



Improving Vocational School Student's Speaking Skill Using Role Play and Video Clips

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Abstract

The objectives of this research were to describe, Improving Vocational School Student's Speaking Skill Using Role Play and Video Clips. The subjects of this research were the ten grade of students SMK Nusantara Ciputat in the academic year of 2017/2018. The number of the subjects were 31 students. This research was classroom action research. The process of this research was conducted in three cycles. The data was collected by using observation checklist to know the events in the classroom during teaching-learning process. Besides, she also used the test to get the students' scores to know the improvement of students' skill in speaking from their score. The data were analyzed by using qualitative analysis. The result of the research shows that Improving Vocational School Student's Speaking Skill Using Role Play and Video Clips SMK Nusantara Ciputat in the academic year of 2017/2018 could improve students speaking skill. This successfulness could be seen from the result of students' average score and good responses by students. The result of getting all of the treatment Speaking Skill Using Role Play average score increased in line with the increase of the students' achievement in each cycle. Before getting the treatment students' average score was 63,64 and after giving treatment was 69,84, so it increased 6.4. The average score of students in the first cycle was 63,09, the second cycle was 65,96, and the third cycle was 67,35. Based on the result of the research, it can be Improving Vocational School Student's Speaking Skill Using Role Play and Video Clips. it can be valuable as the information resource for students, teachers, and the researcher.

Keywords: *improving, vocational school, student, speaking skill, role play, video clips.*

INTRODUCTION

English as one of the international languages plays an important role in the international communication in almost all of the aspects of life. English is a very important foreign language in Indonesia. The English language becomes very important because it is used in the textbooks. Many people communicate in English to support the borderless trade among the nations. English has been a compulsory foreign language mastered by local tourism services in Indonesia since it is well known as a tourism destination. In the education field, both students and teachers are required to comprehend English so that they can compete in globalization era.

Peraturan Menteri Pendidikan Nasional No. 2 of 2006 (Permendiknas) proposed two goals of learning English in vocational high schools. First, students are expected to master basic English knowledge and skills to maintain the achievement of their vocational competencies. Secondly, students are expected to apply their mastery of English proficiency and ability to communicate in oral and written form at the secondary level. The scope of teaching English in vocational schools consists of three levels: beginners, elementary and secondary.

Language skills as stated by Brown (2001, p. 232) are listening, reading, speaking, and writing. Language components contain vocabulary, grammar, and pronunciation. Furthermore, students are expected could apply those skills and components in their daily activities. According to Brown (2001), the characteristic of the elementary level is the ability to communicate minimally with the learning materials. At the elementary level, students produce oral utterances using isolated words and a few high-frequency phrases. The

speaker's skill to combine learned elements, sustain in basic communicative tasks, ask and answer questions is the characteristic of intermediate level. Meanwhile, what happens, in fact, seems to be different from what has been stated before. Beginner level is usually learned by beginners who learn English for the first time. The Basic Level is one level above the beginner, meaning that learners have higher English speaking skills than beginners as well as middle-level learners. Such levels have been created in such a way and invite different interpretations. The material that should be taught according to the standard of competence and basic competence seems inappropriate for the level of English language proficiency of vocational students. For example, students have learned times, days, months, years, physical appearances in the elementary or junior high school. These materials are taught again in the English language curriculum in vocational schools. Thus, there must be a solution to overcome this problem by combining the will be trained materials to the needs of students in tourism programs. Whatever the reason for learning, it will be the same; to be able to speak English fluently. Speaking as one of the basic language skills requires communicative competence including pronunciation (intonation, stress, and pitch), grammar, vocabulary, fluency, accuracy, and comprehension skill which are needed to build a good communication. Besides speaking, listening also becomes the important skill in learning English. It is also become the main channel of classroom instruction and the most used language skill at work, at school, at home and others in our daily life activities.

Furthermore, ideally English teachers should be able to teach the ability to read, write, hear, and speak in a balanced manner. Even so, teachers often ignore to teach the ability to speak because not tested in the national exam (UN). As a result, many vocational high school students, especially students of tourism programs, cannot speak, although in the future they have to speak English in the workplace.

The facts above had motivated the researcher to conduct a classroom action research at the tenth grade of the Tourism program class of SMK Nusantara Ciputat South Tangerang in the academic year 2017. After discussing the existing problems and considering the most crucial problem that needed the solution, on September 2017, the researcher agreed to work together with the English teacher to focus on improving the students' speaking skills through using role play and video clips. The students need more activities that can promote their speaking skills since their program study obliges them to have excellent proficiency in speaking. Since the students often work individually whereas they like working together, the researcher and his collaborators decided using role play and video clips so that they could enjoy working in groups to maximize their learning experience.

The Review of The Literature Speaking

Speaking is one of the skills that have to be mastered by students in learning English. Some experts have various definitions about speaking. According to Louma (2009), speaking is a process of a person who uses their voice to speak meaningfully. In the same point, Chaney (1998, p. 13) in Kayi (2006) states that speaking is the process of building, sharing meaning, expressing ideas through the use of verbal and non-verbal symbols, in a variety of contexts. In line with the statement above, Thornbury (2005) asserts that the first point to underline is that speech production takes place in real time. Words follow words and phrases following phrases. Similarly, at the level of utterance, speech is produced utterances by utterances. According to Brown and Yule (1989 as cited in Nunan, 1989), "spoken language consists of short, often fragmentary utterances in a range of pronunciation". It is related to an ability to express meaning through words pronounced by a speaker. Also, this is a skill which has to be learned and practiced. There are two functions of speaking, transactional and interpersonal function. According to Thornbury (2005, p. 13), the purpose of a transactional function is to deliver certain information and to facilitate the exchange of goods or services. The example of the transactional function is handling a traveler in the travel agency. Additionally, the purpose of an interpersonal function is to establish and to maintain social relationships.

