

**IMPROVING STUDENTS' ENGLISH SPEAKING ABILITY
THROUGH ROLE PLAY**

**(A Classroom Action Research Conducted at the First Year of SMK N 6
Surakarta in 2009/2010 Academic Year)**



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A THESIS

**Submitted to Teacher Training and Education Faculty of Sebelas Maret
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ABSTRACT

Aris Ratnawati, X2208503. IMPROVING STUDENTS' ENGLISH SPEAKING ABILITY THROUGH ROLE PLAY (A classroom Action Research Conducted at the First Year of SMK N 6 Surakarta in 2009/2010 Academic Year)

This research is conducted to know whether role play can improve students' speaking ability. It also aims to give general description about the implementation of role play in the classroom and about the things happening in the class when it is implemented. The objective of this research is determined after identifying the problems during pre-observation in class X AK 3 of SMK Negeri 6 Surakarta, interviewing the students and the English teacher of that class, and investigating the teacher about her note dealing with the students' score in daily evaluation especially speaking subject. The problems can be identified as follows the students are low in speaking ability, passive in joining the lesson, and unconfident to speak in public. Related to these problems, the writer proposes the implementation of role play that is conducted in teaching learning process especially for speaking activity. Besides facilitating students with a chance for communicating and interacting among friends dealing with speaking problems, the writer assumes that the role play technique is suitable enough to be implemented. Then, the writer makes an action hypothesis that role play can improve students' speaking ability.

This classroom action research concerns in solving the problems by identifying them, planning, implementing, and observing the action, reflecting the result of the observation, and revising the plan for the following steps. In collecting the data, the writer uses observation, interview, and test. During the implementation of the action, the writer is as the teacher and the observer is the English teacher herself. The writer conducts the interview to the teacher and students at the very beginning of the research to support the data found during the pre-observation research. The test is also conducted by English teacher at the very beginning the research and from that test we can see the students' low speaking ability. In this research, the observer also observes all activities during action and writes them in the field notes. The data of the observer's field notes at the end of cycle 1 is to know her comments and suggestions about the action of cycle 1. It is used as one of the basic considerations in revising plan for cycle 2. It is also conducted in the next cycle. In each cycle, the writer conducts the test namely post test. The students' score of the post test are used to measure their improvement speaking ability besides the observation of their activeness in the lesson and confidence speaking in public during the action.

The result of the research shows that role play can improve students' speaking ability. Besides, their test achievement during the research is better than their score in the teacher's note before the actions are implemented. The students' mean score before the action is 4.4375, it improves up to 6.5625 in the second cycle, and improves again up to 7.8125 in the third cycle.

APPROVAL OF CONSULTANTS

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MOTTO

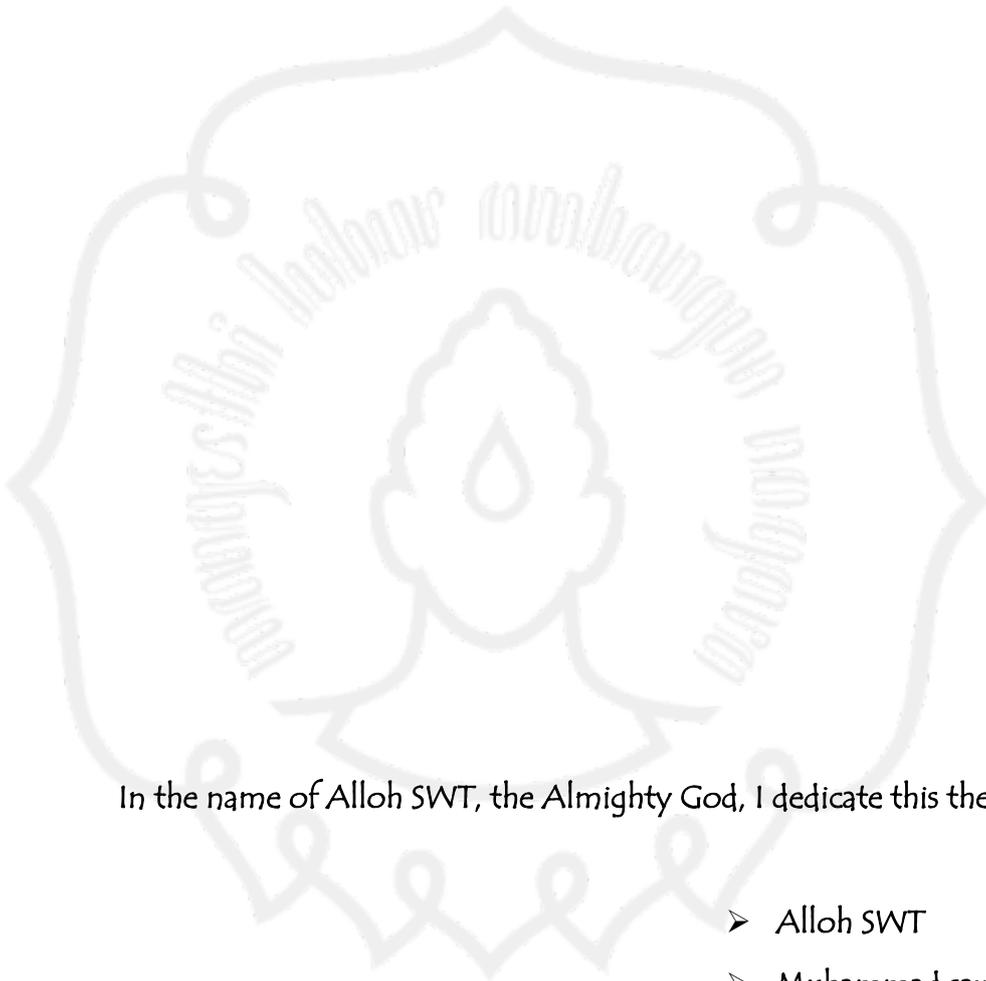
“And in no wise covet those things in which Allah bestowed His gifts More freely on some of you than on others: To men is allotted what they earn, and to women what they earn: But ask Allah of His bounty. For Allah hath full knowledge .”(Qs An Nisa:32)

“O ye who believe! If ye will aid (the course of) Allah, He will aid you, and plant your feet firmly”(QS. Muhammad:7)

Bersungguh- sungguhlah dalam menuntut apa yang bermanfaat bagimu dan mohonlah pertolongan kepada Allah dan janganlah sekali- kali kamu bersikap lemah.” (HR.Muslim)

Barang siapa yg suka Allah mengabulkan do'anya di saat-saat sempit dan kesulitan, maka hendaknya perbanyaklah berdo'a pada saat lapang”(HR.Tirmidzi)

DEDICATION



In the name of Alloh SWT, the Almighty God, I dedicate this thesis to:

- Alloh SWT
- Muhammad saw
- My Beloved Parents
- My Lovely Family
- Abi

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First of all the writer would like to address Alloh SWT, the Most Merciful for His Blessing so that the writer can finish her thesis as one of the partial requirements for achieving the Undergraduate Degree of Education in English Department.

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Surakarta, Februari 2010

Aris Ratnawati

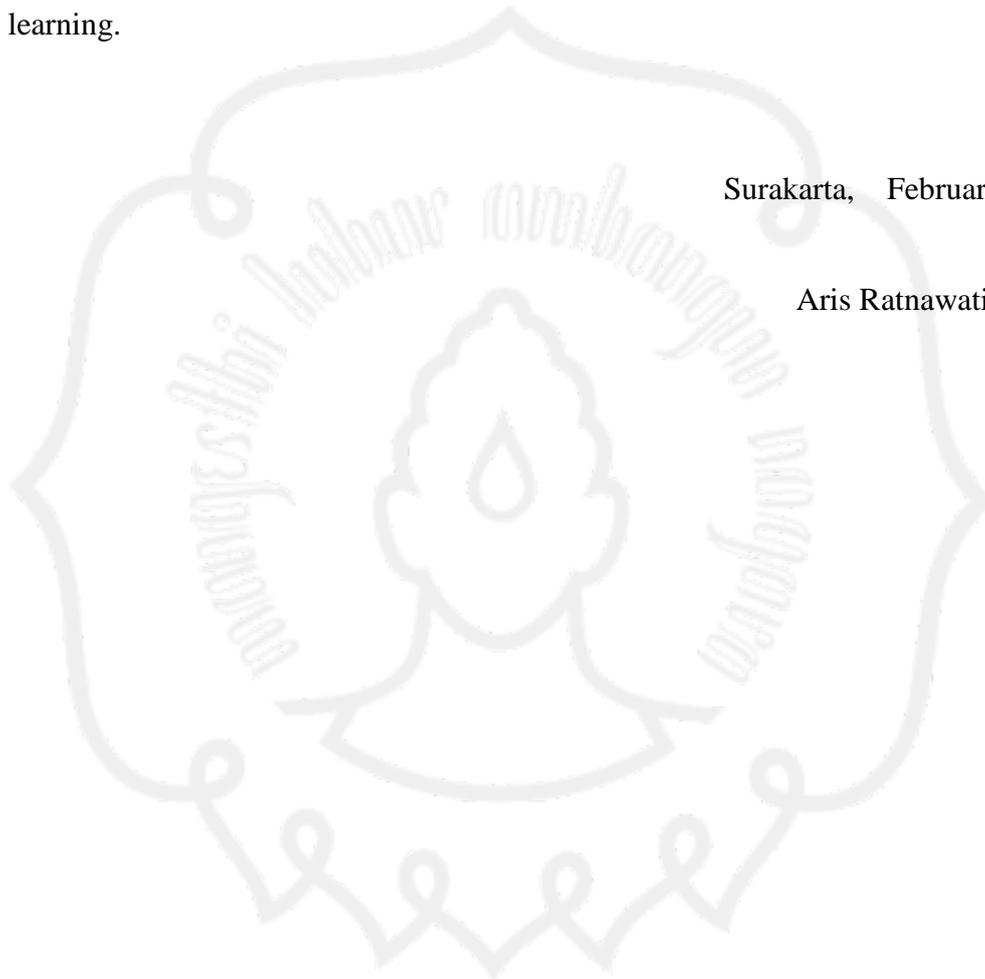


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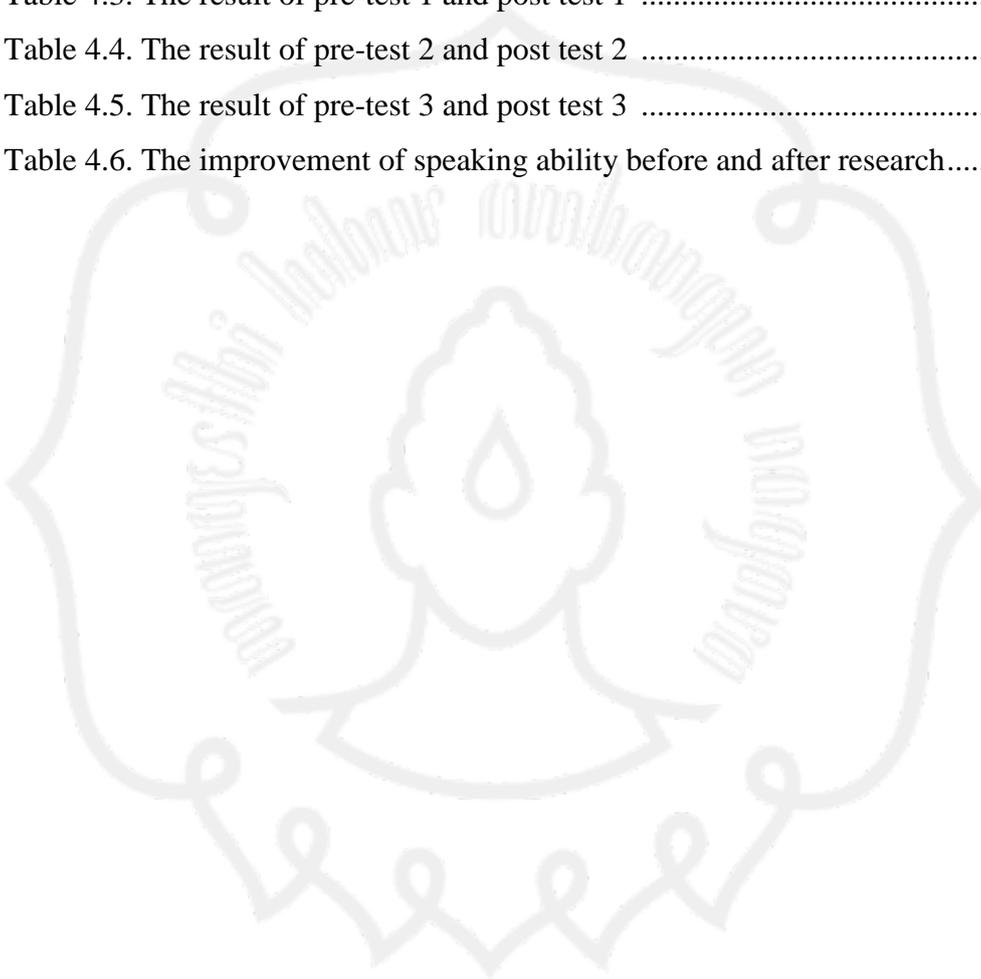
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CHAPTER I

INTRODUCTION

A. Background of the Study

Indonesian government has realized about the importance of learning language, especially English. It becomes one of the most needed languages in this globalization era to support our life in order not to be left behind from other countries. English has important role since most of the information resources are in English. English has been learned and considered as the first foreign language used in every aspect of modern life such as education, politics, economics, and science. From the education side, we can see that all the schools in Indonesia apply English as compulsory subject, especially for senior high schools. The government expects that the students are able to master English as means of communication, transfer communication, and develop their knowledge.

Blumental (1994: 11) states that language is the principal means we have to get our ideas and feeling across the other. In spoken language we do not rely on words alone. Watch people as they talk. Note the gestures, the changing expression, and the tone of the voice. In addition, most of the world's language learners study English in order to be able to communicate fluently. Some people often think that the ability to speak a language is the product of language learning. They assumed that speaking is a crucial part of language learning process. Many language learners regard speaking ability as the measure of using a language. That

is why the main purpose of language learning is to develop proficiency in speaking and communicative efficiency.

On the contrary, for most people, speaking is the most difficult part when they learn a foreign language. For people who wants to be competent in communicating with English, they must change and expand identity as she or he learns the culture, social, and even political factors of English, that needed to speak appropriately with a new 'voice', it is as Englishman (Hughes, 2002 in Fitriana 2006:1).

This study is about the speaking problems found at the first grade of SMK 6 Surakarta. Based on curriculum in teaching speaking at the tenth grade of State Vocational High School, the students are expected to be able to communicate in English. Based on the observation, test, and interview, the researcher found some problems which make the students' speaking ability low. They feel hesitant to speak in English even though they may be very competent in English. Lewis and Hill (1997: 54) say, "speaking is a process that covers many things in addition to the pronunciation of individual sounds". This theory also shows that pronunciation stress and intonation will take a big part in this process. The way to make our conversation sound natural is by using gambits. Keller and Warner (1988: 2) state that a gambit is a word or phrase which helps us express what we are trying to say. In one sense, a gambit has very little meaning and it does not express an opinion. On the other hand, if we never use gambits in our conversation, other people will think we are very direct, abrupt, and even rude. Gambits are full meaning. They show our attitude to the person we are speaking to

and to what she (he) is saying. For example, in a shop there is someone asks to shopkeeper “how much is this?” compare with “could you tell me how much this is, please?”. By using gambits, the conversation looks more natural, more confident, and will make you easier to talk to. Also, you will not be misunderstood.

There is also the way to make our speaking more sociable and flexible. We can use the colloquialism in conversation. It is usually used in informal situation. As stated in dictionary.com (2008), colloquialism or colloquial language is considered to be characteristic of or only appropriate for casual, ordinary, familiar, or informal conversation, rather than formal speech or writing. For example in naming soft drink such as in US. We call “Pop” in the Midwest and Northwest, we call “soda” and in the Northeast and Southwest and we call “coke” in the South. Some linguists make a distinction between colloquialism and slangisms. The lexical items in slangisms are used by a specific social group, for instance teenagers, soldiers, prisoners, or thieves. While the lexical items in colloquial is used in informal speech. Slangisms are often used in colloquial speech but not all colloquialisms are slangisms (Zuckermann, 2003: 21).

Besides changing and expanding the identity, the students also need bravery and confidence to present their English well. The aim of teaching speaking should enable our learners to communicate in that language with others accurately, fluently and confidently. In fact, the students do not want to take a risk in responding the addressee using target language because they will feel

embarrassed to make mistakes. They also feel shy when the addressee does not understand what they said.

Bravery and self confidence are included in non linguistic aspect which directly indicated one's self concept that can determine one's success or failure in speaking English. Another aspect that also influences our communication we utilize in our day to day interactions is our non-verbal or body language. Research has shown that acquiring an understanding of body language increases one's ability to be successful at getting anything one wants out of any given situation. The power of body language is found in the emotional response it creates. Feeling drives decisions and reactions virtually in every situation. Non-verbal cues trigger feelings which determine core assets of an individual such as: truthfulness, trustworthiness, sincerity, skill level, and leadership abilities.

In teaching learning process, the teacher has a right in applying the method, technique, or approach as long as they can achieve the instructional goal. In order to make progress in students learning and to teach speaking effectively and interesting, the teacher has to choose the right teaching technique. The competence of the teacher in teaching learning process will influence the success of the students in their study (Harmer, 1998). It means that the students can be said to be successful if they master the language they have learned to the point of using the material and the technique that the teacher gives. Teacher is supposed to be imaginative and creative to improve the students' speaking ability and make the lesson more exciting. The interesting materials and techniques have to be created by teacher in teaching learning process. It can be built by applying role

play technique. Budden (1993) states that role play is any speaking activity when someone acts as someone else or when he puts himself in an imaginary situation. Meanwhile, Ur (1993: 131) writes that role play refers to all short activities where learners imagine themselves in a situation outside the classroom. Besides, role play in the classroom involves students actively in the learning process by enabling them to act in an imagined or real scenario.

There were several reasons why the writer was interested in investigating the improvement students' English speaking ability using role play. First, people who have learnt English for a long time in Indonesia, sometimes rather hesitate when they should speak with native speakers. Second, they are often embarrassed or shy to say anything when they do not understand what others speak. They just lack confidence in their ability to participate successfully in oral interaction. If they always think that they are going to fail in speaking English, they will not be able to speak well. Based on the description above, the researcher was interested in investigating the improvement students' English speaking ability using role play of the first year students of SMK N 6 Surakarta where they are new comers as an English class and having low speaking habit which can be focused on how to improve their English speaking ability. The research entitles **“IMPROVING STUDENTS’ ENGLISH SPEAKING ABILITY THROUGH ROLE PLAY (A classroom action research conducted at the first year of SMK N 6 Surakarta in 2009/2010 academic year)**

B. Problem Formulation

The problems that will be analyzed in the research, as follows:

1. Can students' English speaking ability of the tenth grade students of SMK N 6 Surakarta be improved by doing role play?
2. To what extent does role play become an appropriate way to improve the students' English speaking ability?

C. The Objectives of the Study

The objectives of this study are to know whether role play can improve the students' English speaking ability or not. It also aims to give general description about the implementation of role play in the classroom and about the things happening in the class when it is implemented (its effects to the students).

D. The Benefits of the Study

The research result is expected to give some benefits for several sides. The study will give a clear description about how role play is implemented by both the students and the researcher that can improve students' English speaking ability.

The second benefits, for the students, it is expected that the result of this research can give some advantages for the students of Vocational School to have improvement in English speaking ability and to have the appropriate behavioral change during the teaching learning process.

Next, it is also hoped that through this research, the information can be useful for teaching English in Vocational High School especially SMK N 6 Surakarta as the place where the research is conducted and it is expected that the school is able to improve its quality of teaching learning process.

Then, for teacher, it is expected that the result of this study can help the teacher to teach conversation or dialogue in order to improve the students' speaking ability. It can also give the teacher information about how to apply the technique of role play in improving students' English speaking ability.

The last, for Teacher Training and Education Faculty, it is expected that the result of this research can be a medium and provide contribution to explore one of the language skills in teaching English. It is also hoped that it can be input and a reference in teaching speaking in the school.

