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## Monologue performance using West Java folklore: can it improve high school students' speaking skills?

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### Abstract

The purpose of this study was to analyze the improvement of high school students' speaking skills in a private school in Karawang Regency through monologue performances using West Javanese stories. The research design used was a classroom action research design, through stages consisting of planning, implementing action, observing, and reflecting. The research data is in the form of process data and learning outcomes of speaking skills. The research results show that 50% of student activity in cycle I is in the inactive category. The observation results obtained were that student activity in cycle II increased more than cycle I where the average student activity score was 84% which was in the active category. on the monologue performance test cycle I, out of 15 students, 5 students passed in the good category, in the less category <65 there were 10 students, then in the sufficient category the average score was 65-71 achieved by 0 students with an average value of cycle one is 56%. In cycle II, out of 15 students, 12 students passed in the good category, in the less category <65 there was 1 student, then in the sufficient category the average score was 65-71 achieved by 2 students with an average value of cycle II is 81%. As a suggestion to improve students' speaking skills, it is hoped that teachers can apply monologue performances as an alternative in learning Indonesian.

**Keywords:** monologue, folklore, speaking ability, senior high school

### 1. Introduction

Monologue appearance is the appearance of verbal language which only involves one speaker. To make a monologue a success, the speaker must act with great expression, with the support of gestures, and most importantly speak confidently and fluently. The way the speaker speaks determines the message the participants reach in a pleasant situation. Therefore, with the appearance of monologues students will be able to practice their speaking skills.

To perform a monologue performance, the speaker must own the content to be displayed. In this study, researchers used West Javanese folklore as content for monologue performances. The author uses West Javanese folklore because it is the local wisdom of the people of West Java, which is also where the author will conduct research. According to Sukmawan and Setyowati (2017: 298), the use of folklore in class can help teachers to train students' language and communication skills in reading, speaking, and writing. At the same time helping them to build students' awareness to enrich cultural literacy, cultivate respectful behavior, and train their critical thinking and the immortality of the local wisdom of West Java itself.

According to Koizumi (2005) who uses monologue as one of the speaking tests to measure students' fluency, accuracy, syntax, complexity, and lexical

complexity. The researcher asked the students to introduce themselves, the two students told their favorite singer or their favorite animal in 90 seconds and finally the students did it in the form of a monologue.

According to Fatmawati (2017) who used Indonesian folklore drama performances to improve students' speaking skills. the method is the teacher divides students into several groups and gives them three Indonesian folk stories, then students are asked to choose one of the stories, then read the first text to students, after that students memorize the stories. Finally, the students were asked to practice the drama first and then present the story with their group in the form of a drama.

Speaking plays an important role in mastering the Indonesian language. Speaking is the most used skill of the other three skills; writing, reading, and listening. Talking is not only about how students use a word but also about how students convey the meaning of the word to the audience or participants orally with their own ideas or their own words. The way the speaker conveys fluently, accurately, and confidently can help students send messages or information. In speaking also the speaker needs to understand the meaning of the text and understand the message received, so that they can speak and give or deliver the message properly. Palmer (2011) states "speaking well allows us to feel more confident and to be more respectable". However, currently students' speaking ability is still low when it is associated with Indonesian language rules in this case students' speaking fluency and it is the teacher's obligation to find out the causes of problems that occur and how to solve them. There are several factors that make students' speaking ability low. Based on the observations that the researchers found in class XI SMA Islam Nurussalam Karawang, students had a lack of vocabulary and poor pronunciation. These factors make the fluency and accuracy of students' speaking low. These problems were proven by the researcher when the researcher asked them to make standard sentences and when they spoke in front of the class. The results of the study showed that students were not able to make standard sentences and when they spoke, their delivery was not smooth.

Regarding this problem, teachers must make appropriate and interesting strategies to make students enjoy and find ways that students do not depend on their friends and are able to show their ideas during the learning process. To overcome the problems above, the researcher chose a learning strategy that was expected to make students active and interactive in spoken Indonesian by using a monologue performance using West Javanese Stories.

