

**USING ROLE PLAY TO IMPROVE STUDENTS'  
SPEAKING ABILITY**

**(A Classroom Action Research With Eighth Grade Students of MTs.NU  
05 Sunan Katong Kaliwungu in the Academic Year of 2014/2015)**

**THESIS**

Submitted in Partial Fulfillment of the Requirement for the Degree of  
Bachelor of Education in English Language Education



**By**

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SEMARANG  
2015**

## THESIS PROJECT STATEMENT

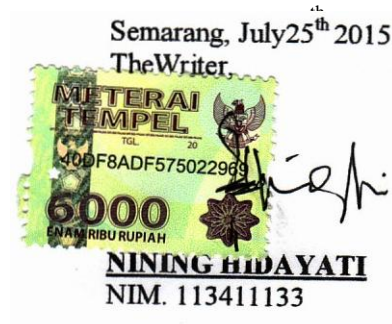
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The whole of this thesis is definitely my own work, except certain parts that the sources are referenced.





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## **MOTTO**

- You'll never know, until you've tried
- Every cloud has a silver line

## **DEDICATION**

**I dedicated this thesis to :**

- ❖ My beloved parents (Bapak Iskandar (Alm) and Ibu Rochyati)
- ❖ My beloved husband (Teguh Sucipto )
- ❖ My beloved daughters (Shabrina Khairu Zaida and Syifa Khairun Nisaa')
- ❖ All my friends

Thank you for your love, supports, and prayers.

I love you so much.

## ABSTRACT

**Nining Hidayati** (Student Number 113411133) USING ROLE PLAY TO IMPROVE STUDENTS' SPEAKING ABILITY (A Classroom Action Research with Eighth Grade Students of MTs. NU 05 Sunan Katong Kaliwungu in the Academic Year of 2014/2015). Thesis, Semarang: Bachelor program of English language education of Walisongo State Islamic University, 2015.

**Key words:** Role Play Technique, Speaking

This study is conducted in order to develop students' speaking ability at eighth grade students of MTs. NU 05 Sunan Katong Kaliwungu through role play activities. This study is related to the result of preliminary study showed that the students were still poor in English speaking skill; especially in giving interpersonal response.

This study used a Classroom Action Research(CAR) which is conducted to solve the students' problem in English Speaking. The Classroom Action search (CAR) was done based on Kurt Lewin's design. The writer did two cycles in which each cycle consists of planning, acting, observing, and reflecting. The data were gathered through qualitative and quantitative data. The qualitative data were gained by analyzing the interview and observation result. Then, quantitative data were obtained from the students' speaking score of pretest, post test and questionnaire.

Based on the research conducted in VIII.B class of MTs.NU 05 Sunan Katong Kaliwungu, The writer concluded that role-playing activity can improve students' speaking ability showed by the score they get .Furthermore, from the students' response toward the teaching and learning activity during CAR, it is proved that the response of the students toward the teacher professionalism and their interest in learning speaking using role play technique is 75.00%and78.57% that means it falls into the strong and very strong category. It can be concluded that the students like role play technique. Moreover, the observation checklist showed that the students seemed braver and more confident in speaking. It proven by their participation in the class conversations, discussions, perform in the front of the class ,pronunciation, fluency and feeling confident about speaking.

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Alhamdulillah, praise be to God, I would like to express my sincere thanks to Allah SWT, who has given health, blessing, inspiration, and protection, so finally I can finish my thesis .Shalawat and Salam for the Prophet Muhammad SAW, who has brought us from the darkness to the brightness with Islam religion.

The thesis is submitted in partial fulfillment of the requirement for degree of Sarjana Pendidikan at UIN Walisongo Semarang. Beside that, this thesis is also hoped to be on of the guidelines for the readers who wants to improve their English literature.

It is very difficult to finish the thesis, but because of assistance guidance, advise, suggestions and encouragement from my advisor who have helped me in in writing the thesis. Then I would like to express my sincere thanks for all them :

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7. Last but not least, those who can not be mentioned one by one, who have supported the writer to finish this thesis.

Finally ,the writer realizes that this thesis is far from being perfect; therefore, the writer will happily accept constructive criticism in order to make it better. The writer hopes that this thesis would be beneficial to everyone. Amin

Semarang, July 25<sup>th</sup> 2015  
The Writer,



## TABLE OF CONTENTS

PAGE OF TITLE .....	i
A THESIS STATEMENT .....	ii
RATIFICATION .....	iii
ADVISOR APPROVAL .....	iv
MOTTO .....	v
DEDICATION .....	vi
ABSTRACT .....	vii
ACKNOWLEDGEMENT .....	viii
TABLE OF CONTENTS .....	ix

### CHAPTER I INTRODUCTION

A. Background of Study .....	1
B. Research Question .....	3
C. Objectives of the Study .....	3
D. Significances of the Study .....	4
E. Preview Research .....	4
F. Hypothesis .....	6

### CHAPTER II THEORETICAL FRAMEWORK

A. Speaking .....	7
1. The Definition of Speaking .....	7
2. The Elements of Speaking .....	8
a. Pronunciation .....	9
b. Grammar .....	9
c. Vocabulary .....	10
d. Fluency .....	10

e. Comprehension.....	10
3. Points to Consider about Speaking.....	11
a. Clarity .....	11
b. Variety.....	11
c. Audience and Tone .....	11
4. Types of Speaking Activities .....	12
B. Teaching Speaking .....	12
1. What is Teaching Speaking .....	12
2. Reasons for Teaching Speaking.....	13
3. The Goals of Teaching Speaking.....	14
4. Types of Classroom Speaking Performance.....	15
5. The Roles of the Teacher during Speaking Activities .....	17
6. The Assessment of Speaking.....	18
C. Role Play.....	20
1. The Definition of Role Play.....	20
2. Reasons for Using Role Play .....	21
3. Types of Roles in Role Play.....	22
4. Categories of Role in Role Play.....	23
5. Techniques to Control Role Play.....	23
6. The Purpose of Role Play .....	24
7. The Significance of Role Play.....	25
D. Teaching Speaking using Role Play.....	25
E. Conceptual Framework .....	27

### **CHAPTER III RESEARCH METHODOLOGY**

A. The Method of Research.....	29
B. The Subject and The Object of Study.....	31
1. The Subject of Study.....	31
2. The Object of Study.....	31
C. The Writer's Role on The Study .....	31
D. The Time and Place of The Study.....	32
E. The Research Design .....	32
F. The Classroom Action Research Procedure.	36
1. Planning Phase.....	36
2. Acting Phase .....	37
3. Observing Phase.....	37
4. Reflecting Phase .....	38
G. The Technique of Collecting Data.....	38
1. Observation .....	39
2. Questionnaire .....	40
3. Test .....	40
H. The Technique of Data Analysis .....	43
1. Analyzing The Result of The Test.....	43
2. Analyzing Student's Response.....	44
I. The Criteria of The Action Success.....	46

### **CHAPTER IV RESEARCH FINDING**

A. Description of the Data.....	47
1. Findings before Implementing The Classroom Action Research .....	47
a. Results of Pre Observation.....	47

b. The Result of Pre Test.....	48
2. Findings of The First Cycle.....	49
a. Planning .....	49
b. Acting .....	49
c. Observing .....	50
d. Reflecting .....	51
3. Findings of The Second Cycle.....	51
a. Planning.....	51
b. Acting.....	52
c. Observing .....	53
d. Reflecting .....	53
4. Findings after Implementing The Classroom Action Research.....	54
a. The Result of Post Test.....	54
b. The Result of Questionnaire.....	59
B. The Interpretation of Questionnaire, Observation Checklist,and the Test Result.....	60
1. The Interpretation of The Questionnaire.....	60
2. The Interpretation of The Observation Checklist for the Students.....	61
3. The Interpretation of The Test Result...	62

## **CHAPTER V CONCLUSIONS AND SUGGESTIONS**

A. Conclusions .....	66
B. Suggestions .....	66

## **BIBLIOGRAPHY**

## **APPENDICES**

## **CURRICULUM VITAE**

# **CHAPTER 1**

## **INTRODUCTION**

### **A. Background of the study**

One of language skill aspects which very important in yielding creative, critical and smart future generation is speaking ability. By mastering speaking ability the students will be able to express their thought and feeling intelligently based on the situation and context when they speak about the language. Speaking is one of skills in English. Speaking is very important for people in looking for jobs because spoken English is one of qualification if we want to find the job. Speaking in front of the people is very important so that we can communicate each other. Speaking English is one of the most important things in communication and it is used as a tool of communication among the nations in all over the world. As an international language, English is very important and has many interrelationships with various aspects of life owned by human being. In Indonesia, English considered as the first foreign language and taught formally from elementary school up to the university level.

In modern era speaking English is very universal thing so that it can make people to be able to interact and communicate easier eventhough we come from different countries in the world. Many people have ability to speak in front of other people. By speaking with the people from different countries, people are able to know what happens in the world. People in the world use English to communicate

each other and use speaking to interact each other too. So communication and speaking cannot be separated because they are connected each other. People are able to communicate in English after they have learned it. It can be learned especially in the school where the students can focus their study to learn it. The aim to study English at school is not only for achieving good marks.

Meanwhile, the empirical study on the field shows almost same phenomena. This case shows that the speaking ability of junior high school students is still low; moreover, the diction is still poor. In role play some students in the classroom, they talked with variation languages based on their mother tongue and combined with Indonesian language in teaching and learning process was running well. The last problem is students are not provided with complete and good facility in their school. So, it will be difficult for them to learn speaking ability.

In school curriculum, many subjects about speaking can be taught by using speech, conversation etc. But today in junior high school, role play, is a subject that has been learnt by students because the role play is an interactional relationship. We can teach students in junior high school to be more confident in speaking in front of the people by using role play. We can support them to improve their skill in speaking so that when they work somewhere they know how to speak well especially when they face an interview.

Moreover, as Penny Ur emphasizes “ role play is used to refer to all sort of activities where learners imagine themselves in a

situation outside the classroom “<sup>1</sup>. It is expected that role play can help some shy students to be active and enjoy their role acting in speaking English.

## **B. Research Question**

The writer specifies the research in improving speaking using role play in second year student of MTs. NU 05 Sunan Katong Kaliwungu in 2014/2015 academic year.

Then, to make the study easy to understand, the writer formulates the problem as follow” It can role play improve students’ speaking ability?”

## **C. Objective of the Study**

One of language skill aspects which is very important in yielding creative, critical and smart future generation is speaking skill. Nowadays, students must master speaking skill because by mastering speaking skill the students will be able to express their thought and feeling intelligently based on the situation and context when they speak about the language. In view of formulating problem, this study is intended to answer the research question that has been previously formulated and determined. In line with this rationale, the present study intended to find out whether or not the speaking of the eight grade students of MTs.NU 05 Sunan Katong Kaliwungu can be improved using role play.

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<sup>1</sup> Penny Ur, *A Course in Language Teaching*, (Cambridge: Cambridge University Press, 1996), p.131



#### **D. Significance of the Study**

The findings of the present research study are expected to have both theoretical and practical importance to the teaching and learning process in English especially in teaching speaking and also the result of this study is expected to be valuable for the teacher and students.

1. Theoretically : The result of the study may give the information in acquiring English; this research also informs the readers that there are many ways of students in teaching speaking skill.
2. Practically : the result of the study is expected to be as follows:
  - a. For the teacher, this study can be used to improve the students speaking skill in the classroom or out of the classroom.
  - b. For the students, this study can be used to improve their speaking skill in practically because they need great effort to build the communicative competence. In improving their speaking skill they should practice it either in the classroom or out of the classroom

#### **E. Preview Research**

Fera Komalasari (2013), conducted a similar research with the title “ The Effect of Using Scripted Role Play to Improve Students Speaking Ability”(an Experimental Research on XI Grade of MAN 2 Mataram in Academic Year 2013/2014)<sup>2</sup>. In this research, the method that is used is descriptive quantitative method which aims to

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<sup>2</sup> Komalasari Fera, *The effect of using Scripted Role Play to improve Student Speaking Ability*, an Experimental Research on XI Grade of MAN 2 Mataram, 2014

determine the relationship between independent variable with dependent variable. The research was implemented the mix group which consists of experimental class and control plemented scripted role play will occurs in the experimental class, while the conventional technique will be applied in the control class. By using the mix group, we will be able to identify how much scripted role play can contribute toward the students' speaking ability. She concluded that role play is an appropriate activity in teaching speaking. So it could be applied to teach the tenth grade students of MAN 2 Mataram and the teaching learning process could be very active.