CHAPTER II

THEORITICAL REVIEW AND HYPOTHESIS

Review of Speaking Ability

1. The Definition of Speaking Ability

Scout and Ytberg (2000: 33) state that speaking is perhaps the most demanding skill for the teacher to teach. It is a way to present new language, English, orally. According to New Webster Dictionary (1994: 932) speaking is an act to express one's ideas, feeling, purpose, and thought orally. It is also called oral communication. People who communicate the message, they may have a certain expectations as the response of person to whom they are addressing it. They send their message and select the linguistic elements to express it, so as to arouse in the receiver meaning they are trying to convey.

To most people, mastering the art of speaking is the single most important aspect of learning a second language, and success is measured in terms of the ability to carry out a conversation in the language (Nunan, 1991: 39). The theories above emphasize that speaking is an effort to use language freely, being able to speak which puts more emphasis on interaction, communication and understanding each other. When people talk about something, it has several meanings. Speaking can be many things. It means that when someone speaks to someone else, he or she is thinking of what one wishes to say, choosing the right words from our vocabulary, putting the words in the proper grammatical framework, communicating the feelings we

have, and so on. Meanwhile according to Chaney (1998: 13) speaking is the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of context. Speaking is a crucial part of second language learning and teaching. Despite its importance, for many years, teaching speaking has been undervalued and English language teachers have continued to teach speaking just as a repetition of drills or memorization of dialogues. However, today's world requires that the goal of teaching speaking should improve students' communicative skills, because only in that way, students can express themselves and learn how to follow the social and cultural rules appropriate in each communicative circumstances.

Speaking in this study means the activity to present the language orally, to deliver the ideas, feeling, purpose, and thought. It emphasizes on interaction, communication and understanding each other. Speaking includes some components which should be mastered: structural accuracy, vocabulary, pronunciation, fluency and comprehension for oral communication in the classroom context. The speaking component in a language class should encourage acquisition of communication in and out the classroom.

The factors which influence how successful a person in learning a second language are the nature of person's motivation to learn, the quantities of the opportunities to learn and the person's ability to learn. According to Hornby (1995: 2) ability means mental or physical capacity, power or skill required to do something. Meanwhile, Littlewood (1998: 62) states that ability is often restricted to cognitive aspects of person ability to learn notably

intelligence, and a set of more specific language-learning abilities called “aptitude”. Ability also means the mental or physical capacity, power, or skill required to do something. It means that ability is the quality or state of being able; power to perform whether physical, moral, intellectual, conventional, or legal; capacity; skill or competency in doing; sufficiency of strength, skill, resources, etc.

From explanation above, it can be concluded that speaking ability is one’s power or skill in presenting the language orally to interact and communicate with others. It is used to measure of knowing language. Speaking ability as a productive skill because one carries out the activity for using his speech organs successfully, and receptive skill because it needs someone else to listen to what has been said in order to react what have been heard before successfully.

2. The Concept of Speaking Ability

Guralnik (1994: 2) defines ‘ability’ as a genetic word represents the term capacity, capability, intelligence, competence, mind power and others. It also relates to skill, knowledge to do something, proficiency, aptitude, faculty, expertise, talent, facility, qualification, and strength.

Nunan (1998: 26) implies spoken language consist of short, often fragmentary utterances, in a range of pronunciations. There is often great deal of repetition and overlap between one speaker and another, and speakers frequently use non-specific references. Characteristics of a successful speaking activity which include learner talk a lot, participation is even,

motivation is high, and language is on the acceptable level. Each characteristic is explained as follows (Ur, 1996: 120):

a. Learners talk a lot

The learners can talk as much as possible. In fact, the period of time allotted to the activity is occupied by learners' talk.

b. Participation is even

Classroom discussion is not dominated by a minority talkative participants, it means that all members get chance to speak and distribute the contributions fairly.

c. Motivation is high

Learners are eager to speak because they are interested in the topic and have something new to say about it, or because they want to contribute to achieve a task objective.

d. Language is of an acceptable level

Learners express themselves in utterances that are relevant, easily, comprehensible to each other, and acceptable level of language accuracy. Speaking is the ability to use the language in ordinary way by speech. It is not only matter of transferring some messages to other person but is also communication, which needs more than one person to communicate with.

When people speak, they construct ideas in words, express their perception, their feelings and their intentions, so that interlocutors grasp meaning of what the speakers mean. If the learner does not have speaking skill, does not understand the English words that saying by the speaker, does

not acknowledge the language, they cannot grasp meaning of the speaker's mean. In that condition, they cannot be said success in learning English, because they did not have a meaningful interaction of English conversation. So, for people who want to speak English well, besides learning the knowledge of the language, they need to practice it. Because it is impossible to be able speak English without practice it.

3. The Component of Speaking Ability

According to Syakur (1987: 5), speaking is a complex skill because at least it is concerned with components of pronunciation, grammar, vocabulary, and fluency.

a. Pronunciation

Pronunciation is the students' way to utter English well. Besides, pronunciation is one of the difficult language components of a grammar made up of the elements or principle to determine how sound vary and pattern in a language.

b. Vocabulary

Vocabulary means the appropriate diction which is used in conversation. Without having a sufficient vocabulary, one cannot communicative effectively or express ideas in both oral and written form. Having limited vocabulary is also a barrier that precludes learners from learning a language. Language teachers, therefore, should process considerable knowledge on how to manage an interesting classroom so that the learners can gain a great success in their vocabulary learning.

c. Grammar

It concerns with how to arrange a correct sentences in conversation. It is in line with explanation given by Lewis and Hill (1997: 82) that it can develop the ability to understand and respond quickly, and the ability to articulate. The utility of grammar is also to learn the correct way to gain expertise in a language in oral and written form.

d. Fluency

It can be defined as the ability to speak fluently and accurately suited with professional necessity. Basically, being fluent means able to keep the language coming.

Despite its importance, for many years, teaching speaking has been undervalued and English language teachers have continued to teach speaking just as a repetition of drills or memorization of dialogues. Another skills and knowledge that instruction might address include the following:

Producing the sounds, stress patterns, rhythmic structures, and intonation of the language,

Using grammar structures accurately,

Assessing characteristics of the target audience, including shared knowledge or shared points of reference, status, and power relations of participants, interest levels, or differences in perspectives,

Selecting vocabulary that is understandable and the setting in which the speech act occurs,

Applying strategies to enhance comprehensibility, such as emphasizing key words, rephrasing, or checking for listener comprehension,

Using gestures or body language, and

Paying attention to the success of the interaction and adjusting components of speech such as vocabulary, rate of speech, and complexity of grammar structures to maximize listener comprehension and involvement (Brown, 1994).

Based on the explanation above, a learner involved in the exchange must know the usual pattern that such an interaction follows and access that knowledge as the exchange progresses. The learner must also choose the correct vocabulary to describe the item sought, rephrase, or emphasize words to clarify the description and use appropriate facial expressions to indicate satisfaction with the service.

4. Speaking Accuracy

Accuracy in speaking is one of the main goals targeted by the learner in the process of teaching and learning a language. Brown (1994: 254) defines accurate as clear, articulate, grammatically, and phonologically correct language. He adds that in a language teaching accuracy is achieved to some extent by allowing students to focus on the elements of phonology, grammar, and discourse in their speaking output.

Byrne (1997: 5) states that accuracy is the use of language which depends on mastery of the language system. Accuracy focuses on the correct use of grammar, vocabulary, and other skills. In most lessons, the teacher

builds accuracy in the early stages through controlled or semi-controlled activities. Students practice a pattern, and see and use the language in context. Drills, scripted dialogues, and short questions which prompt the language are all common examples in any level of lesson. (<http://hubpages.com/hub/esl-speaking-advanced>).

5. Speaking Fluency

Fluency in speaking is one of the competencies targeted by many language learners. Signs of fluency include a reasonably fast speed of speaking and only a small number of pauses and fillers. Speaking fluency is the ability to express oneself intelligibly reasonably accurately and without too much hesitation (Byrne, 1997: 9). Accuracy and fluency at different stages of the language programmers can be represented in the following table:

ELEMENTARY		ADVANCED	
Focus on Accuracy	Fluency	Accuracy	Focus on fluency

Fluency is the ability to speak smoothly and clearly. With advanced students, it also refers to the ability to participate rather than react to a conversation (<http://hubpages.com/hub/esl-speaking-advanced>).

Brown (1994: 254) defines distinction between accuracy and fluency. Accurate means clear, articulate, grammatically, and phonologically correct. While fluent means flowing naturally. He also says that fluency may be an initial goal in language teaching but accuracy is gained to some extent

by allowing learners to focus on the elements of phonology, grammar, and discourse in their spoken output.

From the definition above, it can be concluded that speaking accuracy is controlling the language by focusing on their pronunciation, phonology, and grammar. While fluency means the use of language by talking less in pauses or significant pauses.

Review of Teaching Speaking

1. Teaching Speaking

Teaching is guiding activity for someone to develop skill attitude, appreciations, and knowledge. Ur (1996: 4) states that teaching is intended to result in personal learning for students, and it is worthless, if it does not do so. Meanwhile, Gagne in Brown (1987) quotes that teaching is guiding and facilitating learning, enabling the learners to learn, setting the conditions for learning. Today's world requires that the goal of teaching speaking should improve students' communicative skills, because, in that way, students can express themselves and learn how to follow the social and cultural rules appropriate in each communication circumstance. Kayi (2006) states that the meaning of teaching speaking is to teach English language learners to:

- a. Produce the English speech sounds and sounds patterns.
- b. Use words and sentence stress, intonation pattern and the rhythm of the second language.

- c. Select appropriate words and sentence according to the proper social setting, audience, situation, and subject matter.
- d. Organize their thoughts in a meaningful and logical sequence.
- e. Use language as a means of expressing values and judgments.
- f. Use the language quickly and confidently with few unnatural pauses, which is called fluency.

When teaching young learners we constantly have to keep in mind the fact that what we have in front of us is a mixed class with varied abilities, expectations, motivation level, knowledge and last but not least, different learning styles. Thus, we need to vary our approaches and offer as much opportunity as possible to make the whole class find a little something to hold on to, expand and grow (Klancar, 2006).

Now many linguistics and English as Foreign Language (ESL) teachers agree on that students learn to speak in the second language by “interacting”. Communicative language teaching and collaborative learning serve best for this aim. Communicative language teaching is based on real-life situations that require communication. By using this method in ESL classes, students will have the opportunity of communicating with each other in the target language. In brief, ESL teachers should create a classroom environment where students have real-life communication, authentic activities, and meaningful tasks that promote oral language. This can occur when students collaborate in groups to achieve a goal or to complete a task.

2. Teaching Speaking for Teenagers

Teenager at the ages between twelve and eighteen or so may be at the age of puberty (Brown, 2001: 91). Furthermore, Bowlby (2007:1) defines that teenagers can be a specifically as well as a dynamic period of one's life. It has been identified as a period in which young people develop abstract thinking abilities, become more aware of their sexuality, develop a clearer sense of physiological identity, and increase their independence from parents. At this age, they are at transitional stage of developmental between childhood and adulthood represents the period of time during in which a person experiences a variety of biological changes and encounters a number of emotional issues.

Harmer (2001: 38) defines some characteristics of teenagers are: 1) A range of transition, confusion, self-consciousness, growing, and changing bodies and minds; 2) Teens are in between childhood and adulthood; 3) Teenagers seemed to be less motivated and humorous than adults; 4) Teenagers are the search for individual identity.

Based on the explanation above, the writer concludes that teenagers are the transitional stage of development between childhood and adulthood, representing the period of time during which a person is biologically adult but emotionally not a full maturity. The ages which are considered to be part of teenagers vary by culture. When they are speaking in public, they feel silly if they are making mistakes. Sometimes, they also do so spontaneously in their mother-tongue when they say something important to

their friends. They are very tiring to concentrate on producing a foreign language especially when their level is low.

3. Components of Teaching Speaking

Curriculum contains a broad description of general goals by indicating an overall educational cultural philosophy which applies across subjects together with a theoretical orientation to language and language learning with respect to the subject matter at hand. Thus, Nunan (1998: 2) defines curriculum is the principles and procedures for planning, implementation, and evaluation occur in sequential order, and most of the key decisions about aims and objectives, material and methodology are made before there is any encounter between teacher and learner.

In addition, curriculum is an educational program which states the educational purpose of the program (goal), the content (language teaching method), teaching learning process (teaching procedures and learning experiences), and means of assessment (evaluation)

Today, the Curriculum 2006 or KTSP is used in the Educational System in Indonesia. It is stressed to develop the students' competency to perform certain activities and the result will be useful for students. The standard competency is to gain the students to be able to communicate in English on elementary level. It means that the basic competence is to gain the students to express various feelings or senses. The implementation of KTSP should appropriate to the students' ability and needs. In learning process the teacher should look for certain materials which appropriate to the students'

needs in order to be successful. There are at least three components of curriculum:

a. Goal

Goal is the broad, general purposes behind a course of study.

Goal is directed to fulfill the social demand which always develops. The demand are usually related to the needs and conditions which are based on the creative thought and aimed at achieving philosophical values of a country.

b. Syllabus

According to Ur (1996: 176) syllabus is a document which consists, essentially, of a list. The characteristics of a syllabus are consists of a comprehensive list of content items (words, structures, and topics) and process items (tasks and methods), is ordered (easier and more essential items first), has explicit objectives, is a public document, may indicate time schedule, may indicate a preferred methodology or approach, may recommend materials.

The syllabus serves many purposes for the students and the teacher such ensuring a fair and impartial understanding between the instructor and the students. Many generalized items of a syllabus can be amplified in a specific curriculum to maximize efficient learning.

(<http://hubpages.com/hub/esl-speaking-advanced>).

c. Teaching Material

The most obvious and common form of material support for language instruction comes through textbooks. The material used in teaching English should be suitable with student's need (Brown, 2001: 136). Therefore, textbook is as teaching material for teacher when teaching in a class.

4. Problems in Speaking Activities

According to Ur (1996: 121) there are some problems faced by the learners in speaking activities. The problems include inhibition, the lack of theme to be spoken, the low of participation, and the use of mother tongue. These problems can be explained as follows:

a. Inhibition

Unlike reading, writing, and listening activities, speaking requires some real time exposure to an audience. Learners are often inhibited about trying to say things in a foreign language in the classroom, such as worried about making mistakes, fearful of criticism, or shy of the attention that their speech attracts.

b. Nothing to say

Some learners get the difficulties in thinking of anything to say, they have no motive to express themselves beyond the guilty feeling that they should be speaking.

c. The low or uneven of participation

Only one participant can talk at a time if he or she is to be heard. In a large group, this means that each one will have only very little time to talk. This problem is compounded by tendency of some learners to dominate, while others speak very little or not at all.

d. Mother-tongue use

In a number of classes, the learners share the same mother tongue. They may tend to use it because some reasons. Firstly, it is easier. Secondly, it feels unnatural to speak to one another in a foreign language. The last, they feel less “exposed” if they are speaking their mother tongue. If they are talking in small groups, it can be quite difficult to keep using the target language.

A problem of just listening to English is to make students aware of their own mistakes. Hedge (2003: 290) states that [...] students sometimes are nervous speaking in front of others and errors occur through nervousness because they are unused to demand for speaking in public, even if the “public” is relatively small numbers of their peers of group work. They speak up through lack of confidence of fear of “losing face” by making mistake. Another problem can be to react within seconds to give an answer, while during a written test. It can take certain minute to formulate an answer and rethink it.

The problem may also come from the teacher. He may give a little exercise to develop speaking skill. Students of new language will not learn to

speak merely by hearing speech in class. The teacher would be in the position of controlling a set of strategies that would help the students improve his performance.

5. Strategies in Speaking Activities

Improving the speaking skills of the students may be difficult, but the added benefit is building confidence in students for speaking skills and strategies. There are some tips for improving speaking skills (Hedge, 2003).

They are:

- a. Allot a time limit for each and every speaking activity. Take into consideration those activities that involve either group or pair work.
- b. Keep the activity fun and simple. Make sure that instructions are also clear.
- c. Don't overdo speaking activities in one lesson.
- d. Have a back up plan for the entire class and for individual students who are withdrawn.
- e. Always reflect on what can you do as a teacher to help students improve their speaking skills.

There are also some suggestions proposed by Ur (1996: 121) in order to overcome the problems in the speaking class. The strategies are explained in the following term:

- a. Use the group work

Using group work will increase the amount of learners to talk going on in limited period of time and also reduce the inhibitions of

learners who are unwilling to speak in front of the full class. By using group work, the use of oral practice is more than in the full class set up.

b. Base the activity on easy language

Language should be easily produced by participants, so that they can speak fluently with the minimum of hesitation. It is a good idea to review the essential vocabulary before the activities sets.

c. Make a careful choice of topic and task to stimulate interest

The clearer purpose of the discussion will make the participants more motivated in doing the task.

d. Give some instructions or training in discussion skills

The participants should give the contribution to the discussion; appoint a chairperson to each group who will regulate the participation.

e. Keep students to speak the target language

The best ways to keep students in speaking the target language are: (1) try to be the model for them by using the target language; (2) remind them to always use the language.

6. The Role of the Teacher in Teaching Speaking

According to Byrne (1997: 2) the role as the language teacher in the classroom is to create the best conditions for learning. In order to implement this role, the teacher has specific roles at the different stages. The stages include presentation stage, practice stage, and production stage.

a. The Presentation Stage; the teacher as informant

As the presentation stage, the teacher's main task is to serve as a kind of informant. The teachers know the language; select the new material to be learned; and present the material in such a way that the meaning of the new language is as clear and memorable as possible. The students listen and try to understand the material. At this stage, the students are probably saying very little, except when the teacher invites to join in.

b. The Practice Stage; the teacher as conductor and monitor

At the practice stage, it is the students' turn to do most of the talking. The main task of the teacher is to devise and provide the maximum amount of the practice. At this stage, the teacher does the minimum amount of talking. The teacher is like the skillful conductor of an orchestra, giving each of the performers a chance to participate and monitoring their performance to see that it is satisfactorily.

c. The Production Stage; the teacher as manager and guide

No real learning that should be assumed to have taken place until the students are able to use the language for themselves, and unless opportunities are available for them to do this outside the classroom. Provision must be made as part of the lesson.

At any level of attainments, from elementary to advanced, the students need to be given regular and frequent opportunities to use language freely, even if they sometimes make mistakes as a result. It does

not means that mistakes are unimportant, but rather that free expression is more important. It is a great mistake to deprive students' opportunities. Through the opportunities, the students can use the language as they wish; try to express their own ideas, and encourage them to go on learning.

The conclusion is improving speaking skills takes a lot of classroom practices, motivation to speak, and skill. Sometimes, it is necessary to think adding creative elements on the skills of the students and how they are to creative thinking.

Review of Role Play

1. The Definition of Role Play

La Douse (1996: 5) illustrated that when students assume a "Role", they play a part (either their own or somebody else's) in specific situation. "Play" means that the role is taken on in safe environment in which students are as an inventive and playful as possible. Role play also refers to all short activities where learners imagine themselves in a situation outside the classroom (Ur, 1996: 131). Meanwhile Byrne (1986: 115) gives comments that role play is a part of drama activity. In details, he describes that there are three terms to cover the drama activities. They are mime (mimicry-memorization), role play and simulation. He distinguished the terms as follows:

- a. Mime, the participants perform actions without using words (although as we shall see, this activity leads naturally on to talk).

- b. Role play, the participant interact either as themselves in imaginary situations.
- c. Simulation, this involves role play as defined above. However, for this activity the participants normally discuss a problem of some kind with some setting that has been defined for them

Role play is giving students a suitable topic provides interest and subject-matter for discussion, dividing them into groups improves the amount and quality of the verbal interaction. The class is usually divided into small groups which are given situations and roles to act out and explore. This acting is done for the sake of the language and imaginative activity, not for exhibition (Ur, 2005: 9).

