

THESIS

**THE USE OF ROLE PLAY METHOD TO IMPROVE SPEAKING SKILLS
IN COMMUNICATIVE CLASS OF ASYEE (AS-SYAFI'IYYAH ENGLISH
EXCELLENT) COURSE DARUSSALAM BOARDING SCHOOL IN
ACADEMIC YEAR 2021/2022**



BY :

LAILATUL MUNAWAROH

NIM: 18112210037

**ENGLISH EDUCATION DEPARTMENT
FACULTY OF EDUCATION AND TEACHER TRAINING
ISLAMIC INSTITUTE OF DARUSSALAM
BLOKAGUNG BANYUWANGI**

2022

**THE USE OF ROLE PLAY METHOD TO IMPROVE SPEAKING SKILLS
AT COMMUNICATIVE CLASS OF ASYEE (AS-SYAFI'IYYAH ENGLISH
EXCELLENT) COURSE DARUSSALAM BOARDING SCHOOL IN
ACADEMIC YEAR 2021/2022**

THESIS

Presented to the Faculty of Education and Teacher Training
In a Partial Fulfilment of the Requirement for the Degree of Strata 1
In English Education Department

BY :

LAILATUL MUNAWAROH

NIM: 18112210037

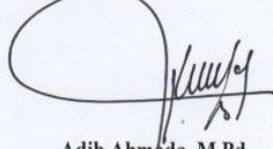
**ENGLISH EDUCATION DEPARTMENT
FACULTY OF EDUCATION AND TEACHER TRAINING
ISLAMIC INSTITUTE OF DARUSSALAM
BLOKAGUNG BANYUWANGI
2022**

ADVISOR APPROVAL SHEET

This is to certify that thesis of **Lailatul Munawaroh** has been approved by the
advisor for further approval by the board of examiners.

Banyuwangi, April, 5th 2022.

Advisor

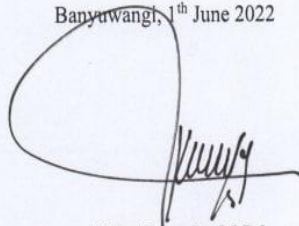
A handwritten signature in black ink, appearing to read 'Adib Ahmada', written over a large, stylized circular mark.

Adib Ahmada, M.Pd
NIPY. 3150930068601

AGREEMENT

This is to certify that the thesis of **Lailatul Munawaroh** has been approved by the board of examiners.

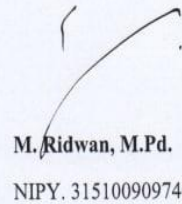
Banyuwangi, 1st June 2022



Examiner 1

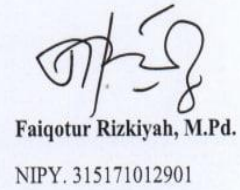
Adib Ahmada, M.Pd
NIPY. 3150930068601

Examiner 2



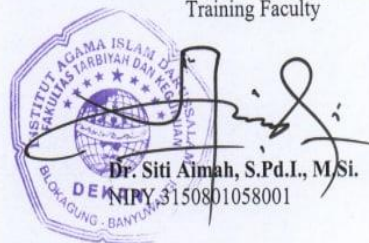
M. Ridwan, M.Pd.
NIPY. 315100909740

Examiner 3

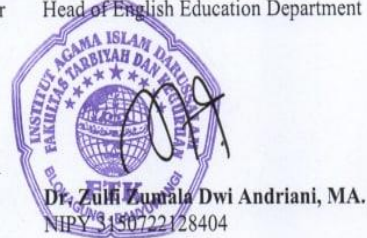


Faiqotur Rizkiyah, M.Pd.
NIPY. 315171012901

Acknowledged by
Dean of Education and Teacher Training Faculty Head of English Education Department



Dr. Siti Aimah, S.Pd.I., M.Si.
NIPY. 3150801058001



Dr. Zulfah Zumala Dwi Andriani, MA.
NIPY. 3150722728404

DECLARATION OF AUTHORSHIP

Bismillahirrohmanirrohim Wr.Wb.

Herewith I:

Name : LAILATUL MUNAWAROH
NIM : 18112210037
Study Program : English Education Department
Address : Tugu Jaya, Lempuing, OKI, Sumatra Selatan

Declare That:

- 1) This thesis has never been submitted to any other tertiary education for any other academic degree.
- 2) This thesis is the sole work of the author and has not been written in collaboration with any other person, nor does it include, without due acknowledgment, the work of any other person.
- 3) If a later time it is found that the thesis is a product of plagiarism. I am willing to accept any legal consequences that are imposed on me.



Banyuwangi, 1 June 2022

Declator,



Lailatul Munawaroh

DEDICATION

*The first dedicate this thesis to myself, who have tried to do the
best, may Allah always be pleased with me.*

*second, My beloved parents, family and mbah yai muhtar syafaat , who hug me
peacefully through sincere love and praying.*

*To my English lecturers and teachers, and all friends,
thanks for the whole knowledge, values and noble
Characters you've given to me.*

*Thanks' you very much
@nawa_el_bariz*

MOTTO

Hadapi, nikmati, syukuri,,
Urep neng ndunyo mung sawang sinawang..!!!

@nawa_el_bariz

ACKNOWLEDGMENT

All praise be to Allah the lord of this universe, by the grace of Allah the highest, finally the writer can finish her “thesis” after a long effort of writing. Peace, blessing, and salutation be upon our great prophet Muhammad, his family, descendants, and followers who strived in Islam.

The gratitude and appreciation are addressed to:

1. H. Ahmad Munib Syafa’at, Lc. M.E.I. The rector of Darussalam Islamic Institute of Darussalam.
2. Dr. Siti Aimah, S.Pd. I., M.S.i, Dean of Faculty of Education and Teacher Training.
3. Dr. Hj. Zulfi Zumala Dwi Andriani, MA. Head of undergraduate program in English Education Department
4. KH. Adib Ahmada, M.Pd as my advisor who has given me sincerely advise, whole best knowledge and available guidance during the preparation and completion this thesis.
5. KH. Imam Barizi Mb. S.If, Ny.H. Umi muntamah and Ny.H Siti Rodiyah my beloved parents and my beloved family. who never stops to pray and give me the whole support, advise, hope and believment for however I am.
6. My online advisor, Muhammad Mas’ud sidik S.Pd. M.Pd
7. Throughout all my friends, all member and functionaries al-madrasah dormitory. Who always empower me to accomplish my thesis. Thank you very much and love you all

I do expect this thesis gives advantages to the world of education. For improvement of this thesis, I welcome warmly any constructive suggestions. Hopefully, my God blesses those mentioned above for all their sacrifices and effort that will be valuable and beneficial for them to succeed in future life. Aamiin.

Banyuwangi, 02 April 2022

The Writer

ABSTRACT

Munawaroh, Lailatul. 2022. *The Use of Role Play Method To Improve Speaking Skills In Communicative Class of ASYEE (As-Syafi'iyah English Excellent) Course Darussalam Boarding School In Academic Year 2021/2022.*

Key Word: Role Play Method, Speaking Skill

Language is often considered one of the most difficult aspects of language learning. For most foreign language learners, English has become the most important language in this world a fact that cannot be denied. all the human in the world that use language. Students need to be able to compered and produce spoken and writing. And also, meaning in a key word was speaking is the process of building and sharing meaning through the use of verbal and non-verbal symbols in a variety of contexts. Role play is a method of acting out particular ways of behaving or pretending to be other people who deal with new situations.

This research goal is to describe the process of how the use of role play method to improve speaking skills in the communicative class of ASYEE (as-syafi'iyah english excellent) course Darussalam boarding school in the academic year 2021/2022. The researcher limited the scope of the research only on the student's speaking skills. Especially the imitative speaking. The researcher only focuses on seven students. There were those whose average scores were 60,00 less than the KKM standard determined at the institution.

This research method used the classroom action method (CAR), And in this research contains one cycle which every single cycle contains two meetings. Moreover, this research carried out according to classroom action research process. Steps such as: a preliminary study, planning, implementing, observing, and reflecting. This classroom action research involved 23 students. but There are seven students in the research, because of their scores less than the KKM standard that has been determined at the institution.

Based on analysed data, the score in the preliminary study was 28% student's getting a minimum score of KKM. And then, it was decreased in the cycle 1 that 8%. And in cycle 2 was 0% students minimum of KKM. Therefore, the role play technique can significantly improve students' problems in speaking skills. Speaking skill can increase when they try to focus and relax on the material that the teacher has conveyed. If students have focused on the material, then understanding the material will be easier and students are not easily bored with the teacher's explanation. Based on Student Speaking Score from teacher in cycle 1, after using Role Play Method. The students speaking score of ASYEE (Assyafiiyyah English Excellent) in academic 2021/2022 after using the role play method being increased 80%.

TABLE OF CONTENTS

COVER	i
APPROVAL SHEET	iii
AGREEMENT.....	iv
DECLARATION OF AUTHORSHIP	v
DEDICATION.....	vi
MOTTO	vii
ACKNOWLEDGMENT.....	viii
ABSTRACT.....	x
TABLE OF CONTENTS.....	xi
LIST OF TABLES	xiii
LIST OF PICTURES.....	xiv
LIST OF APPENDIXES.....	xv
CHAPTER I INTRODUCTION.....	1
A. Background of the Study	1
B. Research Problem.....	4
C. Research objective.....	5
D. Research Significance	5
E. Research Scope and Limitation.....	6
F. Definition of Key Term	6
CHAPTER II REVIEW OF RELATED LITERATURE	7
A. Speaking	7
B. Teaching Speaking.....	23
C. Role Play.....	27

D. Previous Studies.....	32
CHAPTER III RESEARCH METHOD	35
A. Research Design.....	35
B. Research Setting	40
CHAPTER IV FINDING AND DISCUSSION	48
A. Findings of Data	48
B. Discussion of Role Play Method Improve Student’s Speaking Skill.....	60
CHAPTER V CONCLUSION AND SUGGESTION	65
A. Conclusion.....	65
B. Suggestion.....	67
CHAPTER VI REFERENCES	69

LIST OF TABLES

Table 3.1. Time of The Research

Table 3.2. The Scoring Rubric of pronunciations

Table 3.3. The Scoring Rubric of Fluency

Table 3.5 Rating Scale of Score

LIST OF PICTURES

Picture 3.1. Diagram of CAR (Class room action Research)

LIST OF APPENDIXES

Appendix 1: Interview

Appendix 2: Table of name

Appendix 3: Lesson plan

Appendix 4: picture

CHAPTER I

INTRODUCTION

This chapter presents an introduction: The background of the study, Research Problem, Research objective, Research Significance, Research Scope and Limitation, and Definition of Key Term.

A. Background of the Study

According to brown (2001:23) English has become the most important language in this world is a fact that cannot be denied and all of human in world that using language. Burn and Joyce (1997:54-55) state that one of the aims of most language program is to develop spoken language skills and most program aim to integrate both spoken and written language. Kelly (2002:01) stated the priority is we can see in the world of education and the world of work. Almost everyone from various countries worldwide uses it to communicate well in situations formal and informal.

According to Richards, J. C. (2006), English is the foreign language which has been taught in formal school, one of the begin from junior high school number one as much university. Savignon (1999:22), said that “Every language teaching activity consists of four aspects, namely speaking, reading, listening, and writing”. Over the year, as with Indonesian, English teaching is typically classified into four skill categories, including active skills like speaking and writing and passive skills like listening and reading.

According Rees (2004), speaking is fundamental to human communication, also speaking is one of the language skills that complicates communication skills because this activity does not stand alone, it involves various aspects not only pronunciation but also grammatical aspects. As stated by Chaney in Jondaya (2011:28), Speaking is one of the important skills that students should master to communicate in English fluently and clearly. Moreover, Brown (2001:267) states that speaking is an interactive process of constructing meaning that involves producing and receiving and processing information.

Ladousse (1995:5) argues that when students assume a “Role”, they play a part (either their own or somebody else) in specific situation. “Play” means that is taken on in a safe environment where students are joyful and playful. According to Brown (2004:174), “role play is a popular pedagogical activity in communicative language-teaching classes”. It makes the students free to be someone based on their creativity linguistic input. In line with Brown, Nunan (2003:57) also states that role play activities are important in the teaching of speaking because they allow the students to practice communicating in the different social contexts and target language.

The researcher took object of research in English course namely ASYEE (As-Syafi’iyah English Excellent). Based on the researcher is observation while carrying out PPL (Field Work Practice) on Monday, October 06th 2021, until Thursday, November 05th 2021. the researcher found several problems related to the learning process. Are that students were not to much interested in

learning English, student think learning English was it will only be bored because of the monotonous method and because of the lack of new learning method more fun than usually. On Monday, October 11th, 2021, the researcher conducted an interview with one of the teachers ASYEE (As-Syafi'iyah English Excellent) named miss. Yeni Qomariyah said about several problems that existed in the classroom when teaching and learning activities were carried out, the problems appearing in the classroom. So that's way, that makes lower in speaking at communication class of ASYEE (Assyafiiyyah English Excellent) course Darussalam boarding school academic year 2021/2022.

