

IMPROVING CONFIDENCE AND ENGLISH LANGUAGE SPEAKING SKILLS USING ROLE PLAY TECHNIQUE WITH TALK SHOW FOR 8th GRADE STUDENTS; A CASE STUDY SMP N 1 KARANGGENENG LAMONGAN

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Abstract. This research aims to improve the taste of the evidence and skill students by role play techniques with talk shows in class VIII-A the second semester.in 2018/2019.This research is Class Action Review. This reseach consist of 2 cycles. Each consist of four steps cycles. There are planning, implementation, observation, and reflection. The subject of study is 32 students, class VIII-A the second semester of SMP Negeri 1 Karanggeneng in 2018/2019. The reseach data is qualitative and quantitave. The initial conditions for creteria 9stusents showed (28.12%) with an average of 63.12. the first cycles increase tobe 20 students showed (62.50%) with an average 72.71. The first cycles, cocnetics and fluency of students speaking are increasing. Speaking skill assessment for the second cysles will be increased. It is showed 28 students (87.50%) have a score equal to or above KKM with an average 79.17. increasing is mean that is especially for understanding, fluently, and vocabulary aspects. The conclusion of this research is (1) students speaking the first cycle and the second condition: (2) the students of self confidence to speak in English is increasing.

Key words: Students Speaking Skill, role play technique, talk show.

INTRODUCTION

English is a tool for communicating orally and in writing. Communicating is understanding and disclosing information, thoughts, feelings, and developing science, technology, and culture. The ability to communicate in a complete sense is the ability to speak, namely the ability to understand and / or produce oral and / or written texts that are realized in four language skills, namely listening, speaking, reading and writing. These four skills are used to respond to or create discourse in social life. Therefore, English subjects are directed at developing these skills so that graduates are able to communicate and discourse in English at a certain level of literacy. At the time of the English language learning conducted at Karanggeneng Banjarnegara 1 Junior High School in class VIIIA, 32 students showed that only 9 students (29.16%) had the same score or passed the English KKM in this school, which was 70.

Broadly speaking, making students' skills and learning outcomes in competence speak low due to the following: teachers rarely invite students to communicate in English. The teacher prefers to communicate with Indonesian and regional languages (Javanese) so students are accustomed to using Indonesian and regional languages (Javanese) rather than using English both with the teacher and with classmates. Even though the use of classroom language can help learning English. With the existence of classroom language students can recognize the target language and will be accustomed to using it so that they will not have difficulty in doing tasks related to the target language and communicate with the target language. Teachers dominate the teaching and learning process with lecture methods that make students more heard a lot but did not practice speaking English. Most students feel insecure to speak English, as evidenced when the initial conditions when they were asked or ordered to use English were mostly just silent even claiming not to understand the words of their teacher. They feel insecure because they do not master speaking skills so they are afraid to be wrong and laugh at their friends. In the end speaking skills and confidence of students become low as evidenced by the results of the assessment of speaking competencies and interviews with students. The researcher seeks to motivate students to be brave and active in using English in every learning with classroom language, one of which is by learning to play roles through talk shows in the classroom. The hope is through this research students'

speaking skills can increase. Furthermore, it can also increase students' confidence and achievement by getting scores according to KKM standards (70) or more.

Role play

According to Gillian Porter Ladousse (1987: 5) "role play" comes from the word "role" which means taking part in a special activity and "play" which means that the role is taken / used in an environment where students can develop creativity and play fully. A group of students play a role in the class well as well as a group of children playing school, nurse, doctor, celebrity, famous figure or Star wars. Both of them unconsciously actualize the imagination, by playing their role trying real world knowledge and developing their ability to interact with society. This activity is very pleasant and does not damage the students or children personally. It is widely agreed that learning occurs when the activities are fun and can be remembered. Jeremy Harmer quoted by Gillian Porter Ladousse (1987: 6) asserts, the use of role play is used for the following reasons; a) fun and motivating, b) silent students get the opportunity to express themselves in the direction of progress, Stoll and Beller (Le Francois, 2000: 254)) state that role playing has a high attractiveness for students. outside the classroom becomes unlimited and offers opportunities for extensive language use. In addition, students who have the opportunity to use English can repeat their English in a comfortable situation. Real situations can be created and students benefit from training. Any mistakes they make don't burden.

According to Maley (2005: 5-7) The role playing activities in question are role playing activities that aim to provide students with the opportunity to experience firsthand the social situation being played. Le Francois, (2000: 254) states that role playing is one approach that can be used to reduce student bad behavior. The method of role playing according to Lickona (1992: 261) is strategic enough to involve students in learning that is attractive to students. Richard Amato (2003: 222) because it provides opportunities for students to be creative and put students in possession of others for a few moments.

