

## **THE ROLE PLAY TECHNIQUE SOLVES THE PROBLEMS IN SPEAKING SKILL OF STUDENTS OF SMP N 2 WANADADI, BANJARNEGARA**

Yuli Arisandi, Sufriati Tanjung  
SMPN 2 Wanadadi, Yogyakarta State University  
yuliarisandi@gmail.com, sufriati.tanjung@yahoo.com

### **Abstract**

This research was aimed at improving the students' speaking skill by using the role play technique of grade VIII F students of SMP Negeri 2 Wanadadi, Banjarnegara in the school year of 2013/2014. The research was classroom action research. It consisted of two cycles. The procedures had five steps: reconnaissance, planning, implementation, observation, and reflection. Respectively, the subjects of this research were 26 students of class VIII F of SMP Negeri 2 Wanadadi, Banjarnegara in the school year of 2013/2014. The data of this study were qualitative and quantitative. The result of the first cycle indicated that the students' speaking skill improved from 26.92% (seven students) with the average was 55.38 (speaking test performance in preliminary observation) to 57.69% (15 students) with the average score was 68.07. The first cycle showed that the aspects of comprehension and fluency improved significantly. The data of the speaking skill assessment in the second cycle show that 80.76% (21 students) got the same score or above minimum mastery criteria with the average score was 70.69. The improvement is significant especially in their fluency, comprehension, and vocabulary mastery while the pronunciation and grammar improves, although it is not significant. The conclusion of this research is that: (1) the students' speaking skill improves perpetually from the previous condition, first cycle and then second cycle; (2) the students' self-confidence and motivation to speak English also improves.

**Key words:** students' speaking skill, role play technique

## **TEHNIK ROLE PLAY MEMECAHKAN MASALAH DALAM KETRAMPILAN BERBICARA SISWA SMP N 2 WANADADI, BANJARNEGARA**

### **Abstrak**

*Penelitian ini bertujuan meningkatkan ketrampilan berbicara siswa melalui tehnik role play pada kelas VIII F SMP Negeri 2 Wanadadi, Banjarnegara tahun ajaran 2013/2014. Penelitian ini adalah penelitian tindakan kelas. Penelitian ini terdiri dari dua siklus. Tahapan penelitian ini meliputi lima tahapan yaitu mengidentifikasi masalah, merencanakan, menerapkan tindakan, pengamatan dan refleksi. Subjek penelitian ini adalah 26 siswa kelas VIII F SMP Negeri 2 Wanadadi, Banjarnegara tahun ajaran 2013/2014. Data penelitian ini adalah kualitatif dan kuantitatif. Hasil dari siklus pertama menunjukkan ketrampilan berbicara siswa meningkat dari 26,92 % (7 siswa) dengan rata-rata 55,38 (test penampilan berbicara pada pengamatan awal) menjadi 57,69% (15 siswa) dengan rata-rata 68,07. Pada siklus I, aspek pemahaman dan kelancaran berbicara siswa sangat meningkat. Data penilaian ketrampilan berbicara pada siklus II adalah 80,76% (21 siswa) mendapat nilai yang sama atau di atas kriteria ketuntasan minimal (KKM) dengan rata-rata 70,69. Peningkatan berarti khususnya pada aspek pemahaman, kelancaran, dan kosa-katanya, sedangkan pengucapan dan tata bahasa sudah ada peningkatan meskipun belum tajam. Kesimpulan dari penelitian ini adalah: (1) ketrampilan berbicara siswa terus meningkat dari kondisi awal, siklus pertama kemudian siklus kedua; (2) percaya diri dan motivasi untuk berbicara dalam bahasa Inggris siswa meningkat.*

**Kata Kunci:** kemampuan ketrampilan berbicara siswa, tehnik role play.

## INTRODUCTION

The problem of this research deals with the teaching and learning process of speaking in junior high schools. Many English teachers dominate all of the English class with reading and writing practice and pay less attention to the other skills, especially speaking skill. In fact, the goal of language learning in junior high schools are enabling students to gain the functional literacy, that is the ability to communicate both in simple oral and written English to deal with the daily life activities (Kemdiknas, 2006, p. 25)

Generally, learning speaking in English at SMP N 2 Wanadadiwas as follows: Teaching English didn't pay attention the speaking and listening skills since national examination was oriented in reading and writing skills, so the students' speaking skills were poor.

Teachers seldom invited students to communicate in English. Teachers preferred to communicate in Indonesian and native language (Java) to English so that students were used to speak Indonesian and native language (Java), whereas the use of classroom language learning English could help students to recognize the target language and practice it, so they would not have difficulties in doing tasks related to the target language and communicate with the target language. There must be some efforts to improve the basic speaking ability in order to when they continue their study in senior high schools their capability in speaking skill could be more improved.

Class VIII F was chosen as the subject of the research since they had the lowest range of competence in English especially in speaking skill, beside that other teachers also said that the students in this class were the most passive students among the other same grades. So the teacher had difficulties to encourage them to speak up in English. This condition was supported by the result of the preliminary observation done by the researcher. Based on facts and data on a speaking test that was held on August 12, 2013, the result had not been satisfactory. The number of students of VIII F is 26 students, only seven students or 26.92% got scores above KKM (minimum mastery criteria) determined that was 72, but nineteen students or 73.08% students still got scores under KKM, and the average scores was 55.38. So, the speaking skill achievement in class VIII F of SMP N 2 Wanadadi was still low since the indicator of the success that should be achieved

was the same or above the minimum mastery criteria (KKM) that is 7.2.