One of the principles of assessment in a competency-based curriculum to use a criterion reference was certain criteria in determining student graduation. The lowest criterion for declaring students to achieve completeness was called the Minimum Completeness Criteria (KKM). The standard minimum score for KKM speaking in ASYEE was 70,00. The score of ASYEE students contrasts with the minimum KKM score. Besides the problem related to speaking, the researcher also took students' scores from the teacher documentation. And who got 80.00 there were 6 student's. And those who get a score of 100 were 10 students Then, the average score of ASYEE (Assyafi'iyah English Excellent) students is 75,00. But there are some students getting score less 65,00 there were 7 students. This was reason the researcher took object in communicative class of ASYEE (Assyafiiyyah English Excellent) In Academic Year 2021/2022.

the researcher had read about some article, journal, theory, and thesis correlated with the role play method. That stated about the effectiveness of this method to improve speaking skill. One of them, the researcher was interested to read the thesis by Hardanu Sukatri (2017), The research findings show that the use of role-play technique in this research improves the students' speaking skills. The improvement can be seen from: (1) the students' pronunciation, vocabulary, fluency, and accuracy, (2) the students' confidence, enthusiasm, and opportunity to speak up, (3) the mean score of pre-test (49.833), progress test (56.166), and post-test (64.833). In conclusion, role play is believed to be effective to the students' speaking skill. The research results showed that the implementation of the role-play technique in the English teaching and learning process was effective to improve the student's speaking skills. Because that, the researcher inspired to use role play method to make the students improve their speaking ability. And the second, the researcher have read theoretical by Brown (2004:174), role play is a popular pedagogical activity in communicative language teaching classes. It makes student free to be someone based on their creativity linguistic input.

Based on the background above, was interested in conducting a research entitle: "The Use of Role Play Method to Improve Speaking Skill at Communicative Class of ASYEE (As-Syafiiyyah English Excellent) Course Darussalam Boarding School in Academic Year 2021/2022".

B. Research Problem

Based on the Background of the study involved above, the research problem of this research was: How can the role-play method Improve the Student's Speaking skills at Communicative Class of ASYEE (As-Syafiiyyah English Excellent) course Darussalam Boarding School In Academic Year 2021/2022?

C. Research objective

Based on the problem which was formulated above, the objective of the research was: To Describe How Role Play Method Can Improve Student's Speaking Skill at communicative Class of ASYEE (Assyafi'iyyah English Excellent) Course Darussalam Boarding School In Academic Year 2021/2022".

D. Research Significance

The findings of the research study have theoretical and practical benefits for the teaching and learning process in English, especially in teaching speaking and also the results of this research are expected to be valuable for teachers and students.

1. Theoretically

The research results were expected to provide information to readers in obtaining references on how to teach speaking skills using the role play method. This research also informed the readers that there are many ways for teacher to teach speaking skill.

2. Practically

This study could contribute several benefits to students, teachers, and the other researcher. Here are the benefits as follows:

a. For the students

The students can improve their speaking skill in English speaking and they can enjoy the learning activity of speaking by doing role play.

b. For the teachers

The result of this research study was expected to help them develop students' speaking ability and reference to teaching class.

c. For the next Researcher

This research could be used as a source of information and a source of reference for further research.

E. Research Scope and Limitation

The researcher limited the scope of the research only on the student's speaking skill. especially the imitative speaking. Because role play method in this research the instructional using imitative speaking. We are interested only in what is traditionally labelled "pronunciation and fluency" no inferences are made about the test-taker's ability to understand or convey meaning or to participate in an interactive conversation. Then, the subject of this research were seven student's of ASYEE (As-Syafiiyah English Excellent) Course in academic year 2021/2022. Therefore, the researcher only focus on that student's. there were seven students whose average scores were 60,00 less than

the KKM standard that has been determined at the institution. Here, the researcher only improves students who were less than the KKM target. However, The teacher who applies this method is the teacher. The researcher only research this method was successful improving students' speaking skills and give references new method.

F. Definition of Key Term

To avoid any ambiguities misinterpretation in this study, it is necessary to give definition from title of this study:

1. Role Play

according Koshy (2005:8) to Role play is a method of acting out particular ways of behaving or pretending to be other people who deal with new situations. In this case, Ladousse (1995:5), argues that when students assume a "Role", they play a part (either their own or somebody else) in a specific situation. "Play" means that is taken on in a safe environment in which students are joyful and playful as possible.

2. Speaking Skill

According to Chaney in Jondaya (2011:28), speaking is the process of building and sharing meaning through the use of verbal and non-verbal symbols in a variety of contexts. by Brown (2001:267), state that speaking is an interactive process of constructing meaning that involves producing and receiving and processing information.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter explicates the review of theoretical related to speaking skill, teaching speaking, role play and previous study.

A. Speaking

1. Definition of Speaking

According to Rees (2004:17), Speaking is one of the most important skills to acquire. This is the real language aspect that implies the language as a means of communication. In order to communicate, students are asked to have good speaking skills. Speaking does not only produce words but also needs a complex thought. Richard, J.C (2006:1), Communication is the way of showing the feelings, tell the thoughts, ask questions, ask for help, argue, persuade, explain, and give order to each other. As stated by Chaney in Jondaya (2011:28), speaking is the process of building and sharing meaning through the use of verbal and non-verbal symbol in variety of context. In line with Chaney, Brown (2001: 267) states that when someone can speak a language it means that he can carry on a conversation reasonably competently. In addition, he states that the benchmark of successful acquisition of language is almost always the demonstration of an ability to accomplish pragmatic goals through an interactive discourse with other language speakers. In education context, especially in a foreign language speaking is a very demanding activity for all ages of students. In order to share understanding with others, they need to pay attention to

precise details of the language. It is also important to organize the content of speaking so that the partner understands what the speaker say (Cameroon:2001). Moreover, Thornbury (2001) stated that speaking requires the ability to co-operate in the management of speaking. It typically takes place in real time with a little time for planning. In this circumstance, spoken language needs a lot of memorized lexical expression. Then, the study grammar may not become the most important since it is not the most efficient preparation for speaking. The form and meaning are dependent on the context in which the speaking occurs. In fact, people generally use speaking as a means of communication in daily interaction. Thus, the presence of speaker and listener is a must to build up a mutual communication in speaking activity. As stated by Brown (2001:267), speaking was an interactive process of constructing meaning that involves producing and receiving and processing information. In speaking, students have to understand that there are interactive language functions. It occurs when students speak. Sometimes, people need to act following what they speak.

Furthermore, Harmer (2001:246-247) stated that students need to follow the sociocultural rule and turn-taking rule. Sociocultural rule deals with the differences of the sociocultural background. Sometimes students have to understand the partner of the conversation. They have to know the partner's habit. Moreover, when they are speaking, they have to consider the rule of turn-taking which deals with the timing when to speak. Here, the

speakers should know their chance to speak. In conclusion, speaking was the most important form of language. It was used by the society in order to have relation. Here, speaking can be said as a means of communication. Speaking is the two ways process of building and sharing message. To make the communication run well, students should acquire the speaking skill. This productive skill will help the students to deliver their message through the knowledge of grammar, knowledge of vocabulary, knowledge of the rule of speaking. It is in order to make the students know what to say and how to say. Thus, the students can communicate well.

2. Component of Speaking

According to Sunyoto (2012:47), In teaching speaking, the teachers should lead the students not only to speak, but also to learn the pieces of language right down to the small parts. Here, the small part of language is called micro-skills. Brown (2001: 271) states that in teaching oral communication, both the forms of language and the functions of the language are important. Students have to understand all of the micro-skills in order to help them to speak like the native speaker. In micro-skills, students are introduced to the rule of speaking so they can be aware how to speak. Moreover, Richards (2008:23-28) also classifies the micro-skills of speaking according to the functions of speaking. The micro-skills involved in using talk as interaction are the abilities to open and close the conversation, to choose topics, to interrupt, etc. The micro-skills involved in using talk as transactions are the abilities to explain a need, describe

something, make suggestions, etc. Meanwhile, the micro skills, involved in using talk as performance, are the abilities to use an appropriate format, present information in an appropriate sequence, maintain audience engagement, use correct pronunciation, etc. In conclusion, to speak a language is not only about producing a word, but also speak appropriately in order to convey the intended meaning. The micro- and macroskills of speaking are needed to be taken into account.

According to Harmer (2009:9), Speaking is a complex skill requiring the simultaneous use of a number of different abilities, which often develop at the different rates. Either four or five components are generally recognized in analyzing the speech process.

a. Pronunciation

According to Nasr (1980:177) defines Pronunciation is the way in which (a particular) language is pronounced: a particular person's way of pronouncing language. The way in which a word is usually pronounced. The main features of pronunciation by Kelly (2000:1) was: phonemes, supra segmental phonemes, As stated by Harmer (2009:9), 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. 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. As stated by Brown (2001: 284), the learners feel that their ultimate goal in pronunciation should be accent free speech that is indistinguishable from that of native speaker. Such a goal is unattainable every adult learner, but in a multilingual, multicultural world, accents are quite well. It is because the accent is just another symbol of heritage. The goal of English pronunciation should focus on clear and comprehensible pronunciation. In fact, there are several factors that influence the learners' pronunciation.

b. Grammar

According to Dobrovolsky (1989:18), It is obvious that in order be able to speak foreign language, it was necessary to know a certain amount of grammar and vocabulary. Grammar is the sounds and the sound patterns, the basic units of meaning, such as words, and the rules to combine them to form new sentences. Therefore, grammar is very important in speaking because if the speaker does not master grammar structure, he cannot speak English well.

c. vocabulary

According to Hornbury (1998:71), vocabulary was a basic element in language. Vocabulary was single words, set phrases, variable phrases, phrasal verbs, and idioms. It was clear that limited vocabulary mastery makes conversation virtually impossible.

d. Comprehension

According to Harmer (2009:9), Comprehension was discussed by both speakers because comprehension can make people getting the information they want. Comprehension was defined as the ability to understand something by a reasonable comprehension of the subject or as the knowledge of what a situation was really like.

e. Fluency

According to Lasem (2002:87), fluency is the ability to talk freely without too much stopping or hesitating. Meanwhile, according to Gower et al (2012:45), fluency can be thought of as the ability to keep going when speaking spontaneously. 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. The activities on fluency reflect natural use of language, focus on achieving communication, require meaningful use of language, require the use of communication strategies, unpredictable language production, and seek to link language use to context. In line with Brown, Richards (2006: 14) states that fluency is natural language use occurring when a speaker engages in meaningful interaction and maintains comprehensible and ongoing communication despite limitation in his or her communicative competence. According to Gower et-al (2007:98), fluency is the ability to talk freely without too much stopping or hesitating. Meanwhile, fluency can be thought of as „the ability to keep going when speaking spontaneously“. 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. Fluency will improve if the teachers create the activity which requires the students to negotiate meaning, use communication strategies, and correct misunderstanding. In fluency activities, the students should not be corrected. However, in feedback afterwards, the teacher can give comment and any strategies for students used to increase their fluency. It can be concluded that the language learners need to master the aspect of speaking mentioned before

According to Thornbury (2005:20), Speaker can be stated as fluent speaker use language rapidly and confidently, with few hesitations or unnatural pause, false starts, word searches, etc. Speaker needs to know where to pause and stop talking in fabulous place. Furthermore, it can be stated to speak fluently if a speaker does not produce word per word at a time in their speaking. Therefore, a accurate speaker is demanded to be in position to produce phrase in speech into groups of phrases that from a meaningful unit (phrases or clauses). Fluently refers to smoothness or float which sounds.

3. Basic Types of Speaking

According to brown (2007:327) to crate a great oral production by applying six categories that student's are expected to carry out in the classroom as follow:

a. imitative.

At one end of a continuum of types of speaking performance is the ability to simply parrot back (imitate) a word or phrase or possibly a sentence. While this is a purely phonetic level of oral production, a number of prosodic, lexical, and grammatical properties of language may be included in the criterion performances. We are interested only in what is traditionally labeled "pronunciation"; no inferences are made about the test-taker's ability to understand or convey meaning or to participate in an interactive conversation. The only role of listening here is in the short-term storage of a prompt, just long enough to, allow the speaker to retain the short stretch of language that must be imitated.

b. Intensive.

In this type imitation, student's are focused on showing vowels, certain elements of a form of language, and furthermore this done in terms of drill. Psychomotor pattern (to "loosen the tongue") can be established by it and appropriate context associated with the selected grammatical form. These are few useful guidelines for successful drills bellow:

- Keep them short
- Keep them simple
- Keep them snappy
- Ensure the student's be aware of why they are doing the drill
- Limit them to pronunciation or fluently pen sure they in the end lead to communicative purpose.