Using the performance of West Javanese folklore monologues in the teaching and learning process is very suitable for dealing with the current situation of the younger generation who have almost adopted all western culture. Therefore, through this strategy, students are expected to learn more about moral values in narrative texts through local folklore and intend to build students' nationalism and to keep giving them about local wisdom in addition to modern styles. Overall, paying attention to these problems, researchers conducted research that aimed to solve students' problems in improving students' speaking skills using monologue performances. Therefore, the researchers conducted a study entitled "Improving the speaking skills of class XI students of SMA Islam Nurussalam Karawang through monologue performances using West Javanese folklore".

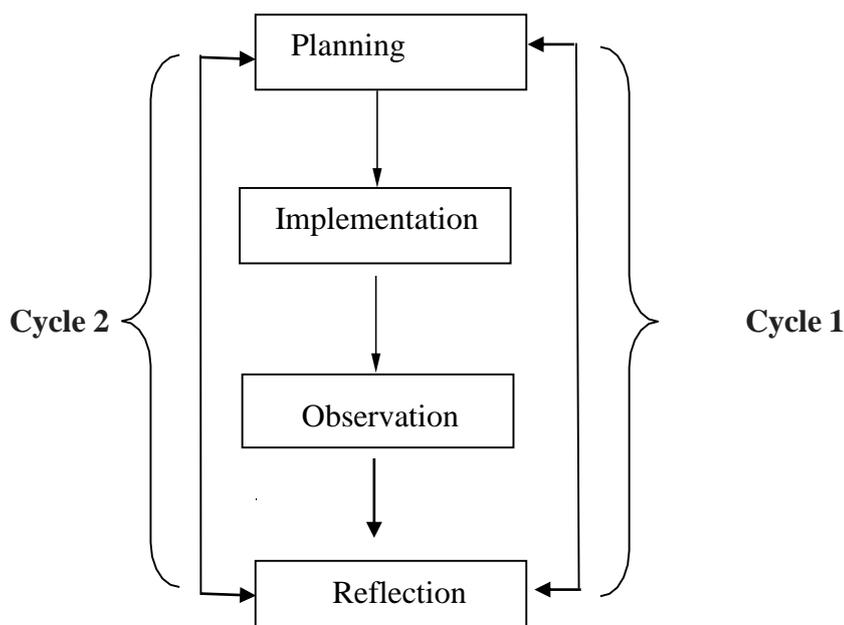
## 2. Method

The design of this research is Classroom Action Research (CAR). According to Kemmis and McTaggart (1988), action research has four important steps; there is planning, action or implementation, observation, and reflection. This quantitative research will be implemented in repetitive work or cycles, namely cycle 1, cycle 2 to cycle 3 if necessary.

To be more specific, the researcher developed a framework for classroom action research. In cycle 1, the first step is planning. In planning, the researcher plans or prepares what must be done to improve or enhance students' speaking skills in this study. The second step is action, in this step it is adjusted to the plans that have been made before. The third step is observation or evaluation, in this step the researcher will evaluate students to see student improvement after implementing the strategy. The last step is reflection, this step is used to see the strengths and weaknesses of students, so that if necessary it will be continued to the next cycle. The following is a chart design for the research stages.

Figure 1

*Research stages*



Subjects were taken from eleventh graders of SMA Islam Nurussalam Karawang with a total of 15 students, namely 10 boys and 5 girls. According to the author's initial observations, the subject was taken deliberately under the teacher's suggestion. The researcher chose class XI because the students in this class had problems speaking, namely not being fluent.

The research instrument used is a speaking test that uses stories. The teacher will give a story and one by one the students must tell the story by presenting it in front of the class without text. The speaking test will be carried out in the pre-test and post-test. The initial test will be carried out by giving a story with the title "Sangkuriang" which must be told one by one in front of the class. Then after implementing the monologue performance of West Javanese folklore, the students

will be given a final test with a different story to see how their speaking ability improves after performing the monologue.

