CHAPTER IV

RESEARCH FINDING AND DISCUSSION

This chapter presents the research finding and discussion of improving students' Speaking ability using role play. The presentation covers both the data of students' score and data in teaching and learning process. The data are obtains from the observation sheets, questionnaire, and students' test.

This research conducted in two cycles. The finding of the research show that the using role play improve students' speaking ability. Besides that, the using role play technique can make students' become more active and enthusiastic in teaching learning process.

A. General Description of SMK AL-Azhar Samarinda

SMK AL-Azhar Samarinda is a formal education institution which was established on march 31st 2008 expected to have an important role to generate qualified human resources, smart thinking, strong people, independent and good manners. SMK Al-Azhar Samarinda is located in Jl. Muhammad Said Kelurahan Lok Bahu Kecamatan Sungai Kunjang Kota Samarinda Provinsi Kalimantan Timur.

The vision of SMK Al-Azhar Samarinda is creating SMK AL-Azhar Samarinda as a qualified school for preparing students to be competent, smart, autonomous and good manners. Furthermore, SMK Al-Azhar Samarinda has missions, as follows:

1) Developing students to be entrepreneur whose are competent, superior and autonomous.

2) Developing students to be smart and competitive marketer.

3) Developing students to be prestige and good manners.

B. Research Findings

The findings in this research are discussed based on the result of the cyclical steps of the classroom action research conducted by researcher. These findings will be interpreted and discussed more detail on the sub chapter below.

1. Finding of Cycle I

The research was stated with cycle I. The researcher had already found a clue that the roleplay technique which was applied to improve students' speaking ability at the eleventh grade (XI) of SMK Al-Azhar Samarinda worked well. It was proved by the progress of students' speaking ability while the roleplay technique was being applied. The students were able to speak more fluently and confident.

The students had difficulties in speaking English. They still considered difficult especially in language use and mechanism. In this case, the researcher assumed that technique was proved to be able to improve the students' speaking ability. But, the researcher conducted the classroom

action research in two cycles so that the students got better score in speaking performance.

In this cycle, the first meeting was held on January 24th, the second meeting was on January 26th, The Third meeting was on January 31st, February 2nd for fourth meeting and speaking test was held on fourth meeting after the technique was implemented. It was followed by 14 students', 4 boys and 10 girls. The focused was to find the students' speaking ability. It was conducted in four steps; those are planning, Implementing, observation, and reflection.

a. **The First Step (Planning).**

Before implementing the action, the researcher concerned of two things, the lesson plan and teaching material. The researcher made lesson plan for each meeting containing the topics to learn and objective the instructional activities, procedures, of conducting the learning and learning materials.

Before constructing the lesson plan, the researcher made teaching lesson plan procedures. In the first meeting, the researcher explained about role play procedures, generic structure, grammatical features, and show the examples conversation in pairs related to expression of giving suggestion; offering; agree with an opinion; and disagree with an opinion material. In the second meeting the teacher planned to give the examples conversation in pairs related to offering expression material. In the third meeting the researcher gave them the

examples conversation in pairs related to agree expression material. In the fourth meeting the researcher gave them the examples conversation of two people related to disagree expression material.

b. The Second Step (Implementing)

This step was implementation of planning. Here the researcher had two different roles as a teacher and as the researcher. The researcher implemented the teaching technique for four meetings: January 24th, January 26th, January 31st, February 2nd 2017. The implementation was described, as follows:

1) The First Meeting

The first meeting was conducted on January 24th 2017. The English subject was held at 7.30 am to 9.30 am. In this case the researcher divided it into three phases: they were pre-teaching, whilst-teaching, and post-teaching.

In the pre-teaching, the teacher greeted the students and the students replied teacher's greeting. After greeting the students, the teacher checked students' attendance. Then the teacher asked told about the topic. The topic was "Expressing Giving Suggestion". After that the teacher introduced the instructional objective, it was "Skilled students use expressions of giving suggestions and offers, as well as contextual responses with respect to the correct social function, text structure, and linguistic elements and demonstrate honest, disciplined, confident, and responsible behavior."