- Don't overuse them.

A second type of speaking frequently employed in assessment contexts was the production of short stretches of oral language designed to demonstrate competence in a narrow band of grammatical, phrasal, lexical, or phonological relationships (such as prosodic elements-intonation, stress, rhythm, juncture). The speaker must be aware of semantic properties in order to be able to respond, but interaction with an interlocutor or test administrator is minimal at best. Examples of intensive assessment tasks include directed response tasks, reading aloud, sentence and dialogue completion; limited picture-cued tasks including simple sequences; and translation up to the simple Sentence level.

c. Responsive.

Responsive assessment tasks include interaction and test comprehension but at the somewhat limited level of very short conversations, standard greetings and small talk, simple requests and comments, and the like. The stimulus is almost always a spoken prompt (in order to preserve authenticity), with perhaps only one or two follow-up questions or retorts:

- Mary: Excuse me, do you have the time?
Doug: Yeah. Nine five tent.
- T: What is the most urgent environmental problem today?
S: I would say massive deforestation.
- Jeff: Hey, Stef, how's it going?

Stef: Not bad, and yourself?

Jeff: I'm good.

Stef: Cool. Okay, gotta go.

d. Interactive.

The difference between responsive and interactive" speaking is in the length and complexity of the interaction, which sometimes includes multiple exchanges and/or multiple participants. Interaction can take the two forms of transactional language, which has the purpose of exchanging specific information, or interpersonal exchanges, which have the purpose of maintaining social relationships. (In the three dialogues cited above, first and second were transactional, and the last was interpersonal. In interpersonal exchanges, oral production can become pragmatically complex with the need to speak in a casual register and use colloquial language, ellipsis, slang, humor, and other sociolinguistic conventions.

e. Extensive (monologue).

Extensive oral production tasks include speeches, oral presentated, and story-telling, during which the opportunity for oral interaction from listeners is either highly limited (perhaps to nonverbal responses) or ruled out altogether. Language style was frequently more deliberative (planning is involved) and" formal for extensive tasks, but we cannot rule out certain informal monologues" such as casually delivered speech (for

example, my vacation in the mountains, a recipe for outstanding pasta primavera, recounting the plot of a novel or movie).

4. Micro and Macro Skills of Speaking

a. Micro Skills of Speaking

- Produce differences among english phonemes and allophonic variants.
- Produce chunks of language of different lengths.
- Produce english stress patterns, words in stressed and unstressed positions, rhythmic structure, and intonation contours.
- Produce reduced forms of words and phrases.
- Use an adequate number of lexical units (words) to accomplish pragmatic purposes. Produce fluent speech at different rates of delivery.
- Monitor one's own oral production and use various strategic devices pauses, fillers, self-corrections, backtracking-to enhance the clarity of the message.
- use grammatical word classes (nouns, verbs, etc.), systems (e.g., tense, agreement, pluralization), word order, patterns, rules, and elliptical forms.
- Produce speech in natural constituents: in appropriate phrases, pause groups, breath groups, and sentence constituents.
- Express a particular meaning in different grammatical forms.
- Use cohesive devices in spoken discourse.

2. Macro Skills of Speaking

- Appropriately accomplish communicative functions according to situations, participants, and goals.
- Use appropriate styles, registers, implicature, redundancies, pragmatic conventions, conversation rules, floor-keeping and -yielding, interrupting, and other sociolinguistic features in face-to-face conversations.
- Convey links and connections between events and communicate such relations as focal and peripheral ideas, events and feelings, new information and given information, generalization and exemplification.
- Convey facial features, kinesics, body language, and other nonverbal cues along with verbal language.
- Develop and use a battery of speaking strategies, such as emphasizing key words, rephrasing, providing a context for interpreting the meaning of words, appealing for help, and accurately assessing how well your interlocutor is understanding you.

5. Criteria of Good Speaking

Brown (2001: 268) proposes four aspects in speaking that students should understand. Those are fluently, accuracy, pronunciation, and vocabulary. The first aspect is accuracy and fluency. In order to achieve the perfect communication, students need to be trained to speak micro skill of speaking.

Native language, actually, is the most influenced factor that affects a learner's pronunciation. It is because they have familiar to their native language. For example, if the learners are Javanese, they will find a difficulty to speak. The students can train the pronunciation by making a habit getting language. It concerns on how often they use the language. For example, if they live in English speaking country, it will give them high exposure that will impact their pronunciation. From the explanation above, it implies that speaking is not simply expressing something orally. There are some aspects that need to be acquired by the students to have good speaking skills. The aspects will help the students achieve the goal of learning language.

6. Principles for Designing Speaking

Yohsee (2007:65) stated Technique In the speaking class, the teachers have to follow some principles to make the teaching speaking run well. It is important due to the nature of speaking. The teachers, naturally, have to bring the real situation to the class. By setting the class as natural as possible, the students will have good inputs. For example, the class should use the authentic material. Then, the students will acquire the language appropriately. Brown (2001:269) cites some principles for designing speaking technique. The first is that the teacher should use technique related to the learner needs, from language-based focus on accuracy to message-based focus on interaction, meaning, and fluency. This means that the teacher should know the characteristics of the students. Moreover, the

teacher should know the students' needs. By knowing the needs, the teacher can know the appropriate technique and the material that are appropriate for the students. The second, they have to provide intrinsically motivating techniques by giving reward and punishment. It is important to make the student still confident to speak in the class. The third is that the teacher should encourage the use of authentic language in meaningful contexts. The teacher should give the situation that relates to the reality. For example, the teacher may set situation that happens in the daily life, such as exchange, interpersonal, and transactional. It is important to give the students exposure to use the exchange. The next is that the teacher should provide appropriate feedback and correction. It is due to the role of teacher in teaching speaking. The teachers should give appropriate feedback. This can make the students still motivating during the lesson. The last is that the teacher should give students opportunities to initiate oral communication. It is very important due to the nature of teaching speaking is to lead the students to speak. From the practices, the teacher can encourage the development of speaking strategies.

7. Problems of Speaking

According to Harmer (2004: 249), when students write or speak, they have a chance to rehearse language production safely, experimenting with the different language in different genres that they will use on some future occasion away from classroom. It means that they need to know how to speak appropriately to meet their needs in the future. To avoid doing

mistakes, students need to know the factors that make speaking difficult. Brown (2001:270) outlines some aspect of spoken language that makes speaking sometimes difficult. The aspects are clustering, word redundant, reduce form, performance variables, colloquial language, rate of delivery, and interaction. The six factors should be understood by the students, so the students can avoid the mistakes. To avoid the mistakes, students should train themselves to resolve the difficulty of speaking by knowing the speaking strategies. As stated by Harmer (2001:249), students need to know the strategies of speaking to help them resolve the problem. The strategies can help the students to avoid making mistakes. The strategies also help them to train the fluency of speaking. By knowing the characteristics of speaking, especially what makes speaking difficult, students are hoped to understand what to do. Indeed, it implies that the teachers have to guide them to avoid making mistakes. Here, the teacher can help them by providing good speaking strategies for the students. Therefore, the teachers will have a chance to make their students acquire the language appropriately.

8. The Assessment of Speaking

According to B. Heaton (1990: 70-71) Speaking is a complex skill requiring the simultaneous use of different ability which often develops at different roles. Speaking skill are generally recognized in analysis of speech process that are pronunciation, grammar, vocabulary, fluency and comprehension. Heaton presented the sample of an oral English rating scale that used 1-6 points.

In teaching oral communication, according to Brown (2001:271), teachers do not limit the students' attention to the material. The teacher also helps the students to see the small part of language. Moreover, Brown (2001:271) suggests the types of classroom speaking performance. The first is imitative. Imitative is an effort to imitate what they hear. For example, students repeat the recorder. They are learning to imitate the way the speakers speak. This makes them more aware of the use of language. This activity can also be listening monologue and they practice the monologue. This is for focusing on some particular element of language form. The second is intensive. The Intensive speaking is one step beyond imitative to include any speaking performance that is designed to practice some phonological or grammatical aspect of language. Intensive speaking can be self-initiated or it can even form part of some pair work activity, where learners are going over certain forms of language.

B. Teaching Speaking

According to Byrne (1986:115), Teaching Speaking was one of the important parts of second language teaching and learning. Today's goal of the teaching speaking was to impose students to use language communicatively in order to follow social and cultural rules in each communication circumstance. To use language communicatively, the students need to master communicative competence which involves grammatical competence, sociolinguistics competence, strategic competence and discourse competence (Richard, 2006:9). It was important for the teacher to think more about how to

teach speaking. Learners of English need to make themselves completely involved to practice English in different kinds of learning activities and situations because learning speaking was quite challenging. Edenhofer and Knapp (2009: 3). It means that the teacher should provide them with many kinds of different activities to help them improve their ability in speaking. The speaking activities can run well when they practice a lot. Harmer (2007: 345-348) explains some important points related to the teaching of speaking to minimize the students' reluctance in speaking. The first was preparation. Preparation was important because it gives enough time to the students to think about what they want to speak, before they perform speaking in public the second is the value of repetition. It allows the students to revise on what they have done before, gets some chance to analyze what they have already done and gets them to draft and re-draft their writing. The third was taking the students into big group or small group. Through this way, the students can make sure that they get chances to speak and interact in big or small groups. Therefore, the students can share their idea with the friends. The last is mandatory participation: allowing the students to equal engage in a task without knowing who gets the turn first and who gets the next this can make the students more prepared and always ready to get their turn. From the explanation above, we can conclude that teaching speaking is not an easy to do. The teacher should provide them with many instruments and give them opportunity to practice it as much as possible. There are many important things to consider before teaching speaking in order the

students will not get any difficulties in practicing such as preparation, repetition, interaction and participation.

1. Reasons for Teaching Speaking

Harmer (2007: 345) stated that there are three main reasons for getting students to speak in the classroom:

- a. Speaking activities provide rehearsal opportunities changes to practice real life speaking in the safety of the classroom.
- b. Speaking tasks in which students try to use any or all of language they know provide feedback for both teacher and students. Everyone can see how well they are doing: both how successful they are and what language problems they are experiencing.
- c. In speaking, students have opportunities to activate the various elements of language they have stored in their brains, the more automatic their use of these elements become. As a result, students gradually become autonomous language users. This means that they will be able to use words and phrases fluently without very much conscious thought.

Seen how speaking activities provide activities provide opportunities for rehearsal give both teacher and students feedback and motivate students because of their engaging qualities. Above all, they help students to be able to produce language automatically.

2. The Goal of Teaching Speaking

According to Ladefoged (2001:15), The goal of teaching speaking skills is communicative efficiency. It means learners should be able to make themselves understood, using their current proficiency to the fullest. They should try to avoid confusion in the message due to faulty pronunciation, grammar, or vocabulary, and to observe the social and cultural rules that apply in each communication situation.

It means learners should be able to make themselves understood, using their current proficiency maximally. They should try to avoid confusion in the message due to faulty of pronunciation, grammar, vocabulary, and to observe the social and cultural rules that apply in each communication situation. Students often value speaking more than the other skills of reading, writing and listening is not always as big of an issue, but what often happens is students feel more anxiety related to their oral production.

3. The Roles of the Teacher during Speaking Activities

As viewed by Harmer (2001:275) In the class, they have to set all the components of teaching-learning process. In teaching speaking, the English teacher's own role is crucial. During speaking activities, teachers need to play number of different roles. They can be prompter, participant, even feedback provider. as follow:

a. Prompter

When students sometimes get lost in speaking, teacher can leave them to struggle out of situations on their own, and indeed sometimes, this may be the best option. However, teacher may be able to help students and the activity to progress by offering specific suggestions.

b. Participant

Teachers should be good animators when asking students to produce language. This can be achieved by setting up an activity clearly and with enthusiasm. At other times, teachers may want to participate in discussions or role play themselves.

c. Feedback Provider

When students are in the middle of speaking task, over-correction makes them doubt and take the communicativeness out of the activity. On the other hand, helpful and gentle correction may get students out of difficult misunderstanding and hesitations.

In summary, when teacher being a prompter, a participant, even a feedback provider, they have to be careful that they do not force students, do not participate too much, and do over correction of their pronunciation, grammar, vocabulary, fluency, comprehension.

In this regard, the teacher must avoid over-correction. A helpful and gentle correction can make the students confident and it may get the students out of difficult misunderstanding and hesitations (Harmer, 1997: 276). The teacher as a feedback provider should know how and when feedback is given. When the

teachers get involved, not only to correct but also to supply alternative modes of expression to help them, they remove the need to negotiate meaning, and thus they may deny students' learning opportunity. By applying the teacher's role in the teaching learning process, the teachers can help the students to master the language. Besides that, the students will feel comfortable in the teaching learning process. In the end, the aim of teaching-learning process will be achieved.

