

## **CHAPTER IV**

### **RESEARCH FINDINGS**

This chapter shows the result of the research conducted in class VII C of MTs Al-Ihsan Krian in the 2013/2014 academic year. The aim of this research is to improve the students' speaking skill using role play for the seventh grade students of MTs Al-Ihsan Krian. The learning result of applying role play can be seen from the gained scores subjects of the research.

#### **4.1 The Result Before The Implementation of The Action**

##### **4.1.1 The Result of Interview**

The interview was held on Wednesday, March 19<sup>th</sup> 2014 started at 09.10 and finished at 10.00. The researcher asked to the teacher three questions which were divided into three categories of question, they were : the general condition of class, the difficulty of speaking skill, and the technique used by the teacher in teaching speaking.

First category discussed the general condition of class especially in speaking class. The teacher said that the most of students did not like studying English, because it is difficult lesson and they sometimes gain low competence in English. The teacher also said that speaking is the most difficult skill to be learned in VII C , because most of them were hardly to pass the target score of the minimal mastery level criterion (KKM).

Second category is the difficulty in speaking skill. The teacher said that the students' difficulties in speaking lied on pronouncing the word or sentence,

self confident, shy, and organizing the word into a sentence, and this cause by less in practice English speaking.

The last category is the technique used by the teacher in teaching English speaking. The teacher said that she has never used role play in teaching the students, she usually teaches by introducing new dialogue or some sentences to the students, then she reads the dialogue, while the students repeat it together, and she gave the meaning of the dialogue.

#### **4.1.2 The Result of Observation**

This observation was conducted in order to know the teaching learning process directly before implementing the Classroom Action Research (CAR). Based on the observation conducted on Saturday, April 12<sup>th</sup> 2014 at 10.00, it was known that in teaching speaking at the VII C students of MTs Al-Ihsan in the 2013/2014 academic year, the subject of a descriptive, teacher showed pictures of people, then asked students to made 1 or 2 sentences in accordance with the image then presented in front of the class to read the sentence that has been made. In this case, only read a sentence and give it meaning. They have never told the usage of expressions they are practicing. Furthermore, students have never been give chances to expose their skill to speak and to develop a more communicative speaking using their own way.

The used of technique like this would be an ongoing problem for students in learning and understanding speaking English usage. Moreover, students whose vocabulary items were limited which unable them to say anything to

communicate. It made the students passive in speaking activity and was lacking in speaking skill primarily in using expressions likely in real communication.

## **4.2 How is the implementation of the Role Play in teaching speaking to the seventh grade students of MTs Al-Ihsan Krian**

### **4.2.1 Cycle 1**

#### **4.2.1.1 Planning Stage**

In this phase the researcher and the teacher arranged the lesson plan that included competency standard and selected the appropriate material. The lesson plan in cycle 1 about asking and giving for service. The teacher also prepared students' attendance list, role play card, camera, laptop and field notes.

Phase	Teacher's activities	Student's activities
Pre-teaching activities	<ol style="list-style-type: none"> <li>1. Opening the class by saying greeting, asking students' condition and checking students' attendance list.</li> <li>2. Explaining the specific goal of learning.</li> </ol>	<ol style="list-style-type: none"> <li>1. Answering to the teacher's greeting.</li> <li>2. Paying attention to the teacher's explanation</li> </ol>
While teaching activities	<ol style="list-style-type: none"> <li>1. Introducing and explaining about role play technique in teaching English by using the topic that has been determined.</li> <li>2. Giving a dialogue which expression asking for and giving services</li> <li>3. Reading the dialogue about asking and giving services.</li> </ol>	<ol style="list-style-type: none"> <li>1. Listening to the explanation given by the researcher about role play techniques.</li> <li>2. Receiving a dialogue of the researcher about asking for and giving services.</li> <li>3. Listening when the researcher read the dialogue.</li> </ol>

