THE USE OF ROLE PLAY TO ENHANCE STUDENTS’ SPEAKING SKILL

(A Classroom Action Research at Second Grade of SMP Darul Ma’arif, Fatmawati)

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THE USE OF ROLE PLAY TO ENHANCE STUDENTS’ SPEAKING SKILL

(A Classroom Action Research at the Second Year of SMP Darul Ma’arif, Fatmawati)

A “Skripsi”
Presented to the Faculty of Tarbiyah and Teacher’s Training in a Partial Fulfillment of the Requirements for the Degree of S.Pd. (Bachelor of Art) in English Language Education

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The Examination Committee of the Faculty of Tarbiyah and Teachers’ Training certifies that the “Skripsi” (Scientific Paper) entitled “THE USE OF ROLE PLAY TO ENHANCE STUDENTS’ SPEAKING SKILL (A Classroom Action Research at Second Grade of SMP Darul Ma’arif, Fatmawati)” written by Agus Budiman, Student’s Registration Number: 106014000359, was examined on September 16, 2011 and was declared to Academic title of ‘S.Pd.’ in English Language Education at the Department of English Education.

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ABSTRACT

Agus Budiman. 2010. The Use of Role Play to Enhance Students’ Speaking Ability (A Classroom Action Research at Student Grade VIII. B of Darul Ma’arif Junior High School, Fatmawati), Skripsi, English Education Department, The Faculty of Tarbiyah and Teachers’ Training, Syarif Hidayatullah State Islamic University Jakarta.

Advisor: DR. Atiq Susilo, MA

Keywords: Speaking Ability, Role Play

This research is aimed at knowing whether students’ speaking skill could be improved by using role play and to know how the implementation of these technique increasing students ability in speaking English. This research was accomplished in the second year of SMP Darul Ma’arif Fatmawati in which consisted of 30 students as respondent.

A Classroom Action Research (CAR) used as the research method in this study in overcoming students’ problem of learning English especially speaking skill. Kemmis and McTaggart design is used in this research, in which consists of four phases; planning, acting, observing, and reflecting per cycle. In sustaining the research result, two types of data are collected; qualitative data that derived from observation and interview toward the students and the teacher as well. On the other hand, the quantitative data that derived from the test result; pre-test and post test result. Then, those data analyzed by the researcher by using descriptive analysis and statistic analysis to know the final result of the implementation role play toward students English language learning in the Classroom Action Research (CAR).

The result of this study shown, that the implementation of role play toward students’ English learning especially speaking skill is effective. It is proven by data’s that was derived from this study. First, from the interview result showed the students were more motivated and interested in learning English. Second, from the test result which consisted of three tests; pre-test, posttest of the first cycle and posttest of the second cycle. There were found 2.07 points of improvement of students’ mean score; 0.53 points were derived from post test I result, and 1.54 points were derived from post test II after using role play. On the other hand, there were 63.34% students’ passed the KKM (65); 20% were obtained from the first cycle and 43.34% were obtained from the second cycle. Based on those result, there were 26 of 30 students passed the KKM, and it is meant this action research is successful.
ABSTRACT

Agus Budiman. 2010. The Use of Role Play to Enhance Students’ Speaking Ability (A Classroom Action Research at Student Grade VIII. B of Darul Ma’arif Junior High School, Fatmawati), Skripsi, English Education Department, The Faculty of Tarbiyah and Teachers’ Training, Syarif Hidayatullah State Islamic University Jakarta.
Advisor: DR. Atiq Susilo, MA

Keywords: Kemampuan Berbicara, Bermain Peran

Penelitian ini adalah bertujuan untuk mengetahui apakah kemampuan berbicara siswa dapat meningkat dengan menggunakan bermain peran (role play) dan untuk mengetahui bagaimanakah penerapan dari teknik tersebut meningkatkan kemampuan speaking siswa. Penelitian ini diselenggarakan di kelas dua SMP Darul Ma’arif dimana responden dari penelitian ini terdiri dari 30 orang siswa.

Dalam mengatasi permasalahan pembelajaran bahasa Inggris khususnya dalam berbicara yang dihadapi oleh siswa, penulis menggunakan metode Penelitian Tindakan Kelas (PTK). Model penelitian tindakan yang digunakan adalah model penelitian Kemmis dan McTaggart dimana dalam setiap siklusnya terdiri dari empat fase; fase pertama yaitu perencanaan, kemudian pelaksanaan, pengamatan dan yang terakhir adalah refleksi. Untuk mendukung hasil dari penelitian ini, penulis mengumpulkan dua macam data yakni data yang bersifat kualitatif yaitu data yang diperoleh melalui observasi dan interview terhadap siswa dan guru yang bersangkutan. Dan lain halnya data yang bersifat kuantitatif yakni data yang diperoleh dari hasil test baik pre test maupun post test. Kemudian data-data tersebut dianalisa dengan menggunakan analisis deskripsi dan analisis secara statistik untuk mengetahui hasil akhir dari penerapan bermain peran (role play) terhadap pembelajaran Bahasa Inggris dalam Penelitian Tindakan Kelas tersebut.

Hasil dari penelitian ini menunjukkan bahwa penerapan bermain peran (role play) terhadap pembelajaran Bahasa Inggris khususnya kemampuan berbicara siswa efektif atau cukup bagus. Hal ini dibuktikan dari beberapa data yang diperoleh, pertama; data hasil interview dan observasi dimana para siswa lebih termotivasi dan tertarik untuk mempelajari Bahasa Inggris. Kedua, data dari hasil tes yang terdiri dari tiga macam tes yakni pre test, post test siklus pertama dan siklus kedua. Setelah menerapkan bermain peran (role play), diperoleh peningkatan terhadap rata-rata nilai siswa sebesar 2.07 poin, dimana 0.53 poin diperoleh dari hasil tes siklus pertama dan 1.54 poin diperoleh dari hasil tes siklus kedua. Dan atau sekitar 63.34% siswa memenuhi criteria yang ditentukan dan penelitian ini dinyatakan berhasil.
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Jakarta, 21 Juni 2011

The Writer
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CHAPTER I
INTRODUCTION

A. The Background of The Study

English is an international language which most of people effort to master, such as for interaction one another in different countries for many aspects, like business, and networking, so most of people need to learn it well because it’s one of requirements of international relationship. So, in 2003 has validated two agreements are AFTA (Asean Free Trade Area) and AFLA (Asean Free Labour Area), and this year has predicted that amount people who use English as foreign language or second language more than native speaker.\(^1\) Then in 2020 will be validated WTO agreement. Most of people claim that a person who doesn’t know English is left behind from universe information. Now, people compete and increase their English qualification, for it become main need in association.

Because English is an international language, its skills are significant for everyone to be mastered, and in Indonesia English involves into education

\(^1\) [http://els.bappenas.go.id/upload/other/Kesiapan%20SDM%20Hadapi%20AFTA.htm](http://els.bappenas.go.id/upload/other/Kesiapan%20SDM%20Hadapi%20AFTA.htm) retrieved on Desember 20\(^{th}\) 2010
curriculum which every school runs, and explanation of English curriculum can be found in standard of competency and basic competency. Consequently, the government revealed the policy that includes English and other subjects (Bahasa Indonesia, IPA, and Mathematics) into national exam.

The curriculum that progresses now is KTSP (Kurikulum Tingkat Satuan Pendidikan). In this curriculum, English is divided as it has four skills, Listening, Speaking, Reading and Writing. Listening and reading are receptive skills which are the way to understand the content of what people see or hear successfully depends to a large extend on their expertise. In English curriculum of KTSP, each skill has standard of competency and basic competency. The global explanation is standard of competency and the specific explanation is basic competency.

In this study, the writer explains standard of competency and basic competency of speaking in class VIII of the first semester. Based on curriculum of 2006 especially in speaking of the first semester of class VIII has standard competency and two basics competency. Standard of competency of speaking is in the second number in English syllabus that involves:

Standar Kompetensi:

Mengungkapkan makna dalam percakapan transaksional dan interpersonal lisan pendek sederhana untuk berinteraksi dengan lingkungan sekitar (to deliver meaning in oral simple short transactional and interpersonal conversation to be applied in the environment).

Kompetensi dasar:

Mengungkapkan makna dalam percakapan transaksional (to get things done) dan interpersonal (bersosialisasi) sederhana dengan menggunakan ragam

---


3 Direktorat Pendidikan Nasional, *Silabus Bahasa Inggris Kelas VIII*.
bahasa lisan secara akurat, lancar, dan berinteraksi dengan lingkungan sekitar yang melibatkan tindak tutur: meminta dan memberi pendapat, mengakui dan mengingkari fakta (to deliver meaning in oral simple short transactional and interpersonal accurately, fluently, and accepted to be applied in the environment which involved: asking and giving ide, agree and disagree about fact).

Memahami makna dan merespons percakapan transaksional (to get things done) dan interpersonal (bersosialisasi) sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar, dan berinteraksi dengan lingkungan sekitar yang melibatkan tindak tutur: mengundang, memuji, memberi selamat, mendeskripsikan seseorang (to understand meaning and response in oral simple short transactional and interpersonal accurately, fluently, and accepted to be applied in the environment which involved: inviting, admiring, congratulating, describing person).

From that standard of competency emphasized that short transactional and interpersonal conversation are needed to be taught in the classroom. The teacher has to get them involved in delivering those expressions in speaking activity, if not the teaching and learning activity doesn’t achieve standard of competency target.

Based on these opportunities and the reasons above, English language teaching has focused on teaching the English language rather than teaching about the English language. The emphasis is not only on linguistic competence of the language learners but also on the development of their communicative ability. In order to develop the learners’ communicative ability, the teacher needs to create a scenario to teach the target language in a vibrant, active and interesting manner.

In learning speaking skill, the students often find some problems. The problem frequently found is some students will not talk in class because they are too shy or anxious. This is not only true for beginners, but also for some
students who are fairly advanced in their listening, reading, and writing abilities. Perhaps they are anxious because they are didn’t have many chances to speak or because teachers in the past have been critical of their English. Other reason is because teacher now believes that students need to be given an acquisition-rich experience in the classroom, providing them with opportunities to listen to, read, write, and speak a lot of English. The teacher also believes that students will naturally acquire the language through an unconscious process of second language acquisition. Many factors can cause the problem of the students’ speaking skills namely the students’ interest, the material, and the media among others including the technique in teaching English. Many techniques can be applied including role play because many research findings say that this technique is effective to use in teaching speaking.

Unfortunately, one of problems above happened at second grade of SMP Darul Ma’arif, Jakarta. Its cause is the English teacher teaches English by using traditional and monotonous strategy in which the teacher reads a dialogue that has been written on students’ textbook. Then the teacher models it by reading that dialogue loudly in front of the class. After reading it, she instructs students to repeat after her till the overall dialogue is read.

This strategy can also cause another problem such as; limited vocabulary which make students do not want to say anything in classroom and feeling bored. At last, the students unable to speak English bravely and correctly.

