APPLICATION OF ROLE PLAYING TECHNIQUES IN IMPROVING THE SPEAKING ABILITY OF STUDENTS

Efi Lutfiyah Arifin
Madrasah Aliyah Negeri (MAN) 2 Kuningan
E-mail: efilutfiyaharifin@gmail.com

Abstract: In globalization era, the competition in working world is getting tougher which demands that students speak English fluency. But in reality, there are still many students in MAN 2 Kuningan who find it difficult because learning is still teacher-centred so that students are less active in learning. Based on these problems, the researcher formulated the formulation of the problem; How is the role playing techniques in teaching speaking narrative text for XII IPA-2 class pf MAN 2 Kuningan? The purpose is to determine the use of role playing techniques in improving the speaking ability of XII IPA 2 class. This research method uses 3-cycle CAR procedure including planning, action, observation, and reflection. The subjects studied are 29 students of XII IPA 2, the research location is in MAN 2 Kuningan. Data collection techniques are by using observation sheets and questionnaire sheets. Research achievement targets: Research will be declared successful if at least 70% of the number of students obtain a KKM score (75) in learning to speak on Narative text material. While the indicators of student perception and impression are shown when students answer the questionnaire statement with a percentage of at least 70% - 79%. The results can be concluded that role playing method is able to improve speaking skills on narative text.
Keywords: *speaking; ability; narrative; learning; role playing*

INTRODUCTION

As we know that language is a means of communication in social life. As stated by Ayuningtias, Wulandari, and Yana (2019) that English as a tool of communication has been playing an important part in acquiring cultural, scientific, and technical knowledge, for collecting worldwide information and carrying out international exchange and cooperation. Through language, one can communicate and interact with others, as Chaer and Agustin (1995) said that the main function of language is as a means of communication. This is in line with Soeparno (1993) which stated that the general function of language is as a means of social communication. Another opinion expressed by Muklas (2017), that in speaking process, people try to communicate with each other and use their language to send their message to the second person. In the era of globalization as in today, competition in the world of work is getting tighter. One of them requires us, especially students, to have language skills, specifically having the ability to speak English well and fluently. Speaking can be interpreted as the ability to express language sounds to express or convey thoughts, ideas, or feelings orally (Brown & G Yule, 1983). Another opinion expressed by Tarigan (1985) that speaking is the ability to pronounce articulated sounds or words to express, express, and convey thoughts, ideas, and feelings.

But in reality, there are still many students of MAN 2 Kuningan who find it difficult to speak English, because learning is still dominated by classes that focus on teachers as the main knowledge, so that students are less active in learning activities, and tend not to be so interested in English lessons, especially in speaking learning. Similarly, a finding in Irmawati (2016) also showed that 32 learners argued about the role of teacher which is too dominated in in classroom, the teacher's speaking time is too much, that makes learners to be a listener rather than getting engaged in speaking classroom activity. Furthermore, during the field experience practice activities, Ica, Mardian, & Oktavia (2017) found that one of several factors behind the low level of speaking is the lack of speaking practice applied in learning. Whereas according to experts, speaking ability is an ability related to oral communication (Gage and Berliner, 1984). In connection with this, Hafi (2000)

revealed that the ability to speak as an oral productive ability that demands a lot of things that must be mastered by students, including mastery of aspects of language and non-linguistic. This is in line with Oflaz (2019), speaking activity requires students to use vocabulary, grammar, pronunciation, and fluency.

Thus, the learning conditions speak in narrative text material in XII IPA-2 class of MAN 2 Kuningan, which amounts to 29 people have simple word pronunciation problems such as "use", "between", and "require". Students often use inappropriate and limited vocabulary in conversation. This is in line with Khan, Radzuan, Shahbaz, & Mustafa (2018, p.408), "similarly, learning any foreign language is fundamentally associated with vocabulary knowledge, the shortage of vocabulary items obstructs the process of second language learning." They are less fluent in speaking because many are disturbed by language problems so the average value achieved has not reached the standard of completed individually 75 and classical completedness is only 44.82%.

