THE USE OF ROLE PLAY TECHNIQUE TO IMPROVE STUDENTS’ TRANSACTIONAL AND INTERPERSONAL SPEAKING SKILL

(A Classroom Action Research at the Eight Grade Students of SMP Pesantren Putri Yatama Mandiri Kabupaten Gowa)

A THESIS

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BY

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ABSTRACT

NURAZIZAH, 2016. The Use of Role Play Technique to Improve Students’ Transactional and Interpersonal Speaking Skill (A Classroom Action Research at the Eight Grade Students of SMP Pesantren Putri Yatama Mandiri Kabupaten Gowa), under the thesis of English Education Department the Faculty of Teachers Training and Education, Makassar Muhammadiyah University (guided by Nur Qalbi and Farisha Andi Baso).

This study was conducted in order to develop students’ transactional and interpersonal speaking skill at the Eight Grade Students of SMP Pesantren Putri Yatama Mandiri Kabupaten Gowa through role play technique. The writer used a Classroom Action Research (CAR) was conducted to solve the students’ problem in English speaking. The Classroom Action Research (CAR) was done based on Kurt Lewin’s design. The writer did two cycles in which each cycle consists of planning, acting, observing, and reflecting. The data were gathered through qualitative and quantitative data. The qualitative data were gained by analyzing the observation result. Then, quantitative data were obtained from the students’ speaking score pretest and posttest. The finding of this study indicated that the implementation of role play technique was successful since the criteria of success were achieved. The first criterion was 75% of students could pass the target ≥ 65 based on the KKM. The finding showed that 83.33% of students had already achieved the target score. Besides, the second criterion was the students who become more active involved in teaching learning process. The result of observation showed that by using role play technique students were active involved in the classroom.

Key words: Role Play, Transactional and Interpersonal Speaking Skill
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Researcher

NURAZIZAH
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CHAPTER I
INTRODUCTION

This chapter presents background, research problem, research objective, significance of the research and scope of the research.

A. Background

Language as a medium of communication has vital role in a transformation process of idea. When we send our message to another, we use language in order to be more understandable. In this communication process, sender can receive and evaluate feedback from the receiver. Everyday people communicate with other, and in order to communicate properly they use language. By using language, they can express their ideas, feelings, thoughts, and minds. It means that they use the language as a mean of communication.

As part of language skills, speaking is considered as the most representing what we want to, expressing our ideas or thoughts spontaneously for instance. This means that speaking is regarded as the important skill that should be mastered by students. Actually, at the speaking level the emphasis of learning should be on free communication. The teacher supervises a role play, while the activities in the classroom are dominated by the students. The goal of playing the role activity is that the students have more chances to use the language.
Therefore, the most important thing that should be noticed in teaching speaking is how to activate all of language elements, such as vocabulary, grammar, and pronunciation, which students have possessed to communicate, since the main function of language is a means of communication. It means that the goal for students learning English speaking is that they are able to use language to communicate effectively and appropriately for all life’s requirements, both social and academic (Walter, 2004).

However, some language learners are usually afraid to speak the target language. Most of their reasons are shy or afraid of doing grammatical errors, and even they don’t know what they should say. Actually, this could be caused of monotones method that the teacher uses in the teaching learning process. This can cause boredom. Thus students are less attention and the worst result is stagnant skill without improvement.

One of the basic problems in teaching foreign language is to prepare students to be able to use the target language. Teaching is not an easy job, but it is a necessary one, and can be very rewarding when we see our student’s progress and know that we have helped to make it happen. Teacher should be creative and try some alternative ways, for example role play that can give lots of chance to practice speaking for students, teacher also should try to use English in teaching English conversations.

Ur (1996:131) defines role play as “all sorts of activities where learners imagine themselves in a situation outside the classroom, sometimes playing the role of someone other than themselves, and using language
appropriate to this new context”. Thus, learner would be placed in a variety of experience where they play role as themselves or play the role of someone else and they should use language that appropriate the situation and social context which they are playing.

Based on the writers’ observation at the VIII Grade of SMP Pesantren Putri Yatama Mandiri Kabupaten Gowa, the writer found that the students are poor in English speaking skill. When they speak English, they take so much time thinking what they are going to say, some of them did not say anything. Many factors can cause the problem of the students’ speaking skills, among others the students’ interest, the material, the media, and technique in teaching English.

In SMP Pesantren Putri Yatama Mandiri Kabupaten Gowa the teacher teaches the students traditionally. The teacher asks the students to perform that dialogue in front of class without asking them to develop a more communicative dialogue using their own way. So, they only memorize the dialogue and most of the students do not know how to use some expressions taught by their teacher in a real communication. This strategy cannot help the students to use language as means of communication.

The writer consider that it is necessary to find out as alternative way to create suitable and interesting techniques to students’ condition. They need any practices to assist them in developing their speaking skill. There are so many techniques to make students interested in studying and practicing. Teacher should motivate and encourage students with interesting activities, for
example teachers can improve students’ speaking skill in speaking by using role play a transactional and interpersonal because the students can learn and try to speak as if they were in the real situation. The students are expected to have a good English communication in speaking either in the transactional and interpersonal function. They need it to follow the development of the world globally.

Based on the phenomena above, the writer tries to research under title

**The Use of Role Play Technique to Improve Students Transactional and Interpersonal Speaking Skill at The Eight Grade Students’ Of SMP Pesantren Putri Yatama Mandiri Kabupaten Gowa.** The writer hopes the students will be more motivated and more active in practicing their speaking in classroom or outside, so that they can speak fluently.

**B. Research Problem**

Based on the background above, the research problem “Is the use Role Play technique effective to Improve Students’ Transactional and Interpersonal Speaking Skill at The Eight Grade Students’ of SMP Pesantren Putri Yatama Mandiri Kabupaten Gowa?”

**C. Research Objective**

The objective of this study is to know whether or not Use the Role Play technique is effective to Improve Students’ Transactional and Interpersonal Speaking Skill at The Eight Grade Students’ of SMP Pesantren Putri Yatama Mandiri Kabupaten Gowa.
D. Significance of The Research

In general, it is expected that the result of the research can give some contributions to the teaching-learning process and that the result can be useful, especially to the following parties:

1. English teacher

   It will be sure that speaking using Role Play to Improve student’s Transactional and Interpersonal Speaking skill

2. Student

   After the teacher finds out of using Role Play to teach speaking, student are hoped be easier in learning and mastering speaking especially in transactional and interpersonal speaking.

3. English language teaching

   English language teaching will soon recognize the suitable and effective teaching speaking using role play further. Even the institution where the English language held, it will get a better result in its graduations.

E. Scope of The Research

This research focuses to the use of role play to improve students’ transactional and interpersonal speaking skill at the eight grade students of SMP Pesantren Putri Yatama Mandiri Kabupaten Gowa. This study can provide the students more opportunity to use English in the classroom using the role play technique.
CHAPTER II
REVIEW OF LITERATURE

This chapter presents Previous research related findings, some pertinent ideas and conceptual framework.

A. Previous Research Related Findings

1. Arham (2016) in his Journal “The Use of Role Play to Improve Teaching Speaking”. His research role play strategy is approved effective to improve students’ interest to speak English in the nursing classroom. The students who studied through role play show significant improvement in their speaking performance on the post test.

2. Erasma (2013) in her thesis “Improving Students’ Speaking Ability in Class Through The Role Play Technique”. The result of the research is the use of role play technique can improve students speaking ability in class. It is shown by the students’ mean score improved in every cycle. Role play technique help to minimize the students unfamiliar idea. So, the students are easy to understand and easy to give and ask for opinion in speaking class.

3. Maharani (2014) in her thesis “Teaching Transactional and Interpersonal Dialogues Using Spontaneous Role Play”. That research aims to investigate the effectiveness of teaching transactional and interpersonal
dialogues using spontaneous role play. The finding of data analysis showed that the effective size of teaching transactional and interpersonal dialogues using spontaneous role play is high.

4. Kosar (2014) in his thesis “Strategies-Based Instruction: A Means of Improving Adult EFL Learners’ Speaking Skill”. His research findings obtained from the qualitative and quantitative data showed that the students in the training group made a meaningful improvement in their speaking skills as compared to those in the comparison group.

5. Sari (2011) in her thesis “Improving Students’ Speaking Ability by Using Role Play (A Classroom Action Reserach at the first Grade students’ of SMPN 251 Jakarta Timur)”. Based on the result of data analysis, the writer inferred that teaching English by using role play can improve students’ speaking ability. Moreover by implementing role play in teaching speaking the students have chance to be active and cooperative in speaking activity, role play has various activities that can be effective to teach students in big class, it is supported from the observation and questionnaire data.