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As a speaker, consciously or unconsciously, people use their speech to create an image of themselves to others. According to Louma (2009, p.10), the speakers create a texture for their talk that supports and enhances what they are saying. They use speed and pausing, and variations in pitch, volume, and intonation when they are saying.

The above explanation is strengthened by Nunan (1989, p. 32) who indicates ten components which build in successful communication. They are the ability to articulate phonological features of the comprehensible, mastery of stress, rhythm, intonation pattern, an acceptable degree of fluency, transactional and interpersonal skills, skills in taking short and long speaking terms, skills in management of interaction, skills in negotiating meaning, conversational listening skills (successful conversation acquire good listener as well as good speakers), skills in knowing about and negotiating purpose of conversation, using appropriate conversational formulae and fillers. Those are important components that should be mastered by a communicator to make successful communication.

Based on the experts above, the students can use a language for communicating. The students can share their opinion with others. Furthermore, they can communicate both verbal and non-verbal communication for making their image in the social relationship. Therefore, the students should be mastered some components to make successful communication.

Role Play

Role play is a method of acting out particular ways of behaving or pretending to be other people who deal with new situations. In this case, Ladousse (1995, p. 5) argues that when students assume a "Role," they play a part (either their own or somebody else) in a specific situation. "Play" means that is taken on in a safe environment in which students are joyful and playful as possible.

According to Brown (2004, p. 174), "role play is a popular pedagogical activity in communicative language-teaching classes." It makes the students free to be someone based on their creativity linguistic input. In line with Brown, Nunan (2003) also states that role-play activities are important in the teaching of speaking because they give the students an opportunity to practice communicating in the different social contexts and target language. To strengthen the arguments, Thornbury (2005, p. 96) states, "Speaking activities involve role-playing activities, where learners take imaginative leaps from class boundaries, providing a useful springboard for real-world use "situations that learners may encounter when using English in real-world situations. It can be practiced which is usually available in a conversation in the classroom. Based on the observation, role play activities would be appropriate for the speaking learning activity in the Travel Tourism class.

In which students can make communication creatively and meaningfully. That stimulates a conversation based on the situation that might find in the daily activities and give them an opportunity to practice and develop their speaking skills.

Role play is similar to simulation that both of them are playing real situation to make real conversation. They have a little differentiation (Ladousse (1987) in Thompkins (1998:1)). Simulation is more complex than role-play activities. Simulation is a broader concept than role play. It is complex lengthy and relatively inflexible events. role play, on the other hand, can be a quite simple and brief technique to organize. It is also highly flexible, leaving much more scope for the exercise of individual variation, initiative, and imagination. And role play also included in simulation as well. Role play activities, on the other hand, are simple and also flexible activities which are giving much more scope to develop the speaking skills of the students at Tourism Program. They can develop their imagination, individual variation, and initiative. Many scenarios and role can be played by the students in the speaking activities to improve their speaking ability in imaginary situations. For example, they can play their role in the scenarios to be a tour guide, checking in the airport, and so on are all possible role play with suitable scenarios with students in the Travel Tourism Program.

From the explanations above, the writer argues that role play is appropriate activities to improve the students speaking skills at Travel Tourism Program, which will involve fantasy or imagination to be someone else or to be ourselves in a specific situation. It aims

at the students to encourage thinking and creativity, let the students develop and practice their speaking skill in the target language, which is the English language.

Video Clips

A video clip is a selection of and sequence of messages in an audiovisual context that can portray settings, actions, emotions, eye contacts, facial expressions, and gestures which can provide important visual stimuli for language practice and learning which have a duration of one to five minutes (Mayer, 2002 in Balakrishnan and Yelow, 2011, p. 170; McKinnon, 2011, in Balakrishnan and Yelow, 2011; Canning and Wilson, 2000, p. 5). It means that video clips are multimedia consisting of verbal and non-verbal presentations that can enhance the teaching of language as videos can provide great visual stimuli through their combination of illustrations, sounds, graphics, and texts. Mixtures of sounds, pictures, mental images, perceptions, figures, texts, and others can facilitate students' engagement in and improve the teaching and learning process. Video clips are different from other videos because of the duration of time. The use of video clips is not new in the field of education. The students like learning language through the use of videos since 1970's (Canning and Wilson, 2000, p. 5; Harmer, 2001). The rapid technological advancement supports the use of video clips in the young generation. The popularity of the risen video clips can be searched by the students as the young generation in several general sites such as YouTube, Yahoo Video, and Google Video. There are many videos to search and download. For language teaching and learning, videos can be downloaded from such links as Real-English, BBC Learning English, 5 Minutes Video.com, Learning Upgrade, Let's Talk, School House Rock, Teacher Mario, Wildcatter Productions, etc. The use of videos has grown since decades and provided positive factors in improving the teaching and learning process.

Review of Relevant Research Studies.

