

# IMPROVING STUDENTS' SPEAKING SKILL BY IMPLEMENTATION OF FOLKLORE MONOLOGUE PERFORMANCE AT THE TENTH GRADE OF SMA COKROAMINOTO MAKASSAR

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**Abstract:** This study aimed to improve the speaking skills of tenth-grade students at SMA Cokroaminoto Makassar by using monologue performances of South Sulawesi folklore. This research used classroom action research, in which data were obtained from speaking tests. The subject of the study consisted of 20 tenth-grade students from SMA Cokroaminoto Makassar. The results showed that students' speaking skills before and after using the monologue performances differed significantly. The average score from the students' test was 64.45, while the average score on the final test in cycle 1 increased to 70.5. However, it had not yet reached the English subject standard score (78). Then, the average score from the final test in cycle 2 was 80.1, indicating an improvement of 13.6% from cycle 1 to cycle 2. In addition, the frequency of students' scores, specifically in speaking fluency in cycle 1 showed that 14 students (70%) received good scores, while 6 students (30%) received fair scores. In cycle 2, there was an improvement, with 14 students (70%) achieving very good scores and 6 students (30%) receiving good scores. This indicated that there was a significant improvement in students' speaking skills after using monologue performances of South Sulawesi folklore. Based on the results of the study, it could be concluded that the implementation of South Sulawesi folklore monologue performances was effective in improving the speaking skills of tenth-grade students at SMA Cokroaminoto Makassar.

**Keywords:** Monologue Performance, Folklore, Classroom Action Research

## 1. INTRODUCTION

Speaking is an important role in mastering English. Speaking is the most commonly used skill in writing, reading, and also listening. Speaking is not only how students use a word; it is also a way for students to convey the meaning of the word verbally to the audience through their thoughts and words. Speaking skill is the most crucial skill to be mastered in English learning, because it is essential in communicating with other people (Jusmaniar, 2024). A way for students to speak fluently, accurately, and confidently helps them convey messages and information about the content. Many factors reduce the speaking capability of a student. Based on the initial observations that the researcher made in SMA Cokroaminoto Makassar, speaking problems often occur such as their not being fluent in speaking or conveying something in English. Regarding the issues, teachers need to find appropriate and interesting strategies to make students enjoy it and find ways for students to show their thoughts during the learning process without relying on friends. Teachers also need to find strategies to improve student fluency.

To overcome the problems above, the researchers choose monologue performance as one of the learning strategies used by students, both orally and verbally, actively and interactively in English. And the researcher took a monologue about the folklore of South Sulawesi. A monologue performance is a spoken language performance that is only performed by one person. Indeed, it has to do with speaking. Where speaking is the process of delivering messages orally. Therefore, through this strategy students are expected to learn more about the moral value of narrative texts through our local folklore, building student nationalism and along with our contemporary style. The researcher going to educate them about their local wisdom as a whole, paying attention to the above problems, the researcher is conducting research aimed at solving students' problems by improving their speaking skill by using monologue performances.

## **2. LITERATURE REVIEW**

### **2.1. Speaking**

Speaking is one of the most important language skills in learning English, and students need to learn and master it. It helps them express their thoughts and show their skills, and also makes it easier for them to interact with each other. In addition, speaking or expressing a series of thoughts smoothly which can be completed by expressing and communicating messages or ideas (Lado, 1961). One of the competencies that must be possessed by students is public speaking, the ability to speak in public is very important for students to be able to carry out activities at school (Renita, Mulyadi, & Muthmainnah: 2024). There are several types of spoken language. These types are (Douglas Brown, 2001):

#### **a. Monologue**

In monologues such as speeches, lectures, etc., the speaker uses spoken language. Meanwhile, listeners, whether they understand it or not, must process long speech fragments without interrupting the flow of the person who is monologue.

#### **b. Dialogue**

Dialogue is divided into interpersonal speech and transactional speech is when two or more speakers engage in a dialogue or communicate information about a proposition or fact.

### **2.2. Monologue Performance**

A monologue is an applied science that teaches about the art of acting that only requires one person or silent dialogue in doing a scene or sketch. Monologue is a conversation that is only done with oneself. In a drama, monologue finds a conversation that is only done alone in a drama. This conversation is also known as communication carried out by one person or speaking alone. Types of monologue performances are divided into 3, which are as follows:

- a. Internal monologue, a person externalizes his thoughts, so that the audience can revel in his inner thoughts. This variety of monologues is frequently determined in plays, novels, and movies.

- b. A soliloquy monologue is a speech that an individual offer to himself as though nobody else is listening. A soliloquy captures an individual speaking to himself at period out loud.
- c. Dramatic Monologue is the character speaks to a quiet listener and is commonly used in poetry.

### 2.3. Folklore

Folklore from two basic words, namely folk, and lore. Folk is a group of people who have physical, social, and cultural identifying characteristics, while lore is a folk tradition, namely part of its culture, which is passed down orally or through an example accompanied by gestures. (Danandjaja, 2007). Folklore is material passed down from tradition, through word of mouth, and customary practices. In other words, folklore is a form of culture that is passed down from generation to generation orally. Folklore is divided into three major groups based on type:

- a. Verbal Folklore is folklore whose form is purely oral. The forms (genres) of folklore that fall into this large group include (a) folk speech such as accents, nicknames, traditional ranks, and nobility titles; (b) traditional expressions, such as language, proverbs, and bywords; (c) traditional questions, such as riddles; (d) folk poetry, such as rhymes, and poetry; (e) folk prose stories,
- b. Partly Verbal Folklore whose form is a mixture of oral and non-verbal elements. Forms of folklore belonging to this large group, in addition to folk beliefs, are folk games, folk theatre, folk dances, customs, ceremonies, folk parties, and so on.
- c. Non-Verbal Folklore in a non-oral form, even though the way of making it is taught orally. The forms of folklore which are classified as material include folk architecture, people's handicrafts; traditional clothes and body jewelry, and traditional medicines.

