

IMPROVING JUNIOR HIGH SCHOOL STUDENTS' SPEAKING SKILLS THROUGH ROLE-PLAY AND PEER FEEDBACK

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ABSTRACT

Through role-play and peer feedback, this research aims to improve students' English-speaking skills in Grade VIII of junior high school in Wangon, Central Java. It used Classroom Action Research (CAR) based on Kemmis and Mc Taggart's design to solve the students' problems with English Speaking. The researcher did two cycles: planning, acting, observing, and reflecting. Qualitative and quantitative data were gathered from interview and observation results and speaking scores. The finding of this study indicated that the implementation of the role-play and peer feedback technique was successful since the success criteria were achieved. The first criterion was that 50% of students could pass the target score ≥ 70 based on the KKM. The finding showed that 48.15% of students had already achieved the target score. Besides, the second criterion was the students who become more actively involved in the teaching-learning process. The result of observation and interview showed that by using role play and peer feedback techniques, students were actively involved in the classroom activity. Based on the previous finding, the writer suggests that the English teacher could implement Role play and peer feedback techniques in teaching speaking to improve students' English-speaking skills.

Keywords: Classroom Action Research, Peer Feedback, Role-play, Speaking Skills

INTRODUCTION

Speaking skills is one of the language skill elements crucial for creating future generations that are creative, critical thinkers, and intellectual. Students who can speak will be able to express their views and, depending on the circumstance and the meaning of the language, may come out as intelligent. Walter (2004) asserts that as the primary purpose of language is to facilitate communication, it is crucial to consider how to help students use all of the language components they have learned, including vocabulary, grammar, and pronunciation. This finding implies that the goal of English language acquisition for students is to be able to utilize language to communicate effectively and suitably for all of their social and academic demands. Students must speak English fluently and convey their ideas, feelings, and opinions without first thinking about what to say. Ur (1996) states that teaching and learning a language requires the four skills of hearing, speaking, reading, and writing, although speaking seems to be the most crucial. Additionally, Richards and Renandya (2002)

argue that speaking is one of the key components of communication and requires particular attention and direction in teaching EFL (English as a Foreign Language).

Students' interest in learning a second language is influenced by the lessons and how the classroom teaches them. So, if a teacher wants to improve student language mastery, they must be aware of the student's feelings and create a supportive learning atmosphere in the classroom. In teaching, they should give opportunities and motivate students to speak actively. If students are interested, they are motivated to practice more in speaking. High motivation to practice will improve their speaking skills. The English teacher at a Junior high school in Wangon still uses the conventional speaking method. Most students still don't know how to use some of the words their teacher taught in real communication when the teacher asks the class to converse in front of the class without first asking them to establish a more communicative dialogue. Instead, the students are asked to memorize the dialogue. Since the students there still have low proficiency in English speaking, they need more opportunities to practice. They also lack vocabulary; therefore, the teacher should prepare more memorizing activities for the students. But in fact, the students are not interested in practicing speaking. Only a few of them are actively involved in the speaking practice. These problems occur because the students are not confident in speaking English. They are also bored during the learning process.

However, the researcher applies the combination of role-play and peer feedback to improve students' proficiency in speaking English as an alternative way to create a fun learning atmosphere to take all of the students actively involved in speaking practice. Students have encountered the topic of role play since it involves interpersonal interaction. Role-play and peer feedback combine to make learning as effective as possible. According to Dananjaya (2013), role-play is a learning activity that helps students enhance their understanding of real-world situations. Hence, there is no need for them to be concerned. It is a different educational exercise that uses drama. It takes less time, and most are familiar with the circumstances. The students can alter or enhance the setting and character after the teacher presents a brief scenario. Role play refers to activities in which the learner imagines himself in a situation outside the classroom. Role play is expected to help some shy students become engaged and appreciate their part in speaking English. According to Rollinson (2005), peer evaluation, also known as peer feedback, gives students an organized learning process through which they may evaluate and provide feedback to one another on their work. It gives students the tools they need to appraise themselves and others in a way that will serve them well throughout their lives. Richards and Schmidt (2013) state that feedback can be described as any information or comments resulting from an action. Feedback in teaching is all that is offered to the learners by the teacher, caregiver, or others about their students' work. In junior high school, role-playing and peer criticism can help students gain more self-assurance while speaking in front of an audience. We can help them hone their communication skills to communicate effectively when they work elsewhere.

