

THESIS

**IMPLEMENTING ROLE PLAY TO IMPROVE SPEAKING SKILL AT
THE EIGHTH STUDENTS OF MTS AL- AMIRIYAH BLOKAGUNG
BANYUWANGI IN ACADEMIC YEAR 2019/ 2020**



By:

Nidaul Fitria

NIM. 16112210015

**ENGLISH EDUCATION DEPARTMENT
FACULTY OF EDUCATION AND TEACHER TRAINING
ISLAMIC INSTITUTE OF DARUSSALAM
BLOKAGUNG BANYUWANGI
2020**

REQUIREMENT FOR THE DEGREE

**IMPLEMENTING ROLE PLAY TO IMPROVE SPEAKING SKILL AT
THE EIGHTH STUDENTS OF MTS AL- AMIRIYAH BLOKAGUNG
BANYUWANGI IN ACADEMIC YEAR 2019/ 2020**

THESIS

Presented to the Faculty of Education and Teacher Training

in a Partial Fulfillment of the Requirement for the Degree of Strata 1

in English Education Department

BY :

NIDAUL FITRIA

NIM.16112210015

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


2020

APPROVAL SHEET

This is certifying that Sarjana's thesis of **Nidaul Fitri** has been approved
by thesis advisor for further approval by the board of examiners.


Banyuwangi, 29th July 2020

Head of Undergraduate Program
In English Education Department



Adib Ahmadi, M.Pd
NIPY. 3150930068601

Advisor,



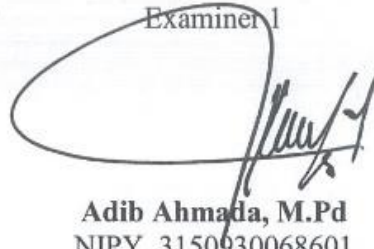
Ridwan, M.Pd
NIPY. 3151009097401

AGREEMENT

This is to certify that Sarjana's thesis of **Nidaul Fitriah** has been approved by the board of examiners as a requirement for the Sarjana Degree in the English Education Department.

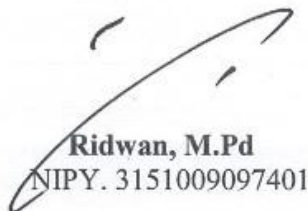
Banyuwangi, 06th August 2020

Examiner 1



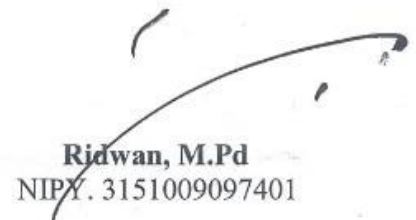
Adib Ahmada, M.Pd
NIPY. 3150930068601

Examiner 2



Ridwan, M.Pd
NIPY. 3151009097401


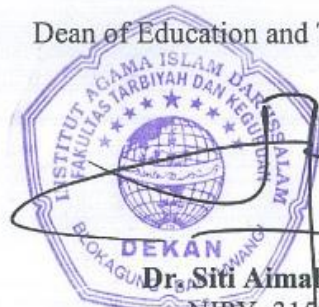
Examiner 3



Ridwan, M.Pd
NIPY. 3151009097401

Acknowledgement

Dean of Education and Teacher Training Faculty



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

DECLARATION OF AUTHORSHIP

Bismillahirrohmanirrohim

Herewith, I:

Name : **NIDAU FITRIA**

NIM : 16112210015

Study Program : English Education Departement

Address : Rembiga, Selaparang, Mataram, NTB

Declare that:

- 1) This thesis has never 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 acknowledgement, 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 imposed on me.



Banyuwangi, 29th July 2020

Declator,



Nidaul Fitria
Nidaul Fitria

DEDICATION

I dedicate this thesis to myself, which has struggled so far. And to beloved people who help, accompany, support me in the completion of this thesis. Big thanks and may Allah always give mercy and blessings for you all.

MOTTO

Always be Better

-Nidaul Fitria-

ACKNOWLEDGMENT

All praise be to Allah the lord of this universe, by the grace of Allah the highest finally the writer can finish his 'Thesis' after a long effort of writing. Peace, blessing and salutation be upon our great prophet Muhammad, his family, his descendants, and his 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 Islamic Institut of Darussalam
2. Siti Aimah, S.Pd.I., M.Si. Dean of the Faculty of Education and Teacher Training
3. Adib Ahmada, M.Pd. Head of Undergraduate Program In English Education Departement
4. Ridwan, M.Pd. as my advisor who has given me sincere advice and available guidance during the preparation and completion of this thesis.
5. All of my family and friends who have supported my spirit and have helped me to finish this thesis.

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

Banyuwangi, 29th July, 2020

The Writer

ABSTRACT

Nidaul, Fitria. 2020. *Implementing Role Play to Improve Speaking Skill at The Eighth Students of Mts Al-Amiriyah Blokagung Banyuwangi in Academic year 2019/2020.*

Key Word: Implementing, Role Play, Improve, Speaking Skill.

Many students are really passive and reluctant to speak English in the classroom. Therefore, This research is designed as a research on improving students' speaking ability in class The method of this research was classroom action research. Kemmis and mc tanggart (mc niff, 1992;27) design is used in this research, which consists of four phases; planning, Implementation, observation, and reflection in each cycle.

The Method was conducted in three cycles. The subjects of this research were 19 students at the first semester of the Eighth grade students of Mts Al-Amiriyah in academic year 2019/2020. After collecting the data, the writer found that improving students' ability in expression of happiness through Role Play technique is work well.

Based on the data analysis, the result of the research was progress. It is showed that the students' mean score for speaking ability in expression of happiness improved. It could be seen on data analysis result from each cycle (62,5 on cycle 1, 68,42 on cycle 2, and 76,32 on cycle 3). Even students fulfilled KKM (standard achievement) on cycle 2, however, the teacher and collaborator decide to do 3 cycle to make sure that using role play was really suitable for students' speaking ability improvement. Based on the result of the data analysis, the writer took a conclusion that Role Play technique is work well and can be applied,because by doing this action the students are interested and enjoy it.There is no doubt that through the Role play students provided with a change to study language freely in related atmosphere.

LIST OF CONTENTS

Cover	i
The Requirement for the Degree of Strata 1	ii
Approval Sheet.....	iii
Agreement.....	iv
Declaration of Authorship.....	v
Dedication	vi
Motto.....	vii
Acknowledgement.....	vii
Abstract	ix
List of Content	x

CHAPTER I INTRODUCTION

1.1 Background of Study	1
1.2 Research of Problem.....	8
1.3 The Research Objective.....	8
1.4 Significance of The Study	8
1.5 Scope of The Problem	9
1.6 Definition of the Key Terms.....	9
1.7 Previous Study.....	11

CHAPTER II THEORETICAL FRAMEWORK

2.1 Speaking	13
2.2 Role Play.....	23

CHAPTER III RESEARCH OF METHODOLOGY

3.1 Research Design	32
3.2 Setting of The Study	34
3.3 Research Subject.....	34
3.4 Research Procedure	35

3.5 Preliminary Study	35
3.6 Planning The Action	36
3.7 Designing The Module	36
3.8 Deciding The Criteria of Success	37
3.9 Implementation of The Action	38
3.10 Observation.....	38
3.11 Assessment Role Play.....	39
3.12 Analysis and Reflection.....	39

CHAPTER IV RESEARCH FINDINGS

4.1 Preliminary Study	42
4.2 Classroom Action Research.....	43

CHAPTER V DISCUSSION OF FINDINGS

5.1 Summary of The Findings	70
5.2 Discussion.....	72

CHAPTER VI CONCLUSION AND SUGGESTION

6.1 Conclusion	77
6.2 Suggestion	78

REFERENCE	80
------------------------	-----------

APPENDIX

Appendix Teaching and Learning Activities in The Class.....	82
Appendix Assessment Indicator of Speaking.....	89
Appendix The Result of Class Assessments.....	97

CHAPTER I

INTRODUCTION

In this chapter presents the topic of the study, The parts namely background of study, operational definition, objective of the research, the scope of the research, the significance of research, the definition of the key terms, and Previous Study. All of them will be detail in the following parts in turn.

1.1 Background of study

In our life we certainly need others, because we are social creatures and before that we have to talk to other people. Speaking will be understood if you can master the language as an intermediary tool. According to AS Hornby (1995:662) stated the language is the system of sounds and words used by human the express their thoughts and feelings. The language that is needed for the people to communication.

English is used as mean as of communication in the world, it become an international language. Communication probably occurs among people in the world to share information, ides and feelings, communication activities play an important role in human life, it occurs not only trough oral (spoken) language, but it can also be conveyed trough written language. Byrne (1986:8) said that communication involves four skills, among others: speaking skill, writing skill, reading skill, and listening skill. While the speaker has to prepare the message that will be conveyed in appropriate language, the listener should interpret the message appropriately.

In Indonesia, English has become one of the foreign languages as the local content subject for the elementary school, the student of junior and senior high school, and event universities. Besides, it has become one the pre requirements for those who desire to apply job in certain institutions or companies. So, English Language is very important, because International languages are taught officially from elementary school to university level and have connections with other human lives.

In learning English, there are four language skills that are very needed to be learned by students. Namely reading, writing, reading, and speaking. Speaking is one of the skills in English, according to tarigan (1986:89) speaking can improve students other language. which is very important for communicating with others, communication tools among countries around the world, and which can express their feelings and abilities. Speaking is the ability of expressing ideas, thought, feeling orally in a communicative away. Speaking is one of the important things for the students; by mastering the speaking they are able to express their ideas. Based on the fact that almost speakers of language can orally use the language to carry out their activities skill in language teaching.

As teacher at Mts Al-Amiriyah, researcher finds a series of a problem according to the ability at eighth students to communicate in English. The problems are; many students tend to preserve themselves in silence during the speaking activities when the students are asked in English they frequently answer in Indonesian language. Here the researcher finds out that the students

have difficulties in expressing their ideas in English even in simple form of conversation.

The students are lack of confidence to speak English because they do not have bravery to speak and they tend to be nervous. They are afraid of being laughed at by their friends. The consequently the students are afraid of making mistakes and it make

them look foolish in front of their friends and teacher. This problem may happen when they are psychologically teenagers and get easily embarrassed about speaking in front of their friends in a formal situation. It is important to apply the teaching and learning strategy which is able to make the class atmosphere lively and enjoyed. Another factor that causes the students having low motivation in learning English, especially on speaking, may also derive from the lack of the teacher's variation in teaching techniques during the teaching and learning process.in The teacher usually uses monotonous style of teaching like dialogue or just reading dialogues without practicing language in meaningful context. So the students only try to memorize without understanding the meaning what they said. In order words a monotonous teaching style could make the students bored and lose interested on the subjects which affect the students' ability, and ultimately this problem has an impact in The Evaluation of learning in classroom at my place practice , it seen speaking ability obtained an average value at eighth student in Mts Al amiriyah including low, because the average value obtained does not until or under the minimum completenesss criteria in English Language Lessons, that have been set in Mts Al amiriyah was 70.

This Research is done in order to know the influence of role play technique in teaching speaking. Speaking is a skill used by someone to communicate orally in daily life whether at school or outside the school. Most teachers tried to find techniques in order to make students interested in learning speaking. At least, they can speak in a simple conversation freely.

In fact, the students at the eighth grade of Mts Al-Amiriyah have difficulties in speaking subject. It is caused by some factors. That's the students are too shy and afraid to speak in the front of the class because of lack of self-confidence. The students are unmotivated and lack of practice, and the students need an interesting technique to stimulate them to speak in the class.

In order to solve the students' problem faced by students at the eighth grade of Mts Al-Amiriyah, and make students more motivated, role play may provide for helping the students to improve their oral ability. Role play presents a real life situation and provides the most useful and interesting lesson so students can speak freely and confidently in the front of the class and this technique is quite interesting and reduces students' boredom in learning English. Based on the statement above, the writer assumed that role play can be very applicable to be used for teaching learning English especially in speaking.

Speaking is one of the most important skills in language learning and also in our life. When people are learning to speak foreign, for example, they still find out the difficulties in their speaking, because they have to understand the dialect stress, pronunciation, and the meaning of the speaking activity itself. Speaking needs to be applied well, because speaking is used to

communication. So that is way, it is very important to understand how to speak well, student need more than just reading.

In fact, it is not easy for the teacher to teach speaking in English. They have important roles and a challenging task. Teaching speaking means developing the learners' communication ability. The teacher should create an English communication during the classroom the language teaching which actively involves the student. Language teaching and learning can only occur through a natural process when the students involved actively in using the language for communication. It concerns the methods or the techniques used the teaching English. That is why, Byrne (1986:1) suggests that teachers need to have a clear understanding and enrich their technique method in teaching oral ability.

