THE USE OF ROLE PLAY STRATEGY TO IMPROVE THE SECOND YEAR STUDENTS' SPEAKING ABILITY AT SMP SHALAHUDDIN MALANG

UNDERGRADUATE THESIS

BY

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ENGLISH LANGUAGE EDUCATION PROGRAM
FACULTY OF CULTURAL STUDIES
UNIVERSITAS BRAWIJAYA
2017

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UNDERGRADUATE THESIS

Presented to Universitas Brawijaya
in partial fulfillment of the requirements
for the degree of *Sarjana Pendidikan*

BY

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Malang, 15 December 2017

The writer

ABSTRACT

Safitri, Hera Rizky. 2017. **The Use of Role Play Strategy to Improve the Second Year Students Speaking Ability at SMP Shalahuddin Malang**. English Language Education Program, Faculty of Cultural Studies, Universitas Brawijaya. Supervisor: Frida Unsiah, M.Pd.

Keywords: Role Play, Speaking Ability

Speaking is one of the four language skills that a learner should acquire. In learning speaking, students often find some problems. Based on the result of the interview with the English teacher conducted in preliminary study at SMP Shalahuddin Malang; the students always use native language to communicate, the students have low motivation in learning English, the students have limited vocabulary, and the students are too shy to take part in a conversation. Thus, the writer decided to apply role play as teaching speaking strategy to improve students' speaking ability.

The research method used in this study was Classroom Action Research (CAR). This study was conducted in one cycle which consisted of four meetings. There were four steps of doing this research; Planning, Acting, Observing, and Reflecting. During the study, the writer acted as the English teacher and the English teacher acted as the observer. As the instruments, the writer used interview guideline, observation checklist, field note, test, and questionnaire. The subjects of this study were 35 students of VIII A class of SMP Shalahuddin Malang.

The result of this study revealed that using role play as teaching strategy can improve the students' speaking ability. It was shown through the criteria of success that had been achieved. The study was considered successful when 70% of the students got or passed the standard minimum score (KKM) that is 75. In pre-test, it was found that only 29% of the students got the score or passed the KKM whereas, in the post-test, 74% of the students got the score or passed the KKM. Besides, this study was also considered successful when 70% of the students actively involved during learning process in the fourth meeting. From the result of the observation checklist, it was found that 83% of the students actively involved during the implementation of role play in the fourth meeting. Thus, the writer conclude that the use of role play strategy can improve the second year students' speaking ability at SMP Shalahuddin Malang.

ABSTRAK

Safitri, Hera Rizky. 2017. **The Use of Role Play Strategy to Improve the Second Year Students Speaking Ability at SMP Shalahuddin Malang**. Program Studi Pendidikan Bahasa Inggris, Fakultas Ilmu Budaya, Universitas Brawijaya. Pembimbing: Frida Unsiah, M.Pd.

Kata kunci: Bermain peran, Kemampuan berbicara

Berbicara adalah salah satu dari empat kemampuan bahasa yang harus dimiliki seorang pelajar. Dalam belajar berbicara, siswa sering menemukan beberapa masalah. Berdasarkan hasil wawancara dengan guru Bahasa Inggris yang dilakukan dalam studi pendahuluan di SMP Shalahuddin Malang; siswa selalu menggunakan bahasa asli untuk berkomunikasi, siswa memiliki motivasi belajar Bahasa Inggris yang rendah, siswa memiliki kosa kata yang terbatas, dan siswa terlalu malu untuk ikut serta dalam percakapan. Dengan demikian, penulis memutuskan untuk menerapkan role play sebagai strategi pengajaran berbicara untuk meningkatkan kemampuan berbicara siswa.

Metode penelitian yang digunakan dalam penelitian ini adalah Penelitian Tindakan Kelas (PTK). Penelitian ini dilakukan dalam satu siklus yang terdiri dari empat pertemuan. Ada empat langkah dalam melakukan penelitian ini; Perencanaan, Tindakan, Observasi, dan Refleksi. Selama penelitian, penulis bertindak sebagai guru Bahasa Inggris dan Guru Bahasa Inggris bertindak sebagai pengamat. Sebagai instrumen, penulis menggunakan pedoman wawancara, lembar observasi, catatan lapangan, tes, dan kuesioner. Subyek penelitian ini adalah 35 siswa kelas VIII A SMP Shalahuddin Malang.

Hasil penelitian ini mengungkapkan bahwa menggunakan role play sebagai strategi pengajaran dapat meningkatkan kemampuan berbicara siswa. Hal itu ditunjukkan melalui kriteria keberhasilan yang telah diraih. Penelitian ini dinilai berhasil bila 70% siswa mendapatkan atau melebihi kriteria ketuntasan minimal (KKM) yaitu 75. Pada pre-test, didapati bahwa hanya 29% siswa mendapat nilai atau melebihi KKM sedangkan pada post-test, 74% siswa diketahui mendapat nilai atau melebihi KKM. Selain itu, penelitian ini juga dinilai berhasil bila 70% siswa aktif terlibat selama proses pembelajaran pada pertemuan keempat. Dari hasil lembar observasi, ditemukan bahwa 83% siswa terlibat aktif saat pelaksanaan role play pada pertemuan keempat. Dengan demikian, penulis menyimpulkan bahwa penggunaan strategi role play dapat meningkatkan kemampuan berbicara siswa kelas dua di SMP Shalahuddin Malang.

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CHAPTER I

INTRODUCTION

In this chapter, the writer presents the introduction of the study including background of the study, problem of the study, purpose of the study, significances of the study, scope and limitation of the study, and definition of the key terms related to the study.

1.1 Background of the Study

The importance of English in every aspect of lives can no longer be denied. With the advancement of information technology and globalization, English has been adopted as a second or foreign language in many countries including Indonesia. In line with that statement, based on Peraturan Pemerintah Nomor. 32 Tahun 2013, English is taught as a compulsory subject for students from junior high school level to senior high school level. In addition, English is also a complementary subject of the higher education institution. In other words, English is considered important because of its role in education.

Focusing on educational side, in learning English, according to Harmer (1989, p.16), learners need to master four language skills. Those are listening, reading, speaking, and writing. Listening and reading are known as receptive skills while speaking and writing are known as productive skills. All those four skills cannot be separated in fact, they are interconnected. However, Ur (1996, p.120) states that of all four skills, speaking seems intuitively the most important.

According to Chaney (1998, p.13), speaking is the process of building and sharing meaning through the use of verbal and non-verbal symbols in variety of contexts. In addition, Harmer (2007), argues that the ability to speak not only focuses on the knowledge of language features but also on how the ability to process information on the spot. Furthermore, Cameron (2001, p.40) states that speaking is the active use of language to express meanings so that other people can make sense of them. In other words, speaking is realized as a tool to express or communicate in which speakers should be able to process the existing or given information so other people can make sense of them. Therefore, speaking is necessary to be practiced continuously and be taught correctly.

Teaching speaking according to Nunan (2003), involved providing students the components of speaking, studying grammar rules, reciting dialogues, and learning vocabulary. By means, introduce and teach students about the components of speaking so that students will have sufficient vocabulary, able to make correct sentences, able to give meaning to the words pronounce, and able to speak English without stopping or much hesitation. It is important for students who are in the process of building their knowledge to understand because misunderstanding or mistake during the process of learning may lead them to unable to express themselves.

In learning speaking, students often find some problems. According to Ur (1996), the problem frequently found is that they lack of English exposure since they always use their native language to communicate. Thus, led to lack of confidence in speaking foreign language. Ballard (1996, cited in Jin yan-hua, 2007) adds that students fail to join in the English discussion because of their vocabulary problems and fear of making mistakes resulting in their inability to speak English well. Many factors can cause problems of students' speaking skills such as lack of motivation, students' interest, even the material use in learning. In fact, those common problems also appeared when the writer held an interview with the English teacher of SMP Shalahuddin Malang and observation during teaching and learning process in preliminary study.

Based on the writer's interview with the English teacher of SMP Shalahuddin Malang related to the teaching and learning process and the problems faced by her in teaching English especially in speaking, the problems can be identified as follows: 1. The students always used native language; 2. The students had low motivation in learning English; 3. The students had limited vocabulary, and 4. The students were too shy to take part in a conversation. Therefore, the teacher needs teaching strategy that can minimize problems that might arise in the process of learning speaking and furthermore, improve students' speaking ability.

Role play is one of the strategies used to teach speaking. Role play involves playing a role in specific situation which is taken on in a safe environment (Ladousse, 1995). This strategy gives students an opportunity to practice communicating in different social contexts and in different social roles. It also gives the opportunity to students who have lack of confidence to speak because they will pretend and act as another person for a while. According to Hattings, (1993, p.165) based on his observation in the conversation class, the role play would seem to be the ideal activity in which students could use their English creatively and it aims to stimulate a conversation situation in which students might find themselves and give them an opportunity to practice and develop their communication skill. There are two previous studies about using role play to improve students' speaking ability. They had already conduct the research and can reach the criteria of success.

Susilo (2014) used role play strategy at SMKN 6 Yogyakarta. The research was designed to improve the eleventh grade students' speaking skill. The XI Travel Tourism Program was chosen to be the subject of the research. The finding of this study showed the speaking ability of the students improved. It could be seen from the students' speaking score, students' involvement, students' opinions, the collaborator's opinion, and also the positive feedback of the interview after the implementation of the action.

Febrianto (2016) used role play strategy at SMPN 2 Malang. The research was designed to improve the eight grade students' speaking ability. The VIII B was chosen to be the subject of the research. Based on the finding of the study, the mean score of the students' speaking score showed improvement. In addition, the students also showed an active participation during learning. It means, using role play as a strategy to improve students' speaking ability in class is proved.

Based on those previous studies, the writer wanted to implement Role Play strategy to improve second year students' speaking ability at SMP Shalahuddin Malang. The writer then conclude the 3 reasons why she chose to apply this strategy. First, this is a good opportunity for students to overcome their fear of speaking. Second, this strategy can help students to organize their idea, and later, they will be able to put themselves in conversations. Third, role play is a team work project. Thus, students feel involved in the implementation of it. Related to those reasons above, the writer is interested in using role play strategy to improve the second year students' speaking ability at SMP Shalahuddin Malang.

1.2 Problem of the Study

The writer specified the research in using role play strategy to improve second year students' speaking ability in SMP Shalahuddin Malang. Therefore, to make this study easy to understand, the writer formulated the problem as follows: "How can role play strategy improve the second year students' speaking ability at SMP Shalahuddin Malang?".

1.3 Purpose of the Study

This study is aimed to find out how role play strategy can improve students' speaking ability at SMP Shalahuddin Malang.

1.4 Significances of the Study

The result of this study is expected to provide significant contributions for the students, the teachers, the school, and future researchers.

1. For the Students

   The result of this study, hopefully, can make students more enthusiastic in expressing themselves through role play strategy and motivate them to learn English to improve their speaking ability.

2. For the English Teacher

   The finding of this study, hopefully, can be a valuable source to improve the quality of teaching and learning process especially in teaching speaking. The researcher expect the teacher will improve the strategy or come up with new strategies to improve students' speaking ability.

3. For the School

   The finding of this study is expected to provide contribution on the improvement of teaching and learning process especially in terms of teaching strategy to improve students' ability in speaking.

4. For Future Researchers

   The future researchers are expected to conduct their research by using role play strategy to improve students' speaking ability in the school of their choices. The future researchers are also expected to use this study as reference and additional information. And if there are weaknesses in the implementing of the strategy, the researcher can develop it in order to make it better studies.

1.5 Scope and Limitation of the Study

It is necessary for the writer to limit the study. It is intended to avoid a big problem area and helped her to focus on the research. In the reference to the background of the study and problem of the study, this study focused on improving the students' speaking ability by using role play strategy.

1.6 Definition of the Key Terms

In this study, the writer needs to define some key terms to avoid misunderstanding and misconception. The important terms are defined as follows.

1. **Speaking Ability :** students' ability to express or communicate with others by utter articulation sounds and words to share ideas, information, and opinion.
2. **Role Play :** an activity of act out and speak of a particular role which reflect daily life conversation in accordance with the perceived expectations of society with regard to a person's behavior in a particular context and situation in which the process occur in the classroom.

CHAPTER II

REVIEW OF RELATED LITERATURE

In this chapter, the writer presents the review of related literature including the nature of speaking, the components of speaking, teaching speaking, challenges in teaching speaking, role play, the advantages of role play, procedure of role play, and previous studies. Reference review from the books related to the topic will be discussed in this chapter.

2.1 The Nature of Speaking

Speaking is a form of communication which function is to express or, communicate opinions, feelings, ideas, thought, and information. In addition, Chaney (1998, p.13), states that speaking is the process of building and sharing meaning through the use of verbal and non-verbal symbols in variety of contexts. Harmer (2007), argues that the ability to speak not only emphasizes on the knowledge of language features but also on how the ability to process information on the spot. In other words, speaking is realized as a tool to express or communicate through verbal and non-verbal symbols in which speakers should be able to process the existing or given information.

According to Brown and Yule (1995), the main purpose of speaking activity is to developing ability to interact successfully in language and understandable communication to convey the intended message to the listener. Furthermore, Jones (1989, p.16) states that speaking is a form of communication, so it is important that what you say is conveyed in the most effective way. Therefore, speakers are required to be able to express what they want to say as effectively as possible in order to create an understandable communication.

English as a foreign language must be learn and practice thoroughly. According to Pinter (2006, p.55), speaking starts with practicing and drilling set phrases and repeating models. In addition, Huebner (1960) stated that learning skill by repetition is primarily neouromuscular and not intellectual process. It consist of competence in sending and receiving message. Therefore, speaking aspect and listening aspect cannot be separated because speaking involves speaker and listener.

Based on the definitions above, it can be concluded that speaking is a form of communication to share opinions, feelings, ideas, thought, and information in which speakers should be able to process the existing or given information so other people can make sense of them. Speaking, as a foreign language, requires a lot of practice. It is expected to be conveyed effectively and be understood by other people.

2.2 The Components of Speaking

Speaking is a complex skill that requires coherence of several different abilities simultaneously. To speak English fluently, it is essential to know the components of speaking. The components is an aspect that influence and determine how well people speak English. Harris (1969) mentioned there are several components of speaking, they are: pronunciation, grammar, vocabulary, fluency, and comprehension.

Pronunciation is the act or result of producing the sounds of speech, including articulation, stress, and intonation, often with reference to some standard of correctness or acceptability. Thus, pronunciation becomes an important thing because it gives meaning to what is being said. Any mispronunciation that happen in the process of speaking, can lead to misunderstanding and unable to get the message or information being conveyed.

Grammar is the whole system and structure of a language (or languages in general). Grammar usually taken as consisting of syntax and morphology and sometimes also phonology and semantics. In addition, Brown (2001, p.362) states that grammar tell us how to construct a sentence (word order, verb and nouns systems, modifier, phrases, clauses, etc.) and discourse rules tell us how to bring those sentences together. In other words, by learning grammar, someone will know how to arrange their words into a correct sentence. It is very important in speaking because, if someone does not master the grammar structure, the words produced will not make sense.

Vocabulary is single words, set phrases, variable phrases, phrasal verbs, and idiom (Folse, 2004, p.2). It is basic elements in language that is used as a tool to produce sentences word by word that refers to appropriate diction which is used in communication. So, if someone does not have a sufficient vocabulary, someone cannot communicate effectively or express their ideas in both oral and written form. In other words, having limited vocabulary can be a barrier that prevent learners from learning a language.

Fluency is the ability to talk freely without too much stopping or hesitating (Riddel, 2001, p.118). However, Harmer (2007) argues that the ability to speak fluently presupposes not only knowledge of language features, but also the ability to process information and language 'on the spot'. Then, fluency is the ability to process information and language on the spot and being able to speak on the matter being talk about without too much stopping or hesitating.

Comprehension is defined as the ability to understand something by reasonable comprehension of the subject or knowledge of what a situation is really like. Comprehension is discussed by both speakers in speaking activity. By comprehend a matter talked or discussed about, both speakers will get the information they want.

2.3 Teaching Speaking in Junior High School

Teaching speaking plays an important part in the process of learning English as a second and foreign language. Despite it's importance, for many years, teaching speaking has been undervalued. For example, teachers used to teach speaking by reading aloud and memorization of dialogue only. This fact seems to be in contrast to what is expected by syllabus of curriculum 2013 for Junior High School which is to improve students' communicative skills. In other words, teaching speaking cannot be separated from the aim of teaching speaking.

According to Brown and Yule (1983), the reason of teaching speaking is that students are expected to be able to express themselves in the target language, to master the basic interactive skills like exchanging greeting, thanks, and apologies, and also to express his or her ‘needs’-request information, service, idea, opinion, etc. In addition, according to syllabus of curriculum 2013 for Junior High School level, the second years students are expected to be able in producing and developing words in speaking activity. Thus, it is expected that students are able to speak English well. Moreover, if they are able to implement it in their daily life.

According to Nunan (2003), teaching speaking involved providing students the components of speaking, studying grammar rules, reciting dialogues, and learning vocabulary. In those meanings of teaching speaking above, teacher must introduce and teach about the components of speaking so that students will have sufficient vocabulary, able to make correct sentences, able to give meaning to the words pronounce, and able to speak English without stopping or much hesitation.