2. Reason to Use Role Play

There are several reasons of using role play which proposed by La Douse (1996: 6). These reasons include:

- a. A very wide variety of experience can be brought into the classroom through role play. Through role play the teacher can train the students in speaking skills in any situation
- b. Role play puts students in situations in which they are required to use any roles of relationship to develop their sociolinguistic competence
- c. 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
- d. Role play helps many shy students by providing them with a mask. In the role play, students pretend as someone else

- e. Role play is fun. The students can enjoy their imagination trip
- f. Role play is one of communicative technique which develops fluency in language students, which promotes interaction in the classroom, and which increases motivation

From the explanation above, it can be concluded why people use role play, that is: first, people who have learnt English for a long time in Indonesia, sometimes rather hesitate when they should speak with native speakers. Second, they are often embarrassed or shy to say anything when they do not understand what others speak. They just lack confidence in their ability to participate successfully in oral interaction.

3. Setting up Role Play

Role play involves one or more participants who act out the scenario, which is either scripted in advance or developed on the spot. Participants become the actors, audience, critics, and analysis. There are some guidelines for classroom managements to avoid the chaos as proposed by La Douse (1996: 12). The guidelines include:

- a. Begin the role play with pair work rather than group work
- b. Keep the activity short until students get used to it
- c. Make sure that role play can be used with different numbers of the students
- d. Make sure the students have understood the situation and what are on the role cards before the role play start

- e. Do not worry too much about the one or two pairs or groups which are not participating in the activity, unless they are disturbing the other pupils
- f. Do not use a role play that is too difficult or too emotionally loaded until students are used to this activity.
- g. Set up the task more progressively if the students break into their native language anyway
- h. Set a strict time limit and make every attempt to stick to it

Thoughtful attention to each phase goes a long way towards a successful role play. Renner (1998: 65) states that role play is successful through four distinct phases, they are:

- a. Phase one: set the stage

To illustrate the different ways of handling this phase, here are three approaches taken from a workshop on developing team leadership skills.

- 1) Start with a discussion of problem situation linked with the topic under discussion
- 2) Alternatively, begin with a lecturette, outlining the theory that underlies the practice
- 3) Another opening can be created by viewing a training film depicting a problematic situation.

- b. Phase two: direct the action

Be specific in your instructions, answer questions about the process, but stay away from predicting possible outcomes of the role play.

Act confidently to help alleviate any anxiety that arises at the sound of the words “role play”. A pragmatic approach tends to ease apprehension. Underscore that role-playing is less about acting, and more about learning by simulation.

c. Coach the players

Call for volunteers, or ask individuals you think will fit the part.

There are usually enough people in any group willing to play and the others take on the tasks of observers. Short written descriptions of characters and their scenario can be helpful, limit them to fifty words or less, just enough to sketch out the characters and their dilemma.

d. Brief the observers

Ask the nonplayers to find a spot from which they can best observe the play. Give them clear instructions on what to look for, what to write down, and what you hope to do with the collected data.

4. Types of Role Play

The instructor needs to decide the context for the exercise and the role(s) that the students will play. If the students are taking the human roles, the context is generally a specific problem. Lesson needs to be carefully explained and supervised in order to involve students and to enable them to learn as much as possible from the experience. According to La Douse (1996: 13) there are several types of role play:

- a. Roles which correspond to a real need in the students' lives

Example: roles as a doctor dealing with patients or salesman traveling abroad

- b. Roles which the students may or may not have direct experience

Example: roles as a customer complaining or passenger asking for information

- c. Roles which few students will ever experience directly themselves, but which are easy to play because we have such vast indirect experience of them

Example: roles as the television journalist

- d. Fantasy roles, which are fictitious, imaginary, and possible even absurd

Example: roles as fairy

Rationale

In learning of foreign language, students may think that speaking is the most difficult language skill to be practiced since it tends to attach more importance to correctness of every kind (pronunciation, grammar, stressing, intonation, and gesture, for example). The students try to avoid speaking class activity and do not try their best when they are asked to practice it. Meanwhile speaking is regarded as a measurement to the students who master the language. Therefore, the English teacher should find and apply the way or the technique that make the speaking activity easier to perform. Speaking activity will be easier to be performed for the students if the teacher focuses on the goal which is enabling

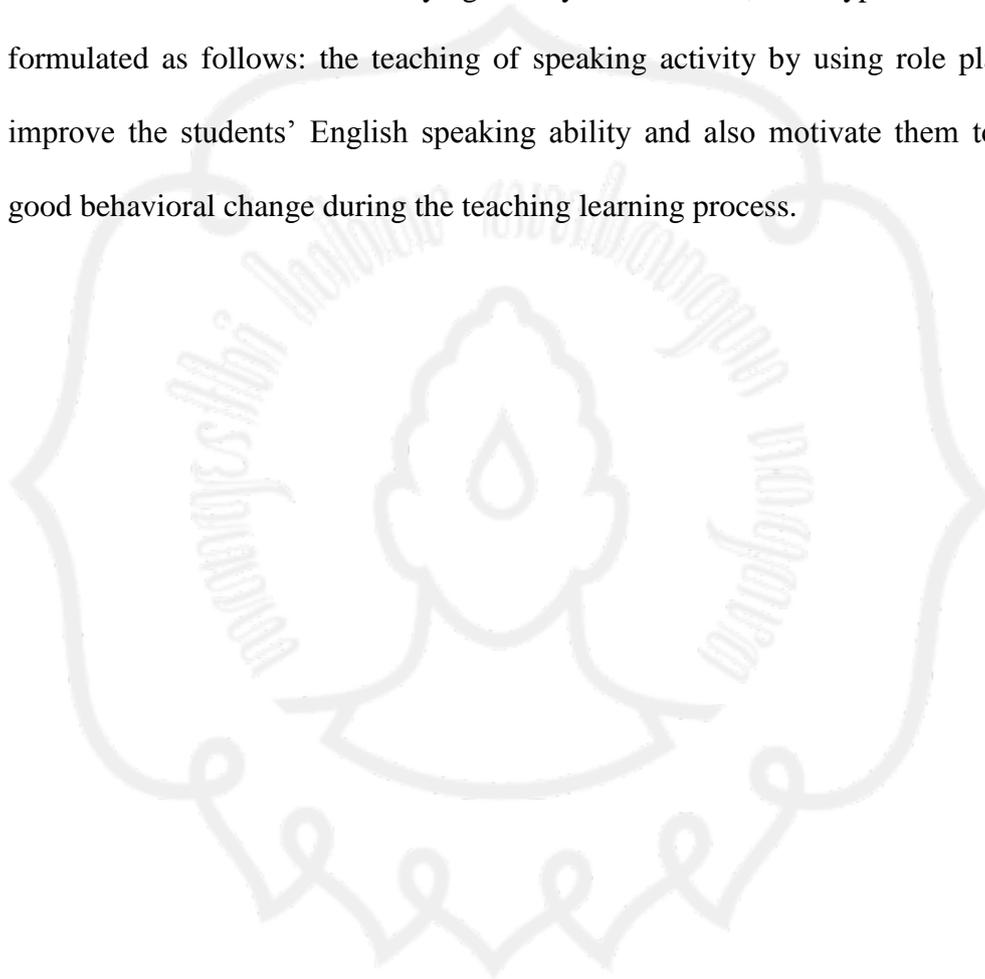
students to communicate in ways that are flexible and meaningful for them. It means that the teacher should give chances to the students to communicate something that is in accordance with their world.

In this case, the teacher should encourage students to be able to speak up in front of the class accurately and fluently. Therefore, the teacher will make the students accustomed to speaking. One excellent way that combines both requirements of making speaking easier and understandable is by practicing the conversation using role play. In this speaking, the students are asked to speak up in front of the class accurately and fluently about the things that are important to them or about certain topics in accordance with the curriculum (the topics must be delivered as interestingly as possible so that the students will be encouraged to speak up). Besides, they will also get regular response from their teacher to the things they speak. This response functions not only as a feedback on the content, but also as a model of correct English usage. As the students continue to speak and their teacher gives response as in the material, they become more fluent, confident, and skillful in speaking. In addition, in the role play technique, the teenagers can play it well. There are some reasons why role play is suitable technique for students in teenagers. First, teenagers have still well in memorizing something while role play is acted using scenario, so they must memorize the scenario well. Second, in the role play technique, it is necessary for someone to be confident to act in public. We can see the teenagers have this capability. Third, expressive is one of the teenagers' characteristics. It is badly needed role-playing.

They control their emotion by expressing it. The last, the teenagers are imaginative, so they can play the role of other people's characteristics easily.

Action Hypothesis

Based on the underlying theory cited above, the hypothesis can be formulated as follows: the teaching of speaking activity by using role play can improve the students' English speaking ability and also motivate them to have good behavioral change during the teaching learning process.



CHAPTER III

RESEARH METHODOLOGY

A. The Method of the Research

The research method used in this study is action research. Defined by Kemmis in Hopkins (1993: 5), action research is a form of collective self reflective inquiry undertaken by participants in social situation in order to improve rationally and justice of their own social or educational practices, as well as their understanding of this practices and the situation in which the practices are carried out.

Winter (1989: 43) states that action research is “learning by doing” - a group of people identify a problem, do something to resolve it, see how successful their efforts were, and if not satisfied, try again. While this is the essence of the approach, there are other key attributes of action research that differentiate it from common problem-solving activities that we all engage in every day. Winter (1989: 43) also gives more succinct definition that,

Action research...aims to contribute both to the practical concerns of people in an immediate problematic situation and to further the goals of social science simultaneously. Thus, there is a dual commitment in action research to study a system and concurrently to collaborate with members of the system in changing it in what is together regarded as a desirable direction. Accomplishing this twin goal requires the active collaboration of researcher and client, and thus it stresses the importance of co-learning as a primary aspect of the research process.

Based on Wiersma (2000: 11), action research is a research usually conducted by teacher, administrators, or other educational professionals for

solving a specific problem or for providing information for decision making at the local level. The research is designed to overcome the real problems which are not confined to a particular methodology or paradigm with effective ways. While Hopkins (1993: 42) defines that action research is the research designed to uncover effective ways of dealing with the real problems. It is not confined to a particular or paradigm. It may utilize qualitative or quantitative methodology or a mixture of both.

Action research is a method which emphasizes on action, with research as a fringe benefit. It is conducted to solve the real problems. If the result of the action is not satisfied for the researcher, she or he may try the action again and again. Action research can also be undertaken by organizations or institutions guided by professionals researchers, with the aim of improving their strategies, practices, and knowledge of the environments within which they practice and solving the problems.

B. The Place and Time of the Research

This classroom action research is carried out at SMK N 6 Surakarta at class of X AK 3. The classroom is in the second floor. Both teachers and students go upstairs everyday. They need little time to prepare themselves to be ready in teaching learning process. Moreover, it is a moving class. Everytime, they have to memorize which class they are going to enter. However, the class is large, so it has enough space to do the research and easy to manage it as they need. It is also far from the crowded area like canteen, parking lots, etc. The teaching learning

process is more conducive. The research is carried out in November – December 2009 by exploiting the use of role play in teaching speaking.

C. Description of the Object

The research is conducted in SMK N 6 Surakarta at class X AK3. Since the first time the researcher practices teaching as a teacher in this class, she feels comfort with this students. They are very nice, friendly, and intimate. There are 39 students in this class which consists of 37 females and 2 males. Because the number of the students is odd, there is a student who sits alone but it is not a big problem. The students are talkative and easygoing. The students in class X AK3 are also smart although it is not as smart as students in class X AK1 and X AK2 based on the class division. However, when the teacher handles the speaking activity they become calm and passive. At that time, teacher asks them to practice the dialogue as in the textbook. At the beginning there is no one who wants to practice it in front of the class. The teacher gives them motivation so some of them want to do it.

The researcher can see that they have low speaking ability from their score besides their speaking habitual in the class. She interests to improve their ability in speaking because she feels sure that they competent in grammar and listening. However, they have difficulties in practicing speaking in public.

D. The Action Research Process

Stephen Kemmis has developed a simple model of the cyclical nature of the typical action research process (Figure 1). Each cycle has four steps: planning, action, observation, and reflection.

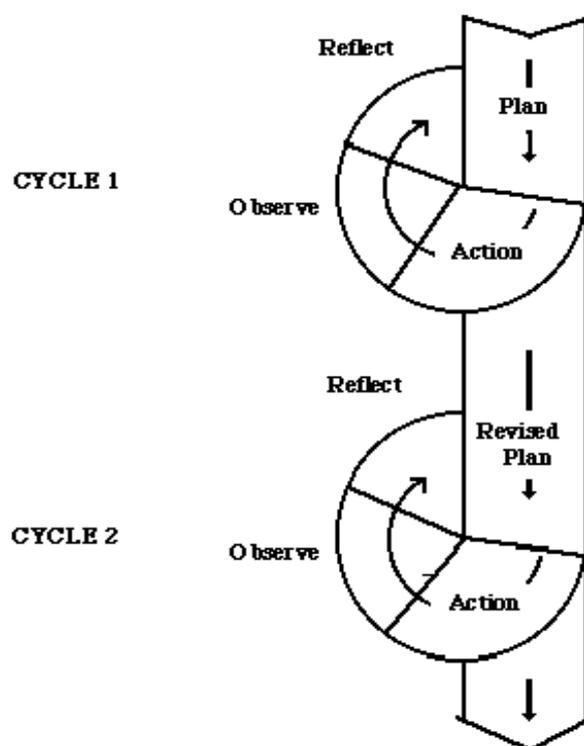


Figure 1. Simple Action Research Model

Somekh (1993: 29) in Burns (1999: 32) portrays action research as 'chameleon-like', as the plans, action, and observation through which action researchers proceed should be able to be transformed by their social, educational, and political settings as well as by the personal and professional values, beliefs, and histories. Somekh suggest that in broad term action research can be seen as a research methodology which includes the following features:

1. The research focused on a social situation;
2. In the situation participants collaborate with each other and with outsiders to decide upon a research focus and collect and analyze the data;
3. The process of data collection and analysis leads to the construction of theories and knowledge;
4. The theories and knowledge are tested by feeding them back into changes in practice;
5. To evaluate these changes, further data is collected and analyzed, leading to refinement of the theories and knowledge which are in their turn tested in practice;
6. At some points, through publication, this theories and knowledge are opened up to wider scrutiny and made available for others to use as applicable to their situation. This interrupts the cyclical process of research and action, but is useful in bringing the research to a point of resolution, if only temporarily.

Meanwhile, Gerald Susman (1983) gives a somewhat more elaborate listing. He distinguishes five phases to be conducted within each research cycle. Initially, a problem is identified and data is collected for a more detailed diagnosis. This is followed by a collective postulation of several possible solutions, from which a single plan of action emerges and is implemented. Data on the results of the intervention are collected and analyzed, and the findings are interpreted in light of how successful the action has been. At this point, the problem is re-assessed and the process begins another cycle. This process continues until the problem is resolved.

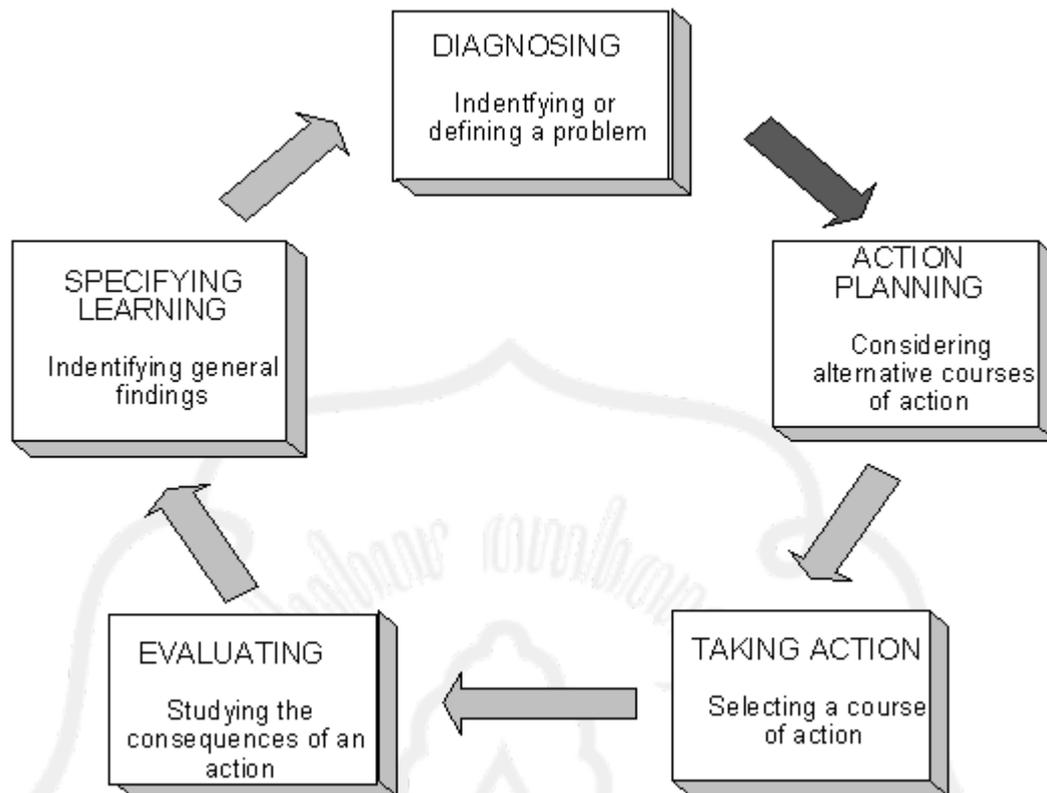


Figure 2. Detailed Action Research Model

(adapted from Susman 1983) http://www.web.net/%7Erobrien/papers/arfinal.html_-_edn3

Based on the explanation above, the researcher uses the model of Stephen Kemmis' typical action research. The model is very simple and easy to apply. The steps are complete and systematic. They are planning, action, observation, and reflecting. She can manage the research well from the beginning until the end of the research.

E. The Procedure of Action Research

Based on Kemmis and Taggart (in Hopkins, 1993: 48), the procedure of each step can be explained as follows:

1. Identifying Problems and Planning

The activities are:

- a. Pre-observation toward the teaching speaking class in SMK N 6 Surakarta
- b. Preparing the material, making lesson plan, and designing the steps in doing the action
- c. Preparing list of students' name and scoring
- d. Preparing teaching aids
- e. Preparing sheets for classroom observation
- f. Preparing test

2. Implementation the Action

The teacher applies the action of the teaching speaking by using role play technique. In this step, the researcher implements the activities written in the lesson plan.

3. Observing

Observation is one of the instruments which are used in collecting the data. The writer as the researcher observes the students' activities while teaching and learning process occur. The result of the observation is recorded on observation sheets as the data. The English teacher as observer will give some input and suggestions to the researcher.

4. Reflecting

After carrying out the teaching process, the researcher recites the occurrence in classroom as the reflection of the action. She evaluates the process and the result of the implementation of role play in English teaching. The cycle is stopped, when 75 % of the students who get score one have reached score two.

F. The Technique of Collecting Data

In collecting the data, the researcher uses qualitative and quantitative methods. The data from quantitative method will support the qualitative and vice versa. The qualitative method consists of observation and interview. Hopkins (1993: 535) defines observation as a research procedure in which the researcher watches and record behaviors. The researcher in the observational technique collect the data from four sources namely observation, notes, audio recording, and photograph. The researcher is active participant teacher and observer. She with the help of English teacher actively observes the process of teaching and learning. The observer makes notes about all the activities during the lesson. The photos of teaching and learning process will be taken by the teacher observer. The researcher adds the document by conducting interview with the English teacher and the students, recorded using audio recording.

