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**IMPROVING STUDENTS' SPEAKING SKILL BY USING  
ROLE PLAY AT GRADE XI SMA NEGERI 1 ANGKOLA TIMUR**

**A THESIS**

*Submitted to State College for Islamic Studies  
(STAIN) Padangsidimpuan as Partial Fulfillment of the Requirements  
for the Degree of Islamic Educational Scholar (S.Pd.I) in  
English Education Program*

**By:**

**REZKI JULI HARTATI**

**Reg. No. 07 340 0023**

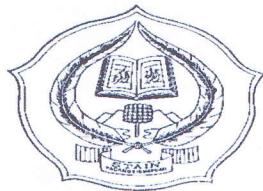
**ENGLISH EDUCATION STUDY PROGRAM**

**TARBIYAH DEPARTMENT**

**THE STATE COLLEGE FOR ISLAMIC STUDIES**

**PADANGSIDIMPUAN**

**2013**



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English Education Program*

*Written By:*

**REZKI JULI HARTATI**  
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NIP.19750917 200312 2 002

**ENGLISH EDUCATION STUDY PROGRAM**

**TARBIYAH DEPARTEMENT**

**STATE COLLEGE FOR ISLAMIC STUDIES**

**PADANGSIDIMPUAN**

**2013**

Things : Thesis a.n. Rezki Juli Hartati

Padangsidempuan, 31 May 2013

Appendix : 5 (five) exemplars

To:

Chairman of STAIN Padangsidempuan

in-

Padangsidempuan

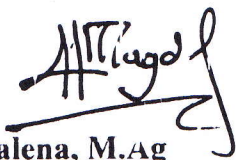
*Assalamu 'alaikum Wr. Wb*

After reading, researching, and providing suggestions for improvement as necessary to the thesis of Rezki Juli Hartati entitled "Improving Students' Speaking Skill by Using Role Play at Grade XI SMA Negeri 1 Angkola Timur" we argue that this thesis has been accepted to complete the tasks and requirement in order to achieve an Islamic Education Scholar (S.Pd.I) in English Program of STAIN Padangsidempuan.

As soon, we hope Rezki Juli Hartati can be called to account her thesis in Munaqosah. That's all, thanks for your attention.

*Wassalamu 'alaikum Wr. Wb*

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## DECLARATION OF SELF THESIS COMPLETION

The name who signed here:

Name : REZKI JULI HARTATI HARAHAP

Registration Number : 07 340 0023

Department/ Study Program : TARBIYAH/ TBI-1

The Tittle of Thesis : **Improving Students' Speaking Skill By Using Role Play at Grade XI SMA Negeri 1 Angkola Timur**

Declaring to arrange own thesis without asking for illegal helping from the other side except the guiding of advisors' team and without doing plagiarism along with the students' ethic code of STAIN Padangsidimpuan in article 14 subsections 2.

I did this declaration truthfully, if there was a deviation and incorrect of my declaration later on, I resigned to get the punishment as what had involved in students' ethic code of STAIN Padangsidimpuan in article 19 subsections 4 that was about dispossession of academic degree disrespectfully and the other punishment according to the norms and accepting legal requirement.

Padangsidimpuan, 31<sup>th</sup> May 2013  
Declaration maker,



REZKI JULI HARTATI HRP  
Reg. No 07 340 0023

**EXAMINERS**  
**SCHOLAR MUNAQOSYAH EXAMINATION**

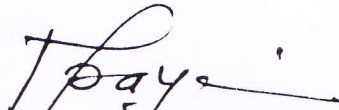
**Name** : REZKI JULI HARTATI HARAHAP  
**Reg. No.** : 07 340 0023  
**Thesis** : IMPROVING STUDENTS' SPEAKING SKILL BY  
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At : 13.30-16.30 WIB  
Result/Mark : 70.37/B  
Cumulative achievement index : 3.26  
Predicate : Very Good



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**LEGALIZATION**

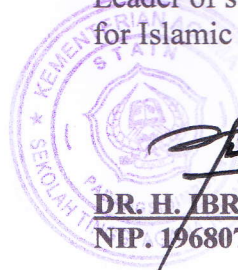
**Thesis : IMPROVING STUDENTS' SPEAKING SKIL  
BY USING ROLE PLAY AT GRADE XI SMA  
NEGERI 1 ANGKOLA TIMUR**

**Written by : REZKI JULI HARTATI HARAHAP**

**Reg. No : 07 340 0023**

Had been accepted as a partial fulfillment of requirement for  
degree of Islamic educational scholar (S.Pd.I) in English  
educational program.

Padangsidimpuan, May 31<sup>th</sup> 2013  
Leader of state college  
for Islamic studies,



  
**DR. H. IBRAHIM SIREGAR, MCL.**  
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## ACKNOWLEDGEMENT

Firstly, the researcher would like to convey her grateful to Allah SWT, The Most Creator and Merciful who has given her the health, time and chance for finishing this thesis: **“Improving Students’ Speaking Skill by Using Role Play at Grade XI SMA Negeri 1 AngkolaTimur”**. This thesis is written in order to fulfill one of the requirements for being Islamic Educational Scholar in the English Study Program at the Tarbiyah Faculty of State College for Islamic Studies (STAIN) Padangsidempuan.

In writing this thesis, the researcher was assisted by some people and institutions. Therefore, in this opportunity the researcher would like to express her gratitude to the following people:

1. Special thanks are due to Mrs. Magdalena, M.Ag. as my first advisor, who has helped the researcher to do this reseach.
2. Special thanks are due to Mrs. EkaSustriHarida, M.Pd., as my second advisor and who has helped the researcher to complete this research.
3. Thanks are due to Mr. Mohd. IkhsanLbs, MM., as the Headmaster of SMA Negeri 1 AngkolaTimur
4. Thanks are due to Mrs. RayendrianiFahmeiLubis, M.Ag., as the Chief of English Study Program of State Colledge for Islamic Studies (STAIN) Padangsidempuan and as her academic advisor.
5. Thanks are due to Mrs. Hj. Zulhimma, S.Ag, M.Pd., as the Chief of Tarbiyah Department and her staff.
6. Thanks are due to all lecturers who have taught, guided and also encouraged her during studying in STAIN Padangsidinpuan.
7. My beloved parent, Badu WahabHarahap and SalbiahSiregarwho have given me support in moral and material during and after finishing academic year in STAIN Padangsidempuan.



8. My beloved brothers and my beloved sisters who have motivated me and support me finish my thesis and for all families who cared me and support me in finishing this thesis.

9. All my friends, Rica Umrina, Winda Sari, Rini Ermina, Jannah Haryati, Nursaima Mahyunianti, Nurhamidah Lubis, all friends I cannot mention them here who have supported and motivated me to finish this thesis.

This thesis is still so far from being perfect based on the weakness of the researcher. Therefore, the researcher expects the constructive criticisms and suggestions from the readers in order to improve this thesis.

Padangsidempuan, 31<sup>th</sup> May 2013



**REZKI JULI HARTATI**  
Reg. No: 07 340 0023

## ABSTRACT

Name : Rezki Juli Hartati Harahap  
Reg. No : 07 340 0023  
Program Study : Tarbiyah/TBI-1  
Year : 2012-2013  
Thesis : Improving Students' Speaking Skill by Using Role Play at Grade XI SMA N 1 Angkola Timur.

This study is talking about improving students' speaking skill through role play at SMA N 1 Angkola Timur. Most of students cannot speak English well. This is caused by internal and external factors of the students. Internal factor came from the student themselves. This concern with personality factor. External factor came out from the students. These concern with their environment, parents and teaching learning technique in the school. So the general problem that was formulate in this research was "does the role play technique can improves the students' speaking skill."

This study aims at improving students' speaking skill through role play at SMA N 1 Angkola Timur, to find out whether students' speaking skill improved if it will be taught by using role play.

To solve the problem, the writer conducted classroom action research, by implementing role play. The writer applied two cycles in this research. Each cycle consist of two meetings. The participant of this study was one class consists of 30 students. The instrument for collecting the data the writer used speaking test, observation sheet and document.

Based on the research result, showed the progressive mean of the students. The pretest mean was 32, the first meeting was 40,5, the second meeting was 52,66, third meeting was 75,8, and the fourth meeting was 80,3. So, the mean in the second cycle was higher than the first cycle. The data from observation sheet indicated that the students got improvement. It indicated that the application of role play technique improve students' speaking skill. In conclusion, role play could improve students' speaking skill at SMA N 1 Angkola Timur. Hopefully, the research result could be positive input for other researchers and teachers to conduct the research, particularly on speaking issue.

## **CURRICULUM VITAE**

### **A. Identity**

Name : REZKI JULI HARTATI  
Reg.No : 07 340 0023  
Place and Birthday : Batunadua, 13 Juli 1988  
Sex : Female  
Religion : Islam  
Address : Batunadua - Padangsidempuan

### **B. Parents**

Father's name : Badu Wahab Harahap  
Mother's name : Salbiah Siregar

### **C. Educational Background**

1. Graduated from elementary school in SDN 142457 Batunadua from 1994-2000.
2. Graduated from junior high school in SMP NU. Padangsidempuan from 2000-2004.
3. Graduated from senior high school in MAN 2 Model Padangsidempuan from 2004-2007.
4. Be University student in State Collage for Islamic Studies (STAIN) Padangsidempuan.

## LESSON PLAN I

SCHOOL : SMA NEGERI I ANGKOLA TIMUR

CLASS : XI IPA

DURATION : 2 X 45

MEETING : I ( First Meeting )

A. Standard of Competence : Communicating in English

B. Basic Competence : SPEAKING

C. Indicator : 1. Students are able expressing satisfaction  
2. Students are able expressing dissatisfaction  
3. Students are able respond expression satisfaction  
4. Students are able responding Dissatisfaction

D. Source : Relevant book

E. Mateerial : SHOES

### F. Learning Activities

1. Pre. Teaching
  - a. Greetings
  - b. Arraging about classroom formation
  - c. Explain about Role Play and the imfortant of the research to the students
  - d. Devide class into a group ( each group consist of six person )
2. Whilest Teaching
  - a. Give the topic to the students and give the roles for them
  - b. Students act out the Role Play
  - c. Teacher asking for students difficulties during teaching and learning process
3. Post Teaching
  - a. Conclusion
  - b. Closing

F. Learning Source : Relevant Book

### G. Learning Evaluation

1. Technique : Performance
2. Form : Oral Persentation

3. Instrument : Used Assessment Criteria

H. The Instrument Test

1. HOLIDAY

- a. Some of participants take a roles like a family ( father, mother and four children)
- b. They make a plan to fill their holiday, and They want to visits some interesting and pleasure place

I. The Indicator of Value

NO	CRITERIA	HIGH SCORE	TOTAL SCORE
1	ACCENT	20	100
2	GRAMMAR		
3	VOCABULARY		
4	FLUENCY		
5	COMPREHENSION		

$$\frac{20 \times 5}{100} = 100$$

100

## LESSON PLAN 2

Instructional Unit	: Speaking
Scholl	: SMA NEGERI 1 ANGKOLA TIMUR
Subject	: English
Topic	: Transaction in Bank
Class	: XI IPA
Time	: 2 x 45 minutes
Meeting	: 3 (Three)

A. Competence Standard	: Communicative in English
B. Basic Competence	: English
C. Indicator	:

1. Students are able to express some expression of asking information
2. Students are able to express some expression of giving information

D. Source	:Relevant book
E. Media	: Credit card, Personal identity

### F. Teaching Learning Activity

#### a. Opening

1. Greeting
2. Absent
3. Motivation

#### b. Main Activity

1. Preparing class for role play
2. Devided class into 10 groups, each groups consist of 3 persons
3. Give the topic taken from the real life . The topic is “ Holiday”.
4. Give the role to each students
5. Ask the Students to act out the role play
6. Gives the comment about their performance

7. Celebrating for successful role play

G. Closing

1. Concluding the lesson

2. Reminding the students to learn at home

F. Evaluation

The evaluation will be done by conducting speaking test. The students are expected to use expression of asking and giving information.

## LESSON PLAN II

SCHOOL : SMA NEGERI I ANGKOLA TIMUR

CLASS : XI IPA

DURATION : 2 X 45

MEETING : 2 ( Second Meeting )

- I. Standard of Competence : Communicating in English at Elementary level
- II. Basic Competence : SPEAKING
- a. Expressing of satisfaction
  - b. Expressing of Dissatisfaction
- III. Indicator : 1. Expressing Satisfaction  
2. Expressing Dissatisfaction  
3. Responding Satisfaction  
4. Responding Dissatisfaction
- IV. Learning Objective : After Learning, Students are able to
1. Expressing Satisfaction
  2. Expressing Dissatisfaction
  3. Responding Satisfaction
  4. Responding Dissatisfaction
- V. Material : Interaction in Role Play environment :  
“ SALESMEN TRAVELING ABROAD ”
- VI. Learning Strategies : Role Play
- VII. Learning Activities
1. Pre. Teaching
    - a. Greetings
    - b. Changing some participant of each group
    - c. Teacher explain about Role Play
  2. Whilest Teaching
    - a. Teacher give the topic and expalin about the topic, then give the roles to each participant
    - b. Students act out the Role Play



- c. Teacher asking for students difficulties during teaching and learning process
  - d. Asking for the next Performance
  - e. Teacher give the information about the topic
3. Post Teaching
- a. Conclusion
  - b. Closing

VIII. Learning Source : Relevant Book

IX. Learning Evaluation

- 1. Technique : Performance
- 2. Form : Oral Persentation
- 3. Instrument : Used Asessment Criteria

X. The Instrument Test

1. SALESMEN TRAVELLING ABROAD

- a. Some of salesman take a role as salesmen
- b. Some of participant take a role as buyer
- c. Salesmen introducing the product that will sale by them
- d. Salesmen must persuade the buyer to order their product

XI. The Indicator of Value

NO	CRITERIA	HIGH SCORE	TOTAL SCORE
1	ACCENT	20	100
2	GRAMMAR		
3	VOCABULARY		
4	FLUENCY		
5	COMPREHENSION		

$$\underline{20 \times 5} \ 100 = 100$$

100

## LESSON PLAN III

SCHOOL : SMA NEGERI I ANGKOLA TIMUR

CLASS : XI IPA

DURATION : 2 X 45

MEETING : 3 ( Third Meeting )

I. Standard of Competence : Communicating in English at Elementary level

II. Basic Competence : SPEAKING  
a. Expressing of satisfaction  
b. Expressing of Dissatisfaction

III. Indicator : 1. Expressing Satisfaction  
2. Expressing Dissatisfaction  
3. Responding Satisfaction  
4. Responding Dissatisfaction

IV. Learning Objective : After Learning, Students are able to  
1. Expressing Satisfaction  
2. Expressing Dissatisfaction  
3. Responding Satisfaction  
4. Responding Dissatisfaction