Several studies were conducted on a similar topic to this research. Yu Hui Ching (2014) the impact of role-playing on the quality of peer feedback and learners' perception of this strategy in a case-based learning activity with VoiceThread in an online course revealed the potential positive impact of role-playing on learners' generation of constructive feedback as

role-playing was associated with higher frequency of problem identification in the peer comments. Sixty percent of learners perceived the role-play strategy as useful in assisting them to compose and provide meaningful feedback. Anastasia Puji Astuti's (2013) and Masda's (2018) studies show a significant difference in the speaking skills between the students taught with peer feedback and those taught without it. It presented the result comparison between the pretest and post-test results.

Based on the previous studies mentioned above, the researcher concluded that English teachers must implement the appropriate teaching method, especially to improve students' speaking skills. Teachers should also implement the proper way to involve students actively during the speaking practice. The combination of role-play and peer feedback allows the students to have more speaking practice and also try to give their opinion towards their friend's performance. Implementing this technique is considered effective for the students to improve their speaking skills because they can participate actively in speaking practice.

METHODS

Research Design

This research applied Classroom Action Research. It aims to determine if using the combination of role-play and peer feedback improves students' speaking skills in Junior high school in Wangon's second year. In the VIII grade of Junior high school in Wangon, a student class collaborated with the class's English teacher. Because the researcher is the teacher, the teacher will be the supervisor in the learning process, while the researcher will teach the provided method to the students. In implementing the role-play technique to improve speaking skills, the research was conducted in two cycles: planning, acting, observing, and reflecting.

The Place and Time of the Research

This research was conducted in the academic year 2022/2023 for VIII grade students at Junior high school in Wangon, which consists of 27 students.

Research subject

This research applied classroom action research. It aims to determine the effectiveness of using a combination of role-play and peer feedback methods in the VIII grade Junior high school students in Wangon, in collaboration with the English teacher in charge. Because the researcher will be a teacher, the teacher was a supervisor in the learning process while the researcher taught the students the provided method and media.

Techniques and Instruments of Collecting Data

In order to gain a comprehensive information in this research, some techniques were used to collect the data including test (pre-test and post-test), interview and observation. To support the data collection. Some instruments were used, they are as follows:

Observation Checklist

An observation checklist is used to collect data based on teaching and learning speaking observations. The statements concerning the teaching and learning process, instructional resources, media, and methodologies utilized in teaching and learning were listed.

Field Note

Besides observation, the researcher also used field notes to support this research. According to Bogdan and Biklen (1982: 74) in Noviani (2018), a field note is a written record of what a researcher has heard, seen, experienced, and thought in collecting data.

Interview Guidelines

The researcher interviewed the English teacher and students to understand the English teaching and learning process, especially English-speaking activities. The researcher inquired about speech instruction and acquisition issues, media, and classroom teaching strategies. The interview was conducted at the beginning of the researcher taking the first cycle of action and after the researcher had finished carrying out cycle II or at the beginning and the end of the research.

Procedures of Collection Data

This research was conducted in cycle 1 and cycle 2. Both cycles consist of the same stages, but cycle 2 was conducted based on the result of the reflection in cycle 1.

Plan

For the cycles of action research, the researcher should have a plan. For the erratic nature of educational activities, the strategy should be adaptable. The strategy aids the researcher in identifying areas where education might be improved in the future.

Action

The process of putting the lesson plans into practice is called action. The plan informs the action. Action research's subsequent step may build on the prior one. The students will learn how to increase speaking fluency at this level through role-playing and peer evaluation. Action is the process of implementing the teaching material.

Observation

The foundational stage of action research is observation, followed by reflection. To reflect on the implementation, the researcher watched the students and the teaching-learning process in this stage. Whatever occurred in the classroom was documented by the researcher. The unexpected actions that occur throughout the teaching and learning process are also noted during observation.

Reflection

Reflection aids the researcher in recalling events from the lesson that were noted during observation. The cycle of action research is withdrawn as a result of reflection. It also provides the framework for the updated strategy.