The problem above indicate that it is important to give the students the same amount of change in exercising their speaking skill and pay more attention to create a learning situation with various teaching techniques. "A well prepared teacher will know what is likely to interest and stimulated his class.....he will planed his class not just on the basis of what activities are suitable, what skills have to be taught, in order words, about what the most effective thing for the class will be" (Harmer, 1990 : 214). Thus by having an enjoyable situation with more time for practice, it is expected that students' speaking ability will improve and their motivation to learn English subject will increase.

Considering the facts, the researcher chooses one of the teaching techniques to create a good learning atmosphere through an Role play

method. Role play in other classroom context has had several beneficial results. First and most importantly, Role play exercises have increased content.

Role-play is a product of ‘play’, ‘games’ and ‘simulation’, and definitions of these are provided in The Concise Oxford English Dictionary (1978 edition) definition of role-playing is: ‘*behaving in accordance with specified function*’. This is accurate but a working definition of role-play is more difficult to arrive at largely because it is associated with ‘dramatic’ activity in the minds of teachers, and also because of confusion in the literature arising from its relatedness to play, games and simulation (Jones, 1985). In science education role-play may be seen as an interaction between these three components – either in combination or by themselves – and the child who ‘performs’ the activity, resulting in learning outcomes. It is suggested in this model that there is progressively increasing intellectual rigour involved as you move from play to games to simulations. Again, in this model, all aspects of role-play are derived from ‘play’. Since the initiation and design of role-play is driven by the teacher, play takes on an educational function. Some types of role-play use techniques derived from drama, which may be adapted for use in teaching science. Role-play in science, therefore, is a product of the use of drama, games and simulations. Since, properly designed, it involves children in physical and intellectual activity, it has a potential to elucidate scientific concepts. So, One of strategies to student more active to speaking one of Role play Method. according to life that need each other or social beings, role play strategies are

very suitable, this strategy uses a general combination of social education and relationships between humans. that technique relevant with studies, but those cases involve individual in the dramatization from (Oemar hamalink, 2011 :199).

Through Role Play in process leaning, especially speaking, it is expected that the student's achievement in English speaking will be better. Students will be motivated to communicate using the target language because they are immersed in environment where language come a primary necessity, such as in Role Play. Therefore, in order to give contribution to the solution of the problem researcher is greatly motivated to have a Classroom Action Research (CAR) to study the Role Play in order to improve the speaking skill at the eighth students of Mts Al-Amiriyah.

This research is based on his belief that Role Play could give a positive Impact on students' interest and give motivation in expressing their ideas as well as increasing their speaking skill. The research title is "Implementing Role Play to Improve Speaking Skill at The Eighth Students of Mts Al-Amiriyah Blokagung Banyuwangi in Academic Year 2019/2020".

The Researcher, wrote this thesis is strengthened and supported by previous thesis written by Nurul Indah (2015) Implementing Role Play to Improve the Speaking skill of Seventh grade of MTSN Sambirejo in academic year 2014/2015, the second supported by previous thesis from nining hidayati (2015) Using Role Play To Improve Students' Speaking Ability (A Classroom Action Research With Eighth Grade Students of MTs.NU 05 Sunan Katong Kaliwungu), and the last supported by previous

study from Hermina Prima (2018) Improving Students' Speaking skill using role play in english extracurricular class in SMP Pangudi Luhur 1 Yogyakarta.

1.2 Research of Problem

Seeing the background that we have discussed above, the writer can formulate the problem as follows; how can the implementing role play improve the speaking skill at the eighth student of Mts Al-Amiriyah in Academic Year 2019/2020.

1.3 The Research Objective

Seeing the research problem in the previous part, the objective of the research is described how the role play can improve the speaking skill at the eighth student of Mts Al-Amiriyah.

1.4 Significance of the Study

The importance in teaching and learning process in english especially in teaching speaking is findings of the present research study are expected to have beneficial both theoretical and practical for the student and teacher

1.4.1 Theoretically : The result of the study is information in acquiring english, and informs there are many method in teaching speaking skill to the readers

1.4.2 Practically : the result of the research expected to be beneficial for the following people :

1.4.2.1 For the teacher, In the classroom certainly there are many problems for process in learning especially speaking skill, this

research can as way to be reference to upgrade or increase their skill to use method role play and useful for english teacher.

1.4.2.2 For the students, They need great effort to build the communicative competence and respect the felling other people, so they must practice it either for improving their speaking skill in the classroom or out of the classroom and this useful for the students.

1.4.2.3 For the Other Researcher, this is very useful because for reference the next researchers who have interest in speaking and different design to increase students' speaking skill trough the method role play.

1.5 Scope of the Problem

The scope of the research is class VIII A Mts Al-Amiriyah, they are chosen because they have problem with their speaking, it can be shown by activity the students' in speaking and score that is below the standart score requirement. The activities conducted in each cycle. the first Research focus in planning action, the second is implementing the action, the third is observation in class and the last reflection the result.

1.6 Definition of the Key Terms

Definition can avoid misunderstanding and differences in interpretation the researcher uses the following key terms :

1.6.1 Implementing

According to Friedrich (in Wahab 2008: 3) Policy is an action that leads to the goals proposed by a person, group or government in a

particular environment in connection with certain obstacles while looking for opportunities to achieve goals or realize desired goals. Simply implementation can be interpreted as implementation or application. Browne and Wildavsky (in Nurdin and Usman, 2003: 7) suggest that "implementation is the expansion of activities that are mutually adjusting", so implementation is a policy or effort that adapts to the idea of a person or more to achieve the desired goals by finding solutions to overcome existing obstacles.

1.6.2 Role Play

Role play is a method of taking the role of a drama / scenario by practicing what needs to be done and said in a safe situation. Role play activities are preceded by teacher direction about some information to description of the role, concern, objectives, responsibilities, emotions, etc.

1.6.2.1 Improve

It means make or become better (Hornby, 1986:427).

1.6.2.2 Speaking Skill

It means the act of delivering a formal spoke communication to an audience (the firedictionary.com). In the Oxford Dictionary (1986:827) states that *speaking* is know and be able to use a language. speaking is defined as the act of delivering communication and it deals with the students' ability in delivering conversation covering aspects of pronunciation, grammar, vocabulary, and comprehension.

1.7 Previous Study

Previous Study can expand knowledge related from Previous research which will Later support, The Researcher Following uses :

- 1.7.1 Nurul Indah (2015) Implementing Role Play to Improve the Speaking skill of Seventh grade of MTSN Sambirejo in academic year 2014/2015. That's Have Some similarities with Research, including the Object Research has did in the Junior High School, Then The Method using Classroom Action Research (CAR) and this writer has attended the same place as the Researcher, The Finding This Research is The Students have shown significant change in the scores obtained and better attitudes in understanding learning.
- 1.7.2 Nining hidayati (2015) Using Role Play To Improve Students' Speaking Ability (A Classroom Action Research With Eighth Grade Students of MTs.NU 05 Sunan Katong Kaliwungu). That's Have Some similarities with The Research, including the Object Research has did in the Junior High School exactly eighth class, Then The Method using Classroom Action Research (CAR). The Finding This Research is Observation Checklist Showed that The Students Seemed Braver and more Confident in speaking after using Role Play in Learning
- 1.7.3 Hermina Prima (2018) Improving Students' Speaking skill using role play in english extracurricular class in SMP Pangudi Luhur 1 Yogyakarta. That's Have Some similarities with Research, including the Object Research has did in the Junior High School, Then The

Method using Classroom Action Research (CAR).The Finding This Research is The student have enjoyed the learning Process, so was over coming the students decreasing score in next cycle.

CHAPTER II

THEORETICAL FRAMEWORK

2.1 Speaking

2.1.1 The Definition of Speaking

Speaking skill, as the writer writes in the previous chapter is one of the basic language skills that has important role rather than other skills due to its significant and its use for communication. So that, the writer will explain about the nature of speaking itself in order that gives the obvious information about what speaking is.

In the point of view of Jones, speaking is a form of communication, so it is important that what you say is conveyed in the most effective way. How you say something can be as important as what you say in getting meaning across". Based on that opinion, speaking is realized as communication, therefore, speakers are required to be able to express what they want to say as effectively as possible in order to convey the message.

Bygate says, "Speaking is a skill which deserves attention every bit as much as literary skills, in both first and second language. It is the skill which the students are frequently judged. It is also the vehicle par excellent of social solidarity, of social ranking, of professional advancement and of bussiness" It indicates that as one of the language skills, speaking should get the attention from teachers and learners because it plays the important role in our society.

Meanwhile, Donough and Shaw state, “There are some reasons for speaking involved expressing ideas and opinions: expressing a wish or a desire to do something; negotiating and/or solving a particular problem; or establishing and maintaining social relationships and friendships. Besides, fluency, accuracy, and confidence are important goal in speaking”. Therefore, as a language skill, speaking becomes an important component to master by the students as the main tool of verbal communication because it is a way to express ideas and opinions directly what we have in our minds.

Based on the previous definitions above, it can be synthesized that speaking is the process of using theurge of speech to pronounce vocal symbols in order to share the information, knowledge, idea, and opinion to the other person. Moreover, speaking cannot be dissociated from listening aspect, because speaking involves speaker and listener.

2.1.2 The Elements of Speaking

According to Rivers in Erwadi (2004:7), what the students need in a target language is the skill to use the language in acts of Communicatin, because speaking is a very complex and different skill to learn especially by the foreign language students. Based on explanation of expert about speaking skill, the researcher can explain about the component of speaking, There are four aspects below has a great influence in speaking skill as Hormaililis (2003 : 6), they are:.

2.1.2.1 Pronunciation

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

2.1.2.2 Grammar

It is obvious that in order to be able to speak foreign language, it is 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.

2.1.2.3 Vocabulary

As we know, vocabulary is a basic element in language. Vocabulary is single words, set phrases, variable phrases, phrasal verbs, and idioms. It is clear that limited

vocabulary mastery makes conversation virtually impossible.

2.1.2.4 Fluency

In simple terms, fluency is the ability to talk freely without too much stopping or hesitating. Meanwhile, according to Gower et-al, 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.

2.1.2.5 Comprehension

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

2.1.3 Points to Consider about Speaking

Speaking is a form of communication, so it is important that you say is conveyed in the most effective way. How you say something can be as important as what you say in getting your meaning across. Jones stated that there are some points to consider about speaking. They are:

2.1.3.1 Clarity

The words you speak must be clear if listeners are to understand what you say. This means speaking your words distinctly and separately, not running them together, and slurring them.

2.1.3.2 Variety

Speech has its own rhythms and tunes. The voice usually rises, for instance, to indicate a question. Some words in a sentence require more emphasis than others if the meaning is to be clear. Unimportant words tend to be spoken more quickly than important ones. Consider things like pitch, emphasis, speed, variations in volume, pauses.

2.1.3.3 Audience and tone

The way you speak and the tone you use will be affected by the audience to whom you are speaking. In short, in speaking, speakers must consider the three points above so that they can convey meaning as effectively as possible.

2.1.4 Types of Speaking Activities

The most important feature of speaking activity is to provide an opportunity for the students to get individual meanings across and utilize every area of knowledge they have. According to Riddel, there are the various kinds of activities that can be implemented by teachers in order to stimulate students to speak. Those activities are ranking, balloon debate, debates, describing visuals, role-plays, students' talks,

and discussion. In this study, the writer chooses role play as a technique to improve the students' speaking skill because it can work with any levels. With lower levels, give them a realistic context (especially if in an English-speaking country) like shopping, and a realistic role (i.e. the customer, not the shop assistant).

2.1.4.1 Teaching Speaking

A. What is teaching speaking?

1. What is meant by teaching speaking according to Hayriye Kayi in *Activities to Promote Speaking in a Second Language* is to teach English language learners to: Produce the English speech sounds and sound patterns.
2. Use word and sentence stress, intonation patterns and the rhythm of the second language
3. Select appropriate words and sentences according to the proper social setting, audience, situation and subject matter.
4. Organize their thoughts in a meaningful and logical sequence.
5. Use language as a means of expressing values and judgments.
6. Use the language quickly and confidently with few unnatural pauses, which is called as fluency.

7. In those meanings of teaching speaking above, the teacher must pay attention of some important aspects include producing sentences, intonation, rhythm and stress. Those sound productions must be meaningful because it must be produced logically from thoughts.