From the problems and data presented above, there needs to be suitable and fun techniques in speaking learning that actively engage students, providing relevant and contextual learning and learning experiences in life, so as to develop a rich and strong mental. Therefore, researchers apply the technique of "role playing" in the learning of narrative text speaking. Role-playing is powerful language teaching methods that involve all of the students in the learning process. According to Santoso (2011), role playing model is a way of mastering the learning materials through the development of imagination and dreaming of students in which there are rules, objectives, and elements of pleasure in conducting the teaching and learning process. Hadfield in Santoso (2011) reinforced that role playing is a kind of motion game in which there are goals, rules, and at the same time involves the element of pleasure. In additional, Krisdiana, Irawati, Kadarisman (2018) believed that role play is a strategy which requires students to play a role which is appropriate to the given situation and enables students to 'become' anyone or imagine in a specific situation, which leaners may improvise dialogue or creating their own utterances and scenario like in a real world. Furthermore, Jakob (2018) believed that role play is different from other methods in dialogue, in role play, the

students are given topics or situations to choose, otherwise they may choose a particular topics or situations by themselves. They are free to improvise the particular topic or situation and to improvise their performance by using useful expressions given by the teacher.

There are many reasons in supporting of the use of role playing in English learning. It can provide motivation because it is enjoyable and entertaining for the students. This is in line with Oroujlou & Vahedi (2016), stating that motivation plays a significant role in the process of learning a language. It integrates language skills in a natural way and helps students who have never experienced such encouragement before. The use of role playing provides great opportunities for students to communicate with each other. Furthermore, Fitriani, Apriliaswati, & Wardah (2015, p.2) claimed "in fact, achieving fluency in speaking is not easy. Students are not only demanded to use grammar correctly or having good pronunciation and vocabulary, they are also demanded to know the knowledge of how to use the language." Moreover, role playing also encourages students to communicate and express themselves bravely. Role-play is a study in which students act specific roles through saying and doing. Thus, without speaking skills students cannot convey their messages so role playing has been identified as an extremely effective methodology in language teaching. Moreover, Shen and Suwanthep's previous study (2011) found that role-play by practicing with other students gave positive effects on improving students' speaking performance. This has been proven in Aliakbari and Jamalvandi study (2010) which showed that role play itself was practically effective in helping students to improve their speaking skill.

Docmo (2011) presented some advantages of role play such as: 1) energizing activity/fun to do, 2) allowing participants to contribute actively (even the reserved ones), 3) it is time-efficient, 4) experimental learning is more powerful than instructions, 5) delivering complex concepts in a simple manner, 6) requiring less preparation for the teacher/facilitator (unless you want to print out role descriptors).

Troubleshooting
By providing one technique that is suitable and fun in speaking learning, it can quicken the ability to

speak to learners. Role playing technique is one of the suitable and fun techniques in speaking learning because students are directly involved in learning.

Research objectives
The expected purpose of this study is to find out the response of students to role playing techniques in narrative text speaking learning and to find out if role playing techniques can improve the speaking ability of students in grade XII IPA-2 MAN 2 Kuningan.

Benefits of research results
Growing skills in learners according to basic competencies, as input for teachers in improving the quality of education in the classroom, and as input for students to further improve their language skills

METHOD
Research settings
The subjects in this class action study are students of XII IPA-2 class in MAN 2 Kuningan, with a total of 29 students: 7 male and 22 female learners. The research is conducted at MAN 2 Kuningan, which is located at Siliwangi street no. 108 Ciawigebang Kuningan. With several considerations and reasons, the researcher takes 3 months to conduct the research.

Research procedure
This research uses class action research procedure with Kurt Lewin model. There are four components in the writing of PTK according to Kurt Lewin, namely: planning, acting, observing, and reflecting (Lewin, 1990). The relationship of the four components is as one cycle.

Stages of research
Stages of this research devided into four stages, namely action planning, acting, observing, and reflecting.

Stages of action planning. Creation of a learning design containing RPP that has been approved by the leadership, and teaching. As a benchmark of success for learners, students can speak English with proper pronouncation, be active, and fluent.

Stages of acting. To facilitate the implementation of research actions, the researchers develop learning scenarios with narrative text speaking material. On this occasion, students tell stories that they find / create in groups by role playing.

Observing. Making research instruments and questionnaires made by teachers and collection of research data from the beginning of the first cycle until the third cycle.

Reflecting. At this stage, researchers perform several processes, including discussion with fellow teachers of English language to get useful input about the implementation of role playing in learning speaking narrative text.

Data collection techniques
Data collection techniques are carried out with questionnaire techniques and observation of learners in speaking learning in XII IPA-2 class which lasts for 2 months.