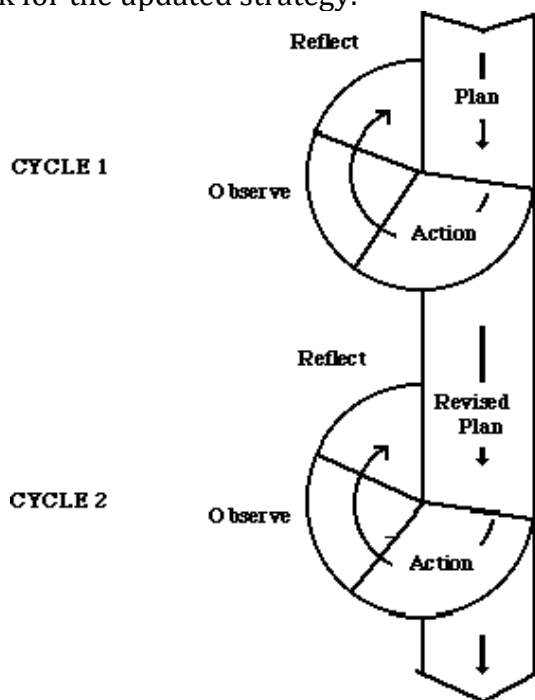


Figure 1. Kemmis and McTaggart Action Research Model

The Technique of Data Analysis

The qualitative data were examined descriptively by the researcher. The researcher discussed the findings from the observation checklist and field notes that included the application of role-playing and peer feedback and the phenomena that occurred during the teaching-learning process. Additionally, the researcher acquired the quantitative data using speaking evaluation criteria for speaking assessments. The tests produced a score afterward compared and presented as a description. To determine how successfully the role-play and peer feedback approach in the classroom worked, the researcher attempted to obtain the average of the speaking scores of the students before the implementation and after each cycle while examining the quantitative data. The formula is as follows:

$$X = \frac{\sum x}{n}$$

- x : mean
- n : number of students
- x : individual score

The researcher then attempts to determine the percentages of classes that achieve the minimal mastery level criterion's goal score (KKM). The KKM required for speaking subjects, adopted from the school agreement, is 70. The formula as follows:

$$P = \frac{F}{N} \times 100\%$$

P : the class percentage

F : total percentage score

N : number of students

Finally, the researcher analyzes the students' speaking scores from the pretest to the post-test. It is used to know whether students improve their scores or not. The formula as follows:

$$P = \frac{y_1 - y}{Y} \times 100\%$$

P: improvement

y : pretest result

y1: post-test

RESULTS

The research findings explained the cycles of this current research's teaching and learning process. In this case, there were two cycles and two meetings for each cycle.

Cycle 1

Planning

The speaking skills standard was included in this phase's lesson plan, and the relevant materials were chosen. The class plan was centered on providing interpersonal responses, and an **invitation** was one of the subjects. The subject covered extending an invitation to someone, accepting it, and declining it. Additionally, the researcher had a laptop, camera, and field notes ready.

Action

The planning phase, which both the teacher and the researcher planned, is implemented during the action phase. Here, the researcher played the role of the teacher who carried out the activity by instructing eighth graders utilizing role-playing and peer feedback methods. The first cycle took place between October 4 and 6, 2022. The pre-teaching, teaching, and post-teaching activities are the three phases of the three-phase

approach that the researcher employed to teach the lesson. The researcher tried to include students in classroom activities in this action. The researcher described the following action in detail:

The First Meeting

Inviting Someone

Day/date: Tuesday, October 4th 2022

Pre-teaching activity

The researcher opened the class by saying greetings and asking about students' condition and readiness to learn.

Main teaching activity

The researcher offered a conversation explaining how to invite someone and accept and deny an invitation while teaching an activity. The researcher then introduced role-playing and peer feedback strategies in teaching English by utilizing the topic that has been decided. After reading the conversation they had all spoken, the researcher asked the students to practice it in pairs. She then gave the students a list of fresh phrases to add to their vocabulary and explained how to use invites.

The researcher gave the students a role card to play to confirm that they understood the contents. The researcher merely provided a circumstance and what the students would be in the role card, such as Inviting someone to come to a birthday party.