In Indonesia, based on Peraturan Pemerintah Nomor. 32 Tahun 2013, English is taught as a compulsory subject for students from junior high school level to senior high school level. In addition, English is also a complementary subject of the higher education institution. Started learning English from junior high level and expected to be able to speak well, is quite imposible. Moreover, if the language is not spoken in the community and they have less exposure of English. In line with that statement, based on the writer’s observation during preliminary study in SMP Shalahuddin Malang, she found that the teacher rarely use English to explain the material and the students never use English in the classroom. The most possible reason for this probably because the classroom is still carrying the concept of teacher centered which means the teacher rarely give them an opportunity to speak and the students usually just sit on their chair listening to the teacher's explanation which is not a good strategy to teach speaking.

2.4 Challenges in Teaching Speaking

Speaking is perhaps the most demanding skill for teachers to teach. Therefore, in teaching speaking, teachers often face some problems. According to Ur (1996), problems frequently found in teaching speaking is that students lack of English exposure so they do not have confidence in speaking English. Thus, led to low students' motivation because they cannot think of anything to say when the teacher asked them to. Another problem is that in a large group, some students might dominate and others will speak very little or not at all. And last, since they always use their native language to communicate, they may use it in the classroom since it is easier and more understandable.

In Indonesia, English is taught as a foreign language. Based on Peraturan Pemerintah Nomor. 32 Tahun 2013, English is taught as a compulsory subject for students from junior high school level to senior high school level. Therefore, starting to learn English from junior high school and expected to speak fluently is rather impossible. Based on the classroom observation conducted by the writer during preliminary study in VIII A of SMP Shalahuddin Malang, it is found that students often felt anxious when asked to speak in English. When the teacher asked the students to speak, they spoke in a low volume, wrong pronunciation, and the words produced were not understandable. They understood the flow of the conversation, being able to speak it but, failed to convey the message or information because the words produced are not meaningful.

Actually, challenges or problems in teaching speaking does not only come from the students, many factors can cause problems in students' speaking skills such as; material and even the method or strategy that used in teaching speaking.

2.5 Teaching Speaking Strategy

Students often think that the ability to speak a language is the product of language learning. In fact, strategy plays an important role in the success of teaching speaking. When it comes to speaking, it's essential to teach with a strategy that equip students with the skills and confidence so they can comfortably speak. Moreover, if students must be able to express themselves, teacher needs to focus on the students' communicative skills and speaking norms that exist in the society in certain communicative circumstance. Therefore, according to Celce-Murcia (2001), to teach speaking, there are several strategy that can be applied in the classroom to improve students' speaking ability such as:

a. Discussion

Discussion is probably the most commonly used in speaking classroom activity. It is an effective way to facilitate learning speaking in order to activate and involve student in classroom teaching. Typically, students are introduced to a topic via reading, listening passage, or a video tape then they are asked to get into pairs or groups to discuss a related topic in order to come up with a solution, a response or the like. Normally, people need time to assemble their thought before any discussion and that is something needs to consider. Therefore, teacher have to make a plan before setting up a discussion activity.

b. Role Play

Role Play is a way to bringing situations from real life into the classroom. When role play implemented in speaking activity, students are expected to imagine a role and situation (Doff, 1988, p.232). Role play is a strategy of instruction in which participants act out designated role relevant to real-life situation. It usually consists of short scenes which can be realistic such as; winning a competition, go on a vacation, inviting someone to a birthday party, or something fantasy such as being a king or a celebrity. However, realistic role plays have been common features of situational language teaching for a long time and are catered by suitable dialogues in most beginners textbooks (Klippel, 1987, p.121). In other words, situations that learners are likely to encounter when speaking English in real world situation can be stimulated and a greater range of registers can be practiced in classroom.

c. Speech

Another common activity that is used in teaching speaking is speech. The topic used in speech depend on the level of the students and the focus of the class. But in any case, students should be allowed or given the chance in determining the content of their talks. By means, the teacher can provide the structure of the speeches theoretical genre and its time restrictions. For example, asking students to tell about an unforgettable experience they had. It allow students to talk about something that is personally meaningful while encourages narration and description.

d. Information Gap Activity

Information gap activity refers to the fact that in real communication, people normally communicate to get information they do not possess. In this activity, each student has different information and they need to obtain information from each other in order to finish a task. In addition, they must use target language to accomplish it (Richards, 2006, p.99).

2.6 Role Play

This topic consist of four subtopics, they are: the definition of role play, the advantages of role play, the disadvantages of role play, and the procedure of role play.

2.6.1 The Definition of Role Play

Role play is a method of acting out particular ways of behaving or pretending to be other people who deal with new situations. In this case, Ladousse (1995, p.5) argues that when students assume a “Role”, they play a part (either their own or somebody else) in specific situation. While “Play” means that is taken on in a safe environment in which students are joyful and playful as possible. In other words, Role play is the activity of acting out designated role, behaving the same way with the role, and pretend to be in specific situation which the whole process occur in comfortable environment which in this case is classroom.

Role Play is a way to bringing situations from real life into the classroom. When role play implemented in speaking activity, students are expected to imagine a role and situation (Doff, 1988, p.232). Role play usually consists of short scenes which can be realistic such as; winning a competition, go on a vacation, inviting someone to a birthday party, or something fantasy such as being a king or a celebrity. However, realistic role plays have been common features of situational language teaching for a long time and are catered by suitable dialogues in most beginners textbooks (Klippel, 1987, p.121).

In order to make dialogue that realistic and reflect social situation, there are two ways of looking at language work in role play. First, either students manage with the language they know, or they practice structures and functions that they have had learned at an earlier stage of the lesson or the course, in a free and uncontrolled way. In this situation, when students just cope as best as they can, they will come to the point of awareness at which the necessity of acquiring certain structures is needed. This way, students can see how they could have put them to good use and later, they will retain them all more easily because it will produce a meaningful context. In the second situation, role play is the active phase of learning and offers an opportunity for students to make personal use of language that has been presented to them formally. By means, students do not use their own language instead, they use more formal or appropriate language that should be used in specific situation while still being relevant and reflect real world situation.

Role play is an activity that involves students taking on a role and carrying out a discussion with each person playing the role. For example, there are students who act as a police, and the other who act as a citizen. The teacher describes and set up the situation. The students prepare in groups, those playing same roles can discuss and prepare together. They then form a new groups to carry out role play (Pollard, 2008). Thus, the process of role play can be seen as a tool that promotes effective interpersonal relations and social transactions among participants. Because, in order to fulfill their role responsibilities, students must relate to others in the simulation, and utilizing effective social skills. In other words, students must communicate with each other for the success of role play activity and create understanding between the participants. Thus, the process of it can develop fluency in students' language and increase motivation. Not only motivated, students also encouraged to learn more by create understanding from sharing between teacher and students of the role responsibility in the process of learning.

2.6.2 The Advantages of Role Play

In a process of teaching and learning in the classroom, teachers usually use variety of methods or learning strategies. The use of methods and learning strategies are intended to facilitate both teachers and students participating in the classroom. Because, basically, the important part of learning process is indicated from the level of difficulties in teaching and absorbing lesson. Thus, teachers always use variety of methods and learning strategies in teaching and learning process to explain the material and also to encourage the students' interest.

Since methods or learning strategies that will be used should be advantageous, therefore, according to Ladousse (1987, p.6), there are some advantages for using role play in the classroom. First, a very wide variety of experience can be brought into the classroom through role play. The range of functions and structures, and the areas of vocabulary can be introduced. Also, through role play we can train our students' speaking skill in any situations. Second, role play puts students in situation in which they are required to use and develop those pathic forms of language which are so necessary in oiling the works of social relationship. Third, it is helpful for students to have tried out and experimented with the language they will require in the friendly and safe environment of a classroom. Fourth, role play helps many shy students by providing them with a mask. Some more reticent members of a group may have a great deal of difficulty participating in conversations about themselves, and in other activities based on their direct experience. These students are liberated by role play as they no longer feel that their own personality is implicated. And fifth, perhaps the most important reason for using role play is that it is fun. Once students understand what is expected for them. They thoroughly enjoy letting their imagination rip.

In conclusion, role play is a fun activity that can encourage students to be creative due to the freedom given to them to make up a dialogue/conversation by themselves. Therefore, students will be motivated to share and express their ideas during activity.

2.6.3 The Disadvantages of Role Play

Role play is an effective strategy to be used in teaching speaking. However, despite of the fact that implementing Role Play gives some advantages, it is also shows disadvantages. According to Livingstone (1983), there are some disadvantages of using role play. First, is organization. Not many teachers operate in an ideal circumstance. By means, the majority of teachers work in classrooms which are too small, and with students which are, numerically, too large. For example, a class of thirty five, divided into seventeen role play groups in a small classroom. The noise level produced will be high and make concentration impossible. Second is time. Role play takes a lot of classroom time. Before students act out role play in front of the classroom, students do a preparation. Then, if times to prepare and do the role play are added, it might take a whole hour of lesson.

In conclusion, using speaking as strategy to improve students' speaking ability takes a lot of classroom time because students need preparation beforehand. Thus, the noise produced will make classroom become noisy. However, the above disadvantages can be solved if careful thought and planning could be given before the activities in the classroom. In this situation, teacher must be convinced of the effectiveness of using this strategy if teacher wants to encourage students to have positive attitude toward speaking activity.

2.6.4 The Procedure of Role Play

Role Play is a way to bringing situations from real life into the classroom. When role play implemented in speaking activity, students are expected to imagine a role and situation (Doff, 1988, p.232). By means, students act out a role and play it while imagining the situation given. It is a creative way to keep the students interested on the topic being taught. And if the strategy being taught correctly, the aim of this research which is to improve students' speaking ability using role play strategy can be achieved. Therefore, teachers need to know and understood the procedure of role play before implementing it in the classroom.

Role play, according to Bryne (1986, p.122) can be grouped into two types which is scripted and unscripted role play. Scripted role play involves interpreting either dialogue or reading text in the form of speech. In contrast to scripted role play, unscripted role play on the other hand do not depend on text books. It is known as a free role play or improvisation. The students themselves have to decide what language to use and how the conversation should develop.

As mentioned above, there are two types of role play. So, in applying this strategy there are two ways that can be used by teachers to incorporate role play activities in the classroom.

2.6.4.1 Scripted Role Play

Scripted role play is a role play which is based on dialogue. To do scripted role play based on dialogue. First, students meet dialogue in the textbook then, the students read it and discuss it with their friends. Second, students are divided into groups with one students takes a part of one character. Third, students perform their works in front of the class. Fourth, students swap the roles and read again while the teacher walks around to listening, correcting the mistake, and helping students.

2.6.4.2 Unscripted role play

Unscripted role play is a role play which is not depend on textbooks. The example of situation and procedures which is adapted from Doff (1988, p.234) are as follows:

- The house of a resident has been entered by a thief,
- He/she (the owner of the house) is at the police station,
- The other student is the police officer, and asks for details.

To demonstrate a role play activity based on the situation. First, teacher divide the class into groups. Second, students discuss the situation given with their group to determine the direction of the conversation. Third, students proceed to discuss what the speakers might say based on situation (e.g the police officer asks the house owner about the situation of the house). Fourth, students write any vocabulary that might be related to the situation. Fifth, students may write down their dialogue and the teacher let them practice and try out the role play privately. Sixth, teacher calls students to act out in front of the class.

The procedures mentioned above are not a definite standard. The procedure is flexible, and teacher can create or develop the procedure to make it appropriate and adjust it to the situation in the classroom.

2.7 Previous Studies

There are two previous studies which the writer used in this study. The first previous study entitled “Improving Students’ Speaking Skill Through Role Play at Grade XI of Travel Tourism Program of SMKN 6 Yogyakarta in the Academic Year 2013/2014”. The study was conducted by Susilo (2014). The study was conducted to improve students’ speaking skill of grade XI. The XI Travel Tourism Program was chosen to be the subject of the study. There are similarities and differences between the study and present study. The similarities are: both studies applied classroom action research as the research design, and role play as teaching strategy to bring improvement. Meanwhile, the differences appeared between Susilo’s study and the present study regarding subject of the study and material being taught. Susilo chose XI the students of SMKN 6 Yogyakarta, and the present study chose the second year’s students of SMP Shalahuddin Malang.

The second previous study entitled “Improving The Speaking Ability of The Eighth Grade Students of SMPN 2 Malang Through Role Play Strategy”. The study was conducted by Febrianto (2016). It was intended to improve the speaking ability of eight graders of SMPN 2 Malang specifically in VIII B. Based on the result of the study, the use of role play strategy could improve the students’ speaking achievement, and the student showed their positive attitude toward the implementation of the strategy. There are similarities and differences between the study and present study. The similarities are: both studies applied classroom action research as the research design, and used role play as teaching strategy. Similarities also found regarding the subject of the study which is eight graders or the second year students. Meanwhile, the differences between Febrianto's study and the present study is the research instrument and the material being taught. The study used interview, observation checklist, questionnaire, and test as the instruments whereas, the present study also used field note to collect the data.

CHAPTER III

RESEARCH METHOD

In this chapter, the writer presents the description of the research method including research design, research procedure, source of data, data collection, and data analysis.

3.1 Research Design

The study conducted by the writer in this undergraduate thesis aimed to improve students' speaking ability. In order to achieve the aim, Classroom Action Research (CAR) applied as the research design. According to Brown (2001), Classroom Action Research is a method to determine what strategies are suitable to be applied to solve the existing problems that occur in the teaching and learning process. In addition, Tomal (2003) states that in action research, the writer is concerned with using a systematic process in solving educational problems and making improvements. In other words, with action research as the chosen method, the writer is expected to know the existing problem by conducting a preliminary study to find out the existing problems faced by the students in order to determine what kind of activities will be suitable to be implemented in the classroom to improve students' speaking ability.

In this study, the writer applied Collaborative Classroom Action Research. According to Townsend (1992, p.57), Collaborative Classroom Action Research can be defined as a variety of stakeholder cooperating together to explore questions of mutual interest through cycles of action, experience, and reflection, in order to develop insights into particular phenomena, create frameworks for understanding, and suggest actions which improve practice. Based on the definition above, the writer conclude that if the teacher participate in the implementation of classroom action research, they will become more critical and reflective about their own practice. Therefore, the collaborator in this study is an English teacher who teaches English to second year students at SMP Shalahuddin Malang.

According to Kemmis and McTaggart (1998, in Burns 1999), action research occurs through a dynamic and complementary process, which consists of four essential ‘moments’: of planning, action, observation, and reflection. In figure 3.1 below shows the procedure to conduct Classroom Action Research.

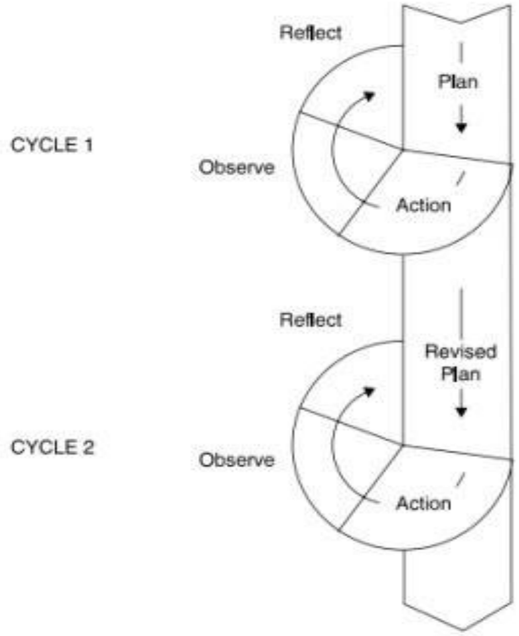

Figure 3.1 Classroom Action Research diagram adopted from Kemmis and McTaggart (Burns, 2009, p.9)

According to figure 3.1, there are four steps in Classroom Action Research which are plan, action, observe, and reflect. In other words, the study was started by designing lesson plan (planning), then implementing the strategy to improve students' speaking ability (action), then the data or students' score were collected (observation), and finally after all the steps had been done, the writer decided whether the result achieved criteria of success or not (reflection). If the study has not achieved the criteria of success yet, both the writer and collaborator revised some steps that indicate students' difficulties and go into another cycle until the study is successful.

3.2 Research Procedure

This sub-chapter presents the description of the research procedure. It includes the preliminary study, planning, action, observation, and reflection.

3.2.1 Preliminary Study

In preliminary study, the writer intended to find out data including the students' problem in learning English, teaching strategy that is used by the teacher, and students' ability to speak English before the implementation of role play strategy. The preliminary study was conducted on September 18th 2017 and September 19th 2017 to the students of VIII A class of SMP Shalahuddin Malang. The preliminary study had been done to find out students' ability in speaking before the application of the strategy. To help the writer collected supporting data, interview, unstructured observation and pre-test were used.

The interview was held on September 18th 2017 by interviewing the English teacher. Here, the writer tried to collect the data for need analysis before doing action research. The writer asked the teacher related to students' motivation in learning English, most difficult skills to be taught and its reason, possible factor caused the difficulties, activities used in teaching speaking, the use of English in teaching and learning process, and also the minimum standard score of English. Based on the interview, it was revealed that speaking seems to be the most difficult skills, and the reason of the difficulties are: 1. The students always use native language; 2. The students have low motivation in learning English; 3. The students have limited vocabulary; and 4. The students are too shy to take part in a conversation (see appendix 1a). It seems that the students did not have confidence to speak English, so they tend to be silent when the teacher asked them to speak.

To gain more information and to support the teacher's answer in the interview, the writer held unstructured observation on September 18th 2017 in the class of VIII A. Unstructured observation involved studying the spontaneous behavior of students in the classroom and simply take notes of what was seen during teaching and learning process in any way possible. Based on the observation, the teacher's answer seems to be in line with the reality that happened during teaching and learning process in the classroom. Except, in the classroom, the teacher rarely gave them an opportunity to speak. In addition, students' pronunciation was also very hard to understand. The classroom still used the concept of teacher centered despite using curriculum 2013. Giving students an opportunity can stimulate the students to speak. However, in this class, the opportunity to speak was not given to all students. Then, the writer came to a conclusion that it might be the reason why students became passive learners in the classroom.

