



**THE IMPLEMENTATION OF ROLE PLAY STRATEGY TO
OVERCOME SPEAKING PROBLEMS AT THE FIRST
GRADE STUDENTS OF SMA NEGERI PLOSO JOMBANG**

UNDERGRADUATE THESIS

**BY
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**ENGLISH LANGUAGE EDUCATION PROGRAM
FACULTY OF CULTURAL STUDIES
UNIVERSITAS BRAWIJAYA**

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BY

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ABSTRACT

Annas, Mochamad Syaifudin. 2017., **The Implementation of Role Play Strategy to Overcome Speaking Problems at the First Grade Students of SMA Negeri Ploso Jombang**. English Language Education Program, Universitas Brawijaya. Supervisor: Iswahyuni, M.Pd.

Keywords: The Implementation, Speaking, Speaking Problems, Role Play, SMA Negeri Ploso Jombang.

Speaking is an important skill to exchange ideas from the speaker and the interlocutor. The result of interview with the English teacher, the students of the first grade IPA-1 SMA Negeri Ploso had difficulties in speaking related to the fluency, pronunciation, vocabulary and less confidence. Thus, this research aims to overcome the problems of the students especially in speaking skill. The researcher and the teacher used role play to overcome the problems of speaking skill.

This research used a classroom action research design. The subject of this study were 33 students with 24 girls and 9 boys of first grade IPA-1 and one of English teacher at SMA Negeri Ploso. In this research, the data were collected by using qualitative and quantitative approach. The qualitative data was obtained by using interview guide, observation checklist, field notes and questionnaire. The quantitative data was obtained by using speaking test. This research was conducted on 17th – April 21st 2017. The criteria of success was 70% of students could pass the assessment score, that was 75, it was the minimum passing grade (*KKM*) in this school.

In implementing role play the teacher determined to use scripted role play. The students had to make the scripts based on their experiences with the group determined by the teacher. Consultation was also done before role play to make sure that they made the right script. The result of this research shows that this strategy could help that students in increasing their fluency, pronunciation, vocabulary and confidence. It was supported by the number of students who passed the minimum passing grade (*KKM*) that was 75, during the first and second performances. Furthermore, in their speaking test, it shows that 33 students (79.8%) could fulfill the passing grade. Based on the result, role play technique can overcome speaking problems skill.

ABSTRAK

Annas, Mochamad, Syaifudin. 2017., **The Implementation of Role Play Strategy to Overcome Speaking Problems at the First Grade Students of SMA Negeri Ploso Jombang**. Program Studi Pendidikan Bahasa Inggris, Universitas Brawijaya. Pembimbing: Iswahyuni, M.Pd.

Kata kunci: Implementasi, Berbicara, Permasalahan Berbicara, *Role Play*, SMA Negeri Ploso Jombang

Berbicara adalah keterampilan yang penting untuk bertukar gagasan dari pembicara dan lawan bicara. Hasil wawancara dengan guru bahasa Inggris, siswa kelas satu IPA-1 SMA Negeri Ploso mengalami kesulitan dalam berbicara Bahasa Inggris, terutama terkait dengan kelancaran, pengucapan, kosa kata dan kurang percaya diri. Dengan demikian, penelitian ini bertujuan untuk mengatasi permasalahan siswa khususnya dalam kemampuan berbicara. Peneliti dan guru menggunakan *role play* untuk mengatasi masalah kemampuan berbicara.

Penelitian ini menggunakan desain penelitian tindakan kelas. Subjek penelitian ini 33 siswa dengan 24 anak perempuan dan 9 anak laki-laki kelas dari kelas satu IPA-1 dan satu guru bahasa Inggris di SMA Negeri Ploso. Dalam penelitian ini, data diperoleh dengan menggunakan pendekatan kualitatif dan kuantitatif. Data kualitatif diperoleh dengan menggunakan panduan wawancara, daftar periksa observasi, catatan lapangan dan kuesioner. Data kuantitatif diperoleh dengan menggunakan tes berbicara. Penelitian ini dilaksanakan pada tanggal 17 - 21 April 2017. Kriteria keberhasilannya adalah 70% siswa dapat lulus dalam penilaian, yaitu 75 nilai kelulusan minimum (KKM) di sekolah ini.

Dalam penerapan *role play*, guru menggunakan *scripted role play*. Siswa harus membuat naskah berdasarkan pengalaman mereka dengan kelompok yang ditentukan oleh guru. Konsultasi juga dilakukan sebelum *role play* untuk memastikan naskah tersebut sudah benar. Hasil penelitian ini menunjukkan bahwa strategi ini dapat membantu siswa dalam meningkatkan kefasihan, pengucapan, kosa kata dan kepercayaan diri. Hal itu didukung oleh jumlah siswa yang lulus dari nilai minimal (KKM) yaitu 75, pada penampilan siswa yang pertama dan kedua. Selanjutnya, dalam tes berbicara mereka, menunjukkan bahwa 33 siswa (79.8%) dapat memenuhi kelulusan. Berdasarkan hasil tersebut, teknik bermain peran bisa mengatasi permasalahan berbicara.



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CHAPTER I

INTRODUCTION

This chapter consists of background of the study, problem of the study, objective of the study, significance of the study, scope and limitation of the study, and definitions of key terms

1.1 Background of the study

Nowadays, in Indonesia, English is an important language especially in learning and teaching process. In Indonesia, English is taught in every level, pre-elementary to university/higher level of education. English always exists in all level of education in Indonesia. The government determines English as one of lesson which exists in final examination or *UNAS* in junior high school and senior high school level. It is written in (*peraturan pemerintah Republik Indonesia nomor 19 tahun 2005*) that the final examination or *ujian nasional* of junior high school and senior high school have to include English as the subject. It shows that Indonesian people do not want to be left behind because of language.

English has four skills; they are speaking, listening, reading and writing. All skills are important but speaking is more important. According to Ur (1996, p.120) speaking seems intuitively the most important: people who know a language are referred to “speaker of that language, as if speaking included all other kinds of knowing. It is in line with Nunan (1991) states for most people, an important aspect of learning a second or foreign language is mastering the art of



speaking in order to measure the successful term of the ability to perform a conversation in a language. It is in line with Abidin (2012, p.125) who states that speaking skill is an important part of the language teaching because it measures students' communication ability. Therefore, speaking is a parameter of a success of learning language, because if someone can use the language orally it means (he or she) can talk or exchange (his or her) ideas with interlocutors from that language.

According to Thornbury (2005, p.20) speaking is an activity in real life that is carried out by speaker to convey his or her ideas to interact with the listeners. By speaking, people can express their feeling and of course easy for the listeners to catch the feeling of the speaker. It is in line with Cameron (2001, p.40) who says that speaking is about making people understand speaker's feeling and ideas by doing an act of communication using language. Therefore, speaking is the way to communicate with others to exchange information in order to get new information from others, but speaking is difficult. According to Nunan (1999, p.216) speaking requires learners not only know how to produce specific points of language such as grammar, pronunciation, or vocabulary (linguistic competence), but also that they understand when, why, and in what ways to produce language (sociolinguistic competence). Beside learners have to know the right vocabulary, grammar, pronunciation learners also have to know the phenomena in social in order learners can easy connect when interacting with people. Therefore, from the expert definition above, the researcher concludes that speaking is an important skill to exchange ideas from the speaker and the interlocutor.