The second is quantitative method. The kind of technique in quantitative method is a test. The teacher can find the effectiveness of the uses of role play by speaking test. There are criteria of measuring the speaking

skill. The grade of accuracy and fluency is taken from criteria of assessment of speaking test (Ur, 1996: 135) as follows:

Accuracy		Fluency	
Little or no language produced	1	Little or no communication	1
Poor vocabulary, mistake in basic grammar, may have very strong foreign accent	2	Very hesitant and brief utterances, sometimes difficult to understand	2
Adequate but not rich vocabulary, occasional grammar slips, slight foreign accent	3	Gets idea across, but hesitantly and briefly	3
Good range of vocabulary, occasional grammar slips, slight foreign accent	4	Effective communication in short turns	4
Wide vocabulary appropriately used, virtually no grammar mistakes, native-like or slight foreign accent	5	Easy and effective communication, uses long turns	5

TOTAL SCORE : 10

Table 3.1. The grade of accuracy and fluency

G. The Technique of Analyzing Data

The data are analyzed to get conclusion of each cycle. The qualitative data will be simplified by making exposition and conclusion, and the quantitative data will be presented in the form of mean score, the quantitative data analyses are used to analyze data from the result of the teaching learning process. It is done to compare the students' speaking skill before and after each cycle or the result of pre-test and post-test showing whether or not there is improvement in speaking ability. Besides that, it can show whether the activities are effective. The formula of the mean of the pre-test and post-test can be calculated as follows:

$$\bar{x} = \frac{\sum x}{N} \qquad \bar{y} = \frac{\sum y}{N}$$

in which:

\bar{x} = means of pre-test scores

\bar{y} = means of post-test scores

N = the number of sample

CHAPTER IV

RESULT OF THE STUDY

A. The Process of the Research

The aims of this research are to improve students' speaking ability through role play and to find out how role play can be implemented effectively. This chapter presents the result of the action research conducted in class X of SMK Negeri 6 Surakarta and its discussion.

In conducting the research, the researcher worked collaboratively with the English teacher of class X of SMK Negeri 6 Surakarta, namely teacher NW. Therefore, it was very important for the researcher to share the information about her study to the English teacher.

This research was conducted in three cycles. Each cycle consists of two meetings, including building knowledge of field (BKOF) stage, modeling stage, joint construction (JC) stage, and independent construction (IC) stage. Below is explanation of pre-research and action research. This procedure can be seen in table 4.1:

STEPS	TECHNIQUES	DESCRIPTIONS
I. Pre-Research	Observation	Identifying the problems during TL process and focusing on it
	Test	Identifying students' weakness in language skills by giving evaluation of listening, reading, writing, and speaking <ul style="list-style-type: none"> • Identifying the students' speaking ability • The students' pre-test mean score 4.07

	Interview	Identifying the teacher's problems in teaching speaking
	Case	<i>The low students' speaking ability</i>
	Indicators	<ul style="list-style-type: none"> • <i>The students got difficulties in using grammar</i> • <i>The students couldn't pronounce the words well</i> • <i>The students speak with a lots of pauses</i>
	Causing of the problems	<ul style="list-style-type: none"> • <i>The students were passive during TL process</i> • <i>The teachers didn't use an effective teaching techniques</i> • <i>The lack of opportunities in practicing the dialogue</i>
II. Implementation <i>Cycle 1</i>	Plan	Prepare the materials, lesson plan, teaching media, picture, students exercise, and everything related to the action like video recording, space, table, etc.
	Pre-Test 1	<ul style="list-style-type: none"> • Identifying the students' speaking ability • Teacher asked the students to tell the picture using sympathy expression minimal 8 sentences one by one • The students' pre-test mean score 4.4375
	Action	<p>Implementing the action in two meetings</p> <ul style="list-style-type: none"> • Teacher introduced and explained the materials about sympathy expression • Teacher guided the students to pronounce correctly • Teacher asked to the students to make a group consists of two • Teacher gave the students dialogue and asked them to memorize it • Teacher guided students to do

	<p>Post Test 1</p> <p>Observation</p> <p>Reflection</p> <p>Revision</p>	<p>role play in each group</p> <ul style="list-style-type: none"> • Teacher gave the evaluation to the students • Teacher did the same thing like in the pre-test • The improvement students' speaking ability • The students' mean score 4.8125 <p>The observer observed the action and wrote the result in field notes</p> <p>The strength and weakness of the action</p> <ul style="list-style-type: none"> • The improvement students' pronunciation • The class is noisy because students do not take a part in TL process <p>Adjusting the plan to solve the weaknesses that occur during TL process. The next plan will be focused on:</p> <ul style="list-style-type: none"> • Improving the students' fluency and intonation by giving independent to create the dialogue by themselves • Inviting the students to make comment to another group in order to give them evaluation so that the class will be not noisy again
	<p><i>Case</i></p> <p><i>Causing of the problems</i></p>	<p><i>Students' fluency and intonation were not good enough</i></p> <p><i>The students should make the dialogue by themselves in order to understand all the dialogues' meaning</i></p>
<i>Cycle 2</i>	Plan	Prepare the materials, lesson plan, teaching media, students exercise, and everything related to the action like video recording, chair, table, etc.

	Pre-Test 2	<ul style="list-style-type: none"> • Identifying the students' speaking ability • Teacher asked the students to tell the picture using degrees of comparison minimal 8 sentences one by one • The students' pre-test mean score 5.53125
	Action	<p>Implementing the action in two meetings</p> <ul style="list-style-type: none"> • Teacher reviewed the last material • Teacher introduced and explained the new material about degrees of comparison • Teacher presented the dialogue and drilled the students in good stressing and intonation • Teacher asked students to make a group • Teacher provided the setting of the dialogue • Teacher asked students to make a dialogue about degrees of comparison by their own words in order to be more fluent • The students do role play • Another group commented the performance
	Post Test 2	<ul style="list-style-type: none"> • Teacher did the same thing like in the pre-test 2 • The improvement students' speaking ability • The students' mean score 6.56
	Observation	The observer observed the action and wrote in the field notes
	Reflection	<p>The strengths and weaknesses of the action</p> <ul style="list-style-type: none"> • The improvement students' fluency and intonation • The gesture or body language are still weak (feeling unconfident)

	Revision	<p>Adjusting the plan to solve the weaknesses that occur during TL process. The next plan will be focused on:</p> <ul style="list-style-type: none"> • Improving the students' bravery by asking them to make a dialogue free using their own words, determined the setting and properties by themselves
	<p><i>Case</i></p> <p><i>Cause of the problems</i></p>	<p><i>Students' performance were not good enough</i></p> <p><i>The students should make the dialogue by themselves in order to understanding all the dialogues' meaning</i></p>
Cycle 3	<p>Plan</p> <p>Pre-Test 3</p> <p>Action</p>	<p>Prepare the materials, lesson plan, teaching media, students exercise, and everything related to the action like video recording, properties, etc.</p> <ul style="list-style-type: none"> • Identifying the students' speaking ability • Teacher asked the students to tell the picture using preferences minimal 8 sentences one by one • The students' pre-test mean score 7.34375 <p>Implementing the action in two meetings</p> <ul style="list-style-type: none"> • Teacher reviewed the material • Teacher introduced and explained the new material about preferences • Teacher asked students to make a group • Teacher asked students to make a dialogue about preferences by using their own words • The students do role play • Another group commented the performance

	Post Test 3	<ul style="list-style-type: none"> • Identifying the students' speaking ability • The students' post-test mean score 7.8125
	Observation	The observer observed the action and wrote in the field notes
	Reflection	<p>The strengths and weaknesses of the action</p> <ul style="list-style-type: none"> • The improvement students' bravery (more confident). it was seen from their gesture and body language

Table 4.1. The summary of the procedures of the research

1. Pre-Research

Pre-research was conducted before the implementation of action research. The aim of the pre-research was to identify the problems happening during teaching learning process. The problems could be identified by focusing the areas which would be observed. The researcher focused on the identification of the students' ability in producing oral language (speaking) and the process of the teaching itself. She conducted the observation toward the teaching learning process, test, and interview with the English teacher and the students. Based on the observation toward the teaching and learning process on November 2009, the researcher identified that the students in this class still weak in speaking and listening. They often did the mistakes especially in grammar word order and a lot of pauses when speak up. They also felt unconfident to speak up in front of the

class. It is caused they felt hesitant and afraid if made the mistakes. The next step was interview with the English teacher. It was also conducted on November 2009. She also said that the students' speaking ability of the class X AK 3 is weak. Based on the interview with the students of X AK 3, they also said that their score in listening and speaking activity are less. The researcher held the test in the pre research. It was conducted on 2nd November 2009. She asked the students to do exercises consisting listening, writing, reading, and speaking. The test showed that their speaking score is the worst. This test was held to the X AK 3 class consisting of 39 students. At that day, only 35 students were attending in this test and 36 students in the post test with different students. Therefore, the researcher only took 32 of 39 students because some of them did not join the class. The type of the test was individual test. In this test, the students were asked to tell the activity in the past in front of the class. The result of accuracy test was: from the 32 students, 7 students got score 1; 20 students got score 2; 5 students got score 3. The result of the fluency test as follows: from 32 students, 4 students got score 1; 20 students got score 2; 8 students got score 3. It can be said that from the accuracy test 21.875% students got score 1, 62.5% students got score 2, 15.625% students got score 3. Meanwhile from the fluency test, the result was 12.5% students got score 1, 62.5% students got score 2, and 25% students got score 3. The results are presented in table 4.2:

Speaking Skill Test	Score	Indicators	Percentages
1. Accuracy Test			
• 7 students	1	Little or no language produce	21.875%
• 20 students	2	Poor vocabulary, mistake in	62.5%

<ul style="list-style-type: none"> • 5 students 	3	basic grammar, may have very strong foreign accent Adequate but not rich vocabulary, occasional grammar slips, slight foreign accent	15.625%
2. Fluency Test			
<ul style="list-style-type: none"> • 4 students 	1	Little or no communication	12.5%
<ul style="list-style-type: none"> • 20 students 	2	Very hesitant and brief utterances, sometimes difficult to understand	62.5%
<ul style="list-style-type: none"> • 8 students 	3	Gets idea across, but hesitantly and briefly	25%

Table 4.2. The speaking pre-research test

Based on the observation toward the teaching learning process and the explanation of the English teacher, the researcher could be identified that the teacher still used general technique in teaching English especially when speaking activity. The teacher used the conventional technique. She asked students only to make a dialogue when giving an evaluation in speaking class without practicing. She said that it would not spend much time. It seemed that her teaching technique was monotonous. From the students themselves, they felt bored. They looked so nervous when they spoke in English. They were afraid in joining speaking lesson.

From the explanation above, the researcher concluded that there were some causes that came from the teacher and the students themselves. They were (1) the teacher's teaching technique was not creative or monotonous in instructional process; (2) the students were passive in teaching learning process; and (3) there are no opportunities in practicing the language.

2. Research Implementation

This research was implemented to improve students' speaking ability by exploiting the role play technique. It was held in three cycles. Each cycle consisted of six steps including: identifying the problems, planning the action, and implementing the plan. Each cycle included two meetings. Each meeting took 90 up to 135 minutes. The meetings were conducted in 16th November 2009 and 18th November 2009. In this cycle, the researcher held the pre-test with the topic "Sympathy Expression". The students told the story based on the picture using sympathy expression one by one in front of the class. In the first cycle, the researcher chose the topic "Sympathy Expression" for the students to do role play. The second cycle included two meetings also. It was conducted on 25th November 2009 and 30th November 2009, with the topic "Degrees of Comparison". The third cycle was also conducted in two meetings, on 14th December 2009 and 16th December 2009. The topic was "Preferences".

The more detail information about the implementation is described in the implementation of Cycle 1, Cycle 2, and Cycle 3 as follows:

a. Cycle 1

1) Identifying the Problems and Planning the Action Research

In fact, the students had low speaking ability. They had problems in using grammar, pronunciation, and intonation/stressing. They also spoke with a lot of pauses and no gesture or body language. Meanwhile, the teacher taught the speaking using conventional technique and it was monotonous. There was no practicing the target language. It could make the students feel bored and did not

have any interest in teaching learning process. It could be shown during the instructional process. Some of students did not pay the attention to the teacher's explanation. Almost all students kept silent and passive. From the facts above, the researcher and the English teacher, Mrs. NW, planned and chose an appropriate technique to solve these problems. They decided to choose role play because they thought that it was an effective way to make all of the students more active and interact with others using the target language. It was expected that it would improve their speaking ability and feel brave and confident in speaking English. Then, the English teacher and the researcher designed the materials, lesson plan, students' worksheet and everything related to the action. The researcher implemented the instructional process and the English teacher was as an observer who wrote, recorded, and documented whole the activity in the instructional process.

The teacher NW and the researcher gave the pre-test after did the observation, test, and interview to know how the students' speaking ability. The type of the test was individual test. In this pre-test, the students were asked to tell the picture using sympathy expression in front of the class.

Based on the problems, the researcher identified that the students' speaking ability should be improved. The researcher and the English teacher decided to conduct different technique to solve these problems. Therefore, the researcher used one of the effective techniques in teaching speaking, role play. The writer as the teacher applied the role play technique in instructional process in order to improve students' speaking skill.

2) **Implementing the Action**

a) **First Meeting (09.30 am – 11.45 am)**

The first meeting of the action research was conducted on 16th November 2009. The subject was after the break so many of the students had not yet been ready to begin the lesson. There were some students who chatted outside the class. After all students were in the class, researcher began the lesson. She greeted the students and checked the students' attendance. There were 3 students were absent. Then, she explained what they were going to conduct a speaking lesson.

Before implementing the action the researcher gave students a pre-test. The test was aimed to identify their competence and their problems in speaking English. The pre-test was oral test. The topic was "Sympathy Expression". The researcher provided the cards which content of picture. Each student took one card. The researcher gave an opportunity to the students to think the answer. Then, each student came to in front of the class to tell the story based on the picture using sympathy expression. The students had to make minimal 8 sentences. Such test was also given in the end of the cycle as a post test, so the researcher could know the differences between the results of the two tests.

After finishing the pre-test the researcher implemented the first cycle. The first cycle divided into two meetings. The topic was "Sympathy Expression". Later, she asked the students "Do you ever feel hurt?". The students answered "Yes". She asked to one of the student, "Retno, what sick

did you ever get?”. After student responded the question, then she responded with sympathy expression. The students knew the meaning of the questions. They were going to learn about sympathy expression. The students mentioned kinds of sickness. There are many difficult words, so she asked them to open the dictionary to know the meaning. She wrote the difficult words in the whiteboard. Then, she mentioned some expressions of sympathy and wrote it in the white board. Teacher asked the students to mention another sympathy expression. The students made sentences using sympathy expression.

The teacher told the class that she would handle the class to hold research. She would apply the role play technique in teaching speaking. She asked the students to make a group consist of two. Teacher provided short dialogue that would distribute to each group. There was a blank word that the students should fill it using sympathy expression. The teacher gave them opportunity to memorize the dialogue. Meanwhile, she explained the procedures of doing role play. She placed the video recording in right place so that all group could be recorded. There were 18 groups. Teacher prepared the form of evaluation to give mark to the students and evaluate their pronunciation, grammar, and fluency. The observer wrote all the activities in her field notes including the strengths and weaknesses. The teacher also gave the model of how doing the role play. After she found that all the students were understood, she asked them to prepare by practicing it in their own table first. Then, she began to ask the first group to come forward to do role play.

She asked the previous group that is group 18 to help the teacher to score their friends' performance by giving comment, criticism, and suggestion. They looked enthusiastic. Because the time was not enough to perform all groups, so the next group would be continued in the next meeting. The performers were only until the group 11. At the end of the lesson the teacher and the observer finished it and said good bye.

b) Second Meeting (07.00 am – 08.30 am)

The lesson was started on Wednesday, 18th November 2009 at 07.00 am – 08.30 am. It was the first subject at that day. Some students were not in the classroom when the teacher and observer were coming. They came late. The teacher led to pray. She greeted and checked the students' attendance. There was no one absent that day. She reviewed the last material by asking questions. It talked about sympathy expression. She asked them to mention the expressions of sympathy. She told them that they were going to hold an evaluation and continue the role play. She checked the students' ability in making dialogue individually. She distributed the paper and asked them to make short dialogue using their own words. They had to make it in good word choosing and improvisation. The teacher and observer help them whenever they found difficulties in deciding vocabulary or in arranging the words. Some of them still made errors in word order. The mistake which often made was the use of *to be* in their sentences. For example they wrote "*Why do you sad?*". They also often made errors in the use of tenses. For

example they wrote *"I have nightmare last night"*. After finishing the task, they collected it to the teacher.

The teacher continued the role play. There were still seven groups which have not practiced yet in front of the class. There were also three students who did not have any group. They were absent last meeting so the teacher gave them dialogue which had to be memorized. Therefore, there were 19 groups in that class. Teacher prepared the properties she need such as field notes, form of evaluation, students' name, video recording, etc. The observer wrote the activities. Teacher asked the previous group to score the performance. Each group prepared the properties that they would use by themselves. They collected the dialogue before. They did role play in front of the class. Before practiced in front of the class, the next group practiced to do exercise in their place with her or his partner.

After all the students had already performed their dialogue, the researcher gave them reinforcement like *"That's good"* or *"it's great"*. She made an evaluation. She read another group's comment. It was expected that all of the students could improve their speaking ability. She also asked the students to improve their fluency so there would not any pauses when they talked.

At the end of the activity, teacher held the post test in cycle 1. The activity was the same with the pre-test. However, the students had different opportunity to choose another pictures. The researcher scored them in the

form of the students score. There was an improvement students' speaking ability comparing with pre-test.

The researcher asked the students' feeling and summed up the lesson. Finally she and the observer said good bye at the end of the lesson.

3) Observing

The result of the observation can be explained as follows:

a) First Meeting

In the first meeting, the teacher held pre-test and explained the material then the students responded it well. They kept attention to the teacher but few of them chatted a lot. The teacher often pointed them to make sentences using sympathy expression in order to more attention to her. The teacher provided some questions in the pre-test, they looked enthusiastic. They did it seriously although some of them only heard their friends. They felt unconfident when the teacher asked them to speak up in front of the class. They always said that they were not ready. They sometimes forgot speaking Indonesian when they spoke up in front of the class. Then they closed their mouth with their hand and repeated again. The class was noisy when they memorized the answer. Some of them chatted with their friends while waited the turn and some another walked around.

b) Second Meeting

In the second meeting the students were looked more active than before. They were interesting in teaching learning process when the teacher

asked them to memorize the dialogue with their partner and the class began noisy. Some of them asked the teacher how to pronounce the difficult words. The students also looked busy because they prepared the properties they need. After they were ready, the teacher asked them to perform role play in front of the class. The teacher and observer asked the previous group to score their performance and gave comment and suggestion. Actually the performance's second meeting was better than the first. However, there were still weaknesses in memorizing dialogue.

4) Reflecting

After observing and analyzing the result of observation in cycle 1, the writer and the English teacher found several positive results and some weaknesses in the first cycle. They were as follows:

a) Positive Results

- (1) From the results of speaking test, there was an improvement of students' speaking ability. We could see from the results of pre-test and the post test 1. The result of accuracy test was: from the 32 students, 2 students got score 1; 20 students got score 2; 10 students got score 3. The result of the fluency test as follows: from 32 students, 3 students got score 1; 21 students got score 2; 8 students got score 3. It can be said that from the accuracy test 6.25% students got score 1, 62.5% students got score 2, 31.25% students got score 3. While from the fluency test, the result was 9.375% students got score 1, 65.625% students got score 2, and 25% students got score 3. Meanwhile the

result of post test 1 there was an improvement. The result of accuracy test of post test 1 was: from the 32 students, there were no students who got score 1; 15 students got score 2; 14 students got score 3; 3 students got score 4. The result of the fluency test of post test 1 as follows: from 32 students, there were no students who got score 1; 24 students got score 2; 8 students got score 3. It can be said that from the accuracy test 46.875% students got score 2, 43.75% students got score 3, 9.375% students got score 4. While from the fluency test of post test 1, the result was 75% students got score 2, 25% students got score 3. The result could be presented in table 4.3:

Pre-Test 1	Post test 1	Score	Indicators	Percentage	
				Pre-Test 1	Post test 1
Accuracy	Accuracy				
2 students	-	1	Little or no language produced	6.25%	-
20 students	15 students	2	Poor vocabulary, mistake in basic grammar, may have very strong foreign accent	62.5%	46.875%
10 students	14 students	3	Adequate but not rich vocabulary occasional grammar slips, slight foreign accent	31.25%	43.75%
-	3 students	4	Good range of vocabulary, occasional grammar slips, slight foreign accent	-	9.375%
Fluency	Fluency				
3 students	-	1	Little / no communication	9.375%	-
21 students	24 students	2	Very hesitant and brief	65.625%	75%

8 students	8 students	3	utterances, sometimes difficult to understand Gets ideas across, but hesitantly and briefly	25%	25%
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Table 4.3. The result of pre-test 1 and post test 1

- (2) There was an improvement in students' interest in teaching learning process. It was proven they were more active and attention in instructional process.
- (3) Students were more enthusiastic in English lesson. They did the task and assignment seriously.

b) Weaknesses

- (1) Although some students were more enthusiastic, there were some of them still passive. This technique was not suitable for big class which had many students because it could not really engaged all students' attention in teaching learning process. They still felt embarrassed and unconfident to answer the questions. They felt afraid if they made errors.
- (2) The dialogues which the teacher gave to students were too long and there were many difficult words. Therefore, their fluency was less and a lot of pauses because they could not comprehend the text well.