V. Material : Interaction in Role Play environment :  
“ TRANSACTION IN BANK ”

VI. Learning Strategies : Role Play

VII. Learning Activities

1. Pre. Teaching
  - a. Greetings
  - b. Motivated students to explore their speaking skill and more active in teaching learning process
  - c. Teacher explain how to do the Role Play
  - d. Divided class into three groups
2. Whilest Teaching
  - a. Teacher give the new topic Students act out the Role Play
  - b. Teacher give some information about the topic and give some key word too

- c. Students act out the Role Play
  - d. Teacher monitoring all the participants
  - e. Help the participants that need the help without the disturbance
  - f. Teacher give the comment about their performance
  - g. Teacher give the information about the topic
3. Post Teaching
- a. Clebrating for the succesful Role Play
  - b. Discussing about the next Role Play
  - c. Closing

VIII. Learning Source : Relevant Book

IX. Learning Evaluation

- 1. Technique : Performance
- 2. Form : Oral Persentation
- 3. Instrument : Used Asessment Criteria

X. The Instrument Test

- 1. TRANSACTION IN BANK
- 2. The students are expected to write dialogue suitable to the topic below :
  - a. Some of participant take a role as teller
  - b. Security as a to keep the safety in the bank
  - c. Costumer service give the information to customer in transaction as open bank account
  - d. Teller as serving the costumer
  - e. Costumer as saving money, recount the money, and asking for the open bank account

XI. The Indicator of Value

NO	CRITERIA	HIGH SCORE	TOTAL SCORE
1	ACCENT	20	100
2	GRAMMAR		
3	VOCABULARY		
4	FLUENCY		
5	COMPREHENSION		

$$\underline{20 \times 5} = 100$$

100

## LESSON PLAN IV

SCHOOL : SMA NEGERI I ANGKOLA TIMUR

CLASS : XI IPA

DURATION : 2 X 45

MEETING : 4 ( Fourth Meeting )

- I. Standard of Competence : Communicating in English at Elementary level
- II. Basic Competence : SPEAKING
- a. Expressing of satisfaction
  - b. Expressing of Dissatisfaction
- III. Indicator : 1. Expressing Satisfaction  
2. Expressing Dissatisfaction  
3. Responding Satisfaction  
4. Responding Dissatisfaction
- IV. Learning Objective : After Learning, Students are able to
1. Expressing Satisfaction
  2. Expressing Dissatisfaction
  3. Responding Satisfaction
  4. Responding Dissatisfaction
- V. Material : Interaction in Role Play environment :  
“ DOCTOR DEALING WITH THE PATIENTS ”
- VI. Learning Strategies : Role Play
- VII. Learning Activities :
1. Pre - Teaching
    - a. Greetings
    - b. Explain how to do the Role Play
    - c. Changing some Participant of each groups
    - d. Teacher give the new topic
  2. Whilest -Teaching
    - a. Teacher give some information about the topic and give some key word
    - b. Students act out the Role Play

- c. Teacher monitoring all the participants
  - d. Help the participants that need the help without the disturbance
3. Post Teaching
- a. Celebrating for the successful Role Play
  - b. Closing
  - c.

VIII. Learning Source : Relevant Book

IX. Learning Evaluation

- a. Technique : Performance
- b. Form : Oral Presentation
- c. Instrument : Used Assessment Criteria

X. The Instrument Test

1. DOCTOR DEALING WITH THE PATIENTS

- a. some of the participant take a role as doctor
- b. Some of participant take a role as nurses
- c. some participant take a roles as a patients
- d. some af participant take a role as a doctor assistant

XI. The Indicator of Value

NO	CRITERIA	HIGH SCORE	TOTAL SCORE
1	ACCENT	20	100
2	GRAMMAR		
3	VOCABULARY		
4	FLUENCY		
5	COMPREHENSION		

$$\frac{20 \times 5}{100} = 100$$

100

The instrumentation test for cycle 1

- a. Express some expression of satisfaction
- b. Express some expression of dissatisfaction.
- c. Express some respond for expression of satisfaction
- d. Express some respond for expression of dissatisfaction.

The instrumentation test for cycle 2

- a. Express some expression of asking information
- b. Express some expression of giving information
- c. Express some expression of asking opinion
- d. Express some expression of giving opinion

**Appendix 6**

**SCORE OF ACCENT**

NO	Students Initial	ACCENT/MEETING				SCORE
		FM	SM	TM	FOM	
1	AA	10	20	20	10	60
2	AP	10	20	20	10	60
3	AS	10	10	20	20	60
4	ASI	5	5	10	20	40
5	DA	5	5	10	10	30
6	DM	10	10	20	10	40
7	DR	10	10	20	20	60
8	EA	5	10	10	10	65
9	EW	5	10	20	10	45
10	FA	20	5	20	20	65
11	FH	10	10	20	10	50
12	HA	10	10	10	20	50
13	IM	10	10	20	20	60
14	IP	10	10	20	10	50
15	I	10	10	20	20	60
16	LS	10	10	10	10	40
17	MI	5	10	20	10	45
18	MH	20	10	20	20	70
19	MY	10	10	20	20	60
20	MHM	10	10	20	20	50
21	MTA	20	10	20	10	70
22	NT	10	5	10	10	35
23	NM	10	20	20	10	60
24	RY	10	10	10	20	50
25	RS	10	20	10	10	50
26	SS	10	10	10	20	50
27	SA	20	10	10	10	50
28	SH	10	20	20	10	60
29	SW	5	5	10	20	40
30	UD	20	10	20	10	60
Total						1585
Mean						52,8

NOTE :

FM : First Meeting

SM : Second Meeting



TM : Third Meeting

FOM : Fourth Meeting

**Appendix 7****SCORE OF GRAMMAR**

NO	Students Initial	GRAMMAR/MEETING				SCORE
		FM	SM	TM	FOM	
1	AA	10	20	20	20	70
2	AP	10	20	20	20	70
3	AS	10	5	20	20	65
4	ASI	10	5	20	10	45
5	DA	10	5	20	20	55
6	DM	5	10	10	10	35
7	DR	5	10	10	10	35
8	EA	5	5	20	20	50
9	EW	10	5	5	20	40
10	FA	5	10	20	20	55
11	FH	5	20	10	20	55
12	HA	5	10	5	10	30
13	IM	5	5	20	20	50
14	IP	5	10	20	20	55
15	I	10	10	20	20	60
16	LS	5	10	20	10	35
17	MI	5	5	20	20	50
18	MH	5	10	10	10	35
19	MY	5	5	20	20	50
20	MHM	5	10	10	20	45
21	MTA	5	10	20	10	45
22	NT	5	5	20	20	50
23	NM	10	10	20	10	50
24	RY	10	10	20	20	60
25	RS	10	20	20	10	60
26	SS	5	5	5	20	35
27	SA	5	20	5	20	50
28	SH	5	10	10	20	45
29	SW	5	10	20	20	55
30	UD	5	10	10	10	35
						1470
						49

NOTE :

FM : First Meeting

SM : Second Meeting

TM : Third Meeting

FOM : Fourth Meeting

**Appendix 8****SCORE OF VOCABULARY**

NO	Students Initial	VOCABULARY/MEETING				SCORE
		FM	SM	TM	FOM	
1	AA	10	20	20	20	70
2	AP	5	20	20	20	65
3	AS	10	10	20	10	50
4	ASI	10	10	10	20	50
5	DA	5	10	10	20	45
6	DM	5	5	20	20	50
7	DR	5	5	20	20	50
8	EA	10	10	10	10	40
9	EW	5	10	20	20	55
10	FA	10	5	20	20	55
11	FH	10	10	20	20	60
12	HA	10	10	10	10	40
13	IM	5	5	20	20	50
14	IP	10	10	20	20	60
15	I	10	10	20	20	60
16	LS	5	10	20	20	55
17	MI	5	5	20	20	50
18	MH	10	10	20	20	60
19	MY	10	5	20	20	55
20	MHM	10	20	20	20	70
21	MTA	10	10	20	10	50
22	NT	10	10	20	10	50
23	NUS	10	10	20	20	60
24	NM	5	10	10	10	35
25	N	10	10	10	10	40
26	RY	5	5	20	20	50
27	RS	10	10	20	20	60
28	SS	10	10	10	10	40
29	SA	10	10	20	10	50
30	SP	10	10	10	20	50
Total						1475
Mean						49,16

NOTE :

FM : First Meeting

SM : Second Meeting

TM : Third Meeting

FOM : Fourth Meeting

**Appendix 9****SCORE FLUENCY**

NO	Students Initial	ACCENT/MEETING				SCORE
		FM	SM	TM	FOM	
1	AA	10	20	20	20	70
2	AP	10	20	20	20	70
3	AS	5	10	10	20	45
4	ASI	5	10	20	10	45
5	DA	10	10	10	20	50
6	DM	5	5	20	10	40
7	DR	5	10	10	20	45
8	EA	5	5	20	20	50
9	EW	5	10	10	20	45
10	FA	10	5	10	20	45
11	FH	5	10	20	20	55
12	HA	10	10	20	20	60
13	IM	5	5	20	10	40
14	IP	10	10	10	10	40
15	I	5	10	20	20	55
16	LS	5	20	10	20	55
17	MI	5	5	20	20	50
18	MH	10	10	10	20	50
19	MY	5	5	10	20	40
20	MHM	5	20	20	20	65
21	MTA	5	5	10	10	30
22	NT	5	10	10	10	35
23	NM	10	20	20	20	70
24	RY	10	10	10	10	40
25	RS	10	5	10	10	35
26	SS	10	10	10	20	50
27	SA	5	5	10	20	40
28	SH	5	20	20	10	55
29	SW	10	5	10	10	35
30	UD	10	20	20	20	70

	1475
	49,16

NOTE :

FM : First Meeting

SM : Second Meeting

TM : Third Meeting

FOM : Fourth Meeting

**Appendix 10**

**SCORE COMPREHENSION**

NO	Students Initial	ACCENT/MEETING				SCORE
		FM	SM10	TM	FOM	
1	AA	10	10	20	20	60
2	AP	10	10	20	20	60
3	AS	10	10	10	20	50
4	ASI	5	5	20	10	40
5	DA	10	20	10	20	60
6	DM	5	5	20	10	40
7	DR	5	5	10	10	30
8	EA	10	10	10	10	40
9	EW	10	5	10	20	45
10	FA	5	10	10	10	35
11	FH	10	5	10	20	45
12	HA	10	20	20	10	60
13	IM	10	5	10	20	45
14	IP	10	10	20	10	50
15	I	10	5	10	20	45
16	LS	10	20	20	20	70
17	MI	5	10	20	20	55
18	MH	10	10	10	20	50
19	MY	5	10	10	10	35
20	MHM	10	10	20	10	50
21	MTA	5	10	20	20	55
22	NT	10	20	10	20	60
23	NM	10	10	20	20	60
24	RY	5	10	20	10	45
25	RS	5	10	20	20	55
26	SS	5	5	20	20	50
27	SA	5	10	10	10	35
28	SH	5	20	10	20	55
29	SW	5	5	10	10	30
30	UD	5	20	10	10	45
Total						1455
Mean						48,5

NOTE :

FM : First Meeting

SM : Second Meeting

TM : Third Meeting

FOM : Fourth Meeting

**Appendix 11****Students' Speaking skill score in the pretest meeting**

NO	Students Initial	Accent	Grammar	Vocabulary	Fluency	Comprehension	Score
1	AA	10	10	10	10	10	50
2	AP	10	5	10	10	10	40
3	AS	5	5	5	5	5	25
4	ASI	5	5	5	5	5	25
5	DA	10	10	5	10	10	45
6	DM	5	10	10	10	5	40
7	DR	10	5	5	5	5	30
8	EA	5	5	5	5	5	25
9	EW	5	10	5	5	5	30
10	FA	5	10	5	5	5	30
11	FH	5	5	5	5	5	25
12	HA	10	5	5	5	5	30
13	IM	5	5	5	5	5	25
14	IP	10	10	5	5	5	35
15	I	5	5	5	5	5	25
16	LS	10	10	10	5	10	30
17	MI	5	5	5	5	5	25
18	MH	10	5	5	5	5	30
19	MY	5	5	5	5	5	25
20	MHM	5	5	5	5	5	25
21	MTA	5	10	5	5	5	25
22	NT	5	5	5	5	5	25
23	NM	10	5	5	10	10	40



24	RY	10	10	10	5	5	40
25	RS	5	10	5	5	5	30
26	SS	10	10	10	5	10	45
27	SA	10	5	10	5	5	35
28	SH	5	5	10	5	5	30
29	SW	5	5	5	5	10	30
30	UD	10	5	5	5	5	30
TOTAL							960
MEAN							32

NOTE :

FM : First Meeting

SM : Second Meeting

TM : Third Meeting

FOM : Fourth Meeting

**Appendix 12****Students' Speaking skill score in the first meeting**

NO	Students Initial	Accent	Grammar	Vocabulary	Fluency	Comprehension	Score
1	AA	10	10	10	10	10	50
2	AP	10	10	5	10	10	45
3	AS	10	10	10	5	10	45
4	ASI	5	10	10	5	5	35
5	DA	5	10	5	10	10	40
6	DM	10	5	5	5	5	30
7	DR	10	5	5	5	5	30
8	EA	5	5	10	5	10	35
9	EW	5	10	5	5	10	35
10	FA	20	5	10	5	5	50
11	FH	10	5	10	5	10	40
12	HA	10	5	10	10	10	45
13	IM	10	5	5	5	10	35
14	IP	10	5	10	10	10	45
15	I	10	10	10	5	10	45
16	LS	10	5	5	5	10	35
17	MI	5	5	5	5	5	25
18	MH	20	5	10	10	10	55
19	MY	10	5	10	5	5	35
20	MHM	10	5	10	5	10	40
21	MTA	20	5	10	5	5	45
22	NT	10	5	10	5	10	40
23	NM	10	10	10	10	10	50
24	RY	10	10	5	10	5	40

25	RS	10	10	10	10	5	45
26	SS	10	10	5	10	5	40
<u>27</u>	<u>SA</u>	20	5	10	5	5	45
<u>28</u>	<u>SH</u>	10	5	10	5	5	35
29	SW	5	5	10	10	5	35
30	UD	20	5	10	10	5	50
TOTAL							1215
MEAN							40,5

NOTE :

FM : First Meeting

SM : Second Meeting

TM : Third Meeting

FOM : Fourth Meeting

### Appendix 13 Students' speaking skill score in the second meeting

NO	Students Initial	Accent	Grammar	Vocabulary	Fluency	Comprehension	Score
1	AA	20	20	20	20	10	90
2	AP	20	20	20	20	10	90