Research data analysis
In this class action study, researchers take qualitative data that describes students' expression, students' attitude to learning techniques applied using questionnaire data, and students' learning activities using observation data.

Observation data analysis
Observation data describes the atmosphere and learning activities of students during the learning process. The results of these observations are analyzed using percentage (%), namely the number of atmosphere frequencies and activities of students divided by all the values of the number of frequencies, multiplied by 100%.

Analysis of poll data
Data questionnaire describes the perception and impression of students during the learning process. Data from the spread of the questionnaire is analyzed by percentage, i.e. the number of scores obtained divided by the maximum number of scores, multiplied by 100%. After the percentage of perception questionnaires and learning impressions obtained, then determine the category of student questionnaires with conversion scores as follows:

80% - 100% = excellent
70% - 79% = good
60% - 69% = enough
$\leq 59\%$ = less

If the student's overall score is in the interval category above, then the results is interpreted according to the criteria of each score.

Success indicators

Indicators of success in this study, namely: (1) Research is declared successful if at least 70% of the number of students obtain a KKM score (75) in learning to speak on Narative text material. (2) Indicators of student perception and impression are shown when students answer the questionnaire statement with a percentage of at least 70% - 79%.

RESULTS AND DISCUSSION
Results
Initial data description
Based on the results of initial observations conducted by researchers before conducting the research obtained data on the learning conditions of students in grade XII IPA-2 MAN 2 Kuningan which amounted to 29 people as follows:

Table 1. *Observation results in initial data*

No	Name of leaners in observed	Pron un ciatio n	Score x weight (30%)	Vocabulary	Score x weight (25%)	Fluency	Score x Weight (45%)	Value
1	**Group 1**							
	Fatimatuh Zahra	4	24	3	15	3	27	66
	Encas	3	18	3	15	2	18	51
	Wildan A	3	18	3	15	3	27	60
	Ade Afif	3	18	3	15	2	18	51
2	**Group 2**		0		0		0	0
	Agisk Nur Fadila	4	24	4	20	4	36	80
	Eka Yulianti	4	24	3	15	3	27	66
	Ida Farida	3	18	3	15	3	27	60
	Nur Trismaliah	4	24	4	20	3	27	71
3	**Group 3**		0		0		0	0
	Dadang R	4	24	4	20	4	36	80
	Riyan A	4	24	4	20	4	36	80
	Aad Triono H	3	18	3	15	3	27	60
	M. Mukhlisin	4	24	4	20	4	36	80
4	**Group 4**		0		0		0	0
	Aprilahati	3	18	3	15	3	27	60
	Ijah Siti Hodijah	3	18	3	15	2	18	51
	Ita Rosita Dewi	5	30	4	20	3	27	77
	Ovi Lutviyani	3	18	3	15	3	27	60
5	**Group 5**		0		0		0	0
	Elin Suhelin	5	30	4	20	3	27	77
	Hanifah Ria C	3	18	3	15	3	27	60
	Indriani	3	18	3	15	3	27	60
	Tia Setiawaty W	5	30	4	20	3	27	77
6	**Group 6**		0		0		0	0
	Dianah	3	18	3	15	3	27	60
	Seli Salimah	4	24	4	20	4	36	80
	Tita Siti Akromah	3	18	3	15	3	27	60
	Tuti Hernawati	4	24	4	20	4	36	80
7	**Group 7**		0		0		0	0
	Imam Muslim	5	30	4	20	3	27	77
	Dewi Amanah	4	24	4	20	4	36	80
	Aan Amanah	5	30	4	20	3	27	77
	Nita M.H	4	24	4	20	4	36	80
	Nia Kurnia	3	18	3	15	3	27	60
	Total	108	648	101	505	92	828	1981
	Precentage/Average		**22%**		**17%**		**28%**	**68**

Based on the table above, the number of students who met the minimum completed criteria (KKM) is as many as 13 students, while those who have not met the standard are 16 students. The average value achieved has not reached the standard of completed individually 75 or just reached 68% and classical completedness is only 44.82%.

Cycle 1
In the first cycle, researchers took the subject matter of narrative text speaking about the story. The first step taken by the researchers was to give an aperception on how to convey the story in narrative text using role playing techniques, generic structure

well, after which the teacher invited the group that had been appointed to present the story by role playing, beginning with the reading of the narrative of the story and accompanied by a question and answer about the story that had been played in English. Researchers and collaborators did observations during the role playing.