Based on the research related finding above, three writers have done research on Speaking Skill in different method and strategy. Those showed that there are many teachers in different school have used some strategy, method and technique to improve students speaking skill. So that is way is correlated with the writers will be done to improve students Speaking Skill. In this research the writer will tries to use role play to
improve students transactional and interpersonal speaking skill. The writer hopes this strategy could give contribution to improve students’ transactional and interpersonal speaking skill.

B. Some Pertinent Ideas

1. Concept of Speaking

There are many definitions of speaking that have been proposed by some experts in language learning.

According McDonough and Shaw (2003:133) speaking is not the oral production of written language, but includes learners in the mastery of a wide range sub skill which added together, then it supports speaking skill. In addition, speaking is not produced without some combination of language skill, but it must be included a number of skills. So, mastering speaking is gathering skill inthought because of including some input skills in it. As the result, the mouth is delivering those skills orally.

In *Oxford Advanced Learners’ Dictionary* (1987:827), speaking is making use of language in an ordinary voice; uttering words; knowing and being able to use a language; expressing oneself in words; making a speech. Speaking also defined as giving information as if by speech; the act, utterance, or discourse of person who speaks. Speaking in second language is often viewed as important thing of the four skills, because it can indicate how far the students master a certain language.
Another expert, Kayi (2006) states that speaking is “the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts”.

From the statement above, it can be inferred that speaking is expressing ideas, opinions, or feelings to others by using words or sounds of articulation in order to inform, to persuade, and to entertain that can be learnt by using some teaching – learning methodologies. Speaking also is the important instrument of communication. People use it almost constantly. As human beings, especially as social creature we have a need to make meaning of our surroundings. We have a need to express our thoughts, opinions, or feelings in order to be accepted in social life. Speaking does not only make sound by the speech organs but ideas and emotions.

2. The Elements of Speaking

Speaking is a complex skill requiring the simultaneous use of a number often different abilities, which often develop at the different rates. Either four or five components are generally recognized in analyzing the speech process (Heaton, 1990:70-71).

a. Pronunciation (including the segmental features-vowels and consonants and the stress and intonation patterns).

As stated by Harmer (2007:343), if students want to be able to speak fluently in English, they need to be able pronounce phonemes
correctly, use appropriate stress and intonation patterns and speak in connected speech. The speaker must be able to articulate the words, and create the physical sounds that carry meaning. At the level of word pronunciation, second language learners regularly have problems distinguishing between sounds in the new language that do not exist in languages they already know.

b. Grammar

It is obvious that in order be able to speak foreign language, it is necessary to know a certain amount of grammar and vocabulary (Bygate, 1997:3). Grammar is the sounds and the sounds patterns, the basic units of meaning, such as words, and the rules to combine them to form new sentences (Fromkin and Rodman, 1998:14). Therefore, grammar is very important in speaking because if the speaker does not mastering grammar structure, he cannot speak English well.

c. Vocabulary

As we know, vocabulary is a basic element in language. Vocabulary is single words, set phrases, variable phrases, phrasal verbs and idioms (Folse, 2004:2). It is clear that limited vocabulary mastery makes conversation virtually impossible.

d. Fluency

In simple terms, fluency is the ability to talk freely without too much stopping or hesitating (Riddel, 2001:118). Meanwhile, according to Gower et-al, fluency can be thought of as ‘the ability to keep going
when speaking spontaneously’ (Gower, 1995:100). When speaking fluently students should be able to get the message across with whatever resources and abilities they have got, regardless of grammatical and other mistakes.

e. Comprehension

The last speaking element is comprehension. Comprehension is discussed by both speakers because comprehension can make people getting the information they want. Comprehension is defined as the ability to understand something by a reasonable comprehension of the subject or as the knowledge of what a situation is really like.

3. The Functions of Speaking

Several language experts have attempted to categorize the functions of speaking in human interaction. According to Brown and Yule, as quoted by Richards (2010), “The functions of speaking are classified into three; talk as interaction, talk as transaction and talk as performance. Each of these speech activities is quite distinct in term of form and function and requires different teaching approaches”. Below are the explanations of the functions of speaking:

a. Talk as Interaction

Being able to interact in a language is essential. In fact, much of our daily communication remains interactional. This refers to what we normally mean by “conversation”. The primary intention in talk as
interaction is to maintain social relationship.

Meanwhile, talk as interaction has several main features as follows:

1. Has a primarily social function
2. Reflects role relationships
3. Reflects speakers’ identity
4. May be formal or casual
5. Uses conversational conventions
6. Reflects degrees of politeness
7. Employs many generic words
8. Uses conversational register

Some of the skills (involved in using talk as interaction) are:

1. Opening and closing conversation
2. Choosing topics
3. Making small-talk
4. Recounting personal incidents and experiences
5. Turn-taking
6. Using adjacency pairs
7. Interrupting
8. Reacting to others

Mastering the art of talk as interaction is difficult and may not be a priority for all learners. In talk as interaction, the ability to speak in a natural way is required in order to create a good communication. That is why some students sometimes avoid this kind of situation.
because they often lose for words and feel difficulty in presenting a good image of themselves. This can be a disadvantage for some learners where the ability to use talk as interaction can be important.

b. Talk as Transaction

This type of talk or speaking refers to situations where the focus is on what is said or done. The message is the central focus here and making oneself understood clearly and accurately, rather than the participants and how they interact socially with each other. In transaction, talk is associated with other activities. For example, a student may be engaged in hand-on activities (e.g. in language lesson) to explore concept associated with tenses and derivations. Burns, as cited in Richards, distinguishes talk as transaction into two different types. One is a situation where the focus is on giving and receiving information and where the participants focus primarily on what is said or achieved. Accuracy may not be a priority as long as information is successfully communicated or understood. The second type is transactions which focus on obtaining goods or services, such as checking into a hotel. In this type of spoken language, students and teachers usually focus on meaning or on talking their way to understanding.

Meanwhile, talk as transaction has several main features as follows:

1. It has a primarily information focus
2. The main focus is the message and not the participants

3. Participants employ communication strategies to make themselves understood

4. There may be frequent questions, repetitions, and comprehension checks

5. There may be negotiation and digression

6. Linguistic accuracy is not always important

   Some of the skills involved in using talk for transactions are:
   1. explaining a need or intention
   2. describing something
   3. Asking questioning
   4. Confirming information
   5. Justifying an opinion
   6. Making suggestions
   7. Clarifying understanding
   8. Making comparisons

   Compared with talk as interaction, talk as transaction is easier for some student because it only focuses on messages delivered to the others. Also, talk as interaction is more easily planned since current communicative materials are a rich resource of group activities, information-gap activities and role plays. It can provide a source for practicing how to use talk for sharing and obtaining information as well as for carrying out the real-world transactions.
c. Talk as Performance

This refers to public talk or public speaking, that is, talk which transmits information before an audience such as morning talks, public announcements, and speeches. Talk as performance tends to be in the form of monolog rather than dialog. Often follows a recognizable format and is closer to written language than conversational language. Similarly it is often evaluated according to its effectiveness or impact on the listener, something which is unlikely to happen with talk as interaction or transaction. Examples of talk as performance are giving a class report about a school trip, conducting a class debate, making a sales presentation, and giving a lecture.

The main features of talk as performance are:

1. There is a focus on both message and audience
2. It reflects organization and sequencing
3. Form and accuracy is important
4. Language is more like written language It is often monologists

Some of the skills involved in using talk as performance are:

1. Using an appropriate format
2. Presenting information in an appropriate sequence
3. Maintaining audience engagement
4. Using correct pronunciation and grammar
5. Creating an effect on the audience
6. Using appropriate vocabulary
7. Using appropriate opening and closing

Initially talk as performance needs to be prepared in much the same way as written text, and many techniques teaching strategy used to make understanding of written text. Therefore, this kind of talk requires a different teaching strategy.