On the other hand students' interest and motivation in learning English of Class VIII F especially learning on speaking competence was low. The lack of media and inappropriate method made the learning atmosphere was not interesting. The teacher used students' worksheet (LKS) and translating English too much. Teachers dominate all of the English class with reading and writing practice and ignored speaking and listening skills. From the observation and questionnaires which were distributed to the students, the researcher obtained the data and the fact that the majority of students were less self confidence and motivation in speaking. Most of students felt their ability in mastery speaking skills were low because they did not learn speaking and listening intensively. It made them less enthusiastic and confident to use English in learning of speaking.

Researcher had tried to ask oral questions about the material that had been taught, but only 3-5 students who gave responses while others were just silent. The class was less enjoyable learning atmosphere. Conditions above made the language classroom learning environment became less interesting, as well as low students interest and motivation. Then, it could be concluded that the problem of speaking capability of this grade really needs serious treatment and researcher applied role play as a solution for this problem.

To measure the success of speaking, particularly on competency standards to speak according to Brown (2004, pp.172-173), there were several indicators: (1) Able to use the language accurately on all levels normally pertinent to professional needs. Errors in grammar are quite rare; (2) Can understand and participate in any conversation within the range of his experience with a high degree of precision of vocabulary; (3) Can understand any conversation within the range of his experience; (4) Has complete fluency in the language such that his speech is fully accepted by educated native speakers; (5) Errors in pronunciation are quite rare.

The difficulties in achieving those competency standards were the weaknesses in the indicators selves, they were:

The first indicator was the most influential since if the student's lack of understanding grammatical form. It made whatever the students' said cannot be understood by

others. It caused mental performance and speaking ability was low. Students got difficulties experience and afraid did some mistakes in grammar since they never practice to speak.

The second indicator was strongly influenced of the success of other indicators. The limited vocabulary in English made students' achievement of this second indicator was not optimal.

In the third indicator, students had trouble to comprehend what other people said in a conversation. Whereas, It was very crucial for students to understand the use of the language in the real-life communication.

In the fourth indicator, students had not spoken fluency as it's nature language use occurring when a speaker engages in meaningful interaction and maintains comprehensible and on going communication despite limitations on his or her communicative competence.

In the fifth indicator, students' lack of mastery of correct pronunciation and intonation. The lack of training and teaching in terms of pronunciation and intonation made students less confident so the achievement of this indicator was low.

All of these problems causes students to be passive and apathetic towards learning. They are not enthusiastic and confident to participate in teaching and learning process.

As an effort to build the ability to speak, teaching speaking skill could be focused on making students speak up fluently and accurately when they were involving a speaking activity in the classroom. The students should have a lot of opportunities to speak in the target language or they would lose their motivation and interest in learning. It was why the speaking practice needed to be improved in order to make the students used the language more often to improve their speaking skill. In speaking practice the researcher trained the students speaking skills.

The implementation role play technique hopefully, can make students grade VIII F of SMP N 2 Wanadadi academic year 2013/2014 on learning of speaking could be increased. Furthermore, it could also improved student performance in speaking, so that students were able to apply the learning function as a means of communication and became active language learner (Active Learner). Furthermore students could improve their speaking skill achievements according to minimum mastery criteria or KKM that is 7.2, even higher of it.

Implementation of role play technique was able to create a mental process and motivational speaking and creating habits in students. The application of this technique was expected to create fun learning conditions and increase student interest. They would be brave so they would be confident in speaking English. The application of this technique was also able to create habit of speaking of the students. As a result, the achievement of speaking English competence could be increased.

Role play technique was considered suitable to be implemented in SMP N 2 Wanadadi because this learning technique contained elements as follows: (1) Role play could improve students' speaking skills; (2) Role play could motivate and build self confidence's learners to learn speaking English

Role play techniques had advantages for students, especially the cooperation among group members, cooperation among these groups made students actively involved both physically and emotionally in learning so that students would be more interested and enthusiasm to participate the lesson. Role play also brought the students in real life situations, it was important to practise students speak in daily activities.

Through advantages of role play technique above, the researcher seriously tried to implement this technique in learning English to improve skills and learning outcomes of speaking class VIII F students of SMP Negeri 2 Wanadadi, Banjarnegara.

## METHOD

This chapter presents the research methods applied in the research. They covered: the research design, the time of the research, description site of the research, subject and the characteristics, planning of action, the technique and collecting data instruments and the technique of data analysis.

### Design of the Research

This research intended to give actions to improve the second year students' speaking achievement through role plays. Accordingly the classroom action research with the cycle model was applied in this research.

The type of the research is classroom action research. "Action research is a powerful tool for change and improvement at the local level" (Cohen, Manion & Morrison, 2000:226)

The researcher chose this method since action research can observe the students closely, analyzing the student's needs, and then adjusting the technique of teaching to fit the need of all students.

