Role Playing to Improve Writing Skill of English Public Speaking Text

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Abstract

The researchers found in the preliminary study that the average value of writing skill of English public speaking text is 55.34. Monotonous, less enjoyable learning strategy and the teacher only focuses on completing the material so that the learning process can only transfer knowledge are reasons of the teacher always uses so that the level of mastery of the material is low which ultimately decreases student achievement. Researcher proposes a strategy in teaching speaking skill, namely role playing learning strategy to overcome this problem. Improving writing skill of English public speaking text is designed by using Role-playing learning strategy. Explaining how Role-playing learning strategy can improve writing skill of English public speaking text in the 4tha semester English Study Program, Business Administration Department, State Polytechnic of Madiun is the purpose of this study. Design of this study uses a Classroom Action Research (CAR) which is collaborative in nature where researchers and teacher collaborate in carrying out this research. In implementing Role-playing learning strategy, researcher acts as an observer while English teacher become collaborator of researcher. This research was carried out in a cycle that refers to procedures for action research, namely planning, implementing, observing, and reflecting. Each cycle in this study consisted of two meetings. The research data was collected through several instruments, namely evaluation of writing skill of English public speaking text in English speaking, questionnaires, and field notes. The subjects of this study were 4tha semester of D3 Program students, English Study Program, Business Administration Department, State Polytechnic of Madiun. The results of the overall average score of in improving writing skill of English public speaking text in English speaking in the first cycle of 65.34, in the second cycle of 80.34, and in the third cycle of 88.57. Classroom action research can be stopped in cycle III because it is in accordance with the average criteria of success is 85.01. The interesting of students towards the implementation of Role-playing learning strategy shows that students are happy and interested in implementing Role-playing learning strategy.

Keywords: Role Playing; Writing Skill; Public Speaking

Introduction

Writing skill of English public speaking text in English speaking is still considered a difficult ability for students. Students are happy and have the spirit of learning in a classroom atmosphere that is free to express their opinions in accordance with their respective roles when they use Role-playing learning strategy. This is consistent with the results of the research of Adnyani (2014), Argaruri (2014), As'adi (2011), Heliyanti (2014), Purwanto (2013), Rianti (2013), Susilo (2011), Sutino (2011), Triyanto (2013), Widiastuti (2012), and Khudriyah (2010) which states that Role-playing learning strategy can improve student learning outcomes. The researchers found writing skill of English public speaking text in the 4th a semester in public speaking courses was still low, which was an average of 55.34. Writing ability in an English public speaking text in English speaking can affect students' speaking ability in the process of learning English and will also affect students in facing public speaking courses in the 4th a semester of D3 Program students, English Study Program, Business Administration Department, State Polytechnic of Madiun. Based on the problems above, the researcher intends to make improvements in writing skill of English public speaking text in Public Speaking courses through Classroom Action Research (CAR) which is an activity testing an idea in practicing or a real situation in the hope that the activity is able to improve the quality of the teaching and learning process. Based on the results of observations and reflections on the learning that has been carried out, the problem in this study is "How can Role-playing learning strategy improve writing skill of English public speaking text in English speaking for the students of State Polytechnic of Madiun?" Improving writing skill of English public speaking text in English speaking for the students of State Polytechnic of Madiun is the purpose of this study.