Beside interview and observation, the writer also held pre-test to make sure about the problems which were faced by students before implementing Role Play strategy. Pre-test was held on September 19th 2017 to the students of VIII A based on the teacher recommendation. A test was given by the writer and there were 35 students who took a test. The topic of the test used to measure students' speaking abilities was adjusted to the material being taught at the moment which is *chapter III: you are invited!* from *When English Rings a Bell* course book. The reason of choosing the topic was because the English teacher advised the researcher so as not to interfere with the ongoing lesson. In the pre-test, the students were asked to be in pairs of two (or three) students. Then, in groups they had to make a short dialogue about giving and respond to instruction, invitation, prohibition, and permission. Each group had to speak in front of the class then, the writer took the students’s speaking score (see appendix 3).

Based on the result of the pre-test, the writer found that most of the students’ speaking score in speaking test were below the minimum standard score (KKM) that is 75. Only 10 students (out of 35 students) passed the KKM which means, 25 students got the score below the KKM. If the result calculated into percentage, then only 29% of the students passed the KKM while 71% of the students got the score below the KKM (see appendix 4).

Therefore, the writer proposed the classroom action research by using role play strategy to improve students’ speaking ability. The writer then continued the research procedure by planning the action.

3.2.2 Planning

In this stage, the writer made a preparation which supported the process of teaching and learning process after knowing students’ problem or issue that had been identified in the preliminary study. Then, in order to bring improvement, the writer came to a solution by making a general plan of all aspects related to the classroom action research and construct a possible solution that was by using role play as teaching strategy. The writer planned to conduct one cycle of classroom action research which consisted of four meetings. The consideration of four meetings was because based on the discussion and agreement with the English teacher, the students are expected to improve their speaking ability after three meetings of building their knowledge and practice before taking their speaking score test on the fourth meeting. Therefore, to achieve the goal of the plan, preparations are essential. The preparations were designing lesson plan, designing materials and media, and setting criteria of success.

3.2.2.1 Designing Lesson Plan

Lesson plan is a detailed description and instruction for teaching a lesson. Therefore, the writer and collaborator designed the lesson plan as guidance in order to make teaching and learning process run well. Based on the agreement with the English teacher, the writer planned to conduct one cycle consisted of four meetings.

Therefore, the lesson plan also arranged for four meetings. The lesson plan consists of some parts such as; (1) identity which consist of name of the school, subject, class/semester, materials, and time allotment, (2) standard competence, (3) basic competence, (4) indicators, (5) objective, (6) materials, (7) teaching learning activities and procedure, (8) source and teaching media, and (9) scoring rubric. There are 80 minutes for each meeting of teaching and learning process. And the topic that were used for the implementation of the strategy was *chapter VI :our roads (to show the existence of things and people)* from *When English Rings a Bell (2017 revision)* course book (see appendix 6).

3.2.2.2 Designing Materials and Media

Materials and media used in teaching English could help teachers in delivering subject matter to students. Material also used as media that facilitate the measurement of students' knowledge about lessons that have been taught. In this study, the materials made were based on *chapter VI* from *When English Rings a Bell (2017 revision)* course book and the internet. The materials made were in form of students' worksheets for each meeting (see appendix 8). In addition, the writer also prepared material in the form of Powerpoint Presentation (see appendix 7). All of those media mentioned served to support the progress of teaching and learning process of the study.

3.2.2.3 Setting Criteria of Success

Criteria of success have function as standard of comparison to determine whether the implementation of strategy can improve students' speaking ability. In this study, criteria of success were set based on discussion and agreement between the writer and the English teacher. There were two criteria of success, first criterion was based on students' speaking score and second criterion was based on students' attitude and response towards the implementation of role play (see table 3.1).

Table 3.1 Criteria of Success

Criteria of Success	Data Sources	Research Instruments
70% of the students passed the minimum standard score (KKM) that is 75.	The students' speaking score.	Test
70% of the students actively involved during learning process in the fourth meeting.	The students' individual attitude and response towards the implementation of Role Play strategy.	Observation Checklist

According to table 3.1, this study considered success if; 70% of the students (25 out of 35 students) passed the minimum standard score (KKM) that is 75 in post-test. It also implied that the success of this study was not only measured by students' speaking score but, also from students's individual attitude and response towards the implementation of role play. Another criterion of success that were set is; 70% of the students actively involved during learning process in the fourth meeting. The attitude and response during learning process were observed by the

English teacher as the observer through observation checklist. In conclusion, if the criteria of success can be achieved, the cycle should be stopped. Otherwise, another cycle should be conducted.

3.2.3 Action

In this stage, the writer and the collaborator carried out the planned action. By means, all the ideas which were set and have been developed into lesson plan, material and media, and criteria of success in planning stage was applied in this stage. This study was conducted in one cycle in which there were four meetings. In the classroom, the writer acted as a teacher. Therefore, the teaching and learning process for four meetings is described as follows (see table 3.2).

Table 3.2 Teaching and Learning Process for Four Meetings

No.	Meeting	Activity
1.	1st meeting	1. The teacher is introducing chapter VI: our roads 2. The teacher is explaining the use of *there is / there are*, preposition of place, and quantifiers to show the existence of things and people 3. The students are working on the worksheet given 4. The teacher and the students are discussing the worksheet 5. The students pick one dialogue from the worksheet 6. The students are divided into group consisting of 2 or 3 students

		7. The students are discussing the dialogue and practicing in group 8. The students come in front of the class doing role play
2.	2nd meeting	1. The teacher is reviewing the material and activity from the previous meeting 2. The teacher is explaining about role play, the advantages of role play, and procedure of role play 3. The students are working on the worksheet given 4. The students are divided into group consisting of 2 or 3 students 5. The students are making dialogue based on the situation given 6. The students discussing the dialogue and practicing in group 7. The students come in front of the class doing role play 8. The teacher is giving feedback to the students based on the five components of speaking
3.	3rd meeting	1. The teacher is reviewing the material and activity from the previous meeting 2. The students are divided into group consisting of 2 or 3 students 3. The students are given role play cards randomly 4. The students are making dialogue based on the situation given

		5. The students are discussing the dialogue and practicing in group 6. The students come in front of the class doing role play 7. The teacher is giving feedback to the students based on the five components of speaking
4.	4th meeting	1. The teacher is reviewing the material and activity from the previous meeting 2. The students are divided into group consisting of 2 or 3 students 3. The students are given role play cards randomly 4. The students are making dialogue based on the situation given 5. The students are discussing the dialogue and practicing in group 6. The students come in front of the class doing role play 7. The teacher is giving students' speaking score by using scoring rubric

3.2.4 Observation

In this stage, the English teacher observed students' involvement during teaching and learning process. As the observer, the English teacher sat at the backside of the classroom and observed the situation in each meeting. In addition, students' individual involvement also observed in the fourth meeting. It was related to the criteria of success and was aimed to find out whether students were individually involved in role play activity. The data were collected by filling observation checklist and field note. The observation checklist made were related to students' attitude and response towards the implementation of role play. Meanwhile, field note was written based on what was seen during teaching and learning process (see appendix 11). It was written by the English teacher to record the process of teaching and learning included students' responses, participations, and activities during the implementation of role play strategy from the English teacher's perspective.

3.2.5 Reflection

In this stage, the writer and the collaborator identified if there were any problems after the implementation of role play. The problems can be seen from the result of students' speaking score, and observation checklist. If there were problems, then it should be solved and another cycle should be conducted. Otherwise, it can be concluded that the research is successful and the cycle should not be continued. Then, the questionnaires distributed to all students of VIII A to know their responses towards the strategy being implemented. Besides the questionnaire, an interview also conducted to find out teacher's opinion towards the implementation of role play in teaching and learning process.

3.3 Data Source

This study took place in SMP Shalahuddin Malang which was located in Jl. Jaksa Agung Suprapto, Klojen, Kota Malang. The subject of the research were the VIII A students of SMP Shalahuddin Malang in the academic year of 2017/2018.

The reason of choosing VIII A was based on teacher's recommendation. The class of VIII A consists of 35 students (27 girls & 8 boys). To find out about student's problem in learning English, firstly the writer held an interview with the English teacher. As the result, it was revealed that the students had difficulties in learning speaking. To collect supporting data, the researcher held unstructured observation, and pre-test in preliminary study. After the preliminary study was held, the writer found that the answers given by the English teacher in the interview proved to be in line with the unstructured observation and the result of pre-test. From the students' pre-test score, it was revealed that the majority of students's speaking score were below KKM. Based on that reason, the writer determined to conduct a study using classroom action research as the research method to improve the students' speaking ability.

3.4 Data Collection

To support the study, the writer needed to collect data. In collecting data, several instruments were used. In this study, the data collected were in the form of qualitative and quantitative data. Qualitative data consist of interview, classroom observation, and field note. While quantitative data consist of test (pre-test & post-test), individual observation, and questionnaire.

3.4.1 Interview Guideline

Interview refers to the activity of question and answer conducted orally to obtain information. Therefore, guideline was used to covered main points and objectives of interview of questions asked. Before implementing classroom action research, the writer held an interview using guideline. There were 12 questions addressed to the English teacher adapted from Arikunto (2006) (see appendix 1). The questions were asked in order find out students' speaking ability, student's problem in speaking, and what appropriate strategy to be used.

Interview guideline were also used after the implementation of role play. There were 5 questions addressed to the English teacher adapted from Mufidah (2015) (see appendix 14). The questions asked were related to the implementation of role play strategy in VIII A, the improvement of students' speaking ability, and whether the English teacher should continue teaching using role play strategy or not.

3.4.2 Observation Checklist

Observation refers to the activity of monitoring the effect of the teaching and learning process in the classroom. In this study, observation checklist were used to collect the data of students' attitude and response during the classroom interaction and during group discussion in each meeting. In addition, students' individual involvement during the implementation of role play in the fourth meeting/post-test were also observed. It was related to the criteria of success and was aimed to find out whether students were individually involved in role play activity that measured through 7 indicators of aspects being observed adapted from Sugiyono (2004) (see appendix 10).

3.4.3 Field Note

Field note refers to qualitative notes recorded by researchers during the research. In this study, the writer keep the process of activity in the form of a note. The notes were intended to be read as evidence that gave meaning and understanding of the phenomenon. In this study, field notes were taken by the English teacher as the collaborator/observer. In field note, there were some information regarding teacher and students' activity and also few comments and suggestions regarding the process of teaching and learning (see appendix 11) so, the result of field note could be used as a reflection to make a better understanding for the next meeting.

3.4.5 Test

Test refers to pre-test and post-test that used to measure students' speaking ability, knowledge, or performance about the topic being learned. The pre-test was done before implementing role play strategy. In the pre-test, the students were asked to be in pairs of two (or three) students. Then, in groups they had to make a short dialogue about giving and respond to instruction, invitation, prohibition, and permission. Each group had to speak in front of the class then, the writer took the students's speaking score (see appendix 3). Meanwhile, the post-test was used to show how well role play strategy in improving students' speaking ability. In the post test, the students were divided into groups and the writer asked them to make a dialogue based on the situation given related to material being learned. Then, after all the preparations, the writer took their post-test speaking score. In this study, the writer used speaking scoring rubric and minimum standard score (KKM) that is 75 as guidance to assess students' speaking score. The speaking scoring rubric used were adapted from Harris (1977) (see appendix 2).

3.4.4 Questionnaire

After the implementation of role play strategy and post-test had been done, the writer distributed questionnaires to the students of VIII A. In this study, to make the students understood about the meaning of each question, the writer gave the questionnaire in Bahasa Indonesia. The writer also guided the students to fill the questionnaire in order to avoid ambiguity in each question. The questionnaires were given in order to know students' opinion about the implementation of role play, whether this strategy appropriate or not and whether the English teacher should continue this strategy or not. There were 5 questions in the questionnaire adapted from Andianto (2015) & Cahyaningtyas (2017) (see appendix 13).

3.5 Data Analysis

After the writer collected the data from all the instrument, the writer then analyze the obtained data. The obtained data were analyzed qualitatively and quantitatively and were gathered from interview, observation checklist, field note, speaking test, and questionnaire. The data from interview, classroom observation, and field note was analyzed by descriptive analysis, while data from tests (pre-test) and (post-test), individual observation, and questionnaire were analyzed by using statistic formula.

In this study, the writer conducted pre-test before the implementation of role play and post-test after the implementation of role play. The tests conducted were in form of speaking test. Therefore, to assess students' speaking score, the writer used speaking scoring rubric adapted from Harris (1977) which consists of five criteria namely: pronunciation, grammar, vocabulary, fluency, and comprehension (see appendix 2). Each criteria was scaled from 1 to 5. And the result of students' speaking score were analyzed by the following way:

$$\boxed{\textbf{Score} = \frac{\boldsymbol{Total\ score}}{\boldsymbol{Maximum\ score}} \times \mathbf{100\%}}$$

Next, to get the class percentages which pass the target score of minimum standard score (KKM) that is 75, the writer used the following formula:

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

P = the class percentage

F = total students who passed the minimum standard score

N = number of the students

Besides tests, individual observation were also analyzed quantitatively. To collect the data, the writer used observation checklist which consists of 7 indicators of aspects being observed related to students' attitude and response towards the implementation of role play adapted from Sugiyono (2004) (see appendix 10). Each indicator were scaled from 1 to 4. And the result of students' individual involvement were analyzed to know the percentage in each indicator by the following way:

$$\boxed{\textbf{Percentage} = \frac{\boldsymbol{Number\ of\ students\ in\ each\ scale}}{\boldsymbol{Number\ of\ students}} \times \mathbf{100\%}}$$

Next, to get the overall percentages related to the criteria of success which 70% of the students actively involved during learning process in the fourth meeting, the writer added the percentages from all the indicators that has the same scale and divides it by the number of indicators that is 7.

After the implementation of role play, the writer distributed questionnaire to the students. There were 5 questions related to the students' perception about role play adapted from Andianto (2015) and Cahyaningtyas (2017) (see appendix 13). To get the percentage of the questionnaire result, the writer added the total choice of each answers, divided it by the number of students that is 35 then multiplied the result by 100%.

CHAPTER IV

FINDING AND DISCUSSION

In this chapter, the writer presents the research finding and discussion that covered all the data obtained during the stages of classroom action research including planning, acting, observing, and reflecting. The data were collected through observation checklist, field note, speaking test, questionnaire, and interview.

4.1 Finding

This study of classroom action research was conducted in one cycle which consisted of four meetings. The study conducted was aimed to improve the second year students' speaking ability using role play as teaching strategy. The implementation of the strategy had been done on November 13th – November 21st 2017 where the English subject is taught 2 times in a week (Monday & Tuesday). The study was conducted in VIII A class of SMP Shalahuddin Malang. The class consists of 35 students with 27 girls and 8 boys. The data of the research finding is described in every stage as in the following explanation.

4.1.1 Planning

In this stage, the writer prepared the instruments which supported the teaching and learning process. The first instrument prepared was the lesson plan for four meetings. The lesson plan made was based on the syllabus of curriculum 2013. The topic used is *chapter VI: our roads* from *When English Rings a Bell (2017* *revision)* course book. The goal of the learning is *to show the existence of things and people*. The lesson plan made covered the basic competence 3.6 and 4.6 and was previously consulted to the English teacher of VIII A. Besides the lesson plan, the writer also prepared materials and media. Materials and media prepared were in form of students' worksheet, instructional media, and powerpoint presentation made by the writer with the approval of the English teacher.

In addition, to observe students' attitude and response towards the implementation of role play as teaching strategy, the writer prepared observation checklist and field notes for each meeting. Next, to find out students' opinion after the implementation of the strategy, the writer prepared a questionnaire for them to fill in. And last, to find out teacher's opinion, the writer also prepared an interview guideline for after the implementation of the strategy.

4.1.2 Acting

In this stage, the writer implemented role play as teaching strategy to improve students' speaking ability. The study was conducted in one cycle that consisted of four meetings. The implementation of the strategy had been done on November 13th 2017 – November 21st 2017. As for the details, the implementation of role play can be explored as follows:

1. The First Meeting

The first meeting was held on Monday, November 13th 2017 at six and seven period (10.20 a.m – 11.40 a.m). The class started by greeting and asking the students condition continued by checking students' attendance. There were 29 out of 35 students who joined the learning process. The writer then introduced herself, introduced the chapter to be learned, and explained the goal of the learning.

In this meeting, the writer wanted to build the students' knowledge about the material. The writer then asked the students *"Is there any of you who can show me the existence of things and people in the classroom?".* The question was asked to find out whether the students were familiar or had learned about it before. There were many of the students who spoke but none of the them who raised their hands so the writer then chose students to speak randomly. The writer then proceeded by introducing how to show the existence of things and people by using *there is/there are,* prepositions of place, and quantifiers with powerpoint presentation as the media.

After the writer explained, it was time to check whether the students understood the material or not. Worksheet then distributed to the students. The worksheet given consisting of two activities. The first activity, involved completing sentences using *there is/there are*. It was aimed to find out whether the students know how to use the expression to singular and plural object or not. Meanwhile the second activity, were five test items of multiple choices about choosing the appropriate response of dialogues. It was aimed to give the students a better understanding of how *to show the existence of things and people* in the form of dialogues.