4. Classroom Speaking Activities

To help students develop communicative efficiency in speaking, there are some activities used in the classroom to promote the development of speaking skills in our learners. The discussions below centers on the major types of speaking activities that can be implemented as follows according to Murcia (2001):

a. Discussion

Discussion is probably the most commonly used in the speaking skills classroom activity. It is a common fact that discussion really useful activity for the teacher in order to activate and involve student in classroom teaching. Typically, student are introduced to a topic via reading, listening passage, or a video tape and are then asked to get into pairs or groups to discuss a related topic in order to come up with a solution, a response, or the like. Normally, people need time to assemble their thought before any discussion and that is something needs to consider. So, Teacher must take care in planning and setting up a discussion activity.
b. Speeches

Another common activity in the oral skills class is the prepared speech. Topics for speeches will vary depending on the level of the students and the focus of the class, but in any case, students should be given some leeway in determining the content of their talks. In other words, the teacher can provide the structure for the speech—its theoretical genre and its time restrictions. For example, asking students to “tell us about an unforgettable experience you had”. Allow them to talk about something that is personally meaningful while at the same time encourages narration and description. Speeches can be frightening for the speaker and after while boring for the listeners, so it is a good idea to assign the listeners some responsibilities during the speeches. It is an excellent time to require peer evaluation of classmates’ speech.

c. Role plays

Role play is activity in which students are assigned roles and improvise a scene or exchange based on given information or clues and its one way of getting student to speak in different social context and to assume varied social roles is to use role-play activities in the classroom. Role plays can be performed from prepared scripts, created from a set of prompt and expression or written using and consolidation knowledge gained from instruction
or discussion of the speech act and its variations prior to the role plays themselves.

d. Conversations

One of the recent trends in oral skills pedagogy is the emphasis on having students analyze and evaluate the language that they or others produce. In other words, it is not adequate to have students produce lots of language; they must become more meta linguistically aware of many features of language in order to become competent speakers and interlocutors in English. One speaking activity which is particularly suited to this kind of analysis is conversation, the most fundamental form of oral communication.

e. Information-gap activities

This refers to the fact that in real communication, people normally communicate in order to get information they do not possess. In this activity, each student has different information and they need to obtain information from each other in order to finish a task. They must use target language to accomplish it.

5. Concept of Role Play

a. Definition of role play

1) Livingstone (1983:6) defines role play is a class activity which gives the students the opportunities to practice the language aspects
of role behavior, the actual roles they may need outside the classroom.

2) Killen (2008) cited in Saroh (2012:8) defines role play technique is a technique which provides an opportunity for students to become more deeply involved in thinking about how they would react in real world situation.

3) Nunan (2001) role play is approved to be a communicative language learning since students are actively get involved in conversations. Students are not passive but as active learners. Students become the centre of learning not the teachers as found in common ways of teaching.

4) Ur (1996:131) defines role play as “all sorts of activities where learners imagine themselves in a situation outside the classroom, sometimes playing the role of someone other than themselves, and using language appropriate to this new context”. Thus, learner would be placed in a variety of experience where they play role as themselves or play the role of someone else and they should use language that appropriate the situation and social context which they are playing.

5) Ladousse (1997:5-7) states his opinion about the definite of role play. At first, he defines it by separating the words of role and play. ‘Role’ they play a part (either their own or somebody else’s) in specific situation. ‘Play’ means that is taken on in a safe
environment in which students are as inventive and playful as possible. A group of students crying out a successful role play in a classroom has much in common with a group of children playing school, doctors and nurse, or star wars. Both are unselfconsciously creating their own reality and, by doing so, are experimenting with their knowledge of the real world and developing their ability to interact with other people. Moreover, he states about role play as a technique in English teaching.

According from the statement above, the writer concludes that role play is a technique in English teaching which brings the students to real communication in order to develop the students’ fluency. The situations and the roles are made by the teacher as a real life situation so the students have the opportunity to practice there language that they need outside the classroom.

b. The objective of role play

According to Clark (1982) the objective of role play is to put the students into a realistic communication situation to: sharpen their listening comprehension skills, bring them in contact new language, and discover areas where they need additional practice.

In addition Richards (1998:308) states that the objective of the role play is to simulate a conversation situation in which students might find themselves and give them an opportunity to practice and develop their communication skills. Thus, it can be synthesized that
the objective of role play is to develop communication skill by putting the students into communication situation. The realistic communication situation gives the students new experience in using the language they have learned, and the experience is good for remembering what they have learned.

Therefore, the writer concludes that the objective of role play is communication and it is similar to the objective of teaching speaking, so it means role play can be applied in teaching speaking and it can help students in improving speaking skill.

c. Procedure of the Role Play

1) Prepare class for role-play
   a. Present an artificial problem, situation or event that represents some aspect of reality.
   b. Define the problem, situation and roles clearly.

2) Give clear instructions
   a. Determine whether role-plays will be carried out using student volunteers in front of the class (the teacher may or may not play a role), in partnerships/small groups with every student playing a role, or in small groups with role-players and observers.
   b. Divide students into groups, if appropriate.
   c. Model the skill with a scripted role-play.

3) Act out role-plays
a. Students follow the procedure outlined by the teacher to act out role-plays.

b. Unless the teacher is playing a role, it is helpful to walk around the room and observe how students are experiencing the role-play and offer coaching to students who are stuck.

4) Discussion (small group and whole class)

a. Begin by allowing players to communicate feelings experienced during the role-play.

b. Have students identify sexual health skills that were demonstrated during the role-play.

c. Determine actions that strengthen or weaken these skills (i.e. body language).

d. Discuss how this role-play is or isn’t similar to real life.

e. Identify ways of using identified sexual health skills in real life situations.

d. The advantages of role play

There are some advantages teaching speaking by using role play in the class, they are According to Ladousse (1995:6-7):

1) With role play a very wide variety of experience can be brought into the classroom and we can train our students in speaking skill in any situations through role play.

2) Role play puts students in situation in which they are required to use and develop those phatic forms of language which are so
necessary in oiling the works of social relationships, but which are so often neglected by our language teaching syllabuses.

3) Some people are learning English to prepare for specific roles in their lives. It is helpful for these students to have tried out and experimented with the language they will require in the friendly and safe environment of a classroom.

4) Role play helps many shy students by providing them with a mask. Perhaps the most important reason for using role play is that it is fun.

In conclusion, role play can encourage students to create their performance as well as possible due to the freedom given to them to make up a dialogue/conversation by themselves. Therefore, most students are motivated to share and express their ideas during the activity.

e. The disadvantages of role play

In spite of the fact that role playing gives some advantages, it is also shows disadvantages. They are according to Livingstone (1983:30):

1) Organization, few teachers operate in ideal circumstance. The majority work in classrooms which are too small, and with classes which are, numerically, too large. Similarly, the noise level produced by a class of forty, divided into eight role play groups in a small
classroom, may be so high as to make concentration impossible.

2) Time, if the time taken for preparation and follow-up work is included, then role play will take up a lot of classroom time.

In conclusion, teaching speaking by using role play takes up a lot of classroom time because the students need for preparation before their play a role. It’s also need an extra room, because if the room is too small the students can’t move in play their role, and its can make a noisy in the room, so it’s very difficult for the students to concentrate.

6. Concept of Transactional and Interpersonal

According to Brown (2000:273), transactional is an extended form of responsive language. It is not just limited to give the short respond but it can convey or exchange specific information. Whereas, Brown (2000:274) Interpersonal is designed for the purpose of maintaining social relationship than for transmission of fact and information.

According to Canabano (2011) Interpersonal communication is an exchange of information between two or more people. It is also an area of study. Communication skills are developed and may be enhanced or improved with increased knowledge and practice. During interpersonal communication, there is message sending and message receiving. This can be conducted using both direct and indirect methods. Successful
interpersonal communication is when the message senders and the message receivers understand the message. Encompasses: speech communication, nonverbal communication.

Another definition by Knapp and Daly (2011) defines a large number of scholars collectively identify with and use the term interpersonal communication to describe their own work. These scholars, however, also recognize that there is a considerable variety in how they and their colleagues conceptually and operationally define this area of study. In some regards, the construct of interpersonal communication is like the phenomena it represents—that is, it is dynamic and changing. Thus, attempts to identify exactly what interpersonal communication is or is not are often frustrating and fall short of consensus. Additionally, Manning (2014), many who research and theorize about interpersonal communication do so from across many different research paradigms and theoretical traditions.

There are some factors which can be involved in interpersonal conversation, which can make them a little trickier for the speaker: a casual register, colloquial language, emotionally charged language, slang and sarcasm. In addition, transactional and interpersonal speaking always happen in people’s activities in various levels. In this case, writer focused on the Junior High School level. However, to know the students’ problems in transactional and interpersonal speaking.
According to Pearson (1983) characteristics in Interpersonal Communication there are five, namely:

1. Interpersonal Communication begins with self (self);
2. Interpersonal Communication transactional;
3. Interpersonal Communication covering aspects of the content of messages and interpersonal relationships;
4. Interpersonal communication involving the parties are mutually dependent on each other in the process of communicating;
5. Interpersonal Communication cannot be altered or reproduced.

While there are many definitions available, interpersonal communication is often defined as the communication that takes place between people who are interdependent and have some knowledge of each other. Interpersonal communication includes what takes place between a son and his father, an employer and an employee, two sisters, a teacher and a student, two lovers, two friends, and so on. Although largely dyadic in nature, interpersonal communication is often extended to include small intimate groups such as the family. Interpersonal communication can take place in face-to-face settings, as well as through media platforms, such as social media (Pearson, 2013).

Interpersonal communication can fail to serve its purpose if too many symbolic gestures are used as there is a fair chance that no two individual will attach same meaning to a symbolic meaning which is referred to as bypassing and when there is lack of language and listening
skills. Emotional interference and physical distractions like faulty acoustics and noisy surroundings also acts as a barrier to interpersonal communication.