Aspects observed during the learning process in the first cycle were how to pronounce the English vocabulary, vocabulary used, and smooth speech. In addition, observations were done on teacher activities in learning activity.

The following are the results of observations on the learning process in the first cycle:

Table 2. *Observation results in cycle I*

No	Name of leaners in observed	Score Aspect						Value
		Pronunciation	Score x weight (30%)	Vocabulary	Score x weight (25%)	Fluency	Score x weight (45%)	
1	**Group 1**							
	Fatimatuh Zahra	4	24	4	20	4	36	80
	Encas	3	18	3	15	2	18	51
	Wildan A	4	24	4	20	4	36	80
	Ade Afif	4	24	3	15	2	18	57
2	**Group 2**		0		0		0	0
	Agisk Nur Fadila	4	24	4	20	4	36	80
	Eka Yulianti	5	30	4	20	3	27	77
	Ida Farida	3	18	3	15	3	27	60
	Nur Trismaliah	5	30	4	20	3	27	77
3	**Group 3**		0		0		0	0
	Dadang R	4	24	4	20	4	36	80
	Riyan A	4	24	3	15	3	27	66
	Aad Triono H	3	18	3	15	3	27	60
	M. Mukhlisin	4	24	4	20	4	36	80
4	**Group 4**		0		0		0	0
	Aprilahati	3	18	3	15	3	27	60
	Ijah Siti Hodijah	3	18	3	15	2	18	51
	Ita Rosita Dewi	5	30	4	20	3	27	77
	Ovi Lutviyani	3	18	3	15	3	27	60
5	**Group 5**		0		0		0	0
	Elin Suhelin	5	30	4	20	3	27	77
	Hanifah Ria C	4	24	3	15	3	27	66
	Indriani	3	18	3	15	3	27	60
	Tia Setiawaty W	5	30	4	20	3	27	77
6	**Group 6**		0		0		0	0
	Dianah	3	18	3	15	3	27	60
	Seli Salimah	4	24	4	20	4	36	80
	Tita Siti Akromah	3	18	3	15	3	27	60
	Tuti Hernawati	4	24	4	20	4	36	80
7	**Group 7**		0		0		0	0

Imam Muslim	5	30	4	20	3	27	77
Dewi Amanah	4	24	4	20	4	36	80
Aan Amanah	5	30	4	20	3	27	77
Nita M.H	4	24	4	20	4	36	80
Nia Kurnia	3	18	3	15	3	27	60
Total	113	678	103	515	93	837	2030
Precentage/Average		**23%**		**18%**		**29%**	**70**

Based on the table, the learners' ability to speak on narrative text material through role playing techniques cycle I has increased compared to the initial data acquisition of narrative text speaking learning before role playing method was applied. But it still needs to be improved because it has not reached the expected target, which is 70% of the number of students achieving the minimum completed KKM 75. There are still many learners in the pronunciation of simple vocabulary such as "use", "between", "require" is still not appropriate, only reached 23%, the activeness of new speech reaches 18%, and the smoothness in speaking has only reached 29% so researchers and collaborators consider it necessary to continue research into cycle II. As a follow-up, the researchers did reflections as follows: (1) Give an example of how to pronounce certain words that are considered to be mispronounced repeatedly, so it is expected that there is an increase in the second cycle, then advise the learner to watch English drama which it has a native speaker accent in speaking. (2) Re-explaining the proper use of vocabulary in role-playing, and motivating learners to continue enriching vocabulary. (3) Motivate learners to continue to practice speaking english.

Cycle II
In the second cycle researchers gave an aperception on how to convey the story in narrative text using role playing techniques with more detail referring to deficiencies in cycle I. Researchers and collaborators made observations during the role playing. The aspects observed during the learning process in cycle II are the same as in cycle I, namely: pronunciation of words, vocabulary, and fluency speaking English. From the observation in cycle II, the speaking ability of learners has increased compared to the gain in the first cycle, this can be seen in the assessment criteria speaking as follows: (1) The result of analysis of value comparison between the acquisition of values in the first cycle and the acquisition of values in cycle II (second) There were 8 students (43.75%) in cycle 1 which increased to be 20 students (56.25%) in cycle 2 whose value is fixed. This means that the rele playing method can improve the speaking skills of narative text material. (2) The learning process looks more enthusiastic and vibrant. (3) The results of student grades can be proven that in the second cycle the average speaking value of narative text material reached 72.62. That means it is close to the minimum completed value (KKM) that has been set at 75. (4) Students who have achieved a top grade (obtaining a score of 75 and above) there are 18 students or a percentage of classical completedness of 62.06%, and the remaining students (28.12%) still declared incomplete.