After the students finished working on the worksheet, the writer along with the students discussed it while practicing the pronunciation. After analyzing students' understanding about the material, the writer asked the students to make a group consisting of two or three students. However, the number of students were not even so, there were one group consisting of three students. To do role play, the writer asked the students to pick one of the dialogues in the worksheet and practice it with their group before coming in front of the class to do role play. In this step, the writer did not take students' speaking score, she just wanted to know how well the students' performance and whether role play strategy could be implemented in VIII A or not. At the end of the first meeting, the writer asked the students about their difficulties and gave a feedback about the materials that had been learned.

2. The Second Meeting

The second meeting was held on Tuesday, November 14th 2017 at first and second period (06.30 a.m – 07.50 a.m). The class started by greeting and asking the students condition continued by checking students' attendance. There were 35 students who joined the learning process. The writer then gave a review about the material and activities from the previous meeting.

In this meeting, the writer wanted to know whether the students could make a dialogue based on the situation given or not. To find out, the writer gave a worksheet to the students consisting of two activities. The first activity, were four questions that had to be answered based on the dialogue. It was aimed to give common sense of why a certain question or statement received certain answer or response. The second activity, involved making dialogue based on two situations given to the students for role play activity. It was aimed to find out whether the students could develop those situations into dialogue or not.

For the second activity, the writer asked the students to be in a group of two or three students and make a dialogue based on situations given. After the students finished working on the worksheet, the students discuss and practice their dialogue before coming in front of the class to do role play. At the end of the second meeting, the writer asked the students about their difficulties and gave a feedback about the materials that had been learned.

3. The Third Meeting

The third meeting was held on Monday, November 20th 2017 at six and seven period (10.20 a.m – 11.40 a.m). The class started by greeting and asking the students condition continued by checking students' attendance. There were 33 out of 35 students who joined the learning process. The writer then gave a review about material and activities from the previous meeting.

In this meeting, the writer wanted to gave insight of the procedure of role play they were about to do in the fourth meeting. The writer further explained that *"This third meeting is related to the two previous meeting. However, this time we will make a dialogue based on the role card given and no you can't choose your role. You will pick out a number randomly and I will give you the role card".* Some students protested and complained because they cannot choose their role. The writer then told them they can use dictionary if needed. In fact, the writer also provided vocabulary list they might use. The writer also allowed them to ask if there are any questions.

After they finished making the dialogue, the writer asked them to practice it with the group they previously formed and come in front of the class to do role play. After each group finished having role play, the writer gave comments and suggestions based on five components of speaking, that are pronunciation, grammar, vocabulary, fluency, and comprehension. At the end of the third meeting, the writer asked the students about their difficulties and gave a feedback about the materials that had been learned. The writer also announced that the next meeting, their speaking score will be taken.

4. The Fourth Meeting

The fourth meeting was held on Tuesday, November 21st 2017 at first and second period (06.30 a.m – 07.50 a.m). The class started by greeting and asking the students condition continued by checking students' attendance. There were 35 students who joined the learning process. The writer then gave a review about activity from the previous meeting. The writer also explained that *"In this meeting, we will do the same activity as the previous meeting. However, this time I will take your speaking score"*.

With the same procedure as the previous meeting, the students were asked to form a group consisting of two or three students. Then, role play card was distributed randomly to the students. The writer then told them they can use dictionary if needed and ask if there are any questions. However, the questions asked should not be related to the situation in the role card rather, only on the mechanism of dialogue and role play. In this meeting, the English teacher also observed students' individual involvement during the implementation of role play. It was aimed to find out students' attitude and respond toward the implementation of the strategy.

After they finished making the dialogue, the writer asked them to practice it with their group and come in front of the class to do role play. After each group finished role play, the writer gave a speaking score based on scoring rubric consists of five components of speaking, that are pronunciation, grammar, vocabulary, fluency, and comprehension. At the end of the fourth meeting, the writer asked the students about their difficulties and responses about the activity. The writer then distributed questionnaire to find out students' opinion and respond toward the implementation of role play.

4.1.3 Observing

In this stage, the writer observed the activity using two instruments. The first one was observation checklist and the second were field notes. Observation was used to monitor students' attitude and response during the action stage. So, the observation checklist were used in every meeting of the research. In addition, students' involvement during learning process in the fourth meeting was observed individually. Therefore, to cover the aspects being observed, the writer made an observation checklist (see appendix 10) and it was adapted from Sugiyono (2004). In this study, the English teacher act as the collaborator. Therefore, for a better objectivity, she was the one who filled in the observation checklist and field note. Both instruments were used to observe students' participation, attitude, and response during the implementation of the role play and to find out how well role play affected the students' speaking ability.

In the first meeting, the writer build the students' knowledge about to show the existence of things and people based on material being taught. Worksheet were given and they picked one of the dialogues and practiced to do role play in front of the class. Based on the result of observation checklist (see appendix 10a), the students showed that they did not use English to communicate. Thus, they had difficulties in answering teacher's question related to the worksheet given. In addition, based on the field note taken (see appendix 11), the situation got crowded when there were marching band practice at the school field. The students got distracted, started chatting by themselves, and could not focus on their task. And when it was time to come in front of the class, the students were hesitated because they were shy hence, it was time consuming.

In the second meeting, the writer wanted to know whether the students could make a dialogue based on the situation given or not. Worksheet were given involving two situations that they should develop into dialogue. After they finished making the dialogue, they had to discuss it and come in front of the classroom to do role play. Based on the result of the observation checklist (see appendix 10a), the students showed an improvement compared to the previous meeting. The students were started to communicate using English, they took the initiation to ask question, and they were able to answer teacher's question eventhough there were some mistakes. In addition, based on the field note taken (see appendix 11), it was revealed that the students seemed ready to study because there were no distraction and the most of the times, the students took initiation to ask. Despite the improvement, the students were still confused to determine the direction of the conversation because the instruction were not clear.

In the third meeting, the writer wanted to introduce unscripted role play. In this meeting, the students were given role play card randomly. Then, the students were asked to discuss their role and instruction before come in front of the class to do role play. In this meeting, the writer also gave a vocabulary list to the students related to the material being taught. Based on the result of the observation checklist (see appendix 10a), the students finally showed a generally good attitude and response toward teaching and learning process. The students were using English to communicate, they listened to the writer's explanation without getting distracted, they were able to answered the teacher's questions correctly, and were enthusiastic to do role play. In addition, based on the field note taken (see appendix 11), the students started to speak English more because the students followed the writer's speaking style when speaking English. The students also did not get confused when making dialogues because the situation given were detailed and not ambiguous.

In the fourth meeting, the writer gave a review of activity from the previous meeting. With the exact same procedure as the previous meeting, role play card was distributed to the students. After they finished making the dialogue, the writer asked them to practice it with their group and come in front of the class to do role play while the writer took their speaking score. Based on the result of the observation checklist (appendix 10a), it was revealed that the students were used to communicate using English. Thus, made the students able to listen to the writer's explanation. During the process of making dialogue, the students also took the initiation to ask questions they did not understand. When it was the time to do role play, the students understood the procedure of the strategy and were enthusiastic while carrying out role play activity. In the fourth meeting, the students individual attitude and response also showed that 83% of the students actively involved during learning process in the fourth meeting (see appendix 10c). In addition, based on the field note taken (see appendix 11), it was revealed that the students did not took a long time to prepare and looked confident while doing role play.

In conclusion, based on the result of observation checklist and field note from the first meeting until the fourth meeting, the students showed improvement related to their attitude and response towards the implementation of role play. In addition, the students attitude and response that were observed individually also showed a positive result. The reason behind the improvement was because speaking activity were encouraged and practiced continously. The students felt more confident because they have experience.

4.1.4 Reflecting

In this stage, the writer and the English teacher discussed about the result of the implementation of the action. The result were obtained through post-test, questionnaire, and interview. Based on the data collected, the writer made the reflection as follows:

Post-test was conducted to find out the students' speaking improvement from pre-test. The post-test was held on November 21st 2017 from 06.30 a.m to

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07.50 a.m in VIII A class. There were 35 students participated in the post-test. The students' speaking score were rated by using scoring rubric adapted from Harris (1977) (see appendix 2) which consists of five components of speaking, namely: pronunciation, grammar, vocabulary, fluency, and comprehension. From the students' post-test result (see appendix 9), there could be seen that 26 out of 35 students get the score or passed the minimum standard score (KKM) that is 75. Then, to get the students' percentage, the writer used the following formula:

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

P = the class percentage

F = total students who passed the minimum standard score

N = number of the students

The following figures are showing the result of the students' achievement in speaking test from pre-test to post-test.

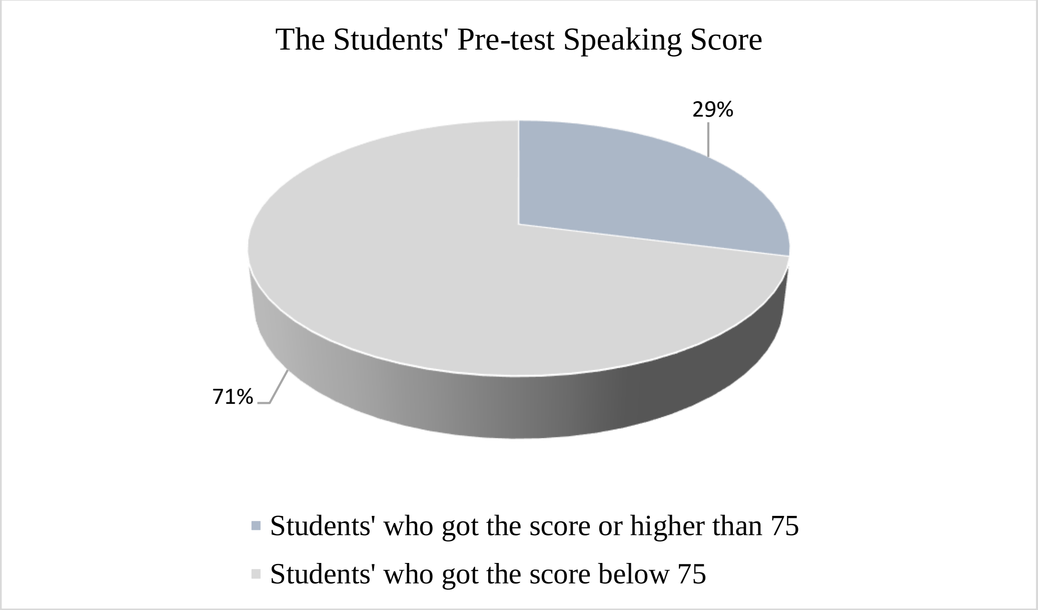

Figure 4.1 The Percentage of Students' Pre-test Speaking Score

According to figure 4.1, the students' pre-test speaking score showed that only 29% of the students (10 out of 35 students) passed the KKM and 71% (25 out of 35 students) got the score below the KKM. This indicates that students' speaking achievement that measured through speaking test were low. Therefore, the writer proposed to use role play as teaching strategy to improve the second year students' speaking ability. The implementation of role play finished in one cycle of classroom action research that consisted of four meetings. The result of the post-test can be seen as in the following figure.

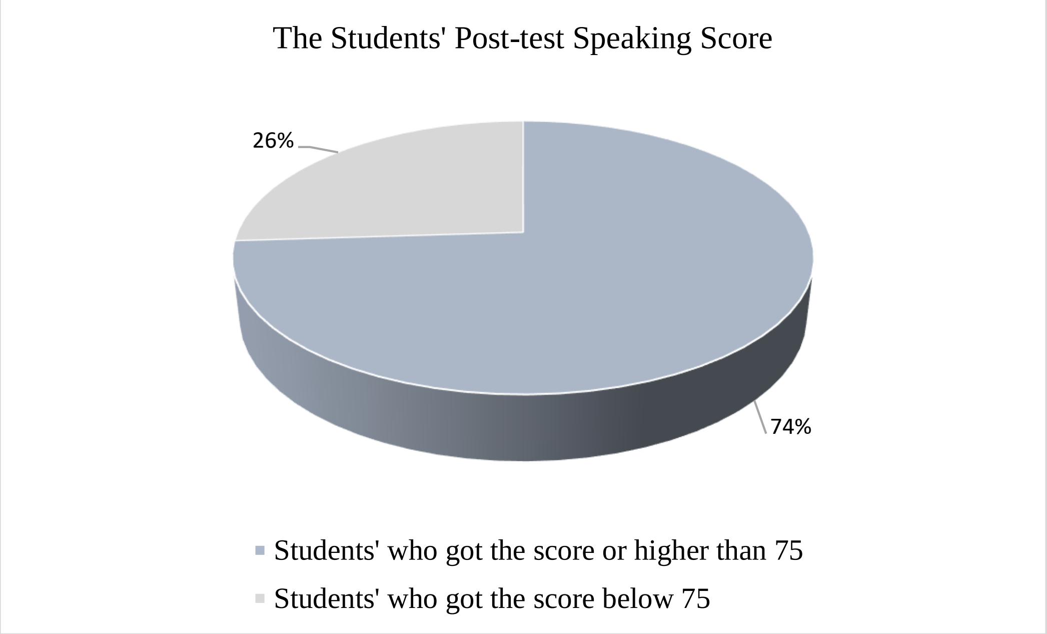

Figure 4.2 The Percentage of Students' Post-test Speaking Score

According to figure 4.2, the students' post-test speaking score showed that 74% of the students (26 out of 35) passed the KKM and 26% of the students got the score below the KKM. In other words, it is also revealed that there was improvement of students' speaking achievement after the implementation of role play which can be seen from the students' speaking pre-test result and post-test result. Therefore, the improvement of the students' speaking achievement can be seen from the diagram below.

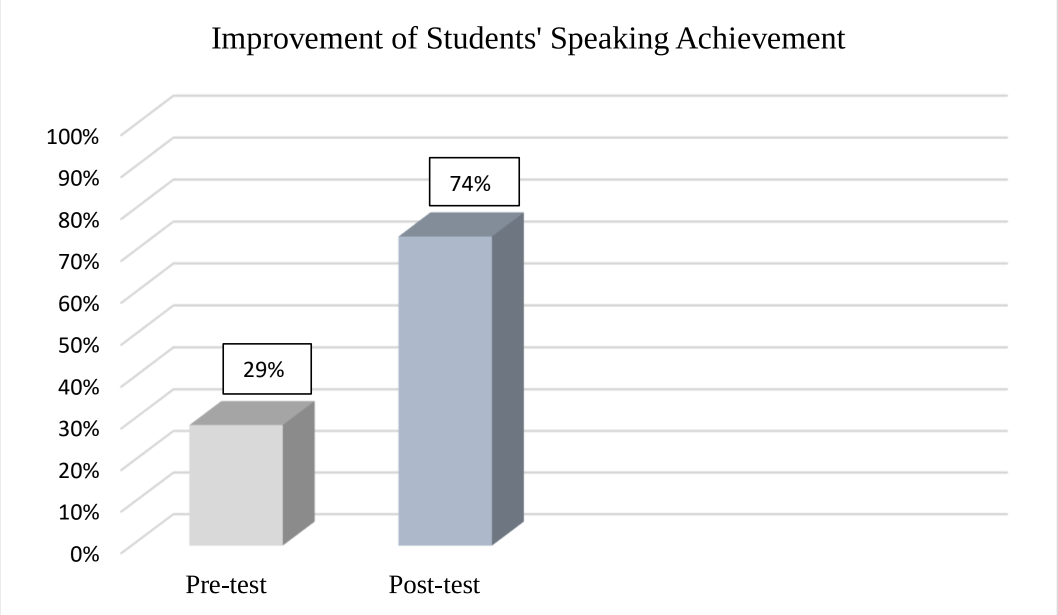

Figure 4.3 The Improvement of Students' Speaking Achievement

There are two criteria of success that had been set in this study. The first criterion is, 70% of the students passed the minimum standard score (KKM) that is 75. To get the data, students' speaking score from post-test result were used. As the result, it was revealed that 74% of the students passed the KKM. Meanwhile, the second criterion is, 70% of the students actively involved during learning process in the fourth meeting. To get the data, students' individual attitude and response towards the implementation of role play from the observation checklist were used. As the result, it was revealed that 83% of the students showed a generally "excellent" attitude and response towards the implementation of role play in the fourth meeting (see appendix 10c).

After role play activity in the fourth meeting ended, the writer distributed questionnaire to the students (see appendix 13). There were 5 questions which covered the information about students' opinion towards the implementation of role play. In relation to the students' statement and attitude based on their response in questionnaire, most of the students gave positive answer to the effect they felt after the implementation of role play strategy in speaking activity. The result of students' questionnaire (see appendix 13a) describes as in the following explanation.

First, related to the students' opinion towards the implementation of role play in teaching and learning process, shows that 30 students or 86% of the students felt that role play was a fun strategy to be applied. Second, related to students' motivation, shows that 20 students or 57% of the students felt quite motivated after the implementation of role play strategy. Third, related to students' ideas after the implementation of role play, shows that 18 students or 51% of the students felt that role play gave them ideas in speaking activity. Fourth, related to the effect of the implementation of role play toward their speaking ability, shows that 31 students or 89% of the students felt that role play improve their speaking ability. And fifth, related to the implementation of role play in future learning, shows that 35 students or 100% of the students wanted the English teacher to implement role play in teaching and learning process.

4.2 Discussion

Role play is one of teaching strategies that can be used to teach speaking. Ladousse (1995) defines role play where "role", means the students play a part (either their own or somebody else) in specific situation and "play", means that is taken on in a safe environment which in this case, is classroom. In addition, Celce-Murcia (2001) states that role play is a strategy of instruction in which participants act out designated role relevant to real-life situation. In other words, when role play is implemented as teaching strategy, the students are expected to imagine a role and situation and able to act it in the classroom as they are in real-life situation.

