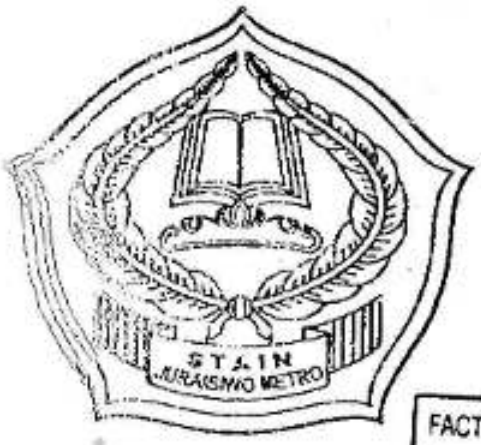
PERPUSTAKAAN STAIN JURAI SIWO METRO

AN UNDERGRADUATE THESIS

IMPLEMENTATION OF ROLE PLAY TECHNIQUE TO INCREASE THE STUDENTS' SPEAKING ABILITY AT THE EIGHTH GRADER OF MTsN 1 BATANGHARI



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1434 H / 2013 M

IMPLEMENTATION OF ROLE PLAY TECHNIQUE TO INCREASE THE STUDENTS' SPEAKING ABILITY AT THE EIGHTH GRADER OF MTsN 1 BATANGHARI

Presented as a Partial Fulfillment of the Requirements
for the Degree of Sarjana Pendidikan Islam (S.Pd.I)
in English Education Study Program

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PENERAPAN TEKHNIK BERMAIN PERAN DALAM MENINGKATKAN KEMAMPUAN BERBICARA SISWA PADA SISWA KELAS DELAPAN DI MTsN 1 BATANGHARI

ABSTRAK

OLEH :
APRIYANA HADI ASTUTI

Kemampuan berbicara merupakan salah satu dari empat kemampuan berbahasa yang harus dikuasai oleh siswa. Ini merupakan keterampilan siswa ketika mereka mampu menciptakan suara-suara, kata-kata, prase-prase, dan bentuk kata yang mampu mewakili sebuah bahasa sehingga terbentuklah sebuah komunikasi interaktif. Namun begitu, mereka sering mengabaikan penguasaan kemampuan ini. Ini semua disebabkan oleh beberapa masalah, seperti: guru tidak memiliki banyak variasi dalam mengajar kemampuan berbicara, siswa kurang terampil berbicara, siswa tidak tertarik dalam materi berbicara, dan lain-lain. Oleh Karena itu, untuk meningkatkan keterampilan berbicara siswa, peneliti menggunakan tekhnik bermain peran dalam proses pembelajaran.

Penelitian ini bertujuan untuk mengetahui apakah tekhnik bermain peran dapat meningkatkan kemampuan berbicara siswa dan mencari tahu apakah tekhnik bermain peran dapat membuat proses pembelajaran menjadi menarik. Objek dalam penelitian ini adalah tiga puluh siswa kelas delapan B MTsN 1 Batanghari.

Penelitian ini dilakukan dalam dua tingkatan (siklus). Setiap siklus terdiri dari empat tahapan yaitu: perencanaan, pelaksanaan, pengamatan dan pengayaan. Penelititan dilaksanakan secara collaborative dengan guru bahasa Inggris dari MTsN 1 Batanghari. Dalam pengumpulan data, peneliti menggunakan tes, yaitu tes awal dan terakhir, observasi dan catatan lapangan.

Hasil nilai rata-rata dari pre-tes dan post-test menunjukan bahwa ada peningkatan nilai. Nilai rata-rata pada pre-tes = 43.3, dan di post-tes I = 64.9, telah terjadi peningkatan sebesar 21.6 poin. Kemudian, nilai rata-rata pada post-tes II = 79.06, juga telah terjadi peningkatan sebesar 14.1 poin dari post-test I. Sedangkan, persentase siswa yang lulus pada pre-test = 16.6 % dari total keseluruhan siswa, dan pada post-test I = 73.3 %, dan kemudian, pada post-test II = 96.6 % siswa yang mampu lulus ujian. Berdasarkan hasil dari lembar kegiatan observasi siswa pada penerapan siklus I dan siklus II sangat aktif. Itu artinya bahwa tekhnik bermain peran dapat meningkatkan keaktifan siswa. Presentase peningkatan keaktifan siswa meningkat dari siklus I 56.6% lalu meningkat menjadi 64.6% di siklus II. Berdasarkan hasil diatas, itu dapat disimpulkan bahwa tekhnik bermain peran dapat meningkatkan kemampuan berbicara siswa.

IMPLEMENTATION OF ROLE PLAY TECHNIQUE TO INCREASE THE STUDENTS' SPEAKING ABILITY AT THE EIGHTH GRADER OF MTsN 1 BATANGHARI

ABSTRACT

BY
APRIYANA HADI ASTUTI

Speaking ability is one of four basic languages ability that must be mastered by the students. It is the ability of the students when they are able making sounds, words, phrases, and discourse forms that characterize any language so that created the interactive of communication. Moreover, students are often ignored to mastering this ability. It caused by several problems, such as: teacher have not many various technique to teach speaking ability, students are lack speaking skill; students are not interested in speaking material, and etc. Therefore, to increase their speaking ability, the researcher used role play technique in learning process.

This research was aimed to know whether the role play technique can increase the students' speaking ability and to know whether the role play technique can make learning process to be interest.

The object of this research was 30 students of eight B grade MTsN 1 Batanghari. The action research was done in two cycles. Each cycle consist of planning, acting, observing, and reflecting. The research was conducted collaborative process with English teacher of MTsN 1 Batanghari. In collecting data, the research used test, they were pre-test and post-test, observation and field note.

The average result score of pre-test and post-test shows that there is progressing score. The average score at pre-test = 43,3, and in post-test I = 64.9, it was increase 21.6 point. And then, the average score at post-test II = 79.06. It was increase 14.1 point better than post-test I. While, the percentages of the student's pass at pre-test = 16.6 % of total students, and at post-test I = 73.3 %, and then, at post-test II = 96.6 % students who are able passed the exam. Based on the result of observation sheet the student's activity in the implementation of cycle I and cycle II was very active. It means that the role play technique can increase the students activeness it can be seen on the result of observation sheet. The percentages student's activity in cycle I was 56.6% then increase to 64.6% in cycle II. Based on the result above, it can be said that the role play technique can increase the students' speaking ability.

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No. St. 13/S/538/2013

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Metro, February 2013



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MOTTO

Al ahzab : 70

يَٰٓأَيُّهَا ٱلَّذِينَ ءَامَنُواْ ٱتَّقُواْ ٱللَّهَ وَقُولُواْ قَوۡلٗا سَدِيدٗا ٧٠

O ye who believe! Fear Allah, and (always) say a word directed to the Right:

(Al-Ahzab: 70)

Courage is not the absence of fear, but rather than the judgement that something else is more important than fear.

(Ambrose Redmoon)

DEDICATION PAGE

This piece of work's dedicated to:

My beloved parents (Yami Astuti and Alm. Suhadi Antoro), and my beloved sister (Rike, Ika and Teti) and also my beloved brother (Ridho, Aditya and Dedi). Thanks for your loving, praying, supporting, until finished this paper.

My beloved lectures in State Islamic College (STAIN) Jurai Siwo Metro.

My all beloved friends. Thanks for your support and help.

The teacher of MTsN 1 Batanghari.

My beloved almamater State Islamic College (STAIN).

Jurai Siwo Metro.

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Praise to Allah who has created human in the best vessel and has given His blessing to all mankind all over the world without any exception. Shalawat and Salam must be the best words conveyed to Prophet Muhammad, peace be upon him, who becomes an inspiration for all people to live as Moslems.