Literature Review

Martinis Yamin (2008) states that involving interaction between two or more students about a topic or situation is the Role-playing strategy learning strategy. Students perform their respective roles according to the character they act. They interact and perform open roles. Students are given the widest opportunity to play so that they find problems that will be faced in actual implementation. According to Oemar Hamalik (2005) simulation method that is generally used for social education and inter-human relations is Role-playing learning strategy. Students participate as players with certain roles or as observers depending on the objectives of implementing the learning strategy. Treflinger (in Herman J. Waluyo, 2002) reveals that deciding upon the historical scenes of the past, possible events of the future, significant current events, or imaginary situations at any place or time. It can be interpreted that Role-playing is acting out of a regular regulatory decision, for purposes such as re-creating historical scenes from past events, allowing future events, or significant real events. Lee (1986: 147) explains that helping bring language into life or provide real experiences to learners by using language as a communication tool is the usage of Role-playing learning strategy. Amato (2003) also adds that through the Role-playing learning strategy activities learners can explore their abilities. Brown (2001) divides speaking skills into taxonomies that arise in oral production. This taxonomy is from imitative to extensive, namely: imitative, intensive, responsive, interactive and extensive (monologue). As the statement of Brown above, one of the most spoken oral production activities is Role Playing learning strategy. In the Role-playing learning strategy there are activities that can invite students to interact with each other. Activities in Richards and Renandya's (2002) speaking skills were divided into four categories: 1) aural: oral activities, 2) visual: oral activities, 3) material-aided: oral activities and 4) culture awareness: oral activities. Role-playing learning strategy activities carried out in the classroom with the role of teacher and students contain the two categories mentioned above, namely aural: oral activities and cultural awareness: oral activities. Meanwhile, Harmer (2007) suggests various activities that support the improvement of speaking skills in the learning process, namely: 1) Acting from a script, 2) Communication games, 3) Discussion, 4) Prepared talks, 5) Questionnaires, 6) Simulation and role playing. While Bailey in (Nunan, 2003: 56) designed several activities that can be applied in speaking classes, namely: 1) information gap, 2) jigsaw

activities, 3) role-plays, 4) simulations, and 5) contact assignments. Lee (1986) adds that Role-playing is an aspect of simulation. It can be concluded that Role-playing is part of a simulation activity, where the learners play a role in the overall situation. Designing to produce some effects on the environment between and listeners and readers is speaking (Brown in Tarigan, 1981). Speaking there is a series of actions or actions that contain the intent and purpose. Communication that you can express your thoughts effectively is the main purpose of speaking. Harmer (2007) suggested that "a good plan requires coherent variations that are coherent". This statement expects the teacher to provide varied learning activities that are related to one another where students learn the same topic but students are stimulated with varied activities so that students do not feel bored or bored. Brown and Yule (Nunan, 1989) argue that speaking is using spoken language consisting of short, intact or fragmented speeches within the scope of pronunciation. The pronunciation is very closely related to the reciprocal relationships that are carried out between the speaker and the listener. Bailey (Nunan, 1989) states that an oral skill consisting of producing systematic language expressions to convey meaning is speaking. Students must be involved in a variety of oral activities, as well as providing opportunities for students to practice speaking, so the teacher is able to create scenarios that can motivate students to practice speaking English. Nunan, (1989) concluded from a number of theories and research that "study speaking in a second language or a foreign language will be facilitated when students actively participate in communication." From the explanation above the teacher must have good planning before doing classroom learning. Good planning must be based on 4 aspects proposed by Harmer (2007) in addition to planning good material preparation, the teacher must consider learning strategies that are good and suitable with the material to be taught. The teaching and learning process known as contextual learning (contexual teaching and learning) states that learning will be meaningful when the teacher is able to harmonize the material being studied with the context of real life and students according to what they are learning. According to Hadfield and Hammer (2007), the teaching procedure for speaking skills has 3 (three) levels, generally are: initial activities (setting up, engaging) speaking speaking practice, feedback (feedback) and introducing EAS stands for engage activities, core activities (speaking), learning (study), both are only different in terms. Richards & Renandya (2002) argued that there are several components that underlie the success of 3 teaching speaking. These components are grammatical competencies, discourse competencies, sociolinguistic competencies, strategy competencies. Grammatical competencies are grammatical competencies (morphology and syntax), and vocabulary, including English sounds and spelling, pronunciation, intonation, stressing, etc. Discourse competence (discourse) relates to the types of text used in context or applied with full functional significance. Sociolinguistic competency refers to knowledge of what is expected by target language users socially and culturally, including how the language is used in accordance with the situation of the existing sociol culture of the local community. What is meant by strategy competence is the way to use language to achieve the goal of communicating appropriately, well, and correctly. Speaking is a difficult skill, because special skills are needed in producing it. Specific skills are the choice of words, the use of structure, pronunciation, and knowledge of the sound system. The choice of words means that we must have a lot of vocabulary that we know to use. So that the speaker can tell the listener clearly and correctly. But vocabulary is a problem for students (Schultz, 1976). In addition, language usage habits and body cues are needed to produce language. The speaking aspects include 1) vocal communication which includes interesting voices, voices that help focus on concepts, sounds that pay attention to the messages delivered, pleasant voices, voices that can explain well, and clear voices, 2) pronunciation and diction includes accents and pronunciation, 3) fluency and clarity which includes the ability to produce words, selection of words, clarity of understanding between speakers and listeners, 4) communication of the body which includes the appearance of eye and face movements, cues, concealment, group or organizational affiliation , status, role, and expression, 5) determine the purpose of speaking, 6) analyze the audience and situation, 7) select and simplify the discussion, 8) collect material, 9) make the outline speak, 10) string good words in speech, 11) delivering explanations by speaking. (Arevat & Nation, 1991; Devito, 1990; Fletcher, 1990). Based on the speaking aspect, it can be concluded that the speaking component is response, coherence, vocabulary, grammar,