Thus, role play in this research is a speaking activity in which players can act as other people and themselves in various imaginative situations that are able to develop creative abilities and play fully.

Talk show

According to Hornby (1995: 188) Talk shows are a television or radio program in which famous people are invited to speak in informal conditions on various interesting topics. Another definition of a talk show is a program that displays one or several people to discuss a particular topic guided by a host. Those invited are people who are experienced directly with the events or topics discussed or those who are experts in the issues being discussed (Morris, 2008: 217).

English speaking skills.

The purpose of learning English is to make students able to communicate using English. Therefore students must really be given training specifically speaking skills. According to Nunan (1989: 26) speaking is to use spoken language consisting of short, incomplete or separated speeches within the scope of pronunciation. While according to Tarigan (1986) speaking is the ability to say sounds of articulation of words to convey ideas and feelings.

This statement is supported by Harmer (2001: 269) which states that the condition of a person to have the skills to speak fluently is not only from knowledge of the characteristics of language, but also from their ability to process the language information. According to Brown (2001: 275-276), the principles for designing speech learning techniques are:

1. Encourage learning techniques that focus on interaction, meaning, and eloquence.
2. Techniques that can motivate students.
3. Encourage using real language in meaningful contexts.

4. Provide correct feedback and correction.
5. Emphasizes the natural relationship between talking and listening,
6. Provide opportunities for students to communicate lesan,
7. Encourage the development of speaking strategies.

One learning activity always involves more than one Nunan language skill (1989: 22) for example speaking skills with listening skills, reading skills with writing skills, writing skills with listening skills. To measure speaking skills, Brown (2004: 172-173) divided them into six categories, namely grammar, vocabulary, understanding, fluency, pronunciation and assignment. Finally it can be concluded, in the learning activities of English speaking skills, teachers must use techniques that are appropriate to the needs of students. Activities not only focus on language elements (language accuracy) but also on elements of meaning, interaction, and fluency in language. Learning activities must be able to provide intrinsic motivational techniques, encourage students to use language contextually, and provide appropriate feedback and corrections. In addition, learning activities must emphasize the natural relationship between speaking and listening skills. Provide opportunities for students to make oral communication, and encourage the development of speaking strategies.

RESEARCH DESIGN

This research is in the form of classroom action research which departs from a problem faced by researchers in carrying out *speaking* learning in class.

By analyzing the type and character of the problems experienced by researchers in *speaking* learning. Researchers sought to solve the problem by conducting experiments on new learning techniques that researchers refer to as "*Role Play with talk shows*". This technique / method researchers hope to be able to improve classical learning completeness in speaking with expression about opinion.

In this study the researcher began the activity by compiling a research plan, drafting a learning program, carrying out learning with techniques that the writer wanted to examine, observing, recording, and analyzing all the symptoms that occur in learning. Then with the results of analyzing the data the researcher measures success in accordance with the objectives that the researcher has determined and then produces a conclusion. The whole series of steps researchers mark with the term cycle. Then based on these conclusions, the researcher followed up by designing the following activities to improve and refine the learning techniques / methods that the researcher examined in the next cycle. To achieve the above purpose the researcher carried out this research in two cycles.

1. Cycle I

Three meetings were held. In this cycle the researcher took the topic of denying and admitting expression. In the first cycle consists of several stages: namely Planning, Implementation, Observation and reflection .

Activity Planning.

Things that must be prepared are video talk shows, conversation recorders, conversation scenarios, role cards, learning materials, worksheets and observation sheets. Before implementation the teacher discusses topics and things that must be done with students .

Implementation of activities.

The teacher conveys the learning objectives, distributes worksheets and students observe the video about admitting and denying the fact, the teacher delivers the material and questions and answers, students complete the dialogue overlap, with the teacher reading aloud then practicing dialogue in front of the class in pairs.

Second meeting, students form groups of five students each, play a video talk show then the teacher gives material related to the theme then students conduct internal

discussions, share role cards for the group, design conversations, title and theme of talk shows with their respective groups. practice in front of the class. The teacher observes, evaluates and gives reinforcement. The third meeting, students practice in turns, the teacher takes an assessment, evaluates and gives verbal rewards.

Observation and Reflection

Observations are carried out starting from the planning stage which refers to preparation and training then at the stage of implementation the observations are carried out on students' self-confidence. At this stage of reflection the researcher conducted observations and interviews. The things observed are speaking and confident skills. Speaking skills include comprehension, vocabulary, pronunciation, grammar.

2. Cycle II

Conducted three meetings in this cycle the researcher took the topic of Asking and Giving Opinion.

Activity Planning

Things that must be prepared are conversation recorders, conversation scenarios, talkshow videos, role cards, learning materials, worksheets, interview sheets and observation sheets.

Implementation of Activities.