Based on problems above, the writer is curious to know the influence of role play in enhancing speaking skill for the students of the eighth grade in Junior High School Darul Ma’arif Fatmawati-South Jakarta, the writer will conduct the research by the title “The Use of Role Play To Enhance Students’ Speaking Skill”, Action Research at Eighth Grade “Darul Ma’arif” Junior High School Jakarta.
B. Limitation and Formulation of Study

To make easy this research to be discussed, the writer limits and formulates this research as follow:

1. The Limitation of the problem
   a. The implementation of role play in teaching speaking to improve students’ speaking ability
   b. The researcher chose student of grade 8 B of SMP Darul Ma’arif Fatmawati-South Jakarta as the object of this study.

2. The formulation of the problem
   The writer formulates this study on:
   a. Is the implementation of role play able to improve students’ speaking ability?
   b. How does the implementation of role play improve students’ speaking ability?

C. The Objective of Study

This Classroom Action Research (CAR) is to know whether and how the implementations of ‘Role Play’ improve students’ speaking ability at second grade of SMP Darul Ma’arif Fatmawati.

By conducting a Classroom Action Research (CAR), the writer also tries to identify the continuing problem after implementing the strategy, so that teacher knows what to do to encourage students to use English in the classroom immediately. Later, students will not just able to speak in English inside the classroom but also outside the classroom when they have certain opportunity to practice their English ability in spoken language.

D. Significance of The Study

The results of this research is expected to be useful for the English teacher of SMP Darul Ma’arif Fatmawati especially in teaching speaking, so that the teacher can manage classroom activities communicatively by using
role play in order to encourage their students to speak or to state their ideas orally in English. And for students themselves, it can motivate them to try to speak English as often as possible, so that they can improve their ability in speaking skill.
CHAPTER II
THEORETICAL FRAMEWORK

A. Speaking
1. Definition of Speaking

According to Jo McDonough and Christopher Shaw, speaking is a skill which enables us to produce utterances, when genuinely communicative, speaking is desire and purpose-driven, in other words we genuinely want to communicate something to achieve a particular end. This may involve expressing ideas and opinions; expressing a wish or a desire to do something; negotiating and/or solving a particular problem; or establishing and maintaining social relationships and friendships.¹

Ralph A. Micken states that speaking is not something that comes before doing; neither is it something that goes on instead of action.² Moreover, Kathleen M. Bailey and Lance Savage states that speaking is seen as the central skill. The desire to communicate with

¹ Jo McDonough and Christopher Shaw, Material and Methods in ELT, (Massachusetts: Blackwell Publisher, 1993), p. 152.
others, often face to face and in real time, drives us to attempt to speak fluently and correctly.³

Based on some opinions given above, the writer concludes the definition of speaking as a skill of language. Speaking is activity to produce some words or sentence to express the feeling, ideas, wish, etc. Then, it’s to deliver some message to listener for achieving information.

2. Types of Speaking

Brown and Yule (1983a) state that spoken communications are essentially ‘transactional or ‘interactional’. Transactional language is said to be that which contains factual or propositional information. The language used by the participants is primarily message based.⁴ So other expert states, Jerry G. Gebhard, the focus is primarily on the meaning of the message when speaking and when the purpose is transactional. For example, imagine explaining how to find your home to a new friend or describing your aches and pains to a doctor.⁵

Interactional is also used to establish and maintain social roles. The main types of interaction are:

a. Interactional talk
   This is to some extent a matter of learning conventional formulae of courtesy: how to greet, take leave, begin and conversations, apologize, thank and so on.

b. Long turns
   The ability to speak at length is one which adult, more advanced or academic students will perhaps need and therefore needs cultivating; for other types of classes it may be less important.

c. Varied situations, feelings, relationships
   It is certainly arguable that learners will need function in a wide variety of such contexts, and it makes sense to give

---
them opportunities to try using the target language in simulations of at least a selection of them.\(^6\)

More detail about the type of speaking, Brown and Yule (1938) also examine the various forms and language which are most frequently used by speakers of language. These are:

a. Incomplete sentences.
b. Very little subordination (subordinate clauses, etc).
c. Very few passives.
d. Not many explicit logical connectors (moreover, however).
e. Topic comment structure (as in ‘the sun – oh look it’s going down’).

The syntax of the written language would probably have a subject-verb-predicate structure.
f. Replacing/refining expressions (e.g. ‘this fellow/this chap she was supposed to meet’).
g. Frequent reference to things outside the ‘text’, such as the weather for example. This kind of referencing is called ‘exophoric’.
h. The use generalized vocabulary (thing, nice stuff, place, a lot of).
i. Repetition of the same syntactic form.
j. The use of pauses and ‘fillers’ (‘erm’, ‘well’, ‘uhuh’, ‘if you see what I mean’, and so on).\(^7\)

3. Elements of Speaking

The ability to speak fluently presupposes not only a knowledge of language features, but also the ability to process information and language on the spot. The elements of speaking according to Jeremy Harmer are:

a. Language Features

1) Connected speech: effective speakers of English need to be able not only to produce the individual phonemes of English (as in saying *I would have gone*) but also to use fluent connected speech (as in *I’d’ve gone*).

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\(^7\) Jo McDonough and Christopher Shawn, *Material and Methods in ELT ..., Pp. 155-156.*
2) Expressive devices: native speakers of English change the pitch and stress of particular parts of utterances, vary volume and speed, and show by other physical and non-verbal (paralinguistic) means how they are feeling (especially in face-to-face interaction).

3) Lexis and grammar: spontaneous speech is marked by the use of a number of common lexical phrases, especially in the performance of certain language functions.

4) Negotiation language: effective speaking benefits from the negotiatory language we use to seek clarification and to show the structure of what we are saying.

b. Mental/social processing

1) Language processing: effective speakers need to able to process language in their own heads and put it into coherent order so that it comes out in forms that are not only comprehensible, but also convey the meanings that are intended.

2) Interacting with others: most speaking involves interaction with one or more participants.

3) (on the spot) information processing: quite a part from our response to others’ feelings, we also need to be able to process the information they tell us the moment we get it.  

4. Types of Activity to Promote Speaking Skill

According Jo McDonough and Christopher Shaw states there are some activities which are used in the classroom to promote the development of speaking skills, which are:

a. Pre-communicative materials

The pre-communicative materials used guided dialogues as a way of trying to develop oral practice with learners.

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b. Communication games
Speaking activities based on games are often a useful way of giving students valuable practice, especially, although by no means exclusively, where younger learners are involved.

c. Problem solving
Many speaking skills materials start from the premise that a communicative purpose can be established in the classroom by means of information gap.

d. Simulation/role play materials
One way of getting students to speak in different social contexts and to assume varied social roles is to use role-play activities in the classroom.
Role play materials are often written specifically to get learners to express opinions, to present and defend points of view and to evaluate arguments based on the notion of what Prabhu (1987) calls an opinion gap, in that the activity involves the learners in formulating an argument to justify an opinion for which there is no one objective way of demonstrating the outcome as right or wrong.  

B. Role Play

1. Definition of Role Play
As the writer focuses this division, he will explain about the nature of role play, as a significant thing to know in this chapter.
According to Gillian Porter Ladousse, when students assume a ‘role’, they play a part (either their own or somebody else’s) in a specific situation. ‘Play’ means that the role is taken on in a safe environment in which students are as inventive and playful as possible.  

9 Jo McDonough and Christopher Shawn, Material and Methods in ELT …, Pp.162-165.

In Cambridge International Dictionary of English, role defined as the person whom an actor represents in a film or play, while role play is a method of acting out particular ways of behaving or pretending to be other people who deal with new situations. It is used in training courses language learning and psychotherapy.¹¹

I.S.P. Nation and G.I. Thomas state that role play is a feature which can be added to a speaking activity. There can be several reasons for adding it.¹²

a. Role play allows a wider range of language functions and language varieties to occur than would normally occur within a classroom, for example, the language associated with formal occasions like proposing a toast, delivering an academic paper, taking part in a meeting, or conducting an interview.

b. Role play allows exploration of cultural issues, in particular, appropriate ways to behave in certain situations such as when being offered food or drink, when saying no to an offer, or when receiving or giving a gift (Seelye, 1974). In this way role play gives the activity a content learning goal.

c. Role play can add interest to an activity and by distributing roles can ensure participation in an activity.

d. Role play can result in repetition of a speaking activity by providing a change. For example, if learners have done a ranking activity they can do the same activity again but this time they adopt roles which will result in a different ranking of the items. In this way role play gives the activity a fluency goal.

Penny Ur explains that role play is used to refer to all sorts of activities where learners imagine themselves in a situation outside the

classroom, sometimes playing the role of someone other than themselves, and using language appropriate to this new context.\(^{13}\)

Another expert, Carol Livingstone, states that role play is therefore a classroom activity which gives the student the opportunity to practice the language, the aspects of role behavior, and the actual roles he may need outside the classroom.\(^ {14}\)

From the statements above, the writer concludes that role play is a technique in English teaching in which students learn in an imaginary situations or roles in order to develop the students’ fluency, and role play in the classroom involves students actively in the learning process by enabling them to act as stakeholders in an imagined or real scenario.

2. **The Application of Role Play**

The application of Role Play in the classroom has many steps:

a. **Preparation:**

   Define the problem, create a readiness for the role(s), establish the situation, cast the characters, brief and warm up, and consider the training.

b. **Playing:**

   Acting, stopping, involving the audience, analyzing the discussion, and evaluating.

   The preparation is important to note that all of items in focus on group experiences. The group should share in the defining of the problem, carrying out the role playing situation, discussing the results, and evaluating the whole experience.

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The teacher must identify the situation clearly so that both the characters and the audience understand the problem at hand. In casting the characters, the wise teacher will try to accept volunteers rather than assign roles. Students must realize that acting ability is not at stake here but rather the spontaneous discharge of how one thinks the character of his role would react in the defined situation.

Players may be instructed publicly so that the audience knows what to expect or privately so that the audience can interpret the meaning of their behavior. Be sure to allow for creativity of the actors within their character roles and do not over structure the situation.

The discussion and analysis of the role playing situation depends upon how well the teacher involves the audience. Key questions may be asked by the leader and/or buzz groups may be formed. All members of the group (actors and the audience) should participate, and the reactions of the actors may be profitably compared to those of the audience.

The audience is just as much involved in the learning situation as the actors are. In the analysis and discussion time, the audience should provide possible solutions to the realistic problem situations which surface. It is important to evaluate role playing in the light of the prescribed goals. Categorizing behavior is often overdone and gets in the way of the learning process. Evaluation should proceed on both group and personal levels, raising questions concerning the validity of the original purpose.

Throughout the entire process it will be necessary to deal with certain problems which arise in role playing situations. The backward, silent member must be encouraged to contribute. Create an
atmosphere in which he is unafraid to share ideas, confident that no one will laugh at his contributions or harshly criticize his conclusions.

The overbearing monopolizer must be curtailed in the discussion phase of role playing lest he dominate the group and thereby quash the dynamic. Solving this problem may require some personal counseling outside of class. Tension and conflict in the group may not always be bad. Sometimes these elements act as a stimulant to thinking. There is such a thing as “creative tension,” and it is frequently found in a role playing situation as group dynamic emerges.

At the end of the discussion time the group should collectively measure its effectiveness in reaching biblical solutions to the role problem posed at the beginning. The techniques of role playing afford another approach to involving students in their own learning process toward the clarification of self concepts, evaluation of behavior, and aligning of that behavior with reality.

