

## ROLE PLAYING STRATEGY IN ENHANCING STUDENTS' IDIOMATIC EXPRESSION MASTERY

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### Abstract

*This research discussed about the use of Role Playing Strategy in enhancing students' Idiomatic Expression Mastery. This research was conducted to the grade X students of SMA SWASTA PKMI EFESUS AEK BATU. This research was conducted in Classroom Action Research in order to find out how the process of Role Playing Strategy enhanced the students' Idiomatic Expression Mastery. From this research, it was found out that the implementation of the first cycle was last well but less condusive. The students mean score in the theoretical test was 62.57 while in practical test was 28.57. The result had not fulfilled the requirement so the second cycle need to be conducted. 4. Based on the next findings, the problems had already been fixed and the students' mastery in learning was also improved. It can be seen from the students' score in the theoretical test with the mean 80.00, while in the practical test was 85.71. The qualitative data showed positive improvement from cycle one to cycle two. It was found out that students were interested in learning by using role playing strategy. Therefore, it was concluded that teaching by using role playing was effective in improving the students' idiomatic expression mastery.*

**Keywords:** Classroom Action Research; Idiomatic Expression; Role Playing Strategy

### Abstrak

*Penelitian ini membahas tentang penggunaan Strategi Role Playing dalam meningkatkan Penguasaan Ekspresi Idiomatik siswa. Penelitian ini dilakukan pada siswa kelas X SMA SWASTA PKMI EFESUS AEK BATU. Penelitian ini dilakukan dalam Penelitian Tindakan Kelas untuk mengetahui bagaimana proses Strategi Role Playing meningkatkan Penguasaan Ekspresi Idiomatik siswa. Dari penelitian ini diketahui bahwa pelaksanaan siklus I telah berjalan dengan baik namun kurang kondusif. Nilai rata-rata siswa pada tes teori adalah 62,57 dan tes praktik adalah 28,57. Hasilnya belum memenuhi syarat sehingga perlu dilakukan siklus kedua. 4. Berdasarkan temuan selanjutnya, permasalahan telah teratasi dan ketuntasan belajar siswa juga meningkat. Hal ini terlihat dari nilai siswa pada tes teori dengan rata-rata 80,00, sedangkan pada tes praktik sebesar 85,71. Data kualitatif menunjukkan peningkatan yang positif dari siklus satu ke siklus dua. Diketahui siswa tertarik belajar dengan menggunakan strategi role play. Oleh karena itu, disimpulkan bahwa pengajaran dengan menggunakan role play efektif dalam meningkatkan penguasaan ekspresi idiomatik siswa.*

**Kata Kunci:** Penelitian Tindakan Kelas; Ekspresi Idiomatik; Strategi Bermain Peran

#### History:

Received : 09 November 2023

Revised : 10 Januari 2024

Accepted : 25 Januari 2024

Published: 21 Febuari 2024

**Publisher:** LPPM Universitas Darma Agung

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## INTRODUCTION

One of the distinctive of vocabulary that is important to learn is idiom. By understanding the use of idiom in the daily life, the students will be able to express their thoughts with various idiomatic expression that looks more interesting in the using. Moreover, it is believed that by learning idiom, the students' vocabulary will be increased (Sutrisno et al., 2023).

Idiomatic expression or often called idiom is an expression whose meaning is not predictable from the usual meanings of its constituent elements, as kick the bucket or hang one's head, or from the general grammatical rules of a language, as the table round for the round table, and that is not a constituent of a larger expression of like characteristics (Ariska et al., 2022; Hubers et al., 2020).

Idioms are fixed combinations of words whose meaning is often difficult to guess from the meaning of each individual word (Sutrisno et al., 2023). For example, if I say "I put my foot in it the other day at Linda's house. I asked her if she was going to marry Simon", what does it mean? If you do not know that put your foot in it means say something accidentally which upsets or embarrasses someone, it is difficult to know exactly what the sentence means. It has non-literal or idiomatic meaning (Miller, 2020; Ristanti et al., 2023).

The best way to understand an idiom is to see it in context. If someone says, "This tin opener is driving me round the bend. I think I will throw it away and get a new one next time when I am in town.", then the context and common sense tells us that drive round the bend means something different from driving a car round a curve in the road. The context tells us that the tin opener is not working properly and that it is having an effect on the person using it (Beck & Weber, 2020; Motallebzadeh & Tousi, 2011).

However, idiom is not easy to teach for students that learn English as a foreign language as in Indonesia. It can be seen from the students that asked to translate the idiom "Hold your tongue" into the Indonesian language (Sutrisno et al., 2023). The students translate the idiom into to hold a tongue while actually the meaning is to keep silent. In other case, the writer found that some of the students even do not know about how to translate the idiom into Indonesian language which indicated that the students have less vocabulary to be able to understand the idiom (Efendi & Hardjanto, 2023). Another problem also found with some students that asked to use the idiom into a sentence. It is acceptable that the students cannot make a sentence by using the idiom for they do not know the meaning of the idiom. Another reason that can be concluded for the lack knowledge of the students in understanding idiom is the teacher do not use any strategy, model, nor media in the teaching process so it seems hard for the students to understand the teaching material.