Researcher and collaborator work together in planning, action (acting), observation (observing), and reflection (reflecting). Kemmis and McTaggart (in Burns, 2010, p.8), He also states that "Action research typically involves four broad phases in a cycle. The first cycle may become a continuing, or *iterative*, spiral of cycles which recur until the action researcher has achieved a satisfactory outcome and feels it is time to stop". (Burns, 2010, p. 7). These moments are illustrated in Burns (2010, p.9) in the figure 2 as follows:

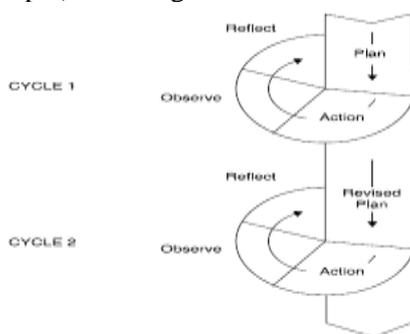


Figure 1. Cyclical Model on Kemmis and Taggart

### The Time of Research

The implementation of the actions be implemented from the last September to December 2013 referring to English lesson schedules and the educational calendar of the school. Therefore, this action research be accomplished within three months.

### The Description Site of Research

The classroom action research was conducted at SMP Negeri 2 Wanadadi Banjarnegara where the researcher and collaborator teach English. It was located at Jalan Raya Timur Km 1 Wanadadi, Banjarnegara. This school had 22 classrooms for all grades which eight classrooms were settled by grade seven, eight classrooms are for eight grades, and the rests were for grade nine. Each grade was labelled by A-F. There were about 25 to 32 students for each class. The facilities to support academic facilities were available too in the school. It had one science laboratory, one computer laboratory with sixteen computers, one language laboratory which consist of sixteen

computers and one library. This school also subscribed a hotspot internet connection which could be accessed in certain school area. There were three LCD projectors that could be used by teachers alternately.

### Subject and the Characteristics

Class VIII F of SMP N 2 Wanadadi consists of 14 boys and 21 girls with the age range 13 up to 14 years old.

This class was chosen as the subjects of the research since the students had the lowest range of competence in English especially in speaking skill. This condition was supported by the result of the preliminary observation done by the researcher, besides that other teachers also said that the students in this class were the most passive students among the other same grades. Most of the students especially boys like to make mockery of the other students that would try speak or to do the tasks in front of the class. So the teacher had difficulties to encourage them to speak up in English. Actually the students were interested to improve their speaking ability but they less mastery of speaking skill and were very rare to practise speaking. This condition supported by questionnaire and interview before the action was conducted.

Researcher was one of the English teacher at SMPN 2 Wanadadi and in this research, she collaborates with the English teacher of class VIII F, who had 27 years experience in teaching English. He was enthusiastic to find the solution of problems in his class.

### Procedure of the Research

Before the research was conducted, researchers carried out preliminary observation. In this phase, researcher could also obtain information about the problems that occurred in the learning process.

#### Planning

Based on students' problems about the low of their speaking, motivation and self-confidence. In this phase the researcher and collaborator discussed and decided role play as an appropriate technique that would be used as solution of the problems and then developed a course grid, learning materials, media, rating form of developed speaking learning process and lesson plan based on the data preliminary observations. After that designed some research instruments such as observation guidance sheets,

interview guidelines, test instruments and other supporting instruments to gather data dealing with the problems faced by the students.

#### Action

In this phase the researcher as the teacher applied the speaking teaching and learning through role play technique. In the first cycle the students performed “making and receiving a call”. Students learnt functional expressions of admitting and denying the facts and how to make and receive a call. The students performed in front of the class and the researcher take their speaking skill’ scores during the action. If the indicator of success had not been achieved the researcher and collaborator conducted the second cycle, the students performed “Talk show”. In this cycle, students learnt functional expressions of asking and giving opinions and functional expressions in a talk show.

#### Observation

Observation was done by the researcher and collaborator in each cycle. It was observed systematically the affects of action (intended or unintended), the circumstances of and the constraints on action, the reflection on it’s affectiveness and other issues which arise. The collaborator helped the researcher to observe the process of the action done objectively. The researcher and collaborator also observed the students’ activities and their speaking skill abilities during the speaking learning process through the role play.

The researcher and collaborator also made field notes to recorded the situation happened during the teaching learning process.

#### Reflection

It was done after the action each cycle was conducted. The researcher and the collaborator evaluated the results of the implemented actions whether it indicated some improvements and obstacles or not. The reflection based on the observation during teaching learning process and interview with the collaborator and the students after implemented role play technique in each cycle.

### **The Techniques and Collecting Data Instrument**

In collecting data of the research, the researcher used techniques and instruments included:

#### Performance test using oral proficiency test

Tests are used in this study is performance test using oral proficiency scoring categories modified from Brown (2004, pp.172-173), the tests conducted when students performed role play in teaching and learning process or during the actions in each cycle. This test had been used to determine how much improvement students’ skills in speaking skills through role play.

#### Observation using observation guide

The researcher used two kinds of observation guides: (1) students’ observation guide. It was used to get data related to students activities during speaking and teaching learning process through role play technique, and (2) teacher observation guide or teaching learning process. It was used to get data dealing with teacher activities during speaking teaching and learning process through role play technique.

#### Questionnaire using questionnaire guide

The researcher used two kinds questionnaires. They were: (a) Students’ questionnaire guide. It use to find out the problems faced by the students in undergoing the teaching and learning process and b) Teacher’ questionnaire guide. It was used to find out the process of the speaking teaching and learning occurred in the classroom, the teachers opinion about the students and to cross check with the students’ answers in the students questionnaire guide.