This undergraduated thesis is presented as a Partial Fulfillment of the Requirements for the Degree of Sarjana Pendidikan Islam (S.Pd.I) in English Education Study Program, entitled: "Implementation of Role Play Technique to Increase The Students' Speaking Ability at the Eighth Grader of MTsN 1 Batanghari in academic year 2011/2012".

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Finally, the researcher realizes that this undergraduated thesis is nearly imperfect. At last, he hopes that the result of the research will give significant contribution in teaching learning of English language in MTsN 1 Batanghari.

Metro, February 2013

The researcher,



APRIYANA HADI ASTUTI

S.T.N. 0844757

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CHAPTER I

INTRODUCTION

A. Background of Study

The world empty without language, Language is very important in human life. There are many languages in the world and we use one or more of them now. Mother tongue is the first language we got, and after we grew up then we realized languages which was used to communicate one to another. English is an international language and almost all of nations in the world know and learn it. It is the first foreign language that is learned and taught at school, from elementary school to university. At junior high school the students are able to use English as means of communication in both spoken and written form, and English is one of the materials that learned in the school MTsN number 1 of Batanghari.

Speaking is one of the main skills in communication. In speaking process, we try to communicate each other and to use our language to send message to the second person or someone else that we invite to communicate. In this case, the speaking processes need at least two people, one as a speaker who produces information and the other as a listener who receives information.

According to the function of national education, so the role of teacher is the factors of successes in mission of education and learning in the school. Not only to be responsible to arrange but also to direct, to create the conducive situation and

found the technique that suitable to teach, that can make the students to do the activity in the class.

In fact, still found a way the teacher teach not use their skill with maximal the especially how to make the students communicate actively in English. From all instinct that has the children as English young learners, instinct to interaction and speaks is the most important to English learners.[1]

Hesitate to interact with friends and their teacher by using target language. These situations can happen because almost of their teacher never gives various communicate that can encourage them to speak and to interact to each other. Based on the writer's experience when the Pre-survey in November 10, 2011 in class VIII B of MTsN 1 Batanghari, the writer found that student's ability in speaking is still low. Therefore, speaking was chosen as the skill to be investigated in this research. This fact can be seeing on data score of English pre-test students.

Table 1
The Authentication Table of the Students' Speaking Ability Pre-test at the MTsN 1 Batanghari class VIII B.

No.	Score	Frequency	Percentage	Categories
1.	80 – 100	1	3, 4 %	High
2.	60 – 79	5	16,6%	Fair
3.	00 – 59	24	80%	Low
Total		**30**	**100%**	

[1] Kasiani K.E Suyanto, *English for Young Learners*, (Jakarta: PT.Bumi Aksara, 2007), p.24

From the table 1 above, we can see that there is one student have high score, five students have fair score and there are 24 students have low score. It means 24 students in class VIII B are low in speaking whom the students not reach KKM is 60.

There are so many factors that influenced the student's achievement on speaking. The teaching qualities particularly the approach, method and techniques used in teaching process are important. English teacher responsible to determine techniques that provokes the students to keep speaking.

From the reason above, the writer has a certain opinion that a Role play is one of technique that helps the Eighth Grader students of MTsN 1 Batanghari.

Role plays are very important in the communicative approach because they give the students an opportunity to practice communicating in different social context and in different social roles.[2] Role play can be set up so that they are very structured. Students also receive feedback on whether or not they have effectively communicated. Role play can encourage the students to speak English.

B. Problem Identification

Based on background of the study above, the writer identifies the problem as follow:

1. The students have difficulties and have low score in speaking ability.

---

[2] Diane Larsen-Freeman, *Techniques and Principles in Language Teaching*, (New York: Oxford University Press, 1986), p.137

2. The students mastering vocabularies are low.
3. The students have a lack motivation in English learning.

C. Problem Formulation

Referring on the delimitation above, the writer formulates the problem as follows:

Can the implementation of Role play technique increase the student's speaking ability at the eighth grader of MTsN 1 Batanghari?

D. Objectives of the study

This research is aimed to:

a. Finding out the level of the students speaking ability.
b. Finding out whether Role play technique can increase the students speaking ability.

E. Benefits of the study

a. For the students

The students are expected could increase their speaking ability through Role play technique.

b. For the teachers

It is expected to the teachers apply good technique to increase the students speaking ability.

c. For the school

The school could be this research as basic to take the knowledge to develop the English education in the school.


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CHAPTER II

THEORETICAL REVIEW

A. Theoretical Description

1. Concept of Speaking ability

No language ability is so difficult to assess with precision as speaking ability, and for this reason it seemed wise to defer our consideration of oral production test until last. The mastery of speaking ability in English is a priority for many second language or foreign language learners. Consequently, language learners often evaluate their success in language learning as well as the effectiveness of their English learning on the basis of how much they feel they have improved in their spoken language proficiency.

The students' speaking ability is very important in human life. In speaking ability, the most effective tool for communication is speaking because it can be comprehend quickly. The most human beings use speaking to express message from a speaker to hearer in all situation and condition such as relaxes situation where speaking is needed.

There are many definition of speaking. Speaking is productive language skill.[1] It means that in the speaking process, we try to communicate with each other and use our language to send our message to the second person. In this case, speaking processes need at least two people, one as a speaker who produces information and the other as a listener who receives information.

Chainstand in Hamzah state that "Speaking is learning to speak is obviously more difficult than learning to understanding the spoken language."[2] On the other hand, we can say that speaking is learning about how to speak, and it is so hard better than knowing what other people saying.

A S Hornby has explained that speaking is "to say exactly what you think, in every direct way"[3] it means that speaking is ability to converse or to express a sequence of idea fluently. In other words, speaking a way to say what you feel now, and it is appears from our mind.

Wendy and Listbeth state that speaking is perhaps the demanding skill for the teacher to teach. In their own language children are able to express emotions, communicate intonations and reactions, explore the language and make fun of it, so they expect to be able to do the same in English.[4]

---

[1] Sanggam Siahaan, *Issues in Linguistics* (Yogyakarta: Graha Ilmu, 2008), p. 95.

[2] Achank Prima, "Definisi of Speaking", in http://achankprima.blogspot.com/2011/01/definisi-of-speaking.html. October 1, 2011.

[3] A S Hornby, *Oxford Advanced Learner's Dictionary, Six Edition,* (New York: Oxford University Press, 2003), p. 1289.

[4] Wendy A. Scott and Listbeth H. Ytreberg, *Teaching English to Children.* (New York: Longman), p. 33.

Based on the explanation above, it is obvious that speaking is very crucial in communication. Furthermore, in the globalization era, Indonesia need people who are capable not only in mastering the science and technology but also in mastering the tool to present the science and technology that is English. Therefore it is unfortunate if for example someone can read (perceptive skill), but he or she cannot speak (productive skill). In teaching English, it is worthy to note that speaking is one important skill of the four skills, especially for direct communication.

a. The Types of Speaking

Developing of speaking performance can be increased speaking ability of the students. Brown also provided other types of classroom speaking performance, there are:

1) Imitative
2) Intensive
3) Responsive
4) Transactional (dialogue)
5) Interpersonal (dialogue)
6) Extensive (monologue)[5]

Role play process includes in this type of speaking performance. Brown gives explanation that "a good deal of the student speech in the

---

[5] H. Douglas Brown, *Teaching by Principles an Interactive Approach to Language Pedagogy*, Second Edition, (California: San Fransisco State University, 2001), P. 271-274.

classroom is responsive short replies to teacher or students-initiated question or comment"[6].

b. The Function of Speaking Ability

The mastery of speaking ability in English is a priority for many second and foreign language learners. Several language experts have attempted to categorize the functions of speaking in human interaction. According to Brown and Yule there are three function of speaking, "...three part version of Brown and Yule's framework (after Jones 1996 and Burns 1998): talks as interaction: talk as transaction: talk as performance. Each of these speech activities is quite distinct in term of form and function and requires different teaching approaches."[7]

1) Talk as interaction

Our daily communication remains interactional with other people. This refers to what we said as conversation. It is an interactive communication which done spontaneous by two or more person. This is about how people try to convey his message to other people. Therefore, they must use speaking skill to communicate to other person. The main intention in this function is social relationship.