In classroom action research, there are several activity procedures that must be carried out. Namely: A. Preliminary tests included in cycle 1, namely: planning, action and observation, then B. Final tests included in cycle 2. The data analysis in this study used descriptive analysis to measure Indonesian language proficiency using the Appearance of West Javanese Folklore Monologues.

### **3. Findings and Discussion**

#### **Data from the Process of Improving Students' Speaking Skills Through Monologue Performance in Cycle I Actions**

##### **Planning**

The data obtained by the researchers in planning this research are: while the implementation of learning students' speaking skills through monologue performances in cycle I was carried out on Monday, September 21, 2022. This activity was carried out from 08:00 to 09:30 WIB in class XI Islamic Senior High School Nurussalam Karawang.

##### **Meeting I**

At this first meeting the teacher does not go straight into the material, but the teacher prepares students to take part in learning (greeting and checking attendance), conveys motivation contextually conveys motivation according to the benefits and application of learning in everyday life to students so that students have enthusiasm in participating in learning , explaining the learning objectives and conveying the scope of the material and explaining the description of activities according to the syllabus.

In the core activity students are directed to sit in groups after that the researcher shares the stories that will be studied by students while the teacher explains the stories that are shared, students will read and understand the structure of the stories and sentences in the stories that have been shared, students are directed to rewrite the stories they read and understand then students are given the opportunity to ask about the contents of the story that have not been understood, after the teacher answers student questions after that students are directed to write a script according to the story that is read and understood, the researcher will look at student mistakes in writing the script then students correct mistakes in writing the script. And in closing the students reflect on the learning material and the teacher informs about the material or activities that will be carried out in the next meeting, namely practicing monologues in front of the class.

##### **Meeting II**

At this second meeting, like the first meeting, the teacher prepares students to take part in learning (greeting and checking attendance), conveys motivation contextually according to the benefits and application of learning in everyday life to students so that students have enthusiasm in participating in learning, explains learning objectives and convey the scope of material and explanation of activity descriptions according to the syllabus.

In this core learning the teacher begins to apply to students to choose the character they want to display for monologue exercises using a script made previously and the teacher observes student performance in front of the class, after all students perform monologue performances, the researcher compares each

student's appearance and provides corrections in the form of input and other suggestions. And in closing students reflect on learning material and the teacher informs about the material or activities to be studied do it in the next meeting, namely students will perform a real monologue performance in the next meeting.

### Meeting III

As usual, the teacher prepares students to take part in learning (greeting and checking attendance), conveys motivation contextually according to the benefits and application of learning in everyday life to students so that students have enthusiasm in participating in learning, explains learning objectives and conveys the scope of material and explanations of descriptions syllabus activities.

The learning outcomes of the previous monologue performance exercise, this time the students will perform the actual performance in the monologue performance, the teacher informs and directs students to perform the monologue performance in front of the class one by one. And in closing students reflect on learning material and the teacher informs about the material or activities that will be carried out in the next meeting.

### Observation

The results of this observation were carried out to find out the increase in students while participating in learning to speak through monologue performances using West Javanese folklore. This observation was carried out to find out how much the students' improvement in speaking through monologue performances using West Javanese folklore and to find out the reactions and behavior of students during the activity. As for the things that will be assessed in making this observation, the researcher explains as follows:

### Observation results of student learning activities

During the research in the first cycle, students' attitudes were recorded in the learning material provided. These changes are data obtained on the observation sheet during the teaching and learning process taking place in class. Observation results obtained are:

The results of observing student activity in learning Indonesian speaking skills through monologue performances using West Javanese folklore in Class XI students at Nurussalam Islamic High School. Shows that the acquisition of an average student activity score is 49% which is in the inactive category. Thus, it can be said that student activities in cycle I have not been effective.