First meeting Students give a picture of a picture given by their teacher through a question what do you think of ...? and some questions ask other opinions. The teacher conveys the learning objectives and then gives an example of a dialogue conversation about asking and giving opinion. Students with the teacher's direction read aloud, after which students are given a dialogue to hitch to be equipped with the right expression. After the dialogue is corrected, the teacher asks students to read aloud with the practice in front of the class to check the pronunciation. At the end of the lesson the teacher asks students to form a group of 5 people of different sexes, then each group determines its own member and the name of the group. The name of the group chosen is the name of the hero. Beyond the lessons the group prepares scenarios and scripts with the topic of asking and giving opinion through the Talk Show. The talk Show chosen must provide a balanced portion of the conversation to each group member. The title and content are adjusted to the creativity of each group. The title of the Talk Show chosen by students included: Not Four Eyes, Show Imah, Black and White, Yuk Keep Smile and Pesbukers. Second meeting,. The teacher plays a video about the Talk Show. Students mimic some expressions used in asking and giving opinions. Students then discuss preparation before practice and also practice in their respective groups.

The third meeting, students with their respective groups practicing in front of the class in turn. The teacher observes and records things that must be corrected, then conveys and gives reinforcement to students. Students practice in front of the class with their respective groups after previously taking turn numbers through picture cards. The teacher announces the best group and the two best performers and gives a prize after giving praise and evaluation.

Observation

Observations are carried out starting from the planning stage which refers to preparation and training later at the implementation stage, observations are made on students' self-confidence during training and appearing in front of the class, and on aspects of speaking skills namely grammar, vocabulary (vocabulary)), understanding (comprehension), fluency, and pronunciation

Reflection.

At this stage of reflection the researcher conducted observations and interviews. The things observed are speaking and confident skills. Speaking skills include comprehension, vocabulary, pronunciation, grammar.

RESULTS AND DISCUSSION

Results from Cycle I

Three meetings were held. In this cycle the researcher took the topic of denying and admitting expression.

- a. Activity Planning. Things that must be prepared are video talk shows, conversation recorders, conversation scenarios, role cards, learning materials, worksheets and observation sheets. Before the implementation the teacher discusses topics and things to do with students on Thursday 1st 4th March 2019 .
- b. Implementation of activities.

First meeting, Monday, March 1, 2019. The teacher conveys the learning objectives, distributes worksheets and students observe the video about admitting and denying the fact, the teacher delivers the material and questions and answers, students complete the dialogue overlap, with the teacher reading aloud then practicing dialogue in front of the class in pairs.

Second meeting, Thursday, 21 March 2019, students form groups of five students each, playing a talk show video then the teacher gives material related to the theme then students conduct internal discussions, share role cards for the group, design conversations, talk show titles and themes with their respective groups students. Students practice in front of the class. Teachers observe, evaluate and reinforce.

Third meeting, Thursday, 2nd 8 March 2019, students practice in turns, the teacher takes an assessment, evaluates and gives verbal rewards.

- c. Observation

Observations are carried out starting from the planning stage which refers to preparation and training then at the stage of implementation the observations are carried out on students' self-confidence during training and appearing in front of the class, as well as aspects of speaking skills namely grammar, vocabulary (vocabulary), understanding (comprehension), fluency, and pronunciation

- d. Reflection.

Based on the observation sheet and the results of interviews with students, at the second meeting students' speaking skills improved. Students begin to feel awkward, self-confidence begins to emerge. They begin to understand what they say (comprehension), vocabulary also increases (vocabulary) and pronunciation (pronunciation) also there is progress even though grammar (grammar) is still a lot wrong. to multiply the exercises so as not to be stiff when appearing and more confident and also deepen the expression material used. In this cycle, the value of speaking competence is 20 of 32 students or 62.50% the same or above the KKM.

Results from Cycle II

Conducted three meetings in this cycle the researcher took the topic of Asking and Giving Opinion.

- a. Activity Planning

Things that must be prepared are conversation recorders, conversation scenarios, talkshow videos, role cards, learning materials, worksheets, interview sheets and observation sheets. Before the implementation of the teacher evaluates the implementation of the first cycle and gives direction of follow-up for repairs then discusses matters that must be done with students on Monday, Wednesday the 1st April 2019.

- b. Implementation of Activities.

The first meeting, held on Thursday, April 4 2019 . Students give an opinion of a picture given by their teacher through a question what do you think of ...? and some questions ask other opinions. The teacher conveys the learning objectives and then

gives an example of a dialogue conversation about asking and giving opinion. Students with the teacher's direction read aloud, after which students are given a dialogue to hitch to be equipped with the right expression. After the dialogue is corrected, the teacher asks students to read aloud with the practice in front of the class to check the pronunciation. At the end of the lesson the teacher asks students to form a group of 5 people of different sexes, then each group determines its own member and the name of the group. The name of the group chosen is the name of the hero. Beyond the lessons the group prepares scenarios and scripts with the topic of asking and giving opinion through the Talk Show. The talk Show chosen must provide a balanced portion of the conversation to each group member. The title and content are adjusted to the creativity of each group. The title of the Talk Show chosen by students included: Not Four Eyes, Show Imah, Black and White, Yuk Keep Smile and Pesbukers.