pronunciation, fluency, and clarity (Mudofir, 2014). The ability to speak languages is one product of language learning and speaking is also an important part of the language learning process. Klippel (1984) states that "English speaking is a real communicative situation in which they learn to express their own views and attitudes". Speaking is a tool for expressing feelings, opinions, and attitudes verbally which is a real communication. Being a good speaking needs well preparation by writing ability in an English public speaking text.   Writing is an activity of delivering messages (information), ideas / ideas to others in written form. According to Dalman (2012: 3) writing is a communication activity in the form of delivering messages (information) in writing to other parties using written language as a tool or medium. Furthermore, Dalman (2012: 3) further emphasizes that writing is a creative process of expressing ideas in the form of written language for purposes, such as telling, convincing, or entertaining. In line with this opinion, Subarti Akharga (1999:1) suggests that writing is an activity to convey messages (ideas, feelings, or information) in writing to other parties. Meanwhile, according to Tarigan (1994: 21) writing is lowering or describing graphic symbols that produce a language that is understood by someone so that other people can read the graphic symbols and can understand the language and graphics. Based on the opinion above, it can be concluded that writing is a process of pouring ideas/ideas or feelings into written language. The ability to write a public speaking text is a person's ability or skill in conveying ideas or ideas in written form in easy-to-understand language which is then spoken in front of a large audience with a specific purpose. According to Dalman (2012:13), from the point of view of the interests of writing, writing has several purposes, namely: assignment objectives, aesthetic goals, lighting goals, self-statement goals, creative goals, and consumptive goals. Meanwhile, according to Tarigan (1994:24) there are several purposes of writing, namely: assignment goals, altruistic goals, persuasive goals, informative goals, self-statement goals, creative goals, and problem solving goals. According to Dalman (2012:6) writing has benefits, namely: increased intelligence, development of initiative and creativity, growing courage, and encouraging willingness and ability to collect information. The steps for writing according to Asep Syamsul (2010: 53) are to determine the theme, topic, and title of the article and make an outline consisting of the introduction, the body or the body of the article (usually selected in several subtitles), and the closing, usually containing a summary, an invitation or an invitation. an appeal, or a statement without an answer. Ability is the ability, skill and strength (Depdiknas, 2003:707). According to Poerwo Darminta (1984: 628), ability is the ability, skill, tenacity and wealth. Meanwhile, according to Tarigan (1985:11), ability is competence, namely the ability possessed by language users. In line with this opinion, Nababan (1986:39) says that ability is the ability to use language elements to convey certain intentions or messages in appropriate circumstances. According to Djen Amar (in Kustadi, 2009: 29), interpreting speech (rhetoric) as the delivery and planting of thoughts, information, and ideas from the speaker to the listener. Meanwhile, according to Merritt B. Jones (in Kustadi, 2009:29) states that public speaking is an oral communication, in which a person conveys his thoughts and feelings about a problem in detail to a group of listeners. In line with the above opinion, Putra Bahar (2010: 9) says that speech is an activity of speaking in public to convey ideas, thoughts or information as well as the goals of the speaker to other people (audience) verbally. Kustadi Suhandang (2009:207) suggests that speech or in English terms is called public speaking; in essence it is speaking in public, either directly or indirectly. According to Putra Bahar (2010:20), Speech activities have the following objectives: informative/instructive, persuasive, argumentative, descriptive, educational, entertain, entertainment or recreational. and make others happy with entertaining public speaking so that others are happy and satisfied with what we say. According to Kustadi (2009:74), the purpose of public speaking is to inform (to inform), entertain (to entertain), 3) strengthen belief (to strengthen belief), and change belief (to change belief). According to Putra Bahar (2010:10), the function of public speaking is to facilitate communication between superiors and subordinates in an organization, facilitate communication between fellow members of the organization, create a conducive situation, influence other people to want to follow our wishes voluntarily, give an understanding or information to others, make people others are happy with entertaining public speaking, facilitating communication, and calming the masses/bustling audiences. The methods of public speaking according to Putra Bahar (2010:10) are the impromptu method (immediately