Teaching speaking in English classroom is not easy, because in Indonesia English is regarded as foreign language. According to Brown and Yule (1983, p.25) who state that spoken language productions, such as learning to talk in foreign language, is often considered to be one of the most difficult aspect of language learning for students. Of course, as a teacher, sometimes she/he will get difficulty to invite the students to try to speak English in English class. Moreover, students will get more difficulties to learn English because many problems they face. Thus, an English teacher has to have some strategies or methods to make the students interested in English especially in speaking to make the students can master English.

Related to the problem of speaking, the researcher conducted a preliminary study in SMA Negeri Ploso. Based on the result of the interview with the English teacher in the first grade IPA-1, it was found that there were four problems in speaking faced by the students; they were fluency, pronunciation, vocabulary, and less confidence.

Fluency usually refers to expressing oral language freely without interruption. According to Lee (2008, p.23), fluency is about coherence and context-sensitivity in utterance. Become speaker in English of course needs fluency to convince the interlocutor what contain of the speaker speaks. As the teacher said that the students of IPA-1 felt difficult when speaking in English because she/he was difficult to speak freely, it means that so many interruptions in speaking activity.



The second problem was pronunciation. According to Nunan (2003, p. 113), pronunciation is the way certain sounds are pronounced that speakers of a language make while speaking and perceived by the hearer to be able to understand each other with relative ease. Speaker has to pronounce clearly in order to make the listener understand what the speaker said. In this case, the students of IPA-1 have the problem which often faced by other students that was related to pronunciation. They felt difficult to pronounce certain words because in English, the pronunciation and the writing system are different.

Vocabulary is a key of speaking activity. It means that appropriate diction is important in language especially in speaking. According to Ur (1996, p.75) vocabulary can be defined, roughly, as the word we teach in the foreign language.

In fact, almost Indonesian students lack of English vocabulary therefore they will stop when they speak English because they do not know the meaning of the word in English. It is difficult because the students use Bahasa to communicate every day, as the result they just have limited vocabulary.

The last problem was less confidence. According to Brown (1994), self confidence is personal factor that support role in the achievement of foreign language learning. Self confidence is the important factor that determine learners' willingness to participate in speaking activity. In fact, Indonesian students everyday they use Bahasa to communicate with others and most never speak English in communication so they feel shy if they communicate use English.

The researcher conducted a Classroom Action Research (CAR) to solve the students' problems in English Speaking skill. Based on the problems faced by first



grade IPA 1 SMA Negeri Ploso, the researcher and the teacher agreed to use role play strategy to overcome the problems faced by the students. The reason why the researcher and teacher determined role play as the technique to overcome the problems, because role play would make students to be active and it is very interesting because it makes students to act to be someone else, therefore they will have more time to practice speaking English. According to Tompskin (1998) role play is a good technique to teach English since it lets the students to develop and practice new language and behavioral skills in relatively non-threatening setting and can create the motivation involvement necessary for learning to occur. In addition, Ladousse (2009, p.9) states that the role-play technique belongs to the category of language learning techniques sometimes referred to as low input - high input. It means that students as a centered of learning process, so they have much time to practice speaking English. Therefore, by using role play technique the researcher expects that the students can overcome the problems that faced by the students.

The researcher uses two previous studies. First was conducted by Kunto Laksana Hadi entitled "Using the Role-Play Technique to Improve the Speaking Skills of Grade XI Students of SMAN 1 Panggang". For the problem, the problems that they faced were the lack of the students' fluency, the lack of the students' understanding of function, the lack of students' vocabulary and the lack of the students' pronunciation. For the implementation of role, the teacher distributed role-cards to the students, therefore they made a script based on role-cards that they received.



The second was conducted by Nining Hidayatin (2015) entitled “Using Role Play to Improve Students’ Speaking Ability (A Classroom Action Research with Eight Grade Students of MTs. Nu 05 Sunan Katong Kaliwungu in the Academic Year of 2014/2015)”. For the problems, they were grammar, comprehension, fluency. For implementing role play, the teacher determined the situation, therefore the students made a script based on the situation that determined by the teacher.

The previous researches proved that role play really helped to solve speaking problems. According Poorman (2002, p, 32), role play as a strategy is giving some advantages for the teacher and also for the students in teaching and learning process. Students will be enthusiastic to do role play because it is very interesting to make students to act to be someone else in real world. It was the same as providing more opportunity to practice speaking English.

Based on the suggestions of the previous researchers, the researcher conducts classroom action research related to fluency, pronunciation, vocabulary and less confidence. The researcher on this research will use role play strategy to solve the problems.

Based on the explanation, the researcher conducts a research entitled “The Implementation of Role Play Strategy to Overcome Speaking Problems at the First Grade Students of SMA Negeri Ploso Jombang”.



1.2 Statement of the Problems

The problem of the research is how can role play technique overcome students' problem in speaking faced by first grade one IPA-1 at SMA Negeri Ploso?

1.3 The Objective of the Study

The purpose of this research is to figure out how role play overcome students' problem in speaking faced by first grade IPA-1 at SMA Negeri Ploso.

1.4 Significance of the Study

This research will give benefits for English teaching and learning process, i.e:

1. For teacher

By knowing the students' problems in speaking, the teacher is expected to be able to overcome problems especially in speaking by using role play technique in teaching especially for speaking skill.

2. For the next researcher

From the result of this research, the researcher hopes that it can be useful for additional reference to conduct the same research.

1.5 Scope and Limitation of the Study

This study is limited for first grade IPA-1 SMA Negeri Ploso in academic year 2016/2017 on overcoming speaking problems especially in four problems,



they are fluency, pronunciation, vocabulary, less confidence by using role play strategy.

1.6 Definitions of Key Terms

This part aims at easing the reader to find the importance in this research.

The researcher makes the definition of Key terms are:

1. The Implementation

The process of moving idea from concept to reality. In this research, the researcher uses role play strategy to overcome speaking problems.

2. Speaking

Speaking is an important skill in activity to exchange ideas from the students or the teacher and the interlocutor in the class. In this research, the researcher will focus on students' performing in implementing role play in recount text material.

3. Speaking problems

Speaking problems that faced by the students in first grade IPA-1 SMA Negeri Ploso, those are fluency, vocabulary, pronunciation and less confidence.

4. Role play

Role play helps students to improve their speaking skill by practicing English in real life context using topic, situation and role. In this role play, the teacher asks students to perform based on the script that they make based on their past with the group that have determined based on recount text material.



5. SMAN Ploso Jombang

SMAN Ploso Jombang is defined as an educational governmental institution in the level of senior high school which is located in ploso-babat street number. 230 Ploso, Jombang where the researcher conducted the research.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter describes about the literature of the research. That is described about nature of speaking, teaching speaking, role play, teaching speaking using role play, and previous study.

2.1 Nature of Speaking

Speaking is an important skill in learning language. As stated by Welty (1976, p.47) speaking is the main skill in communication. Speaking is a process to convey and sharing ideas orally. According to Chaney (1998, p.13), speaking is a process of building and sharing meaning through the use of verbal and non-verbal symbols, in variety of context. It can be defined that speaking is the process to express to deliver knowledge, information, idea or opinion to others, because speaking is connected with the listener, because speaking involved speaker and listener. As stated by Brown and Yule (1994), speaking is an interactive process of constructing meaning that involves producing and receiving and processing information. In addition, Richards (2008, p.19) states that in speaking we tend to be getting something done, exploring ideas, working out some aspects of the world, or simply being together.