#### Interview using MP3

The interview was conducted with the students, English teacher and some people related to the research. The researcher chose semi-structured interviews and open-ended. It was used to get supported data from the students, teachers and other stakeholders in the school to complement data obtained from the observations. These interviews done in preliminary observation and after the implementation of the actions in each cycle.

#### Documentation using camera and video recording

Photographs were used to illustrate teaching techniques, built up a portofolio of visual classroom images, provided a permanent visual resource for classroom tasks, and so on. While audio and video recording’ use to capture

in detail naturalistic interactions and verbatim utterances. It was also used as valuable resources of accurate informations on patterns of interactional behavior which may not be obvious during the actual teaching and learning process and obtained general observations and impressions of the classroom or alternatively focused on specific concerns such as pairwork interactions, the amount of learner talk generated through particular activities, or the analysis of "critical incidents". In this research, the data was taken, among others: (a) the beginning of the teaching learning process (b) the teaching-learning process in the classroom (c) other events that were important and support the other sources of data in the research.

#### Field note

Researcher kept notes of the situation "in the field" as important of critical incidents. The researcher was aimed at document significant aspects of action.

#### Techniques of Data Analysis

In this research, the data was grouped into two types i.e qualitative data and quantitative data, (Adapted from Sugiyono, 2011, p.23). The explanation was as follows:

##### Qualitative data

Qualitative data were data in the form of sentence, words, or picture. In this research was collected by administrating some instruments for this research such as observation, questionnaires, field note, interviews and documentation.

##### Quantitative data

Meanwhile qualitative data were data in the form of numeric characters or score. The quantitative data of this research was gained through the scoring and conversion of the score of the students performance tests.

#### The Technique of the data analysis.

Here, the researcher used one of qualitative analysis technique that was interactive analysis that was improved by Miles and Huberman (1984, pp.21-23). Interactive analysis contains three activities components: data reduction, data display and conclusion.

## THE RESULTS AND DISCUSSIONS

### The Report Implementation of Actions in Cycle I

#### Planning the Actions

In relation with role-play activities that the students performed, the researcher and the collaborator planned some actions to give guidance to the students. The actions planned are presented below: (1) Using a recording of telephoning conversation; (2) Using classroom English to motivate the students to use it as well as to give example in pronouncing the words; (3) Performing the dialogue given as their practice before the students performed their play; (4) Using role play cards and guided script as the scenario of the play. It was aimed at helping the students to understand their role in the play; (5) Completing incomplete dialogues to familiarize the students with the expressions related to the topic; (6) Using pair-work and group-work activities to motivate the students to involve it; (7) Conducting in-group discussion in which the students were able to practise and to act in their roles. Cooperating with other players to achieve their roles. The researcher also give simple direction about roles that they had to play; (8) Giving verbal rewards to the students who performed the dialogue.

In the first cycle, there was a role-play activity that the students performed. Both were based on the topic that included in the Standard of competency of junior high school Grade VIII semester 1. The first topic was "Admitting or Denying the Fact". The learning objective of this topic was the students were able to admit or deny facts that the others said. The role-play that they performed was "make and receive a call".

Before conducting the action, the researcher discussed what the play would like to be with the English teacher on September 16, 2013, it was agreed that the researcher would conduct the action while the English teacher as a collaborator would observe from the backside of the classroom. The sections needed were two meetings.

In this play, the students made a short dialogue based on the situation in the role-cards given by the researcher.

The situation given was about making calls with the wrong number so that the students would learn to admit or deny facts they received from the calls they made or accepted. The students divided into pairs, one acted as the call

maker and the other acted as the phone receiver. They work with their tablemate.

#### Actions and Observations

The first meeting was conducted on Monday, September 30, 2013.

To introduce the topic to the students, the researcher gave questions of contextual denying and admitting expression.

Before the activity went straight to the performance, the researcher introduced some functional expression related to the topic. Then she distributed text of dialogue to the students as the example about how to use those functional expressions in a conversation. The students then looked for the difficult word and tried to find the meaning in the dictionary to figure out what the dialogue was about.

The next thing to do was underlining the functional expressions related to the topic in the dialogue to give them a brief explanation of how to use such expressions. To avoid mistake in pronouncing the words in the dialogue, she read the dialogue aloud then repeated by the students. Besides that, the researcher also used classroom English to motivate the students to use English as well as to give them example of pronouncing the words. In the first meeting, they were still hesitant to use it and tended to answer in Indonesian when she asked their questions in English.

After the students read the dialogue aloud, the researcher asked the students to perform the dialogue in front of the class. All of them seemed hesitant. They asked the students to raise his or her hand. There were four students who were ready more than the others.

Finally, there were only two pairs of students who wanted to perform the dialogue, Although they have learnt how to pronounce the words in the dialogue, they still did some misspronunciation.

After students performed the dialogue, the researcher then distributed role-cards to the students and gave explanation about what they were going to do. The role play that the students performed was Telephoning. In this play, the students made a short dialogue based on situation in the role play cards given by the researcher. The situation given was about making calls with the wrong number so that the students would learn to admit and deny facts they received from the calls they made or accepted. The students were divided into groups

of two, one acted as the call maker and the other acted as the phone receiver

Before the students made their own dialogue based on the situation given, the researcher explained how to make and receive a call. Some students asked questions. They made a dialogue in pairs with their table mate. Then some students practiced with their pairs. Since the time was up they were asked to finish and practise it off at home.