3. The Advantages and Disadvantages of Role Play

According to Carol Livingstone and Tessa Woodward, the main advantages and disadvantages of using role play in the language classroom, they are:

a. Advantages

1) Maximum student activity
2) Relevance, interest and discipline
3) Mixed ability groups\(^{15}\)
4) Can use for diagnosis, test or review
5) Good for body language
6) Build up = psyching up to real language use
7) Have to negotiate with others
8) Fun
9) Cards easy to write
10) Unpredictable
11) Teacher free to monitor

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12) Shy students come out or can take shy roles\textsuperscript{16}

b. Disadvantages

1) Organization
2) Time\textsuperscript{17}
3) Check comprehension of task?
4) Language input and correction – when?
5) Noisy, unpredictable, inhabiting
6) Cards difficult to write
7) Teacher not really working
8) Teacher can’t hear everyone
9) Embarrassing
10) When do you stop?\textsuperscript{18}

4. Framework of thinking

Like other skills, speaking is a complex skill requiring the simultaneous use of number of different abilities that often develop at the different rates. To develop fluency, the teacher must generate a need to speak, to make students want to speak.

Communicative output activities allow students to practice using all of the language they know in situations that resemble real setting. In these activities, students must work together to develop a plan, resolve problem, or complete a task. One of the most common types of communicative output activity is role plays.

In role plays, students are assigned roles and put into situations that they may eventually encounter outside the classroom. Because role plays imitate life, the range of language functions that may be used expands considerably. Also, the role relationships among the students as they play their parts call for them to practice and develop their sociolinguistic competence. They have to use language that is appropriate to the situation and to the characters.

\textsuperscript{18} Tessa Woodward, \textit{Models and Metaphors in Language Teacher Training \ldots}, p. 91.
One of popular approaches used by the teacher to encourage students to speak is to assign a topic and require them to discuss it or come up with a short talk. Through role play activities the students learn how to express ideas, opinions, or feeling to others by using words or sounds of articulation.

Role play is really worthwhile learning experience for both the students and teachers. Not only can students have more opportunities to “act” and “interact” with their peers trying to use the English language, but also students’ English speaking, listening, and understanding will improve. Role play lightens up the atmospheres and brings liveliness in the classes. Students learn to use the language in more realistic, more practical way. Thus they can become more aware of the usefulness and practicality of English.
CHAPTER III

RESEARCH METHODOLOGY

A. The Method of Research

A classroom action research (CAR) is used in this study as the method. According to Santrock, action research is research used to solve a specific classroom or school problem, improve teaching and other educational strategies or make a decision at a specific level.\(^1\) As the researcher ideal firstly to do is recognizing the problem happening in the classroom to sustain his find out the way to figure out the problem.

There are four phases in doing the action research that have to be passed by the researcher, those are; planning, acting, observing, and reflecting. Those phases are considered as one cycle, and it would be explained in the following explanation in detail.

B. The Subject and the Objet of Study

1. The Subject of Study

It is the students of eighth grade of Junior High School of Darul Ma'arif that located at Jl. R.S. fatmawati No. 45 south Cipete, Jakarta. The number of the students in this class is thirty students. The writer chooses this subject, because of according to the teacher’s teaching experience in this class. He looks this subject have had lowest achievement in speaking.

2. The Object of Study

The object of the study here is role play in developing students’ speaking ability.

C. The Writers’ role on the Study

The role of researcher in classroom action research is Teacher at eighth grade of SMP Darul Ma’arif and his partner as observer, he conducts this research collaboratively.

D. The Time and Place of the Study

This research is carried out for four months started from September up to December 2010. The researcher takes a place at eighth grade of SMP Darul Ma’arif, which located on Jl. R.S. fatmawati No. 45 Cipete south Jakarta, academic year 2010/2011.

Figure 3.1

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</tr>
<tr>
<td>3</td>
<td>Proposal</td>
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</tr>
<tr>
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<tr>
<td>5</td>
<td>Cycle 1</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Cycle 2</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Post Interview</td>
<td></td>
</tr>
</tbody>
</table>
E. Research Design

The method of the research which is used by the writer is Classroom Action Research. According to Michael J. Wallace that ‘Classroom Action Research is a type of classroom research carried out by the teacher in order to solve problems or to find answers toward context-specific issues’. Design of classroom action research will be used is described as follow:

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Based on the design above the writer tries to apply in his Classroom Action Research, as follow:

**Figure 3.3**

**Pre-interview and observation**
- Interviewing the English teacher and the students as well and by using structured and unstructured interview form
- Observing the teaching and learning process to clarify the problem

**Planning I:**
1. Making lesson planning
2. Developing an evaluation form for student

**Acting I:**
1. Applying of the lesson plan
2. Students perform in front of the class in group

**Observing I:**
1. Observing the student’s activities in the class
2. Observing students’ understanding of the materials given by using the determined techniques
3. Analyzing the data

**Reflecting I:**
1. Evaluating teaching
2. Discussing with English teacher

**Acting II:**
1. Giving material and topic
2. Encouraging students to do more practice using material and role play
3. Students perform in front of the class in pair

**Revised Planning II:**
1. Making lesson planning
2. Collecting the data
3. Develop the evaluation form for the cycle two

**Reflecting II:**
1. Evaluating and analyzing students’ progress

**CYCLE I**
F. Classroom Action Research (CAR) procedures

In this Classroom Action Research (CAR), the writer used the CAR principle to collect the data. The research consist of two cycles with each cycle consist of four elements. The writer describes the cycles through the scheme of action research designed by Mc Taggart as follows:

Cycle I

a. Planning

In this phase, the writer makes the lesson plan and then chooses the topics and teaching aids in amplying the role play in teaching speaking. In this phase, the writer prepares the teaching media such as sets of pictures and schedule of daily activities. The writer also makes the evaluation form to know about students’ achievement at the end of this cycle.

b. Acting

After forming the lesson plan, teaching instruments and the research instruments, the writer implements the technique by using those preparations. The writer also decided to become the teacher, while the English teacher will be the observer who observes the teaching and learning process. In implementing the role play, the writer uses three-phase technique in which he passes three phases namely; opening phase; involving saying salam and asking students readiness. Core phase; the teacher gives materials and applies role play to stimulate students to speak. Here, he also takes students score by using point’s sheet. Closing phase; here, the teacher asks students concerning the materials they have been learning during the learning process. If there were problems, the teacher
would give little bit time and opportunities to share and solve the problem. Sometimes he gives advices to students and at last he closes the class by saying salam.

c. Observing

In this phase, the writer observes the students’ response, participation, achievement and everything which is found during the teaching and learning process. Sometimes, the writer also asks some students’ opinion about the process of teaching and learning using role play.

d. Reflecting

After collecting the data, the writer will analyze the data of teaching-learning process. Then, the writer will reflect himself by seeing the result of the observation, whether the teaching learning process of speaking using role play is good to imply in teaching learning process at the second year students of SMP Darul Ma’arif or not. If the first plan is unsuccessful, proven by students’ achievement, the writer should make the next plan (replanning) to solve students’ problem and also to get a good result.

Cycle 2

a. Planning

After identifying the problems found in cycle 1, the writer will revise the lesson plan and reselect the topics and teaching aids to motivate students, so that they will get a better achievement in speaking.

b. Acting

It is similar with the acting phase at the first cycle in which the revised lesson plan will be implemented in the teaching English in the classroom. The three phase technique is used in accomplishing the teaching process. Expressions and vocabulary are given to the student’s, together with role play are also implemented within the learning process by using the selected material.
c. Observing

In this phase, the writer observes the students’ response, participation, achievement and everything which is found during the teaching and learning process. The writer uses photography for several times to collect the data.

d. Reflecting

In this phase, the writer evaluates students’ progress in their speaking ability after teaching by using role play. The writer will also ask the English teacher’s opinion about the students’ improvement in speaking.

G. The Techniques of Data Collecting

There were three techniques were used by the researcher in collecting the data, namely; observation, interview, and test.

a. Observation

The writer did the observation directly toward English teaching and learning-process in SMP Darul Ma’arif 2010/2011 Academic Year. In this research, the writer acted as an active observer. The writer interacted with the students as well as the teacher. In speaking lesson, the writer observes their speaking skill, such as; their pronunciation, vocabulary, grammar and their brave in speaking lesson.

b. Interview

One of the ways to get deep and more information in the classroom, the writer interviewed the English teacher and the student. The interview was conducted structurally by using interview guide. It is about problem in speaking lesson before and after using role play in speaking lesson.
c. Test

The tests are taken to know how well students achieve the materials they have been learning. In this research, the writer conducts twice and is in the oral form. First, it is pre-test; a test given to students before implementing the action research to diagnose and know students’ speaking ability. Second, it is post-test; a test given to students after implementing role play in teaching English in especially speaking skill within the classroom action research to evaluate students’ achievement and to know the progress of students.

H. The Techniques of Data Analyzing

The technique of data analysis used in this research is descriptive analysis (percentage) and the analysis qualitative data used in this study is the observation of students’ activities during teaching learning process and the interview before and after classroom action research and the teacher’ activity in classroom and the situation of classroom.

In completing the numerical data, the writer tries to get the average of students’ speaking score within before the implementation and every cycle in order to know how well the technique by using role play to develop students’ speaking ability.

It is the formula:

\[
\bar{X} = \frac{\sum x}{N}
\]

\[
\sum : \text{sum} \\
\bar{X} : \text{mean}
\]


\[^4\text{Sudjana, Metoda Statistika, (Bandung: PT. Tarsito, 2002), p. 67.}\]
Then, the writer tries to get the class percentages which pass the KKM (65) of English lesson at SMP Darul Ma’arif. It is the formula:\(^5\)

\[
P = \frac{F}{N} \times 100\%
\]

\(P\) : the class percentage  
\(F\) : total percentage score  
\(N\) : number of students

Then, the writer analyzes the students’ speaking score from pre-test up to post-test and he uses the formula:

\[
P = \frac{y_1 - y}{Y} \times 100\%
\]

\(P\) : percentage of students’ improvement  
\(y\) : pre-test result  
\(y_1\) : post-test result cycle 1

\[
P = \frac{y_2 - y}{Y} \times 100\%
\]

\(P\) : percentage of students’ improvement  
\(y\) : pre-test result  
\(y_2\) : post-test result cycle 2

P : percentage of students’ improvement
y : pre-test result
y2 : post-test result cycle 2

I. The criteria of research success

According to Nunan, These are criteria of research success:

a. The result exceeds the determined target score.
b. The innovation had overall positive response from participating teachers.
c. The innovation had beneficial impact on students’ speaking. A comparative analysis students’ test score indicated, in terms of evaluation criteria identified by the researcher.
d. Teachers’ classroom practice changes as a result of participation innovation.
e. The objectives of the innovation largely met.
f. The innovation has a number of distinctive features which contributed to its effectiveness.\(^6\)

In line with these, the writer infers that the research will be considered success if the implementation of the role play in teaching speaking for students second grade bring about changes and benefits by all mean for students’ speaking ability, students’ motivation, and the teaching and learning outcomes.