The following is a table of observation data on cycle II:

Table 3. *Observation results in cycle II*

NO	Name of leaners in observed	Score Aspect						Value
		Pronunciation	Score x weight (30%)	Vocabulary	Score x weight (25%)	Fluency	Score x weight (45%)	
1	**Group 1**							
	Fatimatuh Zahra	4	24	5	25	4	36	85
	Encas	3	18	3	15	2	18	51
	Wildan A	4	24	4	20	4	36	80
	Ade Afif	4	24	3	15	3	27	66
2	**Group 2**		0		0		0	0

	Agisk Nur Fadila	4	24	4	20	4	36	80
	Eka Yulianti	5	30	4	20	3	27	77
	Ida Farida	3	18	3	15	3	27	60
	Nur Trismaliah	5	30	4	20	3	27	77
3	**Group 3**		0		0		0	0
	Dadang R	4	24	4	20	4	36	80
	Riyan A	4	24	3	15	3	27	66
	Aad Triono H	4	24	3	15	4	36	75
	M. Mukhlisin	4	24	4	20	4	36	80
4	**Group 4**		0		0		0	0
	Aprilahati	4	24	3	15	3	27	66
	Ijah Siti Hodijah	3	18	3	15	3	27	60
	Ita Rosita Dewi	5	30	4	20	3	27	77
	Ovi Lutviyani	4	24	3	15	3	27	66
5	**Group 5**		0		0		0	0
	Elin Suhelin	5	30	4	20	3	27	77
	Hanifah Ria C	4	24	3	15	3	27	66
	Indriani	4	24	3	15	4	36	75
	Tia Setiawaty W	5	30	4	20	3	27	77
6	**Group 6**		0		0		0	0
	Dianah	3	18	3	15	3	27	60
	Seli Salimah	4	24	4	20	4	36	80
	Tita Siti Akromah	4	24	4	20	3	27	71
	Tuti Hernawati	4	24	4	20	4	36	80
7	**Group 7**		0		0		0	0
	Imam Muslim	5	30	4	20	3	27	77
	Dewi Amanah	4	24	4	20	4	36	80
	Aan Amanah	5	30	4	20	3	27	77
	Nita M.H	4	24	4	20	4	36	80
	Nia Kurnia	3	18	3	15	3	27	60
	Total	118	609	105	525	97	873	2106
	Precentage/Average		24%		19%		30%	73

Based on the table above, the ability to speak learners in narrative text material through role playing techniques cycle II has increased compared to the acquisition of learning data of speaking narrative text cycle 1 but it still needs to be improved because it still has not reached the expected target, namely; There are still learners in vocabulary pronunciation needed to be improved, only reached 24%, the activeness of new speech only reached 19%, and the smoothness in speaking has only reached 30%.

From these findings, researchers and collaborators held discussions and the results are still considered necessary to continue the research of this class action into cycle III because the improvements achieved have not been significant. As a follow-up to cycle II, researchers conducted reflections as follows: (1) The pronunciation of vocabulary has not reached the target set. In this opportunity, the teacher gave an example of how to pronounce certain words that are considered to be repeatedly mispronounced, so there is expected to be a significant increase in the third cycle, then suggest returning to the learner to watch an English drama so that it has a native speaker accent in speaking. (2) Researchers re-explained the proper use of vocabulary in role-playing. (3) Motivate learners to continue enriching vocabulary. (4) Because it still has not reached the target set in the smoothness of speech, researchers give the opportunity for learners to present a different story than the previous one, so that they are trained to try to express different expressions / sentences so that the habit of speaking appears.

Cycle III
The first step that the researchers took was to provide an aperception on how to convey the story in narrative text using role playing techniques with more detail referring to deficiencies in cycle II.

Researchers and collaborators made observations during the role playing.