2.2 Teaching Speaking

Teaching speaking is an important part of foreign language in learning and teaching process. Speaking skill is difficult skill to be mastered by the students because, speaking in English is seldom even never done by the students.

Moreover, now days in Indonesia teacher does not give much time to practice speaking skill because of any reasons. Therefore, as a teacher has to provide time for students for practicing speak English in classroom or making a rule that the students have to speak in English in the school area or minimally in classroom. In line with Harmer (2001:267) who mentions that by participating in the activity, the teachers can prompt covertly, introduce new information to help the activity along, ensure continuing student engagement, and generally maintain a creative atmosphere. According to Harmer (1998, p.52) there are four things that students need to do with new language; be exposed to it, understand its meaning, understand its form (how it is constructed) and practice it stated. As a teacher has to brave to correct the students who is wrong in speaking activity to help students overcome their difficulties as stated by (Harmer, 1997: 276) that a helpful and gentle correction can make the students confident and it may get the students out of difficult misunderstanding and hesitations.

2.2.1 Strategies of Teaching Speaking

In teaching process, of course the teacher will meet the problems when teaching in classroom. As a teacher must creative and innovative to make students

easy to get knowledge. Therefore, teacher must be clever to make or choosing strategy to help the students in learning process.

According to Kayi (2006), there are some strategies that can be implemented in speaking class as follows:

1. Discussion

In this strategy, the students will discuss about the topic which given by the teacher, then come up with sharing ideas, and then the students give responses.

It will make the students will get critical thinking when getting knowledge.

2. Speech

At the beginning, the teacher will give a topic after that ask to the students to make a speech and the next ask the students come in front of the class to present the result of she/he result.

3. Conversation

At the first, the teacher will ask the students to analyze and evaluate the language produced by others and give responses. Interaction which happen, during conversation will make the students brave to speak with others. In this activity, students can listen to their classmates' thought and give response to it stated by Celce-Murcia (2011).

4. Role play

In this strategy, teacher asks to the students to pretend to be an actor to play a particular role in social context. Students can play a role play based on the topic which has chosen by the teacher. And the students can play use script or unscripted

5. Information Gap

The teacher asks to the students work in pairs. One student will have the information that other partner does not have and the partners will share their information. Information gap activities serve many purposes such as solving a problem or collecting information. These activities are effective because everybody has the opportunity to talk extensively in the target language.

6. Simulations

Simulations and role play is almost the same, but in simulations are more elaborate because the students can bring items to make the realistic environment. For example, if the students as the players of football they bring the ball and so on.

7. Brainstorming

The teacher will give the topic and the students will produce idea in a limited time. Depends on the topic the students can brainstorm individually or in groups after that, the students will share their idea with others.

8. Story Telling

The teacher asks to students to make the story of their life or summarize of the story they have heard before. And after that, the students will present in front of the class in order to the classmates will know the story.

9. Interview

In this strategy, the teacher asks to the students to make their own interview to interview people. It can be in classroom or outside. After that, the students will present in front of the class

10. Story completion or chained story telling

The teacher asks to the teacher to arrange the chair become circle. For this activity, at the beginning the teacher will tell a story, but after a few sentences the teacher will stop, then each student starts to narrate from the point where the previous stop. Each student supposed to add the narration four until ten sentences.

11. Reporting

In this strategy, the teacher asks to the students to read magazine or newspaper. Then, they report to the class in order the classmates know the result of reporting.

12. Playing Card

In this game, students should form groups of four. Each group will represent a topic. For instance: Diamonds: Earning money Hearts: Love and relationships student in a group will choose a card. Then, each student will write 4-5 questions about that topic to ask the other people in the group. For example: If the topic "Diamonds: Earning Money" is selected, here are some possible questions: Is money important in your life? Why? What is the easiest way of earning money? What do you think about lottery? Etc. in here the teacher ask to the students to ask open-ended questions to each other so that they reply in complete sentences.

13. Picture Narrating

The teacher will give several pictures to the students. The next, the students choose one picture and then the teacher ask to the students narrate based on the picture that has chosen by the students before in front of the class.

14. Picture Describing

The teacher gives students one picture and then ask the students to describe what it is in the picture. For this activity, students can form groups and each group given a different picture. Students discuss the picture with their groups. Then, a spokesperson for each group describes the picture to the whole class. This activity fosters the creativity and imagination of the learners as well as their public speaking skills.

15. Find the Difference

In this strategy, the teacher asks to students to work in pair and each student given the different picture. And then the teacher ask to the students to discuss about the similarities and the difference of each picture after that the spokesperson will present the result in front of the class

From the list of strategies above, there is strategy that chosen by teacher and the researcher, which is appropriate to apply in this research is Role play strategy to overcome the problem faced by first grade IPA-1 SMA Negeri Ploso especially in speaking skill.

2.3 Role Play

In this case, the researcher will use role play as the method to overcome the problem in speaking skill especially faced by the students of tenth grade one science SMA Negeri Ploso, they are fluency, pronunciation, vocabulary and less confidence. According to Ladousse (1995, p.5), role play by its word where “role” is a particular person that can be their own or somebody else, while “play” means

the environment in which students are inferred to play with. While role play is a method of acting out particular ways of behaving or pretending to be other people who deal with new situations. Therefore, role play will make the students have an opportunity to think and act in real world situation, it means that students also will have decision when discussing with friend about what she/he becomes and make that role. According to Barkley (2005, p.150), role play engages students in a participatory activity that requires them to apply course concepts as they assume factional identities or envision in unfamiliar situation. Role play will help students in some aspects as stated by Harmer (2007) that role play can be used to encourage general oral fluency or to train student for specific situation, especially where they are studying for specific purpose. According to Ladousse (2009, p.5), role play is an enjoyable activity and does not threaten the students. Role play actually can be quite simple and brief technique to organize stated by Ladousse (2009). Role play also can improve the students' self-confidence. The students will act what they want or they can make a script what they think is appropriate with their character. Therefore, the researcher concludes that role play is the technique of teaching English especially in speaking skill and the students can determine what situation and what character to act in real situation.

2.3.1 Types of Roles in Role Play

Role play itself has some types in learning process as stated by Ladousse (1997, p.13) that there are several types of role in role play: the first is the roles which correspond to a real need in the students' lives. This type, it involves such roles, for example teacher dealing with students or policeman works in the street.

The second type of role play is the students play themselves in a variety of situations, which may or may not have direct experience. 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 last type is fantasy roles, which are fictitious, imaginary, and possible even absurd.

2.3.2 Techniques to Control Role Play

In applying role play strategy, a technique is needed to control it. It is as proposed by Littlewood (1981) may use by the teacher in control role play in their class. Those are: role play controlled through cued dialogues, role play controlled through cues and information, role play controlled through situation and goals and role play in the form of debate or discussion.

In this research, the researcher will use two techniques which are role play controlled through cued dialogues and role play controlled through cues and information. In order to stimulate the students to be active and creative in their own sentences

2.3.3 The Advantages of Role Play

According Poorman (2002, p, 32) role play as a strategy is giving some advantages for the teacher and also for the students in teaching and learning process. Students will be enthusiastic to do role play because it is very interesting makes students to act to be someone else in real world. In line with Livingstone (1983, p.25): first, role play technique can maximize students' activities from their performance of real life conversation that students may need outside the

classroom. Second, role play technique suites with the students' experience and needs. Third, role play technique is an effective technique dealing with different ability of students.