---

[6] Ibid p.273

[7] Jack C. Richards, *Teaching Listening and Speaking: From Theory to Practice*, (New York: Cambridge University Press, 2008), P. 21.

2) Talk as transaction

In talk as transaction is more focus on message that conveyed and making others person understand what we want convey, by clearly and accurately. In this type of spoken language, students and teacher usually focus on meaning or talking what their way to understanding.

3) Talk as performance

In this case, speaking activities is more focus on monolog better than dialog. Function of speaking as performance happened at speeches, public talks, public announcements, retell story, telling story and so on.

c. Assessment of speaking

Assessment of speaking is the activities undertaken to acquire and streamline the information about the speaking learning outcomes of the students at grade level during and after the teaching and learning activities. According to Harris, "speaking is a complex skill requiring the simultaneous use of different ability which often develops at different rates".[8] Harris mentions that there are five components are generally are recognize in analysis of speech process. That is pronunciation, fluency, vocabulary,

[8] David P. Harris, *Testing English as a Second Language*, (New York: McGraw-Hill Book Company, 1969), P. 81.

comprehension, and grammar. More detail five components of Harris's oral English rating scale frame as below:

Table 2

Harris's oral English rating scale frame

No	Criteria	Rating Scores	Description
1	Pronunciation	5	Have few traces of foreign language.
		4	Always intelligible, thought one is conscious of a definite accent.
		3	Pronunciation problem necessities concentrated listening and occasionally lead to misunderstanding.
		2	Very hard to understand because of pronunciation problem, most frequently be asked to repeat.
		1	Pronunciation problem to serve as to make speech virtually unintelligible.
2	Fluency	5	Speech as fluent and efforts less as that of native speaker.
		4	Speed of speech seems to be slightly affected by language problem.
		3	Speed and fluency are rather strongly affected by language problem.
		2	Usually hesitan, often forced into silence by language limitation.

		1	Speech is as halting and fragmentary as to make conversation virtually impossible.
3	Vocabulary	5	Use of vocabulary and idioms is virtually that of native speaker.
		4	Sometimes uses inappropriate terms and must rephrases ideas because of lexical and equities.
		3	Frequently uses the wrong words conversation somewhat limited because of inadequate vocabulary.
		2	Misuse of words and very limited vocabulary makes comprehension quite difficult.
		1	Vocabulary limitation so extreme as to make conversation virtually impossible.
4	Comprehension	5	Appears to understand everything without difficulty.
		4	Understand nearly everything at normal speed although occasionally repetition may be necessary.
		3	Understand most of what is said at slower than normal speed without repetition.
		2	Has great difficulty comprehended? Social conversation spoken slowly and with frequent repetition.
		1	Cannot be said to understand even simple conversation.
5	Grammar	5	Make few (if any) noticeable errors of grammar and word order

		4	Occasionally makes grammatical and or word orders errors that do not, however obscure meaning.
		3	Make frequent errors of grammar and word order, which occasionally obscure meaning.
		2	Grammar and word order errors make comprehension difficult, must often rephrases sentence.
		1	Errors in grammar an word order, so, severe as to make speech virtually unintelligible.

Source[9]

2. The Concept of Role Play Technique

In the teaching learning process is known several technical terms which have resemblance of meaning. They are approach, method and technique. Role play is one of technique "that can do in teaching learning process".

Role play is the activities that excite the students to speak and trying the fluent using English.[10] In Role play, the students give the opportunity to practice the language that has learning in certain context. Speaking activity can more interested if the teacher also using object or helped of tools to teach that suitable with the topics.

---

[9] *Ibid*, 84

[10] Kasihani K.E Suyanto, *English for Young Leraners*, (Jakarta: PT Bumi Aksara, 2007), p.25

According to A.S Hornby, Role play is learning activity in which you behave in the way subject else would behave in a particular situation.[11] It means, the Role play is one of teaching in which teacher gives chance to the students to play a certain role as it happens in that real life in society.

Implementation of teaching based on the experience is the Role play.[12] Role playing make a students can identification the situation of reality and the ideas of other people. On the other hand, Role play focused the reality in which students take part in playing the role in demonstrating role related to social problem.

Based on the statements above, the writer would like to say that the most important principle here is that students need natural situations to study the students must be treated in pleasant ways under the control of the teacher but without intimidation.

Role play, however, in teaching speaking for the beginners need script and needs training both how to produce utterance and how to act. In this research, the writer will use the script only if the students are unfamiliar with role play. The writer will give explanation and instruction with native language if necessary.

---

[11] A.S. Hornby, *Op.Cit* p.183

[12] Oemar Hamalik, *Proses Belajar Mengajar*, (Jakarta: PT. Bumi Aksara, 2004), p.214

Referring to the explanation above, in role play activity students involve directly in using the language. They can interact to one another and transferring their ideas by speaking because in the Role play, students are invited to take part in playing the role.

a. Procedure of Role Play Technique

The procedures of the Role play technique as follow:

1) Pre activity:

a) Teacher greets the students.

b) Teacher introduced the topic that will be given in the treatment.

c) Teacher explain the material and introduce the role play technique (give a little demonstration if necessary).

2) While activity:

a) The teacher divides the students in pair.

b) The teacher gives the students a few minutes to role play with other and work out their dialogues.

c) The teacher moves from one group to another and helps students, for example in vocabulary and expression.

d) The teacher asks the students to perform in front of the class.

e) The teacher makes the situation conductive to make the play run smoothly and ask the students to make a note about misspelling pronunciation and wherever; possible wrong grammar or difficult vocabulary that students meet or hear.

3) Post activity:

a) The teacher gives comment and explain necessary thing, such as wrong pronunciation, wrong grammatical used, intonation and gesture.

b) The teacher provides a chance to the students to ask questions and answer them.

b. Advantages and Disadvantages of Role play Technique

Based on the application of Role play technique in speaking ability, many advantages and disadvantages can be taken from it. In order to get more clear information in detail the advantages and disadvantages of using Role play technique can be elaborated as follows:

1) The advantages of Role play Technique

a) Role play can be good fun and thus motivating.

b) They allow hesitant students to be more forthright in their opinions and behavior than they might be when speaking for themselves, since they do not have to take the same responsibility for what they are saying.

c) By broadening the world of the classroom to include the world outside, they allow students to use a much wider range of language than some more task-centered activities may do.[13]

[13] Jeremy Harmer, *The Practice of English Language Teaching*, (Cambridge: Addison Wesley Longman Limited, 1991), p.294

2) Disadvantages of Role play Technique

a) Role playing situations might not flesh out quite likely you hope because some students are embarrassed thus tentative about acting out a part in a dramatic fashion. This will cause a role play situations to be awkward and unproductive because one or more students will not be able to participate.

b) In larger classes, role playing cannot be done effectively because not all of the students have the option to participate.[14]

B. Action Hypothesis

Based on the frame of theories and assumption the researcher formulates the hypothesis is by using Role play technique can increase the students' speaking ability at the eighth grader of MTsN 1 Batanghari.