Second meeting, Monday, April 8 2019 . The teacher plays a video about the Talk Show. Students mimic some expressions used in asking and giving opinions. Students then discuss preparation before practice and also practice in their respective groups. The teacher observes and gives guidance to the group alternately. At the end of the lesson students are asked to practice outside of lesson hours with their respective groups.

Third meeting, Thursday 11 April 2019 .Siswa group practice in front of each class in turn. The teacher observes and records things that must be corrected, then conveys and gives reinforcement to students. Students practice in front of the class with their respective groups after previously taking turn numbers through picture cards. The teacher announces the best group and the two best performers and gives a prize after giving praise and evaluation.

c. Observation

Observations are carried out starting from the planning stage which refers to preparation and training later at the implementation stage, observations are made on students' self-confidence during training and appearing in front of the class, and on aspects of speaking skills namely grammar, vocabulary (vocabulary) , understanding (comprehension), fluency, and pronunciation

d. Reflection.

Rapid progress in students' confidence and fluency. This can be seen from observations when performing, questionnaires filled out by students, and interviews. In the beginning students made a lot of pronunciation errors, even mistakes in the same words. In the cycle two errors are reduced including the use of grammar. The aspect of understanding, vocabulary and fluency looks very good. After deepening the material and increasing the practice, students' speaking skills are far better. In the second cycle, the value of speaking competence was 28 out of 32 students or 87.50% the same or above the KKM

DISCUSSION

At the beginning students do not feel confident to speak English, as evidenced when they were asked or ordered to use English largely silent even claimed not only familiar with the words of his teacher. They feel insecure because they do not master the speaking skills so they are afraid of being wrong and laughed at by their friends. In the end speaking skills and students' self-confidence become low as evidenced by the results of assessment on speaking competencies and interviews with students. After learning using the role play technique with the talk show at the end of the second cycle, students' self-confidence and

English speaking skills increased, as evidenced by students who did not feel embarrassed and afraid to use the wrong English.

After the implementation of Cycle I actions for 3 meetings, the results of the first cycle test showed an increase when compared with the results of the initial condition test of 9 students or 28, 12% who received the same score or above the KKM increased to 20 students or 62, 50% in the first cycle and in the second cycle increased to 28 students or 87.50%. The average in the initial conditions 63.12 in the first cycle increased to 72.71 and in the second cycle it increased to 79.17. Improving students' English speaking skills can be presented in the following table:

Table 1: Improved English speaking skills

Speaking skills	Initial conditions	Cycle I	Cycle II
Average	63.12	72.71	79.17
Complete	9	20	28
Not T u NTAS	23	12	4
Completion percentage	28.12 %	62.50 %	87.50 %
Unsolved percentage	71.88 %	37.50 %	12.50 %

Based on the table above, from the initial condition, the speaking skills were acidic or above KKM 9 students or 28, 12% with an average of 63.12 in the first cycle increased to 20 students or 62.50% with an average of 72.71, and in the second cycle English speaking skills increased to 28 students or 87.50% got the same score or above the KKM with an average of 79.17. After learning at the end of the second cycle, aspects of aspects of speaking skills increased, namely aspects of grammar (grammar), vocabulary (vocabulary), understanding (comprehension), fluency, and pronunciation. The increase in self-confidence and English speaking skills of students using role play techniques with talk shows is caused by fun learning, can express students' abilities, motivate and can increase students' self-confidence which leads to an increase in students' English speaking skills. This is in accordance with the opinion of Gillian Porter Ladousse (1987: 6) who said that the use of role play was used for the following reasons; a) fun and motivating, b) silent students get the opportunity to express themselves towards progress. If students feel happy and motivated, students will be more confident. If students can master speaking skills, students will be able to express themselves towards progress. So the role play technique with talk shows is one of the right ways to increase self-confidence and speaking skills.

CONCLUSION

1. Increasing students' speaking skills in fluency (comprehension), comprehension (comprehension), and mastery of vocabulary (vocabulary) look very significant, progress is also seen in grammar aspects (grammar) and pronunciation (pronunciation) although not as much as three aspects mentioned earlier. The results of the assessment of the initial conditions, cycle I and cycle II show students' speaking skills improved.
2. Increased self-esteem also increases significantly. This can be seen through observations when performing and the results of interviews with students. Students look active, enthusiastic, not shy and hesitant to speak English. Students are eager to try again with other more interesting themes. The learning process becomes fun.

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