3	AS	10	5	10	10	5	45
4	ASI	5	5	10	10	20	35
5	DA	5	5	10	5	5	60
6	DM	10	10	10	5	5	40
7	DR	10	10	5	10	10	40
8	EA	10	5	10	5	5	40
9	EW	10	5	10	10	10	40
10	FA	5	10	5	5	5	35
11	FH	10	20	10	10	20	55
12	HA	10	10	10	10	5	60
13	IM	10	5	5	5	10	30
14	IP	10	10	10	10	5	50
15	I	10	10	10	10	20	48
16	LS	10	10	20	20	10	80
17	MI	10	5	5	5	10	35
18	MH	10	10	10	10	10	50
19	MY	10	5	5	5	10	35
20	MHM	10	10	20	20	10	70
21	MTA	10	10	10	5	10	45
22	NT	5	5	10	10	20	50
23	NM	20	10	10	20	10	70
24	RY	10	10	10	10	10	50
25	RS	20	20	10	5	10	65
26	SS	10	5	5	10	5	35
<u>27</u>	<u>SA</u>	10	20	10	5	10	55
<u>28</u>	<u>SH</u>	20	10	10	20	20	80

29	SW	5	10	10	5	5	30
30	UD	10	10	10	20	20	70
TOTAL							1580
MEAN							52,66

NOTE :

FM : First Meeting

SM : Second Meeting

TM : Third Meeting

FOM : Fourth Meeting

**Appendix 14 speaking skill score in the third meeting**

NO	Students Initial	Accent	Grammar	Vocabulary	Fluency	Comprehension	Score
1	AA	10	20	20	20	20	90
2	AP	10	20	20	20	20	90
3	AS	10	20	20	10	10	70
4	ASI	10	20	10	20	20	80
5	DA	20	20	10	10	10	70
6	DM	10	10	20	20	20	80

7	DR	20	10	20	10	10	90
8	EA	10	20	10	20	10	70
9	EW	20	5	20	10	10	65
10	FA	20	20	20	10	10	80
11	FH	10	10	20	20	10	70
12	HA	20	5	10	20	20	75
13	IM	5	20	20	20	10	75
14	IP	10	20	20	10	20	80
15	I	10	20	20	20	10	80
16	LS	20	20	10	10	20	80
17	MI	5	20	20	20	20	85
18	MH	20	10	20	10	10	70
19	MY	10	20	20	10	10	70
20	MHM	20	10	20	20	20	90
21	MTA	10	20	20	10	20	80
22	NT	5	20	20	10	10	65
23	NM	10	20	20	20	20	90
24	RY	10	20	10	10	20	70
25	RS	10	20	10	10	20	70
26	SS	20	5	20	10	10	85
<u>27</u>	<u>SA</u>	10	5	20	10	10	55
<u>28</u>	<u>SH</u>	20	10	10	20	10	70
29	SW	10	20	20	10	10	70
30	UD	10	10	10	20	10	60
	Total						2275
	Mean						75,8

NOTE :

FM : First Meeting

SM : Second Meeting

TM : Third Meeting

FOM : Fourth Meeting

**Affendix 15            Speaking skill score in the fourth meeting**

NO	Students Initial	Accent	Grammar	Vocabulary	Fluency	Comprehension	Score
1	AA	10	20	20	20	20	90
2	AP	10	20	20	20	20	90
3	AS	20	20	10	20	20	90
4	ASI	20	10	20	10	10	70
5	DA	10	20	20	20	20	90
6	DM	10	10	20	10	10	60
7	DR	20	10	20	20	10	80
8	EA	10	20	10	20	10	70
9	EW	10	20	20	20	20	90
10	FA	20	20	20	20	10	90
11	FH	20	20	20	20	20	90

12	HA	20	10	10	20	10	70
13	IM	10	10	20	10	20	90
14	IP	10	20	20	10	10	70
15	I	20	20	10	20	20	90
16	LS	10	10	20	20	20	80
17	MI	20	10	20	20	20	90
18	MH	10	10	20	20	20	80
19	MY	20	20	20	20	10	90
20	MHM	20	20	20	20	10	90
21	MTA	10	10	20	10	20	70
22	NT	20	20	10	10	20	80
23	NM	10	10	20	20	20	80
24	RY	20	20	10	10	10	60
25	RS	10	10	20	10	20	70
26	SS	20	20	10	20	20	90
<u>27</u>	<u>SA</u>	10	20	20	20	10	80
<u>28</u>	<u>SH</u>	10	20	10	10	20	70
29	SW	20	20	10	10	10	70
30	UD	10	10	20	20	10	70
TOTAL							2410
MEAN							80,33

NOTE :

FM : First Meeting

SM : Second Meeting



TM : Third Meeting

FOM : Fourth Meeting

**Affendix 16 Total Students' speaking score by using role play**

NO	Students Initial	Pretest	FM	SM	TM	FOM
1	AA	50	50	90	90	90
2	AP	40	45	90	90	90
3	AS	25	45	45	70	70
4	ASI	25	35	35	80	90
5	DA	45	40	60	70	60
6	DM	40	30	40	80	80
7	DR	30	30	40	90	70
8	EA	25	35	40	70	90
9	EW	30	35	40	65	90
10	FA	30	50	35	80	90
11	FH	25	40	55	70	70
12	HA	30	45	60	75	90
13	IM	25	35	30	75	70
14	IP	35	45	50	80	90
15	I	25	45	45	80	80
16	LS	45	35	80	80	90
17	MI	25	25	35	85	80
18	MH	30	55	50	70	90
19	MY	25	35	35	70	90
20	MHM	25	40	70	90	70
21	MTA	25	45	45	80	80
22	NT	25	40	50	65	80
23	NM	40	50	70	90	60

24	RY	40	40	50	70	70
25	RS	30	45	65	70	90
26	SS	45	40	35	85	80
<u>27</u>	<u>SA</u>	35	45	55	55	70
<u>28</u>	<u>SH</u>	30	35	80	70	70
29	SW	30	35	35	70	70
30	UD	30	50	70	60	70
	Total	960	1215	1580	2275	2410
	Mean	32	40,5	52,66	75,8	80,33

NOTE :

FM : First Meeting

SM : Second Meeting

TM : Third Meeting

FOM : Fourth Meeting

**Indicators List of Teacher Classroom Procedures in Cycle 1\***

<b>Physic appearance and written</b>	Checklist	
	Y	N
Dressing cleanly and neatly	√	
Standing and writing face to students	√	
Energetic and enthusiastic	√	
Writing and explaining integrated	√	
Writing is nice and readable	√	
Having certain sequence system	√	
<b>Procedures</b>		
Explaining targeted language context	√	
Explaining the intended text criteria to be produced and giving props	√	
Asking students to prepare oral performance draft	√	
Asking students to execute the performance in the class and evaluating directly	√	
<b>Material</b>		
Learning objectives are explained	√	
Related to the students experience or famous	√	
<b>Reinforcement and interaction with students</b>	√	
Group performance reward	√	
Celebration	√	
Stimulating students' responses	√	
Stimulating students' questions		
Responding students' questions	√	
<b>Sound and classroom management</b>		
Talking intelligibly	√	
Rhythm and stress	√	
Neatness control	√	
Class noise contro	lv	
Class formation arrangement	√	
Efficiency time and learning	√	

Observed by: Co-teacher

Minda Afriani Dalimunthe, S.Pd

**Indicators List of Teacher Classroom Procedures in Cycle 2\***

<b>Physic appearance and written</b>	Checklist	
	Y	N
Dressing cleanly and neatly	√	
Standing and writing face to students	√	
Energetic and enthusiastic	√	
Writing and explaining integrated	√	

Writing is nice and readable	√	
Having certain sequence system	√	
<b>Procedures</b>		
Explaining targeted language context	√	
Explaining the intended text criteria to be produced and giving props	√	
Asking students to prepare oral performance draft	√	
Asking students to execute the performance in the class and evaluating directly	√	
<b>Material</b>		
Learning objectives are explained	√	
Related to the students experience or famous	√	
<b>Reinforcement and interaction with students</b>		
Group performance reward	√	
Celebration	√	
Stimulating students' responses	√	
Stimulating students' questions		
Responding students' questions	√	
<b>Sound and classroom management</b>		
Talking intelligibly	√	
Rhythm and stress	√	
Neatness control	√	
Class noise contro	iv	
Class formation arrangement	√	
Efficiency time and learning	√	

Observed by: Co-teacher

Minda Afriani Dalimunthe, S.Pd  
19790417 200801 2 002

#### Indicators List of Teacher Classroom Procedures in Cycle 1\*

Physic Appearance and written	Checklist	
	Y	N
Dressing cleanly and neatly	√	
Standing and writing face to students	√	
Energetic and enthusiastic	√	
Writing and explaining integrated	√	
Writing is nice and readable	√	
Having certain sequence system	√	
<b>Procedures</b>		
Explaining targeted language context	√	
Explaining the intended text criteria to be produced and giving props	√	

and document		
Asking students to prepare oral performance draft	√	
Asking students to execute the performance in the class and evaluating directly	√	
<b>Material</b>		
Learning objectives are explained	√	
Related to the students experience	√	
Benefit of it to be learned	√	
Relevant to the objectives and procedures	√	
Brief presentation	√	
Detail and united explanation	√	
<b>Reinforcement and interaction with students</b>		
Individual performance reward	√	
Group performance reward	√	
Celebration	√	
Stimulating students' responses	√	
Stimulating students' questions	√	
Responding students' questions	√	
<b>Sound and classroom management</b>		
Audible sound	√	
Talking intelligibly	√	
Rhythm and stress	√	
Neatness control	√	
Class noise control	√	
Class formation arrangement	√	
Efficiency time and learning	√	

Observed by: Co-teacher

Minda Afriani Dalimunthe, S.Pd  
19790417 200801 2 002

## CHAPTER I INTRODUCTION

### A. Background of the Problems

In learning English as foreign language, students are expected to achieve the four basic skills namely: reading, listening, speaking, and writing. Students should be able to master the four language skills. This expectation needs an analysis on how they think in English.

Speaking as one of the four language skills is an important aspect of language. Through speaking students can show if they are proficient in the language or not. Similarly, those who study English are supported to be able to speak the language well if they want to make an impression that they have mastered the language. In speaking, there is an interaction between speaker and listener.

In teaching English as the foreign language, most students can not speak English well. They still need more practice to improve their competence. For that condition, there are some factors of difficulties. There are internal and external factors. Allah said in Mujadilah : 11.

يَتَأْتِيهَا الَّذِينَ ءَامَنُوا إِذَا قِيلَ لَكُمْ تَفَسَّحُوا فِي الْمَجَالِسِ فَافْسَحُوا يَفْسَحِ اللَّهُ لَكُمْ وَإِذَا قِيلَ  
أَدشُرُوا فَادشُرُوا يَرْفَعِ اللَّهُ الَّذِينَ ءَامَنُوا مِنْكُمْ وَالَّذِينَ أُوتُوا الْعِلْمَ دَرَجَاتٍ وَاللَّهُ بِمَا تَعْمَلُونَ

خَيْرٌ

Meaning :

O ye who believe! When ye are told makes room in the assemblies, spread out and makes room: ample room will Allah provide for you. And when ye are told rise up, rise up. To whom it may concerns: suitable ranks and degrees, those of you who believe and who have been granted mystic knowledge and Allah are well acquainted with all ye do.<sup>1</sup>

Internal factor come from the student themselves. These concern with personality factors. Brown states that "Personality within a person that contribute in some way to the success of language learning".<sup>2</sup> He explains that personality factor is an important aspect of carrying on discourse. Another factor is feeling motivation in study, they are not able to give opinion because they lack of vocabulary, grammar, part of speech and afraid to express their ideas. They worried everyone will mock them.

External factors come out from students. These concern with their environment, parents and teaching learning technique in their school. Teaching learning technique is the important factor to the success of language learning for all aspects in education. In fact, the teacher doesn't choose the suitable technique of teaching speaking. She teaches them by asking the students to read the dialogue in front of the class. These activities do not give any opportunity to express their idea directly. So, students cannot improve their speaking skill in teaching learning process.

A good teacher must be creative and communicative in the process of transferring the knowledge. If the teacher cannot motivate the students to learn

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<sup>1</sup>Abdullah Yusuf Ali. *The meaning of holy quran*,(Beirut:al-alami,2001) p.278

<sup>2</sup>H. Douglas Brown. *Principles of Language Learning and Teaching*, (New Jersey: Prentice Hall, 2000) p.100.



seriously, then the objective of language is not achieved. Good material must stimulate the desire of learning. If the teaching learning process is boring, then the students are lazy to ask questions. A foreign language like English is not always popular among themselves though they realize that it is important in this area of globalization. English plays a very important role in the market force. The method use must be communicative so that will be able to practice the language everyday. One of teaching techniques is role play. This argument in favor of using role play is common to another group activities such as games and discussion of various kinds. The student's linguistic performance during role play provides the teacher with essential feedback on how well they have learn the new language and understood its appropriateness to a given context. Without feedback, the teacher can never be sure that new language has been fully assimilated. So, the writer takes role play to improve their speaking skill.

Hornby explained a "role" they play a part (either their own or somebody else's) in specific situation. "Play" means that the role taken on in a safe environment in which students carrying out a successful role play in a classroom has much in common with a group of children playing, school, doctors and nurses, or star wars. Both are unselfconsciously creating their own reality and by doing so, are experimenting with their knowledge of the real world and developing their ability to interact with other people.<sup>3</sup>

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<sup>3</sup>A.S Hornby. *Advanced Learners Dictionary Current English*, (London: Oxford University, 1974) p.884

Role playing is drama like classroom activities in which students take the role of different participants in a situation that is creating the dramatic situation in a classroom or in a part, simply acting out dialogues.<sup>4</sup>

So, using the role play is an alternative technique that can be used to motivate the students to speak English well, and it can change the students understanding that English is very difficult to learn. So, from above explanation the writer conducted the research on titled **“IMPROVING STUDENTS’ SPEAKING SKILL BY USING ROLE PLAY AT GRADE XI SMA NEGERI ANGKOLA TIMUR”**.

#### **B. The Identification of the Problems**

There are some problems in teaching speaking. The problems may come from students and teachers. However, those the problems are considered to be solved immediately. The first problem is about students. Most of students could not speak English well. This is caused by internal and external factors. Internal factor come from the students themselves, These concern with personality factor such as: they have a low value in speaking and ironically, they lost their motivation in study, they are not able to give opinion because they lack of vocabulary, grammar, part of speech, and afraid to express their ideas.

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<sup>4</sup>Barrows and Zorn, [http://www.edu/strategy\\_for\\_teaching\\_in\\_a\\_classroom\\_study.htm](http://www.edu/strategy_for_teaching_in_a_classroom_study.htm). Februari, 01, 2012.

. While external factor come out from the students themselves. These concern with their environments, parents and teaching learning technique such as; they are not able to give opinion because they lack of vocabulary, grammar, pronunciation, part of speech. The second problem is the teachers themselves. It is difficult for the teachers to find and choose an interesting technique for speaking. As a result, the students are not interested in learning speaking.

### **C. Limitation of Problems**

Based on identification of the problem described in the previous section, this research is limited to see the improvement of speaking skill by using role play. This research is conducted by classroom action research.

### **D. Formulation of Problems**

Based on limitation of problem mentioned above, the problem of the research can be formulated as: “Does role play improve the students’ speaking skill at Grade XI SMA Negeri 1 Angkola Timur?”