[14] http://www.ehow.com/info_7959726_advantages-disadvantages-role-play-classroom.html#ixzz1w8UEwaTF


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CHAPTER III

RESEARCH METHODOLOGY

A. Object of Research

The object of this research was implementation of role play technique to increase the students' speaking ability at the eighth grader of MTsN 1 Batanghari. In this research, the researcher had chosen one class only. The writer was chosen the students of VIII B as the subject. It was expected that the result of the research would be useful to increasing their speaking ability. This research has been conducted 10 November 2011 at MTsN 1 Batanghari and there 30 students in this class.

In this research, the writer applies the classroom action research. Jean McNiff and Jack Whitehead state that "action research is a name given a particular way of researching your own learning."[1] It means that action research is a way to investigate our learning process in the class. According to Suharsimi Arikunto that Action research is a precision about teaching and learning process in class actions, which deliberately raised and occur together in a classroom.[2] It means that a study conducted by the teacher in his own class through self-reflection. In the classroom action research the writer would like to conduct the research in cycles. Each cycle consist of planning, action, observation and reflection. Such as:

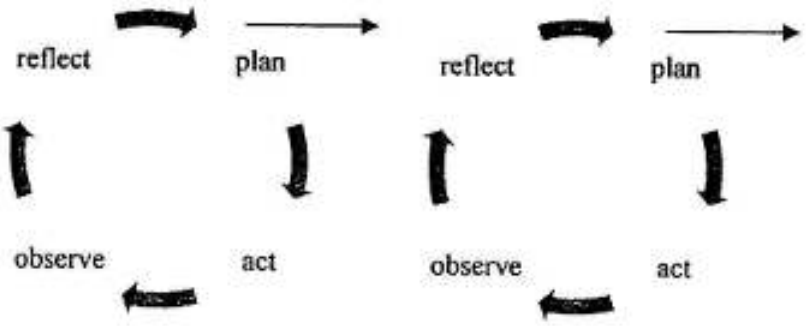
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[1] Jean McNiff and Jack Whitehead, *Action Research: Principles and Practice*, (London: Routledge Falmer, 2002), P. 13

[2] Suharsimi Arikunto, *Penelitian Tindakan Kelas*, (Jakarta: PT. Bumi Aksara, 2007), p.6

Figure 1

The Cyclical Process of Classroom Action Research.



Source: *Wijaya kusuma and Dedi Dwitagama, Mengenal Penelitian Tindakan Kelas (2009:44)*

The cycles of classroom action research are:

1. **Cycle 1**

   a. Planning

   Planning is the first step in each cycle. Without planning, this research will be not focus. Therefore, the function of planning is to be reference in every researcher activity. In planning stages, the researcher prepares the teaching learning instrument as the following:

   1) Researcher identifies the problem and finds the problem solving.
   2) The researcher prepares the material and technique of teaching.
   3) The researcher making the lesson plan.
   4) The researcher prepares the source of learning.
   5) The researcher prepares guidance to observe and evaluate.

b. Action

Action is the realization from the planning that the researcher has made."[3] In other words, action is the implementation of planning that has made the researcher. The researcher tries to implementing the Role play technique in the teaching learning process.

Here the steps that the researcher does in the class:

1) The researcher applies the lesson plan.

2) The researcher explains the material by using role play technique.

3) The researcher teaches speaking by using role play technique.

4) The researcher giving the test.

c. Observation

Observation is process of recording the event and action in the class. Observation will be done to get data needed and to see whether the comprehensively. Based on the collected data are achieved or not. The researcher uses some have better preparation for the next action.

d. Reflection

Reflection is the last step in this process. The writer analyzed and makes evaluation by eliminating the not useful action. The writer analyzed and discussed result of students work during teaching learning, like strength and weakness done by writer and students during teaching learning process by using Role play technique and learning result in speaking ability.

[3] *Ibid*, p.18

Learning process analyzed done based on observation. Based on this analyses and reflection, it is decided that next cycle focused based on the weakness in previous cycle.

2. Cycle 2

a. Planning

1) The writer identifies the problem in the cycle 1 and found the cause of the problem.
2) The writer prepares the lesson plan, the material and the picture as media.
3) The writer plans to give the task and evaluation.

b. Action

This staged is designed on the basis of the result of planning of cycle 2.

c. Observation

In this step, the writer was observed learning process by observing format and field note to collect the data on cycle 2.

d. Reflection

This step is reflection and evaluation to acting was done. By reflecting writer will know the weakness and strengths of acting was done. This matter to knowing whether still need done next cycle or not.



B. Location setting and Subject of study

Location setting of this research on MTsN 1 Batanghari was published in Batanghari Lampung Timur, exactly in 38 B Banjarrejo. There are 49 teachers and official employees in this school and the total students from the VII until IX classes are 508 students. And the subject of this research is students of MTSN 1 Batanghari.

Table 3
The subject of the research

No.	Class	Sex		Total
		Male	Female	
1.	VIII B	13	17	30

Source: data students of VIII B graders

C. Data Collection Technique

1. Test

Test is a series of questions or questions used to measure the skills, knowledge, intelligence, ability or talent possessed by individuals or groups.[4]

The writer used test as data collection method to measure the applying of Role play technique in speaking ability. The writer measured speaking ability by used pre-test and post-test.

a. Pre-test

The writer has gave pre-test before students student apply the Role play technique to get information how the students ability. The pre-test used in this research is in the form of speaking ability test.

[4] Edi Kusnadi, *Metodologi Penelitian*, (Metro: Ramayana Press dan STAIN, 2005), p.105

In order to know the students speaking ability, the researcher uses oral test. The scores are taken in five criteria which are the scores of pronunciation, grammar, vocabulary, fluency, and comprehension. Then, to get the mean, the scores from all criteria are sum and divided into five.

b. Post-test

At the last the writer has gave post-test to measure how the students speaking ability after the Role plat technique is applied.

The number of item of test and the scoring criteria will be suitable the syllabus. In order to know the students speaking ability, the researcher uses oral test. The test is different with the pre-test. However, the pre-test is given after the treatment had been done by teaching speaking using Role play.

2. Documentation

Documentation as the method which is used to get information from written language or documents (for examples: book, magazines, rules, notes and other). [5]

[5] Edi Kusnadi, *Ibid*, p.119

The writer was used the documentation method to get detail information about student ability in speaking and how the student learning process before Role play technique applied here.

3. Observation

Observation can be defined as the selection, alteration, recording, and encoding, a series of behavior and mood related to the organism in accordance with the objectives of the empirical.[6]

The researcher was observed the students activities during the action of the research and their participation in teaching learning process based on the criteria in indicator scale. The researcher judge the observation aspect by ticking the correlation condition using observation sheet.

4. Field note

Field not is note that is used in the research to write the activities during learning process. The collaborator notes everything that happenes in the class. When the teacher teaching in the class. This note is used to review whether any problem during instructional and from this note the researcher an analyze what the strength or weakness if the researcher uses role play technique to increase the students' speaking ability.

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[6] *Ibid*, p.115

D. Data Analysis Method

The data was conducted in each test by taking the average scores of the pre-test and post-test furthermore to know the gain. After it, the result was matched by the minimum standard (KKM) of speaking ability in this class at least 60. If the result score of the students have been fulfilled more than 60 and 75% of the students have been passed, so the researcher can stop the research. But if there are some students not successful, and it's about less than 75% of the total students, so the researcher must continue in cycle II. The minimum cycle in Classroom research Action is two cycles.

The data will be analyzed by using the formula $x = \frac{\Sigma x}{N}$

x : Mean or average score

Σx : The total number of student's score

N : The number of the students.[7]

Moreover, to know the result the researcher will compare pre-test.