2.3.4 The Disadvantages of Role Play

According to Livingstone (1983, p.30), those weaknesses are about the classroom organization which is to large or small. These problems are sometimes faced in Indonesia area, which is the room of class is to large or very small but the students so many, therefore it will take time for the teacher to control all the situation of using the role play in learning process.

2.4 Teaching Speaking by Using Role Play

The teacher and the researcher agreed that in this section to overcome the problems faced by the students in speaking skill is using role play strategy.

According to Donn Byrne (1982, p.115), role play is divided into two parts, they are scripted role play and non-scripted role play, for script role play according to Lazanov (1982, p.72) scripts prepares students with a sample language situation appropriate for upcoming events. therefore, by the script students can prepare and memorizing before they act in role play situation. In addition, it can build confidence of the student because they have prepared before. For unscripted role play is improvisation by the students without considering the script. This research, the teacher applied the first one, that was scripted role play.

2.5 Previous Study

This part discusses about the previous study, and the researcher find two previous studies, they are Kunto Laksana Hadi (2015) and Nining Hidayati (2015). These previous studies have close relation with this research dealing with the improvement of students' speaking ability through role play.

The first was conducted by Kunto Laksana Hadi (2015) entitled *Using the Role-play Technique to Improve the Speaking Skills of Grade XI Students of SMAN 1 Panggang in the Academic Year of 2014/2015*. The research design of the research was classroom action research. It was conducted in two cycles with two meetings in each cycle. The subjects of this research were 30 students of class XI IIS 2 at SMAN 1 Panggang. The results of the research showed that the implementation of the role-play technique in the English teaching and learning process was effective to improve the students' speaking skills. They could perform more confidently. Moreover, their motivation and enthusiasm in English learning also improved. Furthermore, there was an increase from 12.9 to 19.3 from the pretest to the posttest. The improvement significant, ($p < 0.05$). It means that the use of the role-play technique could improve the students' speaking skills.

The second research was conducted by Nining Hidayatin (2015) entitled *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)*. This study was 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 used a Classroom Action

Research (CAR) which was conducted to solve the students' problem in English Speaking. The researcher did two cycles in which each cycle consists of planning, acting, observing, and reflecting. It concluded that role-playing activity improve students' speaking ability showed by the score they get. Furthermore, from the students' response toward the teaching and learning activity during CAR, it was 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.

From the previous study, this research has connection with that research. The previous studies and the present research not only have the similarities, but also the differences. For the similarity with this research. The researcher will improve speaking skill of the students by using role play and for the research design the researcher also used classroom action research. For the differences, the researcher took tenth grade one science at SMA Negeri Ploso as a subject for the research, but the first study took XI IIS 2 at SMAN 1 Panggang, and the second study took at eighth grade students of MTs. NU 05 Sunan Katong Kaliwungu as a subject of the research. The differences can also be seen from the problems that faced by the students. The problems of the first previous research were the lack of the students' fluency, the lack of the students' understanding of function, the lack of students' vocabulary and he lack of the students' pronunciation. Then, the second previous research were grammar, comprehension and fluency. While the present research, the problems faced by the students are fluency, pronunciation,



vocabulary and less confidence. For the implementation of role play, the first previous researcher, the teacher distributed role-cards to the students, therefore they made a script based on role-cards that they received. The second previous researcher, the teacher determined the situation, so the students made a script based on the situation that determined by the teacher. And the researcher on this research, the teacher will ask to the students to make the script based on their experiences in past.



CHAPTER III

RESEARCH METHOD

This chapter explains about the methodology that used by the researcher in this research. It consists of research design, data and of data, research procedures, data collection, research instrument and data analysis.

3.1 Research Design

The researcher used Classroom Action Research (CAR) to conduct this research to overcome the problem faced by the students in speaking skill.

According to Bassey (1998, p. 93) Classroom Action Research is an enquiry which is carried out in order to understand, to evaluate and then to change, in order to improve some educational practice. In line with it, Kemmis and McTaggart (1988) state that classroom action research is a way of thinking systematically about the problem in the class, using a strategy where improvement is thought to be possible. So, from the statements above that classroom action research is the way for knowing the problems and using some strategies to overcome the problems. Thus, the researcher used the model of classroom action research by Kurt Lewin. There are four components, they are planning, acting, observing and reflecting.

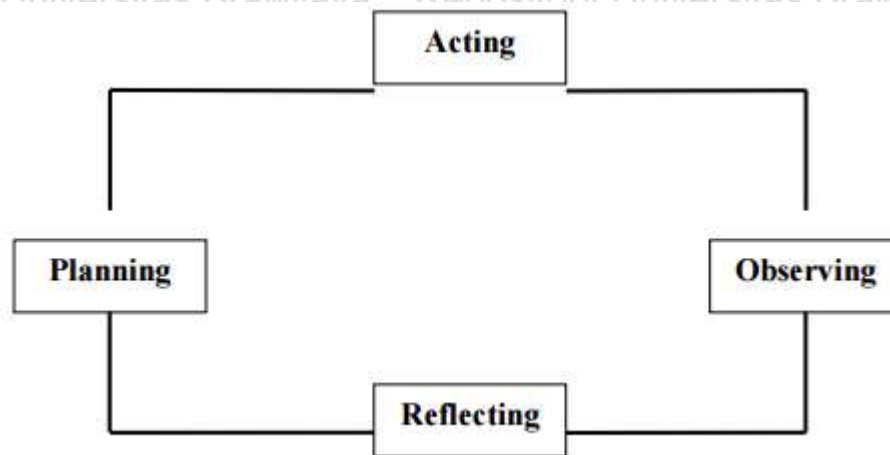


Figure 3.1 Classroom Action Research Model by Kurt Lewin (1951)

3.2 Data and Source of Data

In order to collect the data, the researcher obtained the data from the students and the teacher. The researcher focused on the result of scoring rubric. The researcher used observation checklist and test. For the first observation checklist, on this part the researcher observed the students' participation during the class and also take score when implementing role play. The second is test, post-test is test conducted when the teacher have applied role play strategy. The researcher used scoring rubric to score the result of implementing role play and post-test.

3.3 Research Procedures

The research procedure in this research had done based on the four stages in classroom action research. The first procedure was planning the actions. After that the researcher implemented role play strategy to overcome the problems faced by the students. The next the researcher observed the situation and taking the score as

the result of the implementation of role play, and the last procedure was reflecting the action.

3.3.1 Planning the Action

In this section, there were three parts. They were designing lesson plan, administering test and setting criteria of success. For designing lesson plan, the teacher made lesson plan which was appropriate to apply role play in teaching and learning process. After designing the lesson plan, the teacher acted the technique and the researcher conducted observation to observe the implementation of role play. The observation was conducted used observation checklist. The next step was test. The test was administered to know the result of the implementation of role play. Scoring rubric was used to evaluate speaking performance the students and speaking test. The last step was made the criteria of success to measure the successful of implementing role play strategy.

3.3.1.1 Designing Lesson Plan

This section, the researcher designed a lesson plan based on the syllabus. This lesson plan (Appendix 3) used for three meetings in this cycle that each meeting lasted for 90 minutes except for first meeting consist of 125 minutes.