C. Conceptual Framework

Figure 2.1
Conceptual Framework

In the diagram above input process and output are briefly classified in the following:

1. Speaking refers to how the students can speak up in the class through role play technique.

2. Before implementing role play technique, we will do pre test in the beginning meet, for know the students speaking skill.

3. After get the result pre test, we will do learning process used role play technique.
4. Role play technique used in the Classroom action research, so that, the writer will be used two cycle in the class. That is cycle I and cycle II, and get post test I and post test II for know the result improving students during learning process.

5. After treatment the technique in learning process, we will know how can improve students transactional and interpersonal speaking skill through role play technique.

CHAPTER III
RESEARCH METHOD

This chapter presents Research Design, Variables, Population and Sample, Procedure of collecting data and technique of data analysis.

A. Research Design

The Classroom Action Research procedure used in this research was Kurt Lewin’s design. It consists of two cycles in which each cycle contains four phases; planning, acting, observing, and reflecting.

Figure 3.1
Kurt Lewin’s Action Research Design
To make clear what happens in every phase. Here are the explanations:

1. Planning

   In this phase, the writer design a lesson plan from the syllabus which is consulted with English teacher, creating the topics that are appropriate with the matter, Preparing materials that will be used at the cycle. The writer also made the evaluation form to know about students’ achievements at the end of this cycle.

2. Action

   In this phase, the writer and observer collaborates to carry out the planned action. The writer gave explanation how plays a role, and gave an example from it. The writer also gave some related vocabulary items needed when students were did a role play activity. Then, the writer gave a role card that tells the students who he is, something of his background, what his opinions about a given subject
are, and possibly suggests a course of action that he should try and carry out, and asks the students to practice in pairs or in a group.

3. Observation

In this phase, the observer (the real teacher SMP Pesantren Putri Yatama Mandiri Kabupaten Gowa) observes the students’ responses, participations, and achievements which are found during the teaching and learning process. Sometimes, the observer asks some students’ opinions about the process of teaching and learning using role play activity. The observer also takes the observation notes to write the real situation when the action is occurred.

4. Reflection

In this phase, the writer and the observer identifies the problems that are found by seeing the result of the observation which should be solved. Then, those are used to make plan for further cycle and correct its weaknesses.

B. Variables

There were two variables in this research, independent and dependent variable. The independent variable was the use of Role Play. On the other hand, the dependent variable was the students’ transactional and interpersonal speaking skill improvement.

C. Population and Sample
1. Population

The population of this research was all of the students of SMP Pesantren Putri Yatama Mandiri Kabupaten Gowa in the 2016/2017 academic year. This consists of three classes. Each class consists of 30-40 students. The total numbers of population were 120 students.

2. Sample

The researcher would take class VIII as the sample used total sampling. The reason to choose this class was that the class technique appropriate with the lesson plan. The number of students in class VIII was 35 students.

D. Procedure of Collecting Data

The procedures of collecting data in this research will describe as follows:

1. Observation

In this case, the writer used the unstructured observation to got the information about the real condition in teaching learning activities. The writer made the observation notes about situation in the class while teaching learning process occurred, teacher’s performance in teaching speaking, and students’ speaking skills, such as; pronunciation, vocabulary, grammar and their braveries in speaking lesson.

2. Test
The writer used oral test for the students. The test used in this study was pre-test and post-test. The pre-test was done before implementing role play technique. It was to measure students’ speaking ability at first. Meanwhile, the post-test was implemented after used role play technique.

The students did the oral test by role play technique, the students asked to choose one of the envelopes of role card that provided by the writer. Then, the students perform their role play. The students need to do the test in groups.

The students’ test would be scored by used the rating scores of oral test by Harris (1997:84) as followed:

<table>
<thead>
<tr>
<th>Rated Qualities</th>
<th>Points</th>
<th>Behavioral Statements</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pronunciation</td>
<td>5</td>
<td>Has few trace of foreign accent.</td>
</tr>
<tr>
<td></td>
<td>4</td>
<td>Always intelligible, though one is conscious of a definite accent.</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>Pronunciation problem necessitate concentrated listening and occasionally lead to misunderstanding.</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>Very hard to understand because of pronunciation problems. Must frequently be asked to repeat.</td>
</tr>
<tr>
<td></td>
<td>1</td>
<td>Pronunciation problems so severe as to make speech virtually unintelligible.</td>
</tr>
<tr>
<td></td>
<td>5</td>
<td>Makes few (any) noticeable errors of grammar or word order.</td>
</tr>
<tr>
<td></td>
<td>4</td>
<td>Occasionally makes grammatical and or word order errors which do not, however, obscure meaning.</td>
</tr>
<tr>
<td></td>
<td>Grammar</td>
<td>Vocabulary</td>
</tr>
<tr>
<td>-------</td>
<td>------------------------------------------------------------------------</td>
<td>---------------------------------------------------------------------------</td>
</tr>
<tr>
<td></td>
<td>Makes frequent errors of grammar and word order which occasionally obscure meaning.</td>
<td>Use of vocabulary and idioms is virtually that of a native speaker.</td>
</tr>
<tr>
<td>3</td>
<td>Grammar and word order errors make comprehension must often rephrase sentences and or restricts himself to basic patterns.</td>
<td>Sometimes use in appropriate terms and or must rephrase ideas because of lexical inadequacies.</td>
</tr>
<tr>
<td>2</td>
<td>Errors in grammar and word order so severe as to make speech virtually unintelligible.</td>
<td>Frequently uses the wrong words; conversation somewhat limited because of inadequate vocabulary.</td>
</tr>
<tr>
<td>1</td>
<td>Must often rephrase sentences and or restricts himself to basic patterns.</td>
<td>Misuse of words and very limited vocabulary make comprehension quite difficult</td>
</tr>
<tr>
<td>5</td>
<td>Vocabulary limitations so extreme as to make conversation virtually impossible.</td>
<td>Vocabulary limitations so extreme as to make conversation virtually impossible.</td>
</tr>
<tr>
<td>4</td>
<td>Sometimes use in appropriate terms and or must rephrase ideas because of lexical inadequacies.</td>
<td>Speech as fluent and effortless as that of a native speaker</td>
</tr>
<tr>
<td>3</td>
<td>Frequently uses the wrong words; conversation somewhat limited because of inadequate vocabulary.</td>
<td>Vocabulary limitations so extreme as to make conversation virtually impossible.</td>
</tr>
<tr>
<td>2</td>
<td>Misuse of words and very limited vocabulary make comprehension quite difficult</td>
<td>Vocabulary limitations so extreme as to make conversation virtually impossible.</td>
</tr>
<tr>
<td>1</td>
<td>Vocabulary limitations so extreme as to make conversation virtually impossible.</td>
<td>Vocabulary limitations so extreme as to make conversation virtually impossible.</td>
</tr>
</tbody>
</table>
Comprehension

3  Understand most of what is said at slower than normal speed with repetitions.

2  Has great difficulty following what is said. Can comprehend only “social conversation” spoken slowly and with frequent repetitions.

1  Cannot be said to understand even simple conversational English.

Note: Maximum score = 25

The Result of score

\[
\text{Score} = \frac{\text{score}}{\text{Maximum score}} \times 100
\]

Each scoring criteria was then defined into five chart behavioral statements as stated in the frames above. The writer would objectively see the criteria of each student’s speaking skill wheter their achieve 1,2,3,4 and 5. In order to case the computation the writer converts the small score of Harris to the scale of 100 as follow:

5 = 87-100 (Excellent)

4 = 77-86 (Very good)

3 = 67-76 (Good)

2 = 57-66 (Average)

1 = 46-56 (Poor)

E. Technique of Data Analysis

The collected data found in this research were analyzed qualitatively and quantitatively. It means that all the data gathered from the observations
during teaching learning process, before and after classroom action research were analyzed qualitatively. While the data obtained from tests (pre-test and post-test) are analyzed descriptively quantitatively (percentage).

In completing the numerical data, the writer tries to get the average of students’ speaking score within before the implementation and every cycle in order to know how well the role play technique in the classroom.

It is the formula:

$$\bar{X} = \frac{\sum x}{N}$$

where:

- $\bar{X}$: Mean
- $x$: Individual Score
- $N$: Number of Students

(Sudjana, 2002:67)

Then, the writer tried to get the class percentages which pass the target score of the minimal mastery level criterion-Kriteria Ketuntasan Minimal (KKM). The KKM that must be attained considering speaking subject is 65 (sixty-five) which was adapted from the school agreement (SMP Pesantren Putri Yatama Mandiri Kabupaten Gowa).