### **E. The Purpose of Research**

The purpose of research is to find whether role play can improve the students’ speaking skill at Grade XI SMA Negeri 1 Angkola Timur or not.

### **F. The Significances of the Research**

The significances of the research are:

1. The result of this research is expected to be useful for English teacher in improving their ability especially in teaching speaking by using role play.

2. The result of this research is expected to increase students' interest and motivation in learning speaking.
3. The result of this research is also expected to develop all information and knowledge for those who are interested in doing research related to this research.

### **G. Defenition of Key Terms**

#### 1. Improving

According to the oxford Paperback Dictionary and thesaurus improving is a verb that has made something or become better.<sup>5</sup> So, improving is going through better work to reach something. Improving consist of three steps, doing work in a simple way, doing a work in a different way but in a correct manner and doing a work in different way with a great quality and correctly. Crossing these in a step by step process is called improving.

#### 2. Speaking Skill

According to Webster New World College Dictionary, speaking is the act or art of the person who speaks that which is spoken; utterance; discourse.<sup>6</sup> Further, speaking is the ability to speak fluently presupposes not only knowledge of language features, but alsothe ability to process information and

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<sup>5</sup>Maurice Waite. *Oxford Paperback Dictionary and Thesaurus*, (Great Britain: Oxford University Press, 2009), p.480.

<sup>6</sup>Victoria Neufeldt. *Webster New College Dictionary-3<sup>rd</sup>* (New York: Simon & Schuster Inc, 1995) p. 1217.

language ‘on the spot’.<sup>7</sup> Speaking is a productive skill that can be directly and empirically observed, those observations are invariably colored by the accuracy and effectiveness of a test-takers’ listening skill, which necessarily compromises the reliability and validity of an oral production test.<sup>8</sup> So, speaking is the act, utterance or discourse of one who speaks. It also can be defined as an activity in giving and asking information as if dialoguing by two or more people. In speaking, there is a process of communication between speaker and listener. People put ideas into words, talking about perceptions and feeling they want other people to understand.

### 3. Role Play

According to David Nunan, role plays are excellent activities for speaking in the relatively safe environment of classroom. In a role play, students are given particular roles in the target language.<sup>9</sup> According to researcher Role play is learning how to best handle a situation by practicing interactions and trying out different approaches and also a strategy of teacher to improve the students’ speaking skill. So, the role play is the good strategies can teacher use in learning English at Grade XI SMA Negeri Angkola Timur”, because can make students more fun when learning process.

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<sup>7</sup>Jeremy Harmer. *The Practice of English Language Teaching*, (London: Longman, 2001) p.269.

<sup>8</sup>J. Michael Ommaley. *Authentic Assasment for English Language Learners*, (USA: Addison-Wesley Publishing Company, 1996) p.140.

<sup>9</sup>David Nunan. *Practice Language Teaching*, (New York: Mc. Graw Hill Companies, 2003), p. 57.

## CHAPTER II

### THEORITICAL DESCRIPTION

#### A. Theoretical Review

In conducting a research, theories are needed to explain some concepts or terms applied in research concerned. The terms are as follow:

##### 1. Speaking Skill

Communication with language is carried out through two basic human: Speaking and Listening. Jo Mc Donough and Christoper Shaw stated that “Speaking is desire and purpose driven, in order to communicate something to achieve a particular end.”<sup>1</sup> This may involve expressing ideas and opinions; expressing a wish or desire to do something; negotiating or solving problem; or establishing and maintaining social relationships and friendship. In listening, the people turn words into idea; trying to reconstuct the expression they want other people to understand.

According to David Nunan, role palys are excellent activities for speaking in the relatively safe environment of classroom. In a role play, students are given particular roles in the target language.<sup>2</sup>

From the above explanation, it can be conclude that in speaking there is interaction between speaker and listener that convey the message from a

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<sup>1</sup>Jo Mc Donough and Christoper Shaw. *Material and Methods in ELT* (USA: Blackwell Publisher, 1994) p.152.

<sup>2</sup>David Nunan. *Practice Language Teaching*, (New York: Mc. Graw Hill Companies, 2003), p. 57.

speaker to listener. For example, listener may give the speaker feedback whether the listener has understood what the speaker just said. The speaker will then need to reformulate what just said in order to get the meaning across in different way.

a. Definition of Speaking Skill

David Nunan states speaking is the productive aural/oral skill, it consist of producing systematic verbal utterances to convey meaning.<sup>3</sup> Speaking is fundamentally an instrumental act.<sup>4</sup> Speakers talk in order to have some effects on their listeners. They assert things to change their state of knowledge. They ask them questions to get them to do things for them. And they promise, bet, warn and exclaim to effect them in still other ways. Basically, speaking is intended for two-way communication. The speaker and listener negotiate the meaning of what they say.

Hendri Guntur Tarigan said that speaking is the ability of someone to pronounce the sounds of the articulation or words to express, to say to deliver the ide, feeling or sense.<sup>5</sup> In addition speaking is described as the ability to express oneself in life situations or the ability to report acts or situations in precise words or the ability to converse, or to express a sequence of ideas fluently.

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<sup>3</sup>David Nunan. *Op.Cit.*, p.48.

<sup>4</sup>Clark and Clark. *Psychology and Language* (New York: Harcourt Brace Jovanovich Inc. 1977) p. 223.

<sup>5</sup>Hendri Guntur Tarigan. *Berbicara Sebagai suatu Keterampilan Berbahasa* (Bandung: Angkasa, 1986) p. 15.

So in speaking, there is a process of communication which conveys message from a speaker to listener. A speaker has to encode the message which contains information. Encoding is the process of conveying message of information to listener while decoding is the process of receiving information given by speaker.

b. Principle for Designing Speaking Techniques

Speaking, therefore, appears to be divided into two types of activities; planning and execution.<sup>6</sup> Speaker first plans what they want to say based on how they want to change the mental state of their listener. Then, they put their plan into execution, uttering the segments, words, phrases and sentences that make up the plan.

How is speech planned and executed? The process looks like this:<sup>7</sup>

1. Discourse Plans: the first step for speakers is to decide what kind of discourse they are participating in. Are they telling a story, conversing with other people and etc? Each kind of discourse has a different structure, and they must plan their utterance to fit.
2. Sentence plans. Given the discourse and their intention to produce a sentence with the right message, speakers must select one that will do this.

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<sup>6</sup>Clark and Clark, *Op. Cit*, p. 224.

<sup>7</sup>*Ibid.*,



3. Constituent plans. The speakers must pick the right words, phrases, or idiom to inhabit each constituent and put them in the right order.
4. Articulator Program. As specific words are chosen, they are formed into an “articulator program”. It consist a representation of the actual phonetic segments, stresses, and intonation pattern that are able to be executed at the next step.
5. Articulation. The final step is to execute the contents of the articulator program. This done by mechanisms that add sequence and timing to the articulator program. This step results in audible sounds, the speech the speaker intended to produce.

Alexander arranges the speaking ability within these purposes: <sup>8</sup>

- a) The ability to understand English dealing with everyday subjects and spoken at normal speed.
- b) The ability to answer question which require short and extended answer.
- c) The ability to ask question to elicit short or extended answer.
- d) The ability to use orally a large number of elementary sentences patterns.
- e) The ability to reproduce orally the substance of a passage of English after having heard it several times and read it.
- f) The ability to conduct a simple conversation on everyday subject.
- g) The ability to give short talks.

In order to guide the students’ speaking practice the teacher should be aware to the elements of speaking, question and answer.

There are a number of ways or techniques to use as guide the students’

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<sup>8</sup>L.G. Alexander. *Fluency in English* (London : Longman, 1967), p. 1.



speaking. And there are some principles to design those techniques, namely:<sup>9</sup>

- a. Techniques should cover the spectrum of learner needs, from language-based focus on accuracy to message-based focus on interaction, meaning, and fluency.

As a teacher, to do techniques for improving students' speaking, for example jigsaw group, debate, play a game, he must make sure that his task include techniques design to help student to perceive and use the building block of language. At the same time, not to bore students to death with lifeless, repetition. As already noted above, make any drilling as interactive as possible.

- b. Techniques should be intrinsically motivating.

Motivation is commonly thought of as an inner drive, impulse, emotion, or desire that moves one to a particular action.<sup>10</sup> It is probably the most often catch-all for explaining the success or failure of virtually any complex task. For countless studies and experiments in human learning have shown that motivation is a key to learning. So that, try the techniques all times to appeal to students' ultimate goals, interest of their motivation, to their need in teaching learning process.

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<sup>9</sup>H. Douglas Brown. *Teaching By Principle, Op.Cit*, p. 254.

<sup>10</sup>*Ibid*, p. 112.

- c. Techniques should encourage the use of authentic language in meaningful contexts.

It is not easy to keep coming up with meaningful interaction but by searching resource material, although it takes energy and creativity to devise authentic contexts and meaningful interaction, it can be structured to provide a sense of authenticity.

- d. Provide appropriate feedback and correction.

English as Foreign Language (EFL) the use of language is not available in the society such as in our country Indonesia. In this situation, students are totally dependent on the teacher for useful linguistic feedback. It is important that we take advantage of our knowledge of English to inject the kinds of corrective feedback that are appropriate for the moment.

Feedback is speaking tasks where students are trying to use all and any language they know provides feedback for both teacher and students. Teachers can show how well their class is doing and what language problems they are having; students can see how easy they find a particular kind of speaking and what they need to do to improve.<sup>11</sup>

- e. Capitalize on natural link between speaking and listening.

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<sup>11</sup>Jeremy Harmer. *How to Teach English* (London: Longman, 1998), p. 88.

Many interactive techniques involve speaking and listening. Don't lose on opportunities to integrate these skills. Skills in producing language are often initiated through comprehension.

f. Give students opportunities to initiate oral communication

A good deal of typical classroom interaction is characterized by teacher initiation of language. We ask question, give directions, provide information, and students have been conditioned only to speak. As we design and use speaking techniques, we also allow student to initiate language.

g. Encourage the development of speaking strategies.

The concept of strategic competence is one that few beginning language students are aware of. They simply have not thought about developing their own personal techniques for accomplishing oral communicative purposes. For example:

- 1) Asking for clarification (What?)
- 2) Asking someone to repeat something (Huh? Excuse me?).
- 3) And getting someone attention (Hey, Say, So).

Teacher must choose better techniques for improving students speaking. Good speaking activities can and should be highly motivating. If all the students are participating fully-and if the teacher has set up the activity properly and can give useful feedback-they will get satisfaction from it. Many speaking

techniques for example, role-play, debate, problem solving, are intrinsically enjoyable in themselves.

### c. The Evaluation of Speaking

According to Arthur Hughes there six categories to measure speaking skill such as:<sup>12</sup>

#### 1. Accent

The term accent is used to refer to the speech of someone who speaks a language non-natively.<sup>13</sup> For example a French person speaking English is described as having a French accent.

Accent is the emphasis by stress, pitch or both given to a particular syllable or word when it is spoken.<sup>14</sup>

The Accent can be identified looks like this:

- a. Pronunciation frequently unintelligible
- b. Frequent gross errors and a very heavy accent make understanding difficult
- c. “Foreign Accent” requires concentrated listening and mispronunciation lead to occasional misunderstanding and apparent errors in grammar or vocabulary.

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<sup>12</sup>Arthur Hughes, *Testing for Language Teachers* (USA: Cambridge University Press, 1990), p. 111.

<sup>13</sup>Nirmala Sari, *An Introduction to Linguistic* (Jakarta: Departemen Pendidikan dan Kebudayaan, 1988), p. 138.

<sup>14</sup>Victoria Neufeldt, *Webster New World College Dictionary-3 rd* (New York: Simon & Schuster Inc, 1995), p. 7.

- d. Marked “Foreign Accent” and occasional mispronunciations, which do not interfere with understanding.
  - e. No conspicuous mispronunciations, but would not be taken for a native speaker
  - f. Native pronunciation, with no trace of foreign accent
2. Grammar

Grammar is the part of the study of language which deals with the forms and structure of words (morphology), with their customary arrangement in phrase and sentence (syntax), and now often with language sounds (phonology) and word meanings (semantics).<sup>15</sup> Grammar is necessary for communication; it gives us the format of structures of language themselves. In other words, grammar tells us how to construct a sentence.

Grammar can be identified looks like this:

- a. Grammar almost entirely inaccurate phrases.
- b. Constant errors showing of very few major patterns and frequently preventing communication
- c. Frequent errors showing some major patterns uncontrolled and causing occasional irritation and misunderstanding.
- d. Occasional errors showing imperfect control of some patterns but not weakness that causes misunderstanding.

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<sup>15</sup>*Ibid.*, p. 286.

- e. Few errors, with no pattern of failure.
- f. No more than two errors during the interview

### 3. Vocabulary

Vocabulary is an interrelated group of nonverbal system, symbols, signs, gesture, etc.<sup>16</sup> It is used for communication or expression, in particular art, and skill.

Vocabulary is more than a list of target language of words.<sup>17</sup> A spoken word is a sound or sequence of sounds, which communicate those “ideas” precisely, a speaker should express them with precise words rather than general words.

Vocabulary can be identified looks like this:

- a. Vocabulary inadequate for even the simplest conversation
- b. Vocabulary limited to basic personal and survival areas (time, food, transportation, family).
- c. Choice of words some time inaccurate, limitations of vocabulary prevent discussion of some common professional and social topics
- d. Professional vocabulary adequate to discuss special interest; general vocabulary permits discussion on any non-technical subjects with some circumlocution.

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<sup>16</sup>*Ibid.*, p. 1494

<sup>17</sup>David Nunan, *Op.Cit*, p. 258.

- e. Professional vocabulary broad and precise; general vocabulary adequate to cope with complex practical problems and varied social situations.
- f. Vocabulary apparently as accurate and extensive as an of the educated native speaker.

#### 4. Fluency

Fluency is the extent to which speakers use the language quickly and confidently, with few hesitations or unnatural pauses, false starts, word searches, etc.<sup>18</sup>

Fluency can be identified looks like this:

- a. Speech is no halting and fragmentary that conversation is virtually impossible.
- b. Speech is very slow and uneven except for short or routine sentences.
- c. Speech is frequently hesitant and jerky: sentence may be left uncompleted.
- d. Speech is occasionally hesitant, with some unevenness caused by rephrasing and grouping for words.

Speech is effortless and smooth, but perceptibly non-native in speed and evenness.

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<sup>18</sup>*Ibid.*, p. 55.



- e. Speech is effortless and smooths but perceptibly non-native in speed and evenness.
- f. Speech all professional and general topic as effortless and smooth as a native speaker.

#### 5. Comprehension

Hornby states that: “Comprehension is the mind’s act or power of understanding”.<sup>19</sup> Comprehension is the capacity for understanding ideas, fact, etc.<sup>20</sup> A longer definition of comprehension will be as the act of understanding the meaning.