C. Role Play

1. Definition of Role Play

Role play is a method of acting out particular ways of behaving or pretending to be other people who deal with new situations. In this case, Ladousse (1995:5) argues that when students assume a "Role", they play a part (either their own or somebody else) in specific situation. "Play" means that is taken on in a safe environment in which students are joyful and playful as possible.

According to Brown (2004:174), "role play is a popular pedagogical activity in communicative language-teaching classes". It makes the students free to be someone based on their creativity linguistic input. In line with Brown, Nunan (2003:57) also states that role play activities are important in the teaching of speaking because they give the students an opportunity to practice communicating in the different social contexts and target language.

To strengthen the arguments, Thornbury (2005:96) states, "That speaking activities involving role play activities, in which learners take an

imaginative leap out of the confines of the classroom, provide a useful springboard for real-life language use. Situations that learners are likely to encounter when using English in real world situation can be stimulated and a greater range of registers can be practiced than are normally available in classroom talk.

They have a little differentiation (Ladousse (1987) in Thompkins (1998:1)). Simulation is more complex than role play activities. Simulation is a broader concept than role play. It is complex lengthy and relatively inflexible events. Role play, on the other hand, can be a quite simple and brief technique to organize. It is also highly flexible, leaving much more scope for the exercise of individual variation, initiative and imagination. And role play also included in simulation as well.

From the explanations above, the writer argues that role play is appropriate activities to improve the students speaking skills at ASYEE (Assyafiiyyah English Excellent), which will involve fantasy or imagination to be someone else or to be ourselves in a specific situation. It aims at the students to encourage thinking and creativity, let the students develop and practice their speaking skill in the English language.

2. Types of Role Play Activities

Through role play, the teacher can encourage their students to experiment and innovate with the language, based on their imagination and creativity. It makes the joyful atmosphere to them for speaking without fear

of embarrassment when they make mistake. This will improve their self-esteem to speak English.

According to Ladousse (1989:13), there are several types of role play activities. The first is a role play activity which is in the real situation need of the students' lives. For example: It involves such roles as students and teacher practice in the class. The second is a role play activity which is in some various situations that happen in the daily life but the students may or may not have direct experience. For example: Student which gives information to tourist about the direction of place. Then, the type of a role play activity that the students never experienced themselves before, but it is easy to play because the teacher give many indirect examples to give additional information about it. For example: a manager of a tourism agent who gives explanation to tourists. The last is a role play activity that is fantasy role play activity. Those are fictitious, imaginary and possible even absurd. For example: a astronaut in the moon.

3. The Kinds of Role Play

In addition, role play has two kinds of forms (Byrne, 1986:115). Those are scripted and unscripted forms of role play. For the details described as follows. Scripted role play is type involves interpreting either the textbook dialogue or reading text in the form of speech. The main function of the text after all is to convey the meaning of language items in a memorably way (Byrne, 1986:122).

In line with Byrne, Harmer (2001:271) states that the students perform a role based on the dialogue in the script. An example of scripted role plays dialogue and how the process is: It is a conversation between a travel agent and a tourist in the travel agency. The tourist asks information about a trip vacation. (Adaptation from “Get Along English” for junior high School Eight of Grade.

Tourist: Hello. Is this Kharisma Tour and Travel Agent?

Agent: That’s right. Can I help you?

Tourist: Well, I would like to order two tickets for tour to Bromo for this month. Could I order the tickets?

Agent: Okay, I will process your order. I will inform you later. Can you give your personal email?

Tourist: Well, my email is nawaelbariz01@gmail.com

Agent: Excuse me, what’s your name?

Tourist: I am Sandra Lock.

Agent: Okay, thank you. I will call you later.

Unscripted role play different with scripted role play. It was opposite with another. In the unscripted role play, the students are not depending on the script. The students have to decide what language to used and how the conversation should be developed by them in order to do this activity, a good preparation from the teacher and the students if really necessary. Below was an example of procedure in the unscripted role play as follows.

- a. Student A be a tourist: She/he asks the direction the gate of Prambanan temple.
- b. Student B be a tour guide: She/ he gives the direction by showing the map.

To bring out this idea, the teacher should discuss to the class and divides the class into group-work (in pairs or in groups). The teacher gives some situation and she/he give a role to each of the students. Then the students play the role based on their section.

From the explanation above, the teacher can select one of the forms of role play. She he can use one of them, scripted or unscripted forms which are appropriate with students' requirement. Scripted role play usually used by the students in the beginner levels, because it is more easily than the one. As well as, unscripted forms used by the upper level students, because this one is more complex and difficult in the applying it.

C. Previous Studies

The first study was conducted by thesis by Sumpna, "Effectiveness of role play speaking skills An investigation of tertiary level students of Immersion Program State Senior High School of Karang pandan Academic Year 2019/2020". Concluded that teaching speaking were a very important part of second language learning. The ability to communicate in a second language clearly and efficiently contributes to the students' success in class and success later outside the class. The result shows learners' improvement in

speaking skills through role play and how teachers' positive attitudes help to further their speaking skills. From the response of the student's questionnaire, it has become obvious that the students have enthusiastically accepted role play as it challenges their creativity and ability to think critically, which enables them to speak more logically and confidently in the classroom. The similarity with the research was research method was that classroom action research, The difference between this study in the object analyzed in State Senior High School of Karang pandan and my object in communication class of ASYEE (Asyafiiyyah English Excellent) course Darussalam boarding school, and population of the research is An investigation of tertiary level students of Immersion Program State Senior High School and my population is communicative class. The different year of academic in this research was 2019/2020. But in my research was 2021/2022. The differences part analyzed focuses on identifying confidently in students with my research on focuses enthusiasm students.

Second, journal by Joko Priyono, 2017/2018 'Students' Perspective of Using Role Play to Develop Speaking Skill'. This research aimed to know how speaking skill was developed through a method based on students' perspective. This research aims to find the students' perspectives of role play method and the effect that they felt from the method after they learned it. the result of the research showed that more than 80% of Ibn Khaldun Bogor University students majoring English Department agree that Role Play method can be a fun method of learning to develop students' speaking skill. They

conclude that role play has many positive impacts on their speaking skill such as they felt more confident, their vocabulary increased, and pronunciation they became much better the similarity using role play method. And also, the differences research method was mix method, and my research method was classroom action research. The difference is place in of Ibn Khaldun Bogor University in my place was Darussalam boarding school, object of the research was students majoring English Department in this research conduct communicative class. the statue institution was formal education, differences with in course. this thesis, the part analyzed focuses on identifying confident, their vocabulary increased, pronunciation.

And also, ‘‘Siti Nur Azizah, Using The Role-Play Technique To Improve The Speaking Skills of Grade XI Students of SMAN 1 Panggang In The Academic Year Of 2017/2018’’. The result of the research showed that the implementation of the role play technique in the English teaching and learning process was effective to improve the student speaking skills. As a result, they could perform are confident. Moreover, their motivation and enthusiasm in English learning were also proved. Furthermore, there was an increase from 12.9 to 19.3 from the pre-test to post-test. The similarity with this research is using role play method to improve speaking skill, the differences population was XI Students of SMAN 1 Panggang, and my research population was a communicative class. And the differences with this study was class of the research in Grade XI Students of SMAN 1 Panggang, but in my research was communicative language. the status institution was formal and my institution

research was course. the part analysed which focuses on identify problems the lack motivation, and this research focused only pronunciation and fluency.

Based on the result of the previous studies, it is concluded that role play can improve students' speaking skills. Therefore, this is worth be conducted and expected to give some positive contributions for both English teachers and the students. to make the students improve their speaking ability, one way is doing regular practices. The researcher used the action research method to solve the problems of the student's communicative class of ASYEE Course in learning English. And the title is "The Use of Role Play to Improve Speaking Skill Ability At Communicative Class of ASYEE Course Darussalam Boarding School In Academic Year 2021/2022".

CHAPTER III

RESEARCH METHOD

This chapter deals with the method which the researcher uses in conducting this research. It involves research design, research place, research subject, data collecting method, analysis and validating of data.

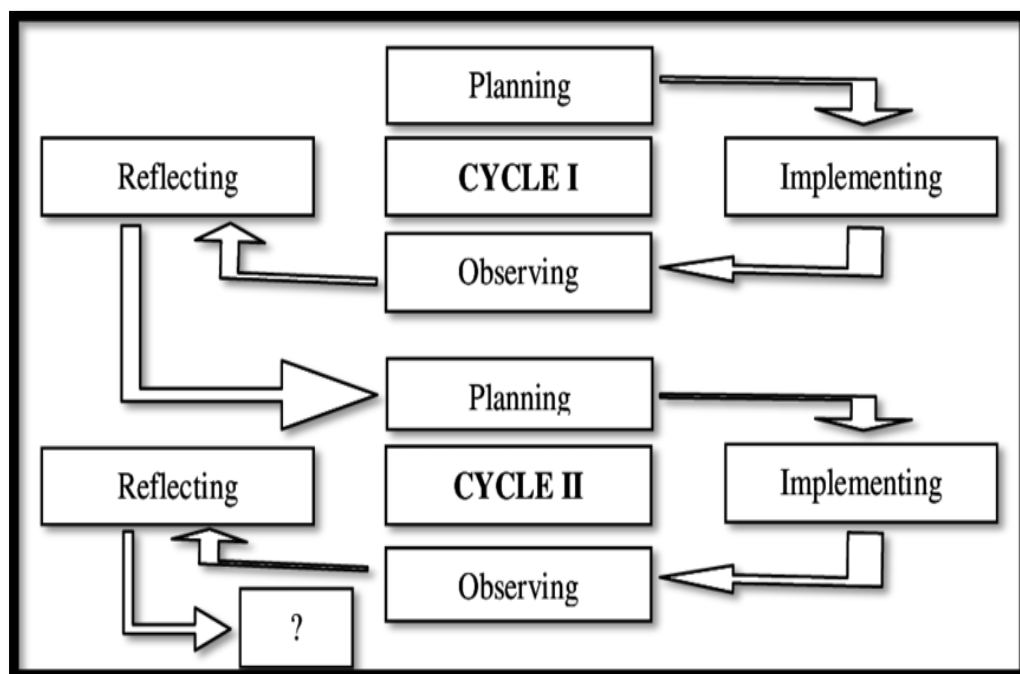
A. Research Design

1. Types of the Research

In this study, the researcher using CAR (Class room Action Research) method. Bassey in Koshy (2005:8) stated that ‘‘Action research, was a process of research that conduct in such a place and the aim is to understand, to evaluate, and to change, in order to improve the educational practice’’. Strengthened by Sunyoto, (2020:33-34) as be mentioned, Classroom action research an investigation of a systematic approach that uses to find effectiveness and solution to solve the problems in their situation. It has supported Allwright and Bailey (1991:2) on Siti (2013:108), mention that it has a research centers on the classroom, and simply tries to investigate wat actually happens inside the classroom. According to Wallace (1998:12) benefit of classroom action research has creating a system for professional problem solved in educational setting. Based on the problem and the expectation to identify the improvement of student’s ability using role play method, it was considered that the research design that would be suitable to apply in this research is Classroom Action Method (CAR). The

design of this classroom action research can be shown in the following diagram:

Picture 3.1. Diagram of CAR (Class room action Research)



Adapted from Arikunto (2010:17)

Based on diagram shown in the schema above, action research begins after the existent problems founded and defined in the preliminary study. The second step was planning, planning to solve the problem and preparing the actions to do. The next step is implementing, doing the action based on the planning and the preparation made in the previous phase. Observation occurs at the same time as implementation of the action to know the effects of implemented action and it is to collect data. Based on the observation, the researcher makes analysis of the collected data and reflected to what has happened and conclude the result of the implemented action. Then, the

researcher makes decisions to what should the researcher do based on the result of reflection. Whether, the researcher was successful and stopped or unsuccessful, revised the plan and continues into the next cycle.

2. Procedure of The Researcher

This study had two main research procedures. Those were preliminary study, designing criteria of success and research cycle.

a. Preliminary Study

This procedure of action research is to identify and define the real problems occurring the students in the class. On this stage, the researcher will have interviewed the teacher, to know the teaching method practice to explain problems in teaching and learning process and the initial condition of student's ability in speaking skill. When researcher practicing PPL (Field Work Practices), The researcher directly observes the teaching and learning method in the class. The researcher came to class on Sunday, 10th October 2021 although the teacher didn't teach about speaking, the researcher still observes to get the information about student's initial condition and to know their problem in learning to speak. After the researcher got the data from observation, the researcher decides to analyze the problem faced the students. As problems have been identified, the researcher chooses two the most crucial problem; The fluency and pronunciation in speaking students is also low. After analyzing the problems faced by the student, the next step is done by the researcher designing a plan to continue into the next cycle to overcome

the problems, it was going on Friday, 14th, January 2021. The researcher thought improving speaking skill student's using role play method and ended with post-test.

b. Criteria of Success

Based on the preliminary study above, the criteria of success of the study was role play method to improve speaking skills at communicative class of asyee (as-syafi'iyah english excellent) course darussalam boarding school in academic year 2021/2022. Based on the ASYEE (As-Syafi'yyah English Excellent) course agreement between the teacher. This research can be called successful. if, 80% student's at eight grade of ASYEE (As-Syafi'yyah English Excellent) students could achieve the target score 70.00. Moreover, CAR can be called fail if cannot exceed the criteria that have been detained. Then, the alternative action would be done in the next cycle.

c. Research Cycle

1) Planning

According to Martyn Hammersley (1993:178), Planning usually starts with something like a general idea. For one reason or another, it seems desirable to reach certain objective. In this step, the researcher will be preparing instructional strategies on improving student speaking skills with role play method (doctor and patient). Such us, The researcher will design a lesson plan to do in teaching-learning

role play (doctor and patient) in the class (*see appendix 1*). Preparing instructional material and Preparing instructional some media to take documentation when teaching learning process and interview with teacher and students. Also needed preparing speaking tests to observations and preparing criteria of success.