It is the formula:

$$P = \frac{F}{N} \times 100\%$$

where:

- $P$: The class percentage
- $F$: Total percentage score
- $N$: Number of student

(Sudijono, 2008:43)

The last, the writer analysis the students speaking score from test. It used
to know whether students improve their score or not. She used the formula:

\[ P = \frac{y_1 - y}{y} \times 100\% \]

- \( P \): Percentage of students’ improvement
- \( y \): pre test
- \( y_1 \): post test

CHAPTER IV

FINDINGS AND DISCUSSION

A. Findings

1. 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 notes conducted on Saturday, 1st October 2016, it was known that in teaching speaking at the eight grade students of SMP Pesantren Putri Yatama Mandiri in the 2016/2017 academic year, the teacher teaches the student traditionally.
The teacher asks students to perform that dialogue in front of class without asking them to develop a more communicative dialogue using their own way. So, they only memorize the dialogue and most of the students do not know how to use some expressions taught by their teacher in a real communication.

The use of technique like this would be an ongoing problem for students in learning and understanding oral English usage. Moreover, students whose vocabulary were limited which unable them to say anything to communicate. It brings about silent toward student and is lacking in speaking ability primarily in using expression likely in real communication.

2. The Result of Pre Test

The pre-test was conducted on the 8th October 2016 to measure students’ speaking ability at first, and it was done before implementing Classroom Action Research.

At pre-test, the students’ speaking ability was not so good. It could be seen from the table (see appendices) in test speaking evaluation.

Based on the data, the writer highlighted the students who passed KKM (65), and to get the result of pre-test, firstly, the writer calculated the mean score by employing the formula that has already been previously pointed out.

\[
X = \frac{\sum x}{N}
\]
\[
\bar{X} = \frac{1704}{36} = 47.34
\]

Next, to know the class percentage that passed the target score of minimal mastery level criterion (KKM) the writer used the following formula:

\[
P = \frac{F}{N} \times 100\%
\]

\[
P = \frac{8}{36} \times 100\% = 22.23\%
\]

Based on the result of pre-test, the data showed that the mean score of pre-test was 47.34, there were only eight students or 22.23% of students who got the score passed the minimal mastery level criterion (KKM).

After analyzing the result of pre-test, it could be concluded that most of the students at class VIII of SMP Pesantren Putri Yatama Mandiri Gowa had difficulty in speaking skill. So, it needs to find out the solution to overcomes this problem. Here the writer used Role Play Technique in every cycle of Classroom Action Research to overcome the problem and to develop students’ speaking skill.

**B. Discussion**

1. **Cycle 1**
a. Planning

In this phase the writer and the teacher arranged the lesson plan that included competition standard and selected the appropriate material. The lesson plan was focused in giving transactional and interpersonal response, and there are two lesson plans in cycle one, the topics are “Greetings” and “Expressing Admiration”. These topics discussion about how to say greeting and response, and asking and giving for admire. The writer also prepared camera, laptop and field notes.

b. Acting

Acting phase is the implementation of the planning phase that has been planned by the teacher and the researcher as well. Here, the writer acted as the teacher who did the action by teaching students at VIII grade SMP Pesantren Putri Yatama Mandiri Gowa used role play technique. The acting in the first cycle was done on October 12th and 13th 2016. In teaching the lesson, the researcher used three phase technique, a technique that contains about three phase, those are: pre teaching activity, while teaching activity, and post teaching activity. In this acting, the writer tried to integrate students to participate in the classroom activities. In detail, the writer presented in the following action:
First Meeting

Greetings

Day/date: Wednesday, October 12th 2016

i. Pre teaching activity

The writer opens the class by saying greeting and asking students’ condition. Besides, she also asked students’ readiness to learn.

ii. While teaching activity

In the while teaching activity, the writer introduced role play technique in teaching English by using the topic that has been determined, then the writer gave a dialogue which greeting expressed, after the writer reads the dialogue which repeated by students together, the writer asked the students to practice the dialogue in pair, then give lists new vocabularies for students, after that she explained the greeting expression.

To ensure students understanding of the materials, the writer asked the students to make a group, the gave a time for students to discuss together what they may say, and next the writer let them all try out the role play technique, before calling on one or two group to act out in front of the class.

iii. Post teaching activity

Before closing the class, firstly the writer asked students difficulties during the teaching and learning process. If it might
there some questions concerning with the materials, the writer will a bit explain and give the answer. Some advices were given to students to motivate them to always practice their English. While to close the class, the teacher closed it by saying greeting.

Second Meeting

Asking and Giving Opinion

Day/date: Thursday, October 13th 2016

i. Pre teaching activity

The writer opens the class by saying greeting and asking students’ condition. Besides, she also asked students’ readiness to learn.

ii. While teaching activity

In this meeting the writer explained the expression asking and giving opinion firstly, then she used scripted role play in teaching learning activity, a scripted role play is about activity in school such as:

Ana: Good Morning. What are you doing?
Boy: Morning. I am read a book.
Ana: By the way, Do you know me?
Boy: Yes. Why?
Ana: What do you think about me?
Boy: I think you are very clever and beautiful
Ana: Really? Thank you.
Boy: Yeah, you are welcome.

In scripted role play one student played a role as Ana, and the other one as a Boy, after that to ensure the students
understanding they should improve the conversation by using their own word, they could change a sentence or add a conversation, then the writer asked them to act out in front of the class.

iii. Post teaching activity

The writer asked students’ difficulties of the material during the learning process. She also gave feedback concerning with the students’ work. The last, writer closed the class by saying greeting.

c. Observing

In observing phase the teacher as an observed the students’ response, participation, achievement and everything which were found during the teaching and learning process, she also observed the teachers activity. In order to make this phase real and concrete, the observer also takes observation note in order to know how far the technique influence students speaking ability and transactional and interpersonal students in classroom. Based on the observation note that has been taken, some of students did not pay attention to the instruction and the students look like confused in doing a role play activity. The classroom condition was still uncontrolled yet, there were still some trouble makers who disturbed the other students while the learning process was processing. The observer then suggested the teacher to clarify the instruction, and give more explanation and example in role play activity, if the teacher still
cannot control students, the observer suggested her to give punishment.

d. Reflecting

In this phase the writer and the teacher discussed the strengths and the weakness of the actions and the first post-test. Based on data that have been collected and analyzed by the teacher and 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 say, so the teacher should give more attention and exercise to the students in order to make them have transactional and interpersonal to speak English, the teacher also needed to improve her class and time management in teaching.

From the result of first post-test, it showed that only sixteen students (44.4%) who had passed the target score of the minimal mastery level criterion (KKM). So, the teacher and the researcher still needed at least fourteen students (35.11%) who could pass the KKM since the target of action success was 75% students passed the minimal mastery level criterion (KKM).

Since both the observation and the test result indicated that the action in first cycle did not achieve the action success yet, so the teacher and the writer had to move to the next cycle.
2. Cycle 2

a. Planning

The cycle 2 was carried out to solve the problems that had been found in cycle 1, which were students still low in speaking ability, especially to speak spontaneously. In this phase the writer and the teacher arranged the new lesson plan that included competition standard and selected the appropriate material. There were not significant differences with the previous lesson plan. The material still related to giving interpersonal response.

b. Acting

The action of the cycle 2 was done on November 3rd, 9th 2016. The action was done based on the lesson plan. In cycle 2, the writer would teach students by using the same technique. Here, the writer wished to have more development of students speaking score than in previous section.

Here are the actions:

**First meeting**

Expressing Admiration

Day/date: Thursday, November 3rd 2016

i. Pre teaching activity

The writer started the class by saying greetings, asked students’ condition, and asked students favorite food and
favorite drink, and a small discussion was needed to give students opportunities to share their experience.

ii. While teaching activity

Related to the theme that was made, the writer gave the material to students about expressing admiration.

After the teacher explained expressing admiration by using example to the students. The writer read scripted role play which is expressing admiration:

Baba: Hi, Rose! Where are you going?
Rose: I’m going to the party.
Baba: Wow, what a beautiful dress you wear!
Rose: Thanks Baba. How good you are!
Baba: Ok.

After that the writer gave a new vocabulary to the students, and then the writer asked the students to repeat the dialogue after the writer read it for them. Next the writer invited two students to perform the dialogue in front of the class, one student became baba, and other student became rose. It has aim to give the example of dialogue that could be used for the next activity.

To ensure the students understanding of the material, the writer asked them to use their imagination and their ability to create the dialogue which is expressing admiration on their own way, then they had to act out in front of the class.
iii. Post teaching activity

Before closing the class, firstly the writer asked students difficulties during the teaching and learning process. If were some questions concerning with the materials, the writer would give a bit explanation and the answer. Then the writer called the students’ name to ensure that they attended the class. After finishing it, closed the class by saying greeting.