The following is a table of observation data in cycle III:

Table 4. *Observation results in cycle III*

No	Name of leaners in observed	Pronunciation	Score x weight (30%)	Vocabulary	Score x weight (25%)	Fluency	Score x weight (45%)	Value
1	**Group 1**							
	Fatimatuh Zahra	5	30	4	20	4	36	86
	Encas	4	24	3	15	3	27	66
	Wildan A	4	24	4	20	4	36	80
	Ade Afif	4	24	4	20	3	27	71
2	**Group 2**		0		0		0	0
	Agisk Nur Fadila	5	30	4	20	4	36	86
	Eka Yulianti	5	30	4	20	3	27	77
	Ida Farida	4	24	3	15	3	27	66
	Nur Trismaliah	5	30	4	20	3	27	77
3	**Group 3**		0		0		0	0
	Dadang R	5	30	4	20	4	36	86
	Riyan A	4	24	4	20	4	36	80
	Aad Triono H	4	24	4	20	4	36	80
	M. Mukhlisin	5	30	3	15	4	36	81
4	**Group 4**		0		0		0	0
	Aprilahati	3	18	5	25	4	36	79
	Ijah Siti Hodijah	4	24	3	15	4	36	75
	Ita Rosita Dewi	5	30	3	15	4	36	81
	Ovi Lutviyani	5	30	4	20	3	27	77
5	**Group 5**		0		0		0	0
	Elin Suhelin	5	30	4	20	4	36	86
	Hanifah Ria C	4	24	4	20	4	36	80
	Indriani	4	24	4	20	4	36	80
	Tia Setiawaty W	4	24	4	20	4	36	80
6	**Group 6**		0		0		0	0
	Dianah	4	24	4	20	3	27	71
	Seli Salimah	4	24	5	25	4	36	85
	Tita Siti Akromah	4	24	5	25	3	27	76
	Tuti Hernawati	4	24	4	20	4	36	80
7	**Group 7**		0		0		0	0
	Imam Muslim	4	24	4	20	4	36	80
	Dewi Amanah	4	24	5	25	4	36	85
	Aan Amanah	4	24	4	20	4	36	80
	Nita M.H	4	24	4	20	4	36	80
	Nia Kurnia	4	24	3	15	3	27	66
	Total	117	744	115	570	105	945	2277
	Precentage/Average		25%		20%		32%	77

From the table above, it is clearly illustrated that, in general, learners experienced a significant increase in pronunciation, vocabulary, and smoothness so that the percentage of achievement exceeded the target set by researchers of 70%.

In addition to data collection through observation sheets, in the third cycle, researchers and collaborators also agreed to collect data through questionnaires in the hope of knowing more clearly the application of role playing techniques in the speaking learning of narrative text. Based on the

questionnaire data, as much as 100% of learners argued that teachers always give motivation and reflection at the start and update the learning. About 89% of students felt interested in learning narrative text speaking using role playing techniques, 92% of students said that role playing techniques in narrative text speaking learning made the learning atmosphere dynamic and enjoyable, 82% of students said it is easier to understand the content of the story delivered. And about 85% of students' speaking ability is improved through role playing techniques. The following is a table of result of the questionnaire:

Table 5. *The results of the questionnaire data*

No	Statement	Number of respondent	Answer options			
			Yes	Percentage	No	Percentage
1	Teachers always give motivation and reflection at the start and update the learning	29	29	100%	0	0%
2	Students feel easier to understand the content of the story delivered by role palying	29	25	85%	4	14%
3	Students feel interested in learning narrative text speaking using role playing techniques	29	26	89%	3	10%
4	Speaking learning with role playing made the learning atmosphere dynamic and enjoyable	29	27	92%	2	2%

Discussion
Data analysis was conducted on three data groups, namely peer observation data, teacher reflection data, and student learning outcome data which focused on two main things, namely class situation and student learning achievement.
Class situation: During the learning activities, there are still few students who did not look enthusiastic. On the contrary, most students responded well to the application of role playing method in narative text speaking learning, this is evident from the enthusiasm of the students when doing role playing activities.
Student achievement data: Obtained from student grades at the time of role playing, taking into account the criteria of speaking assessment, including: pronunciation, vocabulary, and fluency. The value acquisition data as follows:

Table 6. *Recapitulation of speaking ability improvement of students in grade XII IPA 2*

No	Student grades	Achievement			
		Initial Data	Cycle I	Cycle II	Cycle III
1	Average student grades	65.87	70.00	72.62	77.24
2	% of students are not complete %	51.72	44.82	41.37	31.03
3	% of Students completed	48.27	55.17	62.06	72.41

Based on the table, after the application of learning methods through role playing in learning speaking on narative texts, the value of student learning achievement increased. This is evidenced in the first cycle of average student speaking skills value of 70.00 with students who have completed learning as many as 16 people (55.17%) and 13 students (44.82%) are still unfinished. In the second cycle, the average value of students' speaking skills increased by 2.62% to 72.62% with students reaching KKM by 18 people (62.06%) and students who have not reached KKM there are 12 people (41.37%). Meanwhile, in the third cycle, the average student score increased significantly by 4.62% to 77.24, with 21 students reaching KKM (72.41%), and students who have not reached KKM as many as 9 people (31.03%).