The use of role play as teaching strategy proved to be really effective to be implemented in speaking activity. The students became more active and no longer felt shy during speaking activity. According to Ladousse (1987), role play helps many shy students by providing them with a mask because some students may have a great deal of difficulty participating in conversations about themselves, and in other activities based on their direct experience. The students were also able to use appropriate vocabulary to the appropriate context and its function because the range of functions and structure, and the areas of vocabulary were introduced during role play activity. In addition, the students improved their pronunciation because speaking were practiced continuously. In conclusion, the implementation of role play as teaching strategy can improve the students' speaking ability.

Based on the research finding, the implementation of role play proven to improve the students' speaking ability. The improvement can be seen from the result of the students' speaking achievement from pre-test to post-test. Pre-test was held before the implementation of role play. As the result, only 29% of the students passed the KKM that is 75. Meanwhile, post-test was held after the implementation of role play and as the result, 74% of the students passed the KKM.

Moreover, the students also showed a positive attitude and response towards the implementation of role play. Based on the result of observation checklist and field note, (1) the students started to speak English more because it was encouraged, (2) the students were listening to teacher's explanation because they understood English, (3) the students took initiation to ask because they wanted to learn, (4) the students were able to answer the teacher's question, (5) the students understood the procedure of role play, (6) the students were using English in role play activity, and (7) the students were enthusiastic in doing role play. In addition, based on the students' individual observation during learning process in the fourth meeting, it was revealed that 83% of the students showed an "excellent" attitude in post-test based on the rating given in the observation checklist.

In conclusion, the implementation of role play strategy can improve the students' speaking ability. It was because the strategy brought advantages such as overcome students' fear of speaking and gave the students ideas in speaking activity. The improvement of students' speaking ability can be seen from the result of the students' speaking achievement and the students' attitude and response towards the implementation of role play.

CHAPTER V

CONCLUSION AND SUGGESTION

In this chapter, the writer presents the conclusion and suggestion. The conclusion is based on research finding and discussion from the previous chapter while the suggestion deals with the objectives of the implementation of role play in teaching and learning process.

5.1 Conclusion

Based on the research finding and discussion in the previous chapter, the writer conclude that using role play as teaching strategy can improve students' speaking ability. The conclusion is indicated through criteria of success which had been achieved and the students' response towards the implementation of role play. First, in terms of students' speaking score. This study is considered succesful if 70% of the students got the score or passed the KKM that is 75. In post-test, 74% of the students (26 out of 35) passed the KKM. Second, in terms of students' attitude and response towards the implementation of role play. This study is considered successful if 70% of the students involved during learning process in the fourth meeting. And the result from the observation checklist is that 83% of actively involved during the implementation of role play in the fourth meeting.

In conclusion, role play strategy is not only succeed to improve the students' speaking achievement but, also the students' involvement during teaching and learning process.

5.2 Suggestion

Although it is proven that the use of role play strategy could improve the students' speaking ability, the study still has some weaknesses. Therefore, the writer provides two suggestions which are addressed to the English teacher and future researchers. The suggestions are presented as follow.

First, for the English teacher. Role play can be implemented as teaching strategy to teach speaking. To apply this strategy, thorough preparation needs to be done. Material and media should be made as creative as possible but still in accordance with the purpose of learning. In addition, classroom management is needed. A teacher should be able to manage the activities done with the time available.

Second, for future researchers. For those who are interested in applying role play as teaching strategy, make sure that researcher understood about the steps in classroom action research. Then, make a plan and prepare all the needs that support the teaching and learning process. It is also advisable to implement this strategy in other material. Choose the appropriate material that can explore more of students speaking activity. In addition, if researcher wants to observe students individually, do observation from the first meeting to the last meeting to see the improvement of students' attitude and response after the implementation of the strategy. Next, hopefully this study can inspire further researchers dealing with speaking by using role play as teaching strategy.

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APPENDICES

APPENDIX 1

Interview Guideline for the English Teacher Before the Implementation of Role Play

INTERVIEW GUIDELINE

adapted from Arikunto (2006)

No.	Main point	The Objective of Interview	Interview Question
1.	The implementation of English language learning in the classroom.	Identifying the students' motivation in learning English.	Do the students motivated in learning English?
		Identifying media that is used in learning English.	What media that is used to support teaching and learning process in the classroom?
		Identifying activities that get students' interest in learning English.	What kind of activities that get students' interest in learning English?
2.	The students' speaking skill.	Identifying the most difficult language skill.	Out of the four language skill (reading, writing, listening, speaking), which one is the most difficult skill to teach?
		Identifying the students' difficulties in acquiring speaking skill.	What kind of difficulties that are faced by the students?
		Identifying factors that make students find difficulties in learning to speak English.	What factors that make the students find those difficulties?
3.	The process of teaching speaking in the classroom.	Identifying the process of teaching speaking in the classroom?	What kind of activities that is used to increase the students' speaking ability?
		Identifying the existence of role play in teaching and learning process?	Have you ever implemented role play in teaching speaking?

4.	The use of English in teaching and learning process.	Identifying the frequency of using English in teaching and learning process.	How often do you use English in teaching and learning process?
		Identifying students' respond toward the use of English in teaching and learning process.	Are the students able to understand and respond question in English?
5.	Teaching speaking in the classroom.	Identifying the frequency of teaching English.	How many times English taught in a week?
		Identifying miminal standard score of English lesson.	How about the minimum standard score of English?

APPENDIX 1a

The Result of Interview with the English Teacher

Researcher : Do the students of SMP Shalahuddin Malang motivated in learning English?

English Teacher : I think, they are motivated enough.

Researcher : What media that is used to support teaching and learning process in the classroom?

English Teacher : I only use LCD and Powerpoint.

Researcher : Then, what kind of activities that get students' interest in learning English?

English Teacher : Usually using games.

Researcher : Out of the four language skill (reading, writing, listening, speaking), which one do you think is the most difficult skill to teach?

English Teacher : Out of the four skills, speaking then.

Researcher : What kind of difficulties that are faced by the students?

English Teacher : When they speak English they have no confidence so, they tend to speak in low volume. They also don't know the English translation of certain words. So, when I asked them in English, they don't know how to respond.

Researcher : What factors that make the students find those difficulties?

English Teacher : Well, they usually speak in their native language, so they're obviously not fluent in English. They also lack of confidence which led to fear and afraid of making mistakes. So, they prefer to be silent than to speak. The students actually like English but, they kind of lack in motivation.

Researcher : What kind of activities that is used to increase the students' speaking ability?

English Teacher : I usually make a game at the start of the meeting. I ask something in English then, the students will answer.

Researcher : Have you ever implemented role play in teaching speaking?

English Teacher : I think so. Some chapters in the course book have role play activity. I ask them to read it before I start explaining material.

Researcher : How often do you use English in teaching and learning process?

English Teacher : It can be said that the students' speaking ability is below average. So, there's no way to explain material full in English. I usually use Bahasa Indonesia. I think the percentage might be 50 – 50.

Researcher : Are the students able to understand and respond question in English?

English Teacher : Only some of them. If the students don't understand, I usually help them with Bahasa Indonesia.

Researcher : How many times English taught in a week?

English Teacher : Twice a week, four lesson hour.

Researcher : How about the minimum standard score of English?

English Teacher : It's 75.

APPENDIX 2

Speaking Scoring Rubric

SCORING RUBRIC

adapted from Harris (1977)

No.	Rated Aspect	Rating Scores	Description
1.	Pronunciation	5	Almost perfect.
		4	Always intelligible, though one is conscious of a definite accent.
		3	Pronunciation problems necessitate concentrated listening and occasionally lead to misunderstanding.
		2	Very hard to understand because of pronunciation problems. Must frequently be asked to repeat.
		1	Pronunciation problems so severe as to make speech virtually unintelligible.
2.	Grammar	5	Makes few (any) noticeable errors of grammar or word order.
		4	Occasionally makes grammatical and or word order errors which do not, however, obscure meaning.
		3	Make frequent errors of grammar and word order, which occasionally obscure meaning.
		2	Grammar and word order errors make comprehension difficult, must often rephrases sentence.
		1	Errors in grammar and word order, so severe as to make speech virtually unintelligible.
3.	Vocabulary	5	Rich and varied use of vocabulary.
		4	There are some wrong vocabulary but does not interfere meaning.
		3	There are some wrong vocabulary and disturbing meaning.
		2	Misuse of words and very limited vocabulary makes comprehension quite difficult.
		1	Vocabulary limitation so extreme as to make conversation virtually impossible.

4.	Fluency	5	Speech as fluent and effortless as that of native speaker.
		4	Speed of speech seems to be slightly affected by language problem.
		3	Speed and fluency are rather strongly affected by language problem.
		2	Usually hesitant, often forced into silence by language limitation.
		1	Speech is so halting and fragmentary as to make conversation virtually impossible.
5.	Comprehension	5	Appears to understand everything without difficulty.
		4	Understand nearly everything at normal speed although occasionally repetition may be necessary.
		3	Understand most of what is said at slower than normal speed without repetition.
		2	Has great difficulty following what is said. Can comprehend only “social conversation” spoken slowly and without frequent repetition.
		1	Cannot be said to understand even simple conversation.

Maximum score = 25

$$\text{Score} = \frac{\text{the result of score x 100}}{\text{maximum score}}$$

APPENDIX 3

Test Instrument for Preliminary Study

SOAL PRE-TEST

Satuan Pendidikan : SMP Shalahuddin Malang

Kelas : VIII A

Kompetensi Dasar : 3.3 Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial dari ungkapan memberi instruksi, mengajak, melarang, minta ijin, serta cara responnya, sesuai dengan konteks penggunaanya.

4.3 Menyusun teks lisan dan tulis sederhana untuk menyatakan, menanyakan, dan merespon ungkapan memberi instruksi, mengajak, melarang, dan minta ijin, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

Aspek : Berbicara / Speaking

Instructions :

1. Make a group consist of 2 (or 3) students.
2. Make a short dialogue about giving and respond to instruction, invitation, prohibition, permission.
3. The theme is free (based on what have been learned).
4. Do role play in front of the class.

APPENDIX 4

Students’ Pre-test Speaking Score

Code	Score per Aspect					Total	Score
	A	B	C	D	E		
S.01	3	3	3	3	3	15	60
S.02	5	4	4	4	4	21	84
S.03	2	4	3	4	2	15	60
S.04	2	4	3	4	1	14	56
S.05	4	4	4	4	4	20	80
S.06	2	4	2	4	2	14	56
S.07	1	3	3	3	3	13	52
S.08	4	4	3	4	4	19	76
S.09	1	3	3	3	3	13	52
S.10	3	3	3	1	3	13	52
S.11	2	3	2	4	2	13	52
S.12	2	2	2	4	2	12	48
S.13	3	4	4	4	4	19	76
S.14	3	2	3	1	3	12	48
S.15	1	4	2	4	2	13	52
S.16	3	4	4	4	4	19	76
S.17	4	4	4	2	2	16	64
S.18	3	2	2	3	3	13	52
S.19	2	4	3	3	2	14	56
S.20	2	4	4	3	2	15	60
S.21	2	4	3	3	2	14	56
S.22	4	3	3	4	5	19	76
S.23	2	2	3	2	2	11	44
S.24	4	4	4	4	4	20	80
S.25	2	4	3	4	2	15	60
S.26	1	3	4	3	1	12	48
S.27	4	4	3	4	4	19	76
S.28	2	4	3	3	1	13	52
S.29	1	4	4	4	2	15	60
S.30	2	4	4	3	2	15	60
S.31	3	4	3	3	3	16	64
S.32	3	4	4	4	4	19	76
S.33	3	2	2	3	3	13	52
S.34	2	3	3	3	3	15	60
S.35	4	4	3	4	4	19	76

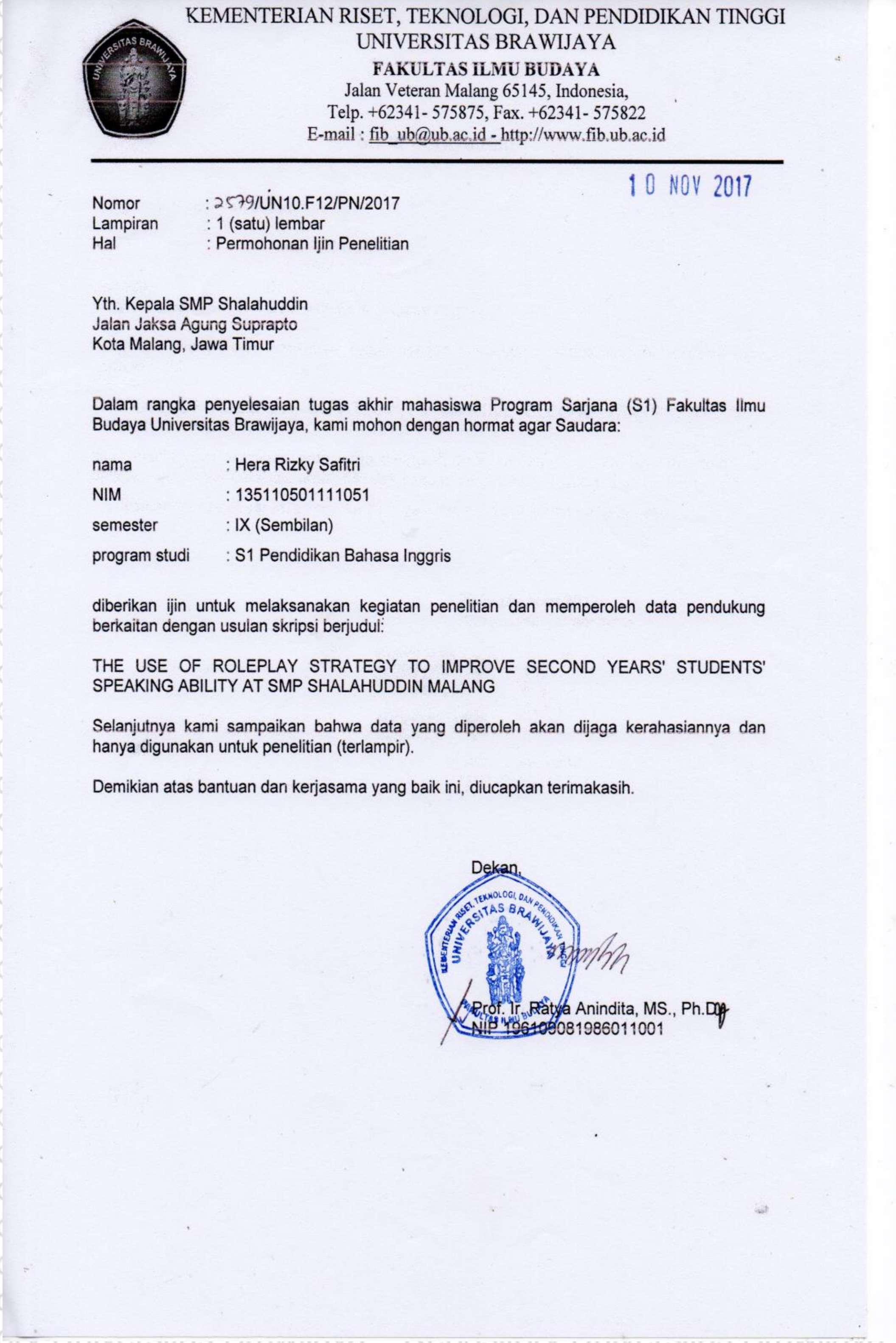
Note:

A = Pronunciation, B = Grammar, C = Vocabulary, D = Fluency, E = Comprehension

▨ Students who passed the KKM

APPENDIX 5

A Letter of Recommendation to do Research



KEMENTERIAN RISET, TEKNOLOGI, DAN PENDIDIKAN TINGGI
UNIVERSITAS BRAWIJAYA
FAKULTAS ILMU BUDAYA
Jalan Veteran Malang 65145, Indonesia,
Telp. +62341- 575875, Fax. +62341- 575822
E-mail : fib_ub@ub.ac.id - http://www.fib.ub.ac.id

10 NOV 2017

Nomor : 2579/UN10.F12/PN/2017
Lampiran : 1 (satu) lembar
Hal : Permohonan Ijin Penelitian

Yth. Kepala SMP Shalahuddin
Jalan Jaksa Agung Suprapto
Kota Malang, Jawa Timur

Dalam rangka penyelesaian tugas akhir mahasiswa Program Sarjana (S1) Fakultas Ilmu Budaya Universitas Brawijaya, kami mohon dengan hormat agar Saudara:

nama : Hera Rizky Safitri
NIM : 135110501111051
semester : IX (Sembilan)
program studi : S1 Pendidikan Bahasa Inggris

diberikan ijin untuk melaksanakan kegiatan penelitian dan memperoleh data pendukung berkaitan dengan usulan skripsi berjudul:

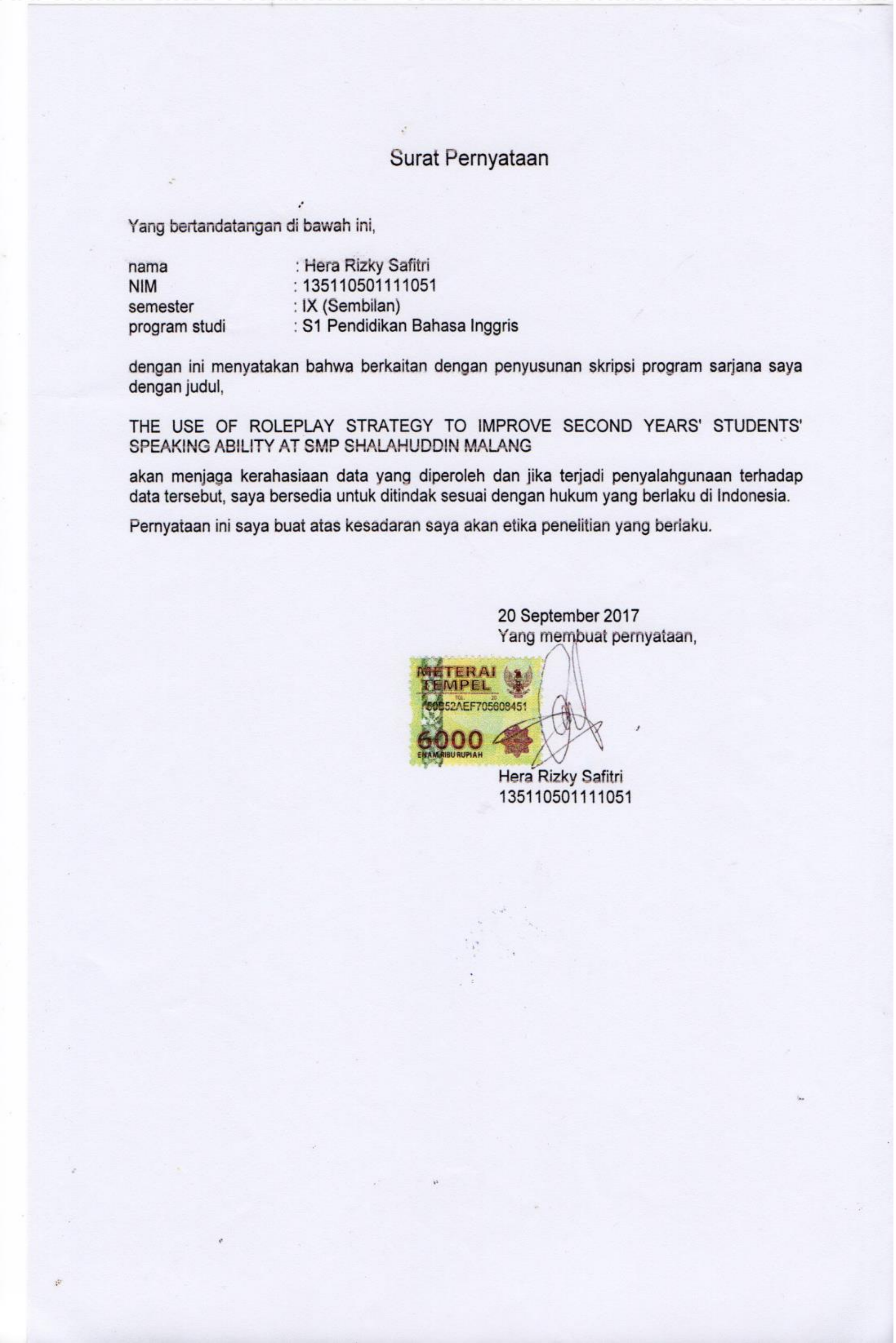
THE USE OF ROLEPLAY STRATEGY TO IMPROVE SECOND YEARS' STUDENTS' SPEAKING ABILITY AT SMP SHALAHUDDIN MALANG

Selanjutnya kami sampaikan bahwa data yang diperoleh akan dijaga kerahasiannya dan hanya digunakan untuk penelitian (terlampir).

Demikian atas bantuan dan kerjasama yang baik ini, diucapkan terimakasih.

Dekan,

Prof. Ir. Ratya Anindita, MS., Ph.D.
NIP 196109081986011001



Surat Pernyataan

Yang bertandatangan di bawah ini,

nama : Hera Rizky Safitri
NIM : 135110501111051
semester : IX (Sembilan)
program studi : S1 Pendidikan Bahasa Inggris

dengan ini menyatakan bahwa berkaitan dengan penyusunan skripsi program sarjana saya dengan judul,

THE USE OF ROLEPLAY STRATEGY TO IMPROVE SECOND YEARS' STUDENTS' SPEAKING ABILITY AT SMP SHALAHUDDIN MALANG

akan menjaga kerahasiaan data yang diperoleh dan jika terjadi penyalahgunaan terhadap data tersebut, saya bersedia untuk ditindak sesuai dengan hukum yang berlaku di Indonesia.

Pernyataan ini saya buat atas kesadaran saya akan etika penelitian yang berlaku.

20 September 2017
Yang membuat pernyataan,

METERAI TEMPEL
60B52AEF705608451
6000
ENAM RIBU RUPIAH

Hera Rizky Safitri
135110501111051

APPENDIX 6

Lesson Plan

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Satuan Pendidikan : SMP Shalahuddin Malang

Mata Pelajaran : Bahasa Inggris

Kelas/Semester : VIII/Ganjil

Materi Pokok : Chapter VI: our roads (to show the existence of things and people)

Alokasi Waktu : 4 pertemuan (8JP)

A. Kompetensi Inti

1. Menghargai dan menghayati ajaran agama yang dianutnya.
2. Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.
3. Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.
4. Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

No.	Kompetensi Dasar	Indikator Pencapaian Kompetensi
1.	1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa	1.1.1 Bersemangat dalam melaksanakan kegiatan pada pembelajaran Bahasa Inggris.

	pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.	1.1.2 Serius dalam melaksanakan setiap kegiatan pada pembalajaran Bahasa Inggris.
2.	2.1 Menunjukkan perilaku santun dan peduli dalam melaksanakan komunikasi interpersonal dengan guru dan teman.	2.1.1 Menyapa guru dan teman dengan Bahasa Inggris yang berterima. 2.1.2 Menjawab pertanyaan yang diberikan guru dan teman berkaitan dengan apa yang sedang dilakukan dengan Bahasa Inggris yang bertema.
	2.2 Menunjukkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman.	2.2.1 Memahami teks lisan dan tertulis tentang kejadian yang sedang berlangsung secara jujur dan percaya diri dengan Bahasa Inggris yang berterima. 2.2.2 Menyatakan teks lisan dan tertulis tentang kejadian yang sedang berlangsung secara jujur dan percaya diri dengan Bahasa Inggris yang berterima. 2.2.3 Menanyakan teks lisan dan tertulis tentang kejadian yang sedang berlangsung secara jujur dan percaya diri dengan Bahasa Inggris yang berterima.
	2.3 Menunjukkan perilaku tanggung jawab, peduli, kerja sama, dan cinta damai, dalam melaksanakan komunikasi fungsional.	2.3.1 Menjelaskan alasan tentang kegiatan yang sedang dilakukan dengan Bahasa Inggris yang berterima dengan peduli dan tanggung jawab.
3.	3.6 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan	3.6.1 Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan dalam tindakan memberi dan meminta informasi yang terkait keberadaan orang

	tindakan memberi dan meminta informasi yang terkait keberadaan **orang**, **benda**, binatang, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan *there is/are*)	dan benda sesuai dengan konteks penggunaannya. 3.6.2 Menanyakan kegiatan yang melibatkan tindakan memberi dan meminta informasi terkait keberadaan orang dan benda dengan struktur teks yang runtut dengan unsur kebahasaan yang benar dan sesuai konteks. 3.6.3 Memberi contoh kalimat memberi dan meminta informasi yang terkait keberadaan orang dan benda.
4.	4.6 Menyusun teks interaksi transaksional dan lisan sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait keberadaan **orang**, **benda**, binatang, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.	4.6.1 Membuat percakapan pendek yang melibatkan tindakan memberi dan meminta informasi terkait keberadaan orang dan benda dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks. 4.6.2 Peserta didik memperagakkan percakapan pendek yang sudah dibuat secara berpasangan.

C. Materi Pembelajaran

- Materi Pokok

  Teks lisan dan tulis untuk meminta dan memberi informasi terkait keberadaan orang, benda, binatang sesuai dengan konteks penggunaannya.

- Fungsi Sosial

  Menyebutkan, mendeskripsikan, membuat inventaris, dan sebagainya.

- Unsur Kebahasaan
  - Ungkapan dengan *there is/are*
  - Kata jumlah yang tidak tentu: *little, few, some, many, much, a lot (of).*
  - Frasa kata depan: *in, on, under, in front of, below, above,* dan lain-lain.

- Ucapan, tekanan, intonasi.
- Ejaan dan tanda baca.
- Tulisan tangan.

- Struktur Teks
  - Memulai
  - Menanggapi (diharapkan/di luar dugaan)

- Topik
  Keberadaan orang, binatang, benda, di kelas, sekolah, rumah, dan sekitarnya yang dapat menumbuhkan perilaku yang termuat di dalam KI.

D. Media dan Alat

1. Media : Papan tulis dan Powerpoint Presentation
2. Alat : LCD dan laptop

E. Sumber Belajar

- Gunawan, Asep, Wachidah, Siti. (2017). Bahasa Inggris, When English Rings the Bell / Kementrian Pendidikan dan Kebudayaan, Jakarta.
- Zaida, Nur. (2014). BRIGHT, An English Course for Junior High School Students 2/Erlangga Jakarta.

F. Langkah-langkah Kegiatan Pembelajaran

1. **Pertemuan 1 (2JP)**
   a. Pendahuluan (5 menit)
      1) Guru menyampaikan salam dan menanyakan kehadiran peserta didik.
      2) Guru menyampaikan tujuan dan rencana kegiatan pada hari ini.

   b. Kegiatan Inti (70 menit)
      Mengamati
      1) Peserta didik mengamati slide Powerpoint Presentation yang disajikan tentang: *to show the existence of things and people*, unsur kebahasaan *there is/are, prepositions of place,* dan *quantifiers.*

      Menanyakan
      1) Setelah mengamati, peserta didik bertanya tentang arti dari kata-kata baru yang mereka temukan dan dengan bimbingan guru, peserta didik menanyakan unsur kebahasaan yang melibatkan tindakan memberi dan meminta informasi yang terkait keberadaan orang dan benda.

      Mengeksplorasi

1) Peserta didik mengerjakan Activity 1 & Activity 2 lembar kerja yang diberikan.
2) Peserta didik menggunakan *there is/are* di dalam kelas.

Mengasosiasi

1) Guru membimbing peserta didik dalam mengerjakan tugas yang diberikan (Activity 1 & Activity 2)
2) Peserta didik membuat kelompok yang terdiri dari 2 atau 3 siswa
3) Peserta didik memilih salah satu dialog dalam Activity 2

Mengkomunikasikan

1) Peserta didik maju ke depan dengan kelompoknya untuk melakukan role play

c. Penutup (5 menit)

1) Peserta didik bersama guru menyimpulkan hasil pembelajaran pada pertemuan ini.
2) Guru menanyakan kesulitan dan memberikan saran kepada peserta didik
3) Guru menutup dengan salam.

2. Pertemuan 2 (2JP)

a. Pendahuluan (5 menit)

1) Guru menyampaikan salam dan menanyakan kehadiran peserta didik.
2) Guru menyampaikan kembali materi dan kegiatan pada pertemuan sebelumnya
3) Guru menyampaikan tujuan dan rencana kegiatan pada hari ini.

b. Kegiatan Inti (70 menit)

Mengamati

1) Peserta didik menyimak penjelasan guru tentang lembar kerja yang diberikan.

Menanyakan

1) Setelah menyimak, peserta didik bertanya arti kata-kata baru yang dia temukan.

Mengeksplorasi

1) Peserta didik mengerjakan Activity 1 & Activity 2 di lembar kerja yang diberikan.
2) Peserta didik mencari contoh lain dengan menggunakan kata-kata mereka sendiri.

Mengasosiasi

1) Guru membimbing peserta didik dalam mengerjakan tugas yang diberikan (Activity 1 & Activity 2).
2) Peserta didik mendiskusikan tentang pekerjaan mereka.
3) Peserta didik membuat kelompok yang terdiri dari 2 atau 3 siswa.
4) Peserta didik secara kelompok memilih salah satu dari percakapan yang telah mereka buat

Mengkomunikasikan

1) Secara berkelompok, peserta didik maju ke depan kelas dengan percaya diri mempraktekkan percakapan yang telah mereka buat.

c. Penutup (5 menit)

1) Peserta didik bersama guru menyimpulkan hasil pembelajaran pada pertemuan ini.
2) Guru menanyakan kesulitan dan memberikan saran kepada peserta didik
3) Guru menutup dengan salam.

3. Pertemuan 3 (2JP)

a. Pendahuluan (5 menit)

1) Guru menyampaikan salam dan menanyakan kehadiran peserta didik.
2) Guru menyampaikan kembali materi dan kegiatan pada pertemuan sebelumnya
3) Guru menyampaikan tujuan dan rencana kegiatan pada hari ini.

b. Kegiatan Inti (70 menit)

Mengamati

1) Peserta didik menyimak penjelasan guru tentang lembar kerja yang diberikan.

Menanyakan

1) Setelah menyimak, peserta didik bertanya arti mengenai tugas yang diberikan.

Mengeksplorasi

1) Peserta didik membuat kelompok yang terdiri dari 2 atau 3 siswa
2) Peserta didik secara acak memilih *role play card*.
3) Peserta didik membuat percakapan berdasarkan *role play card* yang diberikan.
4) Peserta didik mencari kata-kata lain yang berkaitan dengan situasi yang diberikan dalam *role play card*.

Mengasosiasi

1) Guru membimbing peserta didik dalam membuat percakapan.
2) Peserta didik mendiskusikan tentang percakapan yang mereka buat.
3) Peserta didik berlatih bercakap dengan kelompoknya.

Mengkomunikasikan

1) Secara berkelompok, peserta didik maju ke depan kelas dengan percaya diri mempraktekkan percakapan yang telah mereka buat.

c. Penutup (5 menit)

1) Peserta didik bersama guru menyimpulkan hasil pembelajaran pada pertemuan ini.
2) Guru menanyakan kesulitan dan memberikan saran kepada peserta didik.
3) Guru menutup dengan salam.

4. Pertemuan 4 (2JP)

a. Pendahuluan (5 menit)

1) Guru menyampaikan salam dan menanyakan kehadiran peserta didik.
2) Guru menyampaikan kembali materi dan kegiatan pada pertemuan sebelumnya
3) Guru menyampaikan tujuan dan rencana kegiatan pada hari ini.

d. Kegiatan Inti (70 menit)

Mengamati

1) Peserta didik menyimak penjelasan guru tentang lembar kerja yang diberikan.

Menanyakan

2) Setelah menyimak, peserta didik bertanya arti mengenai tugas yang diberikan.

Mengeksplorasi

1) Peserta didik membuat kelompok yang terdiri dari 2 atau 3 siswa
2) Peserta didik secara acak memilih *role play card.*
3) Peserta didik membuat percakapan berdasarkan *role play card* yang diberikan.
4) Peserta didik mencari kata-kata lain yang berkaitan dengan situasi yang diberikan dalam *role play card*.

Mengasosiasi

1) Guru membimbing peserta didik dalam membuat percakapan.

2) Peserta didik mendiskusikan tentang percakapan yang mereka buat.
3) Peserta didik berlatih bercakap dengan kelompoknya.

Mengkomunikasikan

2) Secara berkelompok, peserta didik maju ke depan kelas dengan percaya diri mempraktekkan percakapan yang telah mereka buat.

3) Penutup (5 menit)
   1) Peserta didik bersama guru menyimpulkan hasil pembelajaran pada pertemuan ini.
   2) Guru menanyakan kesulitan dan memberikan saran kepada peserta didik.
   3) Guru menutup dengan salam.

G. Penilaian

No.	Rated Aspect	Rating Scores	Description
1.	Pronunciation	5	Almost perfect.
		4	Always intelligible, though one is conscious of a definite accent.
		3	Pronunciation problems necessitate concentrated listening and occasionally lead to misunderstanding.
		2	Very hard to understand because of pronunciation problems. Must frequently be asked to repeat.
		1	Pronunciation problems so severe as to make speech virtually unintelligible.
2.	Grammar	5	Makes few (any) noticeable errors of grammar or word order.
		4	Occasionally makes grammatical and or word order errors which do not, however, obscure meaning.
		3	Make frequent errors of grammar and word order, which occasionally obscure meaning.
		2	Grammar and word order errors make comprehension difficult, must often rephrases sentence.
		1	Errors in grammar and word order, so severe as to make speech virtually unintelligible.
3.	Vocabulary	5	Rich and varied use of vocabulary.

		4	There are some wrong vocabulary but does not interfere meaning.
		3	There are some wrong vocabulary and disturbing meaning.
		2	Misuse of words and very limited vocabulary makes comprehension quite difficult.
		1	Vocabulary limitation so extreme as to make conversation virtually impossible.
4.	Fluency	5	Speech as fluent and effortless as that of native speaker.
		4	Speed of speech seems to be slightly affected by language problem.
		3	Speed and fluency are rather strongly affected by language problem.
		2	Usually hesitant, often forced into silence by language limitation.
		1	Speech is so halting and fragmentary as to make conversation virtually impossible.
5.	Comprehension	5	Appears to understand everything without difficulty.
		4	Understand nearly everything at normal speed although occasionally repetition may be necessary.
		3	Understand most of what is said at slower than normal speed without repetition.
		2	Has great difficulty following what is said. Can comprehend only “social conversation” spoken slowly and without frequent repetition.
		1	Cannot be said to understand even simple conversation.