The second meeting was conducted on Saturday October 5, 2013.

The class was started at 07.15 a.m. After greeting the students, the researcher did some review of the previous meeting by asking the students the functional expression related to the topic.

After that, the researcher distributed incomplete dialogues. The students should complete the dialogue with the suitable expressions related to the topic. This activity was expected to remind the students about the functional expressions they learnt.

When the students finished completing the dialogue, the researcher checks the students' answers, read the dialogue aloud and the students repeated it to avoid mistakes in pronouncing the words when they performed the dialogue. Just like before, when she asked them to perform the dialogue, they still seemed hesitant to themselves. It took several minutes to convince the students that they did not have to be afraid or shy because such activities would become their practice to build their speaking ability, After several students performed the dialogue, the researcher as the preparation before the students performed the play of making and receiving a call, the researcher held a brief discussion with the students. At this time, the students were able to practice and act in their roles. She also gave simple direction about the roles that they had to play. The researcher asked about the students' work in making a dialogue at home. Then she continued the activity by checking the dialogue that the students made at home.

The dialogue was based on the situation given in the previous meeting. Then she gave them several minutes to practice the dialogue with their table mate and repeated the explanation about the situation given to give clearer information to the students.

The next activity was the researcher asked the the students to listened to a recording of telephoning conversation. She explained some

expression of admitting and denying the facts that was gotten from this media and then gave 20 minutes to the students to discuss and practice the dialogue that they made once more with their pairs.

When the researcher gave the students opportunity to perform their play, the students seemed hesitant to their own performance and refused to be the first performer. Finally the researcher offered to the group that was ready more and made a list to all the group to perform in front of the class. Then she called all groups one by one respectively. Since some students made the noise, the researcher warned them to be silent.

Students performed the play and the researcher and collaborator took students scores in speaking skill achievement, the students speaking skill data on cycle one stated that 15 students or 57.69 % had achieved the minimum mastery criteria (KKM) score with the average 68.07 but 42.31% or 11 students had not achieved the minimum mastery criteria. It means that the goal of indicator achievement of speaking skill had not been achieved and must be improved. In performing the play, most of students were fluently in doing their roles. Only few of them was still read the dialogue, especially several group of boys. the students still made mistakes in pronouncing the words. They seemed nervous and shy. It was normal considering they had never done such activity before. So it can be concluded that role play was important to build their confidence that would give positive effect for their process of learning speaking. To raise the students' motivation in performing the dialogue, the researcher gave them verbal rewards for their performance.

The researcher wrote the mistakes in pronouncing English that be made by students were described in vignette below:

Overall, the students enjoyed the process of teaching and learning enthusiastically. Although most of the boys in the class were still passive. But they followed the explanation and were able to do the activity.

However, the teaching learning process result still had some insufficiency. Some of the students also thought that the researcher explained the instructions too fast so the students often get misconception of the role-play that they have to act like. It can be understood since the time allocation was insufficient to do the preparation of the play maximally. The role play activities were quite time consuming and

needed some preparations before they did their performance. There was just a little time to do rehearsal and practice for the entire groups. Some students said that they were still confused of the instruction given by the researcher since there were no media used to give the students a real example of the play. They were only imagining the play based on the researcher explanation and instruction.

The class ended at 09.15 a.m. The researcher concluded the lesson and closed the meeting by greeting.

### Reflection

The reflection evaluated the implementation of some actions that had been implemented in the first cycle, the results of the first cycle were discussed with the teacher as the collaborator by analyzing the data collected from the observation in teaching and learning process, field notes, and the interview with the English teacher and the students. It would be described as follows; (1) The students speaking skill ability had improved. It could be shown from the quoted interview with the teacher that was done by observation during the implementation of the role-play technique. Despite the improvements on the fluency, and comprehension, the students' accuracy grammar, pronunciation and improvisation by used appropriate vocabularies were still insufficiently improved; (2) The other insufficiency was Some students still confused of the instruction given by the researcher since there were no media used to give the students a real example of the play. They were only imagining the play based on the researcher explanation and instruction; (3) Speaking practice, like what the students had done in the role-play activity, could improve the students' self-confidence in speaking since the students were drilled with speaking activities; (4) The students enjoyed all the activities

### The Report of Implementation of Actions in Cycle 2

The second cycle was conducted on October 21, 26, 28 and November 2, 2013. It was carried out for four meetings.

#### Planning the actions

After conducting a reflection in the first cycle, the researcher held a discussion with the English teacher (collaborator) to decide some actions that needed to be revised to improve the success rate and solve the problems. In the first

cycle some successful actions were maintained while some unsuccessful actions were revised. The problems that still existed in the first cycle

and the action planning for the second cycle would be described in the following table.