	<ol style="list-style-type: none"> <li>4. Asking to practice the dialogue in pairs and then the researcher give list new vocabularies for students.</li> <li>5. Explaining the expression asking for and giving services.</li> <li>6. Having students to make a group</li> <li>7. Training to the students by giving role play card. In role play card the researcher only give a situation and what the students will be, such as :  <i>You are at the book store. You want to reach a book on the highest self. A shop assistant offers you his help.</i></li> <li>8. Giving a time for students to discuss together what they may presenting.</li> <li>9. Let them all try out the role play privately, then calling on one or two groups to act out in front of the class.</li> </ol>	<ol style="list-style-type: none"> <li>4. Practicing to the dialogue in pairs</li> <li>5. Listening when the researcher explais about expression asking for and giving services.</li> <li>6. Making a group Receiving the role play card given by the researcher.</li> <li>7. Receiving the role play card given by the researcher.</li> <li>8. Discussing together with group about what they may presenting.</li> <li>9. Practicing in front of the class.</li> </ol>
Post teaching activities	<ol style="list-style-type: none"> <li>1. Asking about the difficulties during the teaching and learning process.</li> <li>2. Giving some advices to students to motivate them to always practice their English.</li> <li>3. Closing it by saying greeting or salam.</li> </ol>	<ol style="list-style-type: none"> <li>1. Answering questions from teachers about difficulties when learning process.</li> <li>2. Listening to motivational delivered by Researcher.</li> <li>3. Answering to the teacher's greeting.</li> </ol>

#### 4.2.1.2 Implementation ( Acting, observing, and reflecting in the field notes)

The implementation of the planning phase that has been planned by the researcher and the teacher as well. Here, the real English teacher acted as the teacher who did the action by teaching students at seventh grade of MTs Al-Ihsan Krian used role play technique. And the reseacher acted as the observer. The implementation in the first cycle was done on Saturday, April 26<sup>th</sup> 2014. In teaching the lesson, the teacher used three phases in a technique : a technique that contains about three phases, those are : pre teaching activity, while teaching activity and post teaching activity. In this implementation, the teacher tried to integrate students to participate in the classroom activities. In detail, the teacher presented in the following action.

##### Asking and giving for services

Day/Date : Saturday, April 26<sup>th</sup> 2014

##### 4.2.1.2.1 Pre Teaching Activity

In the pre-teaching activity the teacher opened the class by saying greeting and asking students' condition and checking students' attendance list.(a)

(a)Teacher : “ Assalamu’alaikum wr.wb. ”

Students : “Wa’alaikumsalam wr.wb. ”

Teacher : “ Good morning students!”

Students : “ Good morning.. ”

Teacher : “ How are you today?”

Students : “ I’m fine”.

Teacher : “Before start our lesson, I want to know your name one by

*one. Keep silent, okay”.*

*Students : “Okay miss”.*

*Teacher : “Nanti kalau saya memanggil nama kalian satu per satu,, misalnya Agus Susato, langsung bilang My name is... begitu ya, mengerti??”*

*Students : “mengerti.”*

(a) The teacher saying greeting “Good morning students!” The students answered together with “Good morning..”. The teacher checking students’ attendance list “Before start our lesson, I want to know your name one by one, keep silent okay”. The students answered with “Okay miss”. The teacher looked spirit and also with the students. But there were students made noisy. So, the condition of the class was crowded.

#### **4.2.1.2.2 While Teaching Activity**

In the while teaching activity, before the teacher introduced and explained about role play technique in teaching English by using the topic that has been determined. (a)

*(a)Teacher : “ Today, I want to teach about speaking, siapa yang tau speaking?? Yang tau speaking angkat tangan, raise your hand!”*

*Students : “ Saya miss.” (sambil mengangkat tangan dan tersenyum)*

*Teacher : “ Patric, apa patric? Katanya tadi tahu.”*

(a) The teacher started with asked to students about speaking “Today, I want to teach about speaking, siapa yang tahu speaking angkat tangan, raised your hand!” The students answered with “Saya miss.” The students wanted to answer but the students have shy and afraid if their answe wrong.

And then the teacher explained about role play technique.(b)

(b) *Teacher* : “*Role play is one of the techniques used to improve the learning of English speaking. Role plays are all designed to be carried out simultaneously in pairs or small groups, with characters that will fit the student’s own personality.*”

(b) The teacher explained about meaning of role play “Role play is one of the technique used to improve the learning of English speaking”. Therefore the students knew the meaning of role play. However the teacher still can not master the class. So that the class is still uncontrol. Maybe it caused the teacher was still not familiar with the students, communication between the teacher and the students were still not intertwined with each other. Therefore, the teacher should more attention to students.

The teacher gave a material about asking and giving services and gave examples in expessing of asking and giving services with show in LCD that was in power points consist some slides.(c)

(c) *Teacher* : “*Asking services is to ask other people’s services. And giving services is to give other people’s. Jadi asking services itu adalah meminta jasa dari orang lain sedangkan giving services adalah kebalikan dari asking services, yaitu memberikan jasa kepada orang lain.*”

(c) The teacher explained about the material of asking and giving services “Asking services is to ask other people’s services and giving services is to give other people’s”. The teacher still too fast in explained the material presented. So that students still do not seem to understand.