First meeting

On the first meeting, the time allocation was 3 x 45 (125 minutes). At the beginning of the lesson, the teacher greeted the students and checked the students' attendance. The teacher started the lesson about recount text. The teacher explained the definition, function, generic structure and language features of

recount text. Then, the teacher distributed the examples of recount text that had been prepared by the researcher. After that the teacher asked the students to identify the examples of recount text based on the generic structure and the language features used. The teacher gave example the script based on recount text about holiday. The teacher divided the students into some groups. After sitting in the group, the teacher asked the students to make a script based on their experiences in the past. Then they had to practice to perform in front of the class with their group.

After doing the activities above, the teacher closed the meeting by summing up the materials in that day. Besides, the teacher also explained the next meeting activity and asked the students to make another script to be performed on the third meeting. After the teacher explained all the plans, the teacher closed the class by greeting.

Second Meeting

On the second meeting, the time allocation was 2 x 45 (90 minutes). In the beginning, the teacher started the class by greeting and checking students' attendance. After the teacher greeted the students, the teacher asked each group to perform. After all groups had performed, the teacher asked the result of the second script and checked all scripts that done by each group. In the closing session of the meeting, the teacher explained about the activity for the next day and the teacher closed the class by greeting.

Third Meeting

The third meeting the time allocation for the third meeting was 2 x 45 (90 minutes). In the third meeting, the teacher started the class by greeting and checking students' attendance. In third meeting, the teacher asked each group to perform the second script. After all groups performed, the teacher asked students one by one to come forward to follow spoken test about recount text and their performance before. The spoken test and the performance were scored by scoring rubric. After all the activities in that day were conducted then the teacher closed the meeting by greeting.

3.3.1.2 Designing Scoring Rubric

The scoring rubric was an essential guidance to score the students' speaking performances during implementing role play and also when conducting test. For observer, he scored the students' performance during implementing the role play and for the teacher to score when conducting post-test. The scoring rubric consisted of there were some aspects, they were fluency, vocabulary, pronunciation and confidence. The range score for the scoring rubric was one for the lowest and five for the highest score.

Table 3.1 Speaking Scoring Rubric for performing Role Play and Post-Test

No	Aspect	Criteria	Score
1	Fluency	Almost perfect (fluent as native speaker)	5
		There are some errors but does not interfere the meaning (fluent seems a bit disturbed by language problems)	4
		There are some errors and disturbing the meaning (fluent is somewhat disturbed by language problems)	3
		Many errors and disturbing the meaning (often hesitated and stop because the limitation of language)	2
		Too many errors and disturbing the meaning (discontinuous and stop)	1

2	Vocabulary	Selection of vocabulary is very appropriate (using vocabulary and expressions like native speakers)	5
		Selection of vocabulary is appropriate (sometimes using inappropriate vocabulary)	4
		Selection of vocabulary is enough appropriate (often using improper vocabulary, the conversation becomes limited because the limitations of vocabulary)	3
		Selection of vocabulary is almost inappropriate (using vocabulary erroneously and limited vocabulary so difficult to understand)	2
		Selection of vocabulary is inappropriate (vocabulary is so limited so the conversation is impossible)	1
3	Pronunciation	Almost perfect (easy to understand and having native speaker accent)	5
		There are some errors but does not interfere the meaning (easy to understand with a certain accent)	4
		There are some errors and disturbing the meaning (there is a pronunciation problem that makes the listeners in full concentration and sometimes misunderstandings).	3
		Many errors and disturbing the meaning (difficult to understand because there are pronunciation problems).	2
		Too many errors and disturbing the meaning (the pronunciation problems is very serious and it makes the listener can't understand)	1
4	Confidence	Very often show confidence (on performance always showing suitable expression, gesture and eye contact)	5
		Often show confidence (on performance often showing suitable expression, gesture and eye contact)	4
		Several times show confidence (on performance sometimes showing suitable expression, gesture and eye contact)	3
		Once show confidence (on performance seldom showing suitable expression, gesture and eye contact)	2
		Never show confidence (on performance never showing suitable expression, gesture and eye contact)	1

(Adapted from "When English Ring a Bell VII Class" *Kementrian Pendidikan Kebudayaan*, 2014, p. 19 and 20)

Then, the researcher calculated the speaking score from performing role play and post-test using the following formula.

$$\frac{\text{student's score}}{\text{max score}} \times 100 = \text{total score}$$

3.3.1.3 Designing Criteria of Success

The criteria of success was made to know the strategy that used by the teacher was success or not. In this research, the researcher had set the criteria of success 70% of students could pass the assessment score ≥ 75 based on the minimal mastery level criterion-*kriteria ketuntasan minimal (KKM)* which was adapted from the school agreement, the school to determine KKM based on *peraturan menteri pendidikan dan kebudayaan Republik Indonesia nomor 23 tahun 2016 and nomor 58 tahun 2015.*

3.3.2 Implementing of the Action

The design of lesson plan was made, so the teacher implemented the design of lesson plan to teach in the classroom in order to know the result of using the strategy. In this research, the researcher as observer and the teacher who implemented the strategy, miss Rina Mutiah, the teacher of English lesson in first grade IPA-1 SMA Negeri Ploso. This research was conducted in first grade of IPA-1 at SMA Negeri Ploso Jombang.

3.3.3 Observation of the Action

While in implementing the action, the researcher conducted an observation. The researcher as the observer collected the data during learning and teaching process. And assessed how far the strategy can overcome the problems faced by the students especially in speaking skill. The researcher used the observation checklist and field note that covered about lesson plan, speaking activity, and students' participation in teaching and learning process. The



observation was also done to evaluate the teaching process through the implementation of role play.

3.3.4 Reflecting the Action

After all the data were collected, the researcher used scoring rubric as a guidance to score the students' performance and the result of post-test, to know the strategy was success or not. In this research, the researcher had set the criteria of success that 70% of students must reach the standard minimum score 75. If it was success, the cycle was stoped and if the result was not success, the researcher would continue to the next cycle.

3.4 Data Collection

In the data collection, the researcher collected the data by using qualitative and quantitative data. According to (Wallace, 1998) Qualitative data is used to describe data which are not amenable to being counted or measured in an objective way, and are not therefore subjective. While quantitative data is broadly used to describe what can be counted or measured and can therefore be considered objective Wallace (1998).

In this research, the qualitative data was obtained through interview guide, observation checklist, field note and questionnaire. For interview guide, the researcher used to know the problems that faced by the students especially in speaking skill. For observation checklist, the researcher used this instrument to gain the process of teacher' role in teaching and the students' participation in meeting one until the last meeting. For field note, the researcher used to write



down each meeting within the study to gain the students' responses of implementing role play in first meeting until last meeting. The last, for the questionnaire, it distributed on the last day of meeting. The questionnaire contained a set of questions that covered students' responses towards the implementation of role play.

On qualitative data, the researcher got through the students' speaking test score. The speaking score was collected from the first and the second students' performances and the result of speaking test.

3.5 Research Instrument

Research instrument refers to the tools that are used by the researcher in gathering the data. In this research, the researcher used interview guide, observation checklist, field note, speaking test and questionnaire.

3.5.1 Interview Guide

The researcher conducted interview by using interview guide. According to Wallace (1998) interviews are by definition oral, more like conversation. The researcher conducted interview in preliminary study in order to know the problems faced by the students, especially in speaking skill. The researcher asked the teacher several questions to know what the strategy that can be implemented to overcome the problems, especially in speaking skill.