Budiartiningsih Apriliani (2013), conducted a similar research with the title 'The Use of Role Play to Improve Speaking Skill of XF class of SMK PGRI 2 Salatiga in academic year 2012/2013<sup>3</sup>. The methodology of this research was classroom action research. The objectives of these studies are to know the students' profile in teaching and learning processes when "role-play" method is implemented in speaking class; and to find out the improvement of students' speaking skill who are taught by "role-play" method. To find out the improvement of students' speaking skill the researcher used oral test. There were three cycles; each cycle consisted of one meeting and each meeting consisted of planning, action, observation, and reflection. The researcher found that the students involved actively in teaching learning processes, they are more enthusiastic and were

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<sup>3</sup> Apriliani Budiartiningsih, *The Use of Role Play to Improve Speaking Skill* of XF class of SMK PGRI 2 Salatiga in academic year 2012/2013

confident to speak English than before. The result of the research was, there was an improvement of students' speaking comprehension by using "role-play" method. It can be seen from the result of oral tests from cycle 1 through cycle 3. Those are 68, 6 (cycle 1), 68, 3 (cycle 2), and 72,7 and 77 (cycle 3). This shows that the students' speaking comprehension improves significantly. From the proofs the writer sums up that the use 'role-play'' improves students' speaking skill.

#### **F. Hypothesis**

In attempting to give a tentative solution to the problem, the hypothesis is stated as the follows: the students' speaking skill can be improved through role play.

## CHAPTER II

### THEORETICAL FRAMEWORK

#### A. Speaking

##### 1. The Definition of Speaking

Speaking skill, as the writer writes in the previous chapter is one of the basic language skills that has important role rather than other skills due to its significant and its use for communication. So that, the writer will explain about the nature of speaking itself in order that gives the obvious information about what speaking is.

In the point of view of Jones, speaking is a form of communication, so it is important that what you say is conveyed in the most effective way. How you say something can be as important as what you say in getting meaning across”<sup>4</sup>. Based on that opinion, speaking is realized as communication, therefore, speakers are required to be able to express what they want to say as effectively as possible in order to convey the message.

Bygate says, “Speaking is a skill which deserves attention every bit as much as literary skills, in both first and second language. It is the skill which the students are frequently judged. It is also the vehicle par excellent of social solidarity, of social ranking, of professional advancement and of business”<sup>5</sup>.

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<sup>4</sup> Rhodry Jones, *Speaking and Listening*, (London: John Murray Publishers Ltd, 1989),p.14

<sup>5</sup> Martyn Bygate, *Language Teaching: A Scheme for Teacher Education; Speaking*,(Oxford: Oxford University Press, 1997), p.viii

It indicates that as one of the language skills, speaking should get the attention from teachers and learners because it plays the important role in our society.

Meanwhile, Donough and Shaw state, “There are some reasons for speaking involved expressing ideas and opinions: expressing a wish or a desire to do something; negotiating and/or solving a particular problem; or establishing and maintaining social relationships and friendships. Besides, fluency, accuracy, and confidence are important goal in speaking”<sup>6</sup>. Therefore, as a language skill, speaking becomes an important component to master by the students as the main tool of verbal communication because it is a way to express ideas and opinions directly what we have in our minds.

Based on the previous definitions above, it can be synthesized that speaking is the process of using the urge of speech to pronounce vocal symbols in order to share the information, knowledge, idea, and opinion to the other person. Moreover, speaking cannot be dissociated from listening aspect, because speaking involves speaker and listener.

## **2. The Elements of Speaking**

Speaking is a complex skill requiring the simultaneous use of a number of different abilities, which often develop at the

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<sup>6</sup> JO McDonough and Christopher Shaw, *Materials and Methods in ELT*, Melbourne: Blackwell Publishing, 2003), p.134.

different rates. Either four or five components are generally recognized in analyzing the speech process.<sup>7</sup>

a. Pronunciation

As stated by Harmer, if students want to be able to speak fluently in English, they need to be able pronounce phonemes correctly, use appropriate stress and intonation patterns and speak in connected speech.<sup>8</sup> The speaker must be able to articulate the words, and create the physical sounds that carry meaning. At the level of word pronunciation, second language learners regularly have problems distinguishing between sounds in the new language that do not exist in languages they already know.

b. Grammar

It is obvious that in order be able to speak foreign language, it is necessary to know a certain amount of grammar and vocabulary.<sup>9</sup> Grammar is the sounds and the sound patterns, the basic units of meaning, such as words, and the rules to combine them to form new sentences.<sup>10</sup> Therefore, grammar is

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<sup>7</sup> B. Heaton, *Classroom Testing: Longman Keys to Language Teaching*, (New York: Longman, 1990), pp.70-71

<sup>8</sup> Jeremy Harmer, *The Practice of English Language Teaching: Fourth Edition*, (Harlow: Pearson Education Limited, 2007), p.343.

<sup>9</sup> Martin Bygate, *Language Teaching: A scheme for Teacher Education; Speaking*, (Oxford: Oxford University Press, 1997), p.3.

<sup>10</sup> Victoria Fromkin and Robert Rodman, *An Introduction to Language*, (New York: Harcourt Brace College Publishers, 1998), p.14.

very important in speaking because if the speaker does not mastering grammar structure, he cannot speak English well.

c. Vocabulary

As we know, vocabulary is a basic element in language. Vocabulary is single words, set phrases, variable phrases, phrasal verbs, and idioms.<sup>11</sup> It is clear that limited vocabulary mastery makes conversation virtually impossible.

d. Fluency

In simple terms, fluency is the ability to talk freely without too much stopping or hesitating.<sup>12</sup> Meanwhile, according to Gower et-al, fluency can be thought of as ‘the ability to keep going when speaking spontaneously’.<sup>13</sup> When speaking fluently students should be able to get the message across with whatever resources and abilities they have got, regardless of grammatical and other mistakes.

e. Comprehension

The last speaking element is comprehension. Comprehension is discussed by both speakers because comprehension can make people getting the information they want. Comprehension is defined as the ability to understand

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<sup>11</sup> Keith S. Folse, *Vocabulary Myths: Applying Second Language Research to Classroom Teaching*, (Michigan: University of Michigan, 2004), p.2.

<sup>12</sup> David Riddel, *Teach English as a Second Language*, (Chicago: McGraw – Hill Companies, 2001), p. 118.

<sup>13</sup> Roger Gower, et-al, *Teaching Practice Handbook*, (Oxford: Heinemann English Language Teaching, 1995), p.100

something by a reasonable comprehension of the subject or as the knowledge of what a situation is really like.

### **3. Points to Consider about Speaking**

Speaking is a form of communication, so it is important that you say is conveyed in the most effective way. How you say something can be as important as what you say in getting your meaning across. Jones stated that there are some points to consider about speaking. They are:

#### **a. Clarity**

The words you speak must be clear if listeners are to understand what you say. This means speaking your words distinctly and separately, not running them together, and slurring them.

#### **b. Variety**

Speech has its own rhythms and tunes. The voice usually rises, for instance, to indicate a question. Some words in a sentence require more emphasis than others if the meaning is to be clear. Unimportant words tend to be spoken more quickly than important ones. Consider things like pitch, emphasis, speed, variations in volume, pauses

#### **c. Audience and tone**

The way you speak and the tone you use will be affected by the audience to whom you are speaking.<sup>14</sup>

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<sup>14</sup> Rhodry Jones, *Speaking and Listening*, (London: John Murray Publishers Ltd, 1989),p.14



In short, in speaking, speakers must consider the three points above so that they can convey meaning as effectively as possible.

#### **4. Types of Speaking Activities**

The most important feature of speaking activity is to provide an opportunity for the students to get individual meanings across and utilize every area of knowledge they have. According to Riddel, there are the various kinds of activities that can be implemented by teachers in order to stimulate students to speak. Those activities are ranking, balloon debate, debates, describing visuals, role-plays, students' talks, and discussion.<sup>15</sup> In this study, the writer chooses role play as a technique to improve the students' speaking skill because it can work with any levels. With lower levels, give them a realistic context (especially if in an English-speaking country) like shopping, and a realistic role (i.e. the customer, not the shop assistant).

### **B. Teaching Speaking**

#### **1. What is teaching speaking?**

What is meant by teaching speaking according to Hayriye Kayi in *Activities to Promote Speaking in a Second Language* ([http:// iteslj.org/Technique/Kayi-TeachingSpeaking.html](http://iteslj.org/Technique/Kayi-TeachingSpeaking.html)) is to teach English language learners to:

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<sup>15</sup> David Riddel, *Teaching English as a Foreign / Second Language*, (Chicago: McGraw –Hill Companies, 2001), p.117

- a. Produce the English speech sounds and sound patterns.
- b. Use word and sentence stress, intonation patterns and the rhythm of the second language
- c. Select appropriate words and sentences according to the proper social setting, audience, situation and subject matter.
- d. Organize their thoughts in a meaningful and logical sequence.
- e. Use language as a means of expressing values and judgments.
- f. Use the language quickly and confidently with few unnatural pauses, which is called as fluency.<sup>16</sup>

In those meanings of teaching speaking above, the teacher must pay attention of some important aspects include producing sentences, intonation, rhythm and stress. Those sound productions must be meaningful because it must be produced logically from thoughts.

## **2. Reasons for Teaching Speaking**

Harmer stated that there are three main reasons for getting students to speak in the classroom:

- a. Speaking activities provide rehearsal opportunities changes to practice real life speaking in the safety of the classroom.

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<sup>16</sup>Hayriye Kayi, *Teaching Speaking: Activities to Promote Speaking in a Second Language*, <http://iteslj.org/Technique/Kayi-TeachingSpeaking.html> (Accessed on August 20.2010)

- b. Speaking tasks in which students try to use any or all of language they know provide feedback for both teacher and students. Everyone can see how well they are doing: both how successful they are and what language problems they are experiencing.
- c. In speaking, students have opportunities to activate the various elements of language they have stored in their brains, the more automatic their use of these elements become. As a result, students gradually become autonomous language users. This means that they will be able to use words and phrases fluently without very much conscious thought.<sup>17</sup>

Seen how speaking activities provide activities provide opportunities for rehearsal give both teacher and students feedback and motivate students because of their engaging qualities. Above all, they help students to be able to produce language automatically.

### **3. The Goal of Teaching Speaking**

The goal of teaching speaking skills is communicative efficiency. It means learners should be able to make themselves understood, using their current proficiency to the fullest. They should try to avoid confusion in the message due to faulty pronunciation, grammar, or vocabulary, and to observe the social and cultural rules that apply in each communication situation.

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<sup>17</sup> Jeremy Harmer, *How to Teach English*, (Harlow: Pearson Education Limited, 2007), p.123

#### **4. Types of Classroom Speaking Performance**

Brown offered six similar categories apply to the kinds of oral production that students are expected to carry out in the classroom:

a. Imitative

A very limited portion of classroom speaking time may legitimately be spent generating “human tape recorder” speech, where, for example, learners practice an intonation contour or try to pinpoint a certain vowel sound. Imitation of this kind is carried out not for the purpose of meaningful interaction, but for focusing on some particular element of language form.

b. Intensive

Intensive speaking goes one step beyond imitative to include any speaking performance that is designed to practice some phonological or grammatical aspect of language. Intensive speaking can be self-initiated or it can even form part of some pair activity, where learners are “going over” certain forms of language.

c. Responsive

A good deal of student speech in the classroom is responsive; short replies to teacher or student-initiated questions or comments.

d. Transactional (dialogue)

Transactional language, carried out for the purpose of conveying or exchanging specific information, is an extended form of responsive language.

e. Interpersonal (dialogue)

Interpersonal dialogue carried out more for the purpose of maintaining social relationships than for the transmission of facts and information.

f. Extensive (monologue)

Finally, students at intermediate to advanced levels are called on to give extended monologues in the form of oral reports, summaries, or perhaps short speeches. Here the register is more formal and deliberative. These monologues can be planned or impromptu.<sup>18</sup>

Each category above can be implemented based on the students' level and students' ability. Here are the summary purpose of each element: imitative for focusing on some particular element of language form, intensive to practice some phonological or grammatical aspect of language, responsive can stimulate students' in speaking, transactional to invite students to engage in a conversation, interpersonal to learn how such features as the relationship in the conversation, and extensive is to practice in the form of oral reports, summaries, or perhaps in short speeches.

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<sup>18</sup> H. Douglas Brown, *Teaching by Principles: An Interactive Approach to Language Pedagogy*, (New York: Pearson Education, 2001), pp. 271-274.