or spontaneously), the extemporaneous method (explanation of the outline), the script method, and the method memoriter / memorization according to Putra Bahar (2010:13) based on the nature of the content of the speech, speech can be distinguished, namely opening speech, briefing speech , welcoming speech, inauguration speech, report speech, accountability speech. Devito (in Kustadi: 2012) The steps in compiling the text of the speech are: determining the intent or purpose, determining the topic or theme, analyzing the listener's situation, formulating the theme/topic in more detail, collecting supporting materials, compiling the framework of the speech material, developing the framework into a text. . The framework for the composition of the speech according to Daeng Nurjamal (2011:73) is the opening greeting, opening the speech, discussing the main content of the speech, closing the speech.

Research Methods

Quantitative and qualitative are types of this research by using Classroom Action Research (CAR) with the type of participant action research by taking the research subjects as purposive random sampling. Numbers derived from writing skill of English public speaking text test scores in English speaking is Quantitative type. Student interest in following the learning process by using Role-playing learning strategies to improve writing skill of English public speaking text test scores in English speaking English can be known by qualitative type. The method used in planning research follows the Mc. Niff model (1988) which consists of four steps up to a certain cycle that is considered successful according to the criteria of success are: Preliminary observation is 55.34, planning, implementing, observing, reflecting, and triangulation are the stages of each cycle

Research Results and Discussion

Cycle I

Planning

Before carrying out actions and observations in the first cycle, a plan of action is established in advance, this is to plan the implementation of learning. The results of the planning implementation of learning are discussed together with collaborators. The design of learning materials designed by researchers and collaborators is as follows: 1) the role of chairman of committee.