CHAPTER IV
RESEARCH FINDINGS

A. The Result of Pre-implementation of the Action

In this research finding, the writer presents the data that have been collected. The data description consists of the description of data from observation, and data from interview concerning the real cases happened in SMP Darul Ma’arif. The result of both interview and observation, the writer explains in the following points:

1. The Observation Result

The aim of pre-observation is to know the teaching learning process directly before implementing the Classroom Action Research (CAR). Based on the pre-observation result that was conducted by the writer on Thursday, September 2\textsuperscript{nd} 2010 at 09.15 A.M at grade VIII B of SMP Darul Ma’arif Junior High School in 2010/2011 academic year, it is known that in teaching speaking at the Second grade of SMP Darul Ma’arif, the teacher teaches speaking by giving a dialogue on the whiteboard to the students and then she reads it followed by students together. Then, the teacher asks the student to memorize and perform that dialogue in front of the class without giving them a more communicative activity to practice the material that has been given to the students or asking them to develop a more communicative dialogue using their own
way. So, they only memorize the dialogue and most of the students do not know how to use some expressions taught by their teacher in real communication, even they do not know the meaning of dialogue that they memorize. This teaching strategy can not help students to use language as a means of communication.

This strategy influences the teaching of speaking which cause many problems. First, it relates to the condition of students who are lack of vocabulary which will make them unable to say words or sentences in a real communication. Second, the students get used to speak Indonesian language in the classroom. For instance, when the teacher asks them to come forward to have a conversation with their friends, they refuse it. They are shy to perform English conversation in front of their friends. Consequently it makes them uninterested in learning English.

The teacher also has difficulties to teach in large class. The main problem is the way to manage it. During the teaching hours the teacher should make the students pay attention to the materials given to them and also to their friends’ performances in front of the class. It needs hard work to get students’ attentions without giving them an interesting activity for more than one hour.

2. The Interview Result

In this research, Pre interview was done on Friday, September 3rd 2010 at 09.00 A.M. It was conducted to interview the teacher and the students at SMP Darul Ma’arif by using structured interview.

a. The Result of Pre Interview with the Teacher

In this part, the writer asked some question to the teacher related with the general condition of the English teaching primarily teaching speaking, the question involves how the teacher taught English in that class, what kinds of strategy used when she was teaching speaking, how she adjusted the material with techniques, and what difficulties faced by her during the teaching process.
From those interviews, it was known that the teacher taught speaking by teacher-center and also she seldom used games especially role play in teaching speaking at second grade of Darul Ma’arif Junior High School. She usually uses traditional strategy in teaching speaking, in which dialogue is given to students. After giving the dialogue, she reads it loudly and instructs students to repeat after her, thereby students practice one by one in front of the class.

b. The Result of Pre Interview with the Students

After interviewing the teacher, the writer interviewed the students. He chose ten students of the whole students. He interviewed them one by one using structured interview. Based on the pre-interview result with them, the writer could sum up that they were bored and unmotivated in learning English, because they thought English is the difficult lesson to be learned; difficulty in arranging words into the right order or sentences and feeling awkward to say things in English because they feel shy and afraid of making mistake. So, they seldom learn English by using role play, and they felt uncomfortable when they have to take part in the conversation and wait the other till their turn comes.

Based on their teacher’s strategy of teaching, they always were instructed to memorize dialogue, memorize vocabularies and did some exercises from students’ handbook (LKS) without giving a time for them to practice in applying speaking skill. So this case made the students was lazier in learning English lesson.

3. The Pre Test Result

The pretest was conducted on Tuesday, November 2nd 2010. It was started at 08.00 A.M. and was finished at 09.30 A.M. This is done before the Classroom Action Research (CAR). The teacher gives a theme as the guideline. It was ‘introduction’, each student have to come forward to introduce themselves in front of the class by turns within three minutes.
Based on the pretest result, it showed that the mean of this pretest score was 64, 83 and only seven students, who could pass the criterion of minimum completeness (KKM). Whereas 23 students who got the score below the KKM. So, it can be concluded that most of the second grade students were still lacking in speaking aspect. To be more detail, the writer explained in the following table;

**Table 4.1**

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<th>V</th>
<th>C</th>
<th>F</th>
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</tbody>
</table>
*Student who does not pass the KKM*

Explanation:

P : Pronunciation
G : Grammar
V : Vocabulary
C : Comprehension
F : Fluency
65 : Criterion Minimum of Completeness (KKM)

<table>
<thead>
<tr>
<th>Scores</th>
<th>Pronun.</th>
<th>Grammar</th>
<th>Vocab.</th>
<th>Fluency</th>
<th>Comprehend</th>
</tr>
</thead>
<tbody>
<tr>
<td>80–100</td>
<td>Has few traces of foreign language</td>
<td>Makes few errors of grammar and word order</td>
<td>The use of vocabulary is virtually</td>
<td>Speech as fluent as the native speaker</td>
<td>Understand everything without difficulty</td>
</tr>
<tr>
<td>60–79</td>
<td>Always intelligible</td>
<td>Occasionally make grammatical errors</td>
<td>Sometime uses inappropriate terms and need rephrase</td>
<td>Speed of speech seems to be slight</td>
<td>Understand at normal speed</td>
</tr>
<tr>
<td>40–59</td>
<td>Occasionally lead to mis-understanding</td>
<td>Make frequent errors</td>
<td>Frequently uses the wrong words</td>
<td>Speed and fluency are rather strong</td>
<td>Understand at slower than normal speed</td>
</tr>
<tr>
<td>20–39</td>
<td>Very hard to understand</td>
<td>Hard to comprehend</td>
<td>Make conversation quite difficult</td>
<td>Usually hesitant</td>
<td>Comprehended in slow speed with repetition</td>
</tr>
<tr>
<td>1–19</td>
<td>Speech virtually unintelligible</td>
<td>Speech virtually unintelligible</td>
<td>Make conversation virtually impossible</td>
<td>Cannot be understood even in simple conversation</td>
<td></td>
</tr>
</tbody>
</table>
The average of those students’ pre-test score is:

\[ \sum \text{Pre-test} = 1945 \]

\[ \frac{\sum x}{N} = \frac{1945}{30} = 64.8333 \]

After calculating students’ score in the form of average, then the writer calculates it in the form of percentage, it is done to know the total student who passes the criterion of minimum completeness by dividing the number of students who passes the test with the total students who takes the test itself, and then multiplied by 100%, by which the total number of students who passes the KKM in percentage will be as follows:

\[ P = \frac{F}{N} \times 100\% \]

\[ P = \frac{7}{30} \times 100\% = 23.33\% \]

**B. The Implementation of the Action**

Here, the researcher attempts to discuss about the preparation of the device for the action research in which included the four-phase of cycle one and cycle two.

1. **Cycle 1**
   
   a. **Planning Phase**

   The writer and the teacher collaboratively made instruments which were needed in this planning phase, such as lesson plan which contained about teaching material, teaching procedure, and some exercises. Besides, the writer and the teacher prepared structured observation sheet to observe the teacher’s performance, students’
response, and class situation during the teaching learning process. The writer also prepared the posttest to know there is any improvement in students’ score from pretest to posttest or not.

The material in this cycle provided include: how to express when sick or hurt.

The steps taken include:
1) Creating a role play setting to make it appear as it should. For example, explain to students what role will be played. Here, the researchers conducted the preparations relating to the setting role play and its attributes.
2) Explain the purpose and rules of the game.
3) Give the expressions used in role play, guiding the way how to pronounce several times and at the same time explaining its use. This was done with the intention that students feel confident using these phrases in the role play.

Through role play, the teacher is expected students to engage their will to be better in speaking ability. In this case, grammar, vocabulary, and pronunciation aspect are also the main goals to be obtained. For the first action, the writer takes ‘expression when sick or hurt’ as the topic. In detail the writer presents in acting phase.

b. **Acting Phase**

Acting phase is the implementation of the planning phase that has been planned by the teacher and the researcher as well. Here, the writer acts as the teacher who does the action by teaching students at second grade of SMP Darul Ma’arif using role play. In teaching the lesson, the researcher uses three phase techniques; a technique that contains about three phases, those are; opening phase, core phase, and closing phase. In this acting, the writer tried to integrate students to participate in the classroom activities. In detail, the writer presents in the following action.
First meeting

Theme: I have some acne, Doctor

Day/date: Tuesday, 9, November 2010

1) Opening

The teacher opens the class by saying greeting and asking students’ condition. Besides, he also asks students’ readiness to learn.

2) Core activity

Based on the materials that have been selected in the planning phase before, in this meeting the teacher attempted to introduce role play technique in teaching English by using the theme that has been determined. First of all, the teacher stimulated students by asking their experiences when they were sick or hurt, so what they said. Some student shared their experience and the other paid attention. After sharing the experience, the teacher gave students materials and link it based on the students experience stated before. The material involved the use of simple question and expressions or dialogue to describe people’s condition. In this case, he explained the simple present tense usage and so did the expressions and then he gave some example and then students made another different example by using their own word.

a) I have a pain in my chest.

b) My back hurts.

c) Abel : what’s exactly the matter with you?
   Tania: my right eye hurts

d) Arifah : what’s the matter with Doni?
   Tania : he has a pain in his chest.
To ensure students understanding of the materials, the teacher trained students by using role play. This technique is proposed to stimulate students’ confidence of expressing their ideas by using simple question “what’s the matter with you”, so that they can retain the material that have been learned. To do this, the teacher decided to make group works in which each group contained of six persons. The group was divided based on the number 1, 2, 3, 4, 5, 6 that mentioned by students. Student ‘1’ becomes one with student who mentions letter ‘1’, and so on until all students get their own group. After finishing choosing group, the teacher began to give a role in each group. In this technique, each group has to make a conversation to ask condition which the teacher has determined in each student. After making conversation and asking condition in their group, each group has to delegate one pair of their members to come forward and to show to other groups. So, they act as their role based teacher has instructed to them and each one pair has three minutes to act as their own role.

3) Closing.

Before closing the class, firstly the teacher asked students regarding their difficulties during the teaching and learning process. If it might there some questions concerning with the materials, the teacher will a bit explain and give the answer. Some advices are also given to students to motivate them to always practice their English. While to close the class, the teacher closes it by saying greeting or salam.

Second meeting

Theme: I have some acne, Doctor

Day/date : Thursday, 11, November 2010

1) Opening
As usual, the teacher starts the class by saying salam and asks students condition. To stimulate students’ motivation to learn the teacher gives a brain storming and then asks their readiness in joining the class.

2) Core activity

Still with the same topic but different theme, the teacher gave another material that related to that theme. The materials were given to students; it was also about dialogue and expressions concerning with how to describe symptoms, to express sympathy, to give suggestion/advice, and to describe accidents.

Doctor: good morning. Please, have a seat.
Patient: good morning, doctor.
Doctor: what is the matter with you?
Patient: I have a stomach ache, Doctor.
Doctor: I see. How long have you a stomach ache?
Patient: I have had it for three days.
Doctor: let me examine you. Lie down on the bed. Right. You must take this medicine and you mustn’t eat too much fruit.