Then the teacher showed a dialogue that was in power point consits some slides which expressed asking and giving for services, after the teacher read the

dialogue in pair, then she gave list new vocabularies for students, after that she explained that expression asking and giving for services.

To ensure students understanding of the materials, the teacher trained students by giving a role play card. Before the teacher gave a role card to students, the teacher asked the students to made a group. After that the student got a role play card. In role play card, the teacher only gave a situation and what the students will be, such as:

*You are at the book store. You want to reach a book on the highest self.*

*A shop assistant offers you his help.*

After the students got a role play card, she gave a time for students to discussed together what they may present, and next the teacher let them all try out the role play privately, before calling on one or two group to act out in front of the class. (d)

(d) *Students* : “ *Ini dialognya ta miss?*”

*Teacher* : “ *Itu bukan dialog nya, role card itu hanya berisi situasi atau isi dari dialog yang akan kalian buat menjadi kalimat, bingung ta?*” (sambil tersenyum)

*Students* : “ *Iya miss, bingung, nggak tau maksudnya*”.

(d) The teacher gave a role card that contains only the situation. The students asked about role play card “Ini dialognya ta miss?” The teacher responded with “Itu bukan dialognya,itu hanya berisi situasi. Bingung ta?” The students responded again with “Iya miss, bingung, nggak tau maksudnya”. Some students do not paid attention to the explanation and instructions from the teacher and students looked confused role-play activity.



So, the teacher helped the students to make sentences in role card and the students also opened their dictionary. After some minutes, the students have finished making dialogue, it just consists of four sentences, each student got a part of two sentences. And then, they were to act out in front of the class. The teacher recorded and identified the teaching and learning process using a mobile phone.

#### 4.2.1.2.3 Post Teaching Activity

In the post-teaching activity before closing the class, firstly the teacher asked the students about difficulties concerning the materials, the teacher will explain and give the answer. (a)

(a) *Teacher* : “ Oke students, pelajaran untuk hari sudah selesai. Any questions??”

*Students* : “ No..”

*Teacher* : “ Don’t forget to study, jangan lupa untuk belajar ya. See you next week. Oke thank you. Wassalamu’alaikum wr.wb.”

The teacher asked about difficulties in materials “Oke students, pelajaran untuk hari ini selesai. Any questions?” The students responded with “No..” Then the teacher gave some advice to students to motivate them to always practice their English “Don’t forget to study, see you next week.” While closing the class the teacher closed it by saying a greeting or salam “Wassalamu’alaikum wr.wb”. Finally students happily went home and shake hands with the researcher one by one.

#### **4.2.1.3 Reflecting Stage**

In this phase, the researcher and the teacher discussed the strengths and the weakness of the acting during the teaching and learning process. Based on the data that have been collected and analyzed by the teacher and the researcher, it was found that students' grammar and pronunciation are still low in speaking, because they are clearly need to practice orally not only in the form written, the students also still confused to speak English before they write what they want to present, so the teacher should gave more attention and exercise to the students in order to made them braver and more confident to speak English, the teacher also needed to improve her class and time management in teaching.

Based on the observation indicated that the action in first cycle did not achieve the action success yet, so the teacher and the researcher had to move to the next cycle.

#### **4.2.2 Cycle 2**

##### **4.2.2.1 Planning Stage**

The cycle 2 was carried out to solve the problem that had been found in cycle 1, which were students still low in speaking skill, especially to speak spontaneously. In this phase the researcher and the teacher arranged the new lesson plan that included competetion standard and selected the appropriate material. There were significant differences with the previous lesson plan. The material related to introduction but the topic are “ introduction from the different country”.

Phase	Teacher's activities	Students's activities
Pre-teaching activities	<ol style="list-style-type: none"> <li>1. Opening the class by saying greeting and asking students' condition. Beside she also asks student's readiness to learn.</li> <li>2. Explaining the specific goal of learning.</li> </ol>	<ol style="list-style-type: none"> <li>1. Answering to the teacher's greeting.</li> <li>2. Paying attention to the teacher's explanation.</li> </ol>
While teaching activity	<ol style="list-style-type: none"> <li>1. Giving a them introduction and explaining about theme.</li> <li>2. Showing the video about role play activity.</li> <li>3. Having divides the group into 6 groups, each group consisting of 5 students.</li> <li>4. One student has the role as teacher and four of other students has the role as students who come from different countries.</li> <li>5. Giving a name pad and the small flags as properties.</li> <li>6. Giving a time for students to discuss together what they may presenting</li> <li>7. Calling one or two groups to show the performance of its in front of the class.</li> </ol>	<ol style="list-style-type: none"> <li>1. Listening to the explanation given by the researcher about material.</li> <li>2. Paying attetion to the video</li> <li>3. Making a groups.</li> <li>4. Gathering with the groups for divides the part of character.</li> <li>5. Receiving a name pad and the small flags as the properties.</li> <li>6. Discussing together about what they may presenting.</li> <li>7. Practicing in front of the class with groups.</li> </ol>