## 3. METHODS

The design of this research is classroom action research (CAR). The Classroom Action Research procedure in this research is the Hopkin design. The object of this research is 10th-grade students of SMA Cokroaminoto Makassar. In this study, there are two kinds of data. Qualitative data is collected through observation, and quantitative data is collected through speaking test. The researchers give an oral test in each cycle to determine the improvement in students' speaking skills.

- a. Observation. In this case, the researchers were assisted by the teacher in observing what happened in the classroom during the lesson from opening to closing. In addition, the researcher made observation notes about the situation in the classroom and the improvement of students' speaking skills.
- b. Test. The speaking test was be carried out at a final test of cycle 1, and a final test of cycle 2. In each cycle, a different task was given to strengthen speaking skills after the monologue performance treatment. In this study, there are two kinds of data, namely qualitative and quantitative. Qualitative data is collected through observation, and quantitative data is collected

through evaluation. To analyze the data and measure how much the students' speaking especially fluency, the researcher used the following evaluation rubric.

## 4. RESULTS

### 4.1. Students' Speaking Fluency

The results show that the majority of respondents (73.3%) strongly agreed that using the internet is very important in the process of learning English. Most of the respondents (60%) agreed that using the internet in English learning has many benefits.

**Table 4.1 Final Score of the Students' Speaking Fluency**

No	Categories	Score				
		Test	Cycle I	Cycle II	The Improvement	
					Test- Cycle I	Cycle I- Cycle II
	Fluency	1289	1410	1602	9.4%	13.6%
	Final Score	64.45	70.5	80.1		

In table 4.1 shows that there was an improvement in the student's average score for speaking fluency from the test to cycle I and from cycle I to cycle II. The final score increased from 64.45 in the test to 70.5 in cycle I. This represents a 9.4% improvement in the students' speaking ability, specifically in fluency, after the treatment. However, the students still did not reach the standard score for the English subject, prompting the researcher to proceed to cycle II. In cycle II, the students' speaking fluency score improved to 80.1, indicating a 13.6% improvement in their speaking ability, especially in fluency, which is considered good and meets the standard for the English subject.

**Table 4.2 Frequency Score Level of Students' Fluency**

No.	Category	Score	Cycle I		Cycle II	
			F	P (%)	F	P (%)
1	Excellent	90-100	0	0	0	0
2	Very Good	80-89	0	0	14	70
3	Good	70-79	14	70	6	30
4	Fair	60-69	6	30	0	0
5	Poor	0-59	0	0	0	0
Total			20	100	20	100

The table displays the frequency score of students' fluency. During cycle 1, it is evident that 14 (70%) students achieved a good score and 6 (30%) students achieved a fair score. Subsequently, in cycle 2, there was an improvement as 14 (70%) students achieved a very good score and 6 (30%) students achieved a good score.

## 5. DISCUSSION

This part presents the results analysis, which demonstrates the fluency of students' speaking ability through the test, cycles 1 and 2. The results of the research showed that the students made progress in their ability to speak fluently. Initially, the researcher administered a test to assess the students' fundamental English-speaking skills in terms of fluency. The findings revealed that the student's average score was 64.45, indicating that they had not yet reached the standard English fluency level. In reality, the students frequently hesitated during the speech, left some sentences unfinished, and spoke softly. Consequently, the researcher implemented monologue performance training as an intervention to enhance the students' fluency in speaking during the first cycle of the study.

In the first cycle, the assessment indicates that the students achieved a score of 70.5, they have not yet reached the required standard score for the English subject. Their speaking performance is still not fluent, and there are instances of hesitation caused by rephrasing and word searching. Additionally, their voice volume fluctuates. The average score of the cycle 1 test suggests that they can convey the idea of the story, but they still speak with hesitation and produce the sound "e" during their performance. Consequently, the researcher proceeded with cycle 2.

After receiving treatment in the second cycle, the average score of the students improved. The outcome indicated that the students achieved a score of 80.1, meeting the standard for the English subject. The average score from the second cycle test indicated that the students' fluency was fluid, and they conveyed the story's ideas confidently, without pauses in speech, and with excellent vocal volume.

Hence, utilizing the monologue performance of South Sulawesi folklore can serve as a method for enhancing students' speaking fluency. The students are tasked with recognizing the story from South Sulawesi folklore, rewriting the script, and presenting the story without relying on the written text. The assessment results from the second cycle indicated a noticeable improvement in the student's scores compared to the first cycle. Incorporating monologue performance also offers the advantage of engaging students in the learning process through physical gestures and expressions, making the learning experience enjoyable for them. Therefore, employing the monologue performance of South Sulawesi folklore can be an effective strategy to improve students' speaking skills.

The obtained outcome is consistent with the findings of Koizumi (2005), who suggested that employing monologue performance can enhance students' fluency and refine their critical thinking skills for expressing ideas. Additionally, utilizing folklore stories for oral communication also provides students with insight into their culture and helps preserve the Indonesian culture in today's modern age.

## 6. CONCLUSION

The implementation of Monologue Performance of South Sulawesi Folklore can effectively address the students' fluency issues in speaking. This was supported by the increase from the test score of 64.45 to 70.5 in cycle 1, with further improvement to 80.1 in cycle 2, indicating an 13.6% enhancement after the treatment. The students' speaking fluency was evident through their smooth delivery without hesitation, pauses, and with excellent voice volume. In summary, it can be concluded that the use of Monologue Performance of South Sulawesi has the potential to improve students' speaking fluency at the tenth-grade level in SMA Cokroaminoto Makassar.

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