Role play

Act out the doctor’s part and the patient’s part

Doctor

| Good | Good | Sit ... | Thank ... |

Patient

| Bad? | Examine ... | Since/for | How long? |

Doctor

| You must ... and you mustn’t .. | Thank bye | Welcome bye |
After considering students have had enough understanding of the material, the teacher strengthens it by using role play. It was about describing symptoms. First of all, students divided into 4 group based on their seat. After forming the group, then the teacher told the role play procedure. It was act as the doctor and patient. Firstly each group makes a small discussion to decide how to describe the symptoms and how to act as the doctor or patient. Each group practice it five minutes, after that each group has to decide the person who will come forward to be doctor or patient.

3) Closing

The teacher asks students’ difficulties regarding the material given during the learning process. He also gave feedback concerning with the students work. The last, he closes the class by saying salam.

Third meeting
Day/date : Thursday, 18, November 2010

1) Opening

The teacher starts the class by saying salam, asking students condition, and giving ice breaking. A small discussion was considering needed to give students opportunities to share their experience.

2) Core activity

The teacher gives the material to students about giving or asking idea and agree or disagree about fact.

Dialogues

a) A : What do you think about our president SBY?
   B : I think ...

b) A : What’s your opinion about our physics assignment?
B: in my opinion it’s much easier than the assignment we had yesterday.

After giving the dialogues and explaining it to the students. The teacher then read it and repeated it by using other example. For instance; what do you think about your friend Andi?, I think he ... he implied two students to come forward to become the model. In the front of the class, he stood up between both students.

To know students understanding of the dialogues, then the teacher gets student to practice it by role play. The teacher gives personal character to every student differently and he also gives instruction about the role play. After giving character and instruction, the students act based their character. Then, his partner in conversation guesses its character.

3) Closing

The teacher calls the students’ name to ensure that they attend the class. After finishing it, he closes the class by saying salam.

c. *Observing Phase*

Observing students’ activity in the classroom is the observer duty. He observed every single thing that happen in the classroom while the teaching and learning process were accomplishing. Here, he used observation form that has been formed by the researcher concerning with cases to be observed. Along with the observation, the observer also noticed things that did not note in the observation form by using unstructured observation form to help him in verifying the data.

Based upon the structured and unstructured observation data, as for the observer, the teacher has applied the role play in teaching
speaking, yet it still did not work well. Because, some students did not pay attention to the instruction given and did not actively participate in the learning process. The classroom condition still uncontrolled yet. Still there was some trouble maker who disturbed the other students while the learning process was processing.

The observer then suggested the teacher to modify the role play and clarify the instruction, so students will integrate and seriously pay attention to the material explanation. If the teacher still can not control students, the observer suggested him to give punishment.

d. Reflecting Phase

After finishing the three-phase, it was the time to reflect the all activities whether the implementation of the role play developed students’ speaking skill or it did not. Based on data have been collected and analyzed by the teacher and the researcher as well, it shown that there was an improvement of students’ speaking ability in the classroom action research (CAR) by using role play. Nevertheless, it was not prestigious or had not achieved the target yet. There were so many things to be well-prepared again to gain the target. To be an ongoing concern, the writer then limited three points for the discussion, those were; students’ speaking achievement, students’ participation in the classroom, and classroom situation.

Students speaking achievement is the primary concern for this research. Dealing with this case, the writer found that some students are lacking in several aspects that they can not achieve the lesson as fast as another students did. Consequently, the teacher had to be aware to whom that could not participate actively as the teacher expected to do. He also had to help them to activate their will to learn, at least they able to response even in a short sentence. Concerning with the improvement of aspects that the teacher expected in the planning phase, it is found that students’ grammar and pronunciation
are still low in speaking, because they are clearly need to practice orally not only in the form written.

The secondary concern was integrating students in the classroom. Relating to this case, the observer revealed that the implementation of role play to stimulate students to speak is good way, besides it is fun, it also can make students socialize themselves and build their solidarity. But teacher have to be more pay attention to students who lacks in speaking aspect. Because sometimes, students feeling so fool in front of their friend when they can not do likely the other did, so that student would not work well during the activity. Therefore, teacher has to cover all students without any exception and make them to attempt to do as best as their friend do to speak.

2. Cycle 2
   a. Planning Phase

   In the previous cycle, the writer did the four-phase of the cycle and from that cycle found the improvement of students speaking skill, even though it still there were many things to be improved. Therefore, in the second cycle the writer would like to improve things that have not been obtained yet. The previous lesson plan is revised; along with this, the writer also reselects the teaching material and modifies the role play that would be implemented in the acting phase. By using the lesson plan, the teacher is expected improvements of students’ speaking ability not only in grammatical, vocabulary (common used verb and adjective), and pronunciation aspects but also the improvement of fluency and comprehension aspects. In this phase, the writer also formed the evaluation that would measure the students’ progress, by all means through discussion with the teacher.
b. **Acting Phase**

The revised lesson plan had been formed by the researcher based upon the problem that still happen at grade VIII.B of Darul Ma’arif after applying the role play in teaching speaking. In cycle two, the teacher will teach students still using role play, by all means adjusted the material with the SKKD that was suggested in the syllabus. Here, the writer wished to have more improvement of students speaking score than in previous section. Here are the actions;

**First meeting**
Theme: I have some acne, Doctor
Day/date: Tuesday, 23, November 2010

1) **Opening**
Saying salam and asking students’ condition. Here the teacher also asking students’ activity during idul adha holiday and making a short discussion regarding idul adha.

2) **Core activity**
In this phase, the teacher gives materials about describing and demonstrating the dialogue Firstly, the teacher explains the use “for and since” in the sentence. Secondly, he demonstrates and gives other examples “for and since” in sentence.

Putu : Do you live in Tabanan?
Alit : yes, I do
Putu : how long have you lived there?
Alit : I have lived there for 12 years
Putu : do you like living there?
Alit : yes, I do

Students pay attention to the teacher explanation. If it considered enough for students, then the teacher begins to apply it into the real situation by using role play. The procedures were;
firstly students are divided into pair, then they are given a blank dialogue, so complete it based determined condition by teacher.

Dani : do you work in .....?
Feri : yes, I do
Dani : how long have you ... there?
Feri : ... 
Dani : do you like ...
Feri : yes, I do

Secondly students take turn by pair asking and answering questions about the determined condition. Each student get the role differently. They have to obtain the information by asking questions. Each student has 15 minutes to find the determined condition.

3) Closing

In closing phase, the teacher asks regarding students difficulties during the learning process and sometimes he gives advice to motivate and to encourage them to learn more and more. At the last, he closes the class by saying salam.

Second meeting

Theme: The secret of teenage life
Day/date: Tuesday, 30, November 2010

1) Opening

Here, the teacher firstly addressed students by saying salam, and asked students’ condition.

2) Core activity

The teacher gives the material which it about asking or refusing permission, suggestion, or invitation and offering
something. First of all, the teacher gives expressions about asking or giving permission and offering something, as follow:

*Asking permission (using can, may)*

Can I go to cinema, Dad?
May I use your pen, please?

*Giving permission*

Yes, you can
I guess so
All right

*Offering something, making suggestion or inviting someone to do something*

Let us (let’s) go to the cinema
Shall we go to the cinema?
Why don’t we hang out?

After giving the expressions thereby the teacher instruct students to read altogether the dialogue likely modeled by teacher. For ten to fifteen minutes later, he clears the expressions given. This is to know how well students pay attention to the lesson. Then, he instructs students to make similar expression by using their own situation on a piece of paper. The paper that has been by students is collected to be analyzed by the teacher.

Thereby the teacher begins to give an instruction of the role play that would be applied in that class. The procedures are; firstly students are divided into pairs, students A and student B. Both will be given a set of different conditions. Based on the condition, they take turn in asking permission and giving or not giving permission based on determined conditions by act based their role.

*Determined conditions*

Going to mall
Learning in friend’s home
Attending to friend’s party
Visiting sick friend
Borrowing money, etc

Each student has about 5 opportunities to ask based on their condition by act based on their role.

3) Closing

The teacher asks students difficulties regarding the material given. To encourage students to speak English, once he gives an advice, motivation, and feedback. In the end of the class he closes by saying salam.

Third meeting
Day/date: Thursday, 2, December 2010
1) Opening

The teacher opens the class by saying salam, and asks the students readiness.

2) Core activity

This meeting is the final meeting of the second cycle, in which students have their examination or test in the form of oral. Before the test, in previous meeting students were told by the teacher to describe the symptoms and act out them as the patient. So, in this final test the students given a condition in clothing shop, and they act out as customer or seller. One by one each student describes and acts as customer or seller. Along with the teacher as an observer, the writer takes students’ score. Each student has only 5 minutes to act.
3) Closing

After finishing the test, the teacher asks concerning with students’ difficulties in describing and acting as customer or seller. The teacher closes the class and says salam.

c. Observing Phase

This phase is as the same as in observation phase within the first cycle. The observer duty is notice everything that happens in the classroom during the teaching and learning process. He also notes whatever he found involving; students’ activities, teacher’s performance, and the classroom situation.

As for him, in teaching English the teacher has implemented the technique a bit better than in first cycle. The classroom situation controlling also can be handled by him, so when students were acting or using role play, the overall students are participating enthusiastically, students seem more enjoyed joining the activities.

d. Reflecting Phase

Acting phase within the second cycle is completely accomplished. Data that were obtained from test and observations also have been collected. It is the time to analyze those data, reflects the all activities, and proves the students progress in learning English by using role play techniques.

From the observation data and the post test result of the second cycle. The writer and the teacher felt satisfied to the action research result, because the implementation of role play technique in teaching English especially teaching speaking showed amount changes. For example, student who is at the first time feeling afraid of making mistake in grammatical and the vocabulary, after learning by using role play, now they begin to understand the use of simple present in speaking even in simple sentence by which students can use
the vocabularies that have been stored in their brain. Then, student who is at the first time feeling awkward to say in English, and after learning by using role play in which expressions are involved their daily activities, so students can practice which bring about habit of using English orally, so in this technique all students can be acting.

C. Post-Implementation of the Action

1. The Result of Post Test I

Table 4.3
Students’ Post Test I Score

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<th>No</th>
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<th>G</th>
<th>V</th>
<th>C</th>
<th>F</th>
<th>Total Score</th>
<th>Final Score</th>
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The average of students’ post test I scores is:

\[ \frac{\sum x}{N} = \frac{1961}{30} = 65.36 \]

From the calculation of students’ post test I score, it can be inferred that there are some improvement toward students’ speaking score after implementing the role play in teaching English. It is proven by students’ mean test result comparison between pre test and post test in cycle I, the mean of pre test is 64.83 while the mean of post test result is 65.36. It means there are 0.53 improvements toward students speaking score.