From the reflection above, the researcher thought that cycle 1 was not enough to solve the students' problem in improving their speaking ability. Therefore, she felt that it was necessary to hold the second cycle.

5) Revised Plan

In the cycle 1 there were positive results and weaknesses. The researcher needed revised the plan and felt necessary to hold the second cycle in order to reach the goal that was improving students' speaking ability. In the cycle 1 there were still students who had weaknesses in memorizing the dialogue. The observer suggested to the researcher that it was better to ask the students to make the dialogue by themselves so they could be more fluent and understood what the dialogue meant. The teacher only gave the topic and the setting. The setting was determined by teacher in order to be more vary. For example, in the market there was conversation between seller and buyer, in the restaurant there was conversation between waitress and customer, etc. The properties were also prepared to support the acting. It would be more interesting and was not bored in teaching learning process.

b. Cycle 2

1) Identifying the Problems and Planning the Action Research

The action plan for the second cycle was made based on the problems that were identified on the first cycle. The problems included the dialogue texts were very long, difficult, and there were not easy to be understand, the students' fluency was low and the students were unconfident to speak up the target language. The English teacher, Mrs. NW, and I prepared the materials, lesson plan, students' score form, and speaking test related to the action before doing the second cycle.

2) **Implementation the Action**

a) **First meeting (07.00 am – 08.30 am)**

The first meeting was conducted on Wednesday, November 25th, 2009. It was the second subject of that day. As usual the teacher greeted and checked the students' attendance at beginning. There were two students who were absent. The teacher reviewed the last material by asking questions to the students dealing with grammar and vocabulary thought in cycle 1. All of the students tried to answer the questions. They still remembered and mentioned it well.

Like the cycle 1, in the cycle 2 the teacher also gave students pre-test before giving new material to measure the students' speaking ability. The topic was "Degrees of Comparison". The teacher asked students to take a lottery content picture. They had to make minimal eight sentences using degrees of comparison. They were asked to tell in front of the class one by one. Then the teacher began the new material. She stimulated the students by asking questions and modeling. She pointed one of the students who had special characteristics. She said "Aryo, would you stand up in front of the class, please? Ok, class! Look at him. How is his appearance?" Students said "He is tall and thin". The teacher taught the adjective first before degrees of comparison. The teacher wrote the adjectives in the whiteboard and asked students another adjective. Then, she pointed another student to stand up beside Aryo. "Now, look at them. Let's compare between Aryo and Bukhori" said the teacher. Students answered "Aryo is taller and thinner

than Bukhori". Then, the teacher asked the students what they were going to learn. They said that they were going to learn degrees of comparison. They told to students that at the end of the lesson she expected that the students would be able to practice the dialogue using degrees of comparison. She only reviewed the material because they have learnt it at the previous level. She only added more information and explained what the students did not understand about this topic. She asked to students to make a sentence using degrees of comparison. The teacher corrected the grammar. She also explained to them how to use Wh-questions in a sentence.

The teacher stuck the pictures of people who had special characteristics. Teacher dictated some characteristics of someone in the picture, and then she asked students to guess who she or he is. There were Mary who had curly, David who was short, Janet who had short hair, John who was handsome, Brandon who had long black hair, Max who had long beard, Smith who was strong, Kate who was beautiful, and Michael who has slanted eyes. The students were interested. Most of them wanted to join on naming the picture. The attention of the students was addressed to those pictures. The class was noisy. But the noise was the noise of the students' interested in that activity.

She explained that the topic of that meeting was about degrees of comparison. She asked students to make a group consist of 2 – 5. There were ten groups. She determined the setting of the dialogue by lottery. There were in the market, school, restaurant, hospital, park, zoo, canteen, bank, post

office, and police station. She asked them to prepare the dialogue by themselves. The teacher expected that by making the dialogue themselves, they more understood the meaning and more fluent so it could solve the problems in the cycle 1. She asked them to do role play in the next meeting and also prepared the properties. Finally, she closed the lesson at that day by parting to the students.

b) Second meeting (09.30 am – 11.45 am)

The second meeting was conducted on Monday, 30th November 2009. The teacher continued the last topic that was degrees of comparison. That day they would do role play which students had prepared before.

The teacher prepared students' score, form of evaluation, and video recording. The observer sat on the back chair and prepared the field notes to observe the activity. The students seemed enthusiastic. They memorized their dialogue seriously. They felt nervous when the teacher said they had to practice it. The class was noisy of students who practiced the dialogue before role play. They asked the teacher to give them more time to prepare everything. The teacher provided lottery of group number. She called the first group do role play. The group gave the dialogue text to the teacher and she tried to understanding quickly. They prepared the properties by positioning the chairs and table, bag, hand phone, etc. She asked the group ten to score their performance. She placed the video recording in the right place. She did the same until the group ten. There were two students who

were absent that day so the situation was in confusion but it was not big problems. They could manage and adapt directly.

After all of students do role play, she gave evaluation. She read another group's scoring, comment, and suggestion. There was good improvement in accuracy and fluency. However, it had not satisfied yet to the researcher because she thought that their speaking ability had not perfect yet. There were not any good stressing, intonation, and gesture in the second post test. Therefore, she thought that it was necessary the next cycle again.

3) **Observing**

During the implementation, the teaching learning process became more living than before. Making dialogue by themselves made them more active and applying the role play technique made the students experiencing a new situation in learning process, especially in speaking activity. It created the different situation with the teaching learning process before. The result of the observation in the second cycle can be explained as follows:

a) **First meeting**

In the second cycle, the teacher used the topic *degrees of comparison*. During the meeting, the teaching learning process was better than that of some previous one. They were happy with the activity; they liked doing a dialogue activity when role play. Actually, the teacher still did not face any difficulties in managing the class. When the teacher conducted the activities which require the students' participation, such as; naming people and role play, the class was noisy. All of students wanted to involve

on that activity. Although the condition was noisy, the naming people could be conducted orderly.

b) Second meeting

It could be said that the teacher could manage the class well. Getting the students participate in the teaching learning process, the teacher just needed to mention the name of the students. It was done to make the students in order and paid attention to the activity.

The meeting applied new technique, role play, in speaking class. It did not make the lesson was bored and more living. The researcher found there was no students who did not paid their attention to the lesson. They could memorize the dialogue well than before because they made the dialogue by themselves so students could focus on that dialogue.

Good atmosphere was created in teaching learning process. Grouping the students to discuss a simple dialogue text was run under control. They liked to work in with their friends. They cooperated each other to have correct sentences. They did great in group work but they were less confidence when they were asked to speak.

4) Reflecting

There was high improvement in post test 2 comparing with post test 1. Based on the observation result, the teacher and the researcher reflected the result of 2nd cycle as follows: the students feel more enthusiastic in following the lesson. The teaching learning process is interesting. They actively involved in it. They do the assignment that the teacher given seriously. They are more confident than

before to show up their performance in front of the class although there are still most of them who perform in less gesture and body language. They also improve in fluency. It is caused the students make their own dialogues. They can understand the meaning fully. The teacher can manage the class better than in the cycle 1 because the students begin to adapt with this new technique.

The students showed that they made significant improvement on speaking ability in cycle 2. It was proven from the result of speaking test, from 32 students, the result of accuracy pre-test 2 and post test 2 was: the result of accuracy pre-test 2 was: from the 32 students, 7 students got score 2; 22 students got score 3; 3 students got score 4. The result of the fluency pre-test 2 as follows: from 32 students, 11 students got score 2; 21 students got score 3. It can be said that from the accuracy test 21.875% students got score 2, 68.75% students got score 3, 9.375% students got score 4. While from the fluency test, the result was 34.375% students got score 2, and 65.625% students got score 3. Meanwhile the result of accuracy test of post test 2, from 32 students, 18 students got score 3, 14 students got score 4. The result of the fluency test of post test 2 as follows: 27 students got score 3; 5 students got score 4. It can be said that from the accuracy test 56.25% students got score 3, 43.75% students got score 4. While from the fluency test, the result was 84.375% students got score 3, 15.625% students got score 4. The result could be presented in table 4.4:

Pre Test 2	Post test 2	Score	Indicators	Percentage	
				Pre Test 2	Post Test 2
Accuracy	Accuracy				
7 students	-	2	Poor vocabulary,	21.875%	-

22 students	18 students	3	mistake in basic grammar, may have very strong foreign accent	68.75%	56.25%
3 students	14 students	4	Adequate but not rich vocabulary occasional grammar slips, slight foreign accent	9.375%	43.75%
Fluency	Fluency				
11 students	-	2	Very hesitant and brief utterances, sometimes difficult to understand	34.375%	-
21 student	27 students	3	Gets ideas across, but hesitantly and briefly	65.625%	84.375%
-	5 students	4	Effective communication in short turns		15.625%

Table 4.4. The result of pre-test 2 and post test 2

Besides the positive results, there were still some weaknesses. The students were still weak in stressing the words and intonation. Their expression was also still weak. There was no gesture and less in body language. Based on the facts, it could be stated that the cycle 2 did not give a satisfactory result. The researcher thought that it was necessary to conduct the third cycle.

5) Revised Plan

Based on reflection above, there still have weaknesses in cycle 2. Therefore, the researcher and the English teacher revised plan. They planned two meetings in cycle 3. The researcher would present new topic in this cycle. To solve the problems that appeared in cycle 2, the researcher planned to change the lesson plan. She wanted the students to make the free dialogue. It means that they

created the setting and the dialogue by themselves. She expected that by doing it, the students more confident to perform their dialogue. Therefore, they could express and place themselves in the role of that play. The researcher expected that they would act well using gesture and body language.

c. Cycle 3

1) Identifying the Problems and Planning the Action Research

The action plan for the third cycle was made based on the problems that were identified on the second cycle. The problems could be shown during the action. Some students felt shy and hesitate to do role play so they did not have enough bravery to use their gesture and body language. Therefore, it could be identified the problems such as: the stressing words and intonation; using gesture and body language.

Before doing the third cycle, the researcher and the observer prepared the materials, lesson plan, and the speaking test related to the action. They worked hard and expected that it would be the last cycle. They tried to do best in order to have good result.

2) Implementing the Action

a) First meeting (07.00 am – 09.15 am)

First meeting of cycle 3 was conducted on Monday, 14th December 2009. The class was very crowded and there were many students who still outside the class. The students had just finished their final examination in that semester so it was the remedial time. The observer as an

English teacher asked all the students to enter the class and joined the next cycle. Most of them obeyed what their teacher said. The situation was not conducive. Many people from other class made noise outside the classroom. The researcher was proud of them because there were many of them still enthusiastic. They wanted to participate the research until finish. There were only five students who were absent.

The lesson began at 07.25 am because the teacher had to manage the class first. The teacher asked the leader to lead the pray. Most of them forgot when the teacher asked them what our last lesson. Therefore, she reminded the last lesson to them by telling the story. She told *“I want to buy daily need. But I was confused where I should buy it. Do you have any suggestion? Should I go to modern or traditional market? Some students said modern market and some of them said traditional market. Retno said “You should buy it in the modern market because the place is cleaner than traditional market and it was also more comfortable if you buy there”.* Meanwhile, Sri Lestari said *“You should buy in the traditional market because the price was cheaper”.* At that time, the students remembered the last lesson, degrees of comparison.

The teacher stated the new topic for that meeting. It was *preferences*. She stimulate the students by asking questions *“Which would you prefer swimming or basket ball?”*, *“Which would you rather go to the zoo or go to the beach?”*. From the stimulation the students knew what they want to learn. The teacher held the third pre-test by asking students to take a

picture and made minimal 8 sentences based on the picture using preferences. She saw the good changes from the students' performance.

She wrote questions of preferences expression "*Which would you like noodle or bread?*", "*Which would you prefer Math or English?*" in the whiteboard then asked the students to add more preference's question. She also wrote the kinds of preferences expression in the whiteboard. She asked them to work in pairs to make dialogue using preferences based on the picture in the worksheet of English Module a New Approach to Learn English. The teacher walked around the class, checked their dialogue, and corrected the mistakes.

The teacher started to do role play. She asked the students to make group consisted of 2 - 5. There were eight groups at that cycle. They made the free dialogue. They determined the setting and dialogue by themselves. They express their role in that play freely. She told students that she would examine their mastering the dialogue by seeing their good pronunciation (stressing and intonation) and their expression in gesture and body language. They did it seriously. While the students discuss the dialogue and their performance, the teacher walked around the class, checked their dialogue, and corrected the mistakes (pronunciation and grammar). She made lottery of the group number, but she suggested to some students who would join remedial test to do it in early group. They prepared everything they need. The group number one was ready to do role play. They gave their dialogue. There was an improvement in making dialogue. They could create long dialogue in

good grammar. The group eight scored their group. It was done the same until the group five. The preparation took long time with long dialogue. There was also the wrong acting so sometimes we repeated again.

The time was limited. It took ten minutes again. The teacher reviewed and evaluated their performance. They gave comment and suggestions to the next group in order to be better. She also read another group's comment and suggestions. Finally, the time was up. The teacher and observer finished the lesson and said goodbye.

b) Second meeting (07.30 am – 10.00 am)

The second meeting of cycle 3 was conducted on Wednesday, 16th December 2009. It was still remedial time so the situation was not conducive enough. Many students came late so the teacher started the lesson 30 minutes later. The teacher asked the leader to pray. Then she checked the students' attendance. There were three students who were absent. The teacher began the lesson by reviewing the last material. She would hold the cycle directly because of limited the time. There were still three groups which would do role play. She planned that she would hold the post test also in this cycle. The next day was holiday so the teacher had to work hard to finish the topic at that day.

The role play was ready to be done. The sixth group prepared all the properties. The group five scored their performance and the observer still wrote the activities in the field notes at the back seat. The researcher prepared

the form of evaluation, students' name, and video recording. They did the same until the last group.

After doing role play, the teacher conducted post test 3. It was the same as pre-test 3. The students told the picture in front of the class using preferences. It was possible for students to take the different picture. Because of the students' ability was different, the students presented their story randomly. The teacher pointed the active students to present their story first. They took the lottery which contented the picture. The teacher gave him 3 minutes to prepare the story. The second student took the lottery while the first one presented his story. It was done until finish. The result was very amazing. The students were very fluent in presenting their story in good grammar and pronunciation although not for all the students did it. Some of them still had unconfident and there were pauses when presenting the story. However, their pronunciation and grammar were good. The researcher was very satisfied when she looked the result of her study. She was amazed what the students did.

The teacher commented and gave evaluation included reading another group's evaluation. This class was solid. Their participation in this research was great. Therefore, the result of this study was good. The teacher looked satisfy in this class because of the students' solidarity.

The teacher asked the students about their feeling when the English class conducted by her. All of the students answer "Happy, Miss...". Even they asked the researcher to handle the English subject in that school.

The researcher was also very happy to be the part of that classroom because the students were obedient, active, cheerful, and friendly. They were good in team work. Finally, the researcher thanked to the students' participation in her research, she also asked them to forgive all of the mistakes in her saying and attitude, and it was very regret to leave them. The teacher and observer left the class by saying goodbye and shook hands each other.

3) Observing

The observer observed the whole speaking activities. The students looked more active and live than before although it was noisy because of dialogue memorizing. The situation was less conducive because in this cycle there was remedial time so the students did not focus enough in this study. But, overall the teacher could handle and manage it well. Sometimes the students' performance was very funny. They forgot the dialogue and even did funny body language. There were also many students who were absent so the students who followed this research was less. From the 39 students, there were only 32 students who were chosen because 7 of them did not join in the pre-test, cycle, and post-test. The students' motivation was successfully increased better than that of the teaching learning process before. The students showed their improvement in working together with their friends. They were happy with the activity and they also liked doing role play. Through this activity, the students could use what they had learned and practiced the language although it made the class noisy. The researcher observed that this technique was effective in improving students' speaking ability, because it made every students speak up and also express their

speaking ability. It also improved students' cooperative behavior. It can be seen from their solidarity of team work. They completed each other by making dialogue and commenting the performance.

4) Reflecting

The researcher and the observer reflected the result of the action in this cycle based on the observation result collected from the field notes. The positive results were reflected as follow: first, the students said that the teaching learning process was more interesting. They were seen more enthusiastic especially in speaking activity in English class. They ordered to continue the research again after the holiday. They were also more active in the class. They always wanted to join or participate in every activity. They also did the assignment seriously. Second, the classroom climate became more alive. Almost of the students joined in the activity although, the class became noisy when speaking activity. They had discussing the task given by teacher. The teacher just controlled them to speak not too loud. Third, most of the students could pronounce the words well and made sentences in correct grammar. They also got many new vocabularies from doing the task. If they found some difficult words, they consulted to their dictionary or their friends first rather that to their teacher. Fourth, they were more confident and had more bravery to speak in public. The students were more fluent when they asked to memorize the dialogue than before. When they spoke up in front of the class, they were less in pauses. Fifth, the students were more creative in creating the dialogue. They were always asked to make the dialogue by themselves so it could make them more and more creative and common to create conversation.

Sixth, they began in common to speak in public. Even, they used gesture and body language in telling something.

Based on the result of observation, teacher and the researcher concluded that teaching speaking by using role play technique encouraged and attracted the students to be active in teaching learning process. It also stimulated the students to work together in group and kept their cooperation. They had more confident when they were speaking in public or with their friends.

The students showed that they made very good improvement on speaking ability. The test in the 3rd cycle showed the improvement result. It was proven from the result of pre-test 3 comparing with post test 3. The result accuracy pre-test 3, from 32 students, 9 students got score 3; 19 students got score 4; 4 students got score 5. The result of the fluency pre-test 3 as follows: from 32 students, 16 students got score 3; 16 students got score 4. It can be said that from the accuracy test 28.125% students got score 3, 59.375% students got score 4, 12.5% students got score 5. While from the fluency test, the result was 50% students got score 3, and 50% students got score 4. Comparing with the result of post test 3: from 32 students, 7 students got score 3; 21 students got score 4; 4 students got score 5. The result of the fluency test as follows: from 32 students, 5 students got score 3; 25 students got score 4, 2 students got score 5. It can be said that from the accuracy test 21.875% students got score 3, 65.625% students got score 4, 12.5% students got score 5. While from the fluency test, the result was 15,625% students got score 3, 78.125% students got score 4, 6.25% students got score 5. The results are presented in table 4.5:

Pre-Test 3	Post Test 3	Score	Indicators	Percentage	
				Pre-Test 3	Post Test 3
Accuracy	Accuracy				
9 students	7 students	3	Adequate but not rich vocabulary occasional grammar slips, slight foreign accent	28.125%	21.875%
19 students	21 students	4	Good range of vocabulary, occasional grammar slips, slight foreign accent	59.375%	65.625%
4 students	4 students	5	Wide vocabulary appropriately used, virtually no grammar mistakes, native-like or slight foreign accent	12.5%	12.5%
Fluency	Fluency				
16 students	5 students	3	Gets ideas across, but hesitantly and briefly	50%	15.625%
16 students	25 students	4	Effective communication in short turns	50%	78.125%
-	2 students	5	Easy and effective communication, uses long turns	-	6.25%

Table 4.5. The result of pre-test 3 and post test 3

5) Revised Plan

The teacher and the researcher decide to stop the cycle since the limited time. Moreover, the result of post test showed a good improvement of students' speaking ability. The mean of pre-test was 4.07 and the mean of the post test was 7.8125.

B. Discussion

1. Result Findings

The teacher and researcher analyzed the research results which are collected in several sources of data such as field notes, lesson plan, classroom material, photograph, observational report, audio recording, lesson tasks, score of pre-test and post test of each cycle. The researcher concludes several findings which answer the research question as stated before. The researcher findings include the improvement of students' speaking ability and improvement of the process of teaching and learning speaking skill.