In addition, through this role playing method, students' relationship with teachers is very significant because students are involved in learning so that teachers are not considered scary figures but as facilitators and partners to share experiences in

accordance with the concept of creatif learning, namely through discovery and invention and creativity and diversity is very prominent in this learning model.

With this interpretation, it can be stated that the class action research carried out has been in accordance with the established plan, namely the implementation of cycles I, II, and III. With the end of cycle III, it can be made a decision, that the class action research carried out has been able to answer the problem, namely activities, motivation, and the acquisition of student speaking skills results in narative text material can be improved through the learning method "Role palying". For more details, can be seen from the chart as follows:
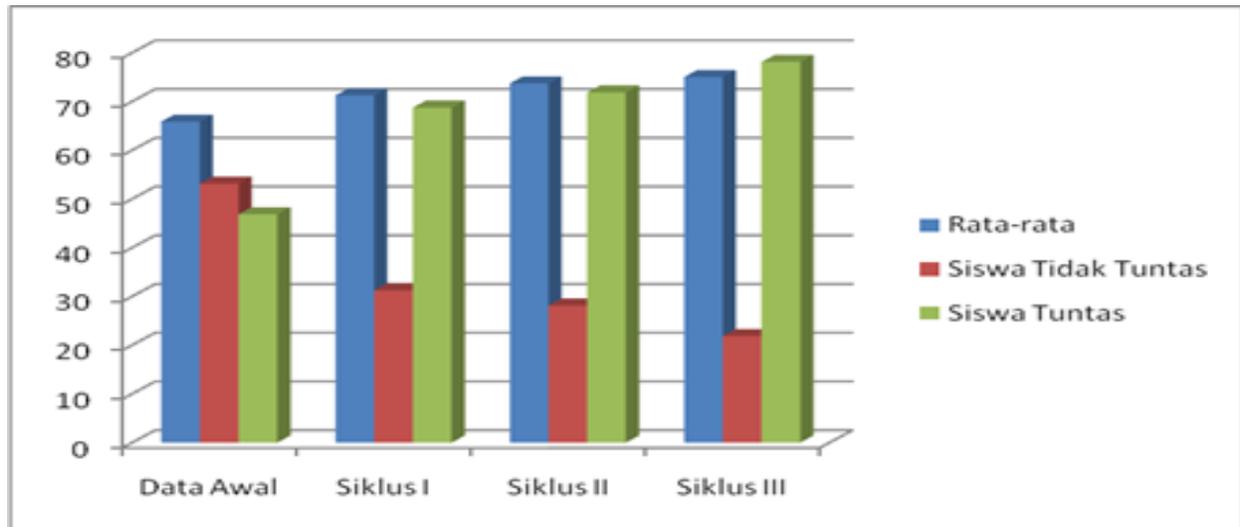

Chart 1. *Speaking ability graph of grade XII science 2 students*

The chart above shows an increase in the number of speaking skills grades in XII IPA 2 class of MAN 2 Kuningan which is quite significant from cycles I, II, and III.

CONCLUSION

Based on the results of class action research on learning to speak narative text material of students in XII IPA 2 class of MAN 2 Kuningan through the technique "Role Playing", it can be concluded that: Role playing method is able to improve speaking skills on narative text.

In the first cycle as many as 5 students (17.24%) increased grades and in the second cycle as many as 8 students (27.58%) increased grades, more than 10.34% compared to cycle I, while in the third cycle as many as 18 students (62.06%) increased in value, more than 34% compared to cycle II. The achievement of classical completeness in the third cycle of 72.41% means that it has exceeded the classic completeness target formulated by 70% of students achieving a KKM score of 75 and above. Besides, role playing method is able to give a positive impression for students. This can be seen from the implementation of dynamic and fun learning.