Comprehension can be identified looks like this:

- a. Understands too little for the simplest types of conversation.
- b. Understand only slow, very simple speech or common social and tourist topics; requires constant repetition and rephrasing.
- c. Understand careful, somewhat simplified speech directed to him or her, with considerable repetition and rephrasing
- d. Understand quite well normal educated speech directed to him or her, but requires occasional repetition and rephrasing.
- e. Understands everything in both formal and colloquial speech to be expected of and educated native speaker.

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<sup>19</sup>A.S Hornby, *Op.Cit*, p. 234.

<sup>20</sup>Victoria Neufeltd, *Op.Cit*, p. 286.

- f. Understand everything in normal educated conversation except for very colloquial or low frequency items or exceptionally rapid or slurred speech.<sup>21</sup>

After the test, these elements are marked and entered into left-hand column and totaled from the weighting table.

## 2. Role Play

### a) Definition

According to Hornby, role play is an activity in which people act a situation.<sup>22</sup> In other hand, role plays assign distinct roles to each student and ask them to speak through these roles. Roles plays tend to be more structured than improvisation but less scripted than plays.<sup>23</sup> For example, one student might be given the role of an angry father awaiting the late return of his middle school son from a football game; another student could be given the role of the son. Student would have to prepare a dialogue prior to making their presentation.

Role play has high appeal for students because it allows them to be creative and to put themselves in another person's place for a while. As Atticus Finch says in "Harper Lee's To Kill a Mockingbird" you never really understand a person until you consider things from his view until you climb into his skin and walk around in it." Role play

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<sup>21</sup>*Ibid*, p. 288.

<sup>22</sup>Hornby, A.S, *Op. Cit.*p. 373.

<sup>23</sup>J. Michael Omalley, *Op.Cit.*, p. 85.

can be just “play” or it can have serious social implication, such as in socio drama.<sup>24</sup>

Role play in the other hand can be quite simple and brief technique to organize.<sup>25</sup> It is also highly flexible, leaving much more scope for exercise of individual variation, initiative and imagination. Whereas role play is including in simulations, it is not by any means confined to them.

Role play is learning process in which participants act out the roles of other individuals in order to develop particular skills and to meet particular learning objectives.<sup>26</sup>

So, role play is quite simple and brief technique to organize which participants act out the roles of other individuals in order to develop particular skills and to meet particular learning objectives.

#### b) Kinds of Role Play

In view of the persons taking an actor, Gillian explained that there are several types of role. The first is the roles which correspond to a real need in the students’ lives. In this category, it involves such roles as doctors dealing with patients, or salesman traveling abroad.

The second type of role is the students play themselves in a variety of

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<sup>24</sup>A. Richard, *Make It Happen* (New York: Longman, 2003), p. 223.

<sup>25</sup>Duff, Alan & Alan. *Drama Techniques in Teaching* (Melbourne-Sidney: Cambrige University Press, 1982), p. 93.

<sup>26</sup>Gillian P.L. *Role Play Resources Book for Teacher* (London: Oxford University Press, 1987), p. 25.

situations which may or may not have direct experience. The examples which include in this category is a customer complaining or a passenger asking for information. The third type is the type that few students will ever experience directly themselves, but it is easy to play because the teachers have such vast indirect experience of them. The television journalist is a good example of this type and it is very useful kind of role taken from real life. The last type is fantasy roles, which are fictitious, imaginary, and possible even absurd.<sup>27</sup>

c) The Advantages of Role Play

There are many advantages of role play, they are:

- 1) A very wide variety of experience can be brought into the classroom through role play. The range of functions and structures, and the areas of vocabulary that can be introduced, go far beyond the limits of other pair or group activity, such as conversation, communication games or humanistic exercises.
- 2) Role play puts students in situations in which they are required to use and develop those phatic forms of language which are so necessary in oiling the works of social relationships but which are so often neglected by our language teaching syllabuses.
- 3) Some people are learning English to prepare for specific roles in their lives; people who are going to work or travel in an

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<sup>27</sup>*Ibid.*, p.13.

international context. It is helpful for these students to have tried out experimental with the language they will require in the friendly and safe environment of a classroom.

- 4) Role play helps many shy students by providing them with a mask. Some more reticent members of a group may have a great deal of difficulty participating in conversation about themselves, and in other activities based on their direct experience.
- 5) Perhaps the most important reason for using role play is that it is fun. Once students understand what is expected of them, they thoroughly enjoy letting their imagination trip.<sup>28</sup>

#### d. Role Play Teaching

- 1) Prepare class for role play
  - a) Presents in artificial problem, situation for event that represents some aspect of reality.
  - b) Define the problem, situation and roles clearly.
- 2) Give clear instructions
  - a) Determine whether role-play will be carried out to using students volunteers in front of the class ( the teacher may or may not play a role), in patnerships/small groups with every students playing a role, or in small groups with role-players and observer.

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<sup>28</sup>Duff, Alan & Alan, *Op.Cit.* p. 94.

- b) Devide students into groups, if appropriate. Using small group activities.
  - c) Model the skill with a scripted role play.
- 3) Act out role- plays
- a) Students follow the procedure outlined by the teacher to act out role-plays.
  - b) Unless the teacher to ply a role,it is helpful to walk around the room and observe how students are exoperiencing the role-play and offer coaching to students who are stuck.
- 4) Discussion (small group and whole class)
- a) Begin by the allowing players to communicate feelings experienced during the role-play.
  - b) Determine actions that strengthen or weaken these skills(i.e body language).
  - c) Discuss how the role-play is or isn't similiar to real life.

## **B. Review of Related Findings**

There were researchers that has done a research same with the writer. The first research was done in English Educational Department in UNIMED. The researcher's name is Safitri Citrawulan<sup>29</sup> with the title "The Effect of Role Play Technique on Conversation Competence." The result was there is the significant

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<sup>29</sup>Safitri Citrawulan, The Effect of Role Play Technique on Conversation Competence (unpublised thesis), (UNIMED, 2007), p. 36.

effect of role play technique on conversation competence. The second was done in English Educational Department of UIN Syarif Hidayatullah Jakarta. The researcher's name is Ayudiah Harnisusanti<sup>30</sup> with the title "Using Role Play in Teaching Speaking". The result was the students' score of speaking taught by using role play is better. This result has answered the research question that the use of role play in teaching speaking is quite effective.

The third, the research was done in English Educational Department in STAIN Padangsidimpuan. The researcher's name is Richa Umrina.<sup>31</sup> The title is "Improving the Students' Speaking Skill through Debate at SMAN1 Padangsidimpuan". The result of the research was using debate method is better than discussion method in speaking skill. The correlation with this research is to know if there is the significance effect of debate technique to improve speaking skill.

The fourth the research was done in English Educational Department in STAIN Padangsidimpuan. The researcher's name is Rica Umrina. The title is "Improving Students' Speaking Skill through Debate at SMAN 1 Padangsidimpuan". The result of the research was the application of debate improved students' speaking skill.<sup>32</sup>

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<sup>30</sup>Ayudiah Harnisusanti, *Using Role Play in Teaching Speaking* (unpublished script), (UIN Syarif Hidayatullah Jakarta, 2007), p. 41.

<sup>31</sup>Netti Damayanti, *Differential Effect between Using Role Play and Discussion Method in Improving Students' Speaking Skill* (unpublished script), (STKIP Padangsidimpuan, 2009), p. 28.

<sup>32</sup>Rica Umrina, *Improving Students' Speaking Skill through Debate at SMAN Padangsidimpuan* (unpublished thesis), (STAIN Padangsidimpuan, 2011), p. 69.

Based on the related findings above, the researcher want to do a research on the improving students' skill by using role play at grade XI SMA Negeri 1 Angkola Timur.

### **C. Conceptual Framework**

In speaking, there is process of communication between speaker and listener, speaking is a process in which speaker express his ideas, thoughts, opinions, perceptions. It is necessary to find a way in teaching speaking in order to improve students' speaking skill and purposed to get communication well. Having good fluently in speaking make students and teacher work together in the class. So, the purpose of teaching English can be reached.

Role play technique is one of many ways in improving students' speaking skill. Role play is considered to be effective way of teaching speaking because it enables the students to communicate effectively and give them many chances to practice target language. It needs the students to be more active, because this technique asks the students to express their idea into speaking. The teacher as facilitator facilitates students to find something new topic in teaching learning process. The teaching learning process is focused on the students, so students must be active.



So, the writer plans to do research based on the framework bellows:

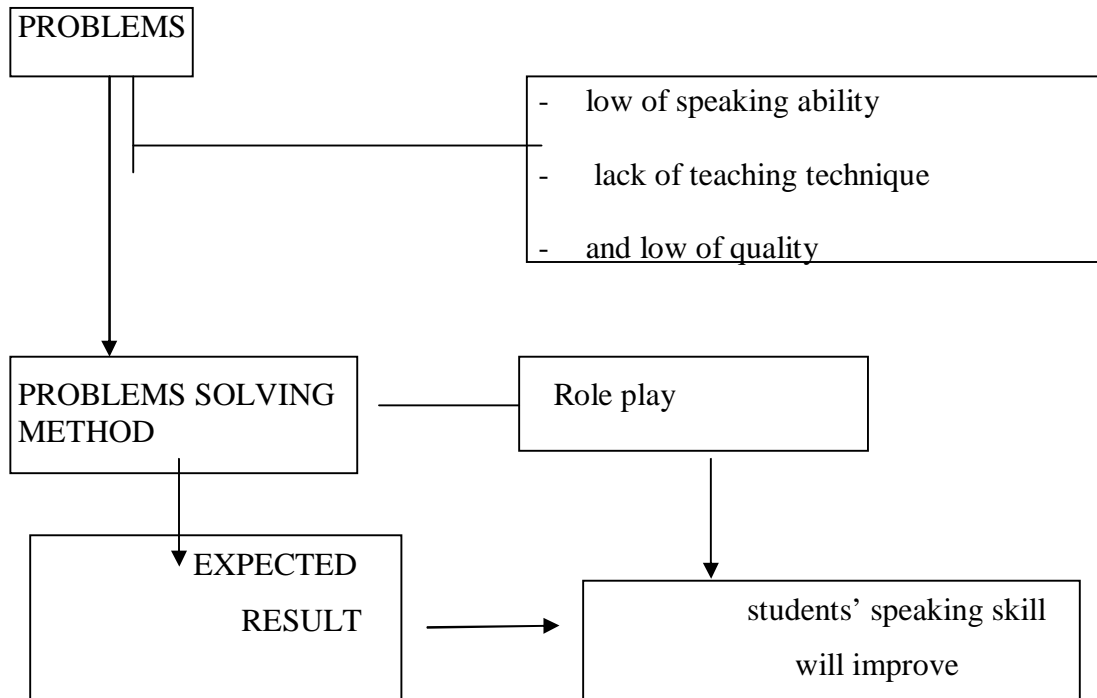


Figure 1. Research planning

1. The Indicator of Action
  - a. Expressing some expression of satisfaction or dissatisfaction.
  - b. Expressing some respon for expression of satisfaction or dissatisfaction.
  - c. Epressing some expression of giving opinion.
  - d. Epressing some expression of asking opinion.

#### D. The Hypothesis of Action

The hypothesis is needed to show the writer's thinking and expectation about outcomes of the research related to this study. It is also relevant to the

statements of Suharsimi Arikunto<sup>33</sup> who stated that if a research has collected and analyzed the collected data as the materials in testing therefore hypothesis, of course will come to the calculations accept or reject the hypothesis.

Based on the explanation above, the hypothesis of this research is stated that: “Role play improves students’ speaking skill at SMA N 1 Angkola Timur.”

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<sup>33</sup>Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktek* (Jakarta: Rineka Cipta, 1997), p.

## CHAPTER III

### RESEARCH METHODOLOGY

#### A. Research Methodology

##### 1. Research Design

In this research, classroom action research was applied. Wallace states that classroom action research is different from more conventional types of research. It was focused on individual or small group professional practice and it is not concern with making general statement.<sup>1</sup> Action research is aimed to improve students' learning experience. In other word, it can be said that a classroom action research functions as a tool for the teachers toward an improvement in their teachings.

Action research is any systematic inquiry conducted by teacher researchers, principals, school counselors, or other stakeholders in the teaching learning environment to gather information about the ways that their particular schools operate how they teach, and how well their students learn. This information is gathered with the goals of gaining insight, developing reflective practice, effecting positive changes in the school environment outcomes and the lives of those involved.<sup>2</sup> It means that action research was

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<sup>1</sup>Michael J. Wallace. *Action Research for Language Teachers* (USA: Cambridge University Press, 1998), p.18.

<sup>2</sup>Geoffrey E. Mills. *Action Research a Guide for the Teacher Researcher* (New Jersey: Prentice Hall,2000), p. 6.

done to improve aspect of teaching or to decide appropriates of certain activities or procedures.

Classroom action research concerned to four steps, namely, planning, action, observation and reflection. Planning means the reflection of the action had done. In this step, the researcher planed detail about the activities would be done.

Action means the activities that would be done. The researcher will make the teaching program, lesson plan and also media that use to teach speaking to the students, in the end of the action that they are learned. This action would be done continuously until the teacher get satisfying result.

Observation is the result of action that was done. And reflection is the evaluation of actions that had been done. It recalls action as it had been recorded in observation. The reflection would be done to recover the problem happen in the previous cycle.

In this research, the writer collaborated with teacher to become a team work who work together to solve the students' problem in increasing speaking skill through role play.

## **2. Place and Schedule of The Research**

### **a. Place of the Research**

The place of the research has done at SMA N 1 Angkola Timur. It is located in JL. Sipirok Desa Marisi. The researcher choose this school because

the researcher found many problem of students in speak English when the researcher PPL in this school.

b. Schedule of the research

The research has done from march until april.

### **3. Subject of Research**

The subjects of this research were the eleventh grade students of SMA Negeri 1 Angkola Timur. The research participants were the students of class XI- science. It consists of 30 students. This class was chosen because the writer found the problems of speaking in this class. In doing the research, for the first cycle the students did not enthusiastic in teaching learning program because the applying role play was not well organized. For the second cycle, after redesign a procedure teaching speaking through role play, the students become active and interested in teaching learning program.

### **4. Instrument and Techniques of Data Collection**

In collecting data, the writer as the key instrument also used speaking test. Test is a method of measuring a person's ability, knowledge, or performance in a given domain. A test is a first method. It is an instrument set of techniques, procedures, or items-that requires performance on the part of the test-taker. Second, a test must measure. Some tests measure general ability while others focus on very specific competencies or objectives. Finally a test measures a given domain. In this case of a proficiency test, even though the actual performance on the test involves only a sampling of skills that domain

is overall proficiency in a language-general competence in all skill of a language.<sup>3</sup>

The kind of speaking test was oral presentation. The students are expected to give a short talk on topic which he has either been asked to prepare beforehand or has been informed of shortly before the test.<sup>4</sup> It means the students have asked to prepare the topic before they present about it. This is different from “Spoken Essay” describe above in so far as the students are allowed to prepare for the task. To know students’ speaking skill improved, there were some criterions that must be considered. Arthur Hughes formulates that there are five elements should be measured in speaking test, namely, accent, grammar, vocabulary, fluency and comprehension. These specific criteria are described in the following table :

Table I  
FSI Weighting table

CONTENT	Proficiency Description		
	1	2	3
Accent	20	10	5
Grammar	20	10	5

<sup>3</sup>H. Douglas Brown. *Language Assessment Principle and Classroom Practice* (San Francisco: Longman, 2004) p. 3.