- Inviting friends to go shopping together
- Inviting someone to go on a trip together
- Inviting the cousin to come to a celebration party

Then, the researcher explained one by one about the context in the role card.

Post teaching activity

Before ending class, the researcher initially inquired about any challenges the students encountered during the teaching and learning process. The researcher will briefly explain and respond if there are any possible inquiries about the materials. Students received some guidance on how to stay motivated to practice their English. The researcher wished everyone a good day or *salam* before calling the meeting to an end.

Observing

The teacher participated in the observation phase as an observer, observing the students' responses, involvement, accomplishments, and everything else discovered during the teaching and learning process. She also watched the researcher's activities. The observer also records observations to help make this phase real and tangible and determine how the strategy impacts the student's ability to communicate in a VIII-grade classroom. According to the observation note, some students did not pay attention to the lesson and appeared lost when participating in a role-playing game.

They were also confused with the peer feedback activity because some friends didn't perform the role play clearly, and some words were mispronounced. While the learning process was taking place, some troublemakers continued to disrupt the classroom environment, which was still out of control. The observer then advised that the researcher explain the instructions, provide additional explanations and examples in the role-play session, and administer punishment if the researcher was still unable to control the students. The observer also suggested guiding the students during the peer feedback activity.

Before adopting classroom action research, a pretest was conducted on September 30th, 2022, in a class of eighth graders to gauge the students' speaking abilities. Their speaking abilities weren't great during the pretest. Only three students passed the Minimum Criteria Score (70). The mean of the pretest was 52,6.

Reflecting

The English teacher and the researcher evaluated the activities' strengths and flaws and the outcomes of the initial post-test at this phase. According to the data that the researcher and the teacher have gathered and examined, the teacher should focus more on the students and give them more practice so that they would grow bolder and more confident while speaking English. Because students must practice speaking and writing, their grammar and pronunciation are still weak.

Only five students (18,51%) had scored at the minimal mastery level criterion's aim, according to the initial post-test results (KKM). Consequently, the teacher and researcher still needed at least ten students (31,49%) to pass the KKM to meet their objective of 50% of students meeting the minimal mastery level criteria (KKM).

The teacher and the researcher had to move on to the following cycle since the observation and test results indicated that the activity in the first cycle had not yet been successful.

Table 1. The Comparison of pretest and posttest 1

No.	Indicator	Pretest	Posttest 1
1.	Students passed the KKM	3	5
2.	Mean	52,6	62,4
	Percentage	11%	18,51%

Cycle 2

Planning

Cycle 2 addressed the issues identified in Cycle 1, including the students' continued speaking deficit. In this stage, the researcher and the teacher organized the new lesson plan with competency standards and made the relevant material selections. There were no substantial changes from the prior lesson strategy. The material is still related to inviting someone, accepting, and refusing invitations. The researcher also planned to make

suggestions from the teacher in the previous cycle. There were punishments for the students who didn't attend the learning process conductively.

Action

The action of cycle 2 was done on October 11th and 13th, 2022. Based on the lesson plan, the action was carried out. The researcher used the same method to instruct students in cycle two. The researcher aimed to see the students' speaking scores improve more here than in the prior segment.

Observing

In the second cycle, the action phase generally saw major developments. According to the observational notes made by the observer, the researcher's performance in teaching English used the approach a little more effectively than in the first cycle; he no longer spoke too quickly when outlining the subject, and the management of the class and time was adequate. He can also influence the classroom environment, so when students engaged in role-playing activities, they appeared more excited overall than they had in the past. The students appeared more courageous and certain when speaking in English. When the researcher invited them to speak or provide the answers, they jostled for volunteer positions. The students can also join peer feedback activities better than in the first cycle. The students can follow the instructions and assess their friends' performance as well as instructed.

Reflection

Based on observational data and cycle 2's post-test outcome. Role-play and peer feedback approaches in teaching English, especially speaking, demonstrated more modifications than in cycle 1. The researcher and the teacher felt happy with the action research outcome. According to the post-test two results, thirteen students (48.12%) achieved the target score of minimal mastery level criteria (KKM). As a result, it nearly satisfied the action success criteria, which called for 50% of students to have achieved the minimal mastery level criterion (KKM) with a score of 70. Students' achievement in speaking after being taught by using role play and peer feedback techniques in cycle 1 can be seen in the following table:

In the second cycle of CAR, the researcher calculated the mean of students' scores, the percentage of the students who passed the Minimum Mastery Criterion (KKM), and the improvement of students' scores in speaking from the pretest to the second post-test.