This improvement is also can be calculated in percentage by calculating students’ pre test score with their post test 1 score. In which it calculates by using this formula below:

\[ \text{Improvement in percentage} = \left( \frac{\text{Post test} - \text{Pre test}}{\text{Pre test}} \right) \times 100 \]
\[ P = \frac{y1 - y}{y} \times 100\% \]
\[ P = \frac{65.36 - 64.83}{64.83} \times 100\% \]
\[ P = \frac{0.53}{64.83} \times 100\% \]
\[ P = 0.82\% \]

Meanwhile the percentage calculation which shows the class percentage of students’ score who pass the KKM are:

\[ P = \frac{F}{N} \times 100\% \]
\[ P = \frac{13}{30} \times 100\% \]
\[ P = 43.33\% \]

It means that there are about 20\% \((43.33 - 23.33 = 20)\) of students’ score passed the KKM after learning English by using role play. On the other hand, there are 13 students finally passed the KKM and the other 17 students are still in lower score.

2. The Result of Post Test II

Table 4.4

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<th>C</th>
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</table>

*Student who does not pass the KKM

Explanation:
- P : Pronunciation
- G : Grammar
- V : Vocabulary
- C : Comprehension
- F : Fluency
- 65 : Criterion Minimum of Completeness (KKM)

Based on the data above, it can be interpreted that the average of students’ post-test II scores was:

\[
\text{\( \sum \text{Post Test II} = 2007 \)}
\]

\[
\frac{\sum x}{N}
\]

\[
\text{Post Test II} = \quad \frac{\sum x}{N}
\]
From this data, the writer calculates students’ post test 1 score with students’ post test II score by using this formula below to find the improvement of students score in the form of percentage, it will be as follow:

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

\[ P = \frac{66.9 - 64.83}{64.83} \times 100\% \]

\[ P = 2.07 \times 100\% \]

\[ P = 3.193\% \]

After finding the improvement of students’ score, then the writer tried to find the class percentage of the whole students’ who able to pass the KKM as follow:

\[ P = \frac{F}{N} \times 100\% \]

\[ P = \frac{26}{30} \times 100\% \]

\[ = 86.67\% \]

It is meant that about 1.54% (66.9 – 65.36 = 1.54) students’ score averages are increased. It is improved from the previous cycle which is
only improved 0.53 points. It showed that the implementation of role play in teaching English especially teaching speaking are successful.

From those interpretations, the writer obtained that there are 43.34% \((86.67 - 43.33 = 43.34)\) of students score had improved within the second cycle, or 26 of 30 students are passed the KKM while the other 4 students are still bellow the KKM.

If it is calculated the whole improvement of students score from the pre test result, it would be 60% of students score are passed the KKM. Or 7 students are better after learning by using role play. In this case, those scores showed the successful of the classroom action research toward students of second grade of Darul Ma’arif Junior High School.

Throughout these scores are derived not only within the tests that carried out to know students’ progress but also it derived from students’ English development during the research even oral or written. So that the researcher is not only value the final result of the research but also the process itself. As revealed by Finocchiaro and Brumfit concerning with the Communicative Language Teaching for the beginning Level. Furthermore, the main problem is just matter of habit to practice; the more students have opportunities to practice the better they will be.

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**Total Score**

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**Students’ scores’ mean**

\[ M = \frac{\sum x}{N} \]

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**Students’ score class percentage**

\[ P = \frac{F}{N} \times 100\% \]

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*Student who does not pass the KKM*
Figure 4.1

*Students’ Score mean improvement*

Figure 4.2

*Students’ score class percentage per test (pre test, post test I, post II)*
3. The Result of Post Interview

The writer did the post interview on Friday, 2nd of December 2010. This interview did after finishing the second cycle. Along with this, he implied student to value the implementation and the writer work during the classroom action research. In this case, he categorized into four viewpoints, those were; students’ speaking achievement, students’ motivation to learn, teachers’ opinion on the implementation of role play, and the last was classroom condition controlling.

Based on the students’ answers within the interview, they can express themselves by using English, without any hesitation even in simple sentence. They also feeling satisfy that they do not feel awkward and feel afraid of making mistake when they are saying something in English. Besides it is fun, it also tends to make them comfort and make them more confidence because they can be acting. Hence, they wanted to learn and learn again.

As for the teacher, it was good way to teach English by using role play. Despite, for the first time he hesitated that this technique would make students crowded and unserious in learning. Moreover, it was the deadline to finish the all materials that he did not have much time to play. The demand of annual program target made him confused and doubt to apply role play within the teaching and learning process. Nevertheless, when the writer applied the role play into the lesson for twice, he saw something different by which students more active in participate the class. The feedback given makes students compete to get more points from the competition. Since the role play are applied in teaching process and for six times the writer applied the technique by using group work and pair bring about changes toward student; students who at the first time do not want to participate in the classroom, finally they tends to do their best; and students who are difficult to make group, at last they automatically become one when the instruction revealed.
From those results mentioned above, it can be inferred that teaching speaking by using role play are effective for engaging students’ motivation and encouraging them to practice. So that, lessons that they have been stored to their brain will be retained through those practices.

4. The Result of Post Observation

The writer gave the real teacher observation form to observe his teaching. For the first teaching, the observer found that his teaching didn’t give influence, because the students confused about role play what he applied in his teaching and they were passive when the teacher asked to do role play.

The next teaching, the observer found that his teaching improve because he could manage the classroom and his explanation about role play was acceptable by students. It can be proved that the students active in conversation.

Based on observation to students, there was found and improvement of amount of active students in describing something clear and right, active to express their ideas, active to ask or answer, and active to perceive ideas from the first teaching to end. (See appendix VI)
A. Conclusion

The result of the study shows that the use of role play in teaching speaking can overcome the students’ problem effectively. The conclusions drawn from results of the research as follows:

1. The improvement of students’ speaking ability can be seen in the improvement of their achievement in pre-test and post test. The result of pre-test and post-test showed the significant improvement. The average of pre-test score is 64.83, and average of post-test score is 66.9. It showed that teaching speaking using role play is significant. Thus, it can be said that the teaching English speaking by using role play is successful.

2. The use of role play can improve students’ speaking skill. It can be proved based on the several data as:
a. The observation result showed that the students were more creative, active and independent in expressing what they have known.

b. The interview result, it could be summed up that students not only had chance to be active and cooperative in speaking activity but also could speak English bravery and fluently.

B. Suggestion

Having concluded the result of research, the writer would like to propose some suggestions that hopefully will be useful for the students, and other English teachers or researchers.

1. For the students

   Being aware that speaking is important in English communication, the Students should be trained or practice to speak individually, pair or in group, both inside and outside the classroom.

2. For the teacher

   The teacher should learn and be creative to find the way of how to teach speaking using effective method, one of them is by using role play. She/he must also give motivation and explanation about the importance of speaking in English communication or universal communication.

3. For the researcher

   The result of the study can be used as an additional reference or further research with different discussion.
BIBLIOGRAPHY


ONE OF ACTIVITIES IN ROLE PLAY
RENCA PELAKSANAAN PEMBELAJARAN
(RPP)

Sekolah : SMP Darul Ma’arif
Mata pelajaran : Bahasa Inggris
Kelas/semester : VIII (delapan)/ Ganjil
Tema : I have some acne, doctor
Aspek/skill : Berbicara
Alokasi waktu : 2x40 menit

Standar Kompetensi
Mengungkapkan makna dalam percakapan transaksional dan interpersonal lisan pendek sederhana untuk berinteraksi dengan lingkungan sekitar

Kompetensi Dasar
Mengungkapkan makna dalam percakapan transaksional (to get things done) dan interpersonal (bersosialisasi) dengan menggunakan ragam bahasa lisan secara akurat, lancer dan berterima untuk berinteraksi dengan lingkungan sekitar yang melibatkan tindak tutur: komplain, memberi saran, menanyakan tentang perasaan seseorang, mengungkapkan simpati, mengungkapkan harapan, menanyakan kesehatan seseorang

Indikator
- Mengidentifikasi ungkapan pertanyaan tentang kondisi seseorang
- Menanyakan tentang perasaan seseorang
- Mengungkapkan simpati
- Mengungkapkan harapan
- Menanyakan kondisi seseorang

Tujuan Pembelajaran
- Siswa dapat berinteraksi dengan lingkungan sekitar mengidentifikasi pertanyaan tentang kondisi seseorang, menanyakan perasaan seseorang.
- Siswa dapat berinteraksi dengan lingkungan sekitar mengungkapkan simpati, mengungkapkan harapan, dan menanyakan kondisi kesehatan seseorang.

Materi Pembelajaran
- Teks fungsional pendek berbentuk percakapan
- Ungkapan:
  - I have a pain in my chest.
  - She has a pain in her right arm.
  - My back hurts.
  - His eyes hurt.

  - Abel : what’s exactly the matter with you?
  - Tania : My right eye hurts
  - Arifah : what’s the matter with Doni?
  - Tania : he has a pain in his chest.

Metode/teknik : Three phase communication, roleplay/demonstration
**Langkah-Langkah Kegiatan**

1. kegiatan pendahuluan
   - Greeting
     a. memberi salam dan tegur sapa
     b. perkenalan
   - Motivation
     a. ice breaking

2. kegiatan inti
   - Presentation
     1. Guru menjelaskan pengertian role play
     2. Guru membagi siswa peran yang akan dimainkan
     3. Guru memberikan instruksi cara bermainnya
     4. Guru membagikan handout kepada siswa
   - Exercise
     1. Guru meminta beberapa orang siswa untuk membaca handout dan memahaminya
     2. Guru meminta siswa untuk mempraktekkan sesuai perannya dan selanjutnya bergantian
     3. Guru meminta siswa untuk menjawab pertanyaan secara lisan yang diutarakan guru secara langsung

3. Evaluasi
   a. Memberikan kesempatan kepada siswa untuk bertanya tentang materi yang telah disampaikan
   b. menyimpulkan materi

**Sumber Belajar**

- text book “English on Sky”
- lembar kerja siswa
- contoh teks percakapan

**Penilaian**

- Student’s individual assessment

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Mengetahui,                   Jakarta, 09 November 2010
Kepala Sekolah               Guru

H. Mudjiono SW               Agus Budiman
Lesson Plan

School: SMP Darul Ma’arif
Subject: English
Class/semester: VIII (eight)/ Ganjil
Theme: I have some acne, doctor
Skill: Speaking
Time: 2x40 minutes

Standard Competency
To deliver meaning in oral simple short transactional and interpersonal conversation to be applied in the environment

Basic Competence
To deliver meaning in oral simple short transactional and interpersonal accurately, fluently, and accepted to be applied in the environment which involved: complaining, giving idea, asking about feeling, delivering sympathy, delivering expectation, and asking health.

Indicators
- to describe symptoms
- to express sympathy
- to give suggestion/advice
- to describe accidents

The aims of learning
- Students able to describe symptoms
- Students able to express sympathy
- Students able to give suggestion/advice
- Students able to describe accidents

The material of learning
- Dialog
  Doctor: good morning. Please, have a seat.
  Patient: good morning, doctor.
  Doctor: what is the matter with you?
  Patient: I have a stomach ache, doctor.
  Doctor: I see. How long have you a stomach ache?
  Patient: I have had it for three days.
  Doctor: let me examine you. Lie down on the bed. Right. You must take this medicine and you mustn’t eat too much fruit.
- Role play
  Act out the doctor’s part and the patient’s part!