[7] Burhan, Gunawan, Marzuki, *Statistik Terapan*, (Yogyakarta: Gajah Mada University, 1999), p.64

In order to be able to collect valid and reliable data, the instrument must fulfill the requirements of validity and reliability.

1. Validity

Validity is CAR is needed to get the data and information that can be accounted for the truth. There are five types of validity that can be applied they are:

a. Content Validity

This validity ask hoe the fit between the instrument and the purpose and the description of the material being taught or issues that will be learned. To know that the arrangement of instrument should be base on a lattice grid this is prepared for that purpose.

b. Construct Validity

Construct validity ask whether the questions at the instrument fit with the relevant scientific concept. Construct validity is conducted by expert judgment.[8]

c. Dialogic Validity

This validity is concerned with the effort to minimize the subjectivity in both the process and the outcome of the research.

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[8] Burhan Nurgiyantoro, et.al, *Statistic Terapan*, (Yogyakarta: Gajah Mada University Press, 2004), p. 339-340

This validity is conducted by asking collaborator to assess and give opinions of teachers' actions taken to improve the learning process.

d. Democratic Validity

Democratic validity is related to the validity of role which is given by every group that involved and the suggestions and consideration given bay that groups related to action which is done by the researcher.

e. Catalytic Validity

Catalytic validity relating the way and new role in accordance with an action to solve the problem this validity is closely related to the process.[9]

2. Reliability

Classroom action research is a research study that is situational and conditional. To maintain the reliability of classroom action research result, the researcher presents its data.[10]

E. The Indicator of Success

The indicator of success in this research is based on both the process and the result of the research. The indicator of success can be grouped into two aspects, they are:

1. The indicator of success of the process it can be describe, as follow:

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[9] Wina Sanjaya, *Penelitian Tindakan Kelas*, (Jakarta: Prenada Media Group, 2009), p. 41-43
[10] *Ibid*

a. The learning process becomes interesting and fun.

b. The students follow the learning process actively.

c. The students can contribute and share knowledge, idea and experience each other.

2. The indicator of success of the product. It is determined, as follow:

a. The speaking learning is liked by students.

b. The students able to speak English correctly.

c. The students get score more than standard minimum (KKM).


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CHAPTER IV

RESULT OF THE RESEARCH AND DISCUSSION

A. Result of the Research

1. The History of MTsN 1 Batanghari

MTsN 1 Batanghari addressed street Lembayung 38 B Banjarrejodistrict Batanghari East Lampung. MTsN1 Batanghari Located near STKIP PGRI Metro. At the first state Islamic junior high school number 1 metro is a transformation or relocation of the Islamic Education Teacher (PGA 4 year). PGA 4 year is Junior Secondary School then PGA 4 year of integration in 1970 become Islamic Junior High School and finally in April 19, 1983 become State Islamic Junior High School 1by decree No.Kep/E/PP/105/1983. The teacher and administrative staffas the founding 1983/1984 year which amount 16 people, treasurer of one person, administrative staff one person and four for non-permanent teachers. Teaching and learning activities in MTsN 1 Batanghari take place from 07.30 until 14.10.

2. The Condition of Teacher and Official Employees in MTsN 1 Batanghari

There are 49 teachers and official employees in MTsN 1 Batanghari. The teachers was graduated S1, there are 42 teacher and D3 is 4 teachers and other was graduated D1. For a list of teachers, see appendix 1.

3. Total of the students atMTsN 1 Batanghari in the academic year of 2011/2012

There are 508 students at MTsN 1 Batanghari that can be identified as follow:

Table 4
The number of MTsN 1 Batanghari students in the academic year of 2011/2012

No.	Class	Sex		Amount
		Male	Female	
1	VII (Seven)	80	90	170
2	VIII (Eight)	80	91	171
3	IX (Nine)	79	88	167
Amount				508

Source: observation of MTsN 1 Batanghari in the academic year 2011/2012

4. Organization structure of MTsN 1 Batanghari in academic year 2011/2012

The Head Master at MTsN 1 Batanghari is M. Nurdin S.Ag and vice head master 1 Yuli Setiyono S.Pd, vice 2 is Abdul Rahman S.Ag. Other teachers were subordinates. For figure of organization structure, see appendix 2.

5. Description of Finding

This research was conducted in 2 cycles. Action in cycles I and cycle II was conducted about three meetings in cycle I and two meetings in cycle II. Each meeting in these cycles took 3 X 40 minutes. As it was motioned before, each cycle consists of planning, acting, observing, and reflecting. In planning writer

made lesson plan and writer would teach the students by using these lesson plan. The material of this research was role play technique to increase the students' speaking ability.

a. Cycle 1

Cycle 1 was divided into planning, action, observation, and reflection. Nevertheless, before the process of cycle writer is doing, the researcher conducted the pre-test score to know the student's score early and it is used as comparison score with post test. The result of the student's pre-test score can be explained, as follow:

Table 5
Students score at Pre-test of Speaking Ability

No.	Name	P	F	V	C	G	Total score
1	AL	1	2	2	1	2	32
2	AW	3	4	4	3	3	68
3	AD	2	4	4	3	3	64
4	AN	1	1	2	1	1	24
5	AF	1	1	2	1	1	24
6	AY	1	2	2	1	1	28
7	AR	3	3	3	2	3	56
8	BQ	2	3	3	3	3	56
9	DF	2	2	2	1	1	32
10	DAP	2	3	3	3	3	56
11	DA	2	2	3	2	2	44
12	EP	2	3	3	2	2	48
13	EM	2	2	2	2	2	40
14	FP	1	1	2	1	1	24

15	FM	2	2	2	1	1	32
16	FA	3	3	3	2	3	56
17	HY	4	4	4	4	4	80
18	IP	2	2	2	2	2	40
19	IR	2	2	3	2	2	44
20	KS	1	1	2	1	1	24
21	MA	1	1	1	1	1	20
22	MU	1	2	2	1	1	28
23	MF	2	2	2	2	2	40
24	MI	2	2	3	2	2	48
25	MM	2	2	3	2	1	40
26	NF	3	3	4	2	3	60
27	RU	2	3	3	2	2`	48
28	RN	1	1	2	1	1	24
29	WS	2	3	3	2	3	52
30	ZF	3	3	4	3	4	68
Total score							1.300
Average score							43.3%

Table 6
The Frequency of Students' Score at pre-test of Speaking Ability

No	Students' score	Frequency	Percentages (%)
1	80 – 100	1	3.3 %
2	60 – 79	4	13.3 %
3	00 – 59	25	83.3 %
Total		**30**	**100%**

The table above shows that there was one student who gave 80 – 100 and just four students gave score 60 – 79. And twenty-five students gave low score 0 – 59. The complete students were the students who fulfill

the minimum standard at MTsN 1 Batanghari at hast the score 60. So writer could compare that the success students were be loss than not success students. And from the result pre-test, the writer got the average of 43.3 %, the result was unsatisfactory. It was the reason why the research used the role play technique as the alternative media to increase the students' speaking ability.

1) Planning

In planning, the researcher made plan such as preparing the material that are appropriate with the syllabus, lesson plan and observation sheet. Before made a lesson plan the researcher wanted to identify the problem in the classroom. Based on the teacher's experience and result of speaking test they conclude that many problems that faced by students.

The first meeting was done on November 12, 2012. It was opened by praying, greeting, checking the attendance list, and introducing the researcher as a new teacher to the students by Mrs. Laili Mashitoh, S.Pd.i. At the day, the researcher has taken the student's pre-test score before students got treatment. The type of this test was answering another friend's questions about asking and giving opinion.

Based on the result of pre-test score, the researcher has identified and found the problem after taking the student's pre-test score. Therefore, the researcher directly prepared the lesson plan such as; the material, media, task and evaluation for the second meeting.