Second meeting

Expressing like and dislike

Day/date: Wednesday, November 9\textsuperscript{th} 2016

i. Pre teaching activity

The writer started the class by saying salam, asked students’ condition, and asked students favorite drama and film, and small discussion was needed to give students opportunities to share their experience.

ii. While teaching activity

Related to the theme that was made, the writer gave the material to students about expressing like and dislikes such us:

<table>
<thead>
<tr>
<th>Likes</th>
<th>Dislike</th>
</tr>
</thead>
<tbody>
<tr>
<td>I like/Love….</td>
<td>(I’m afraid) I don’t like….</td>
</tr>
<tr>
<td>I Really enjoy</td>
<td>I (really) hate</td>
</tr>
</tbody>
</table>
After the teacher explained expressing like and dislike by using example to the student. The writer read scripted role play which is expressing like and dislike:

Ali: Where are you going ara?
Ara: Oh, I’m going to the bioskop.
Ali: can I join?
Ara: Sure. Let’s go.
Ali: Anyway, what’s your favorite film?
Ali: I see. Well I Enjoy action film, like the raid film.

After that, to ensure the students understanding of the material, the writer asked them to use their imagination and their ability to create the dialogue which is expressing like and dislike on their own way, then they had to act out in front of the class.

iii. Post teaching activity

Before closing the class, firstly the writer asked students difficulties during the teaching and learning process. If were some questions concerning with the materials, the writer would give a bit explanation and the answer. Then the writer called the students’ name to ensure that they attended the class. After finishing it, closed the class by saying greeting.

c. Observing

Generally, there were significant developments of the acting phase in second cycle. From the observation note that has been
taken by the observer the writer performance in teaching English has implemented the technique a bit better than in first cycle, she didn’t speak too fast anymore while explaining the material, the management class and time was good enough. The classroom situation controlling also can be handled by her, so when students playing a role play, overall students looked more enthusiastic in doing role play activity than before. The students also looked braver and more confident to speak English. They completed to be volunteers when the writer asked them to speak or answer questions.

d. Reflecting

From the observation data and the post test result of cycle 2. The writer 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. From the result of post-test 2, it showed that thirty students (83.33%) 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 level criterion (KKM) students in the score of 65.

Beside that based on the observation data, the students were braver to transaction, 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 writer met the students outside 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 mistakes, such as in using correct tenses. However, the writer 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.

To know the result of students’ speaking of first post-test we can see from the table (see appendices).

From the table, the writer could calculates the mean of students’ score, the percentage of the students who pass the minimal mastery level criterion (KKM), and the improvement of students’ score in speaking from the pre-test to the first post-test.

The mean score derived from the following formula:

\[ \bar{X} = \frac{\sum x}{N} \]

\[ \bar{X} = \frac{2272}{36} \]

\[ \bar{X} = 63.11 \]
Then, to know the class percentage that passed the minimal mastery level criterion *Kriteria Ketuntasan Minimal* (KKM) the writer used the following formula:

\[ P = \frac{F}{N} \times 100\% \]

\[ P = \frac{16}{36} \times 100\% \]

\[ P = 44.44\% \]

Finally, to know whether students improve their score or not the writer used the following formula:

\[ P = \frac{y_1 - y}{y} \times 100\% \]

\[ P = \frac{63.11 - 47.34}{47.34} \times 100\% \]

\[ P = 33.31\% \]

So, based on the calculation, the writer knew that the mean of students at first cycle is 63.11. The improvement students’ score of speaking from pre-test to post-test is 33.31%, and the improvement is still not enough yet, since the target of action success was 75% passed the minimal mastery level criterion (KKM) students, here the students who passed the minimal mastery level criterion (KKM) only sixteen or 44.4%.

To know the result of students’ speaking of second post-test we can see from the table (see appendices).
At the second cycle of CAR, the writer calculated mean of students’ score, the percentage of the students who pass the Minimum Mastery Criterion (KKM), and the improvement of students’ score in speaking from the pre-test to the second post-test.

First, calculating the mean of students in the second post-test result:

\[ X = \frac{\sum x}{N} \]

\[ X = \frac{2456}{36} \]

\[ X = 68.22 \]

Second, the percentage of students who pass the Minimum Mastery Criterion (KKM):

\[ P = \frac{r}{N} \times 100\% \]

\[ P = \frac{30}{36} \times 100\% \]

\[ P = 83.33\% \]

Third, the students’ score improvement from the pre-test to the second post-test:

\[ P = \frac{y^2 - y}{y} \times 100\% \]

\[ P = \frac{68.22 - 47.34}{47.34} \times 100\% \]

\[ P = 44.11\% \]
From the calculation, the writer found that the mean of the students’ second post-test result is 68.22, it also showed that thirty students (83.33%) who passed the minimal mastery level criterion (KKM). Furthermore the whole of students score mean improvement from the pre-test to second post-test would be 44.11%. So, it means the action has met the requirement of action success which was 75% students passed the Minimum Mastery Criterion (KKM) in the score of 65. In this case, those scores showed the successful of the classroom action research toward students of eight grade of SMP Pesantren Putri Yatama Mandiri Gowa.

From all the calculation above, the writer could interpret the result after the implementation of Classroom Action Research from cycle I up to cycle II. It could be seen from the result of pre-test, post-test I and post-test II. Here the writer describes the result from pre-test, post-test I and post-test II through diagram below:

**Figure 4.1**

*Students’ Score mean Improvement*
Before the implementation of role play technique in developing students speaking ability, the writer gained the data from the result of pre-test. In the pre-test, the mean score of the
class before implementation the action was 47.34. furthermore, the writer calculated the percentage of students’ speaking score in order to know the students who pass the KKM. In pre-test, it is could be seen, the percentage which passed the KKM was about 22.23%. It means there are eight students who passed the KKM (65) and there are twenty eight students who get the score below the KKM.

So, after the writer calculated the result of pre-test, the writer conducted action research that applying the role play technique in improving students’ speaking skill then the writer identified and calculated the result of post-test 1. The mean score of students in post-test 1 is 63.11. it means the students’ improvement was 15.77 (63.11-47.34) or 22.21%. furthermore, the percentage of student who passed the KKM is 44.4%. it is showed there were sixteen students who passed the KKM and there are twenty students were below KKM.

Next, after the writer conducted the cycle 2, she does post-test 2 in order to know the improvement students speaking ability in cycle 2. The mean score of students in post-test 2 is 68.22, and the improving students’ score from post-test 1 to post-test 2 is 5.11 (68.22-63.11). furthermore, it can be seen that the improvement students speaking skill from pre-test, to post-test 2 is 20.88 (68.22-47.34) or 60.99%. Then, from the percentage of
the students who passed the KKM in post-test 2 is 83.33%, there were thirty students who passed the KKM and six students are below the KKM. So, it has met a criterion of the action success.
CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the result of data analysis, the writer inferred that teaching English by using role play can improve students’ transactional and interpersonal speaking skill. It can be proved through several data such as; pre-test and post-test. The result of pre-test shows that the students’ mean score is only 47.34, and in post-test 1 the students’ mean score is 63.11, and in post-test 2 the students mean score is 68.22 with 83.33%, students who passed the KKM, so it was showed the significant improvement in teaching speaking by using role play technique. Moreover by implementing role play in teaching speaking the students have chance to be active and cooperative in speaking activity, role play has various activities that can be effective to teach students in big class, it is supported from the observation.

B. Suggestion

The writer would like to give some suggestions for teachers and the students. First, that the English teachers could implement the role play technique as an alternative strategy in teaching speaking. Second, it is recommended that the students use role play technique as one of their learning strategies to practice and improve their speaking skill in giving
transactional and interpersonal response which can be done in their extracurricular.

**BIBLIOGRAPHY**


RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Sekolah / Madrasah : SMP Pesantren Putri Yatama Mandiri
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : VIII / I
Pertemuan ke : Cycle I (Meeting 1)
Alokasi Waktu : 2 x 45 menit
Tema : Greetings
Skill : Speaking

I. Standar Kompetensi :
Memahami makna dalam percakapan transaksional dan interpersonal sederhana untuk berinteraksi dengan lingkungan sekitar.

II. Kompetensi Dasar :
Merespons makna yang terdapat dalam percakapan transaksional (to get things done) dan interpersonal (bersosialisasi) sederhana secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan sekitar yang melibatkan tindak tutur: meminta dan memberi pendapat.

III. Indikator :
- Mengidentifikasi ungkapan mengagumi sesuatu.
- Melafalkan ungkapan pada beberapa kata dan kalimat dengan tekanan yang akurat
- Menjawab pertanyaan berdasarkan teks yang diperdengarkan
- Mengidentifikasi penggunaan ungkapan yang diajarkan
- Melafalkan ungkapan yang baru diberikan dengan pola dan tekanan yang akurat

IV. Tujuan Pembelajaran

Setelah mempelajari materi dalam unit ini, siswa diharapkan dapat:
- menunjukkan perbedaan lafal, pola tekanan dan intonasi ungkapan mengagumi sesuatu.
- mengidentifikasi ungkapan mengagumi sesuatu.