Table 1

*Observation Results of Student Activities During Cycle I*

No	Observed indicators	The Meeting			%
		1	2	3	
1.	Student activity during apperception	7	7	9	51,1
2.	Interest and motivation of students when participating in learning activities in class	7	6	8	46,6
3.	Activeness and attention of students on when the researcher delivers the material	6	7	9	48,8

In cycle I students who were still relatively low in student activity during apperception at the first meeting were only 7 students, at the second meeting only 7 students were classified as active and at the third meeting only 9 students and

covering the whole was 51.1 in this case there was an increase in activity students during apperception in cycle 1, namely in the third meeting.

At the meeting during cycle one as well as with students' motivational interest in participating in class learning it was seen that at the first meeting there were only 7 students and at the second meeting there were 6 students and at the third meeting only 8 students, overall covering 46.6%, in this case there was a decrease and increasing the number of active students from the first meeting of 7 students, the second meeting of 6 students and the third meeting of 8 students during the cycle one meeting.

In the activeness of students when delivering material was ongoing during cycle I, at the first meeting there were only 6 students and at the second meeting 7 students and at the third meeting there were 9 students, in this case during the cycle one meeting from the first to the third meeting there was an increase from the first meeting 6 students and the second meeting 7 students and the third meeting 9 students, overall covering 48.8% during the first cycle. Overall student activity in cycle one is approximately 59%.

### **Results of observations of teacher activity**

The aspects in cycle I that were assessed by the researcher were in the poor category, namely: The teacher's ability to explore students' prior knowledge regarding monologue performances was not good, because the teacher only gave questions orally which were not in accordance with students' abilities, so students were less motivated to follow the lesson, as a result students become noisy and students do not pay attention to what is conveyed by the teacher. The teacher's ability to convey learning objectives in accordance with the competencies to be achieved is seen by the teacher very clearly so that they are systematic and detailed so that many students are happy and very enthusiastic in paying attention. Teachers in providing evaluations to students already look good. The teacher gives an evaluation in the form of questions about the monologue related to the performance of the monologue using West Javanese folklore. This is done to see and observe how far the ability has to the material that has been given. The teacher's ability to create situations that can facilitate the emergence of questions about a problem because the teacher is not optimal so students are reluctant to ask questions about monologues, this results in less optimal learning that can be seen, felt and imitated by students, because the teacher provides direction and explanation to some of his students just. The teacher's ability to guide students is not optimal because the teacher only gives general explanations about drama monologues and ways to perform monologues in general so that not all students can understand how to perform a good monologue.

As for the aspects in cycle 1 which were assessed by researchers who were in the less category so that it needed to be corrected at the next meeting in cycle II were as follows: more motivating students who were lacking and not sufficient in monologue performances, providing simpler explanations to be easily understood by students, and maximize time in monologue performances.

Based on the teacher's performance observation sheet, the result was that the teacher's performance at the first cycle I meeting reached a value of 69.7 with moderate performance. At the second meeting the teacher's performance reached 72 with sufficient criteria. At the third meeting the teacher's performance reached

73.4 with sufficient criteria. The mean value of teacher performance in cycle I was 71.83 with sufficient performance.

### Observation results of monologue performances

To determine the quality of students' speaking ability through monologue performance, each weight that has been achieved by the research sample is converted into the form of a scale in the following table.

Table 2

*Assessment scale of speaking skills*

No	Results achieved by students	Category
1.	< 59	Not
2.	60 – 74	Enough
3.	75 – 85	Good
4.	86 –100	Very good

Through the appearance of a monologue using West Javanese folklore when conducting classroom action research. The results of cycle 1 were carried out in accordance with the objective of knowing the speaking ability of class XI students of Nurussalam Islamic High School through monologue performances for the 2020/2021 school year using West Javanese folklore. The results of improving students' speaking skills through monologue performances can be seen in the following table:

Table 3. Assessment scores for improving students' speaking ability in cycle 1 through monologue performances using West Javanese folklore when conducting classroom action research. The results of cycle 1 were carried out in accordance with the aim of knowing the speaking ability of class XI students of Nurussalam Islamic High School through a monologue performance for the 2020/2021 school year using the folklore Answer West. The results of improving students' speaking skills through monologue performances can be seen in the following table.