Implementation of Actions and Observations

While doing Role-playing activities, the research step after designing the action is to carry out the action and observe or observe each behavior of the research subject. Carrying out in the form of groups in which there are four-five students are Role-playing activities. Meanwhile, pre-activity, whilst-activity, and post-activity are the steps of learning activities. A core activity is whilst activity. This activity is a role-playing activity at a time when students are playing the role of chairman of committee. The last activity is post-activity.

a. Meeting 1

The activity of explaining the material about public speaking (speech of chairman of committee) and Role-playing training is the first meeting. This material is divided into three major parts, namely the beginning of the lesson, during the lesson, and the end of the lesson. Giving an opening greeting, lectures students, motivates students, shares material and worksheets, and divides students into several groups in the pre-activity of the lecturer. The lecturer gives material about public speaking (speech of chairman of committee). Students are also trained in pronunciation by imitating expressions, or English expressions

used during teaching practice, including greetings, background (history and purpose of the program), achievements of the programs, and closing. Students are trained in Role-playing learning strategies in their respective groups. In post-activity, the lecturer tells students to prepare activities at the next meeting and close the learning process in the whilst activity.

b. Meetings 2 and 3

Containing Role-playing implementation activities is in meetings 2 and 3. The same activities because the lecturers hold an assessment one by one of students who need a long time for students who act as chairman of committee is in meeting 2 and 3. In the pre-activity activity, students prepare themselves in their respective groups. Students present their writing skill of English public speaking text through role-playing activities is in whilst activity. Assessing the appearance of students in the writing skill of English public speaking text is in the first session. Collaborators give appreciation and correction to Role-playing performances is in post-activity

Reflection

In the first cycle, the researcher conducted a reflection to find out whether the implementation of Role-playing learning strategy had a positive effect to writing ability in an English public speaking text skills in English speaking. Reflections are two aspects, namely reflection on students' enjoyment and interest in implementing Role-playing learning strategy in improving students' writing ability in an English public speaking text skill in English speaking, field notes during the learning process, and writing skill of English public speaking text skill are aspects of reflections. Students are not active enough to discuss the material in the learning process in the classroom in the first cycle. There were only a few students who dared to ask researchers regarding English material as the language of instruction in the learning process at the first meeting. Less active students use the opportunity to speak English in meeting 2 and 3 in this first cycle. They do not interact with each other using English but interact with body language such as nodding, smiling, laughing, shaking their heads, or frowning. The interaction between students in Role-playing activities was unsuccessful. The following are some conclusions about matters related to improving writing skill of English public speaking text in English speaking of students in cycle I. First, the activeness of speaking in this cycle I Role-playing activity has not been successful. It can be seen that some students have not been able to use English well in explaining material, especially in the implementation of Role-playing meetings 2 and 3. They are not ready and are afraid of making mistakes in Role-playing. Second, lecturer and student interaction is quite good. In general, the chairman of committee has been able to deliver subject matter according to the stages even though there are some students not systematically in delivering lessons, especially at meeting 1 because they forget and are nervous. Third, this interaction between students in cycle 1 Role-playing activities was unsuccessful. Students do not make good use of Role-playing strategies in which students who play the role of chairman of committee cannot maximize their roles. Fourth, the attention in this cycle I Role-playing activity is quite successful. In this cycle 1 Role-playing activity, all students pay attention to the lecturer's explanation well.

The value of English speaking skills on the writing skill of English public speaking text aspect which starts from skill to open, convey, and close lessons by using English can be seen in table 4.1. The following is a summary of the average value of speaking English in the first cycle:

Table 4.1 Value of Writing Skill of English Public Speaking Text in English Speaking in Cycle I

No	Score
	Writing Skill Of English Public Speaking Text In English Speaking
1	60
2	60
3	65
4	80
5	70
6	65
7	60
8	62
9	65
10	70
11	65
12	62
13	72
14	65
15	65
16	62
17	60
18	80
19	65
20	60
21	62
22	65
23	60
Total	1.503
Average	65.34

Based on the results of the achievement of writing skill of English public speaking text skill in English speaking in the first cycle visualized through the table above is the total writing skill of English public speaking text students a total value of 66 and a writing skill of English public speaking text average value of 2A semester 4A of 65.34

Cycle II

Planning

The strengthening of the implementation of the Role-playing method to improve writing skill of English public speaking text in English speaking, namely sharpening reflection, especially on some problems whose achievements are still lacking is the formulation of the plan in the second cycle. These problems are active speech, lecturer and student interaction, interaction between students, and student attention in the English learning process, and writing skill of English public speaking text in English speaking students.