First, calculating the mean of students in the second post-test result:

$$\bar{x} = \frac{\sum x}{n}$$

$$\bar{x} = \frac{1864}{27} = 69$$

Second, the percentage of students who pass the Minimum Mastery Criterion (KKM):

$$P = \frac{F}{N} \times 100\%$$

$$P = \frac{13}{27} \times 100\% = 48,15\%$$

Third, the student's score improvement from the pretest to the second post-test:

$$P = \frac{y^1 - y}{y} \times 100\%$$

$$P = \frac{69,15 - 52,6}{52,6} \times 100\% = 44,7\%$$

The calculations revealed that thirteen students (48,15%) passed the minimal mastery level requirement, and the mean score on the second post-test for the students was 69. (KKM). The average student score indicates a 44.7% improvement from the first to the second post-test. As a result, it indicates that the action has improved and is almost in compliance with the action success condition, with 50% of students passing the Minimum Mastery Criteria (KKM) with a score of 70. These results demonstrated the effectiveness of the classroom action research project conducted with eighth-grade students at Junior high school in Wangon. The comparison of post-test cycle 1 and cycle 2 is presented in the table below:

Table 2. The Comparison of posttest 1 and posttest 2

No.	Indicator	Posttest 1	Posttest 2
1.	Students passed the KKM	5	13
2.	Mean	62,4	69
	Percentage	18,51%	48,15%

The researcher assessed the outcome following the execution of Classroom Action Research from cycle I to cycle II based on the computation of the student's score mentioned above. The pretest, post-test I, and II outcomes might be used to confirm it. The researcher provides the following figure to illustrate the pretest, post-test I, and post-test II results:

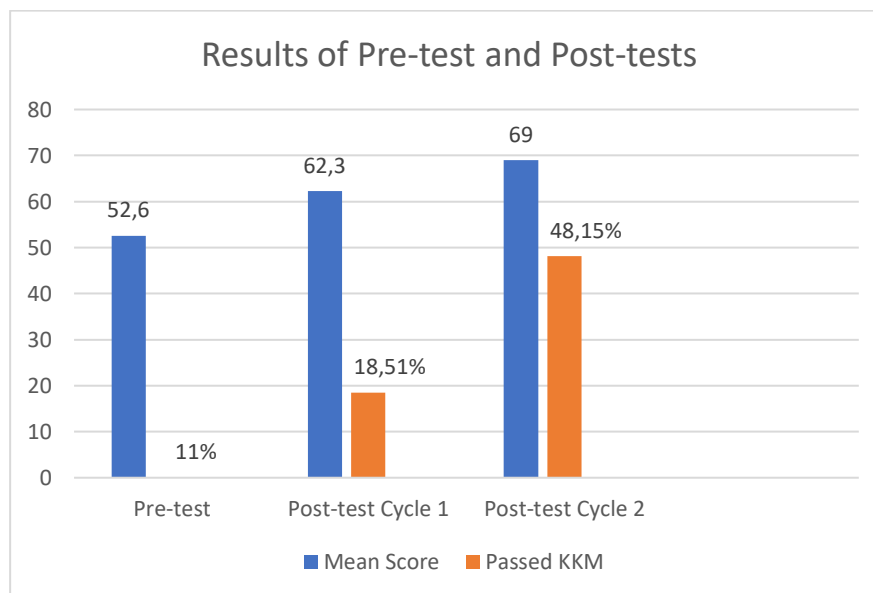


Figure 2. Diagram of Students' Results of Pretest and Post-tests

The researcher used the pretest results to gather data before implementing role plays and peer feedback techniques to improve students' speaking abilities. The class's average pretest score before the action was implemented was 52,6. To determine whether students passed the KKM, the researcher also assessed the proportion of speaking scores among all students. Pretest results showed that around 11% of participants passed the KKM. This indicates that 24 students received a score below the KKM, while just three students achieved the KMM (70).