V. Materi Pembelajaran
Materi tentang Expressing Admiration, dan dialog mengenai expressing admiration.

VI. Metode Pembelajaran / Teknik:
Role Playing

VII. Langkah-langkah Kegiatan Pembelajaran
1. Kegiatan Pendahuluan
   - Guru memberikan salam
   - Guru mengajak berdoa terlebih dahulu sebelum belajar.
   - Guru mengecek kehadiran siswa.
   - Guru memberi apersepsi/ motivasi/ menyampaikan tujuan pembelajaran berdasarkan situasi di kelas.
   - Guru memberikan motivasi kepada siswa dengan menjelaskan pentingnya materi yang akan dipelajari berikut kompetensi yang harus dikuasai peserta didik.

2. Kegiatan Inti
   - Guru mengajukan pertanyaan-pertanyaan untuk mengecek pemahaman siswa meminta siswa mengidentifikasi ungkapan mengagumi.
   - Guru meminta siswa melatih pelafalan ungkapan mengagumi dengan pola tekanan dan intonasi dengan tepat.
   - Secara berkelompok, siswa mempraktikkan dialog yang menggunakan ungkapan mengagumi dengan lafal, pola tekanan dan intonasi berterima.
   - Secara berkelompok, siswa mengerjakan latihan terkait materi.
   - Siswa melakukan tanya jawab tentang hal-hal yang belum diketahui terkait materi.

3. Kegiatan Penutup
1. Guru menanyakan kesulitan siswa atas materi yang telah dibahas.
2. Guru dan siswa membuat kesimpulan atas materi yang telah dibahas.
3. Guru memberikan motivasi belajar kepada para siswa.
5. Guru menutup pelajaran dengan berdoa.

VIII. Sumber Belajar

   Buku Rings a Bell and Internet

IX. Media Pembelajaran:

   1. Papan tulis
   2. Alat tulis

X. Penilaian

   a. Tes tulis
   b. Tes lisan

Pallanga, Oktober 2016
Mahasiswa

NURAZIZAH
NIM. 10535531712
REncana pelaksanaan pembelajaran (RPP)

Sekolah / Madrasah: SMP Pesantren Putri Yatama Mandiri
Mata Pelajaran: Bahasa Inggris
Kelas/Semester: VIII / I
Pertemuan ke: Cycle I (Meeting 2)
Alokasi Waktu: 2 x 45 menit
Tema: Asking and Giving Opinion
Skill: Speaking

XI. Standar Kompetensi:
Mengungkapkan makna dalam percakapan transaksional dan interpersonal lisan pendek sederhana untuk berinteraksi dengan lingkungan sekitar.

XII. Kompetensi Dasar:
Mengungkapkan makna dalam percakapan transaksional (to get things done) dan interpersonal (bersosialisasi) sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan sekitar yang melibatkan tindakan tutur meminta dan memberi pendapat.

XIII. Indikator:
- Mengidentifikasi ungkapan meminta dan memberi pendapat
- Melafalkan ungkapan pada beberapa kata dan kalimat dengan tekanan yang akurat
- Menjawab pertanyaan berdasarkan teks yang diperdengarkan
- Mengidentifikasi penggunaan ungkapan yang diajarkan
- Melafalkan ungkapan yang baru diberikan dengan pola dan tekanan yang akurat

XIV. Tujuan Pembelajaran
Setelah mempelajari materi dalam unit ini, siswa diharapkan dapat:
- menunjukkan perbedaan lafal, pola tekanan dan intonasi ungkapan meminta dan memberi pendapat
- mengidentifikasi ungkapan meminta dan memberi pendapat

XV. Materi Pembelajaran
Materi tentang Asking and Giving Opinion, dan dialog mengenai Asking and Giving opinion.

XVI. Metode Pembelajaran / Teknik:
Role Playing

XVII. Langkah-langkah Kegiatan Pembelajaran

4. Kegiatan Pendahuluan
- Guru memberikan salam
- Guru mengajak berdoa terlebih dahulu sebelum belajar.
- Guru mengecek kehadiran siswa.
- Guru memberi apersepsi/ motivasi/ menyampaikan tujuan pembelajaran berdasarkan situasi di kelas.
- Guru memberikan motivasi kepada siswa dengan menjelaskan pentingnya materi yang akan dipelajari berikut kompetensi yang harus dikuasai peserta didik.

5. Kegiatan Inti
- Guru mengajukan pertanyaan-pertanyaan untuk mengecek pemahaman siswa meminta siswa mengidentifikasi ungkapan memberi dan meminta pendapat
- Guru meminta siswa melatih pelafalan ungkapan memberi dan meminta pendapat dengan pola tekanan dan intonasi dengan tepat.
- Secara berkelompok, siswa mempraktikkan dialog yang menggunakan ungkapan memberi dan meminta pendapat dengan lafal, pola tekanan dan intonasi berterima.
- Secara berkelompok, siswa mengerjakan latihan terkait materi.
- Siswa melakukan tanya jawab tentang hal-hal yang belum diketahui terkait materi.

6. Kegiatan Penutup
6. Guru menanyakan kesulitan siswa atas materi yang telah dibahas.
7. Guru dan siswa membuat kesimpulan atas materi yang telah dibahas.
8. Guru memberikan motivasi belajar kepada para siswa.

XVIII. Sumber Belajar

Buku Rings a Bell and Internet

XIX. Media Pembelajaran:

3. Papan tulis
4. Alat tulis

XX. Penilaian

c. Tes tulis
d. Tes lisan

Pallanga, Oktober 2016
Mahasiswa

NURAZIZAH
NIM. 10535531712
RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)

Sekolah / Madrasah : SMP Pesantren Putri Yatama Mandiri
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : VIII / I
Pertemuan ke : Cycle II (Meeting 1)
Alokasi Waktu : 2 x 45 menit
Tema : Expressing Admiration
Skill : Speaking

XXI. Standar Kompetensi :
Mengungkapkan makna dalam percakapan transaksional dan interpersonal
lisan pendek sederhana untuk berinteraksi dengan lingkungan sekitar.

XXII. Kompetensi Dasar :
Mengungkapkan makna dalam percakapan transaksional (to get things done) dan
interpersonal (bersosialisasi) sederhana dengan menggunakan ragam bahasa lisan
secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan sekitar
yang melibatkan tindak tutur meminta dan memberi pendapat.

XXIII. Indikator:
- Mengidentifikasi ungkapan meminta dan memberi pendapat
- Melafalkan ungkapan pada beberapa kata dan kalimat dengan tekanan
  yang akurat
- Menjawab pertanyaan berdasarkan teks yang diperdengarkan
- Mengidentifikasi penggunaan ungkapan yang diajarkan
- Melafalkan ungkapan yang baru diberikan dengan pola dan tekanan yang akurat

XXIV. Tujuan Pembelajaran
Setelah mempelajari materi dalam unit ini, siswa diharapkan dapat:
- menunjukkan perbedaan lafal, pola tekanan dan intonasi ungkapan meminta dan memberi pendapat
- mengidentifikasi ungkapan meminta dan memberi pendapat

XXV. Materi Pembelajaran
Materi tentang Asking and Giving Opinion, dan dialog mengenai Asking and Giving opinion.

XXVI. Metode Pembelajaran / Teknik:
Role Playing

XXVII. Langkah-langkah Kegiatan Pembelajaran
7. Kegiatan Pendahuluan
   - Guru memberikan salam
   - Guru mengajak berdoa terlebih dahulu sebelum belajar.
   - Guru mengecek kehadiran siswa.
   - Guru memberi apersepsi/ motivasi/ menyampaikan tujuan pembelajaran berdasarkan situasi di kelas
   - Guru memberikan motivasi kepada siswa dengan menjelaskan pentingnya materi yang akan dipelajari berikut kompetensi yang harus dikuasai peserta didik.

8. Kegiatan Inti
   - Guru mengajukan pertanyaan-pertanyaan untuk mengecek pemahaman siswa meminta siswa mengidentifikasi ungkapan memberi dan meminta pendapat
   - Guru meminta siswa melatih pelafalan ungkapan memberi dan meminta pendapat dengan pola tekanan dan intonasi dengan tepat.
   - Secara berkelompok, siswa mempraktikkan dialog yang menggunakan ungkapan memberi dan meminta pendapat dengan lafal, pola tekanan dan intonasi berterima.
   - Secara berkelompok, siswa mengerjakan latihan terkait materi.
   - Siswa melakukan tanya jawab tentang hal-hal yang belum diketahui terkait materi.