Doctor Good ⇒ Patient Good ⇒ Doctor Sit … ⇒ Patient Thank … ⇒ Doctor What …
Doctor You must …and you mustn’t … ⇒ Patient Thank bye ⇒ Doctor Welcome bye
Method / technique : Three phase communication, role play

Procedures

1. Warming up
   • Greeting
     a. Say salam and asking condition
   • Motivation
     a. ice breaking

2. Lead in
   • Presentation
     a. Read conversation text
     b. Explain it
   • Exercise
     a. Ask students to read it together, then per-line, so, be couple.
     b. Ask them to make conversation text by themselves.
     c. Ask them to make conversation text by their own language according topic which is given teacher.

3. Evaluation
   a. Give chance for students to ask about material which was delivered.
   b. Conclude material.

Source

• text book “English on Sky”
• LKS
• Conversation text

Scoring

• Student’s individual assessment

Mengetahui, Jakarta, 11 November 2010
Head Master Teacher

H. Mudjiono SW Agus Budiman
LESSON PLAN

School : SMP Darul Ma’arif
Subject : English
Class/semester : VIII (eight)/ Ganjil
Skill : Speaking
Time : 2x40 minutes

Standard competency
To deliver meaning in oral simple short transactional and interpersonal conversation to be applied in the environment

Basic competence
To deliver meaning in oral simple short transactional and interpersonal accurately, fluently, and accepted to be applied in the environment which involved: asking / giving idea, and agree / disagree about fact.

Indicators
- to ask idea
- to give idea
- to agree about fact
- to disagree about fact

The aims of learning
- Students able to ask idea
- Students able to give idea
- Students able to agree about fact
- Students able to disagree about fact

The material of learning
- The oral simple short transactional and interpersonal conversation which involve these dialogues:
  1. A: What do you think about our president SBY?
     B: I think……
  2. A: What’s your opinion about our Physics assignment?
     B: In my opinion it’s much easier than the assignment we had yesterday
- Language usage : Modals Auxiliaries

Method / technique : Three phase communication, role play

Procedures
1. Warming up
   - Greeting
     a. Say salam and asking condition
   - Motivation
     a. ice breaking
2. Lead in
   - Presentation
     a. Read conversation text
b. Explain it

Exercise
   a. Ask students to read it together, then per-line, so, be couple.
   b. Ask them to make conversation text by themselves.
   c. Ask them to make conversation according topic which is given by teacher.

3. Evaluation
   a. Give chance for students to ask about material which was delivered.
   b. Conclude material.

Source
   • text book “English on Sky”
   • LKS
   • Conversation text

Scoring
   • Student’s individual assessment

Mengetahui,       Jakarta, 18 November 2010
Head Master               Teacher
H. Mudjiono SW      Agus Budiman
LESSON PLAN

School : SMP Darul Ma’arif
Subject : English
Class/semester : VIII (eight)/ Ganjil
Theme : I have some acne, doctor
Skill : Speaking
Time : 2x40 minutes

Standard competency
To deliver meaning in oral simple short transactional and interpersonal conversation to be applied in the environment

Basic competence
To deliver meaning in oral simple short transactional and interpersonal accurately, fluently, and accepted to be applied in the environment which involved: complaining, giving idea, asking about feeling, delivering sympathy, delivering expectation, and asking health.

Indicators
- to complete blank dialog
- to describe the dialog
- to demonstrate the dialog

The aims of learning
- Students able to complete blank dialog
- Students able to describe the dialog
- Students able to demonstrate the dialog

The material of learning
- Dialog
  Putu  : Do you live in Tabanan?
  Alit  : Yes, I do.
  Putu  : how long have you lived there?
  Alit  : I have lived there for 12 years.
  Putu  : Do you like living there?
  Alit  : Yes, I do.

  Complete this blank dialog!
  Dani  : Do you work in ……..?
  Feri  : Yes, I do.
  Dani  : how long have you … there?
  Feri  : I have worked there …..
  Dani  : Do you like ……?
  Feri  : Yes, I do

- Look at the example and practice it with your friend.
  a. Live in Jakarta (1997)
  b. Learn tae-kwon do (2000)
  c. Study French (2 years)
  d. A doctor (2 months)
Method / technique: Three phase communication, role play

Procedures
1. Warming up
   - Greeting
     a. Say salam and asking condition
   - Motivation
     a. ice breaking
2. Lead in
   - Presentation
     a. Explain the use “for and since” in sentence
     b. Give example “for and since” in sentence
     c. Ask students to make “for and since” in sentence
   - Exercise
     a. Ask students to complete blank dialog individually.
     b. Ask them to make conversation by pair work.
     c. Ask them to make conversation by their own language according topic.
3. Evaluation
   a. Give chance for students to ask about material which was delivered.
   b. Conclude material.

Source
- text book “English on Sky”
- LKS
- Conversation text

Scoring
- Student’s individual assessment

Mengetahui, Jakarta, 23 November 2010
Head Master Teacher

H. Mudjiono SW Agus Budiman
LESSON PLAN

School : SMP Darul Ma’arif
Subject : English
Class/semester : VIII (eight)/ Ganjil
Theme : The Shop
Skill : Speaking
Time : 2x40 minutes

**Standard competency**

Mengungkapkan makna dalam percakapan transaksional dan interpersonal lisan pendek sederhana untuk berinteraksi dengan lingkungan sekitar

**Basic competence**

Mengungkapkan makna dalam percakapan transaksional (*to get things done*) dan interpersonal (bersosialisasi) sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan sekitar yang melibatkan tindak tutur: meminta, memberi, menolak jasa, meminta, memberi, menolak barang, mengakui, mengingkari fakta, dan meminta dan memberi pendapat

**Indicators**
- Bertanya dan menjawab tentang meminta, memberi, dan menolak jasa
- Bertanya dan menjawab tentang meminta, memberi, dan menolak barang
- Bertanya dan menjawab tentang mengakui, mengingkari fakta
- Bertanya dan memberi pendapat

**The aims of learning**
- Siswa dapat bertanya dan menjawab tentang meminta, member, dan menolak jasa
- Siswa dapat bertanya dan menjawab tentang meminta, member, dan menolak barang
- Siswa dapat bertanya dan menjawab tentang mengakui, mengingkari fakta
- Siswa dapat bertanya dan member pendapat

**The material of learning**
- Dialog
  
  *A: Let me help you.*
  *B: Thank you so much.*

  *A: Can I have a bit.*
  *B: Sure. Here you are.*

  *A: Did you break the glass?*
  *B: Yes, I did / No, it wasn’t me.*
  *A: What do you think of this?*
  *B: Not bad.*
Method / technique: Three phase communication, role play

Procedures
1. Warming up
   - Greeting
     a. Say salam and asking condition
   - Motivation
     a. ice breaking
2. Lead in
   - Presentation
     1. Guru membagi siswa peran yang akan dimainkan
     2. Guru memberikan instruksi cara bermainnya
     3. Guru membagikan handout kepada siswa
   - Exercise
     1. Guru meminta beberapa orang siswa untuk membaca handout dan memahaminya
     2. Guru meminta siswa untuk mempraktekkan sesuai perannya dan selanjutnya bergantian
     3. Guru meminta siswa untuk menjawab pertanyaan secara lisan yang diutarakan guru secara langsung
3. Evaluation
   a. Give chance for students to ask about material which was delivered.
   b. Conclude material.

Source
- text book “English on Sky”
- text book “Postcards”
- LKS
- Conversation text

Scoring
- Student’s individual assessment

Mengetahui, Jakarta, 16 November 2010
Head Master Teacher

H. Mudjiono SW Agus Budiman
Standar Kompetensi : Berbicara

- Mengungkapkan makna dalam percakapan transaksional dan interpersonal lisan pendek sederhana untuk berinteraksi dengan lingkungan sekitar

<table>
<thead>
<tr>
<th>Kompetensi Dasar</th>
<th>Materi Pokok/Pembelajaran</th>
<th>Kegiatan Pembelajaran</th>
<th>Indikator</th>
<th>Penilaian</th>
<th>Aloka-si Waktu</th>
<th>Sumber Belajar</th>
</tr>
</thead>
</table>
| 1. Mengungkapkan makna dalam percakapan transaksional (to get things done) dan interpersonal (bersosialisasi) sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar, dan berinteraksi untuk berinteraksi dengan lingkungan sekitar yang melibatkan tindak tutur: meminta, memberi, menjawab, meminta, memberi, menyampaikan, mengambil, memberi, dan meminta dan memberi pendapat | Percakapan singkatan memuat ungkapan – ungkapan. | 1. Review kosakata dan ungkapan-ungkapan terkait materi dan tema.  
2. Tanya jawab menggunakan ungkapan-ungkapan tertentu.  
3. Bermain peran melakukan percakapan yang disediakan guru.  
4. Bermain peran melakukan percakapan berdasarkan situasi/gambar yang disediakan.  
5. Menggunakan ungkapan yang telah dipelajari dalam real life situation. | Test lisan, Bermain peran, Create a dialogue based on the role cards and perform it in front of the class. | 2 x 40 menit | A. Buku teks yang relevan  
B. Gambar-gambar terkait tema  
C. Realia Benda sekitar |
LEMBAR OBSERVASI PROSES BELAJAR MENGAJAR

Tempat penelitian: SMP Darul Ma’arif
Tahun Akademik: 2010/2011
Kelas/semester: VIII/B
Topic: I have some acne, Doctor
Siklus: Satu
Hari/Tanggal: Selasa / 9 November 2010

Berilah tanda check list (✓) pada nilai sesuai dengan pengamatan Anda
SB = Sangat Baik; B = Baik; C = Cukup; K = Kurang

<table>
<thead>
<tr>
<th>No.</th>
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<td>1.</td>
<td>Mengkondisikan situasi pembelajaran dan kesiapan siswa untuk mengikuti proses</td>
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<td></td>
<td>pembelajaran</td>
<td></td>
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<tr>
<td>2.</td>
<td>Apersepsi</td>
<td>✓</td>
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<td>12.</td>
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<tr>
<td>13.</td>
<td>Mengamati kesulitan/kemajuan belajar siswa</td>
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</tbody>
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Mengetahui,

The Observer                           The English Teacher

Endah Meitri, S. Pd.                  Agus Budiman
LEMBAR OBSERVASI PROSES BELAJAR MENGAJAR

Tempat penelitian : SMP Darul Ma’arif
Tahun Akademik : 2010/2011
Kelas/semester : VIII/B
Topic : I have some acne, Doctor
Siklus : Satu
Hari/Tanggal : Kamis / 11 November 2010

Berilah tanda check list (✓) pada nilai sesuai dengan pengamatan Anda
SB = Sangat Baik; B = Baik; C = Cukup; K = Kurang

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Mengetahui,

The Observer                        The English Teacher

Endah Meitri, S. Pd.                        Agus Budiman
**LEMBAR OBSERVASI PROSES BELAJAR MENGAJAR**

**Tempat penelitian:** SMP Darul Ma’arif  
**Tahun Akademik:** 2010/2011  
**Kelas/semester:** VIII/B  
**Topic:** -  
**Siklus:** Satu  
**Hari/Tanggal:** kamis / 18 November 2010

Berilah tanda *check list* (√) pada nilai sesuai dengan pengamatan Anda  
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</tbody>
</table>