Post-teaching activity	<ol style="list-style-type: none"> <li>1. Asking difficulties during the teaching and learning process.</li> <li>2. Giving some advices to students to motivate them to always practice their English.</li> <li>3. Closing it by saying greeting or salam.</li> </ol>	<ol style="list-style-type: none"> <li>1. Answering questions from teachers about difficulties when learning process</li> <li>2. Listening to motivational delivered by Researcher.</li> <li>3. Answering greeting.</li> </ol>
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#### 4.2.2.2 Implementation (Acting, observing and reflecting in field notes)

The action in the cycle 2 was done on May 03<sup>th</sup> 2014. The action was done based on the lesson plan. In cycle 2, the teacher would taught students by using the same technique. Here, the teacher wished to have more improvement of students speaking score than in previous section.

##### Introduction

Day/Date : Saturday, Mei 3<sup>th</sup> 2014

##### 4.2.2.2.1 Pre Teaching Activity

The teacher opened the class by saying greeting and asking students' condition and checking student attendance. (a)

(a)Teacher : “ *Assalamu’alaikum warahmatullohi wabarokatuh.*”  
 Students : “ *Wa’alaikumsalam warahmatullohi wabarokatuh.*”

Teacher : “ *Good morning students..!*”  
 Students : “ *Good morning...*”  
 Teacher : “ *How are you today?*”  
 Students : “ *I’m fine.*”  
 Teacher : “ *Okay thank you students.*”

(a)The teacher saying greeting “Good morning students!” The students answered together with “Good morning..”. The teacher seem to have been very familiar and known by almost all the students and the students also looked very happy.

#### 4.2.2.2.2 While Teaching Activity

In this phase, related to theme that was made, the teacher gave the material to students about introduction. (a)

(a)Teacher : “ *Okay, we are going to learn about introduction, siapa yang tahu introduction? Introduction adalah perkenalan. Ada introduction my self, ada introduction your self, macam-macam. Misalnya what is your name? My name is putri.* ”

(a)The teacher starts explaining about the material “Okay, we are going to learn about introduction”. There were some students who raised their hands but did not confidents answer, they still seem to be afraid if the answer is wrong. But after explained by the teacher, students already seem to understand the explanation of the introduction, since this material is more easily from material that has been taught previously.

Then, before the teacher continued to explained about the material, the teacher showed to students a video about a role play activity. The students looks happy because they get a new metarial to saw a video.(b)

(b)Teacher : “ *Masih ingat tidak role play itu apa? Role play adalah teknik bermain peran dan beracting. Saya akan menunjukkan video nya ya.* ”

Students : “ *Oke miss.* ”

Teacher : “ *Itu adalah salah satu contoh aktivitas role play.* ”

(b)The teacher reviewed the meaning of role play “Masih ingat tidak role play itu apa? Role play adalah teknik bermain peran dan beracting, saya akan menunjukkan videonya ya”.The students responded with “oke miss”. The students also looked very happy when the learning process takes place can be seen from the way they communicate. Students were very enthusiastic and visible spirit of students in learning is very high.

After that, the teacher gave and explained about the material for this meeting. Such as :

- Introducing your self

Example :

Teacher :	Students :
1. What’s your name?	1. I’m John
2. Where do you come from?	2. I come from England
3. How old are you?	3. I’m thirteen years old
4. Nice to meet you	4. Nice to meet you too

After the teacher explained about the material for this meeting by using example to the students. The teacher divided the group into 6 groups, each group consisting of 5 students. One student has the role as teacher and four of other students have the role as students who come from different countries. (c)

(c)Teacher : *“Now, you make a six group,each group consisting of 5 students. One student as a teacher and four students other as people come from a different country, America, Spanyol, Engln, and Italia.”*

(c)The teacher divided to students “Now, You make six groups, each group consistsing of 5 students”. The students paid attention to instructions from the teacher and immediately made a group, they were enthusiastic in this matter given time.