2) Implementing

The steps of teaching speaking were done the teacher by miss. Yeni Qomariah. Here, the researcher just be observed all activity, not to be teacher. The researcher makes lesson plan of action as mentioned earlier, the action of this research study has done in two meetings in each cycle. On Saturday, 8th February 2022 the teacher will doing First meeting to implemented lesson plan made by researchers for teachers. And the second meeting, On Sunday, 09th February 2022 teacher would be doing implementing student final test.

3) Observing

According to Arikunto (2009:20), Observation was the process of recording and collecting data about aspect that lead successful or unsuccessfulness of the implemented strategy toward the criteria of success of the research. In this research will some observing the student activity and teaching learning process to get some data from teacher miss Yeni Qomariah and all of subject of the research communicative class of ASYEE (Assyafiiyyah English Excellent).

During teaching and learning activities, the researcher will see and take notes on all activities that occur in class to obtain data for the research such as, seeing students paying attention when the teacher explains material, students practicing conversation well, and students being enthusiastic in implementing role play and take note of the skills of the teacher on opening in class, giving material well, verifying students attending lists, delivering motivation, guiding students through difficulty during learning, student responses, how the teacher gives an assessment. Moreover, the researcher observes students speaking assessment using a scoring rubric by H. Douglas Brown. The teacher is applying the lesson study in a communicative class at ASYEE (Asyafiiyyah English excellent) that has been observed by the researcher.

4) reflecting

Reflecting was the analysis of the result of observation and test in cycle one. The activities in this stage first were analyzing the data from the observation checklist and result of the test to find out the improvement in speaking ability of students after using the role play method. Second, analyze the results of student scores after applying the role play method. And the last, discussing the teaching-learning process that has been done in order to know the weaknesses found in the previous activities and to plan the better activities in cycle two.

B. Research Setting

1. location

ASYEE (As-Syafi'iyah English Excellent) course is one of the excellent programs for females at MTs Al-Amiriyyah Darussalam Blokagung. It then located in Assyafi'yyah dormitory with KH. Abdul Kholiq Syafaat and Mrs. Hj. Inarotul Mudrikah. Meanwhile, all of total 143 students of ASYEE (Assyafiiyyah English Excellent). That is different majors. Among them is English major which, the seventh grade has 24 students. The eight grade has 23 students (*see appendixes2*) and the ninth grade has 23 students. ASYEE (Assyafiiyyah English Excellent) Prepared for students who have achievements in the field of English in which special guidance services are provided (Intensive) every day other than Tuesdays and Fridays. with the hours that have been prepared at 16:30 to 17:00 and has been guided by a Professional English Advisor.

the researcher had observed that student's ability in speaking in this course was low especially for communicative class of ASYEE (Assyafi'iyah English Excellent) in academic year 2021/2022. This classroom action research will start on January, 10th 2022.

2. Research Subject

The subjects of the research were the researcher, the English teacher and the students communicative class of ASYEE (Assyafiiyyah

English excellent) in academic year 2021/2022. The class has 23 students, Researcher consisting of 7 students in this research.

3. Time

Table 3.1. Time of The Research

DATE	ACTIVITY
October 6 th 2022	Preliminary study
February 4 th , 2022	Preparing lessons plan, material, assessment, and criteria of success, and preparing media.
February 15 th , 2022	First meeting to implementing lesson plan
February 20 th , 2022	Second meeting to implementing student final test.
February 21 th , 2022	Analyzing the student's score.
March 22 th , 2022	Writing the finding.
April 10 th , 2022	Printing the report.

4. Research Instrument

a. Interview guidelines

Using an interview guide allows the researcher to complete the interviews in the correct order and sequence. In addition, the interview guide helps to seek such information about student's problems and about information related to the teaching and learning speaking process through role play. Miss Yeni Komariah is one of the teachers who will be interviewed in this study. (*See appendix 3*).

b. Observation sheets

The observation sheet helps researchers record the data collected by the teacher during the implementation of the teacher's learning process in role play. In addition, through notes and final test, researchers can see the progress of students' mastery of speaking skills.

c. documentations

The researcher used a camera to capture important moments happening during the research. The pictures were able to describe the general sequences of the research.

e. test

By applying the test, the researcher using scoring rubric by H. Douglas brown theoretical, to know student's ability after using role play method.

5. Data Source

The data source of this study is the subject from which the data was obtained. To conduct this research, there are some data about role play methods that should be collected.

a. Primary Data

According to Abuddin Nata (2015:174), Primary data is data obtained from primary sources, namely researchers directly observing or witnessing written events. In this study, the primary data sources were obtained from the results of student tests and teacher interviews

about the role play method. The researcher will give a final test to find out the role playing method, interviews to get more information about why to use the method.

b. Secondary Data

According to Abuddin Nata (2015:174), Secondary data was data obtained from secondary sources, namely, the researcher reports the results of other observations that have been separated from the original incident one or more times the secondary data from observation, and documentation. The main purpose of collecting secondary data was to know the information before the primary data. The secondary data sources were obtained from the student's value from teacher at before and after using role play method.

6. Data Analysis

The researcher analysis teaching and learning process which are occurred in preliminary study, the cycle by identifying student's categories abilities in speaking related to role play method. In this study, the researcher only focuses on the type of imitative speaking. so that the assessment aspect needed in imitative speaking was be analyzed, Such as: fluently and pronunciation. The researcher using scoring rubric that adapted from H. Douglas Brown (2004:173), That researcher uses to convert student's score as follow:

Table 3.2. The Scoring Rubric of pronunciations

No	Categories	score
1	Error in pronunciation are frequent but cab be understood by a native speaker used to dealing with foreigners attempting to speak his language.	1-2
2	Accent is intelligible though often quite faulty.	3-4
3	Errors never interfere with understanding and rarely disturb the native speaker. Accent may be obviously foreign.	5-6
4	Errors in pronunciation are quite rare.	7-8`
5	Equivalent to and fully accepted by educated native speakers.	9-10

Table 3.3. The Scoring Rubric of Fluency

No	Categories	Score
1	No specific fluency description.	1-2
2	Can handle with confidence but not facility most social situations.	3-4
3	Can discuss particular interest of competence With reasonable ease. Rarely has to grope for words.	5-6
4	Able to use language fluency on all levels normally pertinent to profession all needs	7-8
5	Has completed fluency in the language such that's his speech is fully accepted by native speaker	9-10

That bellow formula of assessing student's speaking ability:

Table 3.4 formula of assessing

$$\text{Student's score} = \frac{n1+n1}{a} \times 10$$

Explanation:

n¹: pronunciation score

n²: fluency score

a: totals all of component score

Table 3.5 Rating Scale of Score

NO	CATEGORY	RANGE
1	Excellent	80-100
2	Good	60-79
3	Fair	40-59
4	Poor	20-39
5	Failed	0-19

CHAPTER IV

FINDING AND DISCUSSION

This research was aimed to improve the student's speaking at communicative class of ASYEE (Asyafiiyyah English Excellent) in academic year 2021/2022 by using role-play method. It was carried out based on the procedures that had been planned before. This chapter describes the processes as well as the result of the research.

A. Findings of Data

1. Preliminary of Observation (Reconnaissance)

The goal of pre-observation is to know the teaching learning process directly before implementing the Classroom Action Research (CAR). The researcher observed the learning teaching process in communicative class of ASYEE (Assyafiiyyah English Excellent) in academic year 2021/2022.

The observation was started when researcher carrying out PPL (Field Work Practice) on Monday, October 06th 2021, until Thursday, November 05th 2021. This procedure of action research was to identify and define the real problems occurring the students in the class. after doing that learning activity, the researcher found several problems related to the learning process. was that the fluency and pronunciation of students in speaking. There was schedule of the research as follow:

Table 4.1
Schedule of The Research

DATE	ACTIVITY
October 6 th 2022	Preliminary study
February 4 th , 2022	Preparing lessons plan, material, assessment, and criteria of success, and preparing media.
February 15 th , 2022	First meeting to implementing lesson plan
February 20 th , 2022	Second meeting to implementing student final test.
February 21 th , 2022	Analysing the student's score.
March 22 th , 2022	Writing the finding.
April 10 th , 2022	Printing the report.

Source processed by researchers, 2022

The researcher was started the teaching and learning process first is greeting them, and the researcher introduce by herself. And then, the researcher checked their attendance list and giving motivate. Furthermore, the researcher presented and explained the material include all aspect such as definition of debate, example of debate, procedure of debate and etc.

Knowing here, the researcher encountered some related program to the learning teaching process. The first was not whole students paid attention, their attention was mostly spent to speak to each other. The second, some of student's brick stammer when speak English and some of student still combines 3 different languages in one sentence, namely Indonesian, Javanese and English. And the third, some of student still did not understand how to apply pronunciation when speak English.

Table 4.2
Student Speaking Score from Teacher, Before using Role Play Method

No	Name	Total Score	Scale
1	ALIYA SAFITRIANI	100	Excellent
2	ALMIRA FAUZIYAH.R	45.00	Fair
3	ANNISA ZAHARATUN	80.00	Good
4	AULIA IZZATUL 'AINI	100	Excellent
5	AULIA RIZKI MAR' ATUS	80.00	Good
6	AZZAHRA ZAHROTUS S	80.00	Good
7	BAGIS PUSPITA	80.00	Good
8	BLUE MANIK MAHARIFIN	100	Excellent
9	DESTY NURSAQINAH	100	Excellent
10	EKA APRILIA SETYA R	100	Excellent
11	FITRI AJMILA DZIKRO	45.00	Fair
12	GADIS SUCI MAHARANI	40.00	Fair
13	HANA CATHERINE NADA	40.00	Fair
14	JESSICA ANGELINA	100	Excellent
15	JIHAN MEY FELIX	100	Excellent
16	JIHAN NUR RAHMAWATI	45.00	Fair
17	MARATUS SHOLIKAH	100	Excellent
18	MARISA MILLATAL HAQQ	60.00	Fair
19	MARTA NASYA P	80.00	Good
20	MEISY SYAKILA NURI A	80.00	Good
21	MUNAYA NAILA IZZATIN	50.00	Fair
22	NADILA DIAN ARISTA	100	Excellent
23	NAILA NAZWA	100	Excellent

Source: Processed by Teacher, 2022

to analyse all in the class room, the observation was done by conducting an oral test by the teacher. Every student's spoke their works according to a topic was given from teacher. Besides, after some student done or finished their works in oral test.

Based on that scoring rubric observation from teacher above, the researcher concludes that. There were seven student's still get fair score. There were tent student's get excellent score, and there were six student's get good score. While the standard criteria from was 70.00. and the average score ASYEE (Assyafiiyyah English Excellent) was 78.02.

Besides the interview was conducted October 6th 2022 to complete field problem. And the interview was transferred to be interview transcript. According data from the interview, it can be known that students were not to much interested in learning English. Moreover, as they mentioned in interview, student think learning English was it will only be bored because of the monotonous method. In addition, student also still encountered the problem related to fluency and pronunciation. Based on informant, "The teacher always gives assignment to do a task related to speaking. such as, a dialogue in front of the class using the LKS (Lembar Kerja Siswa), make general conversation, and explain short daily activity and describing picture, etc." Besides, some media are used by the English teacher such us, handbook, picture, internet, and material from other book, etc. Based on the

informant assume was “ The speaking ability of communicative class at ASYEE (Assyafiiyyah English Excellent) is not too low, because the basic language in there was every day used English, but there are students who are still low in speaking because of the lack of new learning method more fun than usually. Then, making students feel bored with learning every day so that they are not interested in the material given by the teacher.”