2) Action

The second meeting was done on November 13, 2012. It was opened by praying, greeting, checking the attendance list and asking the condition of the students.

The most of the students listen and pay attention. Before the researcher continue the material, the researcher asked students about speaking. The students said that speaking is difficult because most of them were nervous when they speak in front of the class. Then the researcher was explained new material about asking and giving a fact and introduce the role play technique. The researcher gave example sentence and dialogue for the students and explain function of asking and giving a fact. After that the researcher perform the action alone and then the teacher asked the students to speak it together in the class. In the action the researcher and the students did the action time after time until meeting closed.

The third meeting on November 19, 2012. To know how far the successed of learning process in increasing the students' speaking ability by using role play technique at the cycle 1, the researcher did the post-test 1. The researcher gave the students a dialogue to perform their speaking ability in front of the class pair in pair.

3) Observing

The researcher presented 3 meetings in cycle I. the researcher as the teacher was given material about role play. Some students felt so happy and enjoyable with the situation of classroom whenever there are some students make condition of the class be noise. Here the explanation of the result students' observation and post-test I score, as follow:

a) The success of the process

The result score of student's observation sheet, as follow:

Table 7
Table of the Result of Observation Sheet

No	Name	Score of the students activity	Percentages
1.	AL	4	80 %
2.	AW	4	80 %
3.	AD	4	80 %
4.	AN	1	20 %
5.	AF	1	20 %
6.	AY	2	40 %
7.	AR	3	60 %

8.	BQ	3	60 %
9.	DF	2	40 %
10.	DAP	3	60 %
11.	DA	2	40 %
12.	EP	2	40 %
13.	EM	2	40 %
14.	FP	2	40 %
15.	FM	3	60 %
16.	FA	4	80 %
17.	HY	5	100 %
18.	IP	3	60 %
19.	IR	3	60 %
20.	KS	1	20 %
21.	MA	1	20 %
22.	MU	2	40 %
23.	MF	4	80 %
24.	MI	3	60 %
25.	MM	4	80 %
26.	NF	4	80 %
27.	RU	4	80 %
28.	RN	1	20 %
29.	WS	3	60 %
30.	ZF	5	100 %
Total		85	56.6 %

Source : Observation Sheet

Notes:

Indicators of the student's activities are:

- Attention to the teacher
- To answer the question
- To do the task

- Active in the group
- Ask to the teacher

Scoring:

Score 1, with percentage 20 %

Score 2, with percentage 40 %

Score 3, with percentage 60 %

Score 4, with percentage 80 %

Score 5, with percentage 100 %

Based on the table above, it classified category of the student's activity as follow:

Table 8
Table of the result of student's activities at Cycle 1

No.	Interval	Total	Percentages	Categories
1.	5	2	6.6 %	Excellent
2.	3 – 4	16	53.3 %	Very good
3.	1 – 2	12	40 %	Good
Total		30	100 %	

Source : Table of the result of observation sheet II

Based on table above, it can be inferred that the learning process has done well. It looked on there are 40 % of the students on good categories, and 53.3 % on very good categories, then 6.6 % on excellent categories.

b) The success of the product

After the treatment process has done on November 13, 2012. So that, the researcher was take the post-test score for to know whether role play technique are able to increase the students' speaking ability of the students. The result score of post test I, as follow:

Table 9
The students result in Post-test 1
of Speaking Ability

No.	Name	P	F	V	C	G	Total point	Total score
1	AL	3	3	4	3	3	16	64
2	AW	3	3	4	3	4	17	68
3	AD	4	4	5	4	4	21	84
4	AN	2	3	3	2	2	12	48
5	AF	3	3	3	2	2	13	52
6	AY	3	3	3	2	3	14	56
7	AR	4	4	4	4	4	20	80
8	BQ	4	4	4	3	3	18	72
9	DF	3	3	4	2	2	14	56
10	DAP	3	4	5	3	4	19	76
11	DA	3	3	4	3	3	16	64
12	EP	3	4	4	4	4	19	76
13	EM	3	3	5	3	4	18	72
14	FP	3	3	4	2	3	15	60
15	FM	3	3	4	3	3	16	64
16	FA	4	4	4	4	4	20	80
17	HY	4	5	5	4	5	23	92
18	IP	3	3	4	2	3	15	60

19	IR	3	3	4	2	3	15	60
20	KS	2	3	3	2	2	12	48
21	MA	2	2	3	2	2	11	44
22	MU	3	3	3	2	3	14	56
23	MF	3	4	4	3	4	18	72
24	MI	3	3	4	3	3	16	64
25	MM	3	3	4	2	3	15	60
26	NF	3	3	3	3	3	15	60
27	RU	3	4	4	3	3	17	68
28	RN	2	3	3	2	3	13	52
29	WS	4	4	4	3	4	19	76
30	ZF	3	3	4	2	4	16	64
Total score								1.948
Average score								64.9

Table 10
The Frequency of Students' Score at Post-test 1

No	Students' score	Frequency	Percentages (%)
1	80 – 100	4	33.3 %
2	60 – 79	18	60 %
3	0 – 59	8	26.6 %
Total		**30**	**100 %**

After the treatment, the students are able to develop their speaking ability, it be seen from the result score of post-test I, the highest score is 92 and the lowest score is 44, while the average score is 64.9 %. Based on minimum mastery requirement (KKM), there are 8 students that passed the exam with score < 60 with the percentage 26.6 % in post-test I. It means that cycle I was success.

4) Reflecting

In this step, the researcher concluded that cycle I has done successfully whenever the condition of learning process uncontrolled. It can be seen from the result of pre-test score and post-test I score that enough satisfied. Some problems that should be revised are time allocation of teaching, student's motivation, and management class. The teacher felt so hard to managing the time in learning process. The management of class must be revised so that there is no students make a noise. Some students also still unfocused on learning process that make them have low score.

Based on the analyzing of learning process, the researcher concluded that this research should be continuing in cycle II.

b. Cycle II

Cycle II are similar to cycle I, it was divided into planning, acting, observing, and reflecting. It will explain more detail as follow:

1) Planning

Based on observation and reflection in cycle I, it showed that cycle I are success, but the researcher was satisfied. Therefore, the researcher and teacher tried to revise the several problems that appeared in cycle I and arranged the planning for continuing in cycle II.

The researcher prepared the lesson plan such as the material, media, task, and evaluation for the first meeting and time allocation.

2) Acting

The implementation of this cycle was doing on two meetings. This meeting was done on November 20, 2012. This meeting was opening by greeting, checking attendance list, and motivating the students.

The first meeting in cycle II is used to explain more about the material because many of students still confused when teaching learning process in speaking subject. The teacher gave the material about asking and offering help. The students gave positive response when the teacher explain the material. The teacher gave expression sentence about asking ad offering help and they response the questions by orally. Then the teacher gave the example of simple dialogue about expression asking and offering help. They are able practice the dialogue, although some students still talk alone with their friends. I asked the students to perform it in front of class. Then, the teacher gave comment and explain necessary about pronunciation, grammatical and others.

At the end meeting, the teacher gave assignment for the students to made a dialogue about asking and offering help in pair.

The second meeting was conducted on November 26, 2012, it is the post-test day. The post-test II was making a dialogue about asking and offering help that is the assignment that given in the first meeting. The teacher did correction their dialogue. Then the teacher called them to perform in front of class with their dialogue in pair. In the post-test their speaking ability seem improve.

3) Observing

In this step, the researcher presented two meetings in teaching speaking ability by giving explanation and has done role play technique. In the first meeting, the teacher gave material and made the students enthusiasm. The role play technique made the students interesting.