9. Kegiatan Penutup
11. Guru menanyakan kesulitan siswa atas materi yang telah dibahas.
15. Guru menutup pelajaran dengan berdoa.

XXVIII. Sumber Belajar
  Buku Rings a Bell and Internet

XXIX. Media Pembelajaran:
  5. Papan tulis
  6. Alat tulis

XXX. Penilaian
  e. Tes tulis
  f. Tes lisan

Pallanga, November 2016
Mahasiswa

NURAZIZAH
NIM. 10535531712
RENCANA PELAKSANAAN PEMBELAJARAN

( RPP)

Sekolah / Madrasah : SMP Pesantren Putri Yatama Mandiri
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : VIII / I
Pertemuan ke : Cycle II (Meeting 2)
Alokasi Waktu : 2 x 45 menit
Tema : Expressing Like and Dislike
Skill : Speaking

I. Standar Kompetensi :
Mengungkapkan makna dalam percakapan transaksional dan interpersonal lisan pendek sederhana untuk berinteraksi dengan lingkungan sekitar.

II. Kompetensi Dasar :
Mengungkapkan makna dalam percakapan transaksional (*to get things done*) dan interpersonal (bersosialisasi) sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan sekitar yang melibatkan tindak tutur meminta dan memberi pendapat.

III. Indikator:
- Mengidentifikasi ungkapan suka dan tidak suka.
- Melafalkan ungkapan pada beberapa kata dan kalimat dengan tekanan yang akurat
- Menjawab pertanyaan berdasarkan teks yang diperdengarkan
- Mengidentifikasi penggunaan ungkapan yang diajarkan
- Melafalkan ungkapan yang baru diberikan dengan pola dan tekanan yang akurat

IV. Tujuan Pembelajaran
Setelah mempelajari materi dalam unit ini, siswa diharapkan dapat:
menunjukkan perbedaan lafal, pola tekanan dan intonasi ungkapan suka dan tidak suka.
- mengidentifikasi ungkapan suka dan tidak suka

V. Materi Pembelajaran
Materi tentang expressing like and dislike, dan dialog mengenai expressing like and dislike.

VI. Metode Pembelajaran / Teknik:
Role Playing

VII. Langkah-langkah Kegiatan Pembelajaran

10. Kegiatan Pendahuluan
- Guru memberikan salam
- Guru mengajak berdoa terlebih dahulu sebelum belajar.
- Guru mengecek kehadiran siswa.
- Guru memberi apersepsi/ motivasi/ menyampaikan tujuan pembelajaran berdasarkan situasi di kelas
- Guru memberikan motivasi kepada siswa dengan menjelaskan pentingnya materi yang akan dipelajari berikut kompetensi yang harus dikuasi peserta didik.

11. Kegiatan Inti
- Guru mengajukan pertanyaan-pertanyaan untuk mengecek pemahaman siswa mengenai ungkapan suka dan tidak suka.
- Guru meminta siswa melatih pelafalan ungkapan suka dan tidak suka dengan pola tekanan dan intonasi dengan tepat.
- Secara berkelompok, siswa mempraktikkan dialog yang menggunakan ungkapan suka dan tidak suka dengan lafal, pola tekanan dan intonasi berterima.
- Secara berkelompok, siswa mengerjakan latihan yang belum diketahui terkait materi.
- Siswa melakukan tanya jawab tentang hal-hal yang belum diketahui terkait materi.

12. Kegiatan Penutup
   1. Guru menanyakan kesulitan siswa atas materi yang telah dibahas.
2. Guru dan siswa membuat kesimpulan atas materi yang telah dibahas.
3. Guru memberikan motivasi belajar kepada para siswa.
5. Guru menutup pelajaran dengan berdoa.

VIII. Sumber Belajar

Buku Rings a Bell and Internet

IX. Media Pembelajaran:

1. Papan tulis
2. Alat tulis

X. Penilaian

a. Tes tulis
b. Tes lisan

Pallanga, November 2016
Mahasiswa

NURAZIZAH
NIM. 10535531712
TEACHING MATERIAL

1. Cycle 1

First Meeting
Day/date: Wednesday, October 12th 2016
Greetings

Hallo,
Hi,
How are you?
Good morning
Good afternoon
Good night
Nice to meet you
Bye bye
See you

Hallo.
Hi,
I’m fine/ I’m good
Morning
Afternoon
Night
Nice to meet you too
Bye
See you

Dialogue:
Ana: hallo, how are you?
Asa: Hallo, I’m fine. And you?
Ana: I’m good. By the way, Nice to meet you Asa.
Asa: Nice to meet you too Ana.
Ana: I’m sorry, I wanna back to home. See you.
Asa: Ok. See you.

Second Meeting
Day/date: Thursday, October 13th 2016
Asking and Giving Opinion

Asking opinion
What is your opinion about……
What do you think about……
Have you got any comments on….
believe….
Do you have any opinion on…..

Giving Opinion
In my opinion……
I think……
I personally
I don’t think much of

Dialogue:
Ana: Good Morning. What are you doing?
Boy: Morning. I am read a book.
Ana: By the way, Do you know me?
Boy: Yes. Why?
Ana: What do you think about me?
Boy: I think you are very clever and beautiful
Ana: Really? Thank you.
Boy: Yeah, you are welcome.

2. Cycle 2

**First meeting**
Day/date: Thursday, November 3\textsuperscript{rd} 2016

Expressing Admiration
Expressing admiration diungkapkan dengan kata What (alangkah) dan How (betapa):

1. What + a/an + adjective + noun
   - Example: What a big car!
   - What a beautiful girl!

2. How + adjective
   - Example: How big!
   - How Small!
   - How good

Dialogue:
Baba: Hi, Rose! Where are you going?
Rose: I’m going to the party.
Baba: Wow, what a beautiful dress you wear!
Rose: Thanks Baba. How good you are!
Baba: Ok.

**Second meeting**
Day/date: Wednesday, November 9\textsuperscript{th} 2016

Expressing like and dislike
Related to the theme that was made, the writer gave the material to students about expressing like and dislikes such as:

<table>
<thead>
<tr>
<th>Likes</th>
<th>Dislike</th>
</tr>
</thead>
<tbody>
<tr>
<td>I like/Love....</td>
<td>(I’m afraid) I don’t like....</td>
</tr>
<tr>
<td>I Really enjoy....</td>
<td>I (really) hate</td>
</tr>
</tbody>
</table>

After the teacher explained expressing like and dislike by using examples to the student. The writer read scripted role play which is expressing like and dislike:

Ali: Where are you going ara?
Ara: Oh, I’m going to the bioskop.
Ali: Can I join?
Ara: Sure. Let’s go.
Ali: Anyway, what’s your favorite film?
Ara: I love romantic film, like Korean film. What about you, Ali?
Ali: I see. Well I enjoy action film, like the raid film.
<table>
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<tr>
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<th>Cycle 1/2nd meeting</th>
<th>Post test I</th>
<th>Cycle 2/1st meeting</th>
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**Total** 2456

*Students who pass the KKM*
The Questions of Pre-Test

The test 1: (Interview)

Good Morning/Hello/Hi

1. What is your name?

2. Could you spell it?

3. How are you?

4. Can you speak English?

5. Do you like speaking English?

6. What do you do?

7. What will you say if you want to ask an opinion?

8. What will you say if you want to give an opinion?

9. What will you say if you agree with someone’s opinion?

10. What will you say if you want to decline someone’s opinion?
**The Questions of Post-Test 1 and Post-Test 2**

**The test 2: (Role Play)**

Create a dialogue based on the theme and perform in the front of the class.

1. Give your opinion about drama, film.
2. Make a dialogue about expressing admiration.
3. Make a dialogue about expressing like and dislike.
4. Make a dialogue about greetings.
The procedures of the test

Test 1 (Pre-Test)
The test is done in front of the teacher desk. It means the students face the teacher.

1. The teacher calls students one by one and gives the questions of the test 1.
2. The student answers what the teacher asked.

Test 2 (Post-Test 1 and Post-Test 2)
(Role Playing)

1. The teacher gives the instruction of the test 2.
2. The teacher shows some themes
3. The students (in pair) take 1 dialogue
4. The students act out as role play based on the theme.
CURRICULUM VITAE

The writer NURAZIZAH, was born in Tojabi on September 24th 1994, from the marriage of her parents, M. Djamaluddin C (Father) and Martiana (Mother). She is the five child, she has six sisters and two brothers in her family. She began elementary school at the MIS Muhammadiyah Tojabi from 2000-2006 years. Then, continued her study at MTs. N Lasusua in North Kolaka regency from 2006-2009 years. In the same years she continues her study at SMAN 1 Lasusua North Kolaka until graduated in 2012. After that, she continued her study at English Department, Faculty and Teacher Training and Education Makassar Muhammadiyah University in academic 2012.