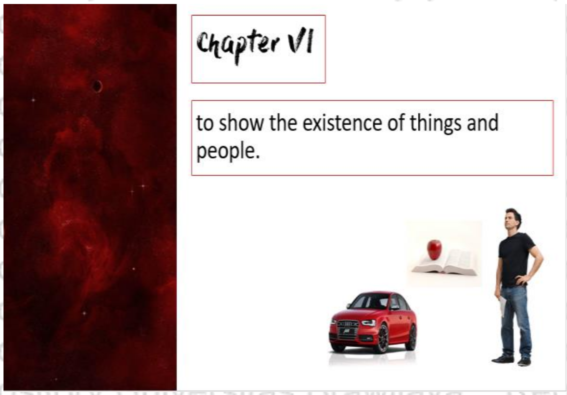
Malang, November 21st 2017

The Researcher

Hera Rizky Safitri

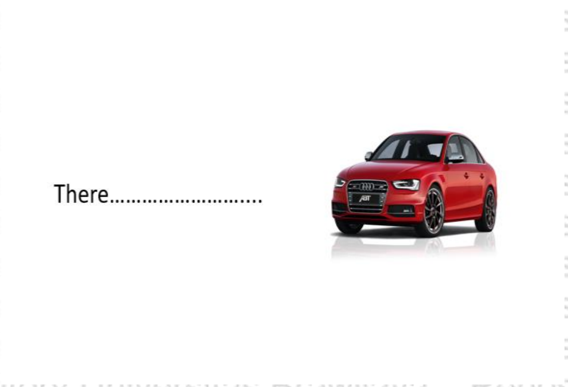
APPENDIX 7

Powerpoint Presentation

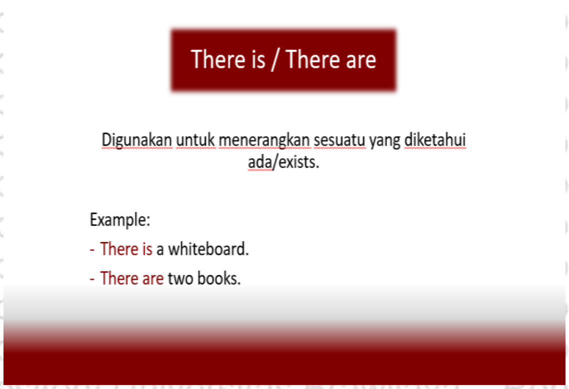


Chapter VI

to show the existence of things and people.



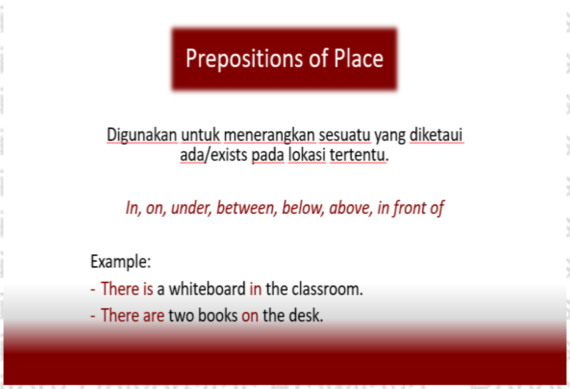
There……………………..



There is / There are

Digunakan untuk menerangkan sesuatu yang diketahui ada/exists.

Example:
- There is a whiteboard.
- There are two books.

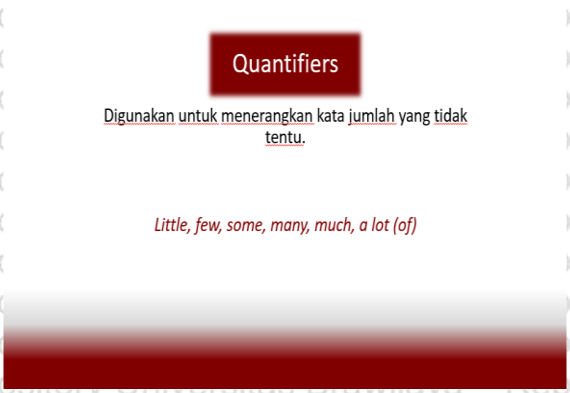


Prepositions of Place

Digunakan untuk menerangkan sesuatu yang diketaui ada/exists pada lokasi tertentu.

In, on, under, between, below, above, in front of

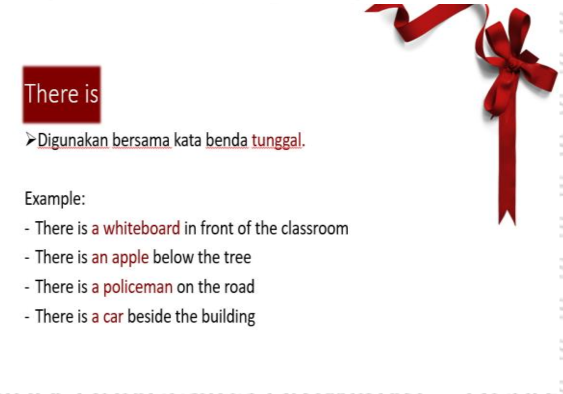
Example:
- There is a whiteboard in the classroom.
- There are two books on the desk.



Quantifiers

Digunakan untuk menerangkan kata jumlah yang tidak tentu.

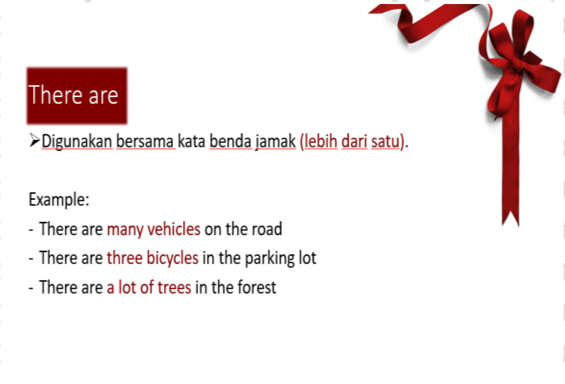
Little, few, some, many, much, a lot (of)



There is

➢Digunakan bersama kata benda tunggal.

Example:
- There is a whiteboard in front of the classroom
- There is an apple below the tree
- There is a policeman on the road
- There is a car beside the building

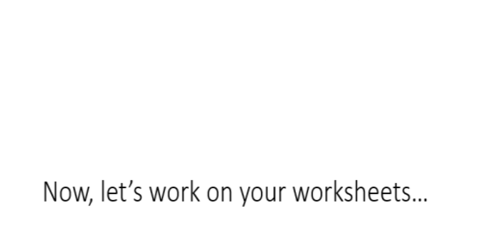


There are

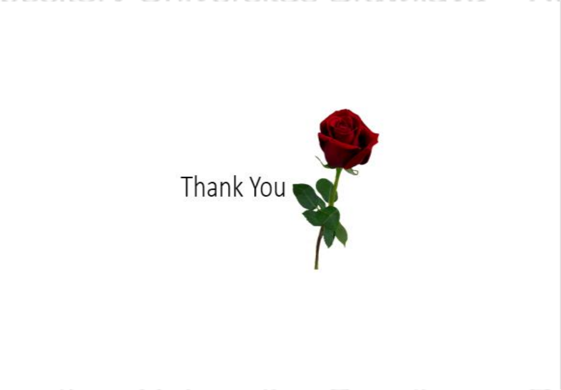
➢Digunakan bersama kata benda jamak (lebih dari satu).

Example:

- There are many vehicles on the road
- There are three bicycles in the parking lot
- There are a lot of trees in the forest



Now, let's work on your worksheets…



Thank You

APPENDIX 8

Worksheet for First Meeting until Fourth Meeting

FIRST MEETING

Activity 1

Complete the sentences below using *there is/there are.*

1. …………………… few schools in Jl. Jaksa Agung Suprapto.
2. …………………… a security guard beside the gate of SMP Shalahuddin Malang.
3. …………………… fourteen teachers in the office.
4. …………………… a whiteboard in front of the class.
5. …………………… eight boys and twenty-seven girls in the classroom.

Activity 2

Complete these following dialogues by crossing a, b, c, or d. Choose the appropriate response the speaker might say about showing the existence of things or people.

1. Bella comes late to school because the roads are busy. The teacher, Mr. Andy asks why.
   Mr. Ari : Good Morning, Bella!
   Bella : Oh, good morning Mr. Andy!
   Mr. Ari : Why are you late?
   Bella : Sorry,………………………………………………………………
   a. there are
   b. there are traffic jams everywhere
   c. there is a car
   d. there is

2. There are many vehicles on the road. Citra goes to school by foot. Citra is now coughing and Dito asks why.
   Dito : Hi Citra!
   Citra : *coughing*
   Dito : Are you okay? What happened?
   Citra : ………………………………………on my way here.
   a. I can help vehicles
   b. there is too much sunshine
   c. there is too much smoke from the
   d. there is

3. Ethan and Farid just finished jogging. They are thirsty and want to drink water. Farid suggests Ethan to buy it from the nearest store. But, Ethan doesn't bring money so, he asks Farid if he brings a bottle of water.
   Ethan : I'm thirsty.
   Farid : Well, there is Indomaret across the street.

Ethan : I don’t bring my money. Don’t you bring a bottle of water?
Farid : Yes, I do. But,……………………………………………..

a. there is not much water in there
b. why
c. I don’t want to share it
d. there are

4. Gigi, Hera and Isabelle promised to meet at a café at 10 o’clock. It’s 11 o’clock now and Isabelle has not arrived. 15 minutes later, she arrives while panting. What might be the reason of her lateness?

Gigi : Where is Isabelle?
Hera : I don’t know. Maybe there is sudden matter.
Isabelle : *panting*
Gigi : What took you so long?
Isabelle : Sorry, I’m late………………………………so, I have to take another road.

a. It’s okay
b. There are many bakery open
c. there are very few policemen
d. there is an accident and the road is closed

SECOND MEETING

Activity 1

Study the following dialogue and answer the questions.

Jake got into a motorcycle accident. Their friend, Kian and Liam talk about road safety.

Kian : Hi Liam!

Liam : Hi Kian!

Kian : Have you heard about Jake's accident?

Liam : Yeah, our roads are not safe now. There are many people who drives very fast.

Kian : And there are many people who cross the roads too.

Liam : Yes, that's why we need more zebra cross in our roads.

Kian : I agree, there aren't many zebra cross.

Liam : I think we need more policemen too! There are very few policemen around.

Kian : There is very much worry in our roads.

Questions:

1. What are Kian and Liam talking about?
2. Why does Kian think that the roads are not safe?
3. What does Kian and Liam say about zebra cross?
4. What does Liam think they need more policemen?

Activity 2

Make a simple dialogues based on the example in *Activity 1* and practice it with your partner.

Situations :

1. In the school, Mia meets Naya. They talk about public transportation.
2. On her way home, Nisa meets Omar. They talk about traffic jams.

THIRD MEETING

Activity 1

In pairs, make a dialogue based on the situation in the role cards.

1. Role 1

Students 1	Students 2
as Adam	as Becca
- You are late to the school. - You meet Becca and greet her. - You talk about busy roads.	- You respond to Adam's greeting. - You respond and talk about traffic jams.

2. Role 2

Students 1	Students 2
as Clarice	as Dylan
- You meet Dylan on your way to school and greet him. - You talk about traffic jams.	- You respond to Clarice's greeting. - You respond and talk about public transportation.

3. Role 3

Students 1	Students 2	Students 3
as Eric	as Farah	as Grayson
- You meet Farah and Grayson on your way home from school. - You talk about air pollution.	- You respond to Eric's greeting. - You respond and talk about transportation.	- You respond to Eric's greeting. - You respond and talk about trees.

Vocabulary List

After	: Setelah / Sesudah	Place	: Tempat
Afternoon	: Siang	Police	: Polisi
Air	: Udara	Pollution	: Polusi
Angkot	: Angkot	Rain	: Hujan
Before	: Sebelum	Road	: Jalan
Bicycle	: Sepeda	Trees	: Pohon
Big	: Besar	Vehicle	: Kendaraan
Building	: Bangunan	Traffic Jams	: Kemacetan lalu-lintas
Bus	: Bis	Road	: Jalan
Car	: Mobil	Safe	: Aman
City	: Kota	School	: Sekolah
Come	: Datang	Season	: Musim
Cross	: Menyeberang	Sidewalk	: Trotoar
Drive	: Mengendarai	Small	: Kecil
Discipline	: Disiplin	Smoke	: Asap
Fast	: Cepat	Sky	: Langit
Few	: Sedikit / Beberapa	Star	: Bintang
Late	: Terlambat	Truck	: Truk
Little	: Sedikit	There	: Ada
Many	: Banyak	Worry	: Khawatir
Minibus	: Bus kecil	Water	: Air
Morning	: Pagi		
Motorcycle	: Motor		
Much	: Banyak		
Ojek	: Ojek		
Pedestrian	: Pejalan kaki		

FOURTH MEETING

Activity 1

In pairs, make a dialogue based on the situation in the role cards.

Instruction:

- Read your role and sequence of actions carefully
- Discuss the plot of the conversation with your partner
- Do not forget to use *there is/there are* to show the existence of things and people
- Use dictionary if needed
- Write the dialogue in your book
- Practice the dialogue with your partner
- Come in front of the class to do role play
- If there are any questions, do not hesitate to ask

1. Role 1

Students 1	**Students 2**
as Harry	as Ian
- It's 7 o'clock and you are on your way to school. - You are panic because you're late. - You meet Ian and greet him. - You talk about accident happened that caused traffic jams. - You respond and talk about policemen.	- You see Harry. - You respond to Harry's greeting. - You say that you're late too and saw the accident. - You respond and talk about kinds of vehicles. - You respond by talking about discipline.

2. Role 2

Students 1	**Students 2**
as Jasmine	as Kyla
- It's the afternoon and you are on your way home from school. - You are sweating. - You meet Kyla and greet her. - You talk about air pollution. - You respond and talk about trees.	- You see Jasmine, - You respond to Jasmine's greeting. - You offer her a napkin. - You respond and talk about vehicles. - You respond and talk about buildings.

3. Role 3

Students 1	**Students 2**
as Lisa	as Mario
- It's the afternoon and you are walking on the sidewalk. - You cross the road. - You meet Mario and greet him. - You talk about zebra cross. - You respond and talk about driver and vehicle.	- You see Lisa while walking on the sidewalk across the road. - You respond to Lisa's greeting. - You respond and talk about pedestrian. - You respond and talk about policemen.

4. Role 4

Students 1	**Students 2**	**Students 3**
as Neels	as Olivia	as Perry
- It's 8 o'clock and you are in the classroom. - You meet Olivia and Perry and greet them. - You talk about road safety. - You talk about pedestrian.	- You respond to Neels greeting. - You respond and talk about accident. - You respond and talk about zebra cross.	- You respond to Neels's greeting. - You respond and talk about driver and vehicle. - You respond and talk about discipline.

APPENDIX 9

Students’ Post-test Speaking Score

Name	Score per Aspect					Total	Score
	A	B	C	D	E		
S.01	4	4	4	4	5	21	84
S.02	5	4	4	5	5	23	92
S.03	4	4	4	4	4	20	80
S.04	3	5	4	4	3	19	76
S.05	5	4	4	4	5	22	88
S.06	3	4	3	3	3	16	64
S.07	3	3	3	4	4	17	68
S.08	5	4	4	5	5	23	92
S.09	3	4	4	4	5	20	80
S.10	4	4	4	4	4	20	80
S.11	3	4	4	4	4	17	68
S.12	4	4	4	3	3	18	72
S.13	4	5	4	5	5	23	92
S.14	3	4	3	4	4	18	72
S.15	3	5	4	4	3	19	76
S.16	4	4	4	4	4	20	80
S.17	4	5	4	3	3	19	76
S.18	4	5	4	3	3	19	76
S.19	3	5	4	4	3	19	76
S.20	4	5	3	4	4	20	80
S.21	3	5	5	4	4	21	84
S.22	5	4	4	4	5	22	88
S.23	3	4	4	4	4	17	68
S.24	4	4	4	4	4	20	80
S.25	4	4	4	4	4	20	80
S.26	3	4	4	4	4	19	76
S.27	5	5	4	4	4	22	88
S.28	4	4	3	3	3	17	68
S.29	3	4	4	4	3	18	72
S.30	3	4	4	4	4	19	76
S.31	4	4	4	4	4	20	80
S.32	4	4	4	4	4	20	80
S.33	3	4	4	4	4	19	76
S.34	3	4	4	4	4	19	76
S.35	3	4	4	3	3	17	68

Note:

A = Pronunciation, B = Grammar, C = Vocabulary, D = Fluency, E = Comprehension

▨ Students who passed the KKM

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APPENDIX 9a

Students' Pre-test and Post-test Speaking Score

Name	Pre-test	Post-test
S.01	60	84
S.02	84	92
S.03	60	80
S.04	56	76
S.05	80	88
S.06	56	64
S.07	52	68
S.08	76	92
S.09	52	80
S.10	52	80
S.11	52	68
S.12	48	72
S.13	76	92
S.14	48	72
S.15	52	76
S.16	76	80
S.17	64	76
S.18	52	76
S.19	56	76
S.20	60	80
S.21	56	84
S.22	76	88
S.23	44	68
S.24	80	80
S.25	60	80
S.26	48	76
S.27	76	88
S.28	52	68
S.29	60	72
S.30	60	76
S.31	64	80
S.32	76	80
S.33	52	76
S.34	60	76
S.35	76	68
Percentage	29%	74%

▨ Students who passed the KKM

APPENDIX 10

Observation Checklist

OBSERVATION CHECKLIST

adapted from Sugiyono (2004)

Meeting :

Date & Day :

Class :

No.	Aspects Being Observed	Rating			
		1	2	3	4
1.	The students are using English to communicate in the classroom.				
2.	The students are listening to the teacher’s explanation.				
3.	The students take the initiation in asking questions using English.				
4.	The students are able to answer the teacher’s question.				
5.	The students understood the procedure of role play.				
6.	The students are using English in role play activity.				
7.	The students are enthusiastic in carrying out role play activity.				