Based on the result of observation sheet on cycle II, the researcher indicated that learning process in cycle II are success. Then, the result score of post-test is very satisfied. Here are the explanations of it:

a) The success of the process

The result score of student's observation sheet, as follow:

Table 11
Table of the Result of Observation Sheet

No.	Name	Score of the students activity	Percentages
1.	AL	4	80 %
2.	AW	4	80 %
3.	AD	4	80 %
4.	AN	2	40 %
5.	AF	2	40 %
6.	AY	2	40 %
7.	AR	3	60 %
8.	BQ	4	80 %
9.	DF	3	60 %
10.	DAP	4	80 %
11.	DA	3	60 %
12.	EP	3	60 %
13.	EM	3	60 %
14.	FP	2	40 %
15.	FM	3	60 %
16.	FA	4	80 %
17.	HY	5	100 %
18.	IP	4	80 %
19.	IR	3	60 %
20.	KS	1	20 %
21.	MA	1	20 %
22.	MU	3	60 %
23.	MF	4	80 %
24.	MI	3	60 %
25.	MM	4	80 %
26.	NF	4	80 %

27.	RU	4	80 %
28.	RN	2	40 %
29.	WS	4	80 %
30.	ZF	5	100 %
Total		97	64.6 %

Source : Observation Sheet

Notes:

Indicators of the student's activities are:

- Attention to the teacher
- To answer the question
- To do the task
- Active in the group
- Ask to the teacher

Scoring:

Score 1, with percentage 20 %

Score 2, with percentage 40 %

Score 3, with percentage 60 %

Score 4, with percentage 80 %

Score 5, with percentage 100 %

Based on the table above, it classified category of the student's activity as follow:

Table 12
Table of the result of student's activities at Cycle 2

No.	Interval	Total	Percentages	Categories
1.	5	2	6.6 %	Excellent
2.	3 – 4	21	70 %	Very good
3.	1 – 2	7	23.3 %	Good
Total		30	100 %	

Source : Table of the result of observation sheet II

Based on table above, it can be inferred that the learning process has done well. It looked on there are 23.3% of the students on good categories, and 70% on very good categories, then 6.6% on excellent categories.

b) The success of the product

While, the result score of the post-test II as follow:

Table 13
The students result in Post-test II
of Speaking Ability

No.	Name	P	F	V	C	G	TOTAL POINT	TOTAL SCORE
1	AL	3	4	4	4	4	19	80
2	AW	3	3	3	3	3	15	84
3	AD	3	3	5	4	5	20	84
4	AN	3	4	4	5	5	21	72
5	AF	4	4	4	4	5	21	76
6	AY	3	3	4	3	4	17	72
7	AR	3	3	5	4	4	19	76
8	BQ	3	3	4	4	5	19	80
9	DF	4	4	4	3	4	19	76

10	DAP	5	4	5	5	5	24	88
11	DA	3	3	4	4	5	19	80
12	EP	3	3	5	4	5	20	76
13	EM	4	4	5	4	4	21	80
14	FP	4	4	5	4	4	21	80
15	FM	4	3	4	4	5	20	80
16	FA	4	4	4	4	4	20	96
17	HY	3	3	4	4	5	19	96
18	IP	4	3	4	4	5	20	80
19	IR	4	4	5	4	5	22	84
20	KS	3	3	5	3	5	19	64
21	MA	4	4	4	4	3	19	56
22	MU	3	3	3	3	3	15	72
23	MF	3	3	3	3	3	15	80
24	MI	3	3	4	4	4	18	80
25	MM	4	4	4	5	5	22	80
26	NF	4	5	5	5	5	24	84
27	RU	3	3	5	4	5	20	64
28	RN	3	4	5	4	5	21	72
29	WS	3	3	4	4	5	19	84
30	ZF	4	4	5	5	5	23	96
	Total score							2372
	Average score							79.06

Note:

Indicator of assessment

It like on indicator of pre-test

P = pronunciation

G = grammar

V = vocabulary

F = fluency

C = comprehensiqn

Table 14
The Frequency of Students' Score at Post-test II

No	Students' score	Frequency	Percentages (%)
1	80 – 100	19	63.3 %
2	60 – 79	10	33.3 %
3	0 – 59	1	3.3 %
Total		**30**	**100 %**

After the treatment, the students are able to develop their speaking ability, it can be seen from the result score of post-test II, the researcher were the highest score is 96 and the lowest score is 56, while the average score in VIII.B grader is 79.06 %. Based on minimum mastery requirement (KKM), only one student gave score < 60 with the percentage 3.3 % in post-test II. It means that cycle II was successful.

4) Reflecting

Based on the observation of learning process in cycle II, it can be inferred that the result of cycle II was success. The researcher felt satisfied about the result of the research. It looked all the students passed the exam that means the students' speaking ability has developed.

Based on the result above, the researcher concluded that this research is successful and would be not continued in the next cycle.

B. DISCUSSION

In this session, the researcher will be discussed the interpretation of the result of the research. The researcher would like explain the result score by comparing the data, as follow:

1. Students Result Data

The student's activities data is gotten from the percentage of active students on observation sheet. The table improvement of it as follow:

Table 15
Table of the Percentage of Student's Active
at Cycle I and Cycle II

No.	Criteria	Cycle I	Cycle II
1.	Student activity	85	97
2.	Percentage of active students	56.6%	64.6%

Source : Table of the Result of Observation Sheet,

Based on the data above, it can be concluded that students felt comfortable with the learning process. Firstly, there are many students felt uncomfortable with the technique of the teacher use. It looked on the result of observation sheet when cycle I that are 85 with 56.6 %. In addition, the result of observation when cycle II are 97 with 64.6 %.

2. The Result of Cycle I

In cycle I, English learning process was successfully, whenever the student's average score is low. Nevertheless, there is an improvement score of the students post-test I than pre test score. This is the table of illustration score in cycle I, as follow:

Table 16
Table of the Result Score of Student's Pre-test
and Post-test 1 of Speaking Ability

No	Name	Pre-test Score	Post-test 1 Score	Increasing score	Note
1	AL	32	64	32	Increase
2	AW	68	68	0	Constant
3	AD	64	84	20	Increase
4	AN	24	48	24	Increase
5	AF	24	52	28	Increase
6	AY	28	56	28	Increase
7	AR	56	80	24	Increase
8	BQ	56	72	16	Increase
9	DF	32	56	24	Increase
10	DAP	56	76	20	Increase
11	DA	44	64	20	Increase
12	EP	48	76	28	Increase
13	EM	40	72	32	Increase
14	FP	24	60	36	Increase
15	FM	32	64	32	Increase
16	FA	56	80	24	Increase
17	HY	80	92	12	Increase
18	IP	40	60	20	Increase
19	IR	44	60	16	Increase
20	KS	24	48	24	Increase

21	MA	20	44	24	Increase
22	MU	28	56	28	Increase
23	MF	40	72	30	Increase
24	MI	48	64	16	Increase
25	MM	46	60	16	Increase
26	NF	60	60	0	Constant
27	RU	48	68	20	Increase
28	RN	24	52	28	Increase
29	WS	52	76	24	Increase
30	ZF	68	64	-4	Decrease
Total score		**1.300**	**1.948**		**Increase**
Highest score		**80**	**92**		**Increase**
Average		**43.3%**	**64.9%**		**Increase**
Lowest score		**20**	**44**		**Increase**

Source : Table of the Result Score of Pre-test I and Post-test I

In this research pre-test and post-test was individually. It was aimed at knowing the ability of the students before and having a treatment. From the result of pre-test and post-test, it is known that there was an increasing from the students result score. It can be seen from the average 43.3% becomes 64.9%.

From the analysis conducted by writer, the students' result in pre-test found that most students had difficulties in speaking ability. They were confused when answered of pre-test questions.