2.1.5 Reasons for Teaching Speaking

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

1. Speaking activities provide rehearsal opportunities changes to practice real life speaking in the safety of the classroom.
2. 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.
3. 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 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.

2.1.6 The Goal of Teaching Speaking

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.

2.1.7 Types of Classroom Speaking Performance

Brown (2003:141) offered six similar categories apply to the kinds of oral production that students are expected to carry out in the classroom:

1. Imitative

A very limited portion of classroom speaking time may legitimately be spent generating “human tape recorder” speech, where, for example, learners practice an intonation contour or try to pinpoint a certain vowel sound. Imitation of this kind is carried out not for the purpose of meaningful interaction, but for focusing on some particular element of language form.

2. Intensive

Intensive speaking goes 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 activity, where learners are “going over” certain forms of language.

3. Responsive

A good deal of student speech in the classroom is responsive; short replies to teacher or student-initiated questions or comments.

4. Transactional (dialogue)

Transactional language, carried out for the purpose of conveying or exchanging specific information, is an extended form of responsive language.

5. Interpersonal (dialogue)

Interpersonal dialogue carried out more for the purpose of maintaining social relationships than for the transmission of facts and information.

6. Extensive (monologue)

Students at intermediate to advanced levels are called on to give extended monologues in the form of oral reports, summaries, or perhaps short speeches. Here the register is more formal and deliberative. These monologues can be planned or impromptu.

Each category above can be implemented based on the students’ level and students’ ability. Here are the summary purpose of each element: imitative for focusing on some particular element of language form, intensive to practice some phonological or grammatical aspect of

language, responsive can stimulate students" in speaking, transactional to invite students to engage in a conversation, interpersonal to learn how such features as the relationship in the conversation, and extensive is to practice in the form of oral reports, summaries, or perhaps in short speeches.

2.1.8 The Roles of the Teacher during Speaking Activities

During speaking activities, teachers need to play number of different roles. They can be prompter, participant, even feedback provider as viewed by Harmer as follow:

a. Prompter

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

2.1.9 The Assessment of Speaking

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.

2.2 Role Play

2.2.1 The Definition of Role Play

Many experts have different opinions in defining role play. The following are some of the point of view about role play. Ur stated, “Role play is giving students a suitable topic provides interest and subject – matter for discussion, dividing them into groups improves the amount and quality of the verbal interaction”.²¹ Here, the writer concludes that the students will communicate more freely if they have a role to hide behind.

According to Gower et-al, “A role play is when students take the part of a particular person: a customer, a manager, a shop assistant, for example. As this person, they take part in a situation, acting out a conversation. It is unscripted, although general ideas about what they

are going to say might be prepared beforehand. These might well come out of a text or a previous context". It means that role play has number of possibilities for communication practice. Students are no longer limited to the Kind of language used by learners in a classroom.

Meanwhile according to Revell, role play defined as an individual"s spontaneous behavior reacting to others in a hypothetical situation. The essential core of the activity is understanding the situation of another person, and to do this well the player" needs to come to grips with the other participants" roles, not just his own . It can be illustrated that in role play, a player is given basic information about who he is, what he is like, and what he wants to do. A player must interact with others relate to the situation to theirs.

The writer concludes that role play is a technique in English teaching in which the students learn in an imaginary situations or roles in order to develop the students" fluency. The situations and the roles are made as a real life situation so the students know the functions of English in real life.

2.2.2 Reasons for Using Role Play

There are many reasons why teachers should use role play technique in teaching speaking as viewed by Nation and Thomas in *Communication Activities*. Those are:

- a. Role play allows a wider range of language functions and language varieties to occur than would normally occur within a classroom.

- b. Role play allows exploration of cultural issues, in particular, appropriate ways to behave in certain situations such as when being offered food or drink.
- c. Role play can add interest to an activity and by distributing roles can ensure participation in an activity.
- d. Role play can result in repetition of speaking activity by providing a change.

In short, role play covers a wide range of possibilities because in students have to enter into many different situations. Moreover, it can help students to achieve maximum communication.

2.2.3 Types of Roles in Role Play

Ladousse viewed that there are several types of role in role play:

1. The first is the roles which correspond to a real need in the students' lives. In this category, it involves such roles as doctors dealing with patients, or salesman traveling abroad.
2. The second type of role is the students play themselves in a variety of situations, which may or may not have direct experience. The example, which include in this category is a customer complaining or a passengers asking for information.
3. The third type is the type that few students will ever experience directly themselves, but it is easy to play because the teachers have such vast indirect experience of them. The television journalist is a good example of this type and it is very useful kind of role taken from real life.

4. The last type is fantasy roles, which are fictitious, imaginary, and possible even absurd.

In summary, the overall aim of those types of role is very similar: to train students to deal with the unpredictable nature of language.

2.2.4 Categories of Role in Role Play

According to Littlewood as stated in Revell, there are five categories of role in role play, they are:

1. "Inherent" roles, such as sex or age roles.
2. "Ascribed" roles, such as class or nationality.
3. "Acquired" roles, one's job, for example.
4. "Actional" roles, such as patient, a coach traveler, or a client in a restaurant, all of which occur in the course of our active life and which are temporary.
5. "Functional" roles, such as offering help or expressing regret. For learners, actional and functional roles will be of most use.

There is a common core of actional roles which most learners must be perform creatively, such as asking for directions or buying a newspaper. Meanwhile in functional roles, learners enter into many different situations and because of this; a large amount of time should be devoted to their practice

2.2.5 Techniques to Control Role Play

There are many techniques that can be used by teachers to control the class during role play. Meanwhile, Littlewood proposed four

techniques may use by the teachers in control role play in their class.

Those are:

1. Role play controlled through cued dialogues
2. Role play controlled through cues and information
3. Role play controlled through situation and goals
4. Role play in the form of debate or discussion

In this study, the writer will conduct role play using two techniques. In the first cycle of CAR, the writer will conduct role play through cued dialogues. Meanwhile in the second cycle of CAR, the writer will conduct role play through cues and information in order to stimulate students to be more active and creative to use their own sentences.

2.2.6 The Purpose of Role Play

Role playing (dramatization) helps to bring the language to life and to give the learners some experience of its use as a means of communication. Therefore, the main purpose of role play is to develop communication situation. The realistic communication situation gives the students new experience in using the language they have learned, and the experience is good for remembering what they have learned.

Hence, the writer concludes the goal of teaching speaking is similar to the goal of role play technique that is communication. It means role play can be applied in teaching speaking and it can help students in improving their speaking skill.

2.2.7 The Significance of Role Play

It has been mentioned before that role play is one of the activities which is particularly suitable for practicing the sociocultural variations in speech acts, such as complimenting, complaining, and the like. According to Ladousse, role play uses different communicative techniques and develops fluency in the language, promotes interaction in the classroom and increases motivation. Even, role play helps many shy learners by providing a mask. In addition, it is fun and most learners will agree that enjoyment leads to better learning. Based on that statement, the writer assumes that role play gives many advantages: such as improving Students' speaking ability, motivating them to practice their English and the most important one is the students feel fun in learning English because role play is also a kind of games.

2.2.8 Teaching Speaking Using Role Play

In improving speaking skill through role play, the teacher and collaborator ask the students to perform group by group, the topic is about asking and giving opinions based on the S.K.3. *Mengungkapkan makna dalam percakapan transaksional dan interpersonal lisan pendek sederhana untuk berinteraksi dengan lingkungan sekitar* (to deliver meaning in short verbal simple transactional and interpersonal conversations to interact with their Surroundings) and KD.3.1. *Mengungkapkan makna dalam percakapan transaksional dan interpersonal sederhana dengan menggunakan bahasa lisan dengan akurat lancar dan berterima untuk berinteraksi dengan sekitar yang*

melibatkan tindak tutur : meminta, memberi, menerima jasa, meminta, memberi, menolak barang, mengakui mengingkari fakta dan meminta memberi pendapat (to deliver meaning in a variety of simple spoken transactional and interpersonal conversations accurately, fluently, and meaningfully to interact with the surrounding environment that involves speech acts: ask for, give, refuse favor, ask for, give, and reject things, admit and deny the facts, and ask for and give opinions).

To hold role playing, the teacher must prepare some steps to make good performance. Here are the stages in Role Play activity:

1. The teacher arranges or prepares scenario that will be performed by the students. This scenario is important for the students to know the situation of their roles.
2. The teacher appoints some students to learn about the scenario several days before teaching and learning activity. Giving time for the students is useful to have them good preparation for acting.
3. The teacher makes group of students consists of some people per group. The teacher has to makes group in variant Departemen Pendidikan Nasional, *Model Pembelajaran yang Efektif*, (Jakarta: Dekdiknas, 2009), p.4.member due to their ability of speaking. So, the smart student is combined with low student.
4. The teacher explains about competence will be achieved. The teacher enlightens the students that from their performance, they will know some expression of giving opinions and it response, and making and declining and invitation.

5. The teacher calls a group of students who have been chosen to play prepared scenario. On the other hand, the teacher chooses the group to perform.
6. Each student in his/her group observes scenario being performed.
7. After finishing the performance, each student is given work sheet for discussing each group performance
8. every group which has performed gives conclusion about what scenario has been performed.
9. The teacher gives general conclusion. That is about the material that has been done by the students in their role play.
10. Evaluation, it is held by test to know their understanding in the material.
11. Closing

2.2.9 Conceptual Framework

This research is done in order to know the influence of role play technique in teaching speaking. Speaking is a skill used by someone to communicate orally in daily life whether at school or outside the school. Most teachers tried to find techniques in order to make students interested in learning speaking. At least, they can speak in a simple conversation freely.

In fact, the students of the second grade of MTs Al Amiriyah Darussalam Blokagung have difficulties. in speaking subject, it's caused by some factors: first, they are too shy and afraid to speak in the front of the class because of lack of self-confidence. Second, they are unmotivated

and lack of practice. Lastly, they need an interesting technique to stimulate them to speak in the class.

In order to solve the students' problem faced by students of the second grade of MTs Al Amiriyah Darussalam Blokagung, and make students more motivated, role play may provide for helping the students to improve their oral ability. Role play present a real life situation and provide the most useful and interesting lesson so the students can speak freely and confidently in the front of the class and this technique quite interesting and reduce students' boredom in learning English.

Based on the statement above, the writer assumed that role play can be very applicable to be used for teaching-learning English especially in speaking.

CHAPTER III

RESEARCH OF METHODOLOGY

This chapter discusses about the setting of this classroom action research, subject of the research, the time of research, data collection method and the research procedures. And all of them necessarily to be explained detail in the following parts:

3.1 Research Design

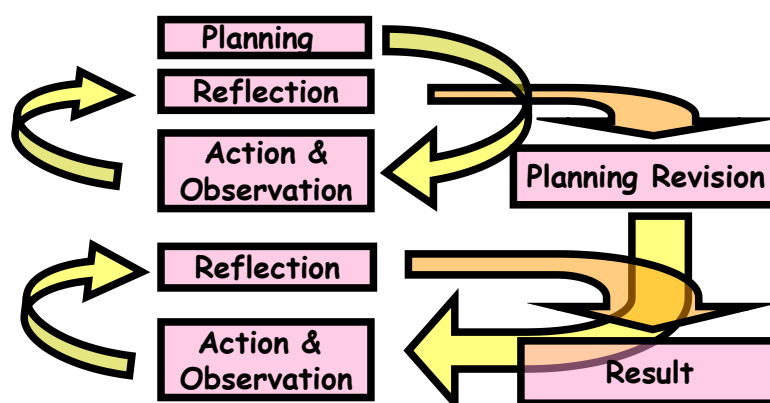
The design will apply in this research is a CAR (Classroom Action Research). This is based on the reason that the writer aims to solve the students' problem in speaking skill and to improve their speaking ability. In this research, the researcher did the activity at MTs Al-Amiriyah Blokagung. Here, the researcher acted as the teacher who conducted the process of teaching and learning in the classroom. According to Latief, Adnan (2012;145) Classroom Action Research is an Effective media in Improving the quantity of English teachers' performance in instruction as well as students' achievement in learning english in classrooms.

Classroom action research is called when this research literature does not provide the learner and administrator or with sufficient basis for making an important educational decision. Therefore the research design used is classroom action research with the cycle model. Based on Lewin (1980), classroom action research was carried out through certain procedures had cyclical model which consist of four activities. They are as follow: (1) planning; (2) acting; (3) observing, and (4) reflecting. Then, Kemmis and Mc

Taggart (1998) said The Result of one cycle is used to determine the need for the following cycle, until the problems get solved by the strategy,

In this classroom action research, the action was conducted by the researcher collaboratively with the English teacher as the observer of the action. Besides that, the teacher also helped the researcher conduct the test and made the reflection after each cycle and before giving the action, the researcher gave the explanation about the procedure of teaching speaking by using English Role play. So that the action had been conducted orderly based on procedure, the activities of the research used.