This part deals with the previous related studies. Based on the theoretical review, the researcher will use role play to improve the students' speaking skills. Role play has been proven to improve students speaking skill in the context of English teaching and learning. Several studies about using role play in teaching speaking have been conducted by some researchers. In this relation, Graves (2008) found there is no doubt that role play will help students to improve their speaking skills. Since role-play focuses on communication rather than the language itself, they are real communicative activities.

In addition, role play helps learners to learn how to communicate, not learn the "language," through authentic experiences. Furthermore, role play is an effective teaching method and should be used to help actively engage students in their learning. At last, role play is unique and should be a vital part of any social studies curriculum.

Meanwhile, Kayi (2006) concluded that teaching speaking is very important part of second language learning. The ability to communicate in a second language clearly and efficiently contributes to the success of the students in class and success later outside the class. Therefore, it is essentially for teachers for pay attention to the teaching-learning process of speaking rather than leading in memorization. In line with this aim, role play can contribute a great deal to students in developing their speaking skill necessary in their daily life, furthermore, for their future job.

Also, Huang (2008) identified that role-play is a worthwhile learning experience for both students and teachers. Students learn to use the language in a more realistic, more practical way. Thus they can become more aware of the usefulness and practicality of English. Role play is indeed a useful teaching technique which should be experimented and applied by ESL/EFL teachers more often in the ESL/EFL classrooms.

Based on the result of the previous studies, it is concluded that role play can improve students' speaking skill. Therefore, this is worth to be conducted and expected to give some positive contributions for both English teacher and the students.

Conceptual Framework

Teaching speaking for children should fit the student's characteristics. Ten grade students of vocational schools, who are about fourteen to fifteen years old, are talkative and full of creation, expression, and imagination. They also have a developed sense of

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fairness and ability to work with others and learn from others. It is a good idea to provide them with fun activities in pair or group works. Young students need to learn speaking skills in the ways that are enjoyable and stimulate real feelings. It means that students enjoy activities without forcing them to do what the teacher asks. Real contexts are essential here to create meaningful contexts and encourage the students to participate in the communication. Role Play and Video clips can be used as tools for the teaching of speaking to enhance students' speaking experiences for students, especially in an EFL situation where students often lack authentic environment of language learning. They create fun and interactive atmosphere for the actions done. They also consist of sounds, situations, gestures, expressions, and cultures that make students have a clear explanation. In addition, they provide dialogues with situations. From those aspects above, students have a clear description of materials being learned. They can imitate the words and expressions and learn gestures and facial expressions in the key pictures. Role play and Video clips can be repeated and paused for many times so that students who mispronounce can correct the mistakes. They also allow students to see other cultures and situations beyond the classroom. In this study, the researcher decided to use role play and video clips as the media to promote speaking skills for the fourth-grade students. It was expected that video clips could improve the students speaking skills by providing non-threatening atmospheres and give them meaningful communication.

METHOD

The study used classroom action research (CAR) as research design. It was intended to improve the students' speaking ability through role play. In this classroom action research, the teaching and learning process divided into two cycles where each cycle consisted of two sessions. Each session consisted of four interconnected activities, namely: Planning (P), Action (A), Observation (O), and Reflection (R). This classroom action study was primarily intended to find out the effectiveness of teaching speaking skill through role play. On account of this fact, the result of the post-test in cycle I would be used as valuable input and basis to revise the planning in cycle II and III accordingly. Therefore, the cycle II would be started with revised planning (RP). It would be anticipated to be much more effective and conducive than the cycle I. The degree of the effectiveness of teaching speaking skill through role play was figured out through comparing the mean score of initial reflection or pre-test (X0) obtained by the subjects with their corresponding mean scores of reflections or the post-tests both in cycle I (XI), cycle II (XII) and cycle III (XIII). Therefore, to make it apparent, the design of the present study could be described in the following design:



Cycle I P1 → A1 → O1 → R1
 Cycle II RP → A2 → O2 → R2
 Cycle III RP → A3 → O3 → R3