3.5.2 Observation Checklist

The researcher used observation checklist to gain the result of teaching and learning process during the pre-activities, main activities and post-activities towards students' participation and teacher contribution. On observation checklist, there were two observation checklists. For the first teacher' role such as lesson plan, material, speaking activity and instructional process. While the second checklist was for students' participation in the activities; students' participation toward teaching and learning process and role play activity. The range score for the checklist was one for the lowest and four for the highest score.

Table 3.2 Observation Checklist on Teacher's Role

No.	Teaching component	Description	Score			
			1	2	3	4
1	Lesson plan	Designing teaching objective				
		Teaching step shown clearly				
		Scoring system shown clearly				
2	Material	Explaining the material theoretically correct				
		Relevant material with teaching and learning process				
		Using the media to support learning process				
3	Speaking activity	Leading students to be active in a class				
		Attract students' motivation and participation				
		Giving feedback to students' speaking activities				
4	Instructional process	Explaining the objective of teaching and learning activities				
		Introducing and explaining the material				
		Guiding the students to understand the material				

Table 3.3 Observation Checklist on Students' Participation in the Activities

No	Teaching component	Description	Score			
			1	2	3	4
1	Students' participation toward teaching and learning process	Paying attention to teacher's explanation and instruction				
		Responding to teacher's explanation and instruction				
2	Role play activity	Involve actively in the teaching and learning activity				
		Performing the role play based on the script				

Description

4 = very good 2= enough

3 = good 1 = less

3.5.3 Field Note

This instrument used to note the teaching and learning process toward teachers' technique, students' responses, and classroom situation which were not covered in other instruments. According to Hopkins (2008), field note ideally should be written after the teaching and learning process are held.

3.5.4 Speaking Test

The teacher conducted post-test and take score to evaluate the ability of the students to the implementation role play. The test was spoken test, it means that every student came forward to answer teacher's questions about recount text and their performance when acted out the role play before. The questions of the test consisted of four questions. The questions about the definition, generic structure and purpose of recount text and what student's role while performing role play.

3.5.5 Questionnaire

Questionnaire was used to tap the knowledge, opinions, idea and experiences of the learners Wallace (1998). In this research, the questionnaire was needed used to know the students' responses toward the implementation of role play to overcome their speaking problems. Six questions were provided that questionnaire deal with the implementation of role play. The first question was the opinion about the role play strategy. The second question was deal with the students' motivation during the teaching and learning process using role play. The third question was related to the role play strategy which can help the students to find their ideas. The fourth question was about whether role play helped the students to master in speaking or not. The fifth question was about the effect of the implementation of role play strategy whether it could help the students' speaking skill rises or not. The last question was about whether the students got difficulty to do role play or not.

3.6 Data Analysis

After collecting the data, the researcher analyzed the data. The data was analyzed to answer to the topic that the researcher was made which was the implementation of role play strategy to overcome the problems especially in speaking ability. As mentioned in the data collection, there were two data. This data was in form qualitative and quantitative data

The qualitative data would be analyzed from reflection part, those were interview guide, observation checklist, field note and questionnaire. The data collected during classroom action research and after the implementation of

classroom action research. Then, those data would be reported in descriptive analysis.

Meanwhile, the quantitative data would be analyzed in numerical form. The data from the result of the first performance, the second performance and the speaking test. On this part, to calculate the percentage how many students passed the criteria of success that determined by the researcher. Then, the researcher calculated that by using the following formula:

$$\frac{\text{student's score}}{\text{max score}} \times 100 = \text{total score}$$

Then, the researcher tried to get the class percentages which passed the target score of the minimally got *KKM* score. The researcher calculated that by using the following formula:

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

P : The class percentage

F : Number of students' passing *KKM*

N : Total of students



CHAPTER IV

FINDING AND DISCUSSION

This chapter presents the finding and discussion of the research during the implementation of role play to overcome speaking problem in first grade IPA-1 SMA Negeri Ploso Jombang. The data were obtained through the instruments used in this research.

4.1 Finding

The researcher conducted classroom action research and implemented role play strategy to overcome the speaking problems that faced by the students at first grade IPA-1 SMA Negeri Ploso. After conducting the research in first grade IPA-1 SMA Negeri Ploso that focus on overcoming speaking problems, the researcher got the finding during the implementation of the strategy. The researcher implemented the strategy in classroom on April 17th – April 21st 2017 which was conducted three times in a week. The class consist of 33 students with 24 girls and 9 boys. During conducting this research, the researcher used several instruments, those are observation checklist, scoring rubric, field notes and questionnaire.

4.1.1. Planning

In this stage, the researcher designed lesson plan, post-test, assessment, and criteria of success of the implementation. The researcher designed some lesson plans which were appropriate with the implementation of role play in teaching and learning process. In this part actually the researcher made a lesson

plan for four meetings with time allocation 90 minutes in each meeting. However, as the tight schedule of the school time, the researcher and the teacher agreed to conduct the resesearch into three meetings. For the first meeting the time allocation was 125 minutes and 90 minutes for the second and the third meeting.

The researcher prepared the material of recount text and gave some examples of the script before the students made the script with the groups that determined by the teacher.

The researcher also conducted an observation by using observation checklist. Observation checklist was used to observe teacher's role and students' participation during the implementation of role play. The next was allocated to administer post-test in order to know the result of the implementation of role play.

While scoring the post-test, the researcher used scoring rubric to evaluate students' speaking performance. The scoring rubric also used to assess the students' performances in implementing role play based on their script that they had made in first and second meeting. The last step was set the criteria of success to measure the success of implementing the role play strategy.

4.1.2. Acting

The action of the cycle was done on April 17th – April 21st, 2017. In here, the researcher who took a role as the observer and the teacher was Mrs. Rina Mutiah as the teacher in first grade of IPA-1 SMA Negeri Ploso. The researcher and the teacher expected the students to be able to pass the criteria of success in order to overcome their speaking problems.

4.1.2.1 First Meeting

The first meeting held on Monday, April 17th 2017. The time allocation for the meeting was 3 x 45 (125 minutes). At the beginning of the lesson, the teacher greeted the students and check students' attendance. Then the teacher asked the researcher to introduce himself in front of the students. The teacher explained the material for that day which was about recount text. The teacher started the lesson about recount text. The teacher explained the definition, function, generic structure and language features of recount text. The next the teacher distributed the examples of recount text that had prepared by the researcher. After that the teacher asked to the students to identify the examples of recount text based on generic structure and language features used. After the students identify the generic structure, then the teacher explained recount text, after that the teacher asked the students to make script based on their experiences in group which arranged by the teacher, then the teacher asked them to perform it in front of the class

The teacher gave example the script based on recount text that told about holiday. After the students understood about how to make the script. The teacher divided the students into some groups, on dividing groups, the teacher asked to the students to count one until eight from left of in front of the class, then the students who were same number as the group, each group consist of four, but one group would be five students because the students on first grade IPA-1 consist of 33 students. After sitting in the group, the teacher asked the students to make a script based on their experiences in the past. The teacher gave twenty minutes to

make the script with the group. The researcher checked on the students understanding by walking around the class and helped them to arrange their script.

After the students made the script and they did rehearsal in their group on their chair. Then, they had to practice to perform in front of the class with the group.

After the students performed their work, the teacher wrote down the word the students' wrong pronunciation in white board, then the teacher drilled the students how to pronounce the words in correctly. Besides, the teacher also encouraged the students to be confident to perform their work when performing.