## **5. The Roles of the Teacher during Speaking Activities**

During speaking activities, teachers need to play number of different roles. They can be prompter, participant, even feedback provider as viewed by Harmer as follow:

### **a. Prompter**

When students sometimes get lost in speaking, teacher can leave them to struggle out of situations on their own, and indeed sometimes, this may best option. However, teacher may be able to help students and the activity to progress by offering discrete suggestions.

### **b. Participant**

Teachers should be good animators when asking students to produce language. This can be achieved by setting up an activity clearly and with enthusiasm. At other times, teachers may want to participate in discussions or role play themselves.

### **c. Feedback Provider**

When students are in the middle of speaking task, over-correction may inhibit them and take the communicativeness out of the activity. On the other hand, helpful and gentle correction may get students out of difficult misunderstanding and hesitations.<sup>19</sup>

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<sup>19</sup> Jeremy Harmer, *The Practice of English Language Teaching: Fourth Edition*, (Harlow: Pearson Education Limited, 2007), pp.347-348.

In summary, when teacher being a prompter, a participant, even a feedback provider, they have to be careful that they do not force students, do not participate too much, and do over correction.

## 6. The Assessment of Speaking

Speaking is a complex skill requiring the simultaneous use of different ability which often develops at different roles. Speaking skill are generally recognized in analysis of speech process that are pronunciation, grammar, vocabulary, fluency and comprehension. Heaton presented the sample of an oral English rating scale that used 1-6 points.<sup>20</sup> Below is the frame of Heaton's oral English rating scale:

**Table 2.1**  
**The Rating Scores of Oral Test**

6	Pronunciation good - only 2 or 3 grammatical errors - not much searching for words - very few long pauses-fairly easy to understand - very few interruptions necessary - has mastered all oral skills on course.
5	Pronunciation slightly influenced by L1 - a few grammatical errors but most sentences correct - sometimes searches for words - not too many long pauses - general meaning fairly clear but a few interruptions necessary - has mastered almost all oral skills in course
4	Pronunciation influenced a little by L1 - a few grammatical errors but only 1 or 2 causing confusion - searches for words- a few unnatural pauses- conveys general meaning fairly clearly- a few interruptions necessary but intention

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<sup>20</sup> B. Heaton, *Classroom Testing: Longman Keys to Language Teaching*, (New York: Longman,1990), pp.70-71

	always clear – has mastered most of oral skills on course
3	Pronunciation influenced by L1- pronunciation and grammatical errors – several errors cause serious confusion- longer pauses to search for word meaning – fairly limited expressions- much can be understood although some effort needed for part – some interruptions necessary – has mastered only some of oral skills on course
2	Several serious pronunciation errors- basic grammar errors – unnaturally long pauses – very limited expression- needs some effort to understand much of is – interruptions often necessary and sometimes has difficulty in explaining or making meaning clearer – only a few of oral skills on course mastered
1	A lot of serious pronunciation errors – many basic grammar errors – full of unnaturally long pauses – very halting delivery – extremely limited expressions – almost impossible to understand – interruption constantly necessary but cannot explain or make meaning – very few of oral skills on course mastered

Each element characteristic is then defined into six chart behavioral statements as stated in the frames above. The writer will objectively see the characteristic of each student's speaking ability whether they achieve 1,2,3,4,5 and 6. In order to ease the computation the writer converts the small score of Heaton to the scale of 100 as follow:

6 = 87-100

5 = 77-86

4 = 67-76

3 = 57-66

2 = 46-56

1 = below 45



## **C. Role Play**

### **1. The Definition of Role Play**

Many experts have different opinions in defining role play. The following are some of the point of view about role play.

Ur stated, “Role play is giving students a suitable topic provides interest and subject – matter for discussion, dividing them into groups improves the amount and quality of the verbal interaction”.<sup>21</sup> Here, the writer concludes that the students will communicate more freely if they have a role to hide behind.

According to Gower et-al, “A role play is when students take the part of a particular person: a customer, a manager, a shop assistant, for example. As this person, they take part in a situation, acting out a conversation. It is unscripted, although general ideas about what they are going to say might be prepared beforehand. These might well come out of a text or a previous context”.<sup>22</sup> It means that role play has number of possibilities for communication practice. Students are no longer limited to the kind of language used by learners in a classroom.

Meanwhile according to Revell, role play defined as an individual’s spontaneous behavior reacting to others in a hypothetical situation. The essential core of the activity is understanding the situation of another person, and to do this well

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<sup>21</sup> Penny Ur, *Discussions that Work: Task-Centred Fluency Practice*, (Cambridge: Cambridge University Press, 1981), pp. 9- 11.

<sup>22</sup> Roger Gower, et-al, *Teaching Practice: A handbook for Teachers in Training*, (Oxford: Macmillan Education, 2005), p. 105

the player' needs to come to grips with the other participants' roles, not just his own .<sup>23</sup> It can be illustrated that in role play, a player is given basic information about who he is, what he is like, and what he wants to do. A player must interact with others relate to the situation to theirs.

The writer concludes that role play is a technique in English teaching in which the students learn in an imaginary situations or roles in order to develop the students' fluency. The situations and the roles are made as a real life situation so the students know the functions of English in real life.

## **2. Reasons for Using Role Play**

There are many reasons why teachers should use role play technique in teaching speaking as viewed by Nation and Thomas in *Communication Activities*. Those are:

- a. Role play allows a wider range of language functions and language varieties to occur than would normally occur within a classroom.
- b. Role play allows exploration of cultural issues, in particular, appropriate ways to behave in certain situations such as when being offered food or drink.
- c. Role play can add interest to an activity and by distributing roles can ensure participation in an activity.

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<sup>23</sup> Jane Revell, *Teaching Techniques for Communicative English*, (London: Macmillan Press, 1994), pp. 60-61.

- d. Role play can result in repetition of speaking activity by providing a change.<sup>24</sup>

In short, role play covers a wide range of possibilities because in students have to enter into many different situations. Moreover, it can help students to achieve maximum communication.

### **3. Types of Roles in Role Play**

Ladousse viewed that there are several types of role in role play:

- a. The first is the roles which correspond to a real need in the students' lives. In this category, it involves such roles as doctors dealing with patients, or salesman traveling abroad.<sup>25</sup>
- b. The second type of role is the students play themselves in a variety of situations, which may or may not have direct experience. The example, which include in this category is a customer complaining or a passengers asking for information.
- c. The third type is the type that few students will ever experience directly themselves, but it is easy to play because the teachers have such vast indirect experience of them. The television journalist is a good example of this type and it is very useful kind of role taken from real life.
- d. The last type is fantasy roles, which are fictitious, imaginary, and possible even absurd.

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<sup>24</sup> I.S.P. Nation and G.I. Thomas, *Communication Activities*, (Wellington, University of Wellington, 1988), p.21.

<sup>25</sup> Gillian Porter Ladousse, *Role Play*, (New York: Oxford University Press, 1997), p.13.

In summary, the overall aim of those types of role is very similar: to train students to deal with the unpredictable nature of language.

#### **4. Categories of Role in Role Play**

According to Littlewood as stated in Revell, there are five categories of role in role play, they are:

- a. 'Inherent' roles, such as sex or age roles.
- b. 'Ascribed' roles, such as class or nationality.
- c. 'Acquired' roles, one's job, for example.
- d. 'Actional' roles, such as patient, a coach traveler, or a client in a restaurant, all of which occur in the course of our active life and which are temporary.
- e. 'Functional' roles, such as offering help or expressing regret.<sup>26</sup>

For learners, actional and functional roles will be of most use. There is a common core of actional roles which most learners must be perform creatively, such as asking for directions or buying a newspaper. Meanwhile in functional roles, learners enter into many different situations and because of this; a large amount of time should be devoted to their practice

#### **5. Techniques to Control Role Play**

There are many techniques that can be used by teachers to control the class during role play. Meanwhile, Littlewood

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<sup>26</sup> Jane Revell, *Teaching Techniques for Communicative English*, (London: Macmillan Press, 1994), p.61.

proposed four techniques may use by the teachers in control role play in their class. Those are:

- a. Role play controlled through cued dialogues
- b. Role play controlled through cues and information
- c. Role play controlled through situation and goals
- d. Role play in the form of debate or discussion

In this study, the writer will conduct role play using two techniques. In the first cycle of CAR, the writer will conduct role play through cued dialogues. Meanwhile in the second cycle of CAR, the writer will conduct role play through cues and information in order to stimulates students to be more active and creative to use their own sentences.

## **6. The Purpose of Role Play**

Role playing (dramatization) helps to bring the language to life and to give the learners some experience of its use as a means of communication.<sup>27</sup> Therefore, the main purpose of role play is to develop communication situation. The realistic communication situation gives the students new experience in using the language they have learned, and the experience is good for remembering what they have learned.

Hence, the writer concludes the goal of teaching speaking is similar to the goal of role play technique that is communication. It

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<sup>27</sup> Gillian Porter Ladousse, *Role Play*, (New York: Oxford University Press, 1997), p.147

means role play can be applied in teaching speaking and it can help students in improving their speaking skill.

### **7. The Significance of Role Play**

It has been mentioned before that role play is one of the activities which is particularly suitable for practicing the sociocultural variations in speech acts, such as complimenting, complaining, and the like. According to Ladousse, role play uses different communicative techniques and develops fluency in the language, promotes interaction in the classroom and increases motivation. Even, role play helps many shy learners by providing a mask. In addition, it is fun and most learners will agree that enjoyment leads to better learning. Based on that statement, the writer assumes that role play gives many advantages: such as improving students' speaking ability, motivating them to practice their English, and the most important one is the students feel fun in learning English because role play is also a kind of games.

### **D. Teaching Speaking Using Role Play**

In improving speaking skill through role play, the teacher and collaborator ask the students to perform group by group, the topic is about asking and giving opinions based on the S.K.3. *Mengungkapkan makna dalam percakapan transaksional dan interpersonal lisan pendek sederhana untuk berinteraksi dengan lingkungan sekitar* (to deliver meaning in short verbal simple transactional and interpersonal conversations to interact with their

surroundings) and K.D. 3.1. *Mengungkapkan makna dalam percakapan transaksional dan interpersonal sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan sekitar yang melibatkan tindak tutur: meminta, memberi, menolak jasa, ,meminta, memberi, menolak barang, mengakui, mengingkari fakta, dan meminta dan memberi pendapat* (to deliver meaning in a variety of simple spoken transactional and interpersonal conversations accurately, fluently, and meaningfully to interact with the surrounding environment that involves speech acts: ask for, give, refuse favor, ask for, give, and reject things, admit and deny the facts, and ask for and give opinions).

To hold role playing, the teacher must prepare some steps to make good performance. Here are the stages in Role Play activity:<sup>28</sup>

1. The teacher arranges or prepares scenario that will be performed by the students. This scenario is important for the students to know the situation of their roles.
2. The teacher appoints some students to learn about the scenario several days before teaching and learning activity. Giving time for the students is useful to have them good preparation for acting.
3. The teacher makes groups of students consists of five people per group. The teacher has to makes group in variant

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<sup>28</sup> Departemen Pendidikan Nasional, *Model Pembelajaran yang Efektif*, (Jakarta: Dekdiknas, 2009), p.4.

member due to their ability of speaking. So, the smart student is combined with low student.

4. The teacher explains about competence will be achieved. The teacher enlightens the students that from their performance, they will know some expression of giving opinions and its response, and making and declining and invitation.
5. The teacher calls a group of students who have been chosen to play prepared scenario. On the other hand, the teacher chooses the group to perform.
6. Each student in his/her group observes scenario being performed.
7. After finishing the performance, each student is given work sheet for discussing each group performance
8. Every group which has performed gives conclusion about what scenario has been performed.
9. The teacher gives general conclusion. That is about the material that has been done by the students in their role play.
10. Evaluation. It is held by test to know their understanding in the material.
11. Closing

#### **E. Conceptual Framework**

This research is done in order to know the influence of role play technique in teaching speaking. Speaking is a skill used by someone to communicate orally in daily life whether at school or outside the school. Most teachers tried to find techniques in order



to make students interested in learning speaking. At least, they can speak in a simple conversation freely.

In fact, the students of the second grade of MTs. NU 05 Sunan Katong Kaliwungu have difficulties in speaking subject. It's caused by some factors: first, they are too shy and afraid to speak in the front of the class because of lack of self-confidence. Second, they are unmotivated and lack of practice. Lastly, they need an interesting technique to stimulate them to speak in the class.