2. Description of Role Play Method Implementation

The researcher described the process of role play implementation as bellow:

a. Report of Cycle 1

1). Planning of Action

Researchers provide several needs related to research, as follows:

a) Provide a Lesson Plan

The lesson plan were used to manage activities, material and time. And was guided by using lesson plans. so that the learning objectives are directed and achieve the goals by using a lesson plan.

b) Provided a Material of Teaching

Teaching materials are conversations between doctors and patients. In addition to student-student conversations, other components are presented, such as a little discussion on fluency

and pronunciation. In addition, the researcher also presented transcripts of conversations for students, as well as short 3-minute videos for examples of good pronunciation and good fluency by native speakers.

c) Provided an Instructional Strategy

The first instruction for applying the role play method was students are given a transcript of the conversation doctor and patient. And second students to be shown a short video about an example of a role play, with the aim that students can imitate the pronunciation of the native speakers directly. Third, student make a group, one group consists of two people, there were the first student becomes a doctor and the second student becomes a patient. After that, one by one group practice in front of class, using a fluency and good pronunciation same with example short video.

d) Prepare Criteria of Success

This research can be called successful, if, 80% student's at communicative grade of ASYEE (As-Syafi'yyah English Excellent) students could achieve the target score 70.00.

e) Prepare Test

The test was presented to each students, the kind of test was an oral test. Every students was make a group, one group a consists two

people. In the result each group could practice conversation in front of class.

2). Implementing

there were two meetings in implementing as follow:

a) the first meeting

The first meeting in cycle 1, was done on Thursday, 15th February, 2022. And duration of teaching was applied based on the lesson plans, exactly 30 minutes. Besides in this meeting, the researcher collaboration with teacher, her namely miss Yeni Qomariah. There was activity was bellow:

• Pre-Activities

The all of time in pre activity were 5 minutes. Were that: The teacher was began the teaching by greeting Assalamualaikum Wr.Wb to class. Afterward, the researcher continues to lead praying by reading basmallah together. Furthermore, researcher checked the attendance list. After that the researcher, prepare students to ready learning activity, motivate them, appreciate, and convey learning objectives.

• Main Activities

The all of time in main activity were 20 minutes. Were that implemented lesson plan, such as: the teacher Students are

given guidance from the teacher, by knowing fluency of the material, pronunciation, and role play methods. Students are given the opportunity to see examples of role play from short videos for reference. Students are given the opportunity to practice one by one in front of the class. The teacher and students make conclusions about the things that have been learned regarding the role play of fluency and pronunciation. Students are then given the opportunity to ask questions about things that have not been understood.

- **Post Activities**

The all of time in post activity were 5 minutes. Were that: The teacher ends the learning process by giving thanks for the success of the learning activity process. It was closed by praying and finally said alhamdulillah together.

b) Second meeting

The first meeting in cycle 1, was done on Saturday, February 20th, 2022. Besides in this meeting, who that implement the lessons was the teacher. the researcher just observe during teaching speaking using role play method. different from the previous meeting, the first meeting only focused on tests for the students. And duration of teaching was applied based on the lesson plans, exactly 30 minutes There was activity was bellow:

- **Pre Activity**

The all of time in pre activity were 5 minutes. Were that: The teacher was began the teaching learning process by greeting Assalamualaikum Wr.Wb to class. Afterward, the teacher continues to lead praying by reading basmallah together. Furthermore, teacher checked the attendance list. After that the teacher, prepare students to ready learning activity, motivate them, appreciate, convey learning objectives, asked about material that explain in first meeting, and give to know students that today there will be a speaking test.

- **main activity**

The all of time in pre activity were 20 minutes. Were that: speaking test. Two student's make conversations in front of class using transcript dialogue. Before that, the student seeing short video to give example pronunciation by native speaker.

- **Post Activity**

The all of time in post activity were 5 minutes. Were that: The teacher ends the learning process by giving thanks for the success of the learning process. It was closed by praying and finally said alhamdulillah together.

3) Observing

in the third stages, the researcher observed the condition and process which accrued in the cycle 1 more deeply. The learning and teaching also supported by using observation checklist, as bellow:

table 4.3

Observation Checklist for The Student

No	Name	Paying Attention	Practicing Well	Being Enthusiastic in Implementing Role Play
1	ALIYA SAFITRIANI	✓	✓	✓
2	ALMIRA FAUZIYAH.R	✓	✓	✓
3	ANNISA ZAHARATUN	✓	✓	✓
4	AULIA IZZATUL 'AINI	✓	✓	✓
5	AULIA RIZKI MAR' ATUS	✓	✓	✓
6	AZZAHRA ZAHROTUS S	✓	✓	✓
7	BAGIS PUSPITA	✓	✓	✓
8	BLUE MANIK MAHARIFIN	✓	✓	✓
9	DESTY NURSAQINAH	✓	✓	✓
10	EKA APRILIA SETYA R	✓	✓	✓
11	FITRI AJMILA DZIKRO	✓	✓	✓
12	GADIS SUCI MAHARANI	✓	✓	✓
13	HANA CATHERINE NADA	✓	✓	✓
14	JESSICA ANGELINA	✓	✓	✓
15	JIHAN MEY FELIX	✓	✓	✓
16	JIHAN NUR RAHMAWATI	✓	✓	✓
17	MARATUS SHOLIKAH	✓	✓	✓
18	MARISA MILLATAL HAQQ	✓	✓	✓
19	MARTA NASYA P	✓	✓	✓
20	MEISY SYAKILA NURI A	✓	✓	✓
21	MUNAYA NAILA IZZATIN	✓	✓	✓
22	NADILA DIAN ARISTA	✓	✓	✓
23	NAILA NAZWA	✓	✓	✓

Source: Observed by Researchers, 2022

Table 4.4

O

No	The Teacher Activities	Yes	No
1	opening in class	✓	
2	giving material well,	✓	
3	verifying students attending lists	✓	
4	delivering motivation,	✓	
5	guiding students difficulty during learning,	✓	

o

n Checklist For The Student

Source: Observed by Researchers, 2022

According on the observation checklist above, it showed that's all students were paid attention when the teacher explained material to students and make student enjoyed this method. Related to the students' response, all students paying well attention to the teacher explanation. All of them also practice well with their group. Finally, the teaching and learning activity enthusiastically students seen interested using role play method thats makes students more focused in this material that has been explained by the teacher. it becomes the student's score of fluency and pronunciation improve by 80%. Either observation checklist above, the researcher make score observations for teacher. That's aim, was to get results from before and after using the role play method about student speaking score using scoring rubric. The table of scoring rubric as bellow:

Table 4.5
Student Speaking Score from Teacher, after using Role Play Method

No	Name	Score	scale
1	ALIYA SAFITRIANI	100	Excellent
2	ALMIRA FAUZIYAH.R	45.00	Fair
3	ANNISA ZAHARATUN	80.00	Good
4	AULIA IZZATUL 'AINI	100	Excellent
5	AULIA RIZKI MAR' ATUS	80.00	Good
6	AZZAHRA ZAHROTUS S	80.00	Good
7	BAGIS PUSPITA	80.00	Good
8	BLUE MANIK MAHARIFIN	100	Excellent
9	DESTY NURSAQINAH	100	Excellent
10	EKA APRILIA SETYA R	100	Excellent
11	FITRI AJMILA DZIKRO	80.00	Good
12	GADIS SUCI MAHARANI	80.00	Good
13	HANA CATHERINE NADA	80.00	Good
14	JESSICA ANGELINA	100	Excellent
15	JIHAN MEY FELIX	45.00	Fair
16	JIHAN NUR RAHMAWATI	100	Excellent
17	MARATUS SHOLIKAH	100	Excellent
18	MARISA MILLATAL HAQQ	80.00	Good
19	MARTA NASYA P	80.00	Good
20	MEISY SYAKILA NURI A	80.00	Good
21	MUNAYA NAILA IZZATIN	80.00	Good
22	NADILA DIAN ARISTA	100	Excellent
23	NAILA NAZWA	100	Excellent

Source: Processed by Teacher, 2022

Based on Student Speaking Score from teacher , after using Role Play Method. The students speaking score of ASYEE (Assyafiiyyah English Excellent) in academic 2021/2022 after using the role play method being increased 80%. However, there are still 2 students whose scores are below the KKM.

4) Reflecting

Based on analysis of the cycle one, it can be concluded that the cycle one was considered passed because it was determined from the of success criteria This research can be called successful. if, 80% student's at eight grade of ASYEE (As-Syafi'yah English Excellent) students could achieve the target score 70.00. Based on scores were improved in the cycle 1 Then, score in preliminary study. So that's way, this method makes students more focused in this material that has been explained by the teacher. it becomes the student's score of fluency and pronunciation improve by 80%.

B. Discussion of Role Play Method Improve Student's Speaking Skill

Role play was a method of acting or behaving like someone else who faces a new situation. It makes students free to be someone, based on their creativity linguistic input. This affects students' enthusiasm during teaching and learning process of speaking. In this case, Ladousse (1995:5), argues that when students assume a "Role", they play a part (either their own or somebody else) in a specific situation. "Play" means that is taken on in a safe environment in which students are joyful and playful as possible. It could be concluded that the use of role-play techniques was effective in improving speaking skills during the teaching and learning process.

1. students are more attentive

One of the indicators, the beginning of the action has achieved success is the indicator of attention. Because with the attention of students, they become more enjoy with learning activities. Cycle I showed that at the first meeting, at the time the researcher gives direction about the rules of the role play method to be used, The students' attention to all the expressions given by the researcher was classified as very high good. At this time it has been shown that there is a response from students that occurs when communication occurs between teachers and students. It can be seen from the responses of students who answered several questions from the teacher swiftly and expressively. In the example when the teacher asks about a review such as: "do you understand what role play is". This attention indicator was declared successful because students responded non-verbally to the other person, namely by looking, nodding, shaking their heads, smiling, laughing, turning their heads, raising their hands, and etc. Verbally, they can respond to verbal communication correctly and contextually. It can be concluded based on the student's response to the teacher's verbal communication by carrying out all his orders correctly. It's the same as what the theory says According to Roestiyah (2008:93) the advantages of the method play a role, namely (1) students are more attentive, (2) easy understand the problem being discussed, (3) can feel the feelings of others, (4) other students are not passive for giving suggestions and criticism. . From the theory, it is in line with the results of the research using the role

play method to improve speaking skills at eight grade of Asyee. Thus, if students are able to pay attention to the teacher, the psychological condition of the students has focused on the teacher. So that the acceptance of the material becomes easier for students to understand.

2. Improving the Score of Speaking Skills

Bailey (Nunan, 2003: 48), "stated that speaking was an oral skill which consists of producing systematic linguistic expressions to convey meaning." This assessment is given individually so that it can be seen an increase or decrease in the score obtained in each cycle. action. The assessment focused on fluency and pronunciation aspects.

The thing that underlies the provision of short video media, which aims to make it easier to provide examples of pronunciation from native speakers. in the action of cycle 1 is an error in the aspect of pronunciation. students pronounce some vocabulary incorrectly, for example about body parts, days, and color. Mouth's pronunciation should be /m^uð/ but pronounced /mu:ð/, Saturday's vocabulary should be /sætədi/ pronounced /satudai/, etc. There are also those who say /mornɪŋ/ which should be /mo:niŋ/.

Comparing with the teoritical conducted Harmer (2007: 352) role-play can be useful to stimulate oral fluency and train students' abilities in special skills, especially in learning English. Therefore, in cycle I, the average achievement of students is not too low. Because the basic language

used every day at ASYEE is English. However, what makes their scores below the KKM is that students do not focus on the material provided by the teacher, because the teacher's methods are monotonous and tend to be boring. so that the acceptance of the material is the reason why some of their speaking scores are below the KKM. There were seven student's still get fair score. There were ten student's get excellent score, and there were six student's get good score. While the standard criteria from was 70.00. and the average score ASYEE (Assyafiiyyah English Excellent) was 78.02.

Comparing with the theoretical conducted Harmer (2007: 352) role-playing can be useful to stimulate oral fluency and train students' abilities in special skills, especially in learning English. Therefore, the results of the speaking scoring rubric for the eighth grade students of ASYEE, it is clear that the comparison of score can change before and after using the role play method. The score of the seven children increased by 80% after using the role play method.

However, not all students achieve improvement in speaking skills. In this case, there are 2 students whose average score is fixed. Based on the criteria of success in this cycle. the criteria of success of the study was the use role play to improve speaking skill ability at eight class grade of ASYEE (As-Syafi'yyah English Excellent) in academic 2021/2022 Based on the ASYEE (As-Syafi'yyah English Excellent) course agreement between the teacher. This research can be called successful. if, 80% student's at eight grade of ASYEE (As-Syafi'yyah English Excellent) students could achieve

the target score 70.00. it was decided by the researcher and collaborators to stop this research action. improvement in speaking skills has been achieve

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter presents the conclusion and suggestion that could be viewed, as follows:

A. Conclusion

Based on student scores in the preliminary test, it is known that the ability of 23 students there are 7 students who do not comply with the minimum KKM that has been determined by the ASYEE (Asyafiiyyah English Excellent) agency. because the student's speaking score is low, efforts to increase the value need to be done using the role play method.