Table 3

*Assessment scores for improving the speaking ability of cycle 1 students*

No	Aspect	Value	Average
1.	Vocabulary	215	14,3
2.	Smoothness	285	19
3.	Speed	190	12,7
4.	Intonation	150	10
	Total	840	56

Based on the table, it can be seen that the test results for improving students' speaking skills through the appearance of cycle I monologues, the test results are data in learning. In the first cycle the average reached the less category, namely 56% with the acquisition of a score according to the vocabulary aspect of 215 (14.3%), fluency aspect of 285 (19%), speed aspect of 190 (12.7%), intonation aspect of 150 (10%). In cycle I, out of 15 students, 5 students or (33%) passed in the good category, in the less category <65 there were 10 students or (67%) in cycle I. Furthermore, in the sufficient category, the average score of 65-71 was achieved by 0 students or (0%). This is because students do not understand in depth about the monologue performance material, researchers, and teachers make plans for further learning activities. In the observation results of the first cycle stage, it was

carried out to find out the progress of students while participating in learning to speak through monologue performances using West Javanese folklore. In this first cycle, observation was carried out to find out how much students progressed in learning to speak through monologue performances. As for the results of observations at the stage of cycle I the researcher describes as follows: students tend to be silent when asked questions which if they do not understand, when given questions about learning they also tend to be silent, in this case the researcher concludes that the quality of self-confidence is still very minimal so that in terms of learning performance still not enough. Therefore, with an average student score that is still lacking (56%), it is necessary to do a second cycle to increase and improve students' monologue skills using West Javanese folklore.

### **Reflection**

In the first cycle at the first meeting it was seen that students were still not interested in the material being taught. In general, students only see their friends practicing and taking notes on the material being taught, and when given assignments, the active ones tend to be smart students, while the other students are mostly silent and just watching. fun and, many of the students reasoned, forgot and did not know so they seemed unable to follow or accept the lessons presented by the teacher. In subsequent meetings students seem to have a passion for learning and pay attention to every material that takes place and try to understand this cannot be separated from the motivation that the teacher gives and the presentation of the material given to students.

The obstacles encountered during the teaching and learning process took place in cycle I were that there were still many students whose learning outcomes were very low due to several other factors:

- a) Limited time used for practice and lack of media as teaching aids in teaching and learning places.
- b) Many students are less active.
- c) Rely on friends in doing the tasks given.

Because of the constraints mentioned above, efforts are needed to make improvements, including maximizing the use of time in carrying out practices and increasing the media teaching aids so that students are more flexible in carrying out experiments to make students' speaking abilities more effective regarding the material being studied and by enriching learning in such a way that teaching and learning process can be created into a pleasant atmosphere.

### **Data from the Process of Improving Students' Speaking Ability through Monologue Appearances in Cycle II Actions**

#### **Planning**

At this stage researchers and teachers try to make new developments in learning so that students' activeness in participating in learning increases so that the results targeted by researchers can be realized, which is fun for students so that the learning atmosphere is not rigid and monotonous.

#### **Implementation Stages**

As for the implementation of learning students' speaking skills through monologue performances in cycle II.