Diagram the model of the classroom action research



(Adopted from Sutirjo, (2008:174))

In order to achieve the goals of this research, the actions will be implemented in two-cycles. This cycle model enables the researcher to make any remedial action in the next cycle. To solve any problems faced in the

classroom might be needed more than two cycles, and this cycle is always connected and continued

3.2 Setting of the Study

This Classroom action will be conducted in October until November 2019 at MTs Al-Amiriyah Blokagung Phone: 0333-592170. The researcher chose this object as the setting of his study based on following reason. First, the object is located in Karangdoro Blokagung Banyuwangi, second the researcher is as English teacher at MTs Al-Amiriyah Blokagung. Third, the English time allotment is in the eight grade students. And the fourth most of the students still get difficulties in oral communication and they tend to be afraid to make mistakes.

During the teaching and learning process, the students tend to be at a lost when they are asked to answer the teacher's question by using English even if in the form of simple English expression. Moreover, it is difficult for the students to communicate in English since their speaking ability is low in the classroom. The situation is not very conducive for the improvement of the students' speaking ability as it is traditionally applied. The researcher has effort to use a Role play method will be able to motivate and improve the students' speaking ability.

3.3 Research Subject

The subjects of the study are the eighth students of MTs Al-Amiriyah Blokagung. The researcher took 20 students as subject of the study. Moreover the researcher wanted to develop teaching and learning strategy, especially in improving students' speaking skill which is urgently the need to meet the

need of communication in globalization era. Also researcher wants to measure the success of speaking ability by using the Role play method on the target of student'. Besides that the researcher also uses the observation form which covers to the teaching and learning strategy especially in teaching speaking. So far some of the teacher rarely applied the Role play technique in teaching and learning process.

3.4 Research Procedure

This study follows the following steps: preliminary study, planning of the action, implementation of action, observation, analyzed, and reflection. If the actions succeed so the Classroom Action Research (CAR) will be stopped but if the action fails the researcher will identify shortcoming and continue to the next cycle then improved shortcomings

3.5 Preliminary Study

The research will be conducted on October until November 2019 at MTs Al-Amiriyah Blokagung. It will be done in order to get authentic data concerning the teaching of English in general, and the teaching of speaking in particular. By doing a direct classroom observation and having a discussion with another English teacher, the researcher will find that there will be some problems face in the classroom's speaking skill. The problems are the students still have difficulties in expressing their ideas. From the data obtains above, the researcher will conduct the study by following the procedure of the action research made use of the recycle process starting from planning, implementing, observation and reflection. The researcher is responsible for observing the action and the result of observation are discussed together

between the research and the collaborator to see the effect of the action on the students' speaking ability.

3.6 Planning the Action

All stages, both the researcher and the collaborator determine and formulate the design of activities in working plan. The design of the activities will improve the following points.

3.6.1 Preparing Teaching Strategy

The teaching strategy that will be used is Role play which has some certain rules. It emphasizes in practicing the students' speaking ability. In general, the techniques which are carried out in the research contain the following steps:

- 1) introduce the Role play and the rules of The Role play
- 2). Practice Role play
- 3).Apply the Role play.

3.7 Designing the Module

The module will be designed to support the teacher in teaching learning activities for the effectiveness of the strategy in teaching learning activity. The teaching learning procedure was divided into 3 steps, which consist of pre-activity, main activity, and post learning activity.

3.7.1 In pre-activity the teacher motivates students in order to get the students interest in the class. Engaging students is important for the learning process. The teacher asks some questions based on the ability of their speaking. Here the teacher also gave free Role play in order to

know how far students understand and involve in teaching and learning process.

3.7.2 Main activity, the teacher inform to the students the objectives of the lesson in order to know what they will get after the lesson the teacher explained the lesson to provide information that helps to explain the aspects of the activity after students have been provided opportunities to explore and inquire. It may be necessary to provide science content information or expected result or conclusions.

3.7.3 Post activity for the session final expression is the same importance as initial one. Teacher should end the presentation with a deceive closing.

3.8 Deciding the Criteria of Success

To decide the criteria of success, the researcher will use the criteria to see whether the implementation of Role play in teaching of speaking skill will succeed or fail. By knowing the criteria of success the researcher is able to judge whether the action needs to be continued to the next cycle or stopped.

The criteria of success based on the observation during the action. The action should be related to the purpose of the study. There are two criteria in this research to measure the success of the action those are:

3.8.1 70% of the students are able to have bravery to speak English in simple expression.

3.8.2 The quality of students speaking ability could obtain 70 in 0 – 100 scale the average

By deciding the criteria of success the researcher expected that the students are able to actively involve during the teaching learning process, the students become more self-confident to convey or express their ideas in English.

From the criteria above the researcher tries to have information of the data collected in order to see whether the implementations of the Role play or not.

3.9 Implementation of the Action

To conduct the research, the researcher as a practitioner teacher will carry out the lesson plan. The Role play was conducted during the teaching learning process which integrated to the teaching learning of speaking. In general the procedures of the Role play implementation were presented in Table 3.9 about The procedure of Teaching Learning Activities through the Role play (look Appendix 1A).

3.10 Observation

The researcher will observe the activities during the implementation of Role play technique, the main point that are observed in this step refer to the students activities and improvements as well as the teachers performance in applying the Role play in teaching learning process to improve speaking skill. In collecting data the researcher prepares the instrument for data collection with observation form, student's self-assessment form of Role play field note.

Observation form is designed for collecting the data refer to the students' performance in the activities during the teaching and learning

process. The observation form covers ten items of activity those are 1) students speak loudly, 2) students speak clearly, 3) students were able to response quickly, 4) students arrange the sentence completely, 5) students answer the question completely, 6) students ask to another, 7) students could express ideas, 8) students understand what the partner says, 9) students brave to make mistakes in speaking, 10) students have self-confidence. The observation form is described below Table 3.11 about The Table of Speaking Observation Form (look Appendix 2A).

3.11 Assessment Role play

This form is prepared for evidence the collecting trough Assessment of the students during the teaching learning of Role play in learning. (Look Table 3.12 about speaking indicator (Harris,1969:84) in Appendix 2B and Table 3.13 about Assessment Role Play in Appendix 2C)

3.12 Analysis and Reflection

In this part, the researcher wailed evaluate the effect of the implementation of the Role play during the action. Reflection is a mean to judge whether the implementation of the action is successful of not. The analysis is based on data collected by using the instrument used in research. This form was design for collecting the data refer to the students, performance in the activities during the teaching and learning process.

In analyzing the data collected, here the researcher will follow some procedures such as classifying the data, presenting the data and data analysis. The procedures were presented as follows;

1. Data classification
2. Data classification is taken from different sources. Classification of the data is made on the basis of the kind sources of data. The data is obtained from the result of the observation form and adjudication sheet.
3. Presenting the Data
4. in presenting the data, the classified data are presented in different descriptions. The data is obtained from observation form that described by using conversion from row score 4 into 0 – 100 scale as follow; (Table 3.14 About Assessment Rubric in Appendix 2D)

$$\text{Result} = \frac{\text{Obtained Students score}}{\text{Maximum score}} \times 100$$

The Result of Students Speaking performance through role play method will be analyzed to find the total score of speaking ability. The formula used to count is as follows: (Look Table 3.14.1 About Classification of scoring in Appendix 2E)

According to Latief, Adnan (2011:164) when the result of observation and reflection in one cycle has shown that the targeted criteria of success have been completely achieved, the cycle is successful, and not further cycle is needed to improve the quality of the

strategy. The researcher did reflection of the first cycle based on the result of monitoring of observation and achievement test result.

The reflection is done based on the data obtained. If the data will meet the criteria of success, the action will be stopped, but if the criteria of success are not full-filled the criteria of success yet, so the action will be continued to the next cycle up to meet the criteria of success.

The conclusion based on the result of data analysis which refers to the criteria above. The criteria of success of using Role play if 70% of the students could achieve the target score.it means that during classroom action research students have to achieve the target score of SKM 70of speaking test started from the cycle 1 until cycle 2. Moreover, classroom action research is able to be called fail if it is cannot exceed the criteria that have been detained. Then, the alternative action would be done in the next cycle.

CHAPTER IV

RESEARCH FINDINGS

This chapter presented the findings of the research refer to the implementation of Role play technique to improve the student's ability in speaking skill through action research. These activities covered preliminary study, and the phases planning, implementation, observation and reflection in classroom action research.

4.1 Preliminary Study

At the beginning of this study, the researcher conducted a preliminary study during the teaching learning process of speaking. In this research the researcher found the factual condition in the class related to the speaking problems like students have low motivation in speaking, lack of confidence, difficulties in expressing the ideas. In order to know the prior condition of the students, the researcher conducted pre- test. It aimed to get the achievement scores of students in speaking performance before the researcher did the treatment.

In order to know the prior condition of the students' speaking skill. The researcher conducted the observation class on October and November 2019 in starting learn process. It covered 19 students of Joining in the first semester. The observation was oral communication, by giving the simple topic or title like 'Daily Activities'. The students had opportunity to express their ideas. During the activity the researcher observed the students' ability in speaking

The result of the observation showed that the most of the students found some problems during communication in English orally because the students are lack of confidence to speak English. This can be proved by the fact that most of the students tend to preserve in silence during the discussion activities because they are afraid of making mistakes.

According to the result of the observation form that the students' ability in speaking is low, here the researcher implemented the strategy in order to improve the students' ability in speaking skill through Role play technique.

The implementation of the action was presented by describing the activities in the cycles the research. The procedures of this action research consist of four steps; they are planning, implementation, observation, and reflection.

4.2 Classroom Action Research

All the data collected during the implementation of classroom action research are presented by describing the action in every cycle of the research. The procedures of this action research refer to the model of Kemmis and mc tanggart (mc niff, 1992;27) which consist of four steps; they are planning, implementation, observation, and reflection. The researcher described the data separately from one cycle to another cycle with the purpose of showing the procedure of Role play in teaching learning process.

4.2.1 Cycle 1

This research started with the cycle 1, in this cycle the researcher evaluated the process whether the action need to be

continued to the next action or stopped. Cycle 1 was conducted in October 28 2019 until November 02 2019 , the data on the cycle 1 was presented bellow:

4.2.1.1 Planning of the Action

Designing the debate strategy and the module / lesson plan that were adapted with the speaking syllabus started the planning of the action. The Role play system was selected by referring to the criteria of good Role play which considering their relevance to the curriculum, lesson program, even speaking syllabus. Here the researcher chosen the Role play system based on the principles and features. The principles of the Role Play as follows;

- 1) Role playing is flexible.
- 2) The role play should be stimulant to think and not escape from the discipline of learning.
- 3) There is no single best method of selecting the characters, the group may do the assigning.
- 4) Role play never be rehearsed.
- 5) Analysis and evaluation are essential to attain the maximum learning benefits.
- 6) Role play should be brief.

For speaking selecting Role play the Researcher concerned with the focus of improving speaking skill by all of indicator from the criteria of success. Thus, it was expected that Role play could

increase students' self-confidence and motivation to speak English even in the form of simple expressions. The kinds of Role play with the procedure for cycle 1 were presented in Table 4.2.1.1 About procedure of teaching and learning activities through the role play for the first cycle. (Appendix 1B)

The module consists of specific instructional, the time allocation, and the procedure of teaching learning activities by using Role play. In applying the Role play activity, the time allotment for the Role play for each Practice to give argument in one session.

The topic for the first meeting "Daily Activities". The teaching learning process was focused on the way how the practice will be up. The purpose of the Role play in the first meeting is to improve speaking skill of students and motivate the students to brave to speak. In the first meeting the researcher gave the simple topic, and in the process of the Role play the researcher did not focus on the grammar.

After finishing the design of lesson plan or module, the researcher prepared the instructional materials and media to be used in teaching and learning process. The Researcher also prepared the techniques of collecting the data. It was determined that the researcher would be the one who did the practice of the Role play teaching during the implementation of the action. (look Table 4.2.1.2 about The Activities meeting in The Class in Appendix 1C)

4.2.1.2 Implementation

The researcher implementation the stage based on the teaching and learning process and the schedule. The implementations of the Role play for cycle 1 consist of two meetings. The implementation for each meeting as explained. The cycle 1 meetings started October 28 2019 which the topic of the planning of the action above. The teaching and learning scenario was presented as follows;

1. Meeting

a) Pre-Activity

At the beginning of action, the researcher opened the class by greeting and checking the attendance list. The Researcher informed to the class that the class was selected for action research. In order to make the researcher running well the teacher made a commitment with the students that during the process of action research they were not allowed having bad situation. After that, he gave explanation about the research and the role of both the researcher and the students during the research.