In order to overcome the problems above, there is a strategy that believed able to overcome the problems. It is role playing strategy. By applying this strategy, the idiom

will be implemented in the strategy, so it can help the students in understanding the idiomatic expression.

## **METHOD**

This study applied action research. Action research as the systematic collection and analysis of data relating to the improvement of some area of professional practice. Action research is trying out an idea in practice to improve something. it involved the collection and analysis of data related to aspect of professional practice. Its purpose is to improve school practices and at the same time improve those who try to improve the practices (Hairon, 2017; Moch et al., 2016).

The procedures of data collection performed by administrated to four meetings for two cycles. The first cycle consisted of three meetings and the second cycle consisted of three meetings. Each cycle contained four steps namely: planning, action, observation and reflection. There was pre-test before conducting the first cycles in order to get the background situation of the teaching-learning in the class and the information of student's speaking skill. And there is also post-test in the end of each cycle. Before conduct the cycles, the researcher interview the students and the English teacher of the class in order to get the general information of the students' difficulties in learning idiom (Fernandez, 2017).

The data of this research will be collected by using the quantitative and qualitative data. Qualitative data is broadly used to describe what can be measured or counted and therefore be considered objective. The kinds of test that would be applied in this research consist of theoretical test and practically test.

The quantitative data will be collected and analyzed by computing the score of the test. Kinds of test that can be apply in this research consist of test theoretical and practical. The qualitative data will be gathered through interview and observation sheet. The observation sheet providing the information of the teaching and learning process. The interview will be used to get the general diagnostic information of the student's difficulties in using idiomatic expression and responds about the implementation of role playing strategy in teaching idiomatic expression.

## **RESULT AND DISCUSSION**

### **A. Result**

In accordance with the ideas put forward, the researcher developed a research plan by a working procedure in a classroom action research. The step of this classroom action research covers two cycles. In a cycle, consisted of planning, action, observation, and also reflection. Cycle one carried out in three meetings that was on November 20th 2022, November 21st 2022, and November 22nd 2022, while cycle two carried out in three meetings that was on November 27th 2022, November 28th 2022, and November 29th 2022. The implementation of the cycle one and cycle two were described as follows.

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**Table 1. The students achievement in the first cycle of theoretical test**

No	Name	Score	KKM	Completeness
1	AA	56	75	Incomplete
2	AB	56	75	Incomplete
3	AC	56	75	Incomplete
4	AD	52	75	Incomplete
5	AE	56	75	Incomplete
6	AF	68	75	Incomplete
7	AG	68	75	Incomplete
8	AH	68	75	Incomplete
9	AI	81	75	Complete
10	AJ	75	75	Complete
11	AK	81	75	Complete
12	AL	81	75	Complete
13	AM	90	75	Complete
14	AN	75	75	Complete
15	AO	75	75	Complete
16	AP	52	75	Incomplete
17	AQ	56	75	Incomplete
18	AR	56	75	Incomplete
19	AS	56	75	Incomplete
20	AT	81	75	Complete
21	AU	75	75	Complete
22	AV	56	75	Incomplete
23	AW	56	75	Incomplete
24	AX	56	75	Incomplete
25	AY	68	75	Incomplete
26	AZ	68	75	Incomplete
27	BA	68	75	Incomplete
28	BB	68	75	Incomplete
29	BC	68	75	Incomplete
30	BD	68	75	Incomplete
31	BE	75	75	Complete
32	BF	56	75	Incomplete
33	BG	52	75	Incomplete
34	BH	52	75	Incomplete
35	BI	62	75	Incomplete
<b>Total Score</b>		<b>2190</b>		
<b>Mean</b>		<b>62.57</b>		<b>Incomplete</b>

Based on the data above:

- Students who passed the KKM were 5 students.
- Students who did not pass the KKM were 30 students.
- The students mean score was 62.57.

To fulfill the criteria of success in this research, the students need to get mean score at least 75. For this reason, this research had not met its success in the theoretical test, then the second cycle conducted.

**Table 2. The students achievement in the first cycle of practical test**

No	Group	Score	KKM	Completeness
1	Group A	80	75	Complete
2	Group B	60	75	Incomplete
3	Group C	60	75	Incomplete

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4	Group D	70	75	Incomplete
5	Group E	80	75	Complete
6	Group F	70	75	Incomplete
7	Group G	70	75	Incomplete
<b>Total Group that Pass the KKM</b>		<b>2</b>		
<b>Percentage of the Students who are Good in the Practical Test</b>		<b>28.57%</b>		<b>Incomplete</b>

Based on the data above:

- Group that passed the KKM were 2 groups.
- Group that did not pass the KKM were 5 groups.
- The percentage of the students who were good in the practical test were 25.57%.