Table 1. The problems that still existed in cycle I and the planning for cycle II

The problems that still exist in cycle I	The actions planning for cycle II
The students speaking ability was insufficiently improved, especially in the pronunciation, vocabulary and grammar	<ol style="list-style-type: none"> <li>1. Giving more speaking practice by role playing the dialogues and script given</li> <li>2. Conducting pronunciation drilling before they performed the dialogue and the script given.</li> <li>3. Doing rehearsal before performing the play.</li> <li>4. Checking the improvisation dialogue they wrote in the script, then correcting and explaining their errors.</li> <li>5. Using classroom English to motivate the students to use it as well as to give example in pronouncing the words.</li> <li>6. Using picture of famous persons or an actual news to introduce a topic. It was aimed at attracting the students' attention.</li> </ol>
The researcher explained the instruction too fast so the students often got misconception of the instruction given in completing the script and performing the play. There were needed more media used to give the students a real example of the play.	<ol style="list-style-type: none"> <li>1. The explanation into Indonesia and using gesture to deliver the instruction.</li> <li>2. Giving more guidance and direction in their practice.</li> <li>3. Giving a real example of an talkshow video of asking and giving opinion.</li> </ol>
The time allocation was insufficient to do the preparation of the performance maximally.	Guiding and directing the students while they were holding internal discussion and rehearsal in preparing the play.
The students' teamwork did not run well	<ol style="list-style-type: none"> <li>1. Letting the students choose their partner freely.</li> <li>2. Giving verbal and non verbal rewards to the students' work.</li> </ol>

The pronunciation and grammatical mistakes were overviewed by giving more speaking practice by role-playing the dialogues and script given, conducting pronunciation drilling before their performance, doing rehearsal before performing the play, and checking the improvisation dialogue they wrote in the script, then correcting and explaining their errors.

To avoid misconception of the instruction, the researcher translated the explanation into Indonesian and used gesture to deliver the instruction and gave more guidance and direction in their practice. Guiding and directing the students when they held internal discussion and rehearsal in preparing the play were implemented to overview the insufficiency of time allocation. Since the students' teamwork did not go well, they were freely to choose their group members.

Because of the time limitation, the school only gave three meetings left to do the research since the students had to prepare the final semester examination. There was only a topic and a role-play that the students performed in this cycle.

The topic was "Asking and Giving Opinion". The learning objective of the topic was the students are able to express their idea by asking and giving opinion. The type of the role play would like to be discussed with the English teacher in October 8, 2013. It took three meetings to accomplish the process of performing the play. In line with the play, the students would perform a talk show based on the script given by the researcher.

The script was in the form of guided script, in which the students had to complete the script with the topic of the show, the name of the show, the name of the presenter, and the name of the guest stars based on their imagination. The students would be divided into groups of five, and acted as the presenter and the rest acted as guest stars.

Action and observing

The first meeting. It was conducted on Monday October 21, 2013.

In this cycle the researcher took role-play in a talk show. The main topic for this role-play activity was "Asking and Giving Opinion". To attract the students' attention, the researcher put a picture in Suara Merdeka News that is published on September 22, 2013. It was about

Indonesia Team of U-19 which won in AFF football competition 2013. The teachers then asked the students, opinion about the news and the students were enthusiastically gave their opinion although some of them used Indonesian.

After the researcher had a little conversation with the students, she introduced the topic and delivered the goal of the lesson. She distributed a hand-out of functional expressions related to the topic and explained how to use the expressions. She gave them an example of a dialogue related to the topic. Then she asked them to study the dialogue and found the idea of what dialogue was about with the guidance from her. After that, the students together with the researcher read aloud the dialogue. To make sure their understanding about the topic, she gave them incomplete dialogues. They had several minutes to complete the dialogue and she guided them in completing it. After they finished, she asked them the answers of the incomplete dialogue, and most of the students answered correctly. Then the researcher and the students read the dialogue loudly to avoid mistakes in pronouncing the words.

As in the previous meeting, they should perform the dialogue in front of the class. Unlike the previous two meetings, some students wanted to perform the dialogue in front of the class when the researcher offered an opportunity to perform it. Although there were still some mistakes in pronunciation, their confidence to practice the dialogue improved. It can be seen from their performance in which their pronunciation mistakes decrease than the previous meeting, they were much confident and less hesitant than before.

The next activity was preparation for the play that the students would be performed. The researcher and the English teacher agreed to use talk show as the role-play activity for the topic being discussed. First, the researcher asked the students to make groups of five. They were freely to choose the member of the group. To avoid their noise while choosing the member group, the researcher took five students as a head of the group, and then the researcher divides other students to be the members.

The researcher determined each group in different gender and gave the name for each group. The name of groups are names of national heroes because the next month was november where on november 10, all of Indonesian celebrates the national hero day.

After all the group members sitting together in their own group, Secondly, the researcher distributed scripts and then explained in details the play that they would perform. The play that

Some students said that they were still confused of the instruction given by the researcher since there were no media used to give the students a real example of the role play. They were only imagining the play based on the researcher explanation and instruction. It can be seen in the interviews below.

The second meeting was conducted on Saturday October 26, 2013.

This meeting was conducted at 7.05 a.m. It was conducted in language laboratory. After the researcher greeted the students, she did some review about the lesson in the previous meeting by asking the students the functional expressions related to the topic.

To make it clear, the researcher asked the students to watch a talk show in a video to improve their understanding about the show. She also asked the students to write the expression of asking and giving opinion that they get from the video. The students watch a video of a talkshow to give the students example of the real talkshow. They were watched carefully. After several times playing video, the researcher explained in details of what should be paid attention in conducting talkshow.