The Researcher started with the brainstorming activity. It was used to know the prior knowledge of the students related to the topic. to encourage the students' motivation, the Researcher asked some questions regarding to the previous lesson.

The purpose of the role play was to know the prior ability of the speaking students before applying method. Then the Researcher discuss, asked some questions to the students based on free Role play process.

b) Main Activity

After focusing the topic, the Researcher introduced the Role play, the objectives of the lesson and the procedure of the Role play. The implementation of the Role play aimed to stimulate the students exercise to speak in safe time because one of the characteristics of the Role play was relaxed and enjoyable.

At the first meeting, Researcher Introduce and apply the Role Play for the first time to observation. After know the skill of the students, the teacher determined the same topic with the activity before applying Role play 'Daily Activities'. The purpose is to make easy for students in getting information or data.

Even though the topic had been applied before, according to the Role play procedure, the researcher gave the time to each student to get to know and prepared.

Before starting the Role play, the Researcher asked the students refer to the topic discussed whether ready or not. When the students were ready to Practice Role play, the Researcher also prepared for give scoring the activity.

c) Post Activity

In post activity, teacher concluded and give input to the students regarding to the Role play activity with the consideration that the activity better than before, the Researcher asked the students about the difficulties during the Role play process.

4.2.1.3 Observation

In this part, the researcher presented instruments for data collection, sources of data, procedure of data collection, and techniques of analysis for collected data. The instruments for data collection were the orally tests used to get the scores of students' achievement to their speaking skill.

The researcher provided Assessment sheet, field note to register all the activity during the process. Furthermore, the quantitative data were obtained from the observation form result and field note of the students' activities toward the implementation of the Role play.

The sources of data were the eight students of Mts Al-Amiriyah by using the strategy namely Role play. It was functioning as the target of the action.

The procedure of data collection, the researcher gave oral test to the students before the implementation of the Role play and then the teacher observed during the activity by using observation form. The form of the oral test was giving

the simple topic to the students. During process the students had opportunities to give their opinion and argument.

The observation form was provided in order to get the data of the students' responses before the implementation of the Role play technique. Meanwhile, after the researcher conducted the implementation stage on the teaching and learning process in the cycle 1 by using the Role play technique, which cover two meetings on November 2019. While the researcher applied the role play technique, the researcher also observed the students' speaking by using the observation.

During the process of Role play in cycle 1, the researcher evaluated the students to identify the students' improvement in speaking. During the teaching and learning process the researcher did the observation in students' activities and improvement as well as the teachers' performance in applying Role play in teaching speaking skill. From the result obtained during the implementation of the Role play in cycle 1, the researcher concluded that the implementation of Role play will be continued in cycle 2 because in improving speaking skill through Role play did not meet all criteria of success yet. Only a few indicators were met, while the important objective of the Role play was encouraging the students to practice English actively in

teaching and learning process especially on increasing the students' speaking skill, learning motivation, and providing enjoyable learning atmosphere and then all of criteria got successful.

4.2.1.4 Reflection

Referring to the observation the researcher made some conclusions based on the implementation of the Role play in the first meeting which consist two meetings. Besides that, the analysis was collected from Assessment sheet to determine the criteria of success.

The data showed that Role play Technique could improve students' motivation, self-confident, and bravely in teaching and learning process. It could be proved during the implementation of the Role play it self. Based on the evaluation there were some considerations related to the activity.

Based on the data collected, the researcher found that;

- 1) Before the implementation of Role play, the ability of the students' speaking was low, these problems based on the average score of the Preliminary Study 57,37 of the students go the minimum passing score (look Table 4.2.1.4 about Score of Preliminary Study in Apendix 3A). So, the students often reluctant and discourage to speak. They did not have bravery to

speaking, lack of self-confidence to express their ideas and still afraid in making mistakes. And the teaching style was monotonous caused the target of the curriculum.

- 2) After the implementation of the Role play in cycle 1, the researcher did the Assessment and found that the ability of the students' speaking was minimum score, Average score was 62,5 from 19 respondents (Look Table 4.2.1.5 about Assessment of the students in cycle 1 in Appendix 3B). So, not meet the criteria of success (<70).

Based on the findings of this cycle, the researcher concluded that some improvement was made by the use of Role play in the teaching and learning activities especially on increasing the students' learning motivation and providing an enjoyable learning atmosphere. But there was some aspect on the implementation of the Role play that still needs to be revised and improved such as the use of instructional material and the procedure of implementing the Role play technique.

Furthermore, the action for cycle 1 did not meet all criteria of success yet. But some students were active and more self-confident to speak during the implementation of the Role play technique. Thus, the researcher concluded that the activity in cycle 1 needed to be continued to the next cycle 2.

4.2.2 Cycle 2

The cycle 2 was carried out in order to evaluate the next process whether the action need to be continued to the next action or stopped. Cycle 2 was conducted in November 4 2019 and November 18 2019 which was done in two meetings (1 meeting equal 2 hours @ 45 minutes). The data on the cycle 2 was organized as follows;

1) **Planning of the Action**

According to the evaluation in the first cycle that the implementation of the Role play had not met the criteria of success yet. The researcher redesigned that focused on the instructional material and the way of the implementing the Role play. The revision was concentrated in creating the situation where the students were able to speak fluently and improved the standard score, and reached the minimum the duration time for three minutes.

In the cycle the module / lesson plan covered the specific instructional objectives, the topic, the instructional media, time allocation, and the procedure of teaching and learning activities was set yet in 3 stages; pre-activity, Main activity, post activity during the process in cycle 2. the cycle 2 was conducted in two meetings were covered one topic.

In cycle 2 the researcher defined the learning objectives which focused on the principles of Role play; to motivate student to the actively involved in learning class, to encourage student to communicated in English, to develop a positive interaction among

the student, to improve student's speaking skill ability in English, to give the students opportunities to initiate oral communication, and to ask students think critically.

In order to reach the criteria of success, the researcher concerned with the focus of improving speaking skill. Thus, it was expected that in cycle 2 the teaching and learning of Role play could increase the students' self-confidence and motivation to speak more than in cycle 1 although in the form of simple expressions. (look Table 4.2.2 about Procedure of teaching and learning activities through the role play for the second cycle in Apendix 1D)

2) Implementation

The implementation of cycle 2 was continued based on the reflection of the previous cycle. The implementation of the Role play for cycle 2 consists of 2 meetings. The implementation for each meeting as explained. The teaching and learning scenario were presented as follows;

A. Meeting

a) Pre-Activity

Before starting the activity in cycle 2 the Researcher opened the class by greeting, asking the condition of the students, and checking the attendance list. The Researcher informed to the class that the would like to continue practice in teaching with the Role play technique form for the action

research. In order to make the research running well the teacher made a commitment with the students that during the process they were not allowed to have permission. After that, the researcher the students during the researcher for cycle 2.

The Researcher started with the brainstorming activity. It was used to know how far the students understand for the prior knowledge of the students related to the topic. To encourage the students' motivation, the Researcher asked some question regarding to the previous lesson.

b) Main Activity

In this part the Researcher explained and reviewed the Role play, the aim and the procedure of the Role play. The explanation of the Role play aimed to stimulate the students more understand and motivated them to speak without having burden because one of the characteristics of the Role play was relaxed enjoyable.

After giving explanation the Researcher ask the students to have the group to be Practice which each group consist of 4 until 5 Persons.

After forming the group, the Researcher determined the topic based on the list on the schedule. The researcher gave the time to each team to discuss for thirty minutes before applying the topic for the Practice Role play.

Before starting the Role play, the Researcher asked the students refer to the topic discussed. When the students were ready to practice, the Researcher prepared for scoring by using assessment sheet.

c) Post Activity

In this part, the Researcher asked the students after applying the topics in order to know whether the students understand or not what they had been talking about. Here, the researcher reviewed and advised for each student and gave input in order to motivate the student did the Role play better then before. And also, Researcher made conclusion regarding to the practice the role play, and he always asked to students for the difficulties during the Role play process. (look Table 4.2.1.2 about The Activities meeting in The Class in Apendix 8)

d) Observation

This part would talk about instruments for data collection, sources of data, procedure of data collection, and techniques of analysis for collection data. The instruments for data collection were the orally tests used to get the scores of students' achievement regarding to their speaking skill.

The researcher provided observation form, assessment sheet, field note to register all activity during the process. Furthermore, the quantitative data were obtained from the

observation form result and field note of the students' activities toward the implementation of the Role play.

The sources of data were students by using the strategy. It was functioning as the target of the action. The procedure of data collection, the researcher conducted the implantation stage based on the teaching and learning process in the second cycle. The Researcher observed during the activity by using observation form. The observation form was provided in order to gain the data of the students' responses in implementing the Role play activity, meanwhile, after the researcher conducted the implementation stage based on the teaching and learning process during in cycle 2, which cover two meetings on November 2019.

During the process of role play in cycle 2, the researcher also evaluated the students by using the assessment sheet and the observation form in order to identify the students' improvement on speaking. From the result obtained during the implementation of the Role play in cycle 2, the researcher concluded that the implementation of Role play will be continued in cycle 3 because in improving speaking skill through Role play did not meet all criteria of success yet. Even though, some students had met the indicators, while the important objective of the Role play was encouraging the students to practice English actively in teaching and learning

process especially on increasing the students' speaking skill, learning motivation, and more self-confident, providing enjoyable learning atmosphere, in cycle 2 some of students could reach the maximum time for few minutes and then all of criteria got successful.

e) Reflection

To evaluate the result of the improvement in cycle 2, the researcher made a reflection through the analysis of the obtained data. The analysis was done on the basis of the obtained data from the observation form, field note, and Assessment sheet.

From the result of the data analysis, the implementation of the Role play in cycle 2 improved better than the previous action in cycle 1. It was proved by the result of the criteria of success below. And the important thing that it was found that the students had positive attitude in learning process by actively participating in Role play technique. Thus, the technique was able to give a good effect on the students learning motivation besides that the students could practice their speaking ability in more comfortable.

The students showed great enthusiasm to get turns as the speaker and willing to brave to speak. The researcher still gave the tolerance to students who have some weaknesses and error found during the conversation in applying Role play especially concerning the grammar and pronunciation. A part from the

mistakes, the students could give response when another gave the statement. It was in the perform of simple expression the student could give a description or explaining.

Related to the observation the researcher made some conclusions that based on the implementation of the Role play in the cycle 2 which consist of two meetings. It was found that the students' learning motivation was increased and their speaking ability improve as showed by increasing the average score obtained from, field note, and assessment sheet to determine the criteria of success.

The data showed that role play could improve students' motivation, self-confident, and bravely to speak during the teaching and learning process. It could be proved during the implementation of the Role play. (look Table 4.2.2.1.3 about Assessment of the students in cycle 2 in Appendix 3D)

Based on the data collected, the researcher found that;

- 1) The implementation of Role play in cycle 2 could improve the ability of the students' speaking better than before, based on the obtained data the average score Assessment form was 62,5 from 19 respondents become 68,42. Students who got bravery to speak in front of his / her friends. In order word that they have high self-confidence. In cycle 2 students braved to express their ideas and brave to make mistakes.

2) Based on the obtained data from the assessment sheet the researcher found that the average score of time of the students' ability in speaking in cycle 2 did not meet the criteria of success yet, because the average had get still minimum (<70).

Based on the findings of this cycle, the researcher concluded that some improvement was made by used of Role play in the teaching and learning activities especially on increasing the students' learning motivation and providing an enjoyable learning atmosphere. But there were some aspects on the implementation of the role play that still need to be revised and improved such as the using of instructional material and the procedure of implementing the Role play technique.

Furthermore, the action for cycle 2 did not meet all criteria of success yet. Even though some students were active and more self-confident to speak during the implementation of the Role play technique. Thus, the researcher concluded that the activity in cycle 2 has not met the criteria of success and it was needed to be continued to the next cycle 3 to reach the criteria of success.

4.2.3 Cycle 3

The cycle 3 was conducted in November 23 2019 and November 25th 2019, and it was administered in two meetings. The presentation of the data of cycle 3 was organized as follows;

1) **Planning of the Action**

The researcher did not this action based on the evaluation in second cycle that had not met the criteria of success yet. The researcher made some revision on the use of Role play. the revision was focused on the instructional material and the way of implementing the Role play strategy. The revision was concentrated in creating the situation where the students were able to brave to speak and improved the standard score.