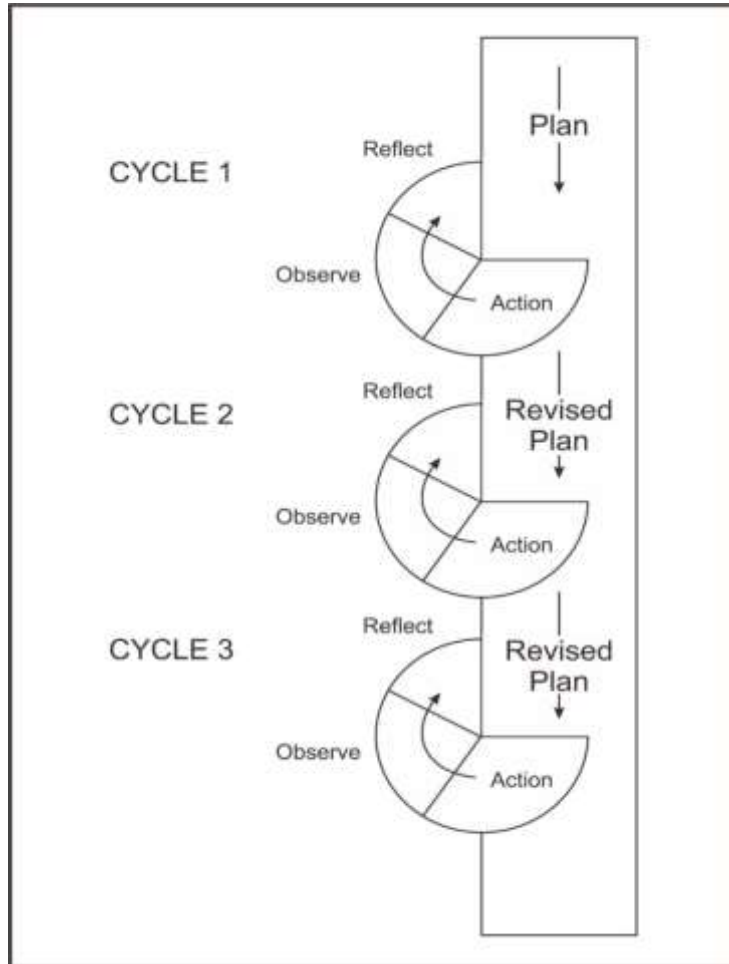


Figure 1. Action Research Process by Kemmis and Mc Taggart

Data Analysis

The data collected were analyzed qualitatively and quantitatively. All of the data were gathered by the observation checklist, field notes and interview transcripts, while the data obtained from the tests (pre-test and post-test) and the questionnaire data were analyzed quantitatively. The steps of the data analysis included collecting the data, comparing and cross checking the data from the observation checklist, interview transcript, field notes and students’ tests. The pre-test was done for knowing the students’ speaking skill before using role play. Then, the post-test was done twice, in the last meeting of Cycle 1 and the last meeting of Cycle 2 and 3.

The data analysis tests were using Microsoft Excel. The function of the program was to know the mean score of each aspect in the pre-test, post-test 1 and post-test 2. The researcher was comparing the results of pre-test and post-test 1; if there were improvements from the pre-test to post-test 1, it indicated that the actions had been succeeded. After that, the second post-test was done for strengthening the result of improvements in the first cycle. The result of the post-test 2 was higher than the pre-test, it indicated that the improvements of the students speaking skill in the Cycle 1 were not coincidental results. However, in post-test 2, there were no improvements, it indicated that there was any hesitancy of the result in Cycle 1.

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Technique of Data Collection

The data of the research were qualitative and quantitative data. The data were collected by observing the teaching and learning process in the classroom, interviewing the students and the English teacher, testing the students and also giving them a questionnaire. In line with the aims of this research, the researcher used an observation sheet, interview guidelines, questionnaire data and students scoring rubrics of speaking as the instruments of the data collection. The brief information about the data collecting techniques and instruments is explained as follows.

1. Class Observation

Class Observation was done to monitor the teaching and learning process in the class. During the observation, the researcher collected the data by observing the class situation. It was recorded in the form of observation checklist, field notes, and photographs. The observation checklist was used to obtain information about implementation of the planning and the procedures of the actions. It was also be used to gather data about the students' activity during the teaching and learning process. In addition, field notes were used to record facts which cannot be put in the observation forms. The photograph was used to record facts in a picture.

2. Interview

The interview was used to know the effectiveness of the actions. In this research, the researcher interviewed the English teacher and the students about comprehensive information related to the teaching and learning speaking process through role play. In this case, the data gathering activity was for knowing about the students' feeling during the class activity. The results of the interview were recorded in the form of interview transcripts.

3. Questionnaire

The questionnaire was given to the participants. It was a closed questionnaire. The questionnaire consists of 23 questions. The questions were related to the students' response in speaking before and after implementing role play. The questionnaire was given after implementing the action. The theory which is used in the blueprint of the following questionnaire covering the theories that contained in Chapter II. The core of questions can be seen in the table below.

4. Test

Speaking tests were also done to obtain the information about the students' speaking skills before and after the implementation of pictures in the teaching and learning process of speaking. The tests were done twice, in the forms of pre-test ad post-test. The researcher used speaking rubrics to collect the scores of the students' speaking performances. Furthermore, the results were used to see whether there were improvements after the actions or not.

RESULTS AND DISCUSSION

Qualitative Data Analysis

The researcher did the implementation of two stay two stray from the pre-test, implementing cycle 1, cycle 2, cycle 3 and post-test. After all process have been implemented then the data were analyzed to find out if there was any increasing score of each cycle. The improvement was seen from the score in post-test which must be higher than the score of pre-test. The mean score of pre-test and post-test were calculated with the formula proposed by Furchan (2004, p. 158) as follow:

X Bar	=	Mean
Sigma X	=	Total Score
N	=	Number of Students

$$\bar{X} = \frac{\sum X}{N}$$

To calculate the percentage of the students who achieved target score, the researcher used the formula proposed by Sudijono (2008, p. 43)

as follow:

P = the class percentage

F = total percentage score

N = number of students

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

The researcher did two kinds of tests for this research, for test speaking skillcomprehensioan the researcher used 10 multiple choice questions and the questios based on the narrative text on each cycle. Meanwhile, for reading aloud test, the researcher used 4 aspects such as; fluency, accuracy, pronunciation, and intonation. The rubric of reading aloud assessment is as follows :

Table 1. Rubric of Reading Aloud Assessment

READING ALOUD ASSESMENT					
tudent Name		: _____			
lass		: _____			
NO	ASPECT	SCORE		TOTAL	
1	Pronunciation	50	60	70	80
2	Grammar				
3	Vocabulary				
4	Fluency				