To fulfill the criteria of success in this research, at least 75% of the students need to be good in the practical test. However, in this cycle only 25.57% students who were good in the practical test, then the second cycle need to be conducted.

The students mean score had not fulfill the minimal criterion of success. The students mean score in the first cycle of the post test was 62.57, while the minimal criterion of success was 75.00. In the practical test, the students also had not fulfill the minimal percentage of the success. There were only 28.57% students who got good score while to be clarified as success, at least 75% of the students need to be good in the practical test. For this reason, it was a must to conduct the second cycle in order to improve the students' achievement and to make this research to be success.

**Table 3. The students' achievement in the second cycle of theoretical test**

No	Name	Score	KKM	Completeness
1	AA	82	75	Complete
2	AB	93	75	Complete
3	AC	75	75	Complete
4	AD	82	75	Complete
5	AE	82	75	Complete
6	AF	82	75	Complete
7	AG	82	75	Complete
8	AH	82	75	Complete
9	AI	93	75	Complete
10	AJ	82	75	Complete
11	AK	82	75	Complete
12	AL	82	75	Complete
13	AM	93	75	Complete
14	AN	75	75	Complete
15	AO	82	75	Complete
16	AP	82	75	Complete
17	AQ	68	75	Incomplete
18	AR	82	75	Complete
19	AS	82	75	Complete
20	AT	93	75	Complete
21	AU	93	75	Complete
22	AV	82	75	Complete
23	AW	82	75	Complete
24	AX	82	75	Complete
25	AY	82	75	Complete

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26	AZ	82	75	Complete
27	BA	82	75	Complete
28	BB	82	75	Complete
29	BC	93	75	Complete
30	BD	82	75	Complete
31	BE	82	75	Complete
32	BF	75	75	Complete
33	BG	75	75	Complete
34	BH	82	75	Complete
35	BI	82	75	Complete
<b>Total Score</b>		<b>2800</b>		
<b>Mean</b>		<b>80.00</b>		<b>Complete</b>

Based on the data above:

- a. Students who passed the KKM were 30 students.
- b. Students who did not pass the KKM were 5 students.
- c. The students mean score was 80.00.

To fulfill the criteria of success in this research, the students need to get mean score at least 75. For this reason, this research had met its success in the theoretical test with mean score 80.

**Table 4. The students' achievement in the second cycle of practical test**

No	Group	Score	KKM	Completeness
1	Group A	80	75	Complete
2	Group B	80	75	Complete
3	Group C	70	75	Incomplete
4	Group D	80	75	Complete
5	Group E	90	75	Complete
6	Group F	80	75	Complete
7	Group G	80	75	Complete
<b>Total Group that Pass the KKM</b>		<b>6</b>		
<b>Percentage of the Students who are Good in the Practical Test</b>		<b>85.71%</b>		<b>Complete</b>

Based on the data above:

- a. Group that passed the KKM were 6 groups.
- b. Group that did not pass the KKM were 1 groups.
- c. The percentage of the students who were good in the practical test were 85.71%.

To fulfill the criteria of success in this research, at least 75% of the students need to be good in the practical test. In this cycle 85.71% students who were good in the practical test, then this research can be said success.

## **B. Discussion**

In the first cycle, teacher had not prepared well and caused the result of the research in cycle one did not success although it showed improvement of the students' achievement but not maximal yet. In the first cycle, students still not comfortable with the new air of the teaching way that the teacher use. They had never learnt as fun as using

role playing before and it was normal if they could not follow the teaching and learning process so well (Rommers et al., 2013).

In the second cycle, teacher had realized his mistakes and try to make some improvements in the way of teaching, even improving the learning material (Sagor, 2011). The result was very surprised. The students' improvements in the learning process was significantly improved. In the second cycle, students already understand what they should do or what role they had to take in the teaching and learning process. It made them easier in following the teaching and learning process, also because it was the second time they learnt the same learning material, students might had more experience and confidence in the teaching and learning process (Ahdillah et al., 2020).

Based on the research, it can be concluded that in the first cycle, the students got low achievement as in theoretical test with the mean score was 62.57 and in practical test with the percentage of success was 28.57%. However, in the second cycle, some improvements had been made and it can be seen that from the theoretical test, the students mean score was 80.00, while in practical test with the percentage of success was 85.71%. The data was as explained as following diagram.

## CONCLUSION

Based on the result of the research, the researcher made several conclusions. Teacher was impatience in dealing with students that have problems in learning. Learning activity is not condusive without using appropriate learning strategy. Students are interested in learning by using role playing strategy. Teaching by using role playing is effective in improving the students idiomatic expression mastery.

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