The students' speaking ability was improved by applying role play technique in teaching learning process. The students can speak in correct grammar and good pronunciation (using stressing and intonation). They can choose the word well. Their speaking is easy to communicate or understandable. They speak fluently, fewer pauses. They begin common speaking in public. They have enough bravery and confident. Moreover, it is better when they speak using gesture and body language. The improvement of the result of the action can also be identified from the comparison between the mean score of pre-test and post test. The mean result for pre-test was 4.07 while the post test was 7.8125.

The improvement was also seen in the teaching learning process. The participation of the students in speaking class was improved. The students were active in joining the activity. They tried to answer the questions that the teacher given. The attention to the lesson is also improved. If there are some

difficulties, they ask to the teacher without hesitant. They are interested in English lesson because they practice new technique of teaching, role play. They felt that English is not difficult again.

The communication and interaction is built in this teaching learning process. The students were not feeling bored because in this research there are many variations in teaching especially in teaching speaking like discussion, acting, using picture. The students have more activities. It is different with before this research conducted. Students' learning activities were mostly focus on completing the exercise provided by worksheet. The students did not have any opportunities to practice the dialogue directly when the speaking lesson. They are only asked to make dialogue in the paper with her or his partner without practicing it. The teacher believed that the students will speak like in the dialogue text. However, their speaking score cannot be determined from their dialogue text. The most important thing that to measure someone's speaking ability is from their practicing it in real speaking not by writing. By doing role play the researcher expected that the students can improve their speaking ability by practicing and expressing the dialogue. The improvements are presented as follows:

Research Findings	Before Research	After Research
Students' speaking ability	The students have low speaking ability	The students have improvement in speaking ability
The achievement of students test score	The achievement of speaking is low	The achievement of speaking is increase

	<p>From accuracy test:</p> <ul style="list-style-type: none"> • The students who get score one in pre-test 1: 7 students • The students who get score two in pre-test: 20 students • Only 5 students who get score 3 in pre-test • There is no students who get score 4 and 5 	<p>From accuracy test:</p> <ul style="list-style-type: none"> • There is no students who get score one • There is no students who get score two • The students who get score 3 in post test: 7 students • There are 21 students who get score 4 • There is 4 students who get score 5
	<p>From fluency test:</p> <ul style="list-style-type: none"> • The students who get score one in pre-test 1: 4 students • The students who get score two in pre-test 1: 20 students • Only 8 students who get score 3 in pre-test • There is no students who get score 4 and 5 	<p>From fluency test:</p> <ul style="list-style-type: none"> • There is no students who get score 1 and 2 in post test • The students who get score three in post test: 5 students • The students who get score for in post test: 25 students • There are 2 students who get score 5 in post test
<p>Students' speaking Ability</p>	<p>The students still had few vocabularies and they did many mistakes in using grammar. They also made wrong pronunciation and spoke with a lot of pauses</p>	<p>The students spoke confidently. They were able to speak in correct grammar and pronunciation. They have large number of</p>

	and fillers	vocabularies. They also spoke with fewer pauses and fillers
The Classroom Climate	<p>The students felt bored in TL process</p> <p>The students were passive in TL process</p> <p>The students felt afraid, nervous, and shy in joining speaking class</p>	<p>The students were interesting in joining speaking class when the teacher applied the role play technique</p> <p>The students wanted to participate in every speaking activity. They became active students</p> <p>The students were more confident when speak up in front of the class. Sometimes they were using gesture and body language</p>
The Improvement of Students' routine	The students never practice the dialogue in speaking activity. They got monotonous technique and only did exercise in worksheet	The students could get variation techniques in learning speaking. They could practice the dialogue by discussion, acting, and using picture

Table 4.6. The improvement of speaking ability before and after research

2. Result Discussion

The researcher and the teacher discussed the result of the research as a final reflection. They identified some factors that caused the low students speaking ability of tenth grade students. This problem came from the teacher, students, and the material. The teacher taught the students using the conventional method so it was monotonous. They only heard the teacher's explanation and did

the exercise in the workbook (LKS). She was not creative enough in making teaching variations. Although she taught the knowledge well, the students looked bored in teaching learning process. The students rarely practiced the speaking activity in the class.

The material that had to be taught to students was too many in a day. The teacher had to teach full materials in a day so some students difficult to understand. It was caused by limited time. There were also many sources in order to the students mastered the material fully. The teacher tried to teach four language skills in a meeting. Therefore the speaking class was conducted by making dialogue not practicing it.

The problems also came from the students themselves. They did not have high motivation in teaching learning process. The considered that English was the difficult subject. They did not paid attention when teaching learning process. The teacher often gave the assignment but the students did it carelessly. Even, they cheated each other.

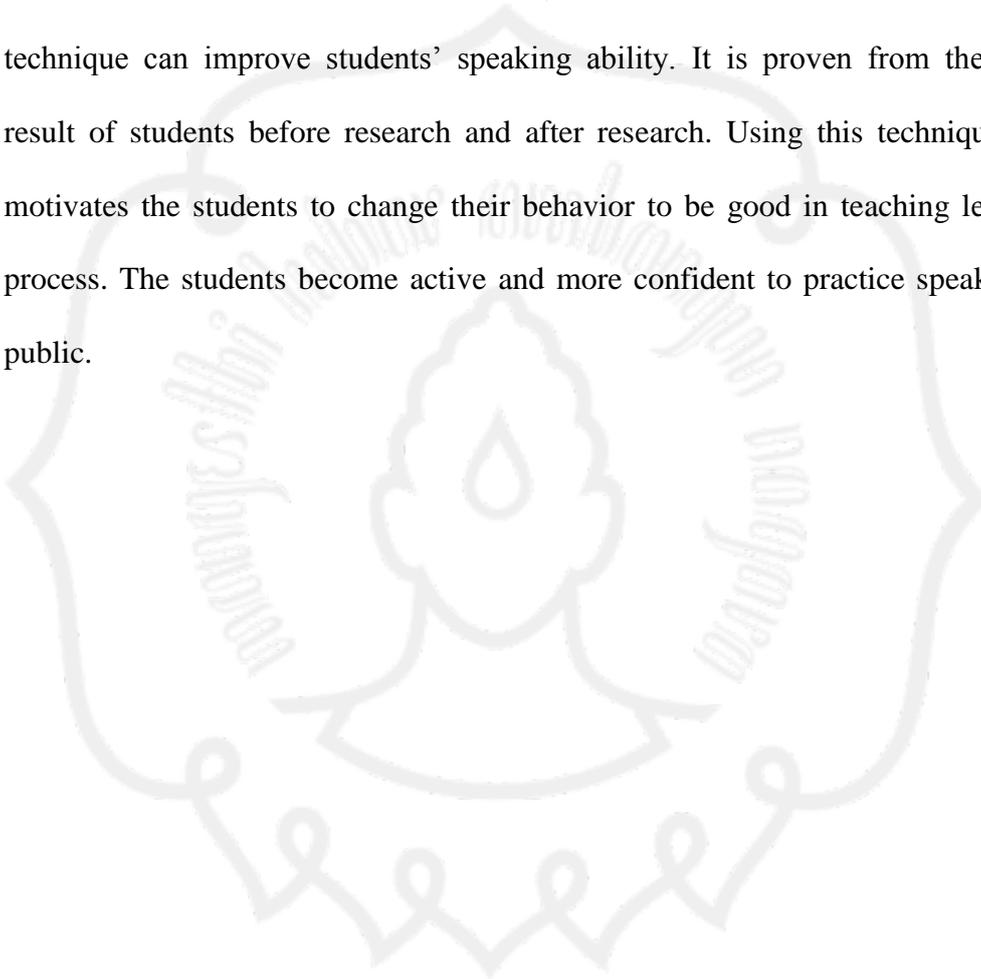
The teacher and the researcher also concluded that using teaching aids, discussion, group work, acting, etc., could improve students' speaking ability and classroom climate. It could increase the students' motivation and enthusiast. They also concluded that using role play in teaching speaking was an effective technique to improve students' speaking ability. During the teaching learning process, they were challenged to be active, creative, and confident.

The teacher and the researcher decided to stop the cycle since the limited time. Moreover the result of the last post test showed a good improvement

of students' speaking ability. There were only 21.875% students who got score 3 in accuracy test and there were only 15.625% who got score 3 in fluency test.

C. Hypothesis Testing

Based on the research above, the researcher believed that role play technique can improve students' speaking ability. It is proven from the score result of students before research and after research. Using this technique also motivates the students to change their behavior to be good in teaching learning process. The students become active and more confident to practice speaking in public.



CHAPTER V

CONCLUSION, IMPLICATION, AND SUGGESTION

A. Conclusion

The researcher conducted a research which the aim was to improve students' speaking ability using role play technique. The researcher conducted it at the first year of SMK N 6 Surakarta. She and the English teacher did the study collaboratively. The researcher was the teacher and the English teacher was the observer. They conducted the research by doing some processes, such as: (1) identifying the research problems; (2) analyzing and focusing the problems in speaking class; (3) implementing the research plan; and (4) discussing the result of the research.

Based on the discussion on the previous chapter, the writer draws a conclusion that teaching speaking through role play can improve the students' speaking ability. By doing role play, the students are more active in joining the lesson. They are also enthusiastic in answering the teacher's questions even they are active in giving responds to other friends. They do the tasks given seriously. They are more confident to speak in front of their friends. The students' test score are much better than before the action. The students' mean score from the teacher's note, before the research, it was 4.07. Their mean score had improved from 4.4375 in the first cycle, 6.5625 in the second cycle, to 7.8125 in the last cycle.

In teaching English by doing role play, it has positive and negative results. The students have good interaction with their friends and the teacher. They students also enjoy their performance in acting in front of the class. On the other hand, role play technique spends much time and the class will be noisy when discussing and performing the dialogue.

B. Implication

Based on the conclusion above, it can be implied that role play can be applied in the process of teaching learning especially in language learning. There were improvements of students' speaking ability, covering accuracy and fluency, the students' behavior in teaching learning process, students' learning activities, and the classroom climate. There are some advantages of using role play for the students which include improving their self confidence; giving them more time and changing to practice the language and improving their vocabulary mastery. Therefore, teaching speaking by doing role play technique is an effective way.

It is not easy to conduct the role play in big class. The teacher tried to make all the students keep their full attention. She uses media like pictures to motivate them to be interest in leaning material. She holds the discussing and acting to attract students to pay more attention.

C. Suggestion

The researcher should give some suggestions related to this research. She expects that the research will be useful for English teacher, the students, the researcher, and the Institution of education

1. The teacher

- a) The teacher should use appropriate techniques to teach English for example doing role play in teaching speaking. It was proven that it can improve students' speaking ability. It is more interesting and makes them to be active in speaking.
- b) The teacher should apply the recent method or technique or approach in order to be more attractive and communicative.
- c) The teacher should often practice the speaking activity in order to the students are more fluent and confidence to speak in public.
- d) The teacher should be able to make students interested in the material by using teaching aids like picture, video, games, etc.
- e) The teacher should be more creative and innovative in order that the students do not feel bored

2. The students

- a) They students should apply the teaching aids well like picture, dialogue, etc. when they are playing the role.
- b) They should be more discipline in time in order that the teaching learning process using role play can start and finish on time.

- c) The students should not be noisy when they memorize the dialogue before doing role play.
 - d) The students should often practice the English conversation with their friends after doing role play in order to be more fluent in speaking English
3. The Researcher
- a) The other researcher is expected to use role play technique in any level in order to the students are to be better in pronunciation and fluency.
 - b) The other researcher is expected to continue this research in order the students to be a good speaker fully
4. The Institutional of education
- a) The institutional of education should provide newest and complete references especially to the teacher
 - b) The institutional of education should provide the newest teaching aids to support the teaching learning process.

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APPENDICES

A large, faint watermark of the UNS logo is centered in the background. The logo is a shield-shaped emblem with a crown on top, containing a book and a lamp, with the text 'UNIVERSITAS SEBELAS MARET SURABAYA' around the perimeter.

The Research Schedule

No.	Activity	Time
1	Pre-observation	2 nd Nov 2009
2	Collecting the data through interviewing the teacher before research	2 nd Nov 2009
3	Confirming the teacher about the implementation of the research	9 th Nov 2009
4	Collecting the data through pre-test	16 th Nov 2009
5	The implementation of cycle 1	16 th and 18 th Nov 2009
6	Collecting the data through post test 1	18 th Nov 2009
7	The implementation of cycle 2	23 rd and 30 th Nov 2009
8	Collecting the data through post test 2	30 th Nov 2009
9	The implementation of cycle 3	14 th and 16 th Dec 2009
10	Collecting the data through post test 3	16 th Dec 2009
11	Collecting the data by giving diary to the students	16 th Dec 2009

THE DRAFT OF INTERVIEW TO THE TEACHER

Date of Interview : 2 November 2009
Time of interview : 14.00
Place of interview : Teacher's room
Interviewee : Mrs. Dra. Noveani Warigaliati (NW)
Interviewer : Aris Ratnawati (AR)

Interview Activity

AR : Assalamu'alaikum. Ibu, nyumun ngapnten bisa mengganggu sebentar?
NW : Oh, ya. Gimana? Ada yang bisa dibantu?
AR : Begini, bu. Saya kan berencana mau melakukan penelitian disini sekalian PPL jadi saya ingin mengetahui beberapa hal pada ibu selaku guru bahasa Inggris di kelas X.
NW : Oh, gitu. Ambil kursi yang kosong dulu mba di belakang.
AR : Nggih bu. Maaf lho bu sebelumnya. Ibu jadi nggak bisa langsung pulang
NW : Nggak papa mba saya juga masih ada kerjaan
AR : Kalau boleh tahu bagaimana sih kemampuan bahasa Inggris anak-anak kelas X bu?
NW : Ya sudah bagus sih tapi masih ada beberapa siswa yang masih kurang.
AR : Kalau dari segi kemampuan bahasa siswa dari keempat *language skill* mana kira-kira yang paling sulit?
NW : Kalau reading sama writingnya sih nilainya bagus tapi speaking sama listeningnya itu yang masih kurang bagus nilainya.
AR : Oh, jadi begitu ya bu?
Lalu bagaimana sikap mereka ketika diberi pelajaran listening dan speaking bu?

- NW : Kalau listening sih banyak suka soalnya biasanya kan berupa lagu-lagu jadi anak-anak tuh seneng tapi kalau speaking kadang-kadang anak-anak mengeluh “yah, speaking”.
- AR : Lho kok gitu. Jadi menurut ibu kira-kira kenapa itu bu?
- NW : Ya mungkin karena malu kalau disuruh maju ke depan. Kadang-kadang juga mereka bosan dengan materinya yang sudah sering diajarkan dari dulu misalnya *introduction*. Tapi kalau disuruh ngomong ya tetep masih banyak yang salah. Meskipun ada beberapa diantaranya yang sudah bisa seperti Ainun, Rofi itu mereka bisa.
- AR : Berarti mereka juga kurang aktif ya bu?
- NW : Ya tidak semua sih. Tapi mereka mau menjawab kalau saya menunjuk mereka dulu. Bahkan kalau disuruh membuat dialog, saya beri contoh dulu lalu mereka membuatnya sama persis, cuma diganti namanya saja. Kadang-kadang saya jadi mangkel sendiri.
- AR : Iya ya bu. Nggih sampun bu. Maturnuwun sanget menika lho bu untuk informasinya. Maaf sudah mengganggu. Monggo bu, kepareng rumiyin. Assalamu’alaikum.

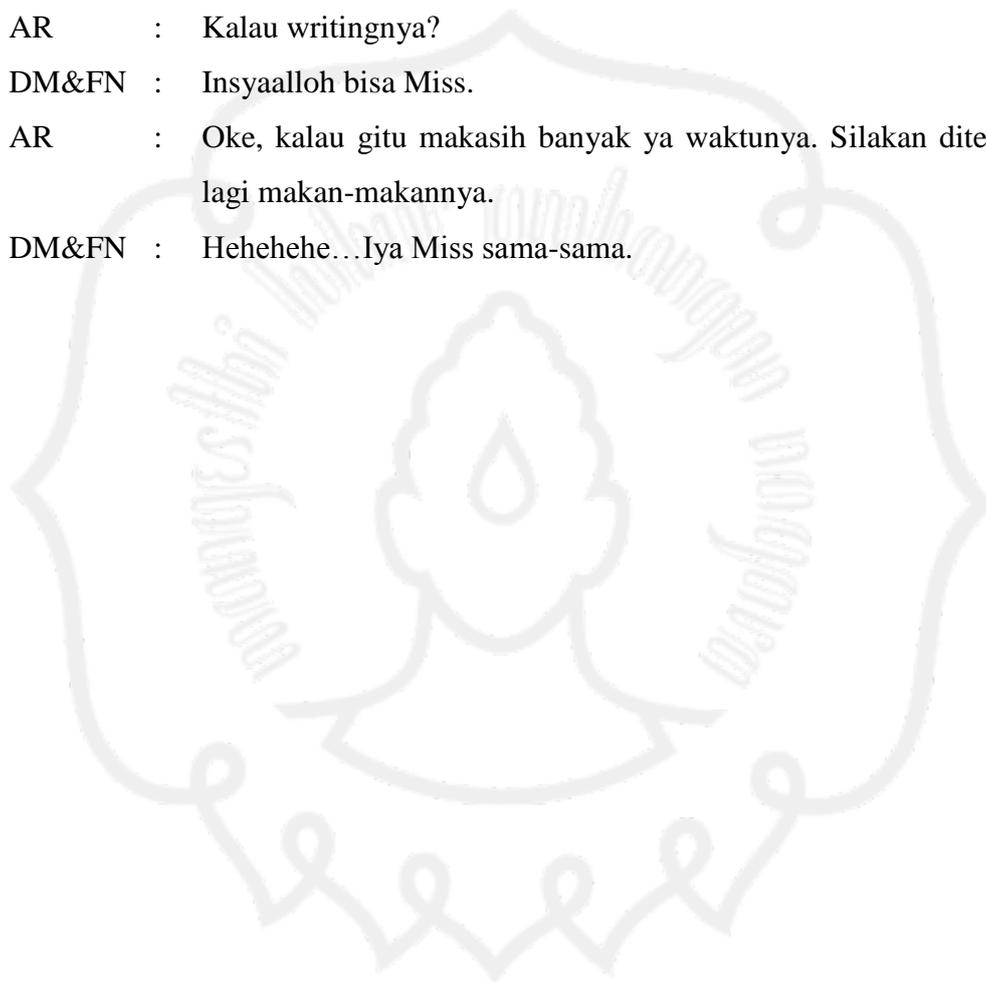
THE DRAFT OF INTERVIEW TO THE STUDENTS

Date of Interview : 2 November 2009
Time of interview : 09.20 a.m
Place of interview : In the classroom
Interviewee : 1. Devi Marta Ardi (DM)
2. Fitria Nur Aisah (FN)
Interviewer : Aris Ratnawati (AR)

Interview Activity

AR : Dev, lagi istirahat ya?
DM : Iya, Miss
AR : Boleh ganggu bentar ga? Miss Ratna mau wawancara sebentar aja. Boleh sambil makan kok. Begini, Devi sama Fitria suka nggak sama pelajaran bahasa Inggris?
DM&FN : Suka
AR : Kalau bahasa Inggris kan nada empat *skill* tuh. Listening, reading, speaking, dan writing. Menurut kalian mana sih yang paling susah?
DM : Listening Miss.
FN : Iya Miss soalnya kalau listening yang ngomong kan orang Inggris asli jadi kadang-kadang nggak jelas dia ngomong apa.
DM : Tapi seneng sih Miss biasanya kan yang diputer lagu-lagunya The Beatles. Bagus lho.
AR : Trus selain listening apa lagi yang susah
DM : Speaking. Kemarin kan sama Miss Ratna disuruh menceritakan gambar. Kadang-kadang kita nggak tau kata-katanya dalam bahasa Inggrisnya tuh apa.
AR : Iya kemarin juga Fitria ngomongnya pelan banget waktu di depan kelas
FN : Habisnya malu Miss. Takut salah.