#### **Meeting I**

At the first meeting of cycle two, the teacher did not go straight into the material, but the researcher prepared students to take part in learning (greeting and checking

attendance), conveying motivation contextually conveying motivation according to the benefits and application of learning in everyday life to students so that students have enthusiasm in following the lesson, explaining the learning objectives and conveying the scope of the material and explaining the description of the activities according to the syllabus. In the core activity students are directed to sit in groups after that the researcher shares the stories that will be studied by students while the teacher explains the stories that are shared, students will read and understand the structure of the stories and sentences in the stories that have been shared, students are directed to rewrite the stories they read and understand then students are given the opportunity to ask about the contents of the story that have not been understood, after the researcher answers student questions after that students are directed to write a script according to the story that is read and understood, the researcher will see students' mistakes in writing the script then students correct mistakes in writing the script. And in closing the students reflect on the learning material and the teacher informs about the material or activities that will be carried out in the next meeting, namely practicing monologue displays in front of the class.

### **Meeting II**

The researcher prepares students to take part in learning (greeting and checking attendance), conveys motivation contextually according to the benefits and application of learning in everyday life to students so that students have enthusiasm in participating in learning, explains learning objectives and conveys the scope of material and explanations of activity descriptions according to the syllabus . In this core learning the teacher begins to apply to students to choose the character they want to display for monologue exercises using a script made previously and the researcher observes the student's performance in front of the class, after all students perform a monologue performance, the researcher compares the appearance of each student and provides corrections in the form of input and other suggestions. And in closing, students reflect on the learning material and the researcher informs them about the material or activities that will be carried out in the next meeting, that is, students will perform a real monologue performance in the next meeting.

### **Meeting III**

The teacher prepares students to take part in learning (greeting and checking attendance), conveys motivation contextually according to the benefits and application of learning in everyday life to students so that students have enthusiasm in participating in learning, explains learning objectives and conveys the scope of material and explanations of activity descriptions according to the syllabus . The learning outcomes of the previous monologue performance exercise, this time the students will perform the actual performance in the monologue performance, the teacher informs and directs students to perform the monologue performance in front of the class one by one. And in closing the students reflected on the learning material and the teacher informed them that the meeting about speaking through monologue performances had been completed and the researcher apologized if there were any wrong words in the learning process.

### **Observation**

#### **Results of student learning activities**

During the research in cycle II, a number of changes were noted in students' attitudes towards the subject matter provided. These changes are data obtained on

the observation sheet during the teaching and learning process taking place in class. Observation results obtained are:

The results of observing student activity in learning Indonesian speaking skills through monologue performances using West Javanese folklore in Class XI students at Nurussalam Islamic High School. Shows that the acquisition of an average student activity score is 84% which is in the active category. Thus, it can be said that student activities in cycle II have been effective.

Table 4

*Observation Results of Student Activities During Cycle II*

No	Observed indicators	First Meeting			%
		1	2	3	
1.	Student activity during apperception	11	11	12	78,7
2.	Students' interest and motivation when participating in learning activities in the classroom	11	12	13	80,1
3.	Students' activeness and attention when the researcher delivers the material	12	12	13	84,3

In cycle II students were classified as good in student activity during the apperception at the first meeting there was an increase of 11 students, at the second meeting only 11 students were classified as active and at the third meeting 12 students and covering the whole was 78.7 in this case there was an increase in student activity while the apersepri in cycle II was classified as active.

At the meeting during the second cycle as well as with students' motivational interest in participating in class learning, it can be seen that at the first meeting there were 11 students and at the second meeting there were 12 students and at the third meeting 13 students, overall covering 80.1%, in this case there was an increase and increase the number of active students from the first meeting was 11 students, the second meeting was 12 students and the third meeting was 13 students during the cycle II meeting.

In the activeness of students when the delivery of material was taking place during cycle II there was an increase, at the first meeting there were 12 students and at the second meeting 12 students and at the third meeting there were 13 students, in this case during the second cycle meeting from the first to the third meeting there was an increase, namely from meeting the first 12 students and the second meeting 12 students and the third meeting 13 students, overall student learning activities cover 84% during the second cycle takes place.