In order to solve the students' problem faced by students of the second grade of MTs. NU 05 Sunan Katong Kaliwungu, and make students more motivated, role play may provide for helping the students to improve their oral ability. Role play present a real life situation and provide the most useful and interesting lesson so the students can speak freely and confidently in the front of the class and this technique quite interesting and reduce students' boredom in learning English.

Based on the statement above, the writer assumed that role play can be very applicable to be used for teaching-learning English especially in speaking

## CHAPTER III

### RESEARCH METHODOLOGY

This chapter presents the method of research, subject, and object of the study, time and place, research design, the Classroom Action Research (CAR) procedures technique of collecting data, technique of the data analysis, and the criteria of the action success.

#### **A. The Method of Research**

The method used in this study is Classroom Action Research (CAR) method which is derived from the root an action research. Because it occurs in the classroom frame, it is called CAR.

Kemmis in Hammersley defined action research as following: “Action research is a form of self –reflective enquiry undertaken by participants a social (including educational) situations in order to improve the rationality and justice of (a) their own social or educational practices, (b) their understanding of these practices, and (c) the situations in which the practices are carried out”.<sup>29</sup> Thus, clear that classroom action research is evaluative and reflective as it aims to bring about change and improvement in practice

According to Michael J. Wallace, CAR is a type of classroom research carried out by the teacher in order to solve problems or to

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<sup>29</sup> Martyn Hammersley, *Educational Research: Current Issues*, (London: Paul ChapmanPublishing Ltd, 1993), p. 177.

find answers toward context-specific issues.<sup>30</sup> It means that to begin the CAR, the researcher or the teacher needs to identify and investigate problems within a specific situation.

Another expert, Burns says, “Action research functions best when it is co-operative action research. Co-operative action research has the concomitants of beneficial effects for workers, and the improvement of the services, conditions, and the functions of the situation. In education, this activity translates into more practice in research and problem-solving by teachers, administrators, pupils, and certain community personnel, while the quality of teaching and learning is in the process of being improved”.<sup>31</sup> From the statement above, we can concluded that in the scope of education, Classroom Action Research is done to improve the quality of teachers, administrators, students, the teaching learning process, and certain community personnel. Furthermore, it will give the better results when done collaboratively.

Based on the statement above, Classroom Action Research is method carried out as a device to overcome diagnosed problems in learning activity in the class. It might be essential to

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<sup>30</sup> Michael J. Wallace, *Action Research for Language Teachers*, (Cambridge: Cambridge University Press, 2006), p.5

<sup>31</sup> Anne Burns, *Collaborative Action Research for English Language Teachers*, (Cambridge: Cambridge University Press, 1999), p. 31.

improve the quality of teachers, administrators, students, the teaching learning process, and certain community personnel. Furthermore, it will give the better results when done collaboratively of teaching learning process in education.

## **B. The Subject and the Object of Study**

### **1. The Subject of Study**

The subject of this study is the students of VIII.B class of MTs.NU 05 Sunan Katong Kaliwungu, academic year 2014/2015. The number of students consists of 36 (thirty-six). It is chosen based upon the writer's observation at that class proving that they are not enthusiastic and not courage enough to involve in the speaking learning process. They were encountered with the hesitance of practicing the material as well as the drilling conducted by the teacher in the learning process. In the other words, the students have the problems with their confidence. Therefore, they could not cope with the class material. That is why they need an appropriate strategy to help them improve their speaking.

### **2. The Object of Study**

The object of this study is role play technique to improve students' speaking ability.

## **C. The Writer's Role on the Study**

In this role, the writer is not only as the observer whilst the action but also she makes a lesson plan and the assessment or test before CAR (pre-test) and after CAR (post-test) in each final

cycle. Furthermore, the writer also collects and analyzes data then reporting the result of study. On the other side, the teacher carries out the action based upon the lesson plan has been made.

#### **D. The Time and Place of the Study**

This research is carried for 2 (two) weeks started from 23<sup>th</sup> March up to 4<sup>th</sup> April 2015. The place is in the VIII.B class of MTs. NU 05 Sunan Katong Kaliwungu, academic year 2014/2015.

#### **E. The Research Design**

The Classroom Action Research (CAR) procedure used in this research is Kurt Lewin's design. It consists of two cycles in which each cycle contains four phases; planning, acting, observing, and reflecting. Moreover, in this study the writer will conduct this classroom action research into two cycles. As stated by Arikunto that "Classroom action research should be implemented at least two cycles continuously".<sup>32</sup> This means that a classroom action research should be conducted at least in two cycles. If the results are less satisfactory, researchers can perform the cycle once again in order to achieve the criteria that have been determined.

In order to be clear, the writer would like to present a model of Action Research stated by Kurt Lewin in a figure below:

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<sup>32</sup>Suharsimi Arikunto, *Penelitian Tindakan Kelas*, (Jakarta: Bumi Aksara, 2009), p.23.

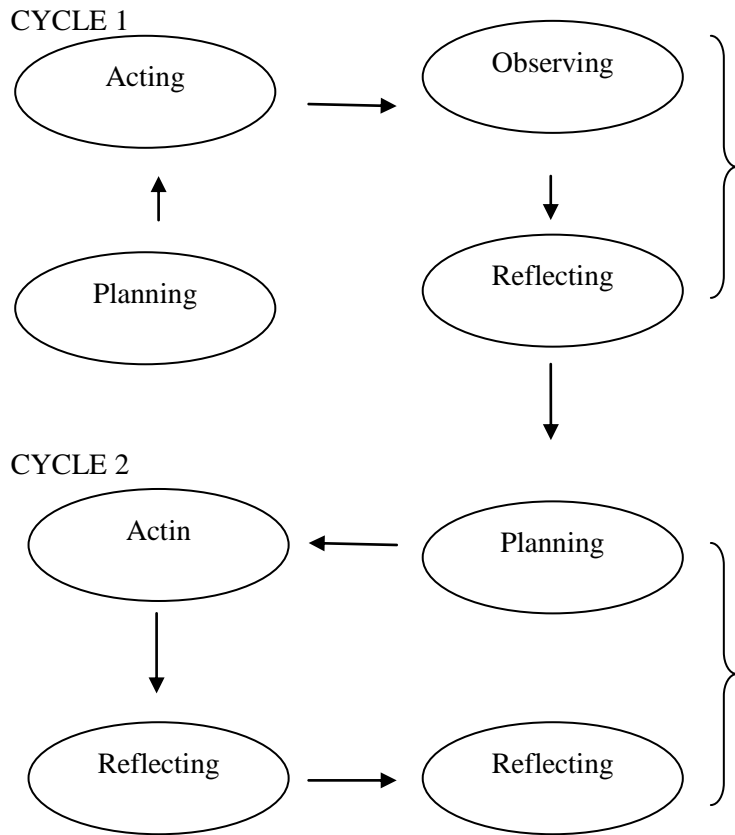
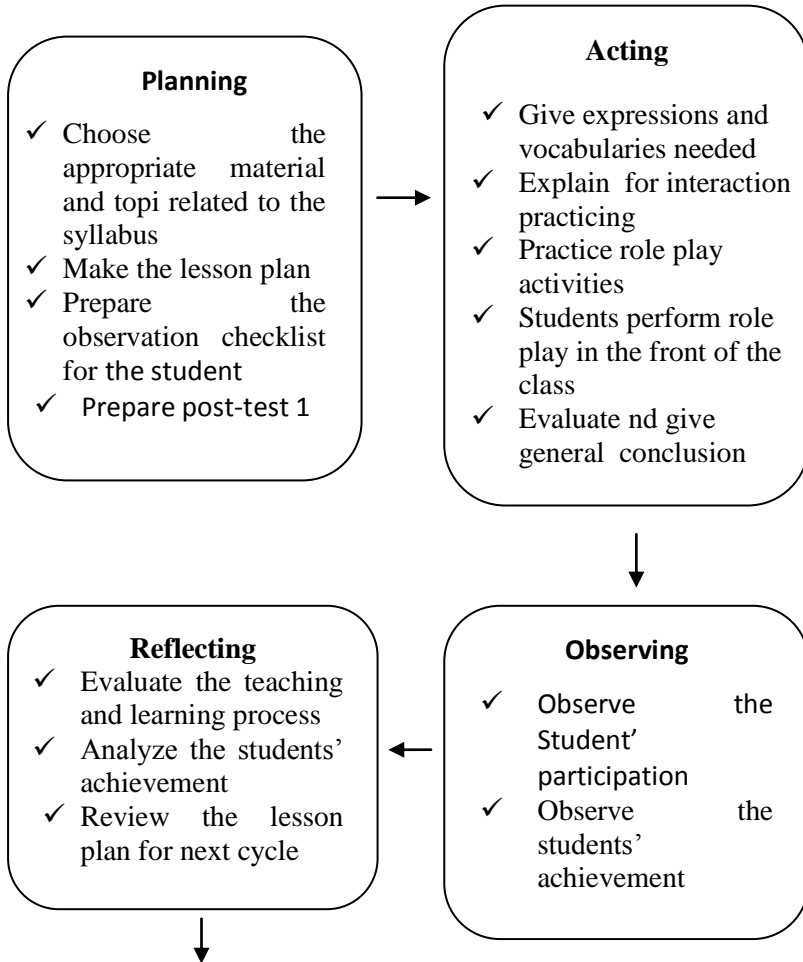


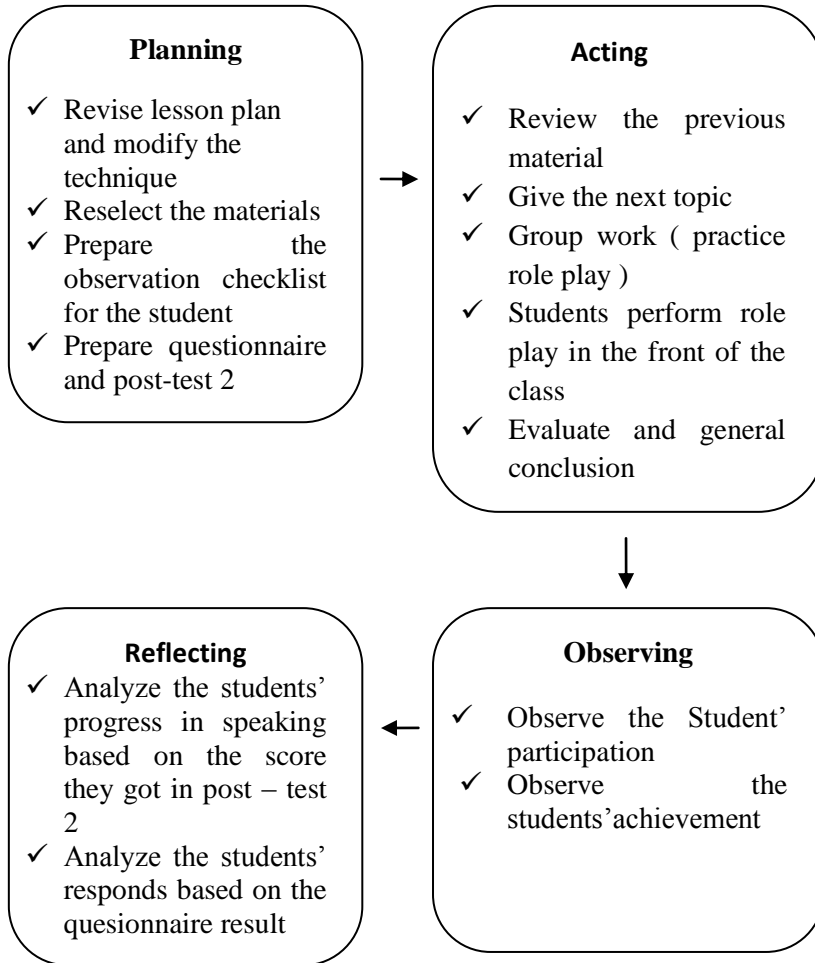
Figure 3.1

Kurt's Lewin's Action Research Design

## CYCLE 1



## CYCLE 2



**Figure 3.2**  
**The Phases of Classroom Action Research that Modified by the**  
**Writer**  
**(Adapted from Kurt Lewin's Action Research Design)**



## **F. The Classroom Action Research Procedures**

The Classroom Action Research using Kurt Lewin's design consists of four phases within one cycle. Those are planning, acting, observing, and reflecting. After accomplishing the first cycle, it will be probably found a new problem or the previous unfinished problems yet. Therefore, it is necessary to continue to the second cycle in line with the same concept of the first cycle.