<sup>4</sup>Cyril J. Weir. *Communicative Language Testing* (UK: Prentice Hall, 1998) p. 75.

Vocabulary	20	10	5
Fluency	20	10	5
Comprehension	20	10	5

- Accent
  - a) Pronunciation efficient and intelligible.
  - b) Pronunciation inefficient, but intelligible
  - c) Pronunciation inefficient and unintelligible
- Grammar
  - a) Few errors with no pattern
  - b) Occasional errors showing imperfect control of some patterns but not weakness that causes misunderstanding.
  - c) Grammar most entirely inaccurate phrases
- Vocabulary
  - a) Vocabulary adequate to cope with complex practical problems and varied social situation
  - b) Vocabulary limited to basic personal and survival areas ( time, food, family)
  - c) Vocabulary inadequate to discuss special vocabulary inadequate for even the simple conversation
- Fluency
  - a) Speech is effortless and smooth

- b) Speech is frequently hesitant and jerky
- c) Speech is very slow and uneven
  - Comprehension
    - a. Understands everything in normal educated conversation
    - b. Understands quite well normal educated speech directed to him or her, but requires occasional repetition and rephrasing
    - c. Understands too little for the simple types of conversation

## 5. Procedure of The Research

The action research followed the model that was developed by Kemis and Robin. It was a famous representation of the action research “spiral” that contained four stages as follows: 1). Planning, 2). Acting, 3). Observing, and 4). Reflecting. The model could describe in next pages as

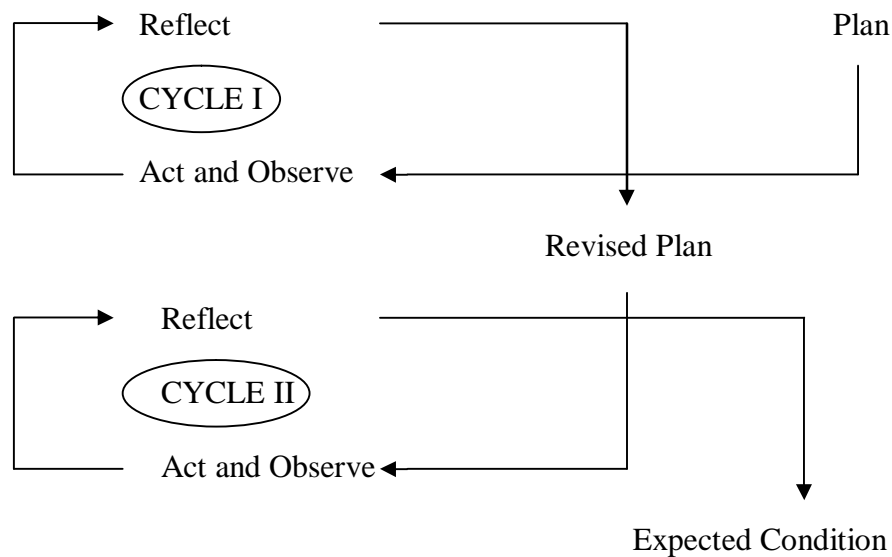


Figure 2 Action Research Spiral



In this research the writer applied two cycles. Each cycle consists of two meetings. Each meeting consists of 90 minutes. So, there were four meetings during research process. Each cycle consist of four steps; planning, acting, observing ad reflecting.

The instrumentation test using in speaking are : a. Express some expression of satisfaction, b. Express some expression of dissatisfaction, c. Express some respond of expression satisfaction or dissatisfaction, d. Express some expression for asking opinion, e. express some expression of giving opinion.

#### **A. First Cycle**

This cycle will conduct for two meetings, every meeting will do for ninety minutes.

##### **a) First meeting**

##### **1. PLANNING**

- a. Making lesson plan.
- b. Preparing media that will be use in teaching learning process  
“ the topic is Cinderella”.
- c. Every students expected to give their opinion about the topic  
as the free test.
- d. Design a procedure teaching speaking through role play.

##### **2. ACTION**

- a. Preparing class for role play

- b. Divided students into three groups ( each group consist of ten person and the total students are 30 person).
- c. Give the interesting topic to be played, the topic is “CINDERELLA”.
- d. Give the role for each students.
- e. Ask the students to perform.
- f. Gives the comment about their performance.
- g. Give some informstion aboutnext topic for next role play.

### 3. OBSERVATION

Observation will be done during the action as :

- a. Monitoring the students activity whenrole play performance begin.
- b. Discussing the problem in learning process and giving solution.

### 4. REFLECTION

Reflection is gathered from the result of speaking test through oral persentation.

## **b) Second meeting**

### 1. PLANNING

- a. Analyzing the result first meeting
- b. Making lesson plan.

- c. Preparing media that will be use in teaching learning process ,  
the topic is “ SNOW WHITE”
- d. Every students explore their opinion about the topic that have  
informed before
- e. Design a procedure teaching speaking through role play.

## 2. ACTION

- a. Preparing class role play.
- b. Devided class into three groups, each groups consist of ten  
persons. (changing some participant of each groups).
- c. Gives the new topic to the students to be played. The topic  
is “SNOW WHITE”
- d. Preparing the students to act out the role play and giving  
the role to each students.
- e. Ask the students to begins their perform.
- f. Help the students who need the help without disturbance.
- g. Give the comment about their performance.
- h. Celebrating for the succesful role play

## 3. OBSERVATION

Observation will be done during the action as:

- a. Monitoring the students activity when role play  
performance begin.

b. Discussing the problem in learning process and giving solution.

c. Discussion for the next role play.

#### 4. REFLECTION

Reflection is gathered from the result of speaking test through oral presentation

### **B. Second Cycle**

The second meeting will conduct in two meeting too. Every meeting will do for ninety minute.

#### **a) First meeting**

##### 1. PLANING

a. Making lesson plan.

b. Preparing media that will be use in teaching learning process , the topic is “TRANSACTION IN BANK”

c. Every students expected to give their opinion about the topic as free test.redesign procedure teaching speaking throught role play.

##### 2. ACTION

a) Preparing class for role pley

b) Devided class into six groups, each groups is consist for five persons.

- c) Gives the topic taken from the real live, the topic is  
“TRANSACTION IN BANK”
- d) Give the role for each students.
- e) Ask the students to act out the role play.
- f) Give th comment about their performance.
- g) Give some information about the next topic for role play.

### 3. OBSERVATION

- 2. The item of observation in cycle 2 is similiar with cycle 1

### 4. REFLECTION

- a. Reflection is gathered from the result of the peaking test  
throughout oral persentation.

### **b) Second meeting**

#### 1. PLANNING

- a. Analizing the result of first meeting.
- b. Making lesson plan
- c. Preparing media that will be use in teaching learning process ,  
the topic is “HOLIDAY”
- d. Redesign the a procedure teaching speaking throught role  
play.
- e. Prepare the new topic, the topic is “HOLIDAY”.

#### 2. ACTION

- a. Preparing class for role play.

- b. Devided class into 10 goups, each groups consist of 3 person.
- c. Give the topic taken from the true life. The topic is “HOLIDAY”.
- d. give the role to each students.
- e. Ask the students to act out the role play.
- f. Gives the comment about their performance.
- g. Celebrating for sucesfulrole play.

### 3. OBSERVATION

The item of observation in cycle 2 is similiar with cycle 1.

### 4. REFLECTION

Reflection is gathered from the result of the speaking test through role play and obsrvation.

## 6. Techniques of Data Analysis

The data that collected must be summerized and interpreted in order to help teacher make decision about practice. In analyzing the data, the writer uses quantitative data. Quantitative data is used to analyze the score of students. The quantitative data is collected and analyzed by computing the score of speaking test. To know the means of students' score for each cycle, the writer will apply the following formula:

$$\bar{x} = \frac{\sum \bar{x}}{N} \times 100\%$$

Where : the mean of the students  
 $\sum \bar{x}$  : the total score  
N : the number of the student

The number of students who were competent in speaking through role play was calculated by applying the following formula:<sup>5</sup>

$$P = \frac{R}{T} \times 100\%$$

Where: P : the percentage of students who get the point 65

R : the number of students who get the points up 65

T : the total number of students do the test

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<sup>5</sup> Dokumen SMA N 1 Angkola Timur

## **CAPTER IV**

### **RESEARCH FINDINGS**

#### **A. Findings**

##### **1. Settings**

The place of the research was at SMA N 1 Angkola Timur. It is located in JL. Sipirok Desa Marisi. It is a national standard school with 14 classes. Each class consists of 30 students. There are 54 teachers in this school. There are five English teachers in this school. The English subject had four periods in a week.

The participants of this research were the eleventh grade students of SMA Negeri 1 Angkola Timur. The research participants were the students of class XI- science. It consists of 30 students. This class was chosen because the writer found the problems of speaking in this class. In doing the research, for the first cycle the students did not enthusiastic in teaching learning program because the applying role play was not well organized. For the second cycle, after redesign a procedure teaching speaking through role play, the students become active and interested in teaching learning program.

##### **2. Condition Before Cycle**

In this condition, the students have a low value in speaking. They are not able to give opinion or to speak English well because they lack of



vocabulary, grammar, part of speech and afraid to express their idea. They worried everyone mock them, it is make them shy to express their ideas and to know their ability in speaking. The writer gave a pretest to students. The pretest about their experiences. While it's interested experience or uninterested experiences, and writer getting 32 mean score at pretest. From the interview with English teacher, the writer found information that

### 3. Result of Action

The writer divided this action research into two cycles. Each cycles consisted of four stages; namely plan, action, observation and reflection. In this chapter the writer described the research and findings. Before doing the cycles, the writer gave pretest to the students to know their speaking skill.

The writer getting 32 mean score at pretest, getting 52,66 mean score at the first cycles and getting 83,33 mean score at the second cycles. Based on interview with the students, writer got information that their difficulties in speaking english were they lack of vocabulary, grammar, part of speech and afraid to express their idea. They worried everyone mock them, it is make them shy and not confidence to speak in english. After gave pretest the students felt enjoy while them still noisy.

According to documents of SMA Negeri 1 Angkola Timur the standard point for English subject is 65. To account the percentage of students who

were competence in speaking through role play was caculated by applying the following formula<sup>1</sup>

$$P = \frac{R}{T} \times 100\%$$

Where: P : the percentage of students who get the point 65

R : the number of students who get the points up 65

T : the total number of students do the test

a. First Cycle

The first cycle was conducted for two meetings. Every meeting was done for ninety minutes. The writer observed all the activities in the classroom based on the observation, some students seemed to be interested in teachers' teaching technique. It could be seen from their enthusiasm in doing the role play. However, some students were still uninterested yet.

Moreover, students still had low motivation in participating in learning speaking activities. The students also difficult to express their idea because lack of vocabulary. So, the writer planned the activities for the first cycle.

1. Planning

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<sup>1</sup>*Ibid.*,

In this stage, the writer planned and designed activities and prepared the topic that would be used to solve the students' problem in speaking.

- a) Making lesson plan
- b) Preparing all the material
- c) Preparing test in this cycle
- d) Preparing media that will be need in teaching learning process
- e) Preparing observation sheet
- f) Design a procedure teaching speaking through role play authentic material picture.

## 2. Action

The first cycle applied in two meetings. In this cycle, the researcher applied role play in teaching speaking. Classroom activities should maximize opportunity to learners to used target language for meaningful purpose, with attention on the message they will talk.

In the classroom activities the teacher started the lesson by saying good morning to the students. Before introducing the topic, the teacher explained the importance of the research for the students so that they can cooperate with the writer. The students seemed really enthusiasm in her explanation.

After giving explanation about the importance of the research the teacher divide. In the first meeting the teacher gave the test to students about understanding the order of adjectives to describe people.

Each students order by teacher to performance about what the explained before. Next, each group presented their opinion to did role play. The teacher gave comment about their performance.

In this cycle the students' speaking skill kept improving started, although most of them still low in accent, grammar, vocabulary, fluency and comprehension.

### 3. Observation

Observation was done during the action. In the observation, the writer used checklist, which contained strategies in teaching speaking.

From the observation sheet, it has found that the teacher came to the class on time, greeted the students and also did the orientation. She was serious in teaching learning process and concluded the material. But in this cycle the teacher didn't monitor all the students.

For the students, most of students didn't enthusiastic in teaching learning process still made noisy in the class, students were not bravery in giving opinion. In teaching learning, sometimes the students didn't use English language in teaching learning process.

Seeing the result of the observation the writer realized that the results of activities that have been done were not so successful in solving the students' problem in speaking. So, the activities should be changed, improved or added.

#### 4. Reflection

In this cycle, the writer could reflect the data and did improvement. The reflection is gathered from the result of speaking test through role play and observation sheet.

First cycle was conducted in two meetings. Some of the students still have problem in accent, grammar, vocabulary, fluency, and comprehension. Some of them did not know how to pronounce word well. So, the mispronunciation happened between speaker and listener.

Another problem was vocabulary. Some of the students did not know the vocabulary of English language; they still confuse to express the word. To solve the problem the teacher mentioned the vocabulary that they did not know. In fluency, some of the students did not fluent in expressing their idea. They are also less motivation. So that, the teacher gave more motivation to them.

Based on the observation sheet, the teacher did the reflecting. In the next cycle, the teacher improved her ability in opening the class. She gave motivation to the students to study well and improved their ability in teaching speaking.

The teacher improved her ability in presenting material. She would remember to conclude the material. So all students got the point and could express their ideas well. She would speak slowly and clearly so the students could understand the instruction.

In order to make the students more active, the teacher speak in English to asking or to answer the question from the students, So they students would be anthusiastic to teaching english.

b. Second Cycle

The cycle 2 was conducted for two meetings. Every meeting was done for ninety minutes. The writer observed all the activities in the classroom. Based on the reflection in the previous cycle, there were still some problems related to the students speaking skill. They still low in accent, grammar, vocabulary, fluency and comprehension. They were afraid to express their idea, they worried everybody will mock them.

1. Planning

In this stage, the writer planned and designed activities and prepared the topic that would be used to solve the students' problem in speaking.

- a) Making lesson plan
- b) Preparing all the material
- c) Preparing test in this cycle.

- d) Preparing media that be needed in teaching learnisng process
- e) Preparing observation sheet.
- f) Redesign a procedure teaching speaking through authentic material picture
- g) Preparing the assesment.

## 2. Action

The teacher gave another topic to students. The second cycle is the same with the first cycle, it is conduct in two meeting,and apply the role play in teaching speaking too.