#### **Results of observations of teacher activity**

The aspects in cycle II that were assessed by the researcher were in the good category, namely: The teacher's ability to explore students' prior knowledge regarding monologue performances looked good, because the teacher gave questions orally according to the abilities possessed by students, so students were motivated to take part in learning, and students calm down and pay attention to what the teacher says.

The teacher's ability to convey learning objectives in accordance with the competencies to be achieved is seen by the teacher very clearly so that they are systematic and detailed so that many students are happy and very enthusiastic in paying attention. Teachers in providing evaluations to students already look good.

The teacher gives an evaluation in the form of questions about the monologue related to the performance of the monologue using West Javanese folklore. This is done to see and observe how far the ability has to the material that has been given. The teacher's ability to create situations that can facilitate the emergence of questions about a problem is done well so that students are very enthusiastic about asking questions about monologues, understood by all students. The teacher's ability to guide students is very good, the teacher provides simple explanations about drama monologues and ways to perform monologues so that students can understand how to perform a good monologue.

As for the aspects in cycle II that were assessed by researchers that were included in the good category so that in cycle II the teacher experienced an increase in teaching monologues. Based on the teacher's performance observation sheet, the result was that the teacher's performance at the first meeting of cycle II reached a score of 79 with moderate performance. At the second meeting the teacher's performance reached 80 with sufficient criteria. At the third meeting the teacher's performance reached 82 with sufficient criteria. The average value of teacher performance in cycle I was 80% with good category performance.

Based on the analysis of student learning outcomes, cycle II experienced an increase in learning outcomes compared to cycle I. Thus it can be said that student learning outcomes in cycle II were successful, the increase in the average value of students in cycle II occurred due to improvements in cycle II from reflection on cycle I therefore researchers increase the power of the learning process.

### **Reflection**

In cycle II, there was an increase in students' learning abilities in various aspects of the teaching and learning process. In cycle II the attention and activeness of students is increasingly showing progress. This happens because the teacher provides or presents a fun way of teaching and room so that there is a sense of freedom that students feel in learning so that learning is not rigid or monotonous and can construct the knowledge they have through learning to learn to speak through monologue performances using West Javanese folklore and recalling material that has been given in previous meetings. Students' self-confidence also shows an increase seen at each meeting of students doing the assignments well. By giving these tasks students' abilities are also more pronounced so that students' understanding of the material being taught increases as well.

In general, the results that have been achieved after the implementation of speaking through the appearance of this monologue have increased, both in terms of changes in students' attitudes of activeness and student attention as well as in terms of students' ability to complete the monologue.

Based on the learning outcomes of cycle II, there was an increase in learning compared to cycle I. Thus it can be said that in cycle II, the teaching and learning process on the subject of speaking through monologue performances has increased.

### **Discussion**

This classroom action research was conducted in two cycles, each cycle carried out through four stages, namely planning, action, observation, and reflection. Cycle II was carried out as an implementation of the action which was an improvement in learning from cycle I. In the following, details on improving students' speaking skills from cycle I and cycle II are presented.

Based on the results of observations of student activity in learning speaking skills through monologue performances using West Javanese folklore, class XI students of SMA Islam Nurussalam. shows that the acquisition of an average student activity score in cycle I is 59% which is in the inactive category.

In cycle I students who were still relatively low in student activity during apperception at the first meeting were only 7 students, at the second meeting only 7 students were classified as active and at the third meeting only 9 students and covering the whole was 51.1 in this case there was an increase in activity students during apperception in cycle 1, namely in the third meeting. At the meeting during cycle one as well as with students' motivational interest in participating in class learning it was seen that at the first meeting there were only 7 students and at the second meeting there were 6 students and at the third meeting only 8 students, overall covering 46.6%, in this case there was a decrease and increasing the number of active students from the first meeting of 7 students, the second meeting of 6 students and the third meeting of 8 students during the cycle one meeting. In the activeness of students when delivering material was ongoing during cycle I, at the first meeting there were only 6 students and at the second meeting 7 students and at the third meeting there were 9 students, in this case during the cycle one meeting from the first to the third meeting there was an increase from the first meeting 6 students and the second meeting 7 students and the third meeting 9 students, overall covering 48.8% during the first cycle. Thus, it can be said that student activities in cycle I have not been effective.