In Cycle 3 the researcher defined the learning objectives which focused on the principle of Role play; to motivate students to be actively involved in learning class, to encourage student to communicated in English, to develop a positive interaction among the student, to improve student's speaking skill ability in English, to give the students opportunities to initiate oral communication, and to ask students think critically.

In order to reach the criteria of success, the Researcher concerned with the focus of improving speaking. Thus, it was expected that in cycle 3 the teaching and learning of Role play could increase the students' more self-confidence and motivation to speak more than in cycle 2 and the students were able to perform the real Role play although in the form of simple expressions. (look Table 4.2.3.1 about Procedure of teaching

and learning activities through the role play for the third cycle in Appendix 1E)

2) Implementation

The implementation of cycle 3 was revised based on the reflection of the previous cycle. At the third cycle consist of two meetings too. The researcher presented the implementation of action by describing the activity. The description of the implementation of the teaching and learning process of the third cycle was presented. The cycle 3 had two meetings conducted in November 23 2019 and November 25 2019. The Researcher applied the action based on the teaching and learning scenario as follows;

A. Meeting

a) Pre-activity

Before starting the lesson in cycle 3 the researcher opened the class by greeting, asking the condition of the students, and checking the attendance list.

The researcher informed to the class that the class would like to continue the Role play form for the action research. In order to make the research running well the researcher made a commitment with the students that during the process they were not allowed to have permission. After that, the researcher gave

explanation about the research and the role of both the researcher and the students during the research for cycle 3.

The researcher started with the brainstorming activity. It was used to know how far the students understand for the prior knowledge of the students related to the topic. To encourage the students' motivation, the asked some questions regarding to the previous lesson.

b) Main Activity

In this part researcher explained and reviewed the Role play, the aim and the procedure of the Role play. the explanation of the Role play aimed stimulate the students more understand and motivated them to speak without having burden because one of characteristic of the Role play was relaxed and enjoyable.

To make the student more understand and perform the Role play better then before the researcher demonstrated the Role play by showing the film or video of Role play technique and discuss after watching the Role play performed.

After watching the video, the teacher asks the students to have the group which each group consist of 4 until 5.

After forming the group, the Researcher determined the topic based on the list on the schedule (Going to Shop). The researcher gave the time to each team to discuss (case building) for thirty minutes before applying the topic for the Role play.

Before starting the Role play the teacher asked the students refer to the topic discussed. When the students were ready to perform in the front of class for practice, the teacher prepared for scoring by using Assessment sheet.

c) Post Activity

After finishing the activity, the teacher reviewed the topic and gave input in order to motivate the student in performing the Role play better. And also teacher made conclusion regarding to the Practice role play activity, and he always asked to the students for the difficulties during the Role play process and closed the meeting. (look Table 4.2.1.2 about The Activities meeting in The Class in Apendix 8)

B. Observation

This part would talk about instruments concerned with data collection, sources of data, procedure of data collection, and technique of analysis for collected data. The instruments for data collection were the orally tests used to gain the scores of students' achievement refer to their speaking skill.

The researcher also provided observation form, Assessment sheet, and field note to register all the activity during the process. Furthermore, the quantitative data were obtained from the observation form result and field note of the students' activities toward the implementation of the Role play.

The sources of data were students by using the strategy namely Role play. It was functioning as the target of the action.

The researcher conducted the implementation stage based on the teaching and learning process in the third cycle. The teacher observed during the activity by using observation form. The observation form was provided in order to get the data of the students' responses in implementing the Role play activity. Meanwhile, after the researcher conducted the implementation stage based on the teaching and learning process during in cycle 3, which

cover two meetings on November 2019. During the process of Role play in cycle 3, the researcher evaluated the students by using the Assessment sheet and the observation form in order to identify the students' improvement on speaking. From the result obtained during the implementation of the role play in cycle 3, the researcher concluded that the implementation of role play will be stop in cycle 3 because in improving speaking skill through role play had met all criteria of success. The two criteria of success are;

- ◆ 70% of the students are able to have bravery to speak English in simple expression.
- ◆ The quality of students speaking ability could obtained 70 in – 100 scale in the average

In this cycle, The Researcher and collaborator revised the lesson plan. They Revised grouping students. Grouping of student was chosen by the Researcher.

The weakness of the first cycle, there was no heterogeneous students in each students. The clever students just a little and not comprehensive. So, implementation of Role play was not in balance. There were no interesting and challenging activities. The purpose of separating clever clever students is to motivate their another and the role play will run well.

Another Revising in the Third circle is giving another Topic. They selected the topic by themselves. The new topic was “Going to Shop”. The topic in the cycle was very suitable with their situation. It hoped they really motivated the role play and made their expressing totally.

After Selecteing topic, they say in their groups preparing arguments, exploring ideas, facts from some materials. The teacher took around to help them in facing the language problems. So the students could minimize errors in the cases of language

To evaluate the result of the improvement I cycle 3, the researcher made a reflection through the analysis of the obtained data. The analysis was on the basis of the obtained data from the observation form, field note, and Assessment sheet.

From the result of the data analysis, the implementation of the Role play in cycle 3 improved better then previous action. It was proved by the result of the criteria of success below. And the important thing that it was found that the students had positive attitude in learning process by actively participating in Role play technique. Thus, the technique was able to give a good effect on the students learning motivation besides that the students could practice their speaking ability in more comfortable. The

students showed great enthusiasm to get turns as the speaker and willing to brave to speak. The researcher still gave the tolerance to students who have some weakness and error found during the conversation in applying Role play especially concerning the grammar and pronunciation. A part from mistakes, the students could give response when another team gave the statement. It was in the form of simple expression the student could give a description or explaining.

C. Reflection

Related to the observation the researcher made some conclusions that based on the implementation of the Role play in the cycle 3 which consists of two meetings. It was found that the students' learning motivation was increase and their speaking ability improved as showed by increasing the average score obtained from the data observation form, field note, and Assessment sheet to determine the criteria of success.

The data showed that Role play technique could improve students' motivation, self-confident, and bravery in speaking during the teaching and learning process; it could be proved during the implementation of the Role play.

Based on the data collected, the researcher found that;

- a) After the implementation of Role play in cycle 3, the ability of the students' speaking great improved, and the quality of students speaking ability in this cycle could obtain 70 in 0 – 100 scale in the average. It should be proved that the average score of the Assessment form was 68,42 from 19 students become 76,58 (look Table 4.2.3.4 about Assessment of the students in Cycle 3 in Appendix 3D). Here the researcher found in cycle 3 the students braved to speak in front of the class with the high self-confidence. They braved to express their ideas and response even gave argumentation.
- b) During the implementation of the Role play in cycle 3, the researcher did the observation by using the Assessment sheet and found the ability of the students' speaking better then in cycle 1, and cycle 2 especially for Practice Role play of students' speaking. Researcher concluded that applied Role play in teaching and learning process in cycle 3 had work well.

Based on the findings of this cycle, the researcher concluded that the improvement was made by the used of Role play in the

teaching and learning activities. The improvement could be identified from the change get result :

First, the students were active during the teaching and learning process. It was identified by the students' participation in Role play perform actively and based on the result of the Assessment form and adjudication sheet in cycle 3.

Second, the students become more confident to give response and argument also express their ideas when the student got his turn to speak perform.

Furthermore, the action for cycle 3 had met all criteria of success. The students were active and have more self-confident to speak during the implementation of the Role play technique. Thus, the researcher concluded that the activity would be stop in cycle 3, because achievement of the criteria of success (the quality of students speaking ability in this cycle could obtain 70 in 0 – 100 scale in the average)

CHAPTER V

DISCUSSION OF THE FINDINGS

This chapter presented the summary of finding and the discussion of the implementation result of Role play technique to improve speaking skill of Student eighth class in MTs Al-Amiriyah.

5.1 Summary of the Findings

The Role play technique is a simple strategy, and applicable to several important for educational objectives. Through the Role play students are able to improve their ability in recognizing their behaviors for handling difficult situation. And they have ability to response the situation and condition in speaking process.

Role play is able to force and motivate the students brave to speak English, Role play technique carry out them an appealing set of activities because by doing this action the students are interested and enjoy it; they are not realized that perform the Role play can motivate them in speaking process.

The research had objective to improve the students speaking skill through the Role play technique. And the most important thing that by using Role play is to practice to communicate in English during the teaching and learning process. The Role play was selected based on the objective of language learning, for example; to motivate student to involve actively in teaching and learning class, to encourage student to communicate in English, to develop a positive interaction among the students, to improve students' speaking skill in

English, to give the students opportunities to initiate in oral communication, to ask students think critically, the students become more self-confident to convey or express their ideas in English, the students are able to have bravery to express their opinion.

Before applying the Role play teaching and learning process, the researcher observed that the most of students were passive. They did not have bravery to speak, they were afraid to make mistakes, they were afraid of being laughed by their friends, and they did not have self confidence in expressing their ideas. So they needed a conducive class to practice their ability in speaking where they were able to enjoy the language learning without any burdened to communicate in English.

Based on the result of the students' performance during cycle 1, cycle 2, and cycle 3. It could be concluded that Role play could improve the students' speaking skill. It could be proved with the average score of Assessment form result of students in cycle 1, 2, and 3. It could be said that there were a number of improvement refer to the students' speaking skill. The average score of the Assessment form result of students in cycle 1 (62,5), the observation form of students in cycle 2 (68,42), and the observation form result of students in cycle 3 (76,58).

All the indicators of the criteria of success had been fulfilled as follows;

A. The results of the students were actively involved during the teaching and learning. Their response toward the implementation of the Role play had positive impact of their speaking skill. The

students were more active and motivated to communicate after the implementation of the Role play.

- B. The students became more self confidence to make Conversation.
- C. Students braved to speak and express ideas in front of class.
- D. the students were happy and enjoyed in learning speaking by using Role play. And finally the average of the score result in cycle 3 had fulfilled the criteria of success.

5.2 Discussion

Based on the reflection and the data obtained from cycles, the researcher concluded some points concerning with the advantages of the implementation of Role play technique.

1. The variations of teaching strategies were needed to improve speaking skill and solve the problem of the students' low speaking ability. The Role play , the one of the strategy, the one of the strategy that was able to solve the problem during the teaching and learning process of speaking. Role play could create the varieties of learning activity, provide enjoyable learning atmosphere and were able to increase the students' learning motivation and facilitate the students to communicate.
2. The Role play formation could be used to help both the teacher and students to achieve the learning objectives. Therefore, in applying the Role play the researcher needed to be flexible in making some modification and adaptation of time as well as the procedure of the Role play. The modification was aimed to match the students' need and Role play.

3. Moreover, the Role play strategy could be applied before. It could be adapted based on the difficulty of the motion of topics. Role play formation was very useful to help the learners go to communicate. With the Role play formation students could practice and have to be focused to speak up.

With reference to the procedure of the implementation of Role play, researcher state the importance parts as presented. After selecting the kind of the Role play determining its procedure, the researcher designed how to apply the module/lesson plan to the students. The researcher also prepared the media, for example slide, whiteboards, and another media to be used in teaching and learning process.

The teaching and learning strategy was presented in lesson plan or module that covered the procedure of Role play in details; pre-activity was an activity before doing the procedure of Role play, the teacher gave brainstorming in order to know the students' prior knowledge about the topic that they wanted to Role play. After that the Researcher provided the team for Role play based on topic.

Main activity, here the researcher introduced the Role play system to the class in cycle 1, 2, and 3. During the implementation of the Role play the teachers did as facilitator who gave guidance about the procedure of the Role play. During the process of explanation the Researcher gave to know about the Role play procedure. Also the Researcher gave a model how to applied Role play by involving in the group of Role play. In group

formation the Researcher asked the students to make group which consist of 4 until 5, each team who represented.

In this part the students participated in Role play implementation actively. They were motivated to apply the Role play during freely, relaxed, and enthusiastic. They looked confidence enough to speak in front of the class because the Role play regulation forces the directly practice in turn to express their opinion although in simple expression. Moreover, the students seemed to have no problem in applying the Role play. Since, it was allowed them to make mistakes in speaking process.

In general, the action for cycle 1 worked well, even them though there were some aspects to be considered the process of the Role play as follows; During the process of the Role play, a few students skill made mistakes especially in grammar and pronunciation. This usually happened when they had to give or express their ideas. Meanwhile, in term of grammar and pronunciation the researcher made correction at the end of the action, The researcher selected the group member in balance between and passive students, The purpose was to make the action enjoy as long as their English understandable and comprehensible. Because the main focused the target language as a means of communication.