The score in the preliminary study is 10 students get an excellent scale. 6 students get a good student scale. and students have not reached the success criteria there are 7 students with a fair scale. the average score ASYEE (Asyafiiyyah English Excellent) was 78.02.

From the first cycle, it is known that the number of students who passed the speaking test increased. There were 21 students, from 23 students who passed the speaking test. But looking again from the criteria of success. The limitation of the research is, if the score of 80% of students who have increased from before, the research is considered successful and this research is considered to have been completed.

Therefore, the role play technique can significantly improve students' problems in speaking skills. Their fluency and pronunciation increase when they try to focus and relax on the material that has been conveyed by the teacher. If students have focused on the material, then understanding the material will be easier and students are not easily bored with the teacher's explanation.

And using short video media as examples of conversations from native speakers, making it easier for students to apply pronunciation well. With this method, which is a method that has never been done by the teacher, it makes students more interested in using role play. In conclusion, their speaking skill scores increased in the first cycle only.

The increase was due to the researchers applying the role play technique in the teaching and learning process. In the first cycle of the first meeting, the researcher provided guidelines and short materials concerning role play techniques. Then the researcher gave a transcript of the doctor and patient conversation that would be played for each student. After that, the students were shown a short video of the conversation between the doctor and the patient for the purpose of giving examples of good pronunciation from native speakers. Then students are made into groups. Each group consists of 2 people to come forward to practice direct role play. Then for the second meeting students only took the speaking test to find out cycle 1 the student's score increased or not

Based on Student Speaking Score from teacher in cycle 1, after using Role Play Method. The students speaking score of ASYEE (Assyafiiyyah English

Excellent) in academic 2021/2022 after using the role play method being increased 80%. But looking again from the criteria of success. The limitation of the research is, if the score of 80% of students has increased from before, the research is considered successful. and this research is considered to have been completed. In short, it is very clear that the role play method can help students to improve their speaking skills.

B. Suggestion

1. For the English Teachers

The use of this applied technique, will have a good effect to the students. It can help the students to achieve the goal of speaking. Therefore, the teacher should prepare the teaching and learning well. By creating an effective and interesting activities as well, the teacher could make the student enjoy the teaching and learning process. In addition, the students could be motivated to join the class students with effective strategies which can help them comprehend English

2. For the Students

The students should manage themselves to always have positive attitudes towards English lesson. They should have high motivation in learning English especially speaking. They should know that it is important for them to have more practices in speaking. Fluency and pronunciation can be improved through practicing. In addition, they should continuously active in the teaching and learning process.

3. For Other Researchers

Other researchers could use this research as a reference for conducting further research of the relevant topics. They may conduct other research about the use of the role-play technique in improving speaking skill.

CHAPTER VI

REFERENCES

- Hope, K et al. *Using the Scientific Method to Guide Learning: An Integrated Approach to Early Childhood Curriculum*. Springer Science Business Media New York.2013
- Brown, D. H. 2001. *Principles of Language Learning And Teaching*. Englewood Cliffs. New Jersey: Prentice-Hall, Inc
- Cameron, L. 2001. *Teaching Language to Young Learners*. Cambridge: Cambridge University Press.
- Feez, S. and Joyce, H. 2002. *Text Based Syllabus Design*. Sydney: Macquarie University
- Johnson, B and Christensen, L. (2008). *Educational Research*. Third Edition. California: Sage Publications, Inc.
- Koshy, V. 2005. *Action Research For Improving Practice*. A Practical Guide. London : PCP Publisher.
- Harmer, J. 1998. *How to Teach English*. Edinburgh Gate: Perason Education.
- _____. 2001. *The Practice of English Language Teaching* third edition. Essex: Longman

- Huang, I. 2012. Role Play for ESL/EFL Children in the English Classroom. The Internet TESL Journal, Vol. XIV, No. 2, February 2008.
<http://iteslj.org/Techniques/Huang-RolePlay.html>
- Jondeya, R. 2011. *The Effectiveness of Using Information Gap on Developing Speaking Skills for Eight Grade in Gaza Governorate Schools*. Al azar
- Ladousse, G. 2009. Role Play. New York: *Oxford University press*. Littlewood, W. 1981. *Communicative Language Teaching*. Oxford: Oxford University press.
- Louma, S. 2004. *Assessing Speaking*. New York : Cambridge University Press.
- Nunan. D. 1999. *Second Language Teaching and Learning*. Boston: Heinle and Heinle
- Ladousse, Gillian Porter. *Role Play*. New York: Oxford University Press, 1997.
- Burns, A & Joyce, H. 1997. *Focus on Speaking*. Sydney: Macquire University Press.
- Richards, J. C. (2006). *Communicative Language Teaching Today*. New York: Cambridge University Press
- Almira, M. (2020). *Students' Perspective Of Using Role Play To Develop Speaking Skill*. International Journal of Research in English Education.
- Hadi, kunto laksono. (2015). *Using The Role-Play Technique To Improve The Speaking Skills Of Grade XI Students Of SMAN 1 Panggang In The*

Academic Year Of 2014/2015. English Education Department Faculty Of Languages And Arts Yogyakarta State University.

Sumpama, (2017). *Effectiveness of role play in enhancing the speaking skills of the learners in a large classroom: An investigation of tertiary level students.* university Islam Sultan Agung.

Brown, H. Douglas. (2001). *Teaching by Principles: An Interactive Approach to Language.* United states of America: Personal Longman.

Pedagogy (2nd ed). New York: Pearson Education Company.

Harmer, Jeremy. (2007). *The Practice of English Language Teaching (4th ed).* New York: Pearson Longman.

Ladousse, Gillian P. (1987). *Role Play.* Oxford: Oxford University Press.

Richards, J. C. & Renandya, W. A. (2002) *Methodology in Language Teaching: An Anthology of Current Practices.* New York: Cambridge University Press.

Suwarsih Madya. (2007). *Teori dan Praktik Penelitian Tindakan.* Bandung: Alfabeta

Hughes, S. Glyn. (1985). *A Handbook of Classroom English.* New York: Oxford University Press.

Lee, W. R. (1986). *Language Teaching Games and Contests (2 and ed).* New York: Oxford University Press.

Almira Mulyana: 2018 '*Students' Perspective of Using Role Play to Develop Speaking Skill*'. Journal

Syah Sulaiman N: 2018. *Classroom Action Research as professional Development of Teachers in Indonesia*. Journal.

Nunan, David. (1989). *Designing Task for the Communicative Classroom*. Cambridge: Cambridge University Press.

Arikunto, Suharsimi,: 2009. *Penelitian Tindakan Kelas*. Jakarta: Bumi Aksara,

Brown, H. Douglas, : 2001. *Teaching by Principles: An Interactive Approach to Language Pedagogy*. New York: Pearson Education,

Hopkins, David. :2008. *A teacher's Guide to Classroom Research*. England: Open. University Press,

THE RESEARCHER AUTOBIOGRAPHY



Personal Data

Name : Lailatul Munawaroh
Address : Tugu Jaya, Lempuing, OKI, Sumatra Selatan
Gender : Female
Birth : 1 June 2000
Citizenship : Indonesia
Height, Weight: 172 cm, 47,6 kg
Religion : Moslem
Healthy : very healthy
Email : nawaelbariz01@gmail.com

Education History

MI : MI MIFTAHUL HUDA
SLTP : MTS DARUSSYAFAT
SLTA : SMK DARUSSALAM BLOKAGUNG
COLLAGE : IAI DARUSSALAM BLOKAGUNG

APPENDIXE

A. Interview Pre-Implementation with The Teacher

Researcher : Skill apa saja yang diajarkan dikelas delapan ASYEE (Assyafiiyah English Excellent) Bahasa Inggris?

What skills are taught in the eighth grade of ASYEE (Assyafiiyah English Excellent) English?

Teacher : Yang diajarkan di kelas VIII asyee ada 4 skill, yakni skill berbicara, skill menulis, skill listening, and skill reading.

There are 4 skills taught in class VIII asyee, namely speaking skills, writing skills, listening skills, and reading skills.

Researcher : menurut miss yeni Bagaimana kemampuan berbicara kelas VIII ASYEE?

according to miss yeni How is the speaking ability of class VIII ASYEE?

Teacher : Kemampuan berbicara kelas VIII di ASYEE itu bagus,, nggak terlalu yang rendah2 amat,, karena basic Bahasa di asyee setiap hari adalah Bahasa inggris, akan tetapi ada saja siswa yang masih low speaking karena kurangnya metode pembelajarann yang baru dan lebih asik dari biasaya, menjadikan siwa merasa bosan dengan pembelajaran setiap harinya sehingga membuat tidak tertarik dengan materi yang di berikan guru.

The speaking ability of class VIII at ASYEE is good, not too low, because the basic language at ASYEE every day is English, but there are students who are still low in speaking because of the lack of new and more fun learning methods than usual. students feel bored with learning every day so they are not interested in the material given by the teacher.

Researcher : Berapa standar nilai kkm untuk pelajaran bahasa inggris? Dan bagaimana hasil perolehan nilai bahasa inggris siswa itu ?

What is the standard KKM score for English lessons? And how are the results of the students' English scores?

Teacher : kalau Standar dari instansi ini sih tujuh, kalau untuk siasat pencapaiannya nilai, biasanya saya kasih tugas untuk memperbaiki nilai murid.

if the standard from this agency is seven, for the strategy for achieving grades, I usually give assignments to improve student grades.

Researcher : Metode apa yang digunakan untuk mengajarkan speaking?

What methods are used to teach speaking?

Teacher : Pada saat mengajar saya lebih suka memberikan dan biasanya saya menggunakan metode mendeskripsikan kegiatan sehari hari, kadang ya menggunakan LKS (Lembar Kerja Siswa)

When teaching I prefer to give and usually I use the method of describing daily activities, sometimes I use LKS (Student Worksheet)

Researcher : Bagaimana sikap siswa terhadap metode yang digunakan?

: What are the students' attitudes towards the method used?

Teacher : Sikap siswa terhadap metode saya adalah kurangnya focus siswa terhadap ,materi yang saya sampaikan. Karena mungkin metode saya terlalu sering saya gunakan setiap kali saya mengajar di kelas. Dan menjadikan mereka bosan untuk mempelajarinya. Akan tetapi saya harus tetap menngembalikan semangat dan focus siswa dengan berbagai macam cara model pembelajaran.

The students' attitude towards my method is the lack of students' focus on the material that I convey. Because maybe I use my method too often every time I teach in class. And make them bored to learn it. However, I have to keep returning the enthusiasm and focus of students with various ways of learning models.

Researcher : Permasalahan apa yang sering ditemui di kelas VIII?

What problems are often encountered in class VIII?

Teacher : Permasalahan yang sering muncul pada kelas VIII adalah sulitnya siswa ketika focus memperhatikan guru, materi, permasalahan dalam fluency dan pronunciation.

The problem that often arises in class VIII is the difficulty of students when focusing on paying attention to the teacher, material, problems in fluency and pronunciation.

Researcher : Bagaimana penguasaan fluency siswa?

How is the student's fluency mastery?

Teacher : Siswa terkadang kurang lancar dalam berbicara di karenakan keanekaragaman masalah yang terjadi di dalam kelas. Seperti kurangnya focus siswa terhadap materi yang di berikan guru sehingga penguasaan materi tidaklah maksimal.

Students are sometimes less fluent in speaking due to the diversity of problems that occur in the classroom. Such as the lack of student focus on the material given by the teacher so that mastery of the material is not optimal.

Researcher : Kegiatan Bahasa Inggris seperti apa yang dapat meningkatkan kemampuan berbicara pada siswa?

What kind of English activities can improve students' speaking skills?

Teacher : Guru selalu memberikan tugas untuk mengerjakan sebuah soal yang berhubungan dengan skill berbicara, seperti menceritakan kegiatan sehari hari membuat percakapan umum dan lain lain

The teacher always gives assignments to work on a problem related to speaking skills, such as telling daily activities, making general conversations and so on

Researcher : Apa yang anda lakukan untuk memotifasi siswa belajar Bahasa Inggris?

What do you do to motivate students to learn English?

Teacher : Sering menceritakan kemudahan kemudahan dalam belajar basa inggris,

Often tells about the ease of learning English,

Researcher : Apakah role-play technique sudah pernah digunakan untuk mengajar Bahasa inggris di kelas?

Has the role-play technique been used to teach English in the classroom?

Teacher : belum pernah, dan masih sangat asing bagi saya.

never been, and is still very foreign to me.

Researcher : Apa teknik tersebut dapat meningkatkan kemampuan speaking siswa?

Can this technique improve students' speaking ability?

Teacher : Bisa meningkatkan tetapi kurang efekti dan kurang menarik.

Can improve but less effective and less attractive.

Researcher : jika belum, bolehkah saya menggunakan metode role play untuk meningkatkan kemampuan speaking siswa?

if not, may I use the role play method to improve students' speaking skills?