Note :

1. Pronunciation
 - 50 : If there is a hesitation
 - 60 : fluent, but still there is a hesitation
 - 70 : fluent
2. Grammar
 - 80 : very fluent
 - 50 : all of the utterance can't be understood
 - 60 : a few of utterance can be understood
 - 70 : most of the utterance can be understood
3. Vocabulary
 - 80 : all of the utterance can be understood
 - 50 : almost all of the utterance correct
 - 60 : a few of the utterance correct
 - 70 : most of the utterance correct
4. Fluency
 - 80 : all of the utterance correct
 - 50 : all of the squeeze/rhythm are
 - 60 : a few of the squeeze/rhythm are correct
 - 70 : most of the squeeze/rhythm are correct
 - 80 : all of the words, phrase, sentence of squeeze/rhythm are correct

The result of improving speaking skill using role play explained as follows:

Table 2. The result test before giving treatment (Pre-test)

No.	Name of Students	Aspect of Value				Total Score
		Pronunciation	Grammar	vocabulary	Fluency	
1	Student 1	60	60	70	60	63
2	Student 2	70	60	70	70	68
3	Student 3	60	50	70	60	60
4	Student 4	50	50	60	50	53

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5	Student 5	60	60	60	60	60
6	Student 6	75	60	80	70	71
7	Student 7	60	50	70	70	63
8	Student 8	60	60	60	70	63
9	Student 9	80	70	80	80	78
10	Student 10	60	50	70	70	63
11	Student 11	70	60	70	60	65
12	Student 12	60	50	70	60	60
13	Student 13	60	60	70	70	65
14	Student 14	80	70	80	70	75
15	Student 15	70	60	70	60	65
16	Student 16	60	60	60	70	63
17	Student 17	70	60	80	70	70
18	Student 18	60	60	60	50	58
19	Student 19	70	60	70	60	65
20	Student 20	60	60	60	50	58
21	Student 21	60	70	70	70	68
22	Student 22	50	50	60	70	58
23	Student 23	70	60	60	60	63
24	Student 24	70	60	60	60	63
25	Student 25	80	60	70	70	70
26	Student 26	50	50	60	60	55
27	Student 27	60	60	70	70	65
28	Student 28	50	50	60	50	53
29	Student 29	80	70	70	60	70
30	Student 30	70	60	65	60	64
31	Student 31	60	70	70	60	64
Total						1973

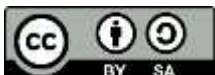
Based on the table above, it showed that the total score of the students speaking test was 1973. Then, the researcher calculated the mean of the students' score by using the same formula with the speaking aloud before.

X Bar = Mean

Sigma X = Total Score

N = Number of Students

$$\bar{X} = \frac{\sum X}{N}$$



The result of the calculation was:

$$\text{Mean} = \frac{1973}{31} = 63,64$$

F = total percentage score

N = number of students

Mean = 63,64

From the data above, it showed that the average of the students score is 63,64. It means that the result was low. In this first cycle, the researcher used some material as teaching media to teach speaking, and students were being enthusiastic because it was their first experience. The researcher explained about how improve speaking using role play and video clips meeting 1 and how to wash your hand in meeting 2. The students" were interested but they were still confused in arranging the steps. They needed much help and he suggested them to use dictionary. After that, the researcher asked students to practice the procedure in front of the classroom.

1. The First Cycle

The first cycle was conducted on Monday and Thursday, October 10 and 13, 2022. The test result of the first cycle can be seen in the table below:

Table 3. The result test of the first cycle in meeting 1

No.	Name of Students	Aspect of Value				Total Score
		Pronunciatio n	Grammar	Vocabular y	Fluency	
1	Student 1	60	50	50	60	55
2	Student 2	60	60	70	60	63
3	Student 3	60	60	60	60	60
4	Student 4	50	50	60	60	55
5	Student 5	60	50	70	60	60
6	Student 6	80	70	70	70	73
7	Student 7	70	60	70	60	65
8	Student 8	70	60	60	60	63
9	Student 9	70	70	70	70	70
10	Student 10	70	60	70	70	68
11	Student 11	60	60	60	70	63
12	Student 12	60	60	60	70	63
13	Student 13	60	60	70	60	63
14	Student 14	70	60	70	70	68
15	Student 15	60	60	65	60	61
16	Student 16	60	60	70	70	65
17	Student 17	70	70	80	70	73
18	Student 18	70	60	70	60	65
19	Student 19	70	60	60	50	60

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20	Student 20	70	60	60	70	65
21	Student 21	60	50	70	60	50
22	Student 22	60	50	60	50	55
23	Student 23	60	60	60	70	63
24	Student 24	60	60	60	70	63
25	Student 25	80	70	80	70	75
26	Student 26	60	50	60	50	55
27	Student 27	60	60	70	70	65
28	Student 28	60	50	70	60	60
29	Student 29	60	50	60	70	60
30	Student 30	70	60	60	60	63
31	Student 31	60	60	70	70	65
Total						1956