To make clear what happens in every phase, here are the explanations:

### **1. Planning Phase**

Planning usually starts with something like a general idea. For one reason or another it seems desirable to reach certain objective.<sup>33</sup> This phase was the first step of research procedure. This was the most important step in conducting Action Research as by knowing the problems, the writer could find a good solution to solve the problem arose.

Furthermore, in this phase the planning is divided into two types. Those are general planning and specific planning. The general planning is aimed at organizing whole aspects referred to Classroom Action Research. On the other side, the specific planning will be formed into lesson planning

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<sup>33</sup> Martyn Hammersley, *Educational Research: Current Issues*, (London: Paul Chapman Publishing Ltd, 1993), p. 178.

based on the current used syllabus.<sup>34</sup> The lesson plan has been prepared to be implemented in VIII.B. class of MTs. NU 05 Sunan Katong Kaliwungu

## **2. Acting Phase**

According to Arikunto, the acting phase should be implemented at least two cycles continuously; and the time period for each cycle depends on the material needs that existed in the semester or annual program designed by the teacher.<sup>35</sup> Related to the condition of limited teaching learning period, the collaborator take the action phase during two weeks within two cycles in which each cycle consists of two meetings in action , in the phase, the writer collaborate to carry out the planned action. The teacher uses the determined strategy as she is teaching while the writer observes the class condition during teaching and learning activity.

## **3. Observing Phase**

Observing was the activity of collecting data to supervise to what extent the result of acting reach the objective. It was carried out to find and obtain the development of the learning process and the effect of the action.<sup>36</sup>The data being

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<sup>34</sup> Wijaya Kusumah dan Dedi Dwitagama, *Mengenal Penelitian Tindakan Kelas*,(Jakarta: P.T. Indeks, 2009), p. 39

<sup>35</sup> Suharsimi Arikunto, *Penelitian Tindakan Kelas*, (Jakarta: Bumi Aksara, 2009), pp.21-23.

<sup>36</sup> Susilo, *Penelitian Tindakan Kelas*, (Yogyakarta: Pustaka Book Publisher, 2007), p.22.

taken were quantitative and qualitative data. The quantitative data covered the students' progress (the students' score) while the qualitative data comprised the students' interest and students' response.

#### **4. Reflecting Phase**

After collecting the data, the writer analyzes the data of teaching learning process. Then, the writer reflects herself by seeing the result of the observation, whether the teaching learning process of speaking using role play technique is good to imply in teaching and learning process at VIII B grade students of MTs. NU 05 Sunan Katong Kaliwungu or not. If the first plan is unsuccessful, proven by students' achievements, the writer will make the next plan (replanning) to solve students' problems and to get a better score in order to achieve at least 75% students who passed KKM 65 (sixty-five)

#### **G. The Technique of Collecting Data**

Technique of collecting data in this research using qualitative data and quantitative data. The qualitative data consists of observation. Meanwhile, the quantitative data uses questionnaire, pre-test and post-test.<sup>37</sup> The completely explanation as follows:

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<sup>37</sup> Suharsimi Arikunto, *Penelitian Tindakan Kelas*, (Jakarta: Bumi Aksara, 2009), pp.127-132

## 1. Observation

Observation was done to identify teaching and learning activities, especially speaking activities directed by the real teacher, and to reveal problem of speaking activity in classroom. It may be about students' response concerning the use of role play technique.

On the other hand, to measure students' progress in speaking during Classroom Action Research, the writer will use observation table according to Matthews as follow:<sup>38</sup>

Table 3.3  
Assessing Students' Progress

Skill	Program
Participation in class	
Participation in discussions	
Giving oral presentation	
Pronountiation	
Fluency	
Feeling confident about speaking	

Then, the writer will use the following key to complete the table above:

+ = satisfactory progress, but need a little more practice

✓ = some progress, but need much more practice

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<sup>38</sup> Candace Matthews, *Speaking Solution: Interaction, Presentation, Listening, andPronunciation Skills*, ( New Jersey: Prentice-Hall Inc, 1994), p.111.

- = little or no progress, need to pay special attention to improve this skill

## 2. Questionnaire

For many reasons, the questionnaire is the most widely used technique for obtaining information from subjects. A questionnaire is relatively economical, has the same questions for all subjects, and can ensure anonymity.<sup>39</sup> In this study, the writer used questionnaire to know the students' response toward the teaching learning activity during Classroom Action Research. The writer provided a questionnaire that consists of 25 items in the form of Liker's scale.<sup>40</sup> For positive items the SS (Strongly Agree) is given score 4, the S (Agree) is given score 3, the TS (Disagree) is given score 2 and the STS (Strongly Disagree) is given score 1.

## 3. Test

The test used in this study is pre-test and post-test. To know students' existing knowledge of speaking ability, the writer gives oral test to the students. Because the test is oral test, the writer divided the score into five criteria, which are the scores of Pronunciation, grammar, vocabulary, fluency, and

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<sup>39</sup> James H. Mcmillan and Sally Schumacher, *Research Education: Evidence- Based Inquiry*, (New York: Pearson Education, 2006), p. 194.

<sup>40</sup> See Appendix

comprehension. It is based Heaton's scale rating scores.<sup>41</sup> After that, to get the mean, the scores from all criteria are sum and divided into five. The pre-test is done before implementing role play technique. Meanwhile, the post-test is implemented after using role play technique. The test is held on every second action of each cycle. Here are the rating scores of oral test by Heaton:

Table 3.4  
The Rating Scores of Oral Test

6	Pronunciation good - only 2 or 3 grammatical errors - not much searching for words - very few long pauses-fairly easy to understand - very few interruptions necessary - has mastered all oral skills on course.
5	Pronunciation slightly influenced by L1 - a few grammatical errors but most sentences correct - sometimes searches for words - not too many long pauses - general meaning fairly clear but a few interruptions necessary - has mastered almost all oral skills in course
4	Pronunciation influenced a little by L1 - a few grammatical errorsbut only 1 or 2 causing confusion - searches for words- a few unnatural pauses- conveys general meaning fairly clearly- a few interruptions necessary but intention always clear - has mastered most of oral skills on course
3	Pronunciation influenced by L1- pronunciation and grammatical errors - several errors cause serious confusion- longer pauses to search for word meaning - fairly limited expressions- much can be understood althoughsome effort needed for part - some interruptions necessary - has

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<sup>41</sup> J.B. Heaton, *Classroom Testing: Longman Keys to Language Teaching*, (New York: Longman, 1990), pp.70-71.

	mastered only some of oral skills on course
2	Several serious pronunciation errors- basic grammar errors – unnaturally long pauses – very limited expression- needs some effort to understand much of is – interruptions often necessary and sometimes has difficulty in explaining or making meaning clearer – only a few of oral skills on course mastered
1	A lot of serious pronunciation errors – many basic grammar errors – full of unnaturally long pauses – very halting delivery – extremely limited expressions – almost impossible to understand – interruption constantly necessary but cannot explain or make meaning – very few of oral skills on course mastered

Each element characteristic is then defined into six chart behavioral statements as stated in the frames above. The writer will objectively see the characteristic of each student's speaking ability whether they achieve 1,2,3,4,5 and 6. In order to ease the computation the writer converts the small score of Heaton to the scale of 100 as follow:

6 = 87-100

5 = 77- 86

4 = 67-76

3= 57- 66

2 = 46-56

1 = below 45

## H. The Technique of Data Analysis

### 1. Analyzing the Result of the Test

In analyzing the numerical data, first the writer tries to get the average of students' speaking skill per action within one cycle. It is used to know how well students' score as a whole on speaking skill. It uses the formula:<sup>42</sup>

$$\bar{X} = \frac{\sum x}{n}$$

$\bar{X}$  = mean

$x$  = individual score

$n$  = number of students

Second, the writer tries to get the class percentage which pass the KKM 65 (sixty five). It uses the formula:<sup>43</sup>

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

P = the class percentage

F = Total percentage score

N = number of students

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<sup>42</sup> Sudjana, *Metode Statistika*, (Bandung: P.T. Tarsito, 2002), p. 67.

<sup>43</sup> Anas Sudijono, *Pengantar Statistik Pendidikan*, (Jakarta: P.T. Raja Grafindo Persada, 2008), p.43.



Third, after getting mean of students' score per actions, the writer identifies whether or not there might have student's improvement score on speaking skill from pre-test and post-test score in cycle 1 and cycle 2. In analyzing that, the writer uses the formula.

$$P = \frac{y_1 - y}{y} \times 100\%$$

P = Percentage of students' improvement

y = pre-test result

y<sub>1</sub> = post-test 1

$$P = \frac{y_2 - y}{y} \times 100\%$$

P = percentage of students' improvement

y = pre-test result

y<sub>2</sub> = post-test 2

## 2. Analyzing Students' Response

Besides analyzing the result of the test and observing the activity during classroom Action Research, the writer also uses questionnaire to find out students' response toward role play technique in speaking. In analyzing the students' response, the writer uses formula :

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

P = the percentage

F = frequency of the percentage is being calculated

N = number of cases

Next based on the result of the percentage of the students' response, the writer also uses the criterion of score interpreting a follow:

Strongly agree	= 4
Agree	= 3
Disagree	= 2
Strongly disagree	= 1

After tabulating all answers, the writer calculate the percentage of the strength of response by using formula as follow.<sup>44</sup>

$$P = \frac{\text{Total of agree and strongly agree answer}}{\text{Total of ideal scores}} \times 100\%$$

After each answer is calculated, the score is processed based on the criterion of interpretation score as follow:<sup>45</sup>

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<sup>44</sup> Anas Sudijono, *Pengantar Statistik Pendidikan*, (Jakarta: P.T. Raja Grafindo, 2008), p.43

<sup>45</sup> Riduwan, *Belajar Mudah Penelitian untuk Guru, Karyawan dan Pemula*, (Bandung: Alfa beta, 2005), p.89

Percentage 0% - 25%	= very low
Percentage 26% - 50%	= low
Percentage 51% - 75%	= strong
Percentage 76% - 100%	= very strong

## **I. The Criteria of the Action Success**

Based on the school agreement between the researcher and the teacher, classroom action research can be called successful if it can exceed the criteria that have been determined, that is when there is 75 % of students could achieve the target score.<sup>46</sup> It means that during CAR students have to achieve the target score of KKM 65 of speaking test started from the pre-test until the second post-test in cycle two. Moreover, CAR is able to be called fail if it is cannot exceed the criteria that have been detained. Then, the alternative action would be done in the next cycle.

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<sup>46</sup> Wijaya Kusumah dan Dedi Dwitagama, *Mengenal Penelitian Tindakan Kelas*, (Jakarta: P.T. Indeks, 2009), p. 53.

## **CHAPTER IV**

### **RESEARCH FINDINGS**

This chapter presents the result of research. In this case, it discusses the result of the research in improving student' speaking ability by using role play technique in the VIII.B class of MTs. NU 05 Sunan Katong Kaliwungu academic year 2014/2015. This chapter concerns with the description of the data (before the implementation the Classroom Action Research, during the implementation of Classroom Action Research, and after implementing the Classroom Action Research) and the interpretation of the data.

#### **A. The Description of the Data**

##### **1. Findings before Implementing the Classroom Action Research**

###### **a. Result of Pre Observation**

Pre observation was conducted to observe the process of teaching learning in speaking activity before implementing the action. The writer conducted pre observation in the VIII.A to VIII.D class. Based on the pre observation result, the VIII.B class showed they are more passive than another class. Most students in VIII.B did not participate in class conversation, discussion, and shy in giving oral presentations. They were not courage to involve in the speaking learning process. They were encountered

with the hesitance of practicing the material as well as the drilling conducted by the teacher in the learning process. In the other words, the students have the problems with their confidence. Therefore, they need a technique to improve their speaking skill and make the English-speaking lesson more exciting.

#### **b. The Result of Pre Test**

The pretest had done before the Classroom Action Research. The observer conducted it on Monday, March 23<sup>th</sup>, 2015. It started at 08.20 A.M. The pre-test was in interview form. Then, the scores were taken in five criteria as stated by Heaton, which are the scores of pronunciation, grammar, vocabulary, fluency and comprehension.<sup>47</sup>

Based on the result of pre test, the data showed that the mean score of pretest was 56.77. It means that the students' speaking mean score before using role play or before implementing CAR is 56.77. There were 4 students who pass the KKM and there were 32 students were still below the KKM. From the pre-test result, it could be seen that students' speaking ability was still very low.