Beside, from the post-test cycle I score, it can be seen that there was increasing score. Therefore the researcher taken conclusion that cycle I was success.

3. The Result of Cycle II

In cycle II, process of teaching, and learning stay on climax situation, there are very grateful progresses of students. Here are the result score of student's post-test I and post-test II.

Table 17
Table of the Result Score of Student's Post-test I and Post-test II of Speaking Ability

No	Name	Post-test I Score	Post-test II Score	Increasing score	Note
1	AL	64	80	16	Increase
2	AW	68	84	16	Increase
3	AD	84	84	0	Constant
4	AN	48	72	24	Increase
5	AF	52	76	24	Increase
6	AY	56	72	16	Increase
7	AR	80	76	-4	Decrease
8	BQ	72	80	8	Increase
9	DF	56	76	20	Increase
10	DAP	76	88	12	Increase
11	DA	64	80	16	Increase
12	EP	76	76	0	Constant
13	EM	72	80	8	Increase
14	FP	60	80	20	Increase
15	FM	64	80	16	Increase
16	FA	80	96	16	Increase
17	HY	92	96	4	Increase
18	IP	60	80	20	Increase
19	IR	60	84	24	Increase
20	KS	48	64	16	Increase
21	MA	44	56	12	Increase
22	MU	56	72	16	Increase

23	MF	72	80	8	Increase
24	MI	64	80	16	Increase
25	MM	60	80	20	Increase
26	NF	60	84	24	Increase
27	RU	68	64	-4	Decrease
28	RN	52	72	20	Increase
29	WS	76	84	8	Increase
30	ZF	65	96	31	Increase
Total score		**1.948**	**2.372**		**Increase**
Highest score		**92**	**96**		**Increase**
Average		**64.9%**	**79.06%**		**Increase**
Lowest score		**44**	**56**		**Increase**

Source : Table of the Result Score of Post-test I and Post-test II

In this research, post-test I and post-test II was individually. It was aimed to know the comparison result of sudents' from the result of post-test I and post-test II. It is known tht there was an increasing from the students' result score. It can be seen from the average score 64.9% becomes 79.06%.

From the analysis conducted by the writer, the students' result in post-test I still found some students had difficulties in speaking ability. They were still confused when the teacher gave the material and task in post-test I.

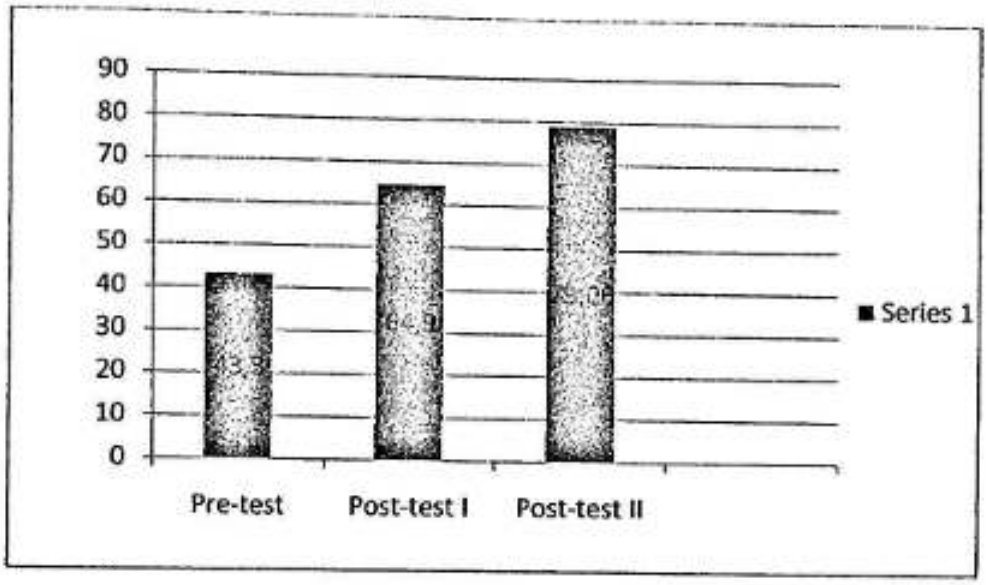
Beside, from the post-test II score, it can be seen that there was more increasing score. Therefore, the researcher taken conclusion that cycle II was more success.

4. The Comparison of Pre-test and Post-test

Based on the explanation above, it can be inferred that, there was an increasing the students' speaking ability trhough role play technique. There was

progress from 43.3% to 64.9% and to 79.06%. The researcher shows the graph of the result pre-test, post-test I and post-test II, as follow:

Figure 2
Graph of the Result of Pre-test and Post-test



Source: Table of the Result Score of Student's Pre-test, Post-test I, and Post-test II

Based on the table above, it can be inferred that role play technique can increase the students' speaking ability. It is supported by the increasing score of the students.


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CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the result of the learning process on two cycles, the researcher would like to describe the conclusion that the students' speaking ability can be increased by applying role play technique in learning process. Based on the result of observation, the student's activity in the implementation of cycle I and II was very active. The result of observation sheet at cycle I, it looked on there are 40% of the students on good categories, 53.3% on very good categories then 6.6% on excellent categories, and the result score of observation sheet was 85 with 56.6%. while the result of observation sheet at cycle II it looked on there are 23.3% on good categories, 70% on very good categories, and 6.6% on excellent categories and the result score of observation sheet was 97 with 64.6%. It means that role play technique can increase the student's activeness. It is known that there was an increasing from students result of observation sheet at cycle I to cycle II. The implementation of cycle I has been seen that role play is able to develop the students' speaking ability. While the implementation of cycle II, role play technique so clarified that role play technique able to developing speaking ability of the students. It can be seen on the progressing of the average score in every cycle, the average score of pre-test was 43.3%, and in cycle I was 64.9%, then in cycle II was 79.06%. There are increasing score of 21.6 points from pre-test to post-test I and there are increasing 14.1 points from post-test I

to post-test II. So, it can be concluded that role play technique can increase the students' speaking ability at the eighth grade of MTsN 1 Batanghari in academic year 2011/2012.

B. Suggestion

Based on the result of the research above, the researcher would like to suggestion as follow:

1. For Students
   a. The students must be active in learning process especially English subject.
   b. The students are suggested to increase their speaking ability through role play technique.
   c. The students should be accustomed to learning speaking subject through role play technique.

2. For English Teacher
   a. The English teacher should have various media like role play technique to teach English, especially to develop the students' speaking ability.
   b. The English teacher should prepare some books to improve their knowledge especially in English subject.

3. For Headmaster

   a. The headmaster should support the English learning process by the preparing the facilitations and instruments completely.

   b. The headmaster is recommended to make the further research about increasing students' speaking ability through role play technique.

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Curriculum Vitae



The writer was born at Tanjung karang, April 20th, 1989. She is the child of SUHADI ANTORO and YAMI ASTUTI. Being good teacher and entrepreneur were the last thing she ever dreamt of.

Enrolling in kindergarten PGRI METRO in 1994-1995 made her ready to continue her study at SD Negeri 2 Metro Timur. Indeed, six years had been a long journey to pass in SD Negeri 2 Metro Timur since 1995-2001 while she had so many friends to leave. In line with her focus of the study, she decided to extend her study in SLTP Negeri 7 in 24 Tejosari 2001 - 2004. After graduating from SLTP Negeri 7 Tejosari, she continued her study in SMA Yos Sudarso Metro for three years (2004-2007). Nevertheless, STAIN Jurai Siwo Metro has become her next direction to go on her study in the academic year of 2008/2009. She has been in English Education Study Program since the academic year of 2008/2009 up to now.

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