The strength of applying the Role play strategy was to improve the students' speaking ability. The improvement of the students could be examined from the data analysis obtained. Before implementing the Role play strategy, researcher found that students encounter some difficulties express their opinion in English. From the data obtained we knew only

57,37 from the score of Preliminary study which consist of ten aspects. The average of Preliminary study form did not reached the target of standard score.

Moreover, the obtained data also showed that the main factors that affected the students' ability in speaking English. They did not self-confidence while standing in front of their friends to speak English, they did not brave to convey their ideas, they were afraid in making mistakes in speaking, and some time they could not response to another quickly.

On the other hand, after implementing the Role play technique the students' speaking ability showed an improvement. The evidence during the reflection proved that the Role play strategy could improve the students' speaking skill. It could be seen from Assessment form.

In comparison to the students' speaking skill prior to the implementation of the action, the data showed that the students had improvements. The researcher got the data from Assessment sheet that showed the students' improvement in their speaking. The Average Score of Assessment of Cycle 1 (62,5), The Average Score of Assessment of Cycle 2 (68,42), and The Average Score of Assessment of Cycle 3 (76,58). The data in cycle 1 showed that the average score of pronunciation 3,42, Vocabulary 3,32, Grammar 3,26, and Fluency 3,16 it mean that the process of Role play implementation for cycle 1 did not reached the standard method score based on criteria of success because he average score in category below average (<3,5). While, the obtained data from cycle 2 average score of pronunciation 3,53, Vocabulary 3,47, Grammar 3,37, and Fluency 3,37, here the students'

improvement in their Practice showed. In cycle 3 the obtained data was the average score pronunciation 3,79, Vocabulary 3,74, Grammar 3,58, and Fluency 4,21, there the students' improvement in their practice showed and method had been increased.

Furthermore, the students' response toward the implementation of the Role play indicated a positive impact. The result of students' response toward the Role play implementations were presented above. It could be said that the students were more active and motivated to speak in English after applying the Role play. Thus, the criteria of success had been fulfilled in cycle 3 so the researcher stopped the action. Based on the evidences above, researcher concluded that the study had proved that the implementation of Role play technique could improve speaking skill of students. The most important characteristic of Role play was creating the teaching and learning process relaxed, enjoyable atmosphere to react spontaneously without nervous. The Role play was able to motivate students to communicate in English, brave to speak and create self-confidence of students.

Considering that some had done the research concerning the advantage of the Role play technique, this result had answered the problem of speaking, that Role play is one of the technique that could be used to improve speaking skill of the students Role play formation is one of the techniques that could be used to force students to speak. Besides that the students are motivated to speak or communicate in English.

CHAPTER VI

CONCLUSION AND SUGGESTION

This chapter presented the final result of the research that improving speaking skill through Role play. This chapter would talk about conclusion and suggestion concerning the implementation of the Role play technique.

6.1 Conclusion

The students' problems at Students' such as most of the students could not improve their speaking ability, moreover the students tend to preserve themselves in silence during the questions and answer activities in teaching and learning process. Here the researcher finds out that the students have difficulties in expressing their ideas in English, even in simple form of conversation. The students are lack of confidence to speak English because they do not have bravery to speak and they tend to be nervous. The students are afraid of being laughed at by their friends if they make mistakes and also they are not highly motivated to learn English mean of communication.

Based on the result of the students' performance during cycle 1, 2, and 3, it could be concluded that Role play could improve the students' speaking skill. it could be proved with the Assessment sheet during the researcher applied the Role play in teaching and learning process. It could be said that there were a number of improvements refer to the students' speaking skill.

Based on the reflection and the data obtained during the action research, researcher found some Steps referring to the improving speaking skill through Role play, there were presented as below; the first Identify the

Situation, the second Add Details The Researcher give implementation to object for understanding well, the third Assign Roles, The Researcher give provide ruules to the limits students can reach and make it well, the fourth Act Out the Scenario, The Researcher start the Role play, andthe fiveth Discuss What you have learned, The researcher directs the students to take the essence of the learning scores that have been obtained previously.

Based on the obtained data from Assessment sheet in cycle 3 there is improvement of students' speaking skill. Referring to three criteria in this research to measure the success of the action; those are the students are actively involved during the teaching learning process, the students become more self-confident to convey or express their ideas in English, the students are able to have bravery to speak English in simple expression at least 5.

According the research problem in this study, researcher concluded that the implementation of the Role play could prove the improvement of students' speaking skill at Student's in MTs Al-Amiriyah.

6.2 Suggestion

Based on the Suggestion , The Researcher Found Some Points Referring to the improve speaking skill, There were Presented as below:

1. It is recommended to the teacher to apply one of strategy to improve speaking skill through Role play technique in teaching and learning process.
2. The teacher should be able to select appropriate topics that fit to the situation and condition of the classroom in which the teacher want to

use or adapt without losing its values. And it is suggested to choose the easier at the first time to start the action.

3. The teacher should make preparation before applying the Role play, explaining clearly to the students about the objective of the lesson, procedure of the Role play so they know how to do the Role play.
4. The teacher can develop or modify their own technique in applying the Role play based on the situation and condition of the class.

REFERENCES

- Indah, Nurul. 2015. *Implementing Role Play to Improve the Speaking skill of Seventh grade of MTSN Sambirejo in academic year 2014/2015.*
- Hidayati, Nining. 2015. *Using Role Play To Improve Students' Speaking Ability (A Classroom Action Research With Eighth Grade Students of MTs.NU 05 Sunan Katong Kaliwungu).*
- Prima. Hermina. 2018. *Improving Students' Speaking skill using role play in english extracurricular class in SMP Pangudi Luhur 1 Yogyakarta.*
- Burns, Anne. 1991. *Focus on speaking.* National Centre for English language Teaching and research Mcguire University.
- Bogdan, Robert, C. & Bikken. 1992. *Qualitative research For Education. An Introduction to theory and Method. Massaum setts.* Allyn and Bacon.
- Brown, H. Dauglas. 200 *Principles of Language Learning and Teaching/ H. dauglas brown.* -4th ed.p.cm.
- Brown, H. Dauglas. 2001 *Teaching by Principles: and Interactive Approach to Language Pedagogy/ H.. Dauglas brown.* – 2nd ed.p.cm.
- Freeman-Larsen, Diane. 1986. *Techniques and Principles in Language Teaching Britain:* Oxford University Press
- Nunan, David. 1991. *Language Teaching methodology.* New York: London Toronto Sydned Tokyo Singapore. Prentice hall.
- O' Malley, J. Michel 1996 *Authentic Assessment for English language Learners by Eddison-Wesley publishing Company.*
- Richards Jack C. 2008 *Teaching Learning and Speaking from Theory and Practice Published by Cambridge University Press*
- Wallace, J. 1993. *Action Research for Language Teachers.* Cambridge University.
- <https://www.elc-schools.com/blog/4-reasons-why-learning-english-is-so-important/> accessed 11 December 2019
- <https://www.materibelajar.id/2015/12/definisi-implementasi-dan-teori.html> accessed 11 December 2019
- <https://study.com/academy/lesson/role-play-method-of-teaching-definition-benefits.html> accessed 11 December 2019

<http://powerpointpresentationon.blogspot.com/2013/09/ppt-on-role-play-method-of-teaching.html> accessed 11 December 2019

<https://busyteacher.org/7371-10-roleplay-ideas-for-general-english.html> accessed 11 December 2019

<https://www.mindtools.com/CommSkill/RolePlaying.html> accessed 28 july 2020

APPENDIX 1A

Table 3.9

The procedure of Teaching Learning Activities through the Role play

No.	Stages	Activities
1.	Pre-activities	Warming up Greeting and checking the attendance list Replay the last Matery Brainstorming activity Explaining the objectives of lesson Introducing the Role Play technique Explaining the procedure of The Role play
2.	Main activity	Implementing of the Role play Deciding on the teaching materials Selecting situations and create dialogs Teaching the Dialogs for Role plays Giving the time for teach alone Having Students Modify the situations and dialogs Having students practice the role plays Starting the Role play (based on the rules) Scoring the students' performance
3.	Post activity	Conclusion Reviewing, Evaluating, and Checking students' comprehension.

APPENDIX 1B

Table 4.2.1.1

The procedure of teaching and learning activities through the role play for the first cycle

No.	Stages	Activities
1.	Pre-activities	Warming up Greeting and checking the attendance list Replay the last Matery Brainstorming activity Explaining the objectives of lesson Introducing the Role Play technique Explaining the procedure of The Role play
2.	Main activity	Implementing of the Role play Deciding on the teaching materials Selecting situations and create dialogs Teaching the Dialogs for Role plays Giving the time for teach alone Having Students Modify the situations and dialogs Having students practice the role plays Starting the Role play (based on the rules)

		Scoring the students' performance
3.	Post activity	Conclusion Reviewing, Evaluating, and Checking students' comprehension. Giving instruction for the next meeting with the new topic for prepare first

APPENDIX 1C

Table 4.2.1.2

The Activities meeting in the class

Meeting / date	Activities	Topic	Time
I 28/10/2019	Introduction the Rule of Role play	Daily Activities	90'
II 02/11/2019	Role play Practice	Daily Activities	90'
III 04/11/2019	Role play Practice	Have fun	90'
IV 18/11/2019	Role play Practice	Have fun	90'
V 23/11/2019	Role play Practice	Go to Shopping	90'
VI 25/11/2019	Role play Practice	Go to Shopping	90'

APPENDIX 1D

Table 4.2.2

The Procedure of teaching and learning activities through the role play for the
Second cycle

No.	Stages	Activities
1.	Pre-activities	Warming up Greeting and checking the attendance list Replay the last Matery Brainstorming activity Explaining the objectives of lesson Introducing the Role Play technique Explaining the procedure of The Role play
2.	Main activity	Implementing of the Role play Deciding on the teaching materials Selecting situations and create dialogs Teaching the Dialogs for Role plays Giving the time for teach alone Having Students Modify the situations and dialogs Having students practice the role plays Starting the Role play (based on the rules) Scoring the students' performance
3.	Post activity	Conclusion Reviewing, Evaluating, and Checking

		students' comprehension. Giving Instruction for the next meeting with the new topic for the prepare first
--	--	---

APPENDIX 1E

Table 4.2.3.1

The Procedure of Teaching and Learning Activities Through The Role Play for
The Third Cycle

No.	Stages	Activities
1.	Pre-activities	Warming up Greeting and checking the attendance list Replay the last Matery Brainstorming activity Explaining the objectives of lesson Introducing the Role Play technique Explaining the procedure of The Role play
2.	Main activity	Implementing of the Role play Deciding on the teaching materials Selecting situations and create dialogs Teaching the Dialogs for Role plays Giving the time for teach alone Having Students Modify the situations and dialogs Having students practice the role plays Starting the Role play (based on the rules) Scoring the students' performance
3.	Post activity	Get Conclusion from all the meeting have doing Reviewing, Evaluating, and Checking students' comprehension.