- AR : Memangnya kalau sama bu Novi speakingnya disuruh apa?
- FN : Itu Miss, disuruh bikin dialog trus dikumpulkan.
- AR : Nggak disuruh praktik?
- DM&FN : Nggak Miss.
- AR : Trus kalau readingnya bisa?
- DM&FN : Bisa dong Miss
- AR : Kalau writingnya?
- DM&FN : Insyaallah bisa Miss.
- AR : Oke, kalau gitu makasih banyak ya waktunya. Silakan diteruskan lagi makan-makannya.
- DM&FN : Hehehe...Iya Miss sama-sama.











LESSON PLAN

SMK : State Vocational High School 6 Surakarta
Lesson : English
Class/Semester : X / 1
Theme : Sympathy Expression
Time Allotment : 5 x 45 minutes (two meetings)

A. COMPETENCE STANDARD

Communicating in English on the Novice Level

B. BASIC COMPETENCE

1.4 Producing the simple expressions to basic functions

C. INDICATORS

Showing the sympathy expression and responding it correctly

D. INSTRUCTIONAL GOALS

1. Understand the sympathy expression
2. Express the sympathy expression
3. Practice the dialogue about sympathy expression

E. INSTRUCTIONAL MATERIALS

- Expressing Sympathy

I'm sorry to hear that	
That's	Ashamed a pity too bad terrible
How	Awful

	terrible
What	a pity a nuisance

F. INSTRUCTIONAL METHOD / TECHNIQUE

Communicative Approach (Discussion)

G. TEACHING PROCEDURES

1. Pre-Activity

- a. Praying
- b. Greeting
- c. Checking students attendance
- d. Stating new topic
- e. Explaining learning objectives

2. Main Activity

- a. Teacher stimulated the students by asking and answering question before go to the new topic

A : Who is absent today?

B :

A : What's the problem with her?

B : She has a terrible stomachache

A : Really? Oh, that's terrible
- b. Speaking activity 1
 - Teacher conduct the pre-test 1
 - Teacher prepares the students' name, form of scoring, form of comment, and audio recording.
 - Teacher prepares the lottery which content of picture. The students have to tell the picture using sympathy expression minimal 8 sentences
 - Teacher asks students to move in front of the class one by one and take the lottery

- Teacher gives them few minute to prepare their answer
- The first student presented her/his answer while the second student take the lottery and prepare the answer.

c. Explanatory Notes about Sympathy Expression

- Teacher explains more about sympathy expression

I'm sorry to hear that	
That's	Ashamed a pity too bad terrible
How	Awful terrible
What	a pity a nuisance

- Teacher asks students to do Module 8 task 4

d. Speaking activity 2

- Teacher asks students to work in pairs
- Teacher provides the set of the dialogue and each group get one dialogue
- Students have to fill the blanks in the dialogue using sympathy expression then memorize it.
- Teacher asks them to do role play. They have to perform the dialogue in front of the class
- Teacher asks to the next group to give comment to previous group
- The next group which do not perform in that day will perform in the next meeting

e. Speaking activity 3

- Teacher conducts the post-test 1
- Teacher does the same thing like in the first cycle

- Teacher prepares the students' name, form of scoring, form of comment, and audio recording.
- Teacher prepares the lottery which content of picture. The students have to tell the picture using sympathy expression minimal 8 sentences
- Teacher asks students to move in front of the class one by one and take the lottery
- Teacher gives them few minutes to prepare their answer
- The first student presented her/his answer while the second student take the lottery and prepare the answer
- The students have opportunity to present another picture

3. Final Activity

- a. Teacher gives opportunity to the students to ask something
- b. Teacher summarizes the lesson and gives evaluation
- c. Teacher reads another group's comment
- d. Teacher gives the partings

H. LEARNING MEDIA

Dialogues sets

Whiteboard

Picture

I. LEARNING RESOURCES

Books : Tim MGMP Bahasa Inggris Module a New Approach to Learn English Novice Level for Class X
English on Sky Grade X
English for Vocational School Novice Level Students book 1 A

LESSON PLAN

SMK : State Vocational High School 6 Surakarta
Lesson : English
Class/Semester : X / 1
Theme : Degrees of Comparison
Time Allotment : 5 x 45 minutes (two meetings)

A. COMPETENCE STANDARD

Communicating in English on the Novice Level

B. BASIC COMPETENCE

1.6. Understanding the memo and simple menu, the schedule of the public transportation trip, and the signs or symbols of the traffic.

C. INDICATORS

The adjectives are used to compare something correctly

D. INSTRUCTIONAL GOALS

At the end of the lesson students will be able to:

1. Mention some adjectives and make it in a sentence
2. Understand the pattern and usage of degree of comparison
3. Apply the degree of comparison in sentences
4. Express and respond the degree of comparison in conversation

E. INSTRUCTIONAL MATERIALS

- **Positive Degree**

as as is used in positive sentence and question

example : Sorry I am late. I got here *as fast as* I could

Can you send me the money *as soon as* possible?

- **Comparative and Superlative Degree**

Adjective of One syllable

Add *-er* for comparative and add *-est* for superlative

old	older	oldest
tall	taller	tallest
cheap	cheaper	cheapest

Adjective ending *-e* add *-r* or *-st*

Late	later	latest
Wide	wider	widest
Large	larger	largest

Adjectives with one vowel ending by *a vowel and a consonant*, doubled the final consonant

Hot	hotter	hottest
Big	bigger	bigger
Fat	fatter	fattest

Adjective of Two syllables

Adjective ending in *-y* we use *-er* and *-est*

Happy	happier	happiest
Heavy	heavier	heaviest
Easy	easier	easiest

With most other two-syllable adjective, we use *more* and *most*

Famous	more famous	most famous
Tragic	more tragic	most tragic

Two syllable adjectives are possible to use *more* or *most*

Clever	cleverer	cleverest
	More clever	most clever

Adjective of Long Syllables

adjective with two or more syllables

beautiful	more beautiful	most beautiful
handsome	more handsome	most handsome

Adjective for Irregular form

Good/well	better	the best
bad	worse	the worst
little	less	the least
many/much	more	the most
far	farther/further	the furthest/the farthest
old	older/elder	the oldest/eldest

F. INSTRUCTIONAL METHOD / TECHNIQUE

Communicative Approach / Discussion

G. TEACHING PROCEDURES**1. Pre-Activity**

- a) Praying
- b) Greetings
- c) Checking students attendance
- d) Stimulating students by asking questions
 - Do you know Lee Min Hoo? How is his physical appearance?
 - How about Kim Bum? How is his appearance?
 - Compare that two people!
- e) Stating new topic
 - Today we would like to discuss about degrees of comparison
- f) Explaining learning objectives
 - At the end of the lesson I expect that you will be able to practice conversation using comparative degree

2. Main Activity

- a) Speaking activity 1
 - Teacher conducts the pre-test 2
 - Teacher provides some pictures that related to comparing people or things

- Teacher asks students to tell the picture using degrees of comparison minimal 8 sentences one by one in front of the class
 - Teacher scores them individually from their accuracy and fluency
- b) Teacher shows students some pictures and then teacher asks how his appearances are. Teacher asks them to compare the picture with another.
- c) Teacher points two students to be compared their physical appearances
- d) Teacher gives explanatory notes about degree of comparison
- Add *-er* or *-est* to most one syllable adjectives. If a word ends in one vowel and one consonant, double the last consonant and add *-er* or *-est*
example big --- bigger --- biggest
 - If a word ends in *-y*, change the *y* to *i* and add *-er* or *-iest*
example : easy --- easier --- easiest
 - If a word ends in *-e* to one syllable adjective, add *-r* or *-st*
example : wide --- wider --- widest
 - Use *more* or *most* most adjectives that have two or more syllables
example : expensive --- more expensive --- the most expensive
 - There are some irregular adjectives
example : good --- better --- best
far --- farther --- farthest
- e) Teacher gives explanatory notes about the negative and interrogative sentence of degree of comparison
example : Pie isn't more expensive than cake
Is pie more expensive than cake?
- f) Speaking Activity 2
- Teacher conducts the post-test 2
 - Teacher prepares the students' name, form of scoring, form of comment, and audio recording.

- Teacher prepares the lottery which content of picture. The students have to tell the picture using degrees of comparison minimal 8 sentences
- Teacher asks students to move in front of the class one by one and take the lottery
- Teacher gives them few minutes to prepare their answer
- The first student presented her/his answer while the second student take the lottery and prepare the answer
- The students have opportunity to present another picture

3. Final Activity

- a) Teacher gives opportunity to the students to ask something about the comparative degree
- b) Teacher summarizes the lesson
- c) Teacher gives homework
- d) Teacher gives the partings

H. LEARNING MEDIA

Pictures

Whiteboard

I. LEARNING RESOURCES

Books : Tim MGMP Bahasa Inggris Module a New Approach to Learn English Novice Level for Class X
English for Vocational School Novice Level Students book 1 A

J. ASSESSMENTS

1. Oral Evaluation
2. Written Evaluation

LESSON PLAN

SMK : State Vocational High School 6 Surakarta
Lesson : English
Class/Semester : X / 1
Theme : Preferences
Time Allotment : 5 x 45 minutes (two meetings)

A. COMPETENCE STANDARD

Communicating in English on the Novice Level

B. BASIC COMPETENCE

1.7 Understanding the new vocabularies and simple sentences based on the pattern

C. INDICATORS

The preferences expression is used in the right context

D. INSTRUCTIONAL GOALS

1. The students understand the pattern and usage of preferences
2. The students can apply the preferences expression in sentences
3. The students can express and responds the preferences in conversation

E. INSTRUCTIONAL MATERIALS

1. Words and expressions used in expressing preferences:

- *prefer.... to.....*
- *like.....better than.....*
- *would rather.....than.....*

for example : She prefers singing to dancing

I like tea better than coffee

2. Asking about preferences
 - *Which you prefer?*
 - *Do you like.....better than.....?*
 - *Would you rather.....?*
 - *Which would you like.....or.....?*
3. Expressing preferences:
 - *I like.....better than.....*
 - *Let's dofirst.*
 - *My preference would always.....*
 - *I'd rather.....*
 - *I find.....is more interesting.*

F. INSTRUCTIONAL METHOD / TECHNIQUE

Communicative Approach / Discussion

G. TEACHING PROCEDURES

1. Pre-Activity

- a. Praying
- b. Greeting
- c. Checking students attendance
- d. Stating new topic
- e. Explaining learning objectives

2. Main Activity

- a. Speaking Activity 1
 - Teacher conducts the pre-test 3
 - The topic is preferences
 - Each student takes a picture that the teacher provided
 - They tell the picture using preferences expression minimal 8 sentences in front of the class
 - Teacher scores their performance

- b. Teacher gives stimulation to the students to state new topic by asking some questions

Which would you like singing or dancing?

Should I call you tonight or tomorrow?

Do you like English better than Math?

- c. Teacher gives explanatory notes about preferences

- Words and expressions used in expressing preferences:

prefer.... to.....

like.....better than.....

would rather.....than.....

- Asking about preferences

Which you prefer?

Do you like.....better than.....?

Would you rather.....?

Which would you like.....or.....?

- Expressing preferences:

I like.....better than.....

Let's dofirst.

My preference would always.....

I'd rather.....

I find.....is more interesting.

- Students do exercises in the module of A New Approach to Learn English Module 14 task 4 and 5

- d. Speaking Activity 2

- Teacher conducts the post test 3
- Teacher asks students to do like speaking activity 1
- Teacher scores the students' performance

3. Final Activity

- Teacher gives opportunity to the students to ask something about the usage of preferences
- Teacher summarizes the lesson

- Teacher asks students how their feeling after learning the lesson
- Teacher gives the partings

H. LEARNING MEDIA

Picture

Whiteboard

I. LEARNING RESOURCES

Books : Tim MGMP Bahasa Inggris Module a New Approach to Learn

English Novice Level for Class X

English for Vocational School Novice Level Students book 1 A

J. ASSESSMENTS

1. Oral Evaluation
2. Written Evaluation

Surakarta,

Guru Pamong

Guru Praktik

Dra. Noveani Warigaliati

NIP. 19641114199303 2 001

Aris Ratnawati

X 2208503

SPEAKING TEST SCENARIO

Pre-Test

Date : 16th November 2009

Scenario:

The researcher prepared the pretest as the part of pre-observation. The pre-test was conducted to know the students speaking proficiency. The researcher designed the pre-test as follows:

1. The students were asked to take the lottery containing the picture one by one.
2. They were asked to explain the picture dealing with *sympathy expression* minimal 8 sentences
3. The teacher gave them the time to prepare their answer

The topic is:

Sympathy Expression

Post Test 1

Date : 18th November 2009

Scenario:

The post test was done to know students' speaking proficiency after cycle 1 was conducted. The researcher designed the post test 1 as follows:

1. The teacher provided the pictures like in the pre-test
2. They were asked to explain the picture dealing with *sympathy expression* minimal 8 sentences
3. It was possible to students to take different picture from pre-test
4. The teacher gave them the time to prepare their answer

The topic is:

Sympathy Expression

Pre-Test 2

Date : 25th November 2009

Scenario:

The pre-test 2 was conducted to know the students' speaking proficiency before post test was conducted. The researcher designed the pre-test 2 as follows:

1. The teacher asked students to come forward one by one
2. The students were asked to take the lottery containing the picture randomly
3. The students had to tell the picture which they chose using *degrees of comparison* minimal 8 sentences

The topic is:

Degrees of Comparison

Post Test 2

Date : 30th November 2009

Scenario:

The post test was done to know students' speaking proficiency after cycle 2 was conducted. The researcher designed the post test 2 as follows:

1. The teacher provided the pictures like in the pre-test 2
2. The students were asked to explain the picture dealing with *degree of comparison* minimal 8 sentences
3. It was possible to students to take different picture from pre-test
4. The teacher gave them the time to prepare their answer

The topic is:

Degrees of Comparison

Pre-Test 3

Date : 14th December 2009

Scenario:

The pre-test 3 was conducted to know the students' speaking proficiency before post test was conducted. The researcher designed the pre-test 3 as follows:

1. The teacher prepared the lottery of picture on the desk
2. The students were asked to take the lottery randomly
3. The students had to tell the picture which they chose one by one using *preferences* minimal 8 sentences

The topic is:

Preferences

Post Test 3

Date : 16th December 2009

Scenario:

The post test was done to know students' speaking proficiency after cycle 3 was conducted. The researcher designed the post test 3 as follows:

1. The students were asked to take one picture one by one like in the pre-test
2. They were asked to explain the picture dealing with *preferences* minimal 8 sentences
3. It was possible to students to take different picture from pre-test
4. The teacher gave them the time for students to prepare their answer before they present in front of the class

The topic is:

Preferences

**DAFTAR SISWA SMK NEGERI 6 SURAKARTA
TAHUN DIKLAT 2009/2010
PROGRAM KEAHLIAN AKUNTANSI**

KELAS : X AK 3

WALI KELAS : M. SOFWAN, S.Pd.

NO	NIS	NAMA
1	10837	AFIKASARI
2	10838	ARI PRATIWI WIDHIASWATI
3	10839	ARYO
4	10840	BUKHORI RAHMAN DANI
5	10841	DEVI MARTA ARDI
6	10842	DIAH AYU ISWANDARI
7	10843	DWI AGUSTINA
8	10844	DWI MUSTIKA
9	10845	DWI NUR IRAWATI
10	10846	ENDAH SURYATI
11	10848	FATIMAH ZAHRA
12	10849	FAYE DYAH PRASMIRAWATI
13	10850	FITRI AINUN NAIMAH
14	10851	FITRIA NUR AISYAH
15	10852	GITA LARASATI
16	10853	HENI RAHMAWATI
17	10855	INDAH AFRELIA VALENTINA
18	10857	LULU HARDINA
19	10858	MULAT BEKTI PRATIWI
20	10859	NILA PIPIN HERAWATI
21	10861	NOVIA NINGSIH
22	10862	OKTAVIA WIDYANINGSIH
23	10864	RENY MARDIANA YULIASTUTI
24	10865	RESTI DWI SURYANINGSIH
25	10866	RETNO COLAINA WIJAYANTI
26	10867	RIA FITRIANINGSIH
27	10868	RISMA NUR AZIZAH
28	10869	ROFI' ATUL MARFU' AH
29	10870	SARWENDAH SULISTYANINGSIH
30	10871	SHEILLA RUMBOW NURMAHASTUTI
31	10872	SISKA RESTI WIJAYANTI
32	10873	SRI LESTARI

DAFTAR NILAI PRE-TEST 1

No	Accuracy	Fluency	Amount
1	2	2	4
2	2	3	5
3	3	2	5
4	2	3	5
5	2	3	5
6	2	3	5
7	1	2	3
8	1	1	2
9	2	2	4
10	3	2	5
11	2	1	3
12	2	2	4
13	3	2	5
14	2	2	4
15	3	2	5
16	2	2	4
17	2	2	4
18	3	2	5
19	3	3	6
20	2	2	4
21	2	2	4
22	2	2	4
23	3	2	5
24	2	1	3
25	2	2	4
26	2	2	4
27	2	2	4
28	3	3	6
29	2	2	4
30	3	3	6
31	3	3	6
32	3	2	5
	73	69	141

$$\bar{x}_1 = \frac{\sum x_1}{N}$$

$$\bar{x}_1 = \frac{141}{32}$$

$$= 4.437$$

DAFTAR NILAI POST-TEST 1

No	Accuracy	Fluency	Amount
1	2	2	4
2	2	3	5
3	3	3	6
4	2	3	5
5	2	3	5
6	2	3	5
7	2	2	4
8	2	2	4
9	2	2	4
10	3	2	5
11	2	2	4
12	2	2	4
13	3	2	5
14	3	2	5
15	3	2	5
16	3	2	5
17	2	2	4
18	3	2	5
19	3	3	6
20	2	2	4
21	2	2	4
22	2	2	4
23	3	2	5
24	2	2	4
25	2	2	4
26	2	2	4
27	3	2	5
28	4	3	7
29	3	2	5
30	4	3	7
31	4	2	6
32	3	2	5
	82	72	154

$$\bar{x}_2 = \frac{\sum x_2}{N}$$

$$\begin{aligned}\bar{x}_2 &= \frac{154}{32} \\ &= 4.812\end{aligned}$$

DAFTAR NILAI POST-TEST 2

No	Accuracy	Fluency	Amount
1	4	3	7
2	3	3	6
3	4	4	8
4	3	3	6
5	3	3	6
6	3	3	6
7	3	3	6
8	3	3	6
9	3	3	6
10	3	3	6
11	3	3	6
12	3	4	7
13	4	3	7
14	4	3	7
15	4	3	7
16	3	3	6
17	3	3	6
18	4	3	7
19	4	3	7
20	3	3	6
21	4	3	7
22	3	3	6
23	4	3	7
24	3	3	6
25	3	3	6
26	3	3	6
27	3	3	6
28	4	4	8
29	4	3	7
30	4	4	8
31	4	3	7
32	4	3	7
	110	100	210

$$\bar{x}_a = \frac{\sum x_a}{N}$$

$$\bar{x}_a = \frac{210}{32}$$

$$= 6.562$$

DAFTAR NILAI POST-TEST 3

No	Accuracy	Fluency	Amount
1	4	4	8
2	3	4	7
3	4	4	8
4	3	4	7
5	4	4	8
6	3	3	6
7	3	3	6
8	3	3	6
9	4	4	8
10	4	4	8
11	4	4	8
12	4	4	8
13	5	4	9
14	4	4	8
15	4	4	8
16	4	3	7
17	4	4	8
18	4	4	8
19	4	4	8
20	3	4	7
21	4	4	8
22	4	4	8
23	5	4	9
24	3	3	6
25	4	4	8
26	4	4	8
27	4	4	8
28	5	5	10
29	4	4	8
30	4	5	9
31	5	4	9
32	4	4	8
	125	125	250

$$\bar{x}_a = \frac{\sum x_a}{N}$$

$$\bar{x}_a = \frac{250}{32}$$

$$= 7.812$$

The Sample of the Picture in Cycle 1
“Sympathy Expression”



The Sample of the Picture in Cycle 2
“Degrees of Comparison”



**The Sample of the Picture in Cycle 3
“Preferences”**















Catatan Hasil Pengamatan

Waktu Pengamatan : November – Desember 2009
Tempat pengamatan : SMK N 6 Surakarta
Obyek Pengamatan : KBM Bahasa Inggris kelas X AK3
Pengamat : Dra. Noveani W. (Guru Bahasa Inggris X AK3)

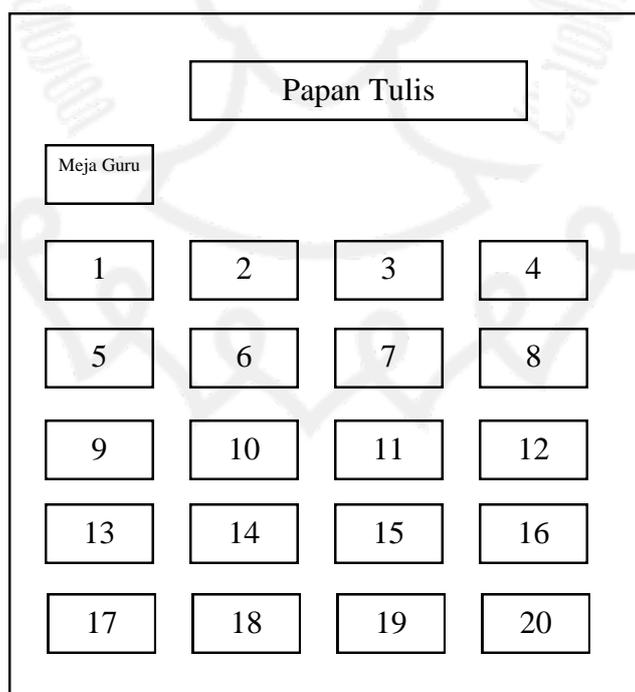
Situasi Latar

Lokasi SMK N 6 Surakarta berada di Jl. Adi Sucipto 38 Surakarta. Letak sekolah berada di tengah-tengah kota dan sangat strategis sehingga mudah dijangkau oleh siswa, guru, maupun karyawan. Meskipun letaknya di tengah-tengah kota, namun ruang-ruang kelas terletak agak menjorok ke dalam sehingga situasi dan kondisi selama KBM berlangsung nyaman, tertib, dan kondusif. Meskipun ada beberapa kelas yang letaknya berada di dekat jalan raya tetapi itu bukanlah suatu masalah yang besar. Sekolah ini menghadap ke selatan. Banyak pohon yang masih tumbuh di area sekolah tersebut dan jauh dari suara-suara bising sehingga suasananya sangat tenang dan diharapkan pelaksanaan KBM dapat berlangsung dengan baik.