The teacher gave to students a name pad and a small flag as the properties. The teacher gave a time for students to discussed together what they may presented. To ensure the students understanding of the material, the teacher asked them to use their imagination and their skill to created with use expression on their own way. (d)

(d)*Teacher* : “ Okay students, now it’s time to disscussion with your group, used your imagination, create with used expression”.

*Students* : “Okay miss. Nanti kalau nggak mengerti boleh tanya lagi kan miss?”

*Teacher* : “Yes, of course”.

*Students* : “Thanks miss”.

The teacher gave a time to discussed “Okay students, now it’s time to disscuss with your groups”. The students answered by saying “Oke miss. Nanti kalau tidak mengerti boleh tanya lagi kan miss?” The teacher responded with “Yes, of course”. The teacher assisted to students when informal discussion, some students asked about how to these role play activities and vocabulary that will tell when the dialogue recording later. Then the teacher calls one or two groups to show the performance of its in front of the class.

#### **4.2.2.2.3 Post Teaching Activity**

Before closing the class, firstly the teacher asked students difficulties during the teaching and learning process. If were there some questions concerning

with the materials, the teacher would give a bit explained and the answer. Then the teacher called the students' name to ensure that they attend the class.(a)

(a)Teacher : “ For the lesson in today, any question students?”  
 Students : “ No miss.”  
 Teacher : “ Oke thank you for attention in lesson today.  
 Don't forget to study, jangan lupa untuk belajar ya.  
 Oke tank you wassalamu'alakum wr.wb.

(a) The teacher gave a motivation to students to study “Oke thank you for your attention, don't forget to study, wassalamu'alaikum wr.wb”. The students looked more anthusiatic than before d it, she closed the class by saying greeting.

#### **4.2.2.3 Reflecting Stage**

From the observation data of cycle 2, the researcher and the teacher felt satisfied to the action research result, because the implementation of role play technique in teaching English especially teaching speaking showed amount changes than cycle 1. Based on the observation data, the students were braver, more confident, easier to understand English speaking, and easier to use grammatical rules and vocabulary items that they have possessed to speak English fluently and correctly. Now they also are able to use language for communication, especially for speaking. When the teacher met the students out side the class, she invited them to speak English with her, and they were able to respond fluently and correctly, although sometimes some students still made a few mistake, such as in using correct tenses. However, the teacher has reached the goal that is the students are able to use English as a means of communication. So, it means that the researcher and the teacher didn't need to move to the next cycle.

The following is the schedule of the Classroom Action Research :



**Table 3****Schedule of the research**

No	Activities	Month and Week								
		March		April				Mei		
		3	4		1	2	3	4	1	2
1	Interview		X							
2	Observation					X				
3	Instrument						X	X		
4	Cycle 1							X		
5	Cycle 2								X	
6	Report									X

#### **4.3 How is the students' speaking skill of the seventh grade students MTs Al-Ihsan Krian after having a class with the role play**

Based on the result of the students speaking skill in Cycle 1, it showed the students speaking skill in the first cycle, the improvements are still not enough yet. The first cycle showed that the students' grammar and pronunciation are still low in speaking, because they are clearly need to practice orally not only in the form written, the students also still confused to speak English before they write what they want to present. Beside that, only ten students who had passed the target score of the minimal mastery level criterion (KKM). So, the teacher and the researcher still needed at least fifteen students who should pass the KKM since the target of action success was about 75% students passed the minimal mastery level criterion (KKM). The action in first cycle did not achieve the action success yet, so the teacher and the researcher had to move to the next cycle.

Based on the result of cycle 2, result of the students speaking skill in the second cycle improved. it showed that about twenty five students who passed the target score of minimal mastery level criterion (KKM). So, it met the requirement of action success which was 75% students passed the minimal mastery of level criterion (KKM) students in the score of 72. Beside that the students were braver, more confident, easier to understand English speaking, and easier to use grammatical rules and vocabulary items that they have possessed to speak English fluently and correctly. So, it means that the researcher and the teacher didn't need to move to the next cycle.

Based on the interview that given to the teacher after implementation using role play, unstructured interview was conducted on Saturday, May 18<sup>th</sup> 2014. This interview did after finishing the second cycle. Based on the teacher answer within the interview, that the general students' conditions in speaking class during implementing the action were better than before. The students were interested to learn English speaking and looked enthusiast and felt easier to speak English using role play technique. The students' participation was good because the activity in the classroom involved the students. The teacher also said that role play was a good technique in teaching speaking. It could be an effective way to help the students' speaking. Beside it might be able to develop the students' speaking skill, it also could be an alternative technique and could motivaion the English teacher to use it.