After the researcher identified and determined the outcome of post-test 1, the writer conducted action research using role-play and peer feedback techniques to improve students' speaking skills. Students' post-test scores, on average, were 62.3. The students' growth was 9,7 (62,3 – 52,6). Additionally, 18.51% of students who took the KKM passed it. Twenty-two students scored below the KKM, and just five students achieved the KKM, according to the data.

Following the conclusion of cycle 2, the researcher then administers a post-test 2 to see if the students' speaking skills have improved. The mean score of students in post-test 2 is 69,0, and the students' improved score from post-test 1 to post-test 2 is 6,7. (69,0-62,3). Additionally, it should be mentioned that between the first post-test and the second post-test, students' speaking skills increased by 16,6 points (69,15-52,6). Considering that 48.15 percent of students who took the Post-test 2 passed the KKM.

DISCUSSION

Considering the findings, the researcher presents the discussion of data given to the students. The section described the efficacy of role-play and peer feedback in improving speaking skills, especially in 8th-grade Junior high school students in Wangon. The students' scores were low in cycle 1, but they improved in cycle two after being taught using role play

and peer feedback. The process of each cycle will be discussed as follows:

Cycle 1

Based on the student's test analysis in cycle 1, the mean of the test is 62,3. Speaking test scores of students improved by 37.7% between the pre- and post-test. However, this improvement is still insufficient, given that the action success target was 50% of students who met the minimal mastery level criterion (KKM). Still, in this case, only five students met this standard or 18,51% of the total student population. Besides the scores, only a few students were actively involved during the learning process.

Furthermore, the researcher also found the class problem. The students disobeyed the instruction and made noise during the learning process. The researcher also realized that teaching had some weaknesses, as she sat in the chair explaining the material to her, unclear and weak. In cycle one, the researcher failed to teach speaking using role-play and peer feedback. Before the researcher continued to the next cycle, he planned to repair some aspects that made the goal not achieved, like the weakness in classroom management. Therefore, the researcher had to continue to cycle 2.

Cycle 2

In the second cycle, revised from the first cycle, the researcher and the teacher made a new strategy to solve the chaos during the learning process. The researcher applied punishment for the students who didn't focus on learning. The researcher also made the class more interactive during the speaking practice. By adding the procedure above, the researcher found increased student participation. There was development in students' participation, especially during the peer feedback process.

Furthermore, the student's score in cycle 2 was improved. The calculations revealed that thirteen students (48,15%) passed the minimal mastery level requirement, and the mean score on the second post-test for the students was 69. The average student score indicates a 44.7% improvement from the first to the second post-test. As a result, it indicates that the action has improved and is almost in compliance with the action success condition, with 50% of students passing the Minimum Mastery Criteria (KKM) with a score of 70. These results demonstrated the effectiveness of the classroom action research project conducted with eighth-grade students at Junior high school in Wangon.

By considering the conditions in cycle 1 and cycle 2, this research proposed several procedures using the combination of role-play and peer feedback techniques to improve students' speaking skills, as follows:

- a) The teacher was encouraging the students by giving motivation.
- b) The teacher was giving glossaries in the role play script to support the students' understanding.
- c) understanding.
- d) The teacher was giving the role-play script and peer feedback sheet.
- e) The teacher was encouraging the students to memorize vocabulary.
- f) The teacher was giving punishment to control the class.
- g) The teacher was giving a chance for the students to be more active during the speaking

h) practice.

CONCLUSION

After finishing the research, the researcher concluded that the combination of role-play and peer feedback in improving speaking skills for the VIII grade students at Junior high school in Wangon can be effectively conducted in cycle 2. The results of the data analysis show that students' speaking abilities may be improved by using role play and peer feedback to teach English speaking. A range of data, including pre-and post-test findings, may be used to illustrate it. The pretest results indicate that the students' mean score is only 52,6, the post-test results indicate that the students' mean score is 62,3, and the post-test results indicate that the students' mean score is 69,15. The post-test results indicate that 48.15 percent of the students passed the KKM, demonstrating a significant improvement in speaking instruction when role-playing and using peer feedback techniques. According to observational and interview data, role play provides a variety of activities that may be used to instruct students in big courses. The students can participate actively and cooperatively in speaking activities by including role-playing and peer feedback in the speaking instruction.

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