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<sup>47</sup> J.B. Heaton, *Classroom Testing: Longman Keys to Language Teaching*, (New York: Longman, 1990), pp. 70-71.

## **2. Findings of the First Cycle**

### **a. Planning**

In this phase, the writer made a planning for the action based upon the problems faced by students toward speaking ability. In this case, the writer arranged a lesson plan based on the teaching material. Beside of making lesson plan, the writer also prepared observation checklist to observe the students performance during the teaching learning process. The writer also prepared the post test 1 to collect the data to know whether there are some students' improvement scores from pretest to post- test 1

### **b. Acting**

The action of the cycle 1 was done on March 23<sup>th</sup> to 29<sup>th</sup> 2015. In acting phase, the teacher implemented lesson plan that had been made before. Here, the teacher conducted role play by using scripted role play. First, the teacher introduced the material by giving example of dialogue and related vocabulary items. Second, the teacher explained to the students about the situation and condition when using expression of asking and giving opinions. Third, the teacher wrote some examples and demonstrated how to pronounce it. Fourth, the teacher divided students into group of two and gave script of dialogue. Next, the students practiced and memorized the dialogue, and performed the dialogue in the front of the class. Then, teacher gave feedback to the students after finishing their performance. At

last, the teacher gave general conclusion. That is about material that has been done by the students in their role play.

In the second meeting, the teacher gave the post-test1 in the end of cycle 1. It was in role play form and conducted in pairs. The students created a dialogue based on the role card given then perform it in the front of the class. The post test 1 is carried to measure how well the students' achievement in speaking improved.

### **c. Observing**

In this phase, the observer tried to notice all activities in the physical classroom activity. It might be about students' response and students' participation during teaching and learning process using role play technique.

Related to the students' response, some students still did not pay attention to the teacher's explanation. Some of them also did not practice with their group. Moreover, they cheated each other while other students were asked to perform role play in the front of the class. However, the teaching and learning activity happened enthusiastically even some students seen do not interest.

Second, related to the students' participation, it showed some progress than before implementing the role play technique. Some students participated in class conversations, discussions, and giving oral presentations (perform). Their pronunciation and fluency were better than before. Besides, their feeling confident

about speaking in have some progress even need much more practice.

#### **d. Reflecting**

The writer evaluated about the conclusion of implementing the action. Based on the result of posttest 1, they were only 13 students or 36.11% of students who passed the KKM. Then, the collaborator tried to modify the action in order 75% of students in the class could pass the KKM. Instead, the collaborator felt satisfied enough because their efforts to improve students' speaking skill had been improved proven by score they get although not all the targets accomplished yet. Beside of that, the students seemed to accept the material easily by using role play. From the reflecting phase above, there must be more efforts to improve students' speaking ability by using role play. This efforts was done in the next lesson plan of cycle two

### **3. Findings of the Second Cycle**

#### **a. Planning**

After finding the fact that the students' speaking mastery was low, which was proven by their posttest 1 scores, the collaborator rearrange the lesson plan which was used in the previous cycle with some modifications. When in the cycle 1 the collaborator conducted role play using scripted role play, in the cycle 2, the collaborator will conduct role



play controlled by cues and information. Besides, the teacher will explain about the material using pictures. The collaborator hope that it can stimulate students to be more creative. Beside of that, the writer still also prepared the observation sheet to note the classroom activities. Next, the writer also prepared the posttest 2 and questionnaire to collect the data.

**b. Acting**

The action of the cycle two was done on March 30<sup>th</sup> to April 4<sup>th</sup> 2015. In this meeting, the teacher asked the students the difficulty in using role play technique and try to emphasize some aspects that have not been done yet in the first cycle. Here, the teacher made some modifications in conducted role play. The teacher brought some pictures (related to the material given) that was about “asking, giving, and declining an opinion” such as picture of sports, films, and books. Then, she asked student one by one about asking, giving, and declining an opinion. When in the cycle 1 the teacher conducted role play through scripted dialog, whereas in the cycle 2 the teacher conducted role play through cued and information in order to stimulate students to be more active and creative in speaking. After the teacher divided role cards to each group, students created a dialogue and performed the dialogue in the front of the class. After finishing the performance, each student has been given feedback.

In the second meeting the teacher gave the post test 2. It was in a role play form and conducted in pairs. The students created a dialogue based on the role card given then perform it in the front of the class.

**c. Observing**

In this phase, the observer tried to notice all activities in the physical classroom activity. It might be about students' response and students' participation during teaching and learning process using role play technique.

First, related to the students' response during teaching and learning activity, most of students paid attention to the teacher's explanation and practice with their group enthusiastically.

Second, related to the students' participation, it showed some progress than in the cycle 1. Most students participated in class conversations, discussions, and giving oral presentations (perform). Their pronunciation and fluency were better than before. Besides, the students looked braver to speak English in the front of the class.

**d. Reflecting**

The collaborator analyze the result of cycle 2. Most of the students respond the teacher actively. Furthermore, the teaching learning process is done very well. The collaborator felt satisfied because the students have significant improvement from the score they get from pre-test, post test

1 and post test 2. After achieving the target research of where minimally 75% students who pass the KKM, therefore the collaborator decided to stop the Classroom Action Research because it had already succeeded.

#### **4. Findings after Implementing the Classroom Action Research**

##### **a. The Result of Posttest**

Here the writer inputted the result of data including the pre-test, post test 1, and post test 2 into a table as following:

**Table 4.1**  
**The Students' Speaking Score of Pre-test, Post test 1, Post test 2**

Student Number	Pre - Test	Post – Test 1	Post – Test 2
S 1	55	64	74
S 2	57	63	76
S 3	55	65	75
S 4	55	58	64
S 5	54	57	62
S 6	56	65	74
S 7	56	58	63
S 8	56	66	76
S 9	56	65	76
S 10	56	60	73
S 11	55	60	70
S 12	55	61	71
S 13	54	66	74
S 14	53	66	76
S 15	57	60	72
S 16	55	58	71
S 17	60	61	70
S 18	66	70	75

S 19	55	58	61
S 20	56	61	70
S 21	58	67	74
S 22	58	69	72
S 23	57	59	72
S 24	65	67	73
S 25	53	60	72
S 26	55	63	71
S 27	56	63	70
S 28	51	63	72
S 29	57	64	74
S 30	56	60	71
S 31	68	70	74
S 32	57	64	71
S 33	53	63	73
S 34	56	66	71
S 35	67	73	77
S 36	53	61	75
Mean :	56.77	63.30	71.80

To compare the test result between pretest and posttest of each cycle, the writer uses some steps. Those are calculating the students mean score of the test, calculating the class percentage, and calculating the students' improvement score from pre-test to post test 1 and 2 into percentage:

In analyzing the data of pretest, the first step is to get the mean score of the class. It is calculated as following:

$$\bar{x} = \frac{\sum x}{n}$$

$$\bar{x} = \frac{2044}{36}$$

$$\bar{x} = 56.77$$

Based on the result of pre test, the data showed that the mean score of pretest was 56.77. It means that the students' speaking mean score before using role play or before implementing CAR is 56.77.

The second step is to know the percentage of students' score who passed the KKM (65). It is calculated by using as follows:

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

$$P = \frac{4}{36} \times 100\%$$

$$P = 11.11 \%$$

From that computation, the students' score percentage in the pretest is 11.11%. It means that there are 4 students who pass the KKM and there are 32 students are still below the KKM.

Next, in the cycle 1 of CAR, the writer calculates the result of posttest 1 to know the students' score improvement from the pretest to posttest 1 result. There are three steps to get this improvement. Those are calculating the students' mean score of the class, calculating the students' improvement score into percentage and calculating the class percentage.

In analyzing the data of posttest 1, the first step is to get the mean score of the class. It is calculated as following :

$$\bar{X} = \frac{\sum x}{n}$$

$$\bar{X} = \frac{2279}{36}$$

$$\bar{x} = 63.30$$

Based on the result of posttest 1 above, the mean score of the class derived 63.30 in which there were 13 students who passed the KKM 65 (sixty-five). It shows that there are some improvements from the pre-test mean score. It can be seen from the pre-test mean score (56.77) to the mean score of the post test 1 (63.30). it improves 6.53 (63.30-56.77).

The second step is the calculation to get the percentage of students' improvement score from pretest to the posttest 1. The writer uses computation as follow:

$$P = \frac{y_1 - y}{y} \times 100\%$$

$$P = \frac{63.33 - 56.77}{56.77} \times 100\%$$

$$P = \frac{6.53}{56.77} \times 100\%$$

$$P = 11 \%$$

The third step is to know the percentage of students' score who passed the KKM (65) in posttest 1. It is calculated by using as follows:

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

$$P = \frac{13}{36} \times 100\%$$

$$P = 36.11 \%$$

From that calculation, the class percentage which pass the KKM is 36.11%. it means that in the cycle 1 of CAR, there are 13 students who passed the KKM and there are 23 students whose

score are below the KKM. The students' improvements which pass the KKM is 25% (36.11% - 11.11%). Even though it is still needed more improvement because it could not achieve yet 75% as the target of success CAR.

Furthermore, in the cycle 2 of CAR the writer also calculates the result of posttest 2 to know further the score improvement either from the result of pretest or posttest 1. There are three steps to know this improvement. Those are to calculate the mean score of the class, to percentage of the students' improvement score, and to calculate the class percentage which pass the KKM (65).

Firstly is to calculate the mean score of the class in posttest 2. The calculation using as follows:

$$\begin{aligned}\bar{X} &= \frac{\sum x}{n} \\ \bar{X} &= \frac{2585}{36} \\ \bar{X} &= 71.80\end{aligned}$$

From the calculation, the mean score of posttest 2 is 71.80. It means that there are some students' improvement scores (8.8) from the mean of posttest 1 (63).

The second step is to know the calculation of the percentage of students' improvement score. Here, the writer computes by using the formula:

$$P = \frac{y_2 - y}{y} \times 100\%$$

$$P = \frac{71.80 - 56.77}{56.77} \times 100\%$$

$$P = \frac{25.03}{56.77} \times 100\%$$

$$P = 44.09\%$$

Based on that computation, it could be seen that the posttest 2 improves 44.09% from the pretest or 7.98 % from the posttest 1 (44.09 – 36.11).

The last step is the writer tries to get the class percentage whose score pass the KKM. It uses the calculation as following:

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

$$P = \frac{32}{36} \times 100\%$$

$$P = 88.88 \%$$

From that calculation, the class percentage is 88.88%. It means that in the cycle 2 there are 32 students who pass the KKM and there are only 4 students are below the KKM. The class percentage of posttest 2 shows some improvements from the previous test; the improvement is 77.77% from the pretest (11.11%) or 52.77% from the class percentage of posttest 1 (36.11%).

#### **b. The result of Questionnaire**

Based on the questionnaire that was given to the students after accomplishing the second action of cycle 2, it was gained the students' response toward the learning process using



role play technique in speaking. The response is presented in the following table:

Table 4.2  
Students' Questionnaire Result

Indicator	Statement Value	Percentage	Conclusion
Students' interest toward the material by using role play technique	4	50.25 %	Positive
	3	42.23 %	
	2	4.54 %	
	1	2.96 %	

From the table above it is known the students' response toward that they got more interested to use role play technique to improve their speaking skill.

## **B. The Interpretation of the Questionnaire, Observation, and The Test Result**

### **1. The Interpretation of the Questionnaire**

To know the students' response toward the teaching learning activity during CAR, the questions in four provided a questionnaire that consists scales answer. The calculation of the result of 25 of the questionnaire the writer had done several steps as follow:

- a. First, the writer tabulated the frequency of the answer on each question.
- b. Second, the writer calculated the percentage of the answer using the formula:

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

- c. After getting the percentage of the answer of each question, the writer tabulated the percentage of the answer based on the indicators.
- d. Then, after comparing the tabulation of those answers, the writer analyzed the evaluation of the indicators which is aimed to know the category of the respondent. Then, the result can be seen as follow:

$$\begin{aligned}
 \text{Questionnaire Strength indicator 2} &= \frac{\text{Total Score}}{\text{Ideal Score}} \times 100\% \\
 &= \frac{1638}{2080} \times 100\% \\
 &= 78.75\%
 \end{aligned}$$

Based on the calculation above, it proves that the response of the students toward interest in learning speaking by using role play technique is 75.00% and 78.75% that mean it falls into the strong and very strong category

## **2. The Interpretation of the Observation for the Students**

Based on the result of the students' participation in speaking class through observation checklist, it was indicates the students' participation gradually increase from the pre observation into the second cycle.