Table 4. The result test of the first cycle in Meeting 2

No.	Name of Students	Aspect of Value				Total Score
		Pronunciation	Grammar	vocabulary	Fluency	
1	Student 1	60	60	70	60	63
2	Student 2	80	70	70	70	73
3	Student 3	70	70	65	60	66
4	Student 4	60	70	70	70	68
5	Student 5	60	50	80	70	65
6	Student 6	80	70	70	60	70
7	Student 7	70	60	60	50	60
8	Student 8	70	60	80	70	70
9	Student 9	80	60	70	60	68
10	Student 10	50	50	60	60	55
11	Student 11	60	60	60	70	63
12	Student 12	60	60	70	60	63
13	Student 13	60	60	80	60	65
14	Student 14	70	70	70	70	70
15	Student 15	80	70	60	80	73

16	Student 16	70	60	80	70	70
17	Student 17	70	60	80	70	70
18	Student 18	70	70	70	70	70
19	Student 19	70	60	60	50	60
20	Student 20	60	60	70	60	63
21	Student 21	60	70	60	60	63
22	Student 22	70	70	70	60	68
23	Student 23	70	60	80	70	70
24	Student 24	70	50	70	60	63
25	Student 25	80	70	70	70	73
26	Student 26	60	60	70	60	63
27	Student 27	60	60	60	60	60
28	Student 28	60	60	60	60	60
29	Student 29	70	70	60	60	65
30	Student 30	80	60	70	70	70
31	Student 31	60	50	60	60	58
Total					2031	

After that, the researcher calculated the mean of score in the first cycle to calculate the mean; the researcher used same formula with previous research. The result of the mean in meeting1 and meeting 2 are:

$$\text{Mean} = \frac{1956}{31} = 63,09$$

$$\text{Mean} = 63,09$$

$$\text{Mean} = \frac{2031}{31} = 65,51$$

$$\text{Mean} = 65,51$$

Based on the result above, the result of the mean was 63,09 and 65,51. It means that the mean score in the first cycle is better than pre cycle, although the increasing was little. The researcher was unsatisfied because the whole of students got bad score. Besides that, the result of observation was not so good; there were some students that did not give their attention to the teacher, however they did not understand what teacher teach.

From the table and mean score of students the researcher concluded that in this cycle there was improvement but it did not make the researcher satisfied, because it was the first time for the students used role play to learn speaking on procedure text. It make them enjoy with media that teacher gave. They did not focus on the steps, it make them confused when they asked by the teacher to explain the steps. Thus, in this cycle the improvement was not make the researcher satisfied, therefore she continued to the next cycle.

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2. The Second Cycle

The second cycle was conducted on Monday and Thursday, October 17 and 20, 2022. In this cycle, the researcher used information gap and she focus on the students who got low score in the previous cycle. The result of the test in the second cycle as follows:

Table 5. The result test of the second cycle in Meeting 1

No.	Name of Students	Aspect of Value				Total Score
		Pronunciation	Grammar	vocabulary	Fluency	
1	Student 1	80	70	70	60	70
2	Student 2	70	60	70	70	68
3	Student 3	60	60	60	70	63
4	Student 4	70	60	60	60	63
5	Student 5	60	50	60	60	58
6	Student 6	70	60	60	70	65
7	Student 7	70	70	60	70	68
8	Student 8	70	60	70	60	65
9	Student 9	60	50	70	70	63
10	Student 10	70	70	80	70	73
11	Student 11	60	60	70	60	63
12	Student 12	70	70	60	60	65
13	Student 13	60	50	70	60	60
14	Student 14	70	70	60	60	65
15	Student 15	60	60	70	60	63
16	Student 16	70	70	70	60	68
17	Student 17	80	70	60	60	68
18	Student 18	60	70	70	60	65
19	Student 19	70	60	60	60	63
20	Student 20	60	60	70	60	63
21	Student 21	60	70	60	60	63
22	Student 22	80	60	60	70	68
23	Student 23	70	70	80	60	70
24	Student 24	70	70	70	60	68
25	Student 25	80	70	80	80	78

26	Student 26	70	70	80	80	75
27	Student 27	80	60	70	60	68
28	Student 28	70	70	60	70	68
29	Student 29	70	60	60	70	65
30	Student 30	60	60	70	70	65
31	Student 31	80	60	70	60	68
Total						2045

Table 6. The result test of the second cycle in Meeting 2

No.	Name of Students	Aspect of Value				Total Score
		Pronunciation	Grammar	vocabulary	Fluency	
1	Student 1	80	70	80	70	75
2	Student 2	60	50	70	60	60
3	Student 3	70	60	60	60	63
4	Student 4	60	50	70	60	60
5	Student 5	70	70	60	60	65
6	Student 6	60	70	70	70	68
7	Student 7	60	60	80	70	68
8	Student 8	60	60	60	70	63
9	Student 9	70	70	70	60	68
10	Student 10	60	60	60	60	60
11	Student 11	70	70	60	70	68
12	Student 12	70	60	70	70	68
13	Student 13	60	60	70	60	63
14	Student 14	70	80	70	50	68
15	Student 15	70	70	60	70	68
16	Student 16	70	80	60	80	73
17	Student 17	70	70	70	70	70
18	Student 18	60	60	70	60	63
19	Student 19	60	80	60	80	70
20	Student 20	60	70	60	70	65
21	Student 21	60	60	60	60	60
22	Student 22	70	70	60	60	65
23	Student 23	70	60	60	60	63