Based on the research that researchers did, it can be suggested that: In language learning, especially speaking, students should always be involved in learning activities through various techniques, including role playing, Teachers should always apply learning methods or techniques that vary according to competency, so that the learning atmosphere becomes dynamic and enjoyable.

REFERENCES

Aliakbari, M. & Jamalvandi, B. (2010). The impact of 'role play' on fostering EFL learners' speaking ability: A task-based approach. *Journal of Pan-Pacific Association of Applied Linguistics, 14*(1), 15–29. Retrieved from http://files.eric.ed.gov/fulltext/EJ920501.pdf.

Ayuningtias, D. O., Wulandari., and Yana. (2019). The use of role play to improve students' speaking skill. *Professional Journal of English Education, 2*(3), 416-420.

Brown, G. & G Yule. (1983). *Teaching the Spoken Language.* Cambridge: Cambridge University

Press, accessed from Article I Mursilah-2016 digilib.ikippgriptk.ac.id

Chaer A. and Agustina, L. (1995). *Sociolinguistic Early Introductions*. Jakarta: Rineka Cipta. Accessed from W Nugrahaningsih-2014 Journal Article eprints.ums.ac.id

Docmo. (2011). *How to Use Role-play in Teaching and Training*. Accessed on March 25th, 2012 from http://docmo.hubpages.com/hub/How-to-use-Role-Play-in-Teaching-and-Training.

Fitriani, D. A., Apriliaswati, R., & Wardah. (2015). A study on student's english speaking problems in speaking performance. *Jurnal Pendidikan dan Pembelajaran Khatulistiwa*, *4*(9), 1–13.

Gage, H.L. & Berliner. D.C. (1984), *Educational Psychology*. Chicago: Rand Me Nally College Publishing Company.

Hafi, I. Y. (2000). *Refproductive Students in Yogyakarta Language Skills: IKIP Yogyakarta*

Ica, D. M., Mardian, & Oktavia, W. (2017). Improving speaking skills through cooperative learning model talking stick type on students of class XI IPS 2 SMA Negeri 7 Singkawang School Year 2015 / 2016. *Jurnal Pendidikan Bahasa Dan Sastra Indonesia*, *2*(2), 53–57.

Irmawati, D. K. (2016). Faktor-faktor penghambat peningkatan kemampuan berbicara Bahasa Inggris mahasiswa jurusan Bahasa Inggris di Kota Malang. *VOK @ SINDO*, *4*(1), 9–26.

Jakob, J. C. (2018). Improving the students speaking ability through role play method. *IJET (Indonesian Journal of English Teaching), 8*(1), pp. 331-340.

Khan, R., Radzuan, R., Shahbaz, M., & Mustafa, G. (2018). The role of vocabulary knowledge in speaking development of Saudi EFL Learners. *Arab World English Journal*, *9*(1), 406–418.

Krisdiana, B. P., Irawati, E., Kadarisman, A.E. (2018). The effectiveness of role-play integrated with word cards on students' speaking skill for communication. *Jurnal Pendidikan Humaniara, 6*(2), pp.78-84.

Lewin, K. (1990). *Action research and minority problems the action research reader*. Victoria: Deakin University, accessed from EK Suparyanto-2013-eprints.ums.ac.id

Muklas, M. (2017). Talking chips technique to teach speaking. *Journal of English Language Education and Literature, 2*(1), 58–64.

Oflaz, A. (2019). The effects of anxiety, shyness, and language learning strategies on speaking skills and academic achievement. *European Journal of Educational Research*, *8*(4), 999–1011. https://doi.org/10.12973/eu-jer.8.4.999

Oroujlou, N., & Vahedi, M. (2016). Motivation, attitude, and language learning. *Procedia - Social and Behavioral Sciences*, 994–1000. https://doi.org/10.1016/j.sbspro.2011.11.333

Santoso. R. B. E. (2011). Role playing learning model, (Online), http://_ras-eko blogspot.com/2011/05/model-pembelajaran-role playing.html, accessed October 17, 2013.

Shen, L. & Suwanthep, J. (2011). E-learning constructive role plays for efl learners in China's Tertiary Education. *Asian EFL Journal, 54*(1), 4–29. Retrieved from http://www.asian-efl-journal.com/PTA/August-2011.pdf.

Soeparno. (1993). *What's going on? Linguistic basics*. Yogyakarta: Mitra Gama Widya.

Tarigan, H. G. (2015). *Speaking as a language skill*. Bandung: Space.