When researcher asked the expression that they got from the video, some students enthusiastically raised their hands. Although they still made some mistakes in pronunciation, they seemed more confident and motivated.

The next activity was continuing the preparation of the play. The students then sat with their group. The researcher checked the script. They said that they still confuse how to complete the script. Then she explained the instruction in details and made sure they got the point.

In this preparation time, the students held internal discussion and practiced their play in the group. When the researcher asked them to practice their play, they said they were afraid of being laughed at if they made mistakes. It took several minutes to convince the students to practise their play. Finally, there was a group who was filling to practise their talk show. The main mistakes that the students did were dealing with the facial expression.

Before the class was over, She also reminded them to practice their play outside

since the time in the classroom was limited to cover all the preparation needed.

The third meeting was conducted on Monday October 28, 2013.

The main activity for this meeting was the last practice of the preparation of each group. As the last preparation, the researcher asked the students to practise in front of the class to make sure they were ready for their performance in the next meeting.

Before the students practised in front of the class, they held an internal discussion, the researcher observed the process of preparation, and most of them were ready to perform their play.

After all students were ready, the researcher gave them an opportunity to practise in each group about 30 minutes and then the researcher made a list to each group to take turn to practise in front of the class. She offered the group which was more ready, only one group wanted to be the first. After the first group practised their play, the other group seemed to be motivated and wanted to practise their play. It can be shown by their enthusiasm in raising their hands when she offered chances to perform their play. Their hesitation in practising the play started to decrease.

However, the students' performance still had some insufficiency. They still had a problem with facial expression. They also had low voice since they were afraid of doing mispronunciation. The facial expression seemed to be avoided by most of the students, so the performance became unnatural, since they fetched to the script. It looked like they were reading a script without using facial expression and intonation correctly. The situation can be shown in this vignette below.

Besides the entire problem that still occurred, the students enjoyed the activity. They were involved more in the role-play activities compared with the beginning of the implementation of the role-play.

They were not passive anymore and seemed to have a motivation to improve their speaking ability.

The students could understand the theory of being host, even how to be a guest star, including the language functions, although not all of the students got the concept of the play maximally. Some of the students also thought that the researcher explained the instructions too fast so the students often got misconception of the role-play that they have to act like. It can be understood since the time allocation was

insufficient to do the preparation of the play maximally.

The role play activities were quite time consuming and needed a lot of preparations before they did their performance. There was just a little time to do rehearsal and practice for the entire groups.

The fourth meeting, It was conducted on Saturday November 2, 2013.

To remind the students with the topic, the researcher asked them about the functional expressions they learnt in the previous meeting.

The students and the researcher continued the discussion about the play they were going to perform. She checked the students' script and found that they made some improvisation in it. They had already completed the script. To make sure the preparation, she asked the students to practice their play in their group for several minutes. The researcher checked their pronunciation, intonation and facial expression of each group.

The researcher checked their speaking skill when the students practiced in general repetition. Pronunciation was the most needed attention. Pronunciation mistakes were reduced since they were practicing the script during the discussion. Grammar and vocabulary was checked in the students' script or in the dialogue that had been made by the students. The students' comprehension, intonation and their facial expression can be checked while they responded their friends' says.

It was the last meeting of the second cycle so that the main activity in this meeting was performing the talkshow, as the last preparation, the researcher asked the students to hold a discussion as usual and she checked their preparation. After the preparation and practice was enough, the researcher gave a piece of paper to each student and she asked the students to give a brief comment about their friend's performance in a piece of paper provided by the researcher. The researcher asked the students to choose the best group and two best performers and write the reasons in English, it is intended to avoid the noise from those who did not get turn.

When the researcher offered the chance to perform, the students were enthusiastic and wanted to be the first performer. To avoid the noise in deciding their turn, she made five roll papers with number one to five and the leader of the group choose one roll paper to determine the turn to his or her group to perform in front of the class. After each group get the number, the

researcher makes a list of it and call the group one by one. In their last performance, the students did a lot of improvements. First, they were communicative, their speaking ability was improved, especially their fluency. Their pronunciation and intonation were much better and they were not afraid or shy to speak louder. Second, the self-confidence was raised since they did a lot of practice from the beginning of the program until the last. They were more enthusiastic and motivated in performing the play.

During the students' performance, the researcher and collaborator took the students' score of speaking skill achievement. The data stated that 21 students or 80.76 % students achieved minimum mastery criteria (KKM) with the average 70.69 and the students got scores under KKM only 19.24 % . So, the goal of indicator achievement of speaking skill, after all the students finished their performance, the researcher took the students' comment, the collaborator helped her to analyze the students' comment while the researcher gave evaluation and feedback.

After several minutes the researcher announced the best group and the two best performers and give them rewards. Finally the class was end, the researcher gave appreciation to all students by verbal rewards.