Teacher : Dengan senang hati,, mulai dari awal saya sudah tertarik dengan metode role play tersebut. Karena metode ini belum pernah di terapkan. Semoga saja bisa menjadi metode baru yang bisa mengembangkan speaking nya siswa.

With pleasure, from the beginning I was interested in the role play method. Because this method has never been applied. Hopefully it can be a new method that can develop students' speaking.

B. Interview before implementation For the students

Researcher : Bagaimana ketertarikan Adik terhadap pelajaran Bahasa Inggris?

How is your sister's interest in English lessons?

student : Ketertarikan saya terhadap Bahasa Inggris berkisar 50% saja

My interest in English is only around 50%

Researcher : Mengapa Adik kurang suka dengan Bahasa Inggris?

Why do you not like English?

student : karena metode nya kurang menarik dan monoton.

because mya method is less interesting and monotonous.

Researcher : Bagaimana pelajaran Bahasa Inggris di kelas?

How is the English lesson in class?

student : Pelajaran Bahasa Inggris dikelas saya terutama terletak pada gurunya yang mengajar dengan sangat monoton. Tidak ada acara-acara yang seni atau gimana yang bisa membuat siswa itu berlatih Bahasa Inggris dengan baik. Misalnya dengan cara membuat deskriptif teks atau gimana itu. Cuma disuruh mencari deskripsi teks kemudian disuruh menerjemahkannya belum dikasih tau tata cara berbahasa Inggris yang baik.

The English lesson in my class mainly lies with the teacher who teaches very monotonously. There are no artistic or other ways that can make students practice English well. For example, by making a descriptive text or something like that, you are only told to find a description of the text and then you are told to translate it, but you have not been told how to speak good English.

Researcher : Bagaimana pelajaran speaking yang ada ditemui di kelas

How is the speaking lesson that you meet in class

student : Speaking di kelas ya hanya menceritakan kegiatan sehari-hari dan kadang berdialog menggunakan LKS sebagai media pembelajarannya

Speaking in class, we only talk about daily activities and sometimes we have a dialogue using LKS as a medium of learning

Researcher : Bagaimana pelajaran Bahasa Inggris yang Adik suka?

How do you like English lessons?

student : kami ingin metode yang menantang dan belum pernah di gunakan sebelumnya

we want a method that is challenging and has never been used before

Researcher : Apakah Adik tertarik dengan pelajaran Bahasa Inggris dengan semacam praktik?

Are you interested in learning English with kind of practice?

Student : Pastinya. Karena dengan praktik kelas menjadi tidak membosankan

What we can be certain of is. Because with class practice it won't be boring

Researcher : Dalam Skala 1- 10, kira-kira berapakah skor kemampuan Bahasa Inggris Adik?

On a scale of 1-10, what is your language proficiency score?

English Brother?

student : Sekitar 50 sih

Around 50 anyway

C. After Implementation with the teacher

Researcher : Apakah sudah sudah berhasil menerapkan role-play technique di dalam kelas.

Have you succeeded in applying the role-play technique in the classroom?

Teacher : alhamdulillah metode ini sudah saya terapkan dan hasilnya sangat memuaskan.

Thank God I have applied this method and the results are very satisfying.

Researcher : Bagaimana situasi kelas ketika anda mengajar menggunakan teknik tersebut?

What is the classroom situation when you teach using this technique?

Teacher : Situasinya lebih baik dari sebelumnya, siswa memberikan perhatian yang baik sehingga mereka lebih mudah focus dan mudah untuk memahami materi yang sudah saya sampaikan.

The situation is better than before, students pay good attention so that it is easier for them to focus and easy to understand the material that I have conveyed.

D. Interview After implementation role play method with the student

Researcher : Bagaimana kesan adik terhadap pelajaran Bahasa Inggris hari ini?

How do you feel about today's English lesson?

Student : Sangat menyenangkan, tidak seperti biasanya, kali ini saya lebih focus aja ke materi, dan lebih faham apa yang di jelaskan oleh guru

Very fun, not like usual, this time I focus more on the material, and understand more what the teacher explains

Researcher : Bagaimana kesan adik terhadap aktifitas role-play kali ini?

How do you feel about this role-play activity?

Student : Menyenangkan dan tidak membuat bosan karena ini adalah aktifitas yang tidak monoton.

Fun and not boring because this is an activity that is not monotonous.

Researcher : Apakah ini dapat memotivasi adik untuk berbicara Bahasa Inggris?

Can this motivate you to speak English?

Student : Iyhaa, saya lebih bisa aja karena role play mudah dilakukan dan langsung mendengar example dari penutur asli sehingga saya jadi lebih cepat menangkapnya.

Yes, I can do better because role play is easy to do and immediately hears examples from native speakers so I can catch them faster.

Researcher : Apakah kegiatan hari ini sangat menyenangkan?

Was today's activity very fun?

Student : Iyha sangat seru

Yes, it's really fun

Researcher : Kegiatan apa yang kurang adik sukai dari kegiatan ini? `

What activities do you dislike about this activity?

Student : Kurang lama sih, karena kita lebih enjoy dan tidak terasa waktu kita anya sebentar

It won't take long, because we enjoy it more and it doesn't feel like we only have a short time.

APPENDIXE 2

TABLE OF NAME STUDENT COMMUNICATION CLASS OF ASYEE

NO	NAME	CODE	ROOM
1	ALIYA SAFITRIANI	V	1
2	ALMIRA FAUZIYAH RAMADANI	V	1
3	ANNISA ZAHARATUN MAULIDYA	V	1
4	AULIA IZZATUL 'AINI	V	1
5	AULIA RIZKI MAR' ATUS SHALIHA	V	1
6	AZZAHRA ZAHROTUS SITA	V	1
7	BAGIS PUSPITA	V	1
8	BLUE MANIK MAHARIFIN MATARAM	V	1
9	DESTY NURSAQINAH RISMA ANGGRAINI	V	1
10	EKA APRILIA SETYA RAHAYU	V	1
11	FITRI AJMILA DZIKRO	V	1
12	GADIS SUCI MAHARANI	V	1
13	HANA CATHERINE NADA	V	1
14	JESSICA ANGELINA JASMINE	V	1
15	JIHAN MEY FELIX	V	1
16	JIHAN NUR RAHMAWATI	V	1
17	MARATUS SHOLIKAH	V	1
18	MARISA MILLATAL HAQQ	V	1
17	MARTA NASYA PUSFARINDAH	V	1
20	MEISY SYAKILA NURI ACHMAD	V	1
21	MUNAYA NAILA IZZATIN ALIYA	V	1
22	NADILA DIAN ARISTA	V	1
23	NAILA NAZWA SALSABILA	V	1

LESSON PLAN

School : (ASYEE) Assyafi'iyah English Excellent
Subject : English
Class : Eight Grade of ASYEE
Language skill : Speaking
Time Location : 30 x 1
Meeting : First and second Meeting

1.1. Learning objectives

- 1.1.1. Students are able to apply the doctor and patient dialect with good fluency correctly in class by role play method.
- 1.1.2. Students are able to apply the doctor and patient dialect with good pronunciation correctly in class by role play method.

1.2. Learning Materials

- 1.2.1. Definition of roleplay.
- 1.2.2. Understanding fluency and pronunciation.
- 1.2.3. Examples of role play conversations

1.3. Learning Method

Learning model, question and answer, practice.

1.4. Learning Activities (first meeting)

Stages	Learning Activities	Time
Pre-Activities	Pray, prepare students, motivate, appreciate, and convey learning objectives.	5 minutes
Main Activities	Students are given guidance from the teacher, by knowing fluency of the material, pronunciation, and role play methods.	20 minutes
	Students are given the opportunity to see examples of role play from short videos for reference	
	Students are given the opportunity to practice one by one in front of the class.	
	The teacher and students make conclusions about the things that have	

	been learned regarding the role play of fluency and pronunciation. Students are then given the opportunity to ask questions about things that have not been understood.	
Post Activity	The teacher ends the learning process by giving thanks for the success of the learning process and praying and said alhamdulillah together.	5 minutes

1.5. Learning Materials

Role play is a method of acting out particular ways of behaving or pretending to be other people who deal with new situations. Role play has two kinds. Those are, scripted and unscripted forms of role play. Scripted role play is type involves interpreting either the textbook dialogue or reading text in the form of speech. In the unscripted role play, the students are not depending on the script.

Scene number one

D : what seems to be the trouble today?

P : I hurt my knee

D : did you twist it?

P : yes, I was planning yesterday

D : is it swollen?

P : his knee is swollen, it's a little swollen, I can't bend it

D : ok. Lets take some x-rays.

P : thank you.

Scene number two

D : what seems to be the problems?

P : I have terrible stomach ache.

D : when did it first start?

P : last night.

D : have you vomited?

P : no.. I'm just in pain.

D : have you been go in the bath room?

P : to the toilet?

D : yes, do you have regular bowel movement.

P : I usually do, but not since yesterday morning.

D : I will give you medicine to help you go to the bathroom

P : thank you.

D : if the pain does not go away after three days, please come back to see me.

P : ok, I will.

1.6. Test (Second meeting)

Two student's conversations in front of class using transcript dialogue.

1.7. Assessment

Scoring rubric pronunciation

No	Categories	score
1	Error in pronunciation are frequent but cab be understood by a native speaker used to dealing with foreigners attempting to speak his language.	1-2
2	Accent is intelligible though often quite faulty.	3-4
3	Errors never interfere with understanding and rarely disturb the native speaker. Accent may be obviously foreign.	5-6
4	Errors in pronunciation are quite rare.	7-8
5	Equivalent to and fully accepted by educated native speakers.	9-10

Scoring Rubric for Fluency

No	Categories	Score
1	No specific fluency description.	1-2
2	Can handle with confidence but not facility most social situations.	3-4
3	Can discuss particular interest of competence With reasonable ease. Rarely has to grope for words.	5-6
4	Able to use language fluency on all levels normally pertinent to profession all needs.	7-8
5	Has completed fluency in the language such that's his speech is fully accepted by native speaker.	9-10

1.6. Rating Scale Score for Pronunciation and fluency

NO	CATEGORY	RANGE
5	Excellent	80-100
4	Good	60-79
3	Fair	40-59
2	Poor	20-39
1	Failed	0-19

1.7. Analysing Student's Score

No	Name	Students' score		average	Speaking Score
		Pronunciation	fluency		
1	ALIYA SAFITRIANI				
2	ALMIRA FAUZIYAH.R				
3	ANNISA ZAHARATUN				
4	AULIA IZZATUL 'AINI				
5	AULIA RIZKI MAR' ATUS				
6	AZZAHRA ZAHROTUS S				
7	BAGIS PUSPITA				
8	BLUE MANIK MAHARIFIN				
9	DESTY NURSAQINAH				
10	EKA APRILIA SETYA R				
11	FITRI AJMILA DZIKRO				
12	GADIS SUCI MAHARANI				
13	HANA CATHERINE NADA				
14	JESSICA ANGELINA				
15	JIHAN MEY FELIX				
16	JIHAN NUR RAHMAWATI				
17	MARATUS SHOLIKAH				
18	MARISA MILLATAL HAQQ				
19	MARTA NASYA P				
20	MEISY SYAKILA NURI A				
21	MUNAYA NAILA IZZATIN				
22	NADILA DIAN ARISTA				
23	NAILA NAZWA				

APPENDIXE 4

DOCUMENTATION OF PICTURE



Doc. Researcher with students eight grade of study



Doc. Interview with the teacher



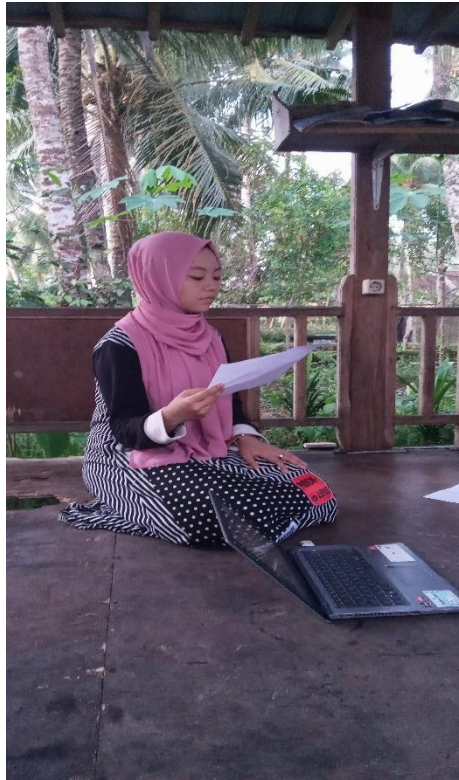
Doc. Interview with the student



Doc. Preliminary Study



Doc. First meeting in cycle 1



Doc. Teacher giving material for student



Doc. Student test in cycle 1