Description:

1 = Poor

2 = Average

3 = Good

4 = Excellent

APPENDIX 10a

The Result from Observation Checklist

OBSERVATION CHECKLIST

Meeting : 1

Date / Day : November 13th 2017 / Monday

Class : VIII A

No.	**Aspects Being Observed**	**Rating**			
		1	**2**	**3**	**4**
1.	The students are using English to communicate in the classroom.	✓			
2.	The students are listening to the teacher’s explanation.		✓		
3.	The students take the initiation in asking questions using English.	✓			
4.	The students are able to answer the teacher’s question.	✓			
5.	The students understood the procedure of role play.		✓		
6.	The students are using English in role play activity.		✓		
7.	The students are enthusiastic in carrying out role play activity.	✓			

Description:

1 = Poor

2 = Average

3 = Good

4 = Excellent

Observer

Wiwik Umiyati, S.Pd

OBSERVATION CHECKLIST

Meeting : 2

Date / Day : November 14th 2017 / Tuesday

Class : VIII A

No.	Aspects Being Observed	Rating			
		1	2	3	4
1.	The students are using English to communicate in the classroom.		✓		
2.	The students are listening to the teacher's explanation.			✓	
3.	The students take the initiation in asking questions using English.		✓		
4.	The students are able to answer the teacher's question.		✓		
5.	The students understood the procedure of role play.		✓		
6.	The students are using English in role play activity.			✓	
7.	The students are enthusiastic in carrying out role play activity.		✓		

Description:

1 = Poor

2 = Average

3 = Good

4 = Excellent

Observer

Wiwik Umiyati, S.Pd

OBSERVATION CHECKLIST

Meeting : 3

Date / Day : November 20th 2017 / Monday

Class : VIII A

No.	Aspects Being Observed	Rating			
		1	2	3	4
1.	The students are using English to communicate in the classroom.			✓	
2.	The students are listening to the teacher’s explanation.				✓
3.	The students take the initiation in asking questions using English.			✓	
4.	The students are able to answer the teacher’s question.			✓	
5.	The students understood the procedure of role play.			✓	
6.	The students are using English in role play activity.			✓	
7.	The students are enthusiastic in carrying out role play activity.			✓	

Description:

1 = Poor

2 = Average

3 = Good

4 = Excellent

Observer

Wiwik Umiyati, S.Pd

OBSERVATION CHECKLIST

Meeting : 4

Date / Day : November 21st 2017 / Tuesday

Class : VIII A

No.	Aspects Being Observed	Rating			
		1	2	3	4
1.	The students are using English to communicate in the classroom.				✓
2.	The students are listening to the teacher's explanation.				✓
3.	The students take the initiation in asking questions using English.			✓	
4.	The students are able to answer the teacher's question.				✓
5.	The students understood the procedure of role play.				✓
6.	The students are using English in role play activity.				✓
7.	The students are enthusiastic in carrying out role play activity.				✓

Description:

1 = Poor

2 = Average

3 = Good

4 = Excellent

Observer

Wiwik Umiyati, S.Pd

APPENDIX 10b

The Students' Individual Involvement in Post-test

Name	**Aspects Being Observed**						
	A	**B**	**C**	**D**	**E**	**F**	**G**
S.01	4	4	3	4	4	4	3
S.02	4	4	4	4	4	4	4
S.03	4	4	4	4	4	4	4
S.04	4	4	3	4	4	4	4
S.05	4	4	4	4	4	4	4
S.06	3	4	2	3	4	4	2
S.07	3	4	3	4	4	4	3
S.08	4	4	3	4	4	4	4
S.09	4	4	4	4	4	4	4
S.10	4	4	4	4	4	4	4
S.11	2	4	3	3	4	4	2
S.12	4	3	4	4	4	4	3
S.13	4	4	4	4	4	4	4
S.14	3	4	4	3	4	4	3
S.15	4	4	3	4	4	4	4
S.16	4	4	4	4	4	4	4
S.17	4	4	3	4	4	4	4
S.18	4	4	3	4	4	4	4
S.19	4	4	3	4	4	4	4
S.20	4	4	4	4	4	4	4
S.21	3	4	4	4	4	4	4
S.22	4	4	4	4	4	4	4
S.23	3	3	4	3	4	4	4
S.24	4	3	4	4	4	4	4
S.25	4	4	4	4	4	4	4
S.26	4	4	3	4	4	4	4
S.27	4	4	4	4	4	4	4
S.28	4	4	3	3	4	4	4
S.29	3	4	3	3	4	4	3
S.30	4	4	4	4	4	4	4
S.31	4	4	4	4	4	4	4
S.32	4	4	4	4	4	4	4
S.33	3	4	4	3	4	4	3
S.34	3	4	4	3	4	4	3
S.35	3	4	3	3	4	4	4

*) the description of the scoring is on the next page

Description:

Aspects Being Observed
A = The students are using English to communicate in the classroom
B = The students are listening to the teacher’s explanation
C = The students take the initiation in asking questions using English
D = The students are able to answer the teacher’s question
E = The students understood the procedure of role play
F = The students are using English in role play activity
G = The students are enthusiastic in carrying out role play activity

Scale
1 = Poor
2 = Average
3 = Good
4 = Excellent

APPENDIX 10c

The Percentage of Students' Individual Involvement in Post-test

Aspects Being Observed	Number of Students	Percentage
1. The students are using English to communicate.		
1 = Poor	0	0%
2 = Average	1	3%
3 = Good	9	26%
4 = Excellent	25	71%
2. The students are listening to the teacher's explanation.		
1 = Poor	0	0%
2 = Average	0	0%
3 = Good	3	9%
4 = Excellent	32	91%
3. The students take the initiation in asking questions using English.		
1 = Poor	0	0%
2 = Average	1	3%
3 = Good	13	37%
4 = Excellent	21	60%
4. The students are able to answer the teacher's question.		
1 = Poor	0	0%
2 = Average	0	0%
3 = Good	9	26%
4 = Excellent	26	74%
5. The students understood the procedure of role play.		
1 = Poor	0	0%
2 = Average	0	0%
3 = Good	0	0%
4 = Excellent	35	100%
6. The students are using English in role play activity.		
1 = Poor	0	0%
2 = Average	0	0%
3 = Good	0	0%

4 = Excellent	35	100%
7. The students are enthusiastic in carrying out role play activity.		
1 = Poor	0	0%
2 = Average	2	6%
3 = Good	7	20%
4 = Excellent	26	74%
Mean: Poor Average Good Excellent	 0 0 6 29	 0% 0% 17% 83%

APPENDIX 11

Field Note

FIELD NOTE

Meetings / Cycle : 1 / 1

Day / Date : Monday / November 13th 2017

Time : 10.20 – 11.40

Place : VIII A

In the first meeting, the researcher introduced herself as the English teacher for the next four meetings while the English teacher, Miss Wiwik will act as the observer who observe students’ involvement during teaching and learning process. Then, the researcher began introducing the chapter about to be learned. Initially, the students were not yet understood because they had difficulty when the researcher asked them to show the existence of things and people. So, the researcher proceed to explain the material. Then, the researcher gave students an exercise in form of worksheet. Later, the students together with the researcher discuss it and practice their pronunciation. The researcher also asked the students to come in front of the class to do role play by picking one of the dialogues in the worksheet.

Comment from the observer :

The researcher did a great job building students’ knowledge so that the students understood the material being learned. However, the students got distracted by the marching band practice occurred outside the classroom and started chatting by themselves. For the next meeting, make sure the researcher manage the classroom better so the students can stay focus on the lesson.

FIELD NOTE

Meetings / Cycle : 2 / 1
Day / Date : Tuesday / November 14th 2017
Time : 06.30 – 07.40
Place : VIII A

In the second meeting, the researcher gave a review about material and activities being taught in the previous meeting. The researcher then encouraged the students to speak and ask in English so they will be familiar with it. The researcher then distributed worksheets for the students to work on. One of the activities involved making a dialogue based on situation given. So, the students were asked to be in a group of two or three students. Most of the students had difficulties in exploring their ideas. They did not know where to start and the direction of the dialogue/conversation. So, the researcher helped them a lot. After they were done making dialogue, they were asked to do role play in front of the classroom.

Comment from the observer :

It is good that the students were encouraged to speak English. In this meeting, they seemed ready to study because there were no distraction and most of the times the students took initiation to ask. However, the classroom became noisy because the situation given in the worksheet were not clear. The students still had difficulties in grasping the concept of role play and making dialogue.

FIELD NOTE

Meetings / Cycle : 3 / 1

Day / Date : Monday / November 20th 2017

Time : 10.20 – 11.40

Place : VIII A

In the third meeting, the researcher gave a review about the activity from the previous meeting. In this meeting, the researcher gave insight of the procedure of role play the students about to do in the fourth meeting. Learned from the previous meeting, this time the researcher made a role play card with a clear situation and sequence of actions. But, the students were not allowed to choose which role play card they got. To support the process of teaching and learning, the researcher provide vocabulary list and even allowed the students to use dictionary to make a dialogue. After they finished making dialogue, the students discuss it with their group before coming in front of the class to do role play.

Comment from the observer :

The process of teaching and learning process in the third meeting looks neat. The students did not get confused when making dialogues because the situation given were detailed and not ambiguous. The researcher took the English teacher's advice very well and applied in this meeting.

FIELD NOTE

Meetings / Cycle : 4 / 1
Day / Date : Tuesday / November 21st 2017
Time : 06.30 – 07.40
Place : VIII A

In the fourth meeting, the researcher gave a review about the activity from the previous meeting. The activity in this meeting is the same with the previous meeting. But, in this meeting the students' speaking score will be taken. Before distributing the role play card, the researcher gave an explanation about the instruction to make a dialogue and procedure to do role play. Dictionary use were allowed to help students in making dialogue. However, students were not allowed to ask about the direction of the dialogue / conversation. After the students were done making dialogue, they were asked to come in front of the class and do role play. The researcher then took the students's score while the English teacher observed students' involvement individually.

Comment from the observer :

This fourth meeting went well. The students had little difficulty while making dialogues however, they completed it faster than expected. All the students participated really well.

APPENDIX 12

Documentation

The students' working on the worksheet given by the teacher

The teacher researcher's activity on answering the students' question

Students’ activity on doing role play

Students’ activity on doing role play

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APPENDIX 13

Questionnaire for the Students After the Implementation of Role Play

QUESTIONNAIRE

adapted from Andianto (2015) & Cahyaningtyas (2017)

Nomor Absen :

Berilah tanda (X) pada jawaban yang anda anggap paling sesuai dengan keadaan anda.

1. Bagaimana pendapat anda mengenai penggunaan strategi role play dalam proses belajar mengajar?
   a. Sangat menyenangkan c. Kurang menyenangkan
   b. Menyenangkan d. Tidak menyenangkan

2. Apakah dengan menggunakan strategi role play anda lebih termotivasi dalam belajar Bahasa Inggris?
   a. Sangat memotivasi c. Kurang memotivasi
   b. Cukup memotivasi d. Tidak memotivasi

3. Apakah strategi role play yang digunakan selama proses belajar membantu anda menemukan ide dalam kegiatan berbicara?
   a. Sangat membantu c. Kurang membantu
   b. Cukup membantu d. Tidak membantu

4. Apakah strategi role play meningkatkan kemampuan anda dalam berbicara?
   a. Ya
   b. Tidak

5. Apakah menurut anda strategi ini perlu dilanjutkan oleh guru Bahasa Inggris?
   a. Ya
   b. Tidak

APPENDIX 13a

Students' Questionnaire Result After the Implementation of Role Play

No.	Questions	Answers		Total Choice	Total Percentage
1.	Bagaimana pendapat anda mengenai penggunaan strategi role play dalam proses belajar mengajar?	a.	Sangat menyenangkan	30	86%
		b.	Menyenangkan	3	8%
		c.	Kurang menyenangkan	2	6%
		d.	Tidak menyenangkan	0	0%
2.	Apakah dengan menggunakan strategi role play anda lebih termotivasi dalam belajar Bahasa Inggris?	a.	Sangat memotivasi	13	37%
		b.	Cukup memotivasi	20	57%
		c.	Kurang memotivasi	1	3%
		d.	Tidak memotivasi	1	3%
3.	Apakah strategi role play yang digunakan selama proses belajar membantu anda menemukan ide dalam kegiatan berbicara?	a.	Sangat membantu	16	46%
		b.	Cukup membantu	18	51%
		c.	Kurang membantu	1	3%
		d.	Tidak membantu	0	0%
4.	Apakah strategi role play meningkatkan kemampuan anda dalam berbicara?	a.	Ya	31	89%
		b.	Tidak	4	11%
5.	Apakah menurut anda strategi ini perlu dilanjutkan oleh Guru Bahasa Ingris?	a.	Ya	35	100%
		b.	Tidak	0	0%

APPENDIX 14

Interview Guideline for the English Teacher After the Implementation of Role Play

INTERVIEW GUIDELINE

adapted from Mufidah (2015)

No.	Main point	The Objective of Interview	Interview Question
1.	The implementation of Role Play in the classroom.	Identifying the teacher's perception toward the implementation of role play strategy.	What do you think about the use of role play as teaching strategy?
		Identifying the advantage of role play.	Do you think the use of role play improve the students' speaking ability?
		Identifying students' motivation.	Do you think the students got more motivated after the implementation of role play?
2.	Role play as teaching strategy.	Identifying the use of the strategy.	Do you think role play should be implemented in the future especially in teaching speaking?
		Identifying teacher's opinion about the strategy.	Do you have any comment or suggestion about the implementation of role play as teaching strategy?

APPENDIX 14a

The Result of Interview with the English Teacher

Researcher : What do you think about the use of role play as teaching strategy?

English Teacher : It was a good strategy to teach speaking. The process was fun and the students become actively involved.

Researcher : Do you think the use of role play improve the students' speaking ability?

English Teacher : Definitely, the students are now more comfortable to speak English eventhough sometimes they make mistake. They also can pronunce some words they couldn't before.

Researcher : Do you think the students got more motivated after the implementation of role play?

English Teacher : Yes, because they often asked to come in front of the class now, they become more confident.

Researcher : Do you think role play should be implemented in the future especially in teaching speaking?

English Teacher : Yes, but it depends on the material.

Researcher : Then, do you have any comment or suggestion about the implementation of role play as teaching strategy?

English Teacher : Before implementing role play, it is important to know the students' characteristic and the classroom condition. By knowing it, it can minimize the problems that may arise during teaching and learning process. The teacher also have to be creative. And from what I see, I think you are really creative.

APPENDIX 15

Berita Acara Bimbingan Skripsi

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BERITA ACARA BIMBINGAN SKRIPSI

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3. Program Studi : Pendidikan Bahasa Inggris
4. Topik Skripsi : Pendidikan
5. Judul Skripsi : The Use of Role Play Strategy to Improve the Second Year Students Speaking Ability at SMP Shalahuddin Malang
6. Tanggal Mengajukan : 26 September 2016
7. Tanggal Selesai Revisi : 20 Desember 2017
8. Nama Pembimbing : Frida Unsiah, M.Pd
9. Keterangan Konsultasi :

No.	Tanggal	Materi	Pembimbing	Paraf
1.	26/09/2016	Pengajuan Judul	Frida Unsiah, M.Pd	
2.	10/10/2016	Persetujuan Judul	Frida Unsiah, M.Pd	
3.	07/11/2016	BAB I	Frida Unsiah, M.Pd	
4.	21/11/2016	BAB I	Frida Unsiah, M.Pd	
5.	05/12/2016	BAB I	Frida Unsiah, M.Pd	
6.	07/03/2017	BAB I & II	Frida Unsiah, M.Pd	
7.	21/03/2017	BAB I & II	Frida Unsiah, M.Pd	
8.	04/04/2017	BAB I & II	Frida Unsiah, M.Pd	
9.	18/04/2017	BAB I, II, & III	Frida Unsiah, M.Pd	
10.	02/05/2017	BAB I, II, & III	Frida Unsiah, M.Pd	
11.	05/11/2017	Acc Sempro	Frida Unsiah, M.Pd	
12.	10/11/2017	Seminar Proposal	Frida Unsiah, M.Pd	

13.	21/11/2017	BAB I, II, III, IV, V	Frida Unsiah, M.Pd	
14.	22/11/2017	BAB I, II, III, IV, V	Frida Unsiah, M.Pd	
15.	23/11/2017	BAB I, II, III, IV, V	Frida Unsiah, M.Pd	
16.	24/11/2017	Acc Semhas	Frida Unsiah, M.Pd	
17.	05/12/2017	Seminar Hasil	Frida Unsiah, M.Pd	
18.	08/12/2017	Acc Ujian Skripsi	Frida Unsiah, M.Pd	
19.	15/12/2017	Ujian Skripsi	Frida Unsiah, M.Pd	
20.	20/12/2017	Acc Penjilidan Skripsi	Frida Unsiah, M.Pd	

10. Telah dievaluasi dan diuji dengan nilai : A

Malang, 27 December 2017

Mengetahui,

Pembantu Dekan I
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