Implementation of Actions and Observations

In an effort to solve the problems faced by students in the implementation of the second cycle of action carried out three times is giving material about public speaking in meeting 1. Role-playing activities in which the implementation process is observed and assessed in meetings 2 and 3.

a. Meeting 1

Carrying out by discussing about public speaking and the Role-playing learning strategy training to improve writing skill of English public speaking text in speaking English is in the 1st meeting in cycle II. Observation; students often make mistakes in pronouncing a word and even a sentence. In the pre-activity, the activity is in the form of class preparation and is followed by the whilst-activity activity which is an explanation of the material of public speaking on the speech of chairman of committee and practice by using Role-playing learning strategy, discussion is needed. To facilitate understanding, examples of vocabulary related to the public speaking of chairman of committee are prepared, the activity ends with a conclusion about public speaking on the speech of the chairman of committee in the practice of the next Role-playing is in post-activity.

b. Meetings 2 and 3

The implementation of role-playing learning strategy in improving writing skill of English public speaking text in English speaking is in meetings 2 and 3 of the second cycle. In pre-activity activities in the form of preparation of the practice of Role-playing by students is carrying out by students vary which focus is on the observations made by the researcher, namely observations on the writing ability in an English public speaking text in English speaking aspect is in whilst-activity.

Reflection

An improving writing skill of English public speaking text in English speaking is shown in Cycle II. In general, the activeness of speech is clearly seen in meetings 2 and 3 where students acting as chairman of committee actively express their opinions in English. So that in cycle 2, in improving writing skill of English public speaking text in English speaking are considered to be quite good. Students show an increase in good interaction with their interlocutors. Interaction is not only shown by lecturers to students but also by students to lecturers. This can be concluded based on student responses to lecturers' oral communication by carrying out all the commands correctly. In addition, lecturers can also respond to students' oral communication correctly and continuously, meaning that in every oral communication between students and lecturers, both parties can continuously provide feedback on each response that is said.

The value of English speaking skills on the writing skill of English public speaking text aspect that starts from the skill of public speaking on the speech of the chairman of committee in cycle II can be seen in table 4.2 below:

Table 4.2 Value of writing skill of English public speaking text in English speaking in Cycle II

No	Score
	Writing Skill Of English Public Speaking Text
1	80
2	75
3	75
4	85
5	95
6	75
7	80
8	77
9	80
10	85
11	80
12	77
13	75
14	80
15	80
16	77
17	95
18	87
19	80
20	75
21	77
22	80
23	1.848
Avarege	80.34

Based on the results of the achievement of writing skill of English public speaking text in the second cycle visualized through the table above is the total writing skill of English public speaking text value of speaking English students a total score of 78 and a writing skill of English public speaking text average value of 2A in semester 4A of 2.89. 2.

Cycle III

Planning

The strengthening of the implementation of the role playing method to improve writing skill of English public speaking text to speak English is the formulation of the plan in cycle III, namely sharpening reflection, namely field notes found in the learning process that are still lacking which include

active speaking, lecturer and student interaction, interaction between students, student attention in the learning process speak English, and writing ability in an English public speaking text skills speak English students. b) Implementation of Actions and Observations in an effort to solve the problems faced by students in the cycle of the implementation of the cycle III action carried out twice. Giving material about public speaking on speech of chairman of committee is in meeting 1. Role-playing activities in which the implementation process is observed and assessed is in meetings 2 and 3

a. Meeting 1

The 1st meeting in the third cycle was conducted by discussing about writing skill of English public speaking text on speech of the chairman of committee. Discussion is stated as necessary because based on observations in cycle II, students still make mistakes in pronouncing a word and even a sentence even though the error has decreased. In the pre-activity, the activity is an explanation of writing skill of English public speaking text on the speech of the chairman of the committee, and continues on the Whilst activity, namely the practice of role playing learning strategies. To facilitate understanding, examples of vocabulary words related to writing skill of English public speaking text on speech of chairman of committee are prepared. In post-activity, the activity ends with a conclusion about writing ability in an English public speaking text skills on speech of the chairman of committee in the next role-playing practice.