The obstacles encountered during the teaching and learning process took place in cycle I were that there were still many students whose learning outcomes were very low due to several factors, namely the limited time used for practice and the lack of media as teaching aids in teaching and learning places, many students were less active and rely on friends in doing the tasks given.

In cycle II, there were a number of changes that occurred to students. Based on the observations obtained, namely student activity in cycle II increased more than cycle I where the average student activity score was 80.1% which was in the active category. In cycle II students were classified as good in student activity during the apperception at the first meeting there was an increase of 11 students, at the second meeting only 11 students were classified as active and at the third meeting 12 students and covering the whole was 78.7 in this case there was an increase in student activity during apperception in cycle II was classified as active. At the meeting during the second cycle as well as with students' motivational interest in participating in class learning, it can be seen that at the first meeting there were 11 students and at the second meeting there were 12 students and at the third meeting 13 students, overall covering 80.1%, in this case there was an increase and increase the number of active students from the first meeting was 11 students, the second meeting was 12 students and the third meeting was 13 students during the cycle II meeting. In the activeness of students when the delivery of material was taking place during cycle II there was an increase, at the first meeting there were 12 students and at the second meeting there were 12 students and at the third meeting there were 13 students, in this case during the second cycle meeting from the first to the third meeting there was an increase, namely from meeting the first 12 students and the second meeting 12 students and the third meeting 13 students.

Based on the results of speaking through monologue performances using West Javanese folklore on the subject of cycle I and cycle II, student learning outcomes were obtained. In cycle I, out of 15 students, 5 students or (33%) passed in the good category, in the less category <65 there were 10 students or (67%) in cycle I, then in the sufficient category with an average score of 65-71 achieved by 0 students or (0%), with an average achievement of 56% first cycle. In cycle II, out of 15 students, 12 students or (81.4%) passed in the good category, in the less category <65 there was 1 student or (6.6%), then in the sufficient category the average score was 65-71 achieved by 2 students or (12%), the average acquisition of cycle II is 81%.

Based on the analysis of student learning outcomes, cycle II experienced an increase in learning outcomes compared to cycle I. Thus it can be said that student learning outcomes in cycle II were successful, the increase in the average value of students in cycle II occurred due to improvements in cycle II from reflection on cycle I therefore researchers increase the power of the learning process. Overall learning in cycle I was not satisfactory, but in the next process the results achieved were satisfactory. This change cannot be separated from the actions taken by researchers from optimizing existing media as teaching aids in the learning process, using time as effectively as possible in the learning process and providing motivation to students to correct existing deficiencies and motivating students to understand the importance of speaking skills in everyday life. This is what researchers do to motivate students so that they are aware and want to practice speaking seriously. With the provision of high motivation it will be easier for students to accept and follow the learning process. Can not be separated with a more emotional approach to students so that learning is not rigid or monotonous and produces fun learning.

#### **4. Conclusion**

The conclusions obtained from the data presentation, the findings of the researchers and the discussion taken from this study were an increase in students' speaking skills through the performance of class XI SMA Islam Nurussalam using West Javanese folklore. Obtaining the results of student learning activities increased from cycle I 59% and cycle II 80.1%, thus student learning activities were successful in cycle two. Obtaining research results refers to student scores when students perform monologues covering four aspects, namely: vocabulary, speed, fluency, intonation. Improved speaking ability is known from the results of cycle I and cycle II. The presentation of student completeness in cycle I was 56% of the KKM set, which was 75%, in this case cycle one was not successful. Presentation of completeness in cycle II reached 81%. This is already included in the complete category

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