The closing session of the meeting was summing up material. The teacher explained that in the next meeting the students had to perform like that day and the researcher would take a score on their performance. The teacher also asked the students to make another script to be performed on the third meeting. After the teacher explained all the plans in the next day, the teacher closed the class by greeting.

4.1.2.2 Second Meeting

The second meeting held on Tuesday, April 20th 2017. The time allocation for the meeting was 2 x 45 (90 minutes). In the beginning, the teacher started the class by greeting and checking students' attendance.

In second meeting, the teacher asked each group to perform like the last meeting. In that meeting, the researcher took students' performance score. In this part, the observer took score by using scoring rubric and the teacher focus on the students' performances in order to correct the students' mistake. The teacher asked the first until the last group to perform in front of the class. Until the last

group performed, as before meeting, the teacher wrote down the wrong pronunciation in white board, after that the teacher drilled the students to pronounce the words correctly. After all groups had performed, the teacher asked the result of the second script and checked all scripts that done by each group to perform in the next day.

In the closing session of the meeting, the teacher explained about the activity for the next day, which were the students had to perform about second script that done by each group and there were spoken test about recount text and students' performances before. After, the students understood about teacher's explanation, the teacher closed the class by greeting.

4.1.2.3 Third Meeting

The third meeting held on Friday, April 21st 2017. The time allocation for the meeting was 2 x 45 (90 minutes). In the third meeting, the teacher started the class by greeting and checking students' attendance.

In third meeting, the teacher asked to each group to perform like the last meeting. In here, the teacher was same like before meeting to ask the first until the last group to perform in front of the class. After all groups performed, the teacher asked students one by one to come forward to follow spoken test about recount text and their performance before.

In the closing session of the meeting, the teacher asked the researcher to close the meeting, because on that day was the last day for observer in the class.

The observer apologized to the students and the teacher if there were mistakes and the last the researcher closed the class by greeting.

4.1.3. Observing

In the observing part, the researcher observed the class situation during the cycle on teaching and learning process by using observation checklist and field note. For the observation checklist, the first table was about teacher' role about lesson plan, material, speaking activity and instructional process, while the second table was about students' participation in the activities, for the first about students' participation toward teaching and learning process and the second about role-play activity. For the additional information, the researcher wrote note during the observation in learning and teaching process.

In the first meeting, the teacher had already provided a good lesson plan that showed the teaching step, easy material to understand, in the learning and the students were enthusiast to speak actively and the instruction was very clear (Appendix 6).

In the field note (see Appendix 7), the results were also in line with the observation checklist which about the situation of the class and the students' attitude during the implementation of the strategy. In the first meeting, the students were very enthusiast because the teacher introduced the observer in front of the class, but in the middle of the activity, when the teacher explained the material about recount text, some students who seated in left of behind of the class, talked each other. On making script some students who seated in right behind of the class just talked each other, then teacher warned them that they

would not get score if they did not make script. On performing the first and the second group did not want if they performed for the first, so the teacher asked one of the students in each group to take number how many number to perform their group. While performing their works, some students felt shy, so they close their face with the paper of the script. Therefore, in the end of the class the teacher explained that they had to be confident. While performing their script. Besides, the teacher also drilled in right pronunciation.

In the second meeting. On performing the students already got understand about how to perform because the explanation of the teacher in the previous meeting was very clear, although, some students made in wrong pronunciation of the words. So, in the last the teacher drilled in right pronunciation.

In the third meeting, all the students had understood clearly all the instructions of the teacher. They were very focus on the second performance and spoken test, so the followed instructions of the teacher was very good. While performing the students had very good performance and on the spoken test, they also did not get any difficulties because the questions of the teacher had been already clearly explained before.

4.1.3.1 Students' Performances

In this activity, the researcher assessed the performances of the students' performances in the first and second performances used the scoring rubric. The data from students' performances conducted on April 20th and 21st 2017. Based on scoring rubric, there were four elements, they were fluency, vocabulary, pronunciation and confidence.

4.1.3.1.1 The First Students' Performance

In this part, the researcher calculated the score based on scoring rubric that consisted of four aspects, those were fluency, vocabulary, pronunciation and less confidence. In fluency aspect, the total number who got 5 score was 1 student, the total number who got 4 score were 27 students, the total number who got 3 score were 4 students. In vocabulary aspect the total number who got 5 score were 2 students, the total number who got 4 score were 24 students, the total number who got 3 score were 3 students. In pronunciation aspect the total number who got 5 score were 3 students, the total students who got 4 score were 26 students, the total number who got 3 score were 4 students. In confidence aspect the total number who got 5 score were 3 students, the total number who got 4 score were 20 students and the total number who got 3 score were 10 students.

Based on the result (Appendix 8). The total students who did not reach the *KKM* score (75) were 10 students. The total students who passed the *KKM* (75) were 23 students, the percentage was 76,5%. It means that the result of first students' performances had passed the criteria of success.

4.1.3.1.2 The Second Students' Performance

In this part, the researcher calculated the score based on scoring rubric that consist of four aspects, those are fluency, vocabulary, pronunciation and less confidence. In fluency aspect, the total number who got 5 score was 1 student, the total number who got 4 score were 29 students, the total number who got 3 score were 3 students. In vocabulary aspect the total number who got 5 score were 2 students, the total number who got 4 score were 28 students, the total number who

got 3 score were 2 students. In pronunciation aspect the total number who got 5 score were 3 students, the total number who got 4 score were 26 students, the total students who got 3 score were 3 students. In confidence aspect the total number who got 5 score were 5 students, the total number who got 4 score were 18 students and the total score who got 3 score were 10 students.

Based on the result (Appendix 9). The total students who did not reach the *KKM* score (75) was 1 students. The total students who passed the *KKM* (75) were 32 students, the percentage was 78,6%. It means that the result had passed the criteria of success.

4.1.3.1.3 Speaking Test

In this part, the researcher calculated the score based on scoring rubric that consisted of four aspects, those were fluency, vocabulary, pronunciation and less confidence. In fluency aspect, the total number who got 5 score was 1 student, the total number who got 4 score were 29 students, the total number who got 3 score were 3 students. In vocabulary aspect the total number who got 5 score were 2 students, the total number who got 4 score were 31 students. In pronunciation aspect the total number who got 5 score were 1 students, the total students who got 4 score were 30 students, the total number who got 3 score were 2 students. In confidence aspect the total number who got 5 score were 6 students, the total number who got 4 score were 21 students and the total number who got 3 score were 6 students.

Based on the result (Appendix 10). There was no students who did not reach the *KKM* score (75). The total students who passed the *KKM* (75) were 33 students, the percentage was 79,8%. It means that the result had passed the criteria of success.

4.1.3.1.4 Questionnaire

The questionnaire (Appendix 11) distributed at the end of the meeting to the students. The questionnaire was used to know the students' responses toward the implementation of role play to overcome speaking' problems. Six questions provided that deal with the implementation of role play. The first question was the opinion about of the role play technique, the result of the students' answers were 39% of the students felt very interested of the technique, 51% students felt interested, 6% felt less interested and 3% felt not interested. The second question was deal with the students' motivation during the teaching and learning process using role play technique where the result was 18% of the students are very motivated, 79% of the students motivate enough with role play technique and 3% of the students felt less motivated. The third question was related to the role play technique can help the students to find their ideas which showed that 75% admitted that role play technique really helped them, and 36% of the students felt very helping, 57% of the students felt help enough, 3% felt less helping and 3% felt not helping. the fourth question was about whether role play helped the students to master in speaking showed that 45% felt very helps, 51% felt helps enough, and 3% felt less helping. The fifth question was about after the implementation of role play did the students feel the speaking skill rise or not,

90% of the students felt that their speaking ability was improved and 9% did not feel improvement on their speaking ability. The last question about did the students get difficult to do role play, 42% of the students still found the difficulties during the implementation of role play technique and 58% of the students did not feel difficult to do role play.