Mengetahui,

The Observer                        The English Teacher

Endah Meitri, S. Pd.               Agus Budiman
LEMBAR OBSERVASI PROSES BELAJAR MENG AJAR

Tempat penelitian : SMP Darul Ma’arif
Tahun Akademik : 2010/2011
Kelas/semester : VIII/B
Topic : I have some acne, Doctor
Siklus : Dua
Hari/Tanggal : Selasa / 23 November 2010

Berilah tanda check list (√) pada nilai sesuai dengan pengamatan Anda

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<tr>
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<td>Pemusatan perhatian siswa terhadap proses pembelajaran</td>
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<td>8.</td>
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<td>9.</td>
<td>Pengelolaan kegiatan role play</td>
<td>✔</td>
</tr>
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<td>10.</td>
<td>Pemberian kesempatan kepada siswa untuk berpikir</td>
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<tr>
<td>12.</td>
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<td>13.</td>
<td>Mengamati kesulitan/kemajuan belajar siswa</td>
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Mengetahui,
The Observer        The English Teacher
Endah Meitri, S. Pd.          Agus Budiman
LEMBAR OBSERVASI PROSES BELAJAR MENGAJAR

Tempat penelitian : SMP Darul Ma‘arif  
Tahun Akademik : 2010/2011   
Kelas/semester : VIII/B  
Topic : The Secret of teenage life  
Siklus : Dua  
Hari/Tanggal : Selasa / 30 November 2010

Berilah tanda check list (√) pada nilai sesuai dengan pengamatan Anda
SB = Sangat Baik; B = Baik; C = Cukup; K = Kurang

<table>
<thead>
<tr>
<th>No.</th>
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<td>SB</td>
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<tr>
<td>1.</td>
<td>Mengkondisikan situasi pembelajaran dan kesiapan siswa untuk mengikuti proses pembelajaran</td>
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<td>2.</td>
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<tr>
<td>3.</td>
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<tr>
<td>4.</td>
<td>Menyampaikan tujuan/indikator yang ingin dicapai</td>
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<td>5.</td>
<td>Penggunaan media/alat pembelajaran yang sesuai dengan indikator bahan ajar</td>
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<td>6.</td>
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Mengetahui,

The Observer                                    The English Teacher
Endah Meitri, S. Pd.                             Agus Budiman
Siklus : Satu  
Class : VIII B  
Day/ Date : Selasa / 2 November 2010

<table>
<thead>
<tr>
<th>No.</th>
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<td>Telah mempelajari materi yang diajarkan</td>
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<td>3.</td>
<td>Mendengarkan penjelasan materi yang disampaikan oleh guru</td>
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<td>4.</td>
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Mengetahui,

The Observer                                    The English Teacher
Endah Meitri, S. Pd.                             Agus Budiman
LEMBAR OBSERVASI AKTIVITAS SISWA

Siklus : Dua
Class : VIII B
Day/ Date : Selasa/ 30 November 2010

<table>
<thead>
<tr>
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Mengetahui,

The Observer                        The English Teacher

Endah Meitri, S. Pd.               Agus Budiman
PEDOMAN INTERVIEW GURU SEBELUM PELAKSANAAN PENELITIAN TINDAKAN KELAS

Interviewee  : Endah Meitri, S. Pd.     intended time  : 30 minutes
Date   : September, 3\textsuperscript{rd} 2010     interview begin : 09.00 AM
Location  : SMP Darul Ma’arif     interview finished : 09.30 AM

1. Sudah berapa lama anda mengajar bahasa Inggris di sekolah ini?
   saya mengajar kira-kira 8 tahun

2. Kendala apa yang sering anda hadapi saat mengajar pelajaran Bahasa Inggris?
   Banyak, diantaranya: siswa sering ribut dan susah diatur.

3. Dari ke-4 skill (listening, speaking, reading, dan writing), manakah yang paling sulit bagi anda untuk di ajarkan kepada siswa? Kenapa?
   sebenarnya semua skill, khususnya speaking dan listening. Karena keterbatasan pembendaharaan kosa-kata yang dimiliki siswa dan media/fasilitas dalam pembelajaran.

4. Kendala dan kesulitan apa yang siswa hadapi saat pembelajaran Bahasa Inggris khususnya speaking?
   kendala dan kesulitannya adalah terbatasnya kosa-kata yang dimiliki para siswa sehingga mereka merasa malu dan kaku untuk berbicara bahasa inggris.

5. Bagaimana respon siswa saat pembelajaran bahasa Inggris khususnya “speaking”? 
   responnya baik, tetapi mereka butuh rangsangan seperti perintah untuk membaca dan menghafalkan dialog.

6. Metode apa yang anda gunakan saat mengajar Bahasa Inggris?
   jujur saya menggunakan metode grammar translation method dikarenakan minimnya kosa-kata yang dimiliki para siswa.

7. Kegiatan apa yang anda berikan kepada siswa saat mengajar speaking?
   Menghafalkan dialog atau vocabulary, kemudian mempraktikannya di depan kelas.
PEDOMAN WAWANCARA PADA SAAT OBSERVASI RESPONDEN/SISWA

1. Bagaimana menurut pendapatmu tentang pembelajaran bahasa Inggris di kelas VIII B?
   a. Enak pa
   b. Biasa saja
   c. Ya gitu pa, agak bosan.

2. Metode apa yang di gunakan oleh guru Bahasa Inggris kamu dalam mengajarkan speaking di kelas? Jelaskan!
   - Seringnya kita disuruh mengahafalkann kosa-kata atau dialog, tapi banyaknya kita disuruh untuk mengerjakan LKS terus mengumpulkannya.
   - Permainannya kurang, jadi kita cepat bosan.

3. Bagaimanakah pendapat kamu mengajar bahasa Inggris dengan metode tersebut?
   a. Kurang menarik pa.
   b. Bosan.
   c. Biasa saja
   d. Enak, karena setelah itu pasti gurunya keluar kelas.

4. Biasanya kegiatan apa yang digunakan oleh guru bahasa Inggris dalam mengajar speaking di kelas?
Biasanya kita disuruh untuk menulis percakapan yang ada di papan tulis, lalu membacanya dan menghafalkannya, setelah itu diterjemahkan dan dipraktikkan bareng teman.

5. Kegiatan apa yang paling kamu sukai saat belajar bahasa Inggris khususnya speaking?
   a. Ketika menghafalkan kosa-kata dengan suara yang keras
   b. Engga ada yang suka pa.
   c. Biasa saja.

6. Dalam belajar speaking hambatan apa yang sering kamu hadapi saat belajar bersama (Miss. X)?
   a. Tidak bisa membacanya pa..
   b. Hafalan kosa-kata
   c. Alhamdulillah pa saya tidak ada hambatannya
   d. Semuanya pa, ya membacanya, menghafalnya tambah lagi suruh mengartikannya
   e. Malu takut salah pa

7. Bagaimanakah Miss. X memberi tes untuk mengukur kemampuan speaking kamu?
   a. Tidak pernah di tes
   b. Tidak pernah dites dalam bentuk lisan, palling juga bentuknya tes tulis
   c. Ga tau pa

8. Apakah kamu sudah mengetahui tentang metode role play?
   a. Belum tau pa
   b. Artinya apa itu pa?
   c. Apaan itu pa?
Jl. R.S. Fatmawati No. 45 Cipete Selatan, Jakarta 12410 Telp. 021-7694127, Fax. 021-7668744

9. Apakah gurumu sudah menggunakan metode role play di kelasmu?
   
   a. *Ga tau pa*
   
   b. *Mungkin sudah pa, Cuma kita kali yang ga tau*
   
   c. *Belum pa*
1. Bagaimana tanggapan anda tentang pembelajaran dengan menggunakan technique bermain peran?

Sebelumnya saya berpikir bahwa metode ini akan membuat gaduh ketika pengkondisian dan pengelolaannya. Walaupun kadang kala terjadi juga, tetapi itu tidak masalah dikarenakan menjadikan siswa aktif dan mau terlibat dalam proses pembelajaran dan metode ini juga menjadikan siswa-siswa yang sebelumnya diam atau pasif berani untuk bicara dan aktif.

2. Menurut anda apakah kemampuan berbicara siswa dalam bahasa Inggris meningkat setelah belajar dengan menggunakan technique ini?

Ya ada peningkatan, faktanya banyak yang tadinya diam atau pasif ketika proses pembelajaran menjadi berani dan tidak takut lagi dalam pengucapan bahasa inggris.

3. Apakah anda tertarik mengajar dengan menggunakan technique ini?

Sepertinya akan saya coba kembali, walaupun dalam penerapannya mungkin akan menemui hambatan atau kesulitan.

4. Bagaimana menurut pendapat anda sikap siswa belajar dengan menggunakan role play (bermain peran)?

Pertamanya mungkin para siswa belum tahu atau bingung ketika penerapan metode ini, tetapi lambat laun mereka menikmati bahkan menjadikan mereka lebih aktif dan semangat dalam belajar.
PEDOMAN WAWANCARA RESPONDEN/SISWA SETELAH PENELITIAN
TINDAKAN KELAS

1. Bagaimana tanggapan kamu belajar dengan menggunakan role play (bermain peran)?
   a. Asyik pa
   b. Gokil pa
   c. Keren
   d. Seru
   e. Hebat tapi kurang menantang
   f. Mantap
   g. Asyik banget
   h. Kita jadi ngga males lagi

2. Apakah kamu suka belajar dengan menggunakan role play (bermain peran)? Kenapa?
   a. Suka banget, seru pa
   b. Suka pa, selain dapat ilmu kita juga diajarkan bagaimana berakting.

3. Apakah kesulitan yang kamu hadapi selama belajar dengan menggunakan role play (bermain peran) bersama Bapak Agus?
   a. Tidak ada pa
   b. Kalau saya, susah berperan yang belum pernah saya alami seperti jadi dokter gitu pa

4. Sejauh mana peningkatan kemampuan berbicara kamu yang kamu rasakan setelah belajar dengan menggunakan role play (bermain peran) ini?
   a. Kalau saya sekarang sudah berani berbicara didepan kelas.
   b. Kalau saya sudah ga malu lagi ngomong pake bahasa inggris
   c. Percaya diri saya bertambah kalau ngomong didepan kelas ditambah lagi saya bisa berakting walaupun masih malu-malu

5. Apakah kesulitan kamu teratasi setelah belajar dengan menggunakan tehnik role play (bermain peran)?
a. *Ya pa, pertama kali saya ga suka sama bahasa inggris karena ngomong sama tulisannya beda, tapi sekarang saya suka dengan bahasa inggris habis belajarnya fun gitu pa.*
b. *Ya pa, karena waktu dulu saya takut banget untuk ngomong pake bahasa inggris karena takut salah.*
c. *Alhamdulillah ga ada pa, karena saya sudah suka dengan bahasa inggris sejak SD*
d. *Ya, sekarang saya bisa lancar ngomong pake bahasa inggris plus saya juga bisa akting sedikit-dikit.*

6. Apakah kamu merasa lebih termotivasi untuk belajar bahasa Inggris setelah belajar dengan menggunakan technique ini?
   a. *ya pa*
   b. *alhamdulillah pa*
   c. *pastinya pa*