Lokasi sekolahnya cukup baik dan strategis. Berada di tengah-tengah kota. Di sebelah selatan terdapat lapangan yang luas yang biasa digunakan untuk upacara bendera setiap tanggal 17 dan hari besar nasional, untuk arena olah raga siswa dan acara-acara lainnya seperti api unggun pada saat kemah. Di sebelah timur ada lapangan basket dan lapangan voli. Kantin dan mushola berada di sebelah utara dan sebelah barat adalah tempat parkir sepeda motor guru, karyawan, dan siswa.

Hari ini adalah hari pertama peneliti akan mengadakan tindakan kelas (*action research*). Peneliti melakukan tindakan kelas untuk pelajaran bahasa Inggris dengan objek pengamatan kelas X AK3 dimana pengamat sendiri adalah guru bahasa Inggris X AK3. Penelitian ini bertujuan untuk membantu menyelesaikan masalah yang dihadapi guru bahasa Inggris terutama materi *speaking*.

Peneliti mengambil kelas X AK3 sebagai objek penelitian. Letak kelas X AK3 tidak tentu karena sistem yang digunakan adalah *moving class*. Kelas untuk kompetensi keahlian akuntansi semua berada di lantai dua. Ruang-ruang kelasnya sangat luas dengan penerangan yang cukup karena terdapat banyak jendela di samping kanan dan kiri ruangan. Siswa kelas X AK3 berjumlah 39 orang yang terdiri dari 2 laki-laki dan 37 perempuan. Ada 20 meja siswa dan 40 kursi di setiap ruang kelas, namun yang ditempati hanya 39 kursi dan yang satu kosong. Meja dan kursi semua menghadap depan dengan posisi papan tulis di depan mereka. Letak meja dan kursi guru berada di pojok kanan dengan spidol, penghapus, jurnal pelajaran, dan daftar presensi siswa di atas meja. Daftar pengurus kelas dan daftar piket berada di sebelah kanan papan tulis sementara di sebelah kiri papan tulis adalah papan absen dan kalender. Di atas papan tulis terdapat patung burung garuda dan gambar Presiden dan Wakil Presiden di sebelah kanan dan kirinya. Ada jam dinding yang berada di bawah gambar tersebut. Berikut adalah denah kelasnya.



Jalannya Kegiatan

Cycle 1

Senin, 16 November 2009 jam 09.30 – 11.45

Bel masuk berbunyi itu artinya jam istirahat telah selesai dan akan dimulai jam pelajaran ke empat. Guru bahasa Inggris dan peneliti menyiapkan segala perlengkapannya. Beberapa menit kemudian mereka meninggalkan kantor untuk segera masuk kelas. Meskipun ada beberapa guru yang masih mengobrol dengan guru lain sementara bel masuk sudah berbunyi. Sepanjang menuju ke kelas juga masih banyak siswa yang berada di kantin atau berada di luar kelas untuk mengobrol sambil makan.

Ruang kelas yang dituju guru dan peneliti adalah ruang 10 dimana letaknya berada di lantai 2 sehingga memerlukan waktu untuk sampai disana. Setelah memasuki ruangan masih ada beberapa siswa yang berada di ruang kelas. Guru dan peneliti menunggu sampai semua masuk kelas dan segera memulai pelajaran. Guru menyapa siswa, “*First of all assalamu ’alaikum wr.wb*”, kemudian siswa menjawab “*Wa’alaikum salam wr.wb.*”. Guru tidak memperkenalkan peneliti kepada siswa karena siswa sudah kenal dengan peneliti selama PPL. Peneliti bertindak sebagai guru sementara guru bahasa Inggris bertindak sebagai pengamat. Guru langsung menempatkan diri di kursi belakang yang masih kosong untuk mengadakan pengamatan. Peneliti langsung menjelaskan pada siswa bahwa untuk pertemuan yang akan datang pelajaran bahasa Inggris sementara akan diampu oleh peneliti. Namun tetap sesuai dengan tema atau kurikulum yang berlaku dan hanya melanjutkan pelajaran yang sudah diberikan. Peneliti akan menekankan pada *speaking activity* dalam pelajaran ini.

Peneliti memasuki materi baru namun sebelumnya itu dia mengulang pelajaran terakhir yang disampaikan oleh guru. Materi terakhir adalah tentang *past tense*. Setelah itu peneliti mengenalkan materi baru yaitu tentang *sympathy expression*. Peneliti langsung mengadakan *pre-test*. Peneliti menyiapkan beberapa gambar orang yang sedang menderita kesakitan lalu siswa diminta maju ke depan

untuk memilih salah satu gambar tersebut satu persatu. Peneliti menyuruh siswa untuk menceritakan gambar tersebut menggunakan *sympathy expression* minimal delapan kalimat. Peneliti memberi waktu untuk menyusun jawabannya. Peneliti menyiapkan lembar penilaian siswa. Siswa pertama mendapat gambar orang sakit perut. Sebelum siswa pertama mempresentasikan jawabannya, siswa kedua mengambil undian dan menyusun jawabannya. Siswa kedua mendapat gambar orang kakinya patah. Banyak siswa yang masih malu dan tidak mau maju untuk mengambil undian sehingga guru menyuruh siswa yang aktif dulu untuk maju sehingga tidak menghabiskan banyak waktu. Pre test ini membutuhkan waktu sekitar 105 menit. Setelah itu guru menjelaskan materi tentang *sympathy expression*. Siswa dapat memahami dengan mudah karena mereka telah mempelajarinya sewaktu SMP. Guru hanya mengulang kembali pelajaran tersebut.

Waktu tinggal 15 menit dan sebelum mengakhiri pelajaran, peneliti menjelaskan secara singkat untuk pertemuan berikutnya. Siswa diminta membentuk kelompok terdiri dari dua orang dan peneliti menjelaskan bahwa besok akan diadakan *role play* tiap kelompok untuk ditampilkan di depan kelas. Mengenai materi dan dialognya akan disampaikan di pertemuan berikutnya. Akhirnya bel istirahat berbunyi dan peneliti segera mengakhiri pelajaran.

Rabu, 18 November 2009 jam 07.00 – 08.30

Bel masuk berbunyi tepat jam 07.00. Peneliti dan guru segera bergegas meninggalkan kantor untuk masuk ke kelas. Ruang 9 berada di lantai dua. Bahasa Inggris adalah pelajaran pertama sehingga ketika masuk kelas masih ada siswa yang belum masuk karena terlambat. Peneliti (guru) menyuruh ketua kelas untuk memimpin doa. Guru bahasa Inggris (*observer*) segera menyiapkan diri di belakang untuk mengamati. Guru mengabsen siswa dan hari ini siswa tidak ada yang absen. Guru mengulang kembali pelajaran tentang *sympathy expression*.

Guru memberikan latihan pada siswa dengan membagikan dialog pendek antara dua atau tiga orang. Setiap kelompok melengkapi kalimat yang ada di dialog menggunakan *sympathy expression*. Siswa harus menghafal dialog

tersebut. Untuk mempersingkat waktu guru segera menyuruh siswa untuk mempraktikkan dialog tersebut di depan kelas dengan membawa perlengkapan. Setelah semua kelompok maju, guru mengadakan post test untuk mengukur kemampuan *speaking* siswa dengan melakukan hal yang sama seperti ketika *pre-test*. Namun, ada kemungkinan setiap siswa memilih gambar yang tidak sama dengan ketika mereka *pre-test* karena sistemnya acak. Akhirnya guru menutup pelajaran dengan salam.

Cycle 2

Rabu, 25 November 2009 jam 07.00 – 08.30

Bel masuk berbunyi, seperti biasa guru dan observer masuk ke kelas dan menyuruh ketua kelas memimpin doa. Guru menyapa kemudian mengabsen siswa. Ada dua orang siswa yang tidak masuk pada hari itu. Guru mengulang pelajaran yang lalu untuk mengingatkan siswa tentang *sympathy expression* dan ternyata masih banyak yang ingat.

Guru memasuki topic baru yaitu *degrees of comparison*. Guru melakukan pre-test yang kedua. Guru melakukan hal yang sama seperti pada pre-test yang pertama. Siswa diminta mengambil gambar tentang perbandingan dua tiga benda. Mereka harus menceritakan gambar tersebut menggunakan *degrees of comparison* minimal delapan kalimat. Ternyata masih ada beberapa siswa yang tidak mau maju sesuai nomor urut. Mereka menunjuk teman yang lain untuk menyuruhnya maju lebih dahulu. Meskipun pengucapan dan grammarnya sudah benar, namun masih banyak siswa yang diam sejenak ketika maju ke depan kelas. Mereka masih harus berpikir dulu sebelum melafalkan kalimat padahal guru sudah memberikan mereka waktu untuk membuat kalimat, menghafalnya, dan latihan sendiri.

Setelah melakukan pre-test yang kedua, guru menjelaskan materi tentang *degrees of comparison*. Mereka masih banyak yang ingat tentang materi ini dan guru hanya tinggal memberikan latihan dengan menyuruh siswa mengerjakan LKS. Setelah semua memahami materi, guru mengadakan *role play* lagi. Guru menyuruh siswa untuk membuat kelompok yang terdiri 2 – 5 orang.

Kali ini siswa membuat sendiri dialognya karena ketika guru memberikan dialognya dan siswa tinggal menghafal, mereka banyak yang tidak hafal karena kurang memahami isi dialognya. Oleh karena itu, guru dan observer berinisiatif untuk menyuruh siswa membuat dialognya agar mereka tahu isi dialog tersebut sehingga akan hafal seperti dialog yang mereka buat sendiri. Guru hanya memberikan setting tempatnya saja agar tidak ada yang sama. Tempat yang ditentukan antara lain di pasar, kantin, sekolah, restoran, kebun binatang, taman, bank, kantor pos, kantor polisi, rumah sakit, dll. Guru berharap dengan membuat dialog sendiri siswa akan lebih hafal dan menyelesaikan masalah yang ada pada *cycle 1*. Bel tanda pergantian pelajaran berbunyi, guru segera mengakhiri pelajaran dengan salam.

Senin, 30 November 2009 jam 09.30 – 11.45

Guru dan *observer* masuk ke kelas kemudian observer langsung menempatkan diri di kursi belakang. Guru mengulang materi sebelumnya yaitu *degrees of comparison* kemudian menyiapkan daftar nama siswa, lembar penilaian, dan *video recording*. Siswa terlihat antusias dan serius dalam menghafalkan dialog yang mereka buat sendiri. Mereka merasa gugup ketika guru menyuruhnya untuk melakukan *role play* di depan kelas. Mereka menyuruh guru untuk memberikan kelonggaran waktu lagi untuk mempersiapkan segala sesuatunya. Kelas mulai berisik ketika mereka menghafal dialognya. Guru memanggil kelompok pertama untuk maju lebih dahulu. Mereka menyerahkan dialognya untuk dikumpulkan. Guru menyuruh kelompok kedua untuk memberikan komentar. Mereka menyiapkan perlengkapannya seperti meja, kursi, tas, dsb. Ada sepuluh kelompok saat itu karena ada beberapa siswa yang tidak masuk.

Setelah semua kelompok mempraktikkan dialognya, guru memberikan evaluasi dan membacakan komentar dari kelompok lain. Ada peningkatan kemampuan siswa dalam pelafalan dan menghafalkan dialog. Namun masih ada yang perlu diperbaiki dalam intonasi dan ekspresinya (*gesture* dan *body language*). Oleh karena itu, guru dan *observer* berencana mengadakan *cycle* lagi.

Cycle 3

Senin, 14 Desember 2009 jam 07.00 – 09.15

Guru dan *observer* masuk ke kelas. Keadaannya sangat tidak kondusif karena minggu itu adalah waktu remidi. Siswa baru saja selesai ujian semesteran makanya penelitian untuk *cycle 3* diadakan setelah ujian semester berlangsung. Situasinya sangat ribut dan berisik. Banyak siswa yang masih berada di luar kelas. *Observer* mengkondisikan kelas dan menyuruh siswa yang masih berada di luar kelas untuk masuk. Penelitian dimulai lebih pagi dari jam biasanya karena jam 10.00 akan diadakan remidi bagi sebagian siswa. Terdengar suara berisik dari luar kelas karena banyak siswa dari kelas lain yang duduk dan ngobrol di depan ruang 10. Guru sangat menghargai siswa di kelas X AK3 karena banyak siswa yang masih terlihat antusias untuk melanjutkan kelas *speaking* menggunakan teknik *role play*.

Pelajaran dimulai jam 07.25 karena guru harus mengkondisikan kelas terlebih dahulu. Guru meminta ketua kelas untuk memimpin doa. Kebanyakan siswa lupa akan pelajaran sebelumnya jadi guru mengulas sedikit tentang pelajaran yang lalu yaitu tentang *degrees of comparison*.

Guru memberikan topic baru yaitu tentang *preferences*. Guru menstimulasi siswa dengan memberikan pertanyaan seputar *preferences*. Seperti biasa guru mengadakan *pre-test* untuk mengetahui kemampuan *speaking* siswa. *Pre-test* dilakukan dengan cara yang sama seperti *pre-test* sebelumnya, hanya gambar yang disediakan berbeda. Guru menilai penampilan mereka dan hasilnya lebih baik dari sebelumnya.

Guru menjelaskan materi tentang *preferences* dan ungkapan-ungkapan. Setelah seluruh siswa memahaminya guru menyuruh siswa untuk mengerjakan LKS. Kemudian, guru mengadakan *role play* lagi, namun guru memberi kebebasan kepada siswa untuk membuat *setting* dan dialognya sendiri. Guru meminta siswa untuk membuat kelompok dan tiap kelompok terdiri dari 2 – 5 orang. Mereka masih terlihat antusias dan serius untuk mengerjakan dan menghafal dialog karena memang mereka menyukai teknik *role play*. Nampaknya mereka senang berakting di depan kamera. Guru menyuruh kelompok pertama

untuk maju mempraktikkan dialognya. Guru menyiapkan segala keperluan penilaian. Tiba-tiba bel berbunyi tanda waktu sudah habis. Guru berencana melanjutkan penampilan kelompok yang lain pada pertemuan berikutnya. Guru mengakhiri pelajaran dan menutupnya dengan salam.

Rabu, 16 Desember 2009 jam 07.30 – 10.00

Sekolah masih mengadakan remidi jadi ada beberapa siswa yang ijin untuk mengikuti remidi tersebut. Banyak siswa yang datang terlambat jadi pelajaran terlambat selama 30 menit. Guru menyuruh ketua untuk memimpin doa kemudian mengabsen satu persatu. Ada tiga siswa yang tidak masuk hari itu dan beberapa diantaranya ijin ikut remidi. Guru langsung mengajak siswa untuk melanjutkan *role play* karena situasi semakin tidak kondusif. Guru menyuruh kelompok yang belum maju untuk menampilkan dialognya. Mereka mempersiapkan diri dan menyiapkan kursi, meja, baju, jaket dsb., sebagai perlengkapan untuk *role play*. Mereka memberikan dialognya untuk dikumpulkan. Guru menyuruh kelompok selanjutnya untuk menuliskan komentarnya.

Setelah semua kelompok maju untuk menampilkan dialognya, mereka terlihat senang, puas, dan lucu. Banyak siswa yang terkadang lupa dialognya atau acting mereka yang lucu sehingga banyak siswa yang tertawa. Mereka terlihat tertarik menggunakan teknik ini dan melihat teman mereka beracting. Guru mengadakan evaluasi pada dialog yang mereka buat dan kesalahan-kesalahan pelafalan, intonasi, dan penekanan kata ketika mereka *role play* di depan kelas. Dia juga membacakan komentar dari kelompok lain.

Guru mengadakan post test yang cara dan materinya sama dengan pre-test 3. Namun, ada kemungkinan siswa mengambil gambar yang berbeda dengan gambar ketika mereka dapat di pre-test. Hasil dari post test yang ketiga ini sangat mengagumkan ketika mereka menceritakan gambar menggunakan *preferences* dengan *pronunciation*, *grammar*, dan *fluency* yang sangat baik. Guru sebagai peneliti puas dengan hasil ini. Dia sangat teragum dengan penampilan mereka yang meningkat drastis. Peneliti memutuskan untuk menghentikan penelitiannya karena dia merasa semua masalah kemampuan berbicara siswa sudah teratasi.

Guru menanyakan bagaimana perasaan siswa setelah mengikuti pelajaran *speaking* yang diajarkan oleh peneliti. Mereka senang dengan teknik ini karena mereka semakin pintar dan berani berbicara di depan umum. Peneliti sangat berterima kasih kepada siswa kelas X AK3 dan guru bahasa Inggris yang telah bekerja sama untuk mengadakan penelitiannya di kelas tersebut. Akhirnya peneliti mengakhiri pelajaran tersebut sekaligus penelitiannya dengan saling bersalaman dan mengucapkan terima kasih.



Nama :

Kelas/No :

1. Setujukah kamu jika teknik role play dilaksanakan sebagai salah satu variasi teknik pembelajaran bahasa Inggris khususnya dalam kelas speaking? Jelaskan!

Jawab :

2. Menurut pendapatmu apakah teknik mengajar bahasa Inggris role play dapat meningkatkan kemampuan speaking kalian? Jelaskan!

Jawab:

3. Apakah keunggulan dan kelemahan teknik role play menurut kalian dalam proses belajar mengajar bahasa Inggris? Sebutkan!

Jawab:

The Photographs



Picture 1. The observer observes the teaching learning Process



Picture 2. The student tells the picture in the pre-test



Picture 3. The teacher explains the material



Picture 4. The students discuss the dialogue



Picture 4. The teacher helps the students to make



Picture 5. Sample of role play