#### Reflection

The reflection evaluated implementation of some actions that had been revised based on the reflection in the first cycle, the results of the second cycle were discussed with the English teacher as the collaborator by analyzing the data collected from the observation in the teaching and learning process, field notes, and interview with the collaborator and the students. It would be described as follows:

First, The role-play technique had improved the students' speaking skill by providing them a lot of speaking activities. It was found that using the language more often can improve their speaking ability. The English teacher found the significant improvement in the fluency of the students although their accuracy in grammar and pronunciation were still needed to be improved. the time was too limited to do practice for these skills. They also made

some improvisation in their dialogue when performed a play, but it gave both negative and positive effects. The negative effect was their grammatical and pronunciation accuracy did not show significant improvement since they have not attention to the grammar of their improvisation dialogue and also pronunciation when they practised the dialogue. The positive effect can be seen in their creativity in using the functional expressions and their confidence in their performance. The English teacher said that their grammatical and pronunciation accuracy cannot be improved instantly and it needed more time to practise at school or outside school.

Second, The students' self-confidence and motivation have more improved in this cycle. The improvement could be seen from the students' performance, in which they were no longer hesitating or shy in performing a play. This kind of role-play activities improved their confidence alot, the English teacher stated the same idea with the students.

Third, The students were motivated to improve their speaking ability.

They were motivated when they could enjoy the teaching and learning process. It was also found that the students would understand the materials better when it was practiced in the real situation. Even the role-play activities were quite time consuming and the time allocation was still too short, it can be minimized by giving the students script and guiding and directing the students to perform the scripts as well as possible.

Fourth, The students were more enthusiastic in performing the play. Their enthusiasm could be seen from their involvement in doing the process of teaching and learning and they enjoyed the activities.

Although they enjoyed the activities, some students who were not in turn still make some noise during the performances of their friend. They seemed to pay less attention and tended to mock their friends who performed the play.

Overall, the procedure and the results of the implementation of role play techniques in this research be concluded through a figure belows:

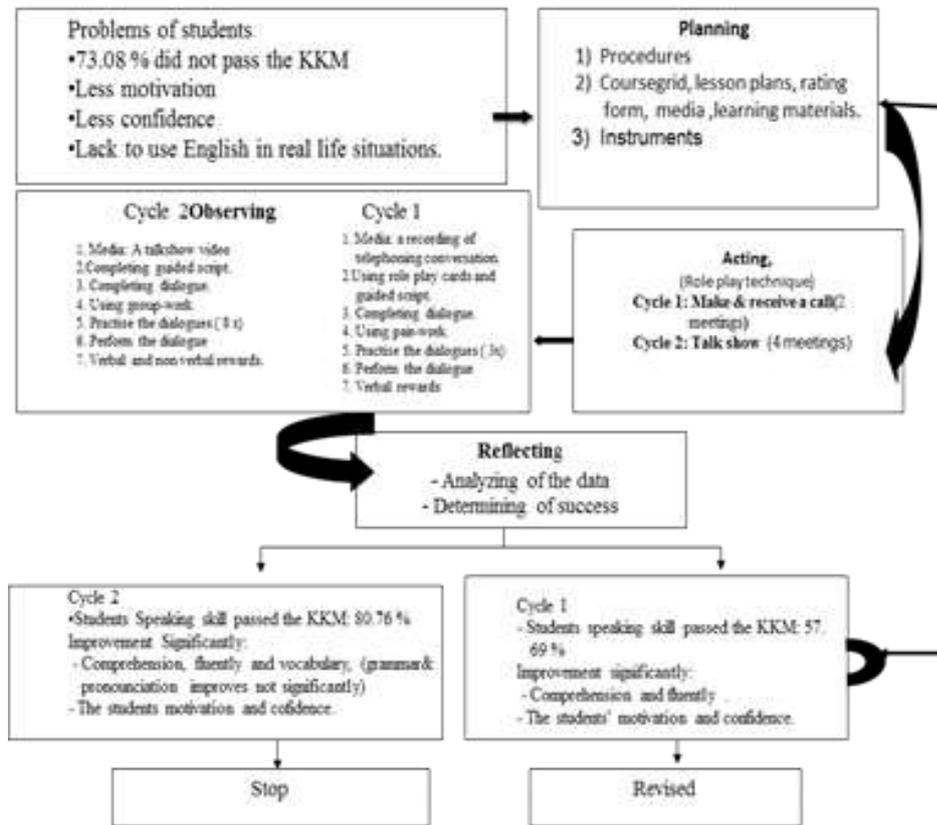


Figure 2. Procedure and results of the Research.

The improvements of speaking skill of class VIII F students from preliminary observation, cycle 1 and 2 be described as a stalk diagram as follows:

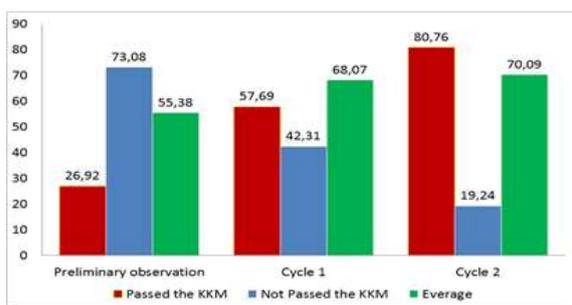


Figure 3. The improvements of the speaking skill of the class VIII F students

## CONCLUSION AND SUGGESTION

The results of this research show that there are some improvements in terms of the students' speaking skill, motivation, self confidence and students 'participation in

learning speaking English. The students also enjoy the teaching learning process since it is fun.

Implement the role play technique as one of the leading techniques since it provides a lot of speaking activities to make students enjoy the teaching learning process and actively involve the process of learning speaking.

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