b. Meetings 2 and 3

the form of role-playing performances for students in sessions 2 and 3 was taken in the second and third meetings of the third cycle. The preparation of the practice of role-playing by students is in the pre-activity activities, Role-playing activities carried out by students vary which focus of observation is carried out by the researcher is in whilst-activity, namely observations on the writing ability in an English public speaking text aspect and the use of expressions of understanding or understanding.

Reflection

An improving writing skill of English public speaking text on speech is shown in cycle III shows. In general, in improving writing skill of English public speaking text is clearly seen in meetings 2 and 3 where students who act as in improving writing ability in an English public speaking text skill on speech of the chairman of committee actively express their opinions in English. So that in cycle 2, in improving writing skill of English public speaking text on speech of chairman of committee is considered quite well. Students show an increase in good interaction with their interlocutors. Interaction is not only shown by lecturers to students but also by students to lecturers. This can be concluded based on student responses to lecturers' oral communication by carrying out all the commands correctly. In addition, lecturers can also respond to students' oral communication correctly and continuously, meaning that in every oral communication between students and lecturers, both parties can continuously provide feedback on each response that is said.

The value of in improving writing skill of English public speaking text on speech which starts from the ability to open, convey, and close the lesson using English in the third cycle can be seen in table 4.3 below:

Table 4.3 Value of Improving Writing Skill of English Public Speaking Text In English Speaking in Cycle III

No	Score
	Writing Skill Of English Public Speaking Text
1	84
2	84
3	89
4	94
5	95
6	89
7	84
8	86
9	89
10	94
11	89
12	86
13	89
14	84
15	89
16	86
17	96
18	95
19	89
20	84
21	86
22	89
23	84
Total	2.037
Average	88.57

Based on the results of the achievement of in improving writing skill of English public speaking text in the third cycle visualized through the table above is the total in improving writing skill of English public speaking text a total value of 86 and in improving writing skill of English public speaking text average value of 4[th]a in semester of 3.19.

Discussion

Shen and Suwanteph (2011) in Thailand states that the increase in the average value of improving writing skill of English public speaking text from the first to the third cycle in this study supports the

results of a study conducted by, which used Role-playing to improve writing skill of English public speaking text and Kirkgoz (2001) in Turkey, who uses Role-playing in learning to improve writing skill of English public speaking text. Role-playing has a positive influence on improving writing skill of English public speaking text in Eglish speaking, especially in terms of quality and language production (Shen and Suwanteph, 2011). And the use of Role-playing in writing skill of English public speaking text is able to provide a positive influence on increasing the average value of students and able to foster a critical attitude of students in discussions, assess their own skills and classmates (Kirkgoz', 2001). Obtaining from the results of questionnaires filled out by students to supprot the data in post-test. Based on the percentage of the results of the questionnaire, it can be concluded that almost all students say they like the Role-playing technique in the learning process. The technique helps them to be active in improving writing skill of English public speaking text, lecturer and student interaction, interaction between students, and the attention of students in learning to in improving writing ability in an English public speaking text skill. More than half of the students said they were able to give a good response to the questions given, sure what they said could be understood by their colleagues and they felt they were able to have good conversations, and did not experience difficulties regarding the topics discussed is in Role-playing. In addition, students feel that they get a lot of input regarding their strengths and weaknesses and can learn from their friends' strengths and mistakes in in improving writing skill of English public speaking text. The results of these questionnaires are in accordance with the principles proposed by Brown (2001), namely role playing techniques are said to prioritize the needs of students to talk from those that focus on accuracy to those that focus on messages, interactions, meaning and in improving writing skill of English public speaking text. In addition, this technique can also motivate students from within themselves, encourage the use of authentic language in a meaningful context, capable of facilitating appropriate feedback and correction, emphasizing the natural connection between speaking and listening, giving students the opportunity to start oral communication and encourage the growth of speaking strategies. In addition, Role-playing is an appropriate learning technique to increase self-confidence and cooperation between students if implemented effectively (Ur, 1996). By participating in certain roles, students will slowly see that they can, so that in turn they will feel confident to talk. In addition, Ur also revealed that role playing also provides an opportunity for students to practice real life spoken language in the classroom. While Harmer (2002) states that Role-playing is an activity that is fun and motivating, increases self-confidence, and provides opportunities for students to use a wider variety of languages by incorporating the "outside world" into the classroom. Based on the reflection and discussion above, the results of this study are in accordance with the study of theory and empirical evidence relating to the use of Role-playing to improve writing skill of English public speaking text in English speaking. However, to further improve in writing skill of English public speaking text in English 5th A semester of the English Language Study Program at the State Polytechnic of Madiun, students must exercise more skills at home to improve writing skill of English public speaking text in speaking English.