The students' participation improvement in speaking class can be seen in the following table:

**Table 4.3**  
**The Students' Participation in Speaking during CAR**

Skills	Pre Observation	Cycle 1	Cycle 2	Improvement
Participation in Class	16.66 %	47.22 %	94.44 %	77.78 %
Participation in discussions	19.44 %	36.11 %	88.88 %	69.44 %
Giving oral presentations ( perform )	13.88 %	44.44 %	86.11 %	72.23 %
Pronunciation	19.44 %	22.22 %	91.66 %	72.22 %
Fluency	25.00 %	38.88 %	88.88 %	63.88 %
Feeling confident about speaking	11.11 %	72.22 %	88.88 %	77.77 %

The explanations of the table above are as follow: first, the improvement of the students' participation during CAR is 77.78%.. Second, the improvement of the students in class discussion during CAR is 69.44%. Third, the improvement of the students' performance during CAR is 72.23%. Fourth, the improvement of the students' pronunciation is 72.22%. Fifth, the improvement of the students' fluency is 63.88%. At last, the improvement of the students' confidence to speak in the front of the class during CAR is 77.77%.

The improvement of the students' skills above means that the implementation of role play in speaking class has successfully improve the students participation in speaking class.

### **3. The Interpretation of the Test Result**

The interpretation of the data results among the pre-test, the post test of cycle 1 and the post test of cycle 2 are as following:

In the pre-test, the mean score of students on speaking test before carrying out CAR is 56.77. It is students' speaking score before they use role play technique. Meanwhile, the class percentage which pass the KKM is 11.11%. It means that there are only 4 students who are able to pass the KKM (65) and there are 32 students are out of the target.

Next, the mean score in the post test of cycle 1 is 63.30. It means that there are some students' score improvement from the previous test (pretest), that is 6.53 ( $63.30 - 56.77$ ) or 25%. Meanwhile, the class percentage which pass the KKM in posttest 1 is 36.11%. It shows there are 13 students who pass the KKM and there are 23 students whose score still under KKM. However, it is still needed more improvement because it could not achieve the target yet of success CAR, that is 75% (or at least 27 students) from the class percentage. That is why the writer and the teacher continue to the second cycle.

Furthermore, the mean score in the post test of second cycle is 71.80. It shows the students' improvement score 8.5 ( $71.80 - 63.30$ ) from the posttest 1 (63.30) or 52.77%. Meanwhile, the class percentage which pass KKM is 88.88%. It means there are 32 students whose score pass the KKM and there are 4 students are under the target of KKM. This class percentage shows some

improvement 77.77% from the pretest (11.11%) or 52.77% from the posttest 1 (36.11%) in the class percentage. The posttest of cycle 2 has fulfilled the target of CAR success, that is above 75% students could pass the KKM. It can be said that CAR is success and the cycle of CAR is not continued.

## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

After conducting the whole steps of this Classroom Action Research, the writer will give some conclusions as the result of this research.

Furthermore, related to the conclusion the writer also gives some suggestions.

However, before the writer concludes the result of study and contributes her suggestions, she would like to present the summary of this research.

The writer would like to sum up this research. This research uses the Classroom Action Research (CAR) method in which to identify the problem on students' speaking ability. It is initiated through the observation in the VIII.B class of MTs. NU 05 Sunan Katong Kaliwungu, which is considered as the class whose speaking ability is low. The amount of students of that class is 36. In this Classroom Action Research, the writer implements the Kurt Lewin's design which consists of four phases. Those are planning, acting, observing, and reflecting. Meanwhile, the data is derived from the test, questionnaire, and observation.

Moreover, related to the test result, there was 25% improvement of students' mean score from pretest to the posttest of the first cycle. In the pretest, there were four students who passed the KKM. Meanwhile, in the result of posttest in cycle 1,

there were 13 or 36.11% students in the class who passed the KKM considering their mean score of test is 63.30. Next, based on the result of the posttest in cycle 2, there were 32 students or 88% students in the class who passed the KKM considering their mean score 71.80. It is showed that the students have significant improvement; the improvement can be seen from the score that gets higher, from pretest, posttest 1, and posttest 2.

### **A. Conclusion**

Based on the research conducted in VIII.B class of MTs.NU 05 Sunan Katong Kaliwungu, The writer concluded that role-playing activity can improve students' speaking ability showed by the score they get. Furthermore, from the students' response toward the teaching and learning activity during CAR, it is proved that the response of the students toward the teacher professionalism and their interest in learning speaking using role play technique is 75.00% and 78.57% that means it falls into the strong and very strong category. It can be concluded that the students like role play technique. Moreover, the observation checklist showed that the students seemed braver and more confident in speaking. It proven by their participation in the class conversations, discussions, perform in the front of the class, pronunciation, fluency and feeling confident about speaking.

### **B. Suggestion**

In this part, the writer would like to give some suggestions to be considered by English teacher as follows:

1. Role play technique would be very helpful to improve students' ability in speaking, so the teacher needs to maintain using role play technique as alternative technique of the teaching process in the second year students of Junior High School.
2. The teacher should give clear explanation and instruction in directing her students using role play.
3. The teacher should control the students' activities.

Finally, the writer realizes that this research still have some weakness and mistakes. Therefore, the writer would like to accept any constructive suggestion to make this research better.



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**Appendix 1**

**STANDAR KOMPETENSI DAN KOMPETENSI DASAR**

**KELAS VIII**

<p>Berbicara</p> <p>3. Mengungkapkan makna dalam percakapan transaksional dan interpersonal lisan pendek sederhana untuk berinteraksi dengan lingkungan sekitar</p>	<p>3.1 Mengungkapkan makna dalam percakapan transaksional (to get thing done) dan interpersonal (bersosialisasi) sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar, dan diterima untuk berinteraksi dengan lingkungan sekitar yang melibatkan tindak tutur; meminta, memberi, menolak jasa, menolak barang, mengakui, mengingkari fakta, dan meminta dan memberi pendapat.</p> <p>3.2 Memahami dan merespon percakapan transaksional (to get thing done) dan interpersonal (bersosialisasi) sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan sekitar yang melibatkan tindak tutur; mengundang, menerima, dan menolak ajakan, menyetujui/tidak menyetujui, memuji dan memberi selamat.</p>
<p>4. Mengungkapkan makna dalam bentuk teks lisan fungsional dan monolog pendek sederhana yang</p>	<p>4.1 Mengungkapkan makna dalam bentuk teks lisan fungsional pendek sederhana dengan menggunakan ragam</p>

berbentuk descriptive dan recount untuk berinteraksi dengan lingkungan sekitar	bahasa lisan secara akurat , lancar, dan berterima untuk berinteraksi dengan lingkungan sekitar.
	4.2 Mengungkapkan makna dalam monolog pendek sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar , dan berterima untuk berinteraksi dengan lingkungan sekitar dalam teks berbentuk descriptive dan recount.

## **Appendix 2**

### **LESSON PLAN**

School	: MTs. Nu 05 Sunan Katong
Subject	: English
Class / Semester	: VII B/I
Text	: Transactional / interpersonal
Theme	: Daily life
Skill	: Speaking
Time Allotment	: 2 x 40 minutes

**Standard Competence** : Expressing the meaning in simple short spoken transactional and interpersonal conversation to interact with the nearest environment

**Basic Competence** : Understanding and responding meaning in simple transactional ( to get thing done) and interpersonal conversation by using spoken language accurately, fluently, and acceptable to interact with the nearest environment using the speech act: Asking and giving for opinion

### **1. Indicators**

Ask and answer about asking and giving for opinion.

Ask and answer the simple expression of asking and giving for opinion.

### **2. Teaching Learning Objectives**

In the end of the learning process students are able to respond to the expression of asking and giving for opinion.

In the end of the learning process students are able to make a good dialogues by using of asking and giving for opinion.

In the end of the learning process students are able to speak aloud to improve the pronunciation by using asking and giving for opinion.

### **3. Expected Characters**

Communicative

Discipline

Respect

Diligence

Active

### **4. Teaching Learning Material**

A. Explanation and example of asking and giving opinion

a) Explanation about asking for opinion such as :

What do you think of .....?

What are your views?

What is your opinion?

Is it right what I've done?

What about ...?

How about ...?

b) Explanation about giving opinion such as :

I'm convinced that ....

I reckon ....

I consider that ....

According to the expert, I ....

In my opinion, ....

I think ....

## 2. Teaching Learning Method

- Approach : Communicative Learning
- Method : Cooperative Learning

## 6. Teaching Learning Procedure

No	Learning Activities		Time Allotment
	Teacher Activities	Student Activities	
1	<b>Opening</b> <ul style="list-style-type: none"><li>- Greeting</li><li>- Checking the students attendance</li></ul> <b>Apperception:</b> <ul style="list-style-type: none"><li>- Teacher gives brain storming about the</li></ul>	<ul style="list-style-type: none"><li>- Response the greeting</li><li>- The Students answer when their name are called</li><li>- The Students answer the</li></ul>	5 minutes

	traveling and holidays by using some question	question	
2	<p><b>EEC</b></p> <p><b>a. Exploration</b></p> <ul style="list-style-type: none"> <li>- Teacher tells the purpose of learning the material (asking and giving opinion) and gives motivation</li> <li>- Teacher explain the material (asking and giving opinion)</li> </ul> <p><b>b. Elaboration</b></p> <ul style="list-style-type: none"> <li>- Teacher divides the students to be some groups that consist with 6 students based on heterogeneous grouping</li> <li>- Teacher gives the task of asking and giving opinion for discussion by using role play technique then</li> </ul>	<ul style="list-style-type: none"> <li>- Pay attention and listen the teacher's explanation carefully</li> <li>- Students ask a question if they don't understand</li> <li>- Students form group quickly</li> <li>- Students answer in the group</li> </ul>	<p>5 minutes</p> <p>10 minutes</p> <p>5 minutes</p> <p>20 minutes</p>



	<p>be a facilitator an motivator when students do it in the group</p> <p><b>c. Confirmation</b></p> <ul style="list-style-type: none"> <li>-Teacher gives a test to evaluation the students</li> </ul>	<ul style="list-style-type: none"> <li>- Students practice in the front of class</li> </ul>	25 minutes
3	<p><b>Post activities</b></p> <ul style="list-style-type: none"> <li>- Teacher summarizes the material</li> <li>- Teacher tells best performance of students and gives appreciation</li> <li>- Saying good bye and thank you</li> </ul>	<ul style="list-style-type: none"> <li>- Students listen to the teacher</li> <li>- Students give applause for their friends who does the best performance</li> <li>- Saying good bye too</li> </ul>	10 minutes

## 7. Teaching Learning Source

Book :

Doddy,Achmad,2008.Developing *English Competencies Grade 2*,Jakarta:Pusat Perbukuan, Departemen Pendidikan Nasional

## 8. Assessment

Indicator	Assessment	
	Technique	Form
<ul style="list-style-type: none"><li>• Ask and answer about asking and giving question</li><li>• Ask and answer the simple expression of asking and giving for opinion</li></ul>	Spoken / oral	Performance test

## 9. Instrument

### Dialog 1:

- Maylie : “ Hay, Alisa. How is it going today?”
- Alisa : “Oh, hi Maylie. Well, to tell you about the truth, I am quite sleepy now”.
- Maylie : “ Yeah, I noticed that you have been yawning. What did you do last night?”
- Alisa : “ I stayed up late night. I watched a new film on DVD , Troy”
- Maylie : “ So, how was it?”
- Alisa : “It’s a cool film. Brad Pitt was so lovely. How about you? What do you think about it?”
- Maylie : “I didn’t like it. I think it’s boring”.

## Dialog 2

- Bara : “Hi, Mentari. Where are you going anyway?”
- Mentari : “Oh, Hi Bara. I’m going to the library”.
- Bara : “Oh, Hey, maybe you can also borrow teenlit or chicklit there?”
- Mentari : “Well, I think that’s impossible, Bara. Because I don’t like those books. In my opinion, the stories are not so interesting and sometimes they’re so boring”.
- Bara : “I see. According to me, the books are okay. The stories are based on the everyday facts in teenagers’ life”.
- Mentari : “Ok, we have different opinion about it, Bara. And I appreciate your opinion.

