	14.35
Understanding	17.50
Average score for all indicators	15.82

From the 42 students who followed the 2nd cycle, the average score of all talking ability indicators reached only 15.82 (in the range 1 - 20), this indicates that the average student grade achievement for Cycle 2 is either B / A or B. the value of each indicator speaks, the average number of students ranges from 15.25 - 17.50). The lowest student ability was on "fluency", while the highest student ability was on the "Understanding" indicator. The student's smoothness to the pronunciation was the lowest with an average value of 14.35, as well as for grammar indicator is still relatively low with an average score of 15.2

Table 6 Score Distribution for Cycle 2

No	Span Score	Value	Interpretation	Frequency	Percentage
1	85,0 – 100,0	A	Very High	10	23.8
2	75,0 – 84,9	B/A and B	Good	32	76.1
3	65,0 -74,9	C/B and C	Enough	0	0
4	55,0 – 64,9	D/C and D	Lack	0	0
5	0,0 – 54,9	E	Low	0	0
	Total			42	100

Based on the results of Cycle 2 the majority are at high ability level, is that 32 students or 76.1%, students who get the value of B / A or B and who get a A of 10 people or 23.8%. no student gets C / B and C, D / C and D, and E indicates that the students' skill is categorized as High and Very High (satisfying)

DISCUSSION

From the existing research data, it was seen a good increase in student achievement of the value of pre - test, cycle 1 and cycle 2. The results of the average score of pretest, cycle 1 and cycle 2 can be seen in the following table.

Table 7 Comparison of Pretest Average Scores, Cycle 1 and Cycle 2

Indicators	Pre-Test	Cycle 1	Cycle 2
Pronunciation	5.10	8.57	16.50
Grammar	5.25	8.80	15.25
Vocabulary	5.40	9.04	15.50
Smoothness	5.35	9.28	14.35
Understanding	6.30	10.11	17.50
Total fo all material	5.48	9.16	15.82

The table above shows that the average increase in student scores for all subjects ranged from 14.35 to 17.50. The largest increase in mean score was on the subject of understanding (17.50), followed by pronunciation subjects (16.50) and 15.50 vocabulary subjects. Thus it can be said that the improvements that occur show an understanding on each of the subject speak (Speaking) English after the Role Play method implemented.

The increasing can also be seen from the distribution of student scores from the pre-test value to cycle 1 and cycle 2, as shown in the following table table.

Table 8 Comparison of Pretest Score Distribution, Cycle 1 and Cycle 2 based on linguistic aspects

No	Value	Pre-test	Cycle 1	Cycle 2
1	A	0	0	23.8
2	B/A and B	4.76	7.13	76.1
3	C/B and C	9.52	45.2	0
4	D/C and D	85.7	47.61	0
5	E	0	0	0
	Total	100	100	100

If the pre-test score of majority students is distributed in the D / C and D score group (85.7%), then after the Role Play learning the students are distributed in groups of B / A or B (76.1%). Thus the Role Play learner has enough pean in improving Speech (speaking) in Drama course.

After conducting this Research Action Class, it can be seen the achievement of predetermined performance indicators. The following table shows baseline data, final targets, and realization.

Table Achievement of Performance Indicators

N0	Performance Indicators	Baseline	Final Targets	Realizations	Notes
1	Score achievement A	4,17 %	≥ 10 %	23. 8 %	Achieved

2	Score achievement D	24,17 %	$\leq$15 %	0 %	Achieved
3	Score achievement E	4.17 %	$<$ 3 %	0 %	Achieved

The gain of value A has exceeded the performance targret set. Initially targeted the students get a value of A at least 10% but the bigger realization is 23.8%. For the target value to be achieved less than 15% of all students, but the realization is good enough, that only 0% of students are worth D, as well as students realization valued E none, meaning the target has been achieved. The achievement of these indicators points to well-planned learning management and high student achievement.

Based on the data above, it showed that learning based on Role Playing gave a positive impact for students in learning, seen from their learning achievement is quite good. In essence, cooperative methods have followed the archetype pattern for Role playing methods, including emphasizing group method activities, where students are actively engaged in discussions, cooperation, mutual assistance, and all group members have the same roles and responsibilities.

Based on the results of interviews with students, it was generally stated that they were interested in the method of role playing. This can be seen from the answers of questionnaires, among others: compared to ordinary learning methods or conventional methods, students assume that the method of role playing learning is very interesting, the role playing method makes them learn more eager in learning, role playing method can improve students' speaking ability when compared with conventional learning methods.

Uno's conception of the goodness of the Role Playing Model or role-playing method is appropriate when: "Lessons intended to explain events experienced and concerning people are based on didactic considerations; The lesson is intended to train students to solve psychological problems; To train students to be sociable and to provide possibilities for the understanding of others and their errors.

For that, the benefits were gained by performing role play: 1) To teach learners so that he can put himself by performing role playing, 2) By playing the role of students learn to be responsible and students can feel how the feelings of others and feel in accordance with the role, 3) The teacher can see the real reality of the ability of learners, 4) By playing a role, students can generate a lively discussion, 5) learners will understand social psychological, 6) role model can attract interest learners, 7) Train participants to take the initiative and be creative.

The results of interviews with students generally stated that they were interested in the method of learning Role Playing. This is evident from the results of the questionnaire answers. Students are more passionate about Role playing methods compared to conventional or conventional methods.

Based on observation can be observed that the students showed their creativity in making short scripts. This can be seen from the results of the task work in accordance with the time. At the time of the discussion, the students were very enthusiastic in conveying arguments, ideas or criticisms of the participants who were presenting drama script results that they have designed.

Thus when students are given the freedom to be independent in learning; then the impact that arises is the emergence of creativity, motivation and confidence. The emergence of these capabilities will be useful for their learning activities in other courses in the UMSU English Education Study Program.

CONCLUSION

Based on the results of the analysis of the discussion and research findings then obtained some conclusions, they are:

1. Learning activities using Role Playing performed by students in the form of learning done in groups, especially English practice by playing a role in the Drama course. Impact of Role Playing given by lecturers in Drama course influences student achievement.

2. Individual student achievement is good enough by using Role Playing method which was implemented for one semester, it was indicated from the acquisition of A (very high) value of 23,8%, B / A and B (High) 76,1%, and none obtained values of C / B and (enough), D / C and D (Less) and E (low), thus performance indicators were achieved in this study.

3. *Student response to learning method of Role Playing in Drama course was good enough what compared to conventional learning method. Role playing learning method was considered very interesting compared with conventional methods.*

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