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24	Student 24	70	70	60	70	68
25	Student 25	70	80	80	70	75
26	Student 26	70	70	60	60	65
27	Student 27	70	70	70	60	68
28	Student 28	70	70	80	80	75
29	Student 29	80	70	60	70	70
30	Student 30	70	60	80	70	70
31	Student 31	60	60	70	70	65
Total						2063

After that, the researcher calculated the mean of score in the second cycle to calculate the mean; the researcher used same formula with previous research. The result of the mean in meeting 1 and meeting 2 are:

$$\text{Mean} = \frac{2045}{31} = 65,96$$

$$\text{Mean} = \frac{2063}{31} = 66,54$$

The result above showed that the average of students test in the second cycle was 65,96 and 66,54. The result of the second cycle was better than the previous study. It means that there were improvements for the students, but did not reach the standard score of English lesson. The result of observation checklist also shown that there were some students did not give their attention to the teacher, it caused she did not use real media. In this case, she just showed the media or imagines to use it. Therefore, some students were not interested with it. The researcher still unsatisfied with students' score, so she continued to the next cycle.

3. The third cycle

It was conducted on Monday and Thursday, October 24 and 27, 2022. After second treatment, students showed their improvement, although it was not significant. In this cycle, the researcher used real material and different method in teaching learning, and she tried to handle the weakness in second cycle. The researcher reviewed previous lesson, she concluded that there was significant "improve speaking skill using role play and video clips". The result of the test in this cycle as bellows:

Table 7. The result test of the third cycle in Meeting 1

No.	Name of Students	Aspect of Value				Total Score
		Pronunciation	Grammar	Vocabulary	Fluency	
1	Student 1	80	70	60	60	68
2	Student 2	70	60	60	60	63
3	Student 3	80	60	70	70	70
4	Student 4	70	70	60	60	65
5	Student 5	60	70	70	70	68
6	Student 6	80	60	70	60	68
7	Student 7	70	60	60	60	63
8	Student 8	60	60	70	80	68

9	Student 9	70	60	70	70	68
10	Student 10	80	70	70	70	73
11	Student 11	70	60	80	70	70
12	Student 12	60	60	70	70	65
13	Student 13	70	60	80	70	70
14	Student 14	60	60	60	70	63
15	Student 15	70	60	80	60	68
16	Student 16	80	70	60	70	70
17	Student 17	70	60	70	60	65
18	Student 18	60	60	60	60	60
19	Student 19	70	60	70	70	68
20	Student 20	60	60	70	70	65
21	Student 21	70	70	80	60	70
22	Student 22	70	70	70	80	73
23	Student 23	60	70	60	60	63
24	Student 24	80	60	70	70	70
25	Student 25	70	60	80	70	70
26	Student 26	60	60	70	70	65
27	Student 27	70	70	70	60	68
28	Student 28	80	70	60	60	68
29	Student 29	60	70	70	80	70
30	Student 30	80	60	70	70	70
31	Student 31	60	70	80	70	70
Total						2088

Table 8. The result test of the third cycle in Meeting 2

No.	Name of Students	Aspect of Value				Total Score
		Pronunciation	Grammar	vocabulary	Fluency	
1	Student 1	80	70	80	70	75
2	Student 2	80	70	80	60	73
3	Student 3	70	70	70	70	70
4	Student 4	80	60	70	70	70
5	Student 5	60	70	80	60	68
6	Student 6	80	60	70	60	68

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7	Student 7	70	60	60	60	63
8	Student 8	60	60	70	60	63
9	Student 9	70	80	80	80	78
10	Student 10	70	70	70	60	68
11	Student 11	70	70	70	70	70
12	Student 12	80	70	70	70	73
13	Student 13	70	60	70	60	65
14	Student 14	60	60	70	60	63
15	Student 15	70	60	80	70	70
16	Student 16	80	70	60	70	70
17	Student 17	70	60	80	70	70
18	Student 18	70	60	70	60	65
19	Student 19	70	70	80	60	70
20	Student 20	70	70	70	70	70
21	Student 21	60	60	80	70	68
22	Student 22	80	70	70	70	73
23	Student 23	80	70	80	60	73
24	Student 24	70	60	70	70	68
25	Student 25	70	70	70	70	70
26	Student 26	70	60	80	60	68
27	Student 27	80	60	70	60	68
28	Student 28	70	60	60	60	63
29	Student 29	60	60	70	60	63
30	Student 30	70	60	60	60	63
31	Student 31	80	70	70	70	73
Total						2123

After that, the researcher calculated the mean of score in the third cycle. To calculate the mean the researcher used the same formula with previous research. The result of the mean of the third cycle in meeting 1 and meeting 2 are:

$$\text{Mean} = \frac{2088}{31} = 67,35$$

$$\text{Mean} = \frac{2123}{31} = 68,48$$

Thus, mean or average score of the students in third cycle was 67,35 and 68,48. It means the students score in this cycle is better than two cycles before. After the students finished in doing learning by used role play in speaking the researcher gave the post test to know the students improvement in their speaking skill. The result of the pos-test in this treatment as below:

Table 9. Result test from post test

No.	Name of Students	Aspect of Value				Total Score
		Pronunciation	Grammar	vocabulary	Fluency	
1	Student 1	70	60	70	70	68
2	Student 2	70	70	80	70	73
3	Student 3	80	60	70	70	70
4	Student 4	70	60	70	70	68
5	Student 5	80	70	80	70	75
6	Student 6	70	70	80	70	73
7	Student 7	70	60	80	70	70
8	Student 8	60	60	70	70	65
9	Student 9	60	70	70	60	65
10	Student 10	80	70	70	60	70
11	Student 11	80	70	70	60	70
12	Student 12	70	60	80	70	70
13	Student 13	70	80	70	70	73
14	Student 14	70	70	60	70	68
15	Student 15	60	70	60	70	65
16	Student 16	70	60	60	70	65
17	Student 17	80	60	70	70	70
18	Student 18	70	80	80	70	75
19	Student 19	70	70	80	70	73
20	Student 20	80	70	70	60	70
21	Student 21	70	60	70	60	70
22	Student 22	80	70	60	80	75
23	Student 23	60	70	70	80	70
24	Student 24	70	60	60	70	65
25	Student 25	80	80	80	80	80
26	Student 26	60	80	70	60	68
27	Student 27	70	80	70	60	70
28	Student 28	60	70	80	70	70
29	Student 29	60	70	80	70	70
30	Student 30	70	70	80	70	73

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31	Student 31	70	60	70	70	68
Total						2165

$$\text{Mean} = \frac{2165}{31} = 69,84$$

There were no students got score under 65. The whole students reached the standard of score (KKM). From observation checklist, there were many students who looked enjoyable. They gave their attention and happiness improve speaking using role play. Therefore, the researcher decided to stop in this cycle. Here the result of test from pre cycle until the post cycle. From this table we can see there was improvement on students speaking skill using role play and video clips.

Table 10. Result test from pre cycle until post cycle

NO	Name of Students	Pre test	Cycle 1		Cycle 2		Cycle 3		Post test
			meet-1	meet-2	meet-1	meet-2	meet-1	meet-2	
1	Student 1	63	55	63	70	75	68	75	68
2	Student 2	68	63	73	68	60	63	73	73
3	Student 3	60	60	66	63	63	70	70	70
4	Student 4	53	55	68	63	60	65	70	68
5	Student 5	60	60	65	58	65	68	68	75
6	Student 6	71	73	70	65	68	68	68	73
7	Student 7	63	65	60	68	68	63	63	70
8	Student 8	63	63	70	65	63	68	63	65
9	Student 9	78	70	68	63	68	68	78	70
10	Student 10	63	68	55	73	60	73	68	70
11	Student 11	65	63	63	63	68	70	70	70
12	Student 12	60	63	63	65	68	65	73	70
13	Student 13	65	63	65	60	63	70	65	73
14	Student 14	75	68	70	65	68	63	63	68
15	Student 15	65	61	73	63	68	68	70	65
16	Student 16	63	65	70	68	73	70	70	65
17	Student 17	70	73	70	68	70	65	70	70

18	Student 18	58	65	70	65	63	60	65	75
19	Student 19	65	60	60	63	70	68	70	73
20	Student 20	58	65	63	63	65	65	70	70
21	Student 21	68	50	63	63	60	70	68	70
22	Student 22	58	55	68	68	65	73	73	75
23	Student 23	63	63	70	70	63	63	73	70
24	Student 24	63	63	63	68	68	70	68	65
25	Student 25	70	75	73	78	75	70	70	80
26	Student 26	55	55	63	75	65	65	68	68
27	Student 27	65	65	60	68	68	68	68	70
28	Student 28	53	60	60	68	75	68	63	70
29	Student 29	70	60	65	65	70	70	63	70
30	Student 30	64	63	70	65	70	70	63	73
31	Student 31	64	65	58	68	65	70	73	68
	SUM	1973	1956	2031	2045	2063	2088	2123	2165
	MEAN	63,64	63,09	65,51	65,96	66,54	67,35	68,48	69,84
	LOW SCORE	53	55	55	58	60	63	63	65
	HIGH SCORE	78	75	73	78	75	73	78	80

From the table above, improved speaking using role play and video clips help students to understand the material and make easier to express their ideas. So, this classroom action research in the implementation improve students speaking skill using role play, and video clips succeeded. It could be seen from the result of the test in every cycle.

CONCLUSION

1. Teachers' motivation which gave more speaking skill using role play could help the students to obtain the speaking skill. From this research, the result which has given by the researcher can be concluded as follows:
2. Speaking skill using role play and video clips could be effective if the teacher helped students role speaking actively. It could be seen from the result of students' score from cycle 1 to cycle 3. The data showed from the students' score increased. The standard score (KKM) was 65, and the students who passed based on the standard score (KKM) in cycle 1 as much as 45%, in cycle 2 as much as 75%, and in cycle 3

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as much as 97%. It was found out that the students' speaking skill was gradually progressing.

3. Role play as the main method in teaching English could make the learning process of speaking in the classroom became more active and interesting. It could be seen from the research during the learning process of speaking took place from cycle 1 to cycle 3. The students were more enthusiastic and more confidence to follow the learning of speaking and students were not shy to ask if they had difficulties.
4. In learning process at the classroom, teachers used video clips as an additional tool for a variety of reasons. Video clips can breathe meaning and life into nearly any lesson and make it understandable for all learners. While using video clips techniques in a classroom, the teacher can provide a common experience for all student, generate interest and stimulate imagination because it is motivation tool in the school, in addition, to encourage the development of critical thinking skill thus which can develop students' speaking skill too.

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