4.1.4. Reflecting

This part was dealing with the activity of evaluating the effect of the action during learning and teaching process in the cycle. It included how the technique solved the problem so that it could achieve the criteria of success. The researcher analyzed the result of cycle. On the observation checklist (Appendix 6), the teacher had already provided a good lesson plan that showed the teaching step, the materials were easy to students to be understood, in the learning and teaching activity the students were enthusiast to speak actively and the instruction was very clear. On first students' performance, the total students who did not reach the *KKM* score (75) were 10 students. The total students who passed the *KKM* (75) were 23 students, the percentage was 76,5%, the second students' performances, the total students who did not reach the *KKM* score (75) was 1 students. The total students who passed the *KKM* (75) were 32 students, the percentage was 78,6% and on speaking test, the was no students who did not reach the *KKM* score (75). The total students who passed the *KKM* (75) were 33 students, the percentage was 79,8%.

Based on the result of first (Appendix 8), second students' performing (Appendix 9) and post-test (Appendix 10), the result passed the criteria of success



which were 70% of students had to reach the standard minimum score 75, the minimum 70% students had to reach that score to know the result of implementing role play success. So, as the result of students' performances and speaking test had passed the criteria of success, it means that the researcher stop in one cycle, and this research was successful.

4.2 Discussion

This sub chapter presents the reflecting on the findings based on the implementation of role play strategy in teaching and learning.

4.2.1 The Nature of Role Play in the Classroom

After implementing role play in speaking class for the tenth grade IPA-1 SMA Negeri Ploso, it exposed that the students were very excited with this technique. It proves that the students involved actively in this activity, because they had to perform based on the script that they had made. So, the students was given chance to speak actively about their past experience and made it into script and then action out in role play performances.

4.2.2 Implementing Role Play Techniques in the Speaking Activity

In implementing role play the teacher determined to use scripted role play. It means that the students could prepare to make the script and memorized it before they act in role play situation. For the first the students had to make the scripts based on their experiences with the group that had determined by the



teacher. After that the students conducted consultation with the teacher. Then, they acted to perform the role play. The purpose of the implementation of role play strategy, it can overcome the speaking problems, especially four aspects, those were fluency, vocabulary, pronunciation and less confidence.

Based on the research, it was found that role play can overcome the speaking problems faced by the students. According to Littlewood (1981) the role-play will give opportunity to learn language as natural as possible, in line with Ladousse (2009, p.5), role play is an enjoyable activity and does not threaten the students. The students' improvement on each aspect that difficult in speaking faced by the students got through implementing role play in teaching and learning process. The result of role play reflected by scoring rubric that used by the researcher and teacher to assess the students' performances and spoken test. The aspects were fluency, vocabulary, pronunciation and less confidence.

In this chapter, the researcher used two previous study to convince that role play could overcome speaking problems. For the first was conducted by Arham R et al. (2016) entitled *The Use of Role Play to Improve Teaching Speaking English Study Program*. The result from the finding showed that role play technique made a significant improvement in the quality of the students' speaking performance. It is indicated that role play properly improves the students' speaking performance significantly.

The second research was conducted by Anna Kušnierek (2015) entitled *Developing students' speaking skills through role-play*. the result of findings that implementing role-play developed students' speaking skills. The majority of the

students said that they felt their speaking skills increased. Furthermore, some students claimed that they had overcome their problems of speaking because they had quite much time to speak English.

Reflecting to the findings and also from two previous researches. It proves that by implementing role play technique can overcome speaking problems faced by the students. This technique can help the students to minimize in every aspect in speaking skill above because they just performed based on the script that they had made according to Lazanov (1982, p.72) scripts prepares students with a sample language situation appropriate for upcoming events. So, by the script students can prepare and memorize before they act in role play situation. Besides, it can build students' confidence because they have prepared before. The goal of implementing role play, it makes the students to speak actively. As stated by Harmer (2007) that role play can be used to encourage general oral fluency or to train student for specific situation, especially where they are studying for specific purpose

CHAPTER V

CONCLUSION

This chapter explains about the conclusions and the suggestions based on the findings and the discussion of the research.

5.1 Conclusion

Based on the research findings, some conclusions could be said as the answers of the questions of this research. For the first about the implementation of role play can be one of the strategy can be implemented to overcome the speaking problems. The second about considering the purpose of classroom action research is to find a solution to overcome the problems that found in classroom by implemented strategy or media. In this case by implementing role play strategy, the students have more opportunities to practice to speak English.

The result of interview showed that most of all students got difficulty on speaking activity, especially in four problems, those are fluency, vocabulary, pronunciation and less confidence. Speaking was very difficult than other skill.

Besides, they got difficulty to speak without any interruption, did not know the meaning in English, how to pronounce in right pronunciation and also afraid to speak confidently. Based on the result of first and second performances and also speaking test shown that role play can be one of the technique can overcome speaking problems especially in four problems, those are fluency, vocabulary, pronunciation and less confidence. But role play also can improve grammar aspect in speaking, because the students make the scripts and conducting consultation

with the teacher in order to make the scripts the students have right sentences. The students also had positive responses towards the use of role play technique in the form of questionnaire.

The impact of the implementation of role play in learning and teaching process, for the students, it makes the students involved actively to practice speaking English, because the students have more opportunity. For the teacher, role play can be one of the alternative strategy to teach English, especially to teach speaking skill.

The researcher used two previous study to convince that role play could overcome speaking problems. For the first was conducted by Arham R. et al. (2016) entitled *The Use of Role Play to Improve Teaching Speaking English Study Program*. The second research was conducted by Anna Kuśnierek (2015) entitled *Developing students' speaking skills through role-play*.

From the result of finding this research and also from two previous researches, the researcher concludes that role play technique can be the alternative one to overcome speaking problems especially fluency, vocabulary, pronunciation and less confidence.

5.2 Suggestion

In this part, the researcher would like to give some suggestions of English teaching such as for the English teacher and the next researcher as follows:

1. The English teacher:

The English teachers are suggested to apply role play in teaching speaking to overcome students' speaking skill but, the teacher has to be creative to modify the technique in order make the students enjoy with the activity.

2. The Next Researcher

For the next researcher, the researcher hopes to do better research to the technique which had been applied by the researcher in this research. The researcher also hoped that role play can be applied not only for teaching speaking but also for other skills like reading, listening or writing. In addition, the researcher suggested to determine the time of the implementation.

Finally, the researcher realizes that this research has certain delimitations.

The first about the result of making script, in this research, the teacher focused on speaking performances, but the teacher did not realize that in recount text material the language feature that used is simple past tense, but in fact the script that made by the students were simple future, present and continuous tenses. The second was about the time allotment. In this research, the time allotment was different. In the first meeting, it was 125 minutes and in second and third meeting it were 90 minutes. However, in a research especially in classroom action research the time allotment must be equal. The last, for observation checklist on teacher's role, there was no clear description about role play instruction.

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