APPENDIX 2A

Table 3.11

Table of Speaking Observation Form

Speaking observation

Name of students :

Day / Date :

Activity :

NO	Activity	Always	Often	Sometimes	Rarely	Never
		5	4	3	2	1
1.	Students speak loudly					
2.	Students speak clearly					
3.	Students were able to response quickly					
4.	Students arrange the question completely					
5.	Students answer the question					

	completely					
6.	Students ask the another					
7.	Students could express ideas					
8.	Students understand what the partner say					
9.	Students brave to make mistake in speaking					
10.	Students have self confidence					
Comment ;						

APPENDIX 2B

Table 3.12

Table of speaking indicator (Harris,1969:84)

No.	Explanation	Score	Aspect
1	Has few traces of foreign accent	5	Pronunciation
	Always Intelligible, though one is conscious of definite accent.	4	
	Pronunciation problems necessitate concentrated listening and occasionally lead to misunderstanding.	3	
	Very hard to understand.	2	
	Pronunciation problems so severe as to make speech virtually unintelligible.	1	
2	Use of vocabulary and idiom is virtually that of native speaker	5	Vocabulary
	Sometimes uses inappropriate terms and/or must rephrase ideas because of lexical inadequacies	4	
	Frequently uses the wrong words: conversation somewhat limited because of inadequate vocabulary.	3	
	Misuse of words and very limited vocabulary make comprehension quite difficult.	2	

	Vocabulary limitation so extreme as to make speech virtually impossible.	1	
3	Make few (if any) noticeable errors of grammar or word order.	5	Grammar
	Occasionally makes. Grammatical and/or word error which do not, however , obscure meaning.	4	
	Makes frequent errors of grammar and word order which occasionally obscure meaning.	3	
	Grammar and word order errors. Make comprehension difficult. Must often rephrase sentence and/or restrict himself to basic pattern.	2	
	Errors in grammar word order so severe as to make speech virtually unintelligible	1	
4	Speech as fluent and effortless as that of a native speaker.	5	Fluency
	Speed of speech seems to be slightly affected by language problems.	4	
	Speed and Fluency rather strongly affected b language problems.	3	
	Usually hesitant : often forced into silence by language problems.	2	

	Speech is so halting and fragmentary as to make conversation virtually impossible	1	
--	---	---	--

APPENDIX 2C

Table 3.13

Assessment Role Play

Name Student	Pronunciation	Vocabulary	Grammar	Fluency	Total

APPENDIX 2D

Table 3.14

Table of Assessment Rubric

Student	Pronunciation	Vocabulary	Grammar	Fluency	Total Score	Final Score
MBA	5	5	5	5	20	20/20 X100 =100

APPENDIX 2E

Table 3.14.1

Classification of scoring

Score Range	Category
90-100	Very good
76-89	Good
61-75	Enough
41-60	Poor
0-40	Very poor

(adapted from Arikunto, 1998;246)

APPENDIX 3A

Table 4.2.1.4

Score of Preliminary Study

No	Students	Activity items										Total	Score
		1	2	3	4	5	6	7	8	9	10		
1	ARH	3	4	4	4	4	3	4	5	2	3	36	72
2	AAA	3	3	2	2	1	2	2	3	2	3	23	46
3	AAFS	2	3	3	1	2	2	2	2	2	2	21	42
4	AND	3	5	4	3	4	3	4	4	3	3	36	72
5	DFP	2	2	3	3	4	4	3	3	5	4	33	66
6	DPA	2	2	2	3	2	2	3	2	2	2	22	44
7	HPAN	3	4	3	4	3	3	2	2	3	4	31	62
8	MAFR	3	2	2	1	2	3	2	2	2	1	20	40
9	MYCM	3	3	2	2	2	2	2	2	2	3	23	46
10	MBP	3	3	2	2	3	4	4	2	3	3	29	58
11	MHAR	3	2	3	3	2	2	3	3	4	3	28	56
12	MRA	3	2	3	3	2	2	2	2	3	1	23	46
13	MDWD	3	4	4	3	2	2	3	3	3	4	31	62
14	MJLA	3	3	4	4	2	2	2	3	3	3	29	58
15	MYAT	3	4	5	3	3	4	3	3	2	3	33	66
16	MFA	3	2	2	2	2	1	3	3	2	2	22	44
17	MIF	2	2	3	3	3	2	2	3	3	2	25	50
18	ZMI	4	5	3	4	3	3	3	3	4	3	35	70

19	GUF	4	5	5	5	4	3	5	4	5	5	45	90
Average Score													57,37

APPENDIX 3B

Table 4.2.1.5

Assessment of the students in Cycle 1

No.	Students	Pro	Voc	Gra	Flu	Total	Score
1	ARH	4	4	4	4	16	80
2	AAA	3	3	2	2	10	50
3	AAFS	3	3	2	2	10	50
4	AND	4	5	4	5	18	90
5	DFP	3	3	4	4	14	70
6	DPA	3	3	3	2	11	55
7	HPAN	4	3	4	4	15	75
8	MAFR	3	3	3	3	12	60
9	MYCM	4	3	3	3	13	65
10	MBP	4	4	3	3	14	70
11	MHAR	3	3	3	2	11	55
12	MRA	2	3	3	3	11	55
13	MDWD	4	4	3	3	14	70
14	MJLA	3	2	3	3	11	55
15	MYAT	4	3	3	3	13	65
16	MFA	3	2	3	3	11	55
17	MIF	3	3	3	2	11	55
18	ZMI	4	4	4	4	16	80
19	GUF	4	5	5	5	19	95

Average Score	62,5
---------------	------

APPENDIX 3C

Table 4.2.2.1.3

Assessment of the students in Cycle 2

No.	Students	Pro	Voc	Gra	Flu	Total	Score
1	ARH	4	5	4	4	17	85
2	AAA	3	3	3	4	13	65
3	AAFS	3	3	3	3	12	60
4	AND	5	4	4	4	17	85
5	DFP	3	3	4	3	13	65
6	DPA	3	3	3	3	12	60
7	HPAN	4	3	4	3	14	70
8	MAFR	3	4	4	3	14	70
9	MYCM	4	3	3	3	13	65
10	MBP	4	4	3	4	14	70
11	MHAR	3	3	3	3	12	60
12	MRA	3	3	3	3	12	60
13	MDWD	4	4	3	3	14	70
14	MJLA	3	3	3	3	12	60
15	MYAT	4	3	3	3	13	65
16	MFA	3	3	3	3	12	60
17	MIF	3	3	3	3	12	60
18	ZMI	4	4	4	4	16	80
19	GUF	4	5	4	5	18	90
Average Score							68,42

APPENDIX 3D

Table 4.2.3.4

The Table Assessment of the students in Cycle 3

No.	Students	Pro	Voc	Gra	Flu	Total	Score
1	ARH	4	4	4	5	17	85
2	AAA	3	4	3	4	14	70
3	AAFS	3	4	3	4	14	70
4	AND	5	4	4	5	18	90
5	DFP	3	3	4	4	14	70
6	DPA	4	3	3	4	14	70
7	HPAN	4	3	3	4	14	70
8	MAFR	3	4	4	4	15	75
9	MYCM	4	3	3	4	14	70
10	MBP	4	4	4	4	16	80
11	MHAR	3	4	3	4	14	70
12	MRA	3	4	4	4	15	75
13	MDWD	4	4	4	4	16	80
14	MJLA	4	4	4	4	16	80
15	MYAT	4	4	4	4	16	80
16	MFA	4	3	3	4	14	70
17	MIF	4	3	3	4	14	70
18	ZMI	4	4	4	5	17	85
19	GUF	5	5	4	5	19	95

Average Score	76,58
---------------	-------

AUTOBIOGRAPHY



Name : Nidaul Fitria
The Place / Date Of Birth : Banyuwangi, 16 Januari 1999
Gender : Female
Religion : Islam
Tribe/ Nation : Java/ Indonesian
Address : Rembiga, Selaparang, Mataram, NTB

Educational stage :

1. Madrasah Ibtidaiyyah Nurul Huda 2010
2. SMPN 01 Sempu 2013
3. SMA Darussalam 2016
4. IAIDA Blokagung English Department (TBIG) Class of 2016.

Thus the author's educational history list is made with actual data and hopefully becomes clearer information.



Plagiarism Checker X Originality Report

Similarity Found: 14%

Date: Tuesday, July 28, 2020

Statistics: 2900 words Plagiarized / 20515 Total words

Remarks: Low Plagiarism Detected - Your Document needs Optional Improvement.

CHAPTER I INTRODUCTION In this chapter presents the topic of the study, The parts namely background of study, operational definition, objective of the research, the scope of the research, the significance of research, the definition of the key terms, and Previous Study. All of them will be detail in the following parts in turn.

Background of study In our life we certainly need others, because we are social creatures and before that we have to talk to other people. Speaking will be understood if you can master the language as an intermediary tool. According to AS Hornby (1995:662) stated the language is the system of sounds and words used by human the express their thoughts and feelings.

The language that is needed for the people to communication. English is used as mean as of communication in the world, it become an international language. Communication probably occurs among people in the world to share information, ides and feelings, communication activities play an important role in human life, it occurs not only trough oral (spoken) language, but it can also be conveyed trough written language.

Byrne (1986:8) said that communication involves four skills, among others: speaking skill, writing skill, reading skill, and listening skill. While the speaker has to prepare the message that will be conveyed in appropriate language, the listener should interpret the message appropriately. In Indonesia, English has become one of the foreign languages as the local content subject for the elementary school, the student of junior and senior high school,


YAYASAN PONDOK PESANTREN DARUSSALAM
MADRASAH TSANAWIYAH AL AMIRIYAH
(MTs.A)
 STATUS : TERAKREDITASI NIM : 121235100017 NPSN : 20581701
Blokagung - Tegalsari - Banyuwangi
ALAMAT : Pondok Darussalam Blokagung PO BOX 201 (0333)845973 Tegalsari Banyuwangi Jawa Timur 68485

SURAT KETERANGAN PENELITIAN

NOMOR: 31.1/048/MTsA/E.05/VII/2020

Yang bertanda tangan di bawah ini, Kepala Madrasah Tsanawiyah Al Amiriyyah kecamatan Tegalsari Kabupaten Banyuwangi, dengan ini menerangkan dengan sebenarnya, bahwa mahasiswa yang beridentitas di bawah ini:

N a m a : **NIDAUl FITRIA**
 Tempat, Tgl Lahir : Banyuwangi, 16 Januari 1999
 NIM : 16112210015
 Fakultas : Tarbiyah dan Keguruan
 Program Studi : Tadris Bahasa Inggris
 Angkatan : 2016

Benar-benar telah mengadakan Penelitian di lembaga kami sehubungan sebagai persyaratan dalam menempuh ujian skripsi di Institut Agama Islam Darussalam (IAIDA), adapun waktu penelitian pada bulan Juli 2020 dengan Judul Skripsi :
"Implementing Role Play to Improve Speaking Skill at the eight students of MTs Al-Amiriyyah Blokagung Banyuwangi in Academic year 2019/2020"

Demikian surat keterangan ini kami buat, untuk sedapatnya dipergunakan sebagaimana mestinya.

Blokagung, 30 Juli 2020

Kepala Madrasah



7/27/2020

SISTEM INFORMASI MANAJEMEN AKADEMIK IAIDA BLOKAGUNG ::

NAMA	NIDAUL FITRIA	
NIM	16112210015	
FAKULTAS	TARBIYAH DAN KEGURUAN	
ANGKATAN	20161	
PROGRAM STUDI	S1 TADRIS BAHASA INGGRIS	
PERIODE	20192	

No	Periode	Hari/Tgl Pertemuan	Catatan Pertemuan/Konsultasi PA	Keterangan
1	20192	20 April 2020	Chapter 1. Reaserch problemrn Evidencern Why is role play suitablebrn Previous studyrnChapter 2. Need to write more for. rn related literaturesrnChapter 3. The date for planningrn What's the obsevation testrnChapter 4. How many cycles should be. rn implementedrn FindingsrnChapter 5. DiscussionrnChapter 6. The steps how the role play. rn implemented in mts al amiriyah	Chapter 1. April 20,2020rnChapter 2. April 25,2020rnChapter 3. April 30, 2020rnChapter 4. June 14, 2020rnChapter 5. July 01, 2020rnChapter 6. July 20, 2020

Mengetahui,
Penasehat Akademik

BANYUWANGI, 27 JULI 2020
Mahasiswa

MOHAMAD NOR SHODIQ, M.Pd.
NIDN.2127067902

NIDAUL FITRIA
16112210015



INSTITUT AGAMA ISLAM DARUSSALAM BLOKAGUNG BANYUWANGI

JL. PON. PES. DARUSSALAM DSN. BLOKAGUNG DESA KARANGDORO KEC. TEGALSARI BANYUWANGI JAWA TIMUR
Telp : (0333) 847459 / 0852
Email : iaidablokagung@gmail.com Website : www.iaida.ac.id

FAKTUR PEMBAYARAN 19917

NIM 16112210015
NAMA NIDAUL FITRIA
SHIFT / KELAS REGULER / TBIG-7A KAMPUS 1
PROGRAM STUDI S1 TADRIS BAHASA INGGRIS
ANGKATAN 20161



Tanggal Bayar	Rabu, 16 Desember 2020 21:07:13
Jenis Biaya	Biaya Akhir & WISUDA - 20192
Biaya	Rp. 2,050,000
Besar Bayar	Rp. 2,050,000
Potongan Bayar	Rp. 0
Ket	. Tranfer BSM
Oleh	MUHAMAD YUSRI HUBIL FAROHIN

Total Biaya	Total Bayar	Total Potongan	Total Sisa
Rp. 13,000,000	Rp. 13,000,000	Rp. 0	Rp. 0

KETUA PROGRAM STUDI
TADRIS BAHASA INGGRIS

BANYUWANGI, 16 DESEMBER 2020
KEPALA SUB BAGIAN ADMINISTRASI
AKADEMIK

NIDN.