Conclusion

From the average value of cycle III can be stopped in cycle III because it meets the criteria of success. Based on the analysis of the learning process by using Role-playing learning strategy to improve writing ability in an English public speaking text skill in English speaking in the first cycle to cycle III increased significantly, from 55.34 to 88.57. In addition, students were very interested and pleased with the implementation of role playing learning strategies to improve writing ability in an English public speaking text skills in students' English skills as indicated by the results of student questionnaires.

Besides that, the thing that must get serious attention is improving writing ability in an English public speaking text skill because students are still not able to speak well. The researcher concluded that the implementation of Role-playing techniques was proven to be able to improve a writing ability in an English public speaking text skill in English speaking in 4[th]a semester, students of the English Polytechnic

Madiun Study Program. There was an increase in the average value of students starting from the pre-test, post-test I cycle I, post-test III, and post-test cycle III. In the post-test III, the average score of students has reached the standard of completeness, so that the study can end up in the third cycle only. The increase in the average value of students occurs gradually and is accompanied by the impression of students on Role-playing learning strategies. More and more students feel more like the techniques used and feel helped and motivated in improving writing ability in an English public speaking text skills in speaking English. The things that still need to be improved by students are to train mentally so that they don't get nervous when speaking in front of the class and improve their ability in terms of pronunciation and vocabulary diversity by reading a lot, both reading aloud and reading comprehension.

The Role-playing learning strategy can be used as an alternative in designing English teaching and learning activities. This research is an innovative effort in learning in improving writing ability in an English public speaking text skill in English speaking which is applied in the English Study Program, State Polytechnic of Madiun. For this reason, the results of the research obtained are expected to contribute optimally to students. Students can improve their skills in writing ability in an English public speaking text skill in English speaking in English speaking by using a fun learning strategy that is playing roles according to the topics studied and pouring their creativity together in the classroom. Students can learn from their own mistakes and those of their friends, and make it a reference to appear better in the future. In speaking, students must be able to overcome feeling nervous, pay attention and respect the opinions of others, and improve their abilities in terms of aspects of writing ability in an English public speaking text skill in English speaking. For lecturers, lecturers can use role playing learning strategies because this learning strategy is proven to be able to improve writing ability in an English public speaking text skills in English speaking in 4[th]a semester English Study Program at State Polytechnic of Madiun.. Things that need to be prepared to facilitate the course of activities in the classroom are learning plans, materials, laptops, LCDs, and whiteboards. In addition, through informal talks, seminars, and papers, the results of this study can be known by other lecturers, and can be used as performance improvement materials and are useful to increase the insight of educators, adding to the repertoire of science and education and teaching.

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