In opening the class the teacher motivated the students to do the lesson, to explore their speaking skill and more active in teaching learning process. The teacher invite the students again to performance their role play.

The teacher appreciating the performance and give the comment about their performance and explaining and resulting the participant activities and give the assesment to the students and celebrating the sucessfull learning of contextual teaching and learning.

In this cycle the teacher gave the information about the topic. She explained the about the topic. So the students can explore their opinion about the topic. The teacher explained how to do role play.

### 3. Observation

The items of observation in cycle 2 were similar with cycle 1. Based on the observation sheet, there was an improvement in teaching learning process. The teacher came to the class on time, greeted the students and also did the orientation. She was serious in teaching learning process and concluded the material. The teacher could improve her ability in taught the class. In the opening the class, the teacher gave good motivation to the students so they had spirit in teaching learning process. They also improve their skill in speaking. The teacher could organize the class well. She moved from group to group to control the class and gave suggestion.

### 4. Reflection

Based on the observation sheet, the teacher ability in taught speaking by using role play was improved. The teacher was able to motivate the students about speaking skill and to attack their interest by using role play.

The students were more active and they did the task cooperatively. Having checked the students speaking test, the writer found that the students score show improvement. Based on the observation sheet, the



teacher ability in taught speaking by using role play was improved. The teacher should be able to motivate the students about speaking skill and to attract their interest by using role play. The negative thing that still appears in this cycle was some students still make noisy in the class.

A test through role play was given in every meeting. Based on the result of all meetings conducted, it was found that the students' score kept improving started. This increase showed that score from the first meeting until the four meeting. Through role play students are able to improve their speaking skill.

The improvement of the students' score in speaking English through role play could be seen from the mean score of the students' score during the research, the writer applied following formula:

$$\bar{x} = \frac{\sum \hat{x}}{N} \times 100\%$$

Where  $\bar{x}$ : the mean of the students

$\sum \hat{x}$  : the total score

N : the number of the students

In other hand, accounted the percentage of students complete study use the formula as follow:

$$P = \frac{\text{the students' complete study}}{\text{Students}} \times 100\%$$

## **B. The comparative Result of the Action**

In the first cycle, the writer gave pretest to know students' speaking skill, and their problem in speaking. There was a topic that students got from teacher. Many students were difficult to express their idea. They have problem in accent, grammar, vocabulary, fluency and comprehension.

In the first meeting (pretest), the students understood about points of speaking : accent, grammar , vocabulary, fluency, and comprehension.

**Table 2. The Result of the First Meeting/ pretest**

Criteria Of Speaking	Speaking Scores			Total of students
	5	10	20	
Accent	17	13	-	30 students
Grammar	20	10	-	30 students
Vocabulary	23	7	-	30 students
Fluency	25	5	-	30 students
Comprehension	23	7	-	30 students

Based on the data in the above table writer concluded in accent criteria that there were 17 students got score 5, there were 13 students got score 10,

and there weren't students got score 20. In grammar criteria there were 20 students got score 5, there were 10 students got score 10, there weren't students got score 20. In vocabulary criteria there were 23 students got score 5, there were 7 got score 10, and there weren't student got score 20. In fluency criteria there were 25 students got score 5, there were 5 got score 10, there weren't students got score 20. In comprehension criteria there were 23 students got score 5, there were 7 students got score 10, there weren't students got score 20.

So, from description of score pretest above writer concluded that the mean score of accent was 7,16, grammar was 6,3, vocabulary was 6,6, fluency was 5,8, comprehension was 6,16. The mean score of pretest was 32.

In the first cycle the writer applied two meetings. After doing an action in the first cycle, the writer found the result of speaking test through role play in the last meeting of the first cycle. The writer would explain as followed:

**Table 3. the Result of the first cycle**

<b>Criteria of speaking</b>	<b>Speaking score</b>			<b>Total of Students</b>
	<b>5</b>	<b>10</b>	<b>20</b>	
<b>Accent</b>	<b>4</b>	<b>21</b>	<b>5</b>	<b>30 Students</b>
<b>Grammar</b>	<b>10</b>	<b>15</b>	<b>5</b>	<b>30 Students</b>
<b>Vocabulary</b>	<b>6</b>	<b>20</b>	<b>4</b>	<b>30 Students</b>
<b>Fluency</b>	<b>10</b>	<b>13</b>	<b>7</b>	<b>30 Students</b>
<b>Comprehension</b>	<b>10</b>	<b>14</b>	<b>6</b>	<b>30 Students</b>

Based on the data in the table above writer concluded that in criteria of accent there were 4 students got score 5, and there were 21 students got score 10, there were 5 students got score 20. In grammar criteria there were 10 students got score 5, there were 15 students got score 10, and there were 5 students got score 20. In vocabulary criteria there were 6 students got score 5, there were 20 students got score 10, there were 4 students got score 20. In fluency criteria there were 10 students got score 5 and there were 13 students got score 10, and there were 7 student got score 20. In comprehension criteria there were 10 students got score 5, there were 14 students got score 10, and there were 6 student got score 20.

From the score of all criteria in the first cycle the students' skill were increased from the first meeting up to the third meeting, but there were some students didn't interest in learning activity. So, from this phenomenon the writer would improve her ability in teaching students.

So, from description of score at the first cycle above writer concluded that the mean score of accent was 11,16, in grammar was 10, in vocabulary was 10,3, in fluency was 10,6, in comprehension was 10,5. The mean score of first cycle was 52,66.

In the second cycle the writer improved her ability in teaching to make the students more interested in learning especially in learning speaking lesson. The writer gave students motivation and made them more diligent in study.

In the second cycle at the last meeting the writer also gave the speaking test to know about how deep was their skill in speaking through role play. In the last meeting in the second cycle the writer felt easier to teach the students, because the students got interested in learning activity. The score of the students' skill could be seen from the tables as followed:

**Table 4. the result of the second cycle**

<b>Criteria of Speaking</b>	<b>Speaking score</b>			<b>Total of Students</b>
	<b>5</b>	<b>10</b>	<b>20</b>	
<b>Accent</b>	-	<b>16</b>	<b>14</b>	<b>30 Students</b>
<b>Grammar</b>	-	<b>10</b>	<b>20</b>	<b>30 Students</b>
<b>Vocabulary</b>	-	<b>9</b>	<b>21</b>	<b>30 Students</b>
<b>Fluency</b>	-	<b>10</b>	<b>20</b>	<b>30 Students</b>
<b>Comprehension</b>	-	<b>12</b>	<b>18</b>	<b>30 Students</b>

Based on the data on the above table writer concluded that in criteria of accent there weren't students got score 5, there were 16 students got score 10, and there were 14 students got score 20. In grammar criteria there were n' students got score 5, there were 10 students got score 10, and there were 20 students got score 20. In vocabulary criteria there weren't students got score 5, there were 9 students got score 10, and there were 21 students got score 20 students. In fluency criteria there weren't students got score 5, there were 10 students got score 10, and there 20 students got score 20. In comprehension criteria there weren't students got score 5, there were 12 students got score 10, and there were 18 students got score 20.

So, from the description of score at above second cycle the writer concluded that the mean score of accent was 14,33, in grammar was 16,6 in vocabulary was 17, in fluency was 17,33, and in comprehension was 19. The mean score of second cycle was 80,33.

The mean score of the students' score in the second cycle was higher than first. So it can be said that the students' speaking skill through role play increased. It can be seen from the following table.

**Table 5. The Improvement of students' mean**

<b>Meeting</b>	<b>Total Score</b>	<b>Mean</b>
<b>Pretest</b>	<b>960</b>	<b>32</b>
<b>Cycle 1</b>	<b>1580</b>	<b>52,66</b>
<b>Cycle 2</b>	<b>2410</b>	<b>80,33</b>

Based on the data analysis, it could be concluded that all of the data said that students got improvement on their score. There was high improvement. The first meeting / pretest, there was no student (0%) got 65 points. In cycle 1 in the last meeting were 7 students (23,36 %) got 65 points. In cycle 2 in the last meeting were 28 students (93%) got 65 points.

The percentage of the improvement for students' speaking skill could be seen in the following table.

**Table 6. the percentage of students' speaking skill**

**Through Role Play**

<b>Meeting</b>	<b>The students Got points Up 65</b>	<b>The Total Number of Students</b>	<b>Persentage</b>
<b>Pretest</b>	<b>-</b>	<b>30</b>	<b>0 %</b>
<b>Cycle 1</b>	<b>7</b>	<b>30</b>	<b>23,3%</b>
<b>Cycle 2</b>	<b>28</b>	<b>30</b>	<b>93%</b>

The result indicated that there was an improvement on the students' speaking skill through role play. It consisted of two cycles. Each cycle consisted of two meeting. There was first meeting until two meeting concluded cycle 1 and third meeting until fourth meeting concluded cycle 2. So, the total meeting were five meetings, because the researcher made pretest before.

### **C. Discussion**

Classroom action research in using role play should maximize opportunity to learners to use target language for meaningful purposes. With the attention of the message they are speaking in English rather correction structure of language. Students were given opportunities to focus on their learning process and developing of appropriate technique learning. The teacher would give the chance to students to explain about more topics what they know, giving the time to students to performance and active in speaking activities. After make the students feel comfortable and understand in speaking test, it seems advisable



to challenge them to think critically with it. By role play in students' speaking skill.

It is clearly states that role play as recommended by Hornby "role play is an activity in which people act a situation."<sup>2</sup> Add A. Richard "Role play can be just "play" or it can have serious social implication, such as in socio drama."<sup>3</sup> Further, Gillian stated "role play is learning process in which participants act out the roles of other individuals in order to develop particular skills and to meet particular learning objectives."<sup>4</sup>

They stated that role play is an activity in which people act out the roles an ask them to speak trough this role. For supporting that, it was proved by hypothesis of this research, role play could improve students' speaking skill at SMA Negeri 1 Angkola Timur.

So, from the analysis of the research the writer explained that role play could improve students' speaking skill.

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<sup>2</sup>Hornby, A.S, *Loc. Cit.*

<sup>3</sup>A. Richard, *Loc. Cit.*

<sup>4</sup>Gillian P.L. *Loc. Cit.*

## CHAPTER V

### CONCLUSION AND SUGGESTION

#### A. Conclusion

After analyzing the data in the previous chapter, it was found out that the students' score increased from the first cycle to the second cycle. It means there was an improvement on the students' speaking skill by using role play. It based on the mean score in which students' in speaking skill in cycle 1 was 75,8 and became 80,33 in cycle 2.

#### B. Suggestion

The result of this study showed that the use of role play improved students' speaking skill. Therefore, the following suggestions are offered:

- a. For the teacher, it is very wise to use role play in teaching speaking because this technique can stimulate students to have motivation especially in speaking. And teacher could make such us learners group or role play community, so they could practice their speaking.
- b. For the researcher, role play technique as reference to further or other classroom action research more paying attention in the efficiency of time.
- c. For the students, it is hoped that by using role play technique the students more interested in studying English speaking, because role play can make them enjoy in learning. And improve students' self confident to express their idea.

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# **IMPROVING STUDENTS' SPEAKING SKILL BY USING ROLE PLAY AT GRADE XI SMA NEGERI I ANGKOLA TIMUR**

By: Rezki Juli Hartati Harahap, S. Pd. I<sup>1</sup>

## **ABSTRACT**

This study is talking about improving students' speaking skill through role play at SMA N 1 Angkola Timur. Most of students cannot speak English well. This is caused by internal and external factors of the students. Internal factor came from the student themselves. This concern with personality factor. External factor came out from the students. These concerns with their environment, parents and teaching learning technique in the school. So the general problem that was formulate in this research was "does the role play technique can improves the students' speaking skill."

This study aims at improving students' speaking skill through role play at SMA N 1 Angkola Timur, to find out whether students' speaking skill improved if it will be taught by using role play.

To solve the problem, the writer conducted classroom action research, by implementing role play. The writer applied two cycles in this research. Each cycle consist of two meetings. The participant of this study was one class consists of 30 students. The instrument for collecting the data the writer used speaking test, observation sheet and document.

Based on the research result, showed the progressive mean of the students. The pretest mean was 32, the first meeting was 40,5, the second meeting was 52,66, third meeting was 75,8, and the fourth meeting was 80,3. So, the mean in the second cycle was higher than the first cycle. The data from observation sheet indicated that the students got improvement. It indicated that the application of role play technique improve students' speaking skill. In conclusion, role play could improve students' speaking skill at SMA N 1 Angkola Timur. Hopefully, the research result could be positive input for other researchers and teachers to conduct the research, particularly on speaking issue.

Key Word : Students' Speaking Skill, Role play

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## I. INTRODUCTION

Speaking as one of the four language skills is an important aspect of language. Through speaking students can show if they are proficient in the language or not. Similarly, those who study English are supposed to be able to speak the language well if they want to make an impression that they have mastered the language. In speaking, there is an interaction between speaker and listener.

In teaching English as the foreign language, most students can not speak English well. They still need more practice to improve their competence. For that condition, there are some factors of difficulties. There are internal and external factors. Internal factors come from the student themselves. These concern with personality factors. Brown states that "Personality within a person that contribute in some way to the success of language learning".<sup>2</sup>

External factors come out from students. These concern with their environment, parents and teaching learning technique in their school. Teaching learning technique is the important factor to the success of language learning for all aspects in education. In fact, the teacher doesn't choose the suitable technique of teaching speaking.

One of teaching techniques is role play. This argument in favor of using role play is common to other group activities such as games and discussion of various

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<sup>2</sup>H. Douglas Brown. *Principles of Language Learning and Teaching*, (New Jersey: Prentice Hall, 2000) p.100.

kinds. The student's linguistic performance during role play provides the teacher with essential feedback on how well they have learned the new language and understood its appropriateness to a given context. Without feedback, the teacher can never be sure that new language has been fully assimilated. So, the writer takes role play to improve their speaking skill.

Role playing is drama like classroom activities in which students take the role of different participants in a situation that is creating the dramatic situation in a classroom or in a part, simply acting out dialogues.<sup>3</sup>

So, using the role play is an alternative technique that can be used to motivate the students to speak English well, and it can change the students understanding that English is very difficult to learn. So, from above explanation the writer conducted the research on titled **“IMPROVING STUDENTS’ SPEAKING SKILL BY USING ROLE PLAY AT GRADE XI SMA NEGERI ANGKOLA TIMUR”**.

## **II. METHODOLOGY**

In this research, classroom action research was applied. The suitable method of this research is descriptive method. Action research is any systematic inquiry conducted by teacher researchers, principals, school counselors, or other stakeholders in the teaching learning environment to gather information about the ways that their particular schools operate how they teach, and how well their

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<sup>3</sup> Barrows and Zorn, [http://www.edu/strategy\\_for\\_teaching\\_in\\_a\\_classroom\\_study.htm](http://www.edu/strategy_for_teaching_in_a_classroom_study.htm).  
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students learn. The place of the research has done at SMA N 1 Angkola Timur . The subjects of this research were the eleventh grade students of SMA Negeri 1 Angkola Timur.