## Transcript of oral Test

1. Breakfast /brɛkfəst/
2. Firts /fɜːst/
3. Farm /fa:m/
4. Luck /lʌk/
5. Dark /da:k/
6. Sea /si:/
7. Name /neɪm/
8. Cold /koʊld/
9. Colt /koʊlt/
10. Bird /bɜːd/
11. Bead /biːd/
12. Beed /biːd/
13. Side /saɪd/
14. Safe /seɪf/
15. Card /ka:d/

Kaliwungu, March 2015

English Teacher

Nining Hidayati  
NIM:113411133

Pictures for Lead in stage:

As we know that jogging is good for our healthy. What do you think about Jogging?



Have you ever seen Harry Potter movie? What do you think about it?



What is your view about frozen cartoon movie?



Act the role card with your friend!

You and your friend talk about your friend's hairstyle. You think that it is out of date. Meanwhile, in your friend's opinion, it is cool. Give some reasons to support your opinions.

You and your friend discuss about Harry Potter movie. In your opinion, the book is more interesting than its movie. However, according to your friend's opinion, the movie is more interesting. Give some reasons to support your opinions.

You and your friends discuss about Indonesian dance such as Srimpi and Gambyong. In your opinion, it is very out of date. Nevertheless, in your friend's opinion, as the young generation we have to make it everlasting. Give some reasons to support your opinion.

You and your friend talk about bringing cellular phone to school. In your opinion, bringing cellular phone in school should be forbidden. Whereas, in your friend's opinion, the school's principal should allow students to bring it. Give some reasons to support your opinions.

## **Appendix 4**

### **The Questions of Pre-Test**

#### **The test 1: (interview)**

Good Afternoon/Hello/Hi

1. What is your name?
2. Where do you live ?
3. How are you?
4. Can you speak English?
5. Do you like speaking English?
6. What do you do?
7. What will you say when you see your friend wear a new bag ?
8. What will you say if you want to give an opinion that Harry Potter is a interesting film ?
9. What will you say if you agree with someone's opinion about English is difficult lesson ?
10. What will you say if you want to give an opinion about internet ?

**Appendix 5**  
**The Questions of Post-Test 1 and Post- Test 2**  
**(Role Playing)**

Create a dialogue based on the role card and perform in the front of the class!

You and your friend discuss about using the internet .In your friend's opinion ,it's very useful .However, in your opinion , the internet is useless. Give some reasons to support your opinion

You and your friend talk about Studying abroad. In your view ,Studying abroad is very important and vert prestigious. However ,in your's friend opinion, it just washes a lot of money because there are many qualified school in indonesia

You and your friend talk about Indonesian movie today. In your opinion, it shows good improvement. Meanwhile, in your friend's opinion, Indonesian movie still bad. Give some reasons to support your opinion



## **Appendix 6**

### **The Procedures of the Test**

#### **Test 1 (Pre-Test)**

The test is done in front of the teacher desk. It means the students face the teacher.

1. The teacher calls students one by one and gives the questions of the test 1.
2. The student answers what the teacher asked.

#### **Test 2 (Post-Test 1 and Post-Test 2 )(Role Playing)**

1. The teacher gives the instruction of the test 2.
2. The teacher shows some envelopes, which contains some role cards.
3. The students (in pair) take 1 role card.
4. The students act out as role play based on the role card.

**Appendix 7**  
**The Students' Speaking Score of Pre-test, Post test 1, Post test 2**

Student Number	Pre - Test	Post – Test 1	Post – Test 2
S 1	55	64	74
S 2	57	63	76
S 3	55	65	75
S 4	55	58	64
S 5	54	57	62
S 6	56	65	74
S 7	56	58	63
S 8	56	66	76
S 9	56	65	76
S 10	56	60	73
S 11	55	60	70
S 12	55	61	71
S 13	54	66	74
S 14	53	66	76
S 15	57	60	72
S 16	55	58	71
S 17	60	61	70
S 18	66	70	75
S 19	55	58	61
S 20	56	61	70
S 21	58	67	74
S 22	58	69	72
S 23	57	59	72
S 24	65	67	73
S 25	53	60	72
S 26	55	63	71
S 27	56	63	70
S 28	51	63	72
S 29	57	64	74
S 30	56	60	71

S 31	68	70	74
S 32	57	64	71
S 33	53	63	73
S 34	56	66	71
S 35	67	73	77
S 36	53	61	75
Mean :	56.77	63.30	71.80

## **Appendix 8**

### **Angket Ranah Afektif Siswa**

#### **A. DATA RESPONDENT/SISWA**

**No. Angket** :

**Nama** :

**Kelas** :

**Nama Sekolah** :

#### **B. PETUNJUK**

1. Pada angket ini terdapat 14 pertanyaan. Pertimbangkan baik-baik setiap pertanyaan dalam kaitannya dengan pembelajaran Bahasa Inggris, kemudian jawablah dengan jujur sesuai dengan keadaan yang sebenarnya.
2. Berilah tanda checklist (√) untuk jawaban yang tepat sesuai pendapat anda sendiri.
3. Angket ini dibuat hanya untuk kepentingan ilmiah dalam rangka penelitian. Oleh karena itu, jawaban anda dijamin kerahasiaannya dari siapapun. Terima kasih.

Keterangan pilihan Jawaban:

SS : Sangat Setuju

S : Setuju

TS : Tidak Setuju

STS : Sangat Tidak Setuju

### Minat Siswa

No	Pernyataan	SS	S	TS	STS
1	Saya senang dengan pelajaran bahasa inggris				
2	Saya senang pelajaran bahasa inggris terutama speaking				
3	Saya senang berbicara menggunakan bahasa inggris				
4	Saya senang mempelajari bahasa inggris lebih mendalam				
5	Saya bertanya pada guru bila ada materi yang belum saya pahami				
6	Pada pelajaran bahasa inggris banyak hal yang membangkitkan rasa penasaran saya				
7	Saya sering terlibat dalam percakapan yang terjadi selama proses belajar berlangsung				
8	Materi yang disampaikan selalu menarik perhatian saya				
9	Saya merasa tertarik belajar speaking dengan teknik role play				
10	Saya sangat semangat ketika menghafal teks dialog yang diberikan oleh guru				
11	Saya sangat semangat ketika perform di depan kelas				
12	Saya merasa senang ketika bermain peran karena guru dan teman – teman memberikan apresiasi terhadap penampilan saya				
13	Saya lebih percaya diri berbicara dengan bahasa inggris setelah diajar dengan menggunakan teknik role play				

14	Minat saya berbicara dengan bahasa inggris semakin meningkat setelah saya diajar dengan menggunakan teknik role play				
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**Appendix 9**  
**Assessing the Students' Progress**  
**(Before Implementing CAR)**

Nama	Skills					
	Participation in class	Participation in group discussion	Giving oral presentation	Pronunciation	Fluency	Feeling confident about speaking
S1	√	√	√	√	√	
S2					√	
S3						
S4						
S5						
S6						
S7	√	√			√	
S8						
S9						
S10						
S11						
S12						
S13						
S14						
S15		√		√	√	
S16						
S17						
S18	√	√	√	√	√	√

S19						
S20						
S21						
S22						
S23						
S24	√	√	√	√	√	√
S25						
S26						
S27						
S28						
S29						
S30						
S31	√	√	√	√	√	√
S32				√	√	
S33						
S34						
S35	√	√	√	√	√	√
S36						
<b>Total Percentage</b>	16,66 %	19,44 %	13,88 %	19,4 %	25 %	11,11 %



**Appendix 10**  
**Assessing the Students' Progress**  
**(Cycle 1 of CAR)**

Nama	Skills					
	Participation in class	Participation in group discussion	Giving oral presentation	Pronunciation	Fluency	Feeling confident about speaking
S1		√				√
S2	√		√	√	√	√
S3	√	√		√	√	√
S4						
S5						
S6	√	√	√		√	√
S7						
S8	√	√	√		√	√
S9	√				√	√
S10			√		√	
S11			√			√
S12				√	√	
S13	√			√		√
S14	√		√	√	√	√
S15						
S16	√	√				

S17						√
S18	√	√	√	√	√	√
S19			√			
S20		√	√			
S21		√				√
S22		√	√			√
S23			√			
S24	√		√			√
S25			√			√
S26	√		√		√	√
S27	√					√
S28		√				√
S29	√		√		√	√
S30						√
S31	√	√	√	√	√	√
S32	√					√
S33	√					√
S34		√				√
S35	√	√		√	√	√
S36					√	√
<b>Total Percentage</b>	47,22 %	36,11 %	44,44 %	22,22 %	38,8 %	72,22 %

## Appendix 11

### Assessing the Students' Progress (Cycle 2 of CAR)

Nama	Skills					
	Participation in class	Participation in group discussion	Giving oral presentation	Pronunciation	Fluency	Feeling confident about speaking
S1	√	√	√	+	+	+
S2	+	√	+	√	√	+
S3	+	+	+	+	+	+
S4	√	–	–	–	–	–
S5	√	–	–	–	–	–
S6	+	√	+	√	√	+
S7	√	–	–	–	–	–
S8	+	+	+	+	+	+
S9	+	+	+	+	+	+
S10	√	+	√	√	+	+
S11	+	√	+	√	√	+
S12	+	√	+	√	√	+
S13	√	+	+	√	√	+
S14	+	+	+	+	+	+
S15	+	√	+	√	√	+
S16	√	√	+	√	√	+
S17	√	√	+	√	√	+

S18	+	+	+	+	+	+
S19	–	√	–	√	√	–
S20	+	+	+	+	+	+
S21	√	√	√	√	√	√
S22	+	√	+	√	√	+
S23	√	+	+	√	√	√
S24	√	+	+	√	√	+
S25	+	+	+	√	√	+
S26	√	√	+	√	√	+
S27	√	√	+	√	√	+
S28	√	√	+	√	√	+
S29	+	+	+	√	√	+
S30	√	√	+	√	√	+
S31	√	√	√	√	–	√
S32	–	√	√	√	√	√
S33	√	√	–	√	√	+
S34	√	√	+	√	√	+
S35	+	+	+	+	+	+
S36	+	+	+	+	+	+
<b>Total Percentage</b>	94,44 %	88,88 %	86,11 %	91,66 %	88,88 %	88,88 %



Teaching Learning Process



The Collaborator



LEMBAGA PENDIDIKAN MA'ARIF NU  
**MTs. NU 05 SUNAN KATONG KALIWUNGU**

STATUS : TERAKREDITASI B TAHUN 2010

NSM : 121 23 32 40 019 / NPSN : 20322018

Alamat : Jalan Raya 145 Kaliwungu Kendal 51372, Telp. (0294) 383126

Surat Keterangan Melakukan Riset

Nomor : TS.36/52/SK/061/IV/2015

Assalamu'alaikum Wr.Wb.

Berdasarkan surat dari UIN Walisongo yang bernomor :  
In.06.3/D.I/TL.00/1599/2015 tentang Mohon Ijin Riset, maka dengan ini Saya  
menerangkan bahwa mahasiswa di bawah ini :

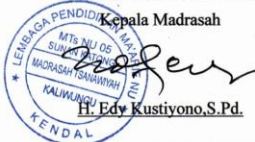
Nama : Nining Hidayati  
NIM : 113411133  
Alamat : Dk. Kauman Rt. 04 Rw.04 Desa Plantaran Kaliwungu Selatan  
Judul Skripsi : USING ROLE PLAY to IMPROVE STUDENT'S  
SPEAKING ABILITY  
(A Classroom Action Research at 8th Grade Students of  
MTs.NU 05 Sunan Katong Kaliwungu in the Academic Year  
of 2014/2015)

Telah melakukan riset selama 2 minggu, pada tanggal 23 Maret sampai dengan 4  
April 2015.

Demikian surat ini kami buat dan dapat digunakan sebagaimana mestinya.

Wassalamu'alaikum Wr.Wb

Kepala Madrasah



H. Edy Kustiyono, S.Pd.

## **CURRICULUM VITAE**

### **A. Identify**

1. Name : Nining Hidayati
2. Place and Date of Born : Kendal, August 15<sup>th</sup> 1975
3. Address : Desa Plantaran Rt 04 Rw 04  
Kecamatan Kaliwungu Selatan –  
Kendal  
HP : 081914427999  
E-mail : Nininghidayati@rocketmail.com

### **B. Educations**

1. Formal Education :
  - a. Elementary School in SDN Plantaran 1 on 1982 until 1988
  - b. Junior High School in SMP N 1 Kaliwungu on 1988 until 1991
  - c. Senior High School in SMU N 1 Kaliwungu on 1991 until 1994
  - d. Student in Islamic Education and Teachers Training Faculty in qualification Program from 2011 until 2015