In collecting data, the writer as the key instrument also used speaking test. The kind of speaking test was oral presentation. The students are expected to give a short talk on topic which he has either been asked to prepare beforehand or has been informed of shortly before the test.<sup>4</sup> In this research the writer applied two cycles. Each cycle consists of two meetings. Each meeting consists of 90 minutes. So, there were four meetings during research process. Each cycle consist of four steps; planning, acting, observing ad reflecting.

The instrumentation test using in speaking are: a. Express some expression of satisfaction, b. Express some expression of dissatisfaction, c. Express some respond of expression satisfaction or dissatisfaction, d. Express some expression for asking opinion, e. express some expression of giving opinion. In analyzing the data, writer applied the formula

$$\bar{x} = \frac{\sum \vec{x}}{N} \times 100\%$$

To know the mean score, then The number of students who were competent in speaking through role play was calculated by applying the following formula:<sup>5</sup>

$$P = \frac{R}{T} \times 100\%$$

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<sup>4</sup>Cyril J. Weir. *Communicative Language Testing* (UK: Prentice Hall, 1998) p. 75.

<sup>5</sup> Dokumen SMA N 1 Angkola Timur



### III. DISCUSSION

#### 1. Theoretical Design

##### 1) Speaking Skill

Communication with language is carried out through two basic human: Speaking and Listening. Jo Mc Donough and Christopher Shaw stated that “Speaking is desire and purpose driven, in order to communicate something to achieve a particular end.”<sup>6</sup> This may involve expressing ideas and opinions; expressing a wish or desire to do something; negotiating or solving problem; or establishing and maintaining social relationships and friendship. In listening, the people turn words into idea; trying to reconstruct the expression they want other people to understand.

According to David Nunan, role plays are excellent activities for speaking in the relatively safe environment of classroom. In a role play, students are given particular roles in the target language.<sup>7</sup>

From the above explanation, it can be conclude that in speaking there is interaction between speaker and listener that convey the message from a speaker to listener. For example, listener may give the speaker feedback whether the listener has understood what the speaker just said. The speaker

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<sup>6</sup>Jo Mc Donough and Christopher Shaw. *Material and Methods in ELT* (USA: Blackwell Publisher, 1994) p.152.

<sup>7</sup>David Nunan. *Practice Language Teaching*, (New York: Mc. Graw Hill Companies, 2003), p. 57.

will then need to reformulate what just said in order to get the meaning across in different way.

## 2) Principle for Designing Speaking Techniques

Speaking, therefore, appears to be divided into two types of activities; planning and execution.<sup>8</sup> Speaker first plans what they want to say based on how they want to change the mental state of their listener. Then, they put their plan into execution, uttering the segments, words, phrases and sentences that make up the plan.

How is speech planned and executed? The process looks like this:<sup>9</sup>

1. Discourse Plans: the first step for speakers is to decide what kind of discourse they are participating in. Are they telling a story, conversing with other people and etc? Each kind of discourse has a different structure, and they must plan their utterance to fit.
2. Sentence plans. Given the discourse and their intention to produce a sentence with the right message, speakers must select one that will do this.
3. Constituent plans. The speakers must pick the right words, phrases, or idiom to inhabit each constituent and put them in the right order.
4. Articulator Program. As specific words are chosen, they are formed into an “articulator program”. It consist a representation of the actual

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<sup>8</sup>Clark and Clark, *Op. Cit*, p. 224.

<sup>9</sup>*Ibid.*,

phonetic segments, stresses, and intonation pattern that are able to be executed at the next step.

5. Articulation. The final step is to execute the contents of the articulator program. This done by mechanisms that add sequence and timing to the articulator program. This step results in audible sounds, the speech the speaker intended to produce.

In order to guide the students' speaking practice the teacher should be aware to the elements of speaking, question and answer. There are a number of ways or techniques to use as guide the students' speaking. And there are some principles to design those techniques, namely:<sup>10</sup>

- a. Techniques should cover the spectrum of learner needs, from language-based focus on accuracy to message-based focus on interaction, meaning, and fluency.

As a teacher, to do techniques for improving students' speaking, for example jigsaw group, debate, play a game, he must make sure that his task include techniques design to help student to perceive and use the building block of language. At the same time, not to bore students to death with lifeless, repetition. As already noted above, make any drilling as interactive as possible.

- b. Techniques should be intrinsically motivating.

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<sup>10</sup>H. Douglas Brown. *Teaching By Principle, Op.Cit*, p. 254.

Motivation is commonly thought of as an inner drive, impulse, emotion, or desire that moves one to a particular action.<sup>11</sup> It is probably the most often catch-all for explaining the success or failure of virtually any complex task. For countless studies and experiments in human learning have shown that motivation is a key to learning. So that, try the techniques all times to appeal to students' ultimate goals, interest of their motivation, to their need in teaching learning process.

- c. Techniques should encourage the use of authentic language in meaningful contexts.

It is not easy to keep coming up with meaningful interaction but by searching resource material, although it takes energy and creativity to devise authentic contexts and meaningful interaction, it can be structured to provide a sense of authenticity.

- d. Provide appropriate feedback and correction.

English as Foreign Language (EFL) the use of language is not available in the society such as in our country Indonesia. In this situation, students are totally dependent on the teacher for useful linguistic feedback. It is important that we take advantage of our knowledge of English to inject the kinds of corrective feedback that are appropriate for the moment.

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<sup>11</sup>*Ibid*, p. 112.

Feedback is speaking tasks where students are trying to use all and any language they know provides feedback for both teacher and students. Teachers can show how well their class is doing and what language problems they are having; students can see how easy they find a particular kind of speaking and what they need to do to improve.<sup>12</sup>

e. Capitalize on natural link between speaking and listening.

Many interactive techniques involve speaking and listening. Don't lose on opportunities to integrate these skills. Skills in producing language are often initiated through comprehension.

f. Give students opportunities to initiate oral communication

A good deal of typical classroom interaction is characterized by teacher initiation of language. We ask question, give directions, provide information, and students have been conditioned only to speak. As we design and use speaking techniques, we also allow student to initiate language.

g. Encourage the development of speaking strategies.

The concept of strategic competence is one that few beginning language students are aware of. They simply have not thought about developing their own personal techniques for accomplishing oral communicative purposes.

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<sup>12</sup>Jeremy Harmer. *How to Teach English* (London: Longman, 1998), p. 88.

### 3) The Evaluation of Speaking

According to Arthur Hughes there six categories to measure speaking skill such as:<sup>13</sup>

#### 1. Accent

The term accent is used to refer to the speech of someone who speaks a language non-natively.<sup>14</sup> For example a French person speaking English is described as having a French accent.

Accent is the emphasis by stress, pitch or both given to a particular syllable or word when it is spoken.<sup>15</sup>

The Accent can be identified looks like this:

- a. Pronunciation frequently unintelligible
- b. Frequent gross errors and a very heavy accent make understanding difficult
- c. "Foreign Accent" requires concentrated listening and mispronunciation lead to occasional misunderstanding and apparent errors in grammar or vocabulary.
- d. Marked "Foreign Accent" and occasional mispronunciations, which do not interfere with understanding.

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<sup>13</sup>Arthur Hughes, *Testing for Language Teachers* (USA: Cambridge University Press, 1990), p. 111.

<sup>14</sup>Nirmala Sari, *An Introduction to Linguistic* (Jakarta: Departemen Pendidikan dan Kebudayaan, 1988), p. 138.

<sup>15</sup>Victoria Neufeldt, *Webster New World College Dictionary-3 rd* (New York: Simon & Schuster Inc, 1995), p. 7.

- e. No conspicuous mispronunciations, but would not be taken for a native speaker
  - f. Native pronunciation, with no trace of foreign accent
2. Grammar

Grammar is the part of the study of language which deals with the forms and structure of words (morphology), with their customary arrangement in phrase and sentence (syntax), and now often with language sounds (phonology) and word meanings (semantics).<sup>16</sup> Grammar is necessary for communication; it gives us the format of structures of language themselves. In other words, grammar tells us how to construct a sentence.

Grammar can be identified looks like this:

- a. Grammar almost entirely inaccurate phrases.
- b. Constant errors showing of very few major patterns and frequently preventing communication
- c. Frequent errors showing some major patterns uncontrolled and causing occasional irritation and misunderstanding.
- d. Occasional errors showing imperfect control of some patterns but not weakness that causes misunderstanding.
- e. Few errors, with no pattern of failure.
- f. No more than two errors during the interview

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<sup>16</sup>*Ibid.*, p. 286.

#### 4) Role Play

##### a) Definition

According to Hornby, role play is an activity in which people act a situation.<sup>17</sup> In other hand, role plays assign distinct roles to each student and ask them to speak through these roles. Roles plays tend to be more structured than improvisation but less scripted than plays.<sup>18</sup> For example, one student might be given the role of an angry father awaiting the late return of his middle school son from a football game; another student could be given the role of the son. Student would have to prepare a dialogue prior to making their presentation.

Role play has high appeal for students because it allows them to be creative and to put themselves in another person's place for a while. As Atticus Finch says in "Harper Lee's To Kill a Mockingbird" you never really understand a person until you consider things from his view until you climb into his skin and walk around in it." Role play can be just "play" or it can have serious social implication, such as in socio drama.<sup>19</sup>

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<sup>17</sup>Hornby, A.S, *Op. Cit.*p. 373.

<sup>18</sup>J. Michael Omalley, *Op.Cit.*, p. 85.

<sup>19</sup>A. Richard, *Make It Happen* (New York: Longman, 2003), p. 223.



Role play in the other hand can be quite simple and brief technique to organize.<sup>20</sup> It is also highly flexible, leaving much more scope for exercise of individual variation, initiative and imagination. Whereas role play is including in simulations, it is not by any means confined to them.

Role play is learning process in which participants act out the roles of other individuals in order to develop particular skills and to meet particular learning objectives.<sup>21</sup>

So, role play is quite simple and brief technique to organize which participants act out the roles of other individuals in order to develop particular skills and to meet particular learning objectives.

#### b) Kinds of Role Play

In view of the persons taking an actor, Gillian explained that there are several types of role. The first is the roles which correspond to a real need in the students' lives. In this category, it involves such roles as doctors dealing with patients, or salesman traveling abroad. The second type of role is the students play themselves in a variety of situations which may or may not have direct experience. The example which include in this category is a customer complaining or a passenger asking for information. The third type is the type that few

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<sup>20</sup>Duff, Alan & Alan. *Drama Techniques in Teaching* (Melbourne-Sidney: Cambridge University Press, 1982), p. 93.

<sup>21</sup>Gillian P.L. *Role Play Resources Book for Teacher* (London: Oxford University Press, 1987), p. 25.

students will ever experience directly themselves, but it is easy to play because the teachers have such vast indirect experience of them. The television journalist is a good example of this type and it is very useful kind of role taken from real life. The last type is fantasy roles, which are fictitious, imaginary, and possible even absurd.<sup>22</sup>

c) The Advantages of Role Play

There are many advantages of role play, they are:

- 1) A very wide variety of experience can be brought into the classroom through role play. The range function and structures, and the areas of vocabulary that can be introduced, go far beyond the limits of other pair of group activity, such as conversation, communication games or humanistic exercises.
- 2) Role play put students in situations in which they are required to use and develop those phatic form language which are so necessary in oiling the works of social relationships but which are so often neglected by our language teaching syllabuses.
- 3) Some people are learning English to prepare for specific roles in their lives; people who are going to work or travel in an international context. It is helpful for these students to have tried out experimental with the language they will require in the friendly and safe environment of a classroom.

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<sup>22</sup>*Ibid.*, p.13.

- 4) Role play helps many shy students by providing them with a mask. Some more reticent members of a group may have a great deal of difficulty participating in conversation about themselves, and in other activities based on their direct experience.
- 5) Perhaps the most important reason for using role play is that it is fun. Once students understand what is expected of them, they thoroughly enjoy letting their imagination trip.<sup>23</sup>

b. Role Play Teaching

- 1) Prepare class for role play
  - a) Presents in artificial problem, situation for event that represents some aspect of reality.
  - b) Define the problem, situation and roles clearly.
- 2) Give clear instructions
  - a) Determine whether role-play will be carried out to using students volunteers in front of the class ( the teacher may or may not play a role), in partnerships/small groups with every students playing a role, or in small groups with role-players and observer.
  - b) Devide students into groups, if appropriate. Using small group activities.
  - c) Model the skill with a scripted role play.

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<sup>23</sup>Duff, Alan & Alan, *Op. Cit.* p. 94.

- 3) Act out role- plays
  - a) Students follow the procedure outlined by the teacher to act out role-plays.
  - b) Unless the teacher to ply a role,it is helpful to walk around the room and observe how students are exoperiencing the role-play and offer coaching to students who are stuck.
- 4) Discussion (small group and whole class)
  - a) Begin by the allowing players to communicate feelings experienced during the role-play.
  - b) Determine actions that strengthen or weaken these skills(i.e body language).
  - c) Discuss how the role-play is or isn't similiar to real life.

## **2. Findings**

The writer getting 32 mean score at pretest, getting 52,66 mean score at the first cycles and getting 83,33 mean score at the second cycles. Based on interview with the students, writer got information that their difficulties in speaking English were they lack of vocabulary, grammar, part of speech and afraid to express their idea. They worried everyone mock them, it is make them shy and not confidence to speak in English. After gave pretest the students felt enjoy while them still noisy. The writer applied two cycle throughout the research.

Score pretest above writer concluded that the mean score of accent was 7,16, grammar was 6,3, vocabulary was 6,6, fluency was 5,8, comprehension was 6,16. The mean score of pretest was 32.

In the first cycle the writer applied two meetings. After doing an action in the first cycle, the writer found the result of speaking test through role play in the last meeting of the first cycle.

In the first cycle, the writer gave pretest to know students' speaking skill, and their problem in speaking. There was a topic that students got from teacher. Many students were difficult to express their idea. They have problem in accent, grammar, vocabulary, fluency and comprehension.

In the second cycle at the last meeting the writer also gave the speaking test to know about how deep was their skill in speaking through role play. In the last meeting in the second cycle the writer felt easier to teach the students, because the students got interested in learning activity. The mean score of accent was 14,33, in grammar was 16,6 in vocabulary was 17, in fluency was 17,33, and in comprehension was 19. The mean score of second cycle was 80,33.

After applied treatments, the result indicated that there was an improvement on the students' speaking skill through role play. It consisted of two cycles. Each cycle consisted of two meeting. There was first meeting until two meeting concluded cycle 1 and third meeting until fourth meeting concluded cycle 2. So, the total meeting was five meetings, because the researcher made pretest before.

#### **IV. CONCLUSION**

After analyzing the data in the previous chapter, it was found out that the students' score increased from the first cycle to the second cycle. It means there was an improvement on the students' speaking skill by using role play. It based on the mean score in which students' in speaking skill in cycle 1 was 75,8 and became 80,33 in cycle 2.

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