In the whilst-teaching, the teacher stimulated students' background knowledge by asking questions and explained about "Expressing Giving Suggestion" and then the teacher gave them the example of it. Example:

Anton : I have a serious problem today. I have just lost my driver license.

Shally : Don't be so sad my friend, let us search it around the park.

Anton : I have looked for it for hours but I do not find it, **<u>do you have some ideas</u>**?

Shally : <u>You had better</u> tell the securities to announce it to other students.

Anton : Yeah, that sounds good. I do hope it helps.

After that the teacher divided the class in pairs, A and B, give A and B roles from the dialogues. Then, they acted out their role play, they should speak loudly. After that, the teacher walked around to check the wrong pronunciation and give them the correct way. Then, the researcher asked the students to swap roles and repeat, those whose finish first can be asked to make up their own role play.

In the post-teaching, the teacher reflected the lesson that they had learnt. Finally, the teacher gave the students motivation and closed the meeting.

2) The Second Meeting

The second meeting was conducted on January 26th 2017. The English subject was held at 10.30 am to 12.30 am. In this case the researcher divided it into three phases: they were pre-teaching, whilst-teaching, and post-teaching.

In the pre-teaching, the teacher greeted the students and the students replied teacher's greeting. After greeting the students, the teacher checked students' attendance. Then the teacher asked told about the topic. The topic was "Expressing Offering". After that the teacher introduced the instructional objective based on the lesson plan, it was " Skilled students use expressions of giving suggestions and offers, as well as contextual responses with respect to the correct social function, text structure, and linguistic elements and demonstrate honest, disciplined, confident, and responsible behavior."

In the whilst-teaching, the teacher stimulated students' background knowledge by asking questions and explained about "expressing offering" and then the teacher gave them the example of it. Example:

Andy: Here. Have a cookie.

Bryan: Thanks.

Andy: <u>Would you like</u> some cake?

Bryan: <u>No thank you.</u> It looks delicious though.

Andy: How about a glass of coffee?

Bryan: Thanks, but I don't drink coffee.

Andy: What will you have to drink?

Bryan: Manggo juice will be fine.

Andy: <u>Would you like</u> some more pie?

Bryan: <u>Sure. It's really good</u>. Did you bake it yourself?

Andy: Can I get you some milk or something?

Bryan: Well, a glass of water would be okay.

After that the teacher divided the class in pairs, A and B, give A and B roles from the dialogues. Then, they acted out their role play, they should speak loudly. After that, the teacher walked around to check the wrong pronunciation and gave them the correct way. Then, the researcher asked the students to swap roles and repeat, those whose finish first can be asked to make up their own role play.

In the post-teaching, the teacher reflected the lesson that they had learnt. Finally, the teacher gave the students motivation and closed the meeting.

3) The Third Meeting

The third meeting was conducted on January 31st 2017. The English subject was held at 7.30 am to 9.30 am. In this case the researcher divided it into three phases: they were pre-teaching, whilst-teaching, and post-teaching.

In the pre-teaching, the teacher greeted the students and the students replied teacher's greeting. After greeting the students, the teacher checked students' attendance. Then the teacher asked told about the topic. The topic was "Agree with an opinion". After that the teacher introduced the instructional objective based on the lesson plan, it was "Skilled students use expressions of agreement and disagreed with an opinion verbally and write in context by taking into account the correct social function, text structure, and linguistic elements, and demonstrate courteous, disciplined, confident, and responsible behavior."

In the whilst-teaching, the teacher stimulated students' background knowledge by asking questions and explained about "agree expression" and then the teacher gave them the example of it. Example:

A: I was thinking of spending our holiday in the mountains.
B: <u>I think so too!</u>
A: I was thinking it could take place sometime in September.
B: I'm not sure about that! That might be a little too cold for some people to go there in September.
A: Really? Hmm I don't have any enough information about mountain.
B: What about in the end of April? April has good weather, doesn't it?
A: Yes, absolutely, that would work out better.
B: You know, maybe it's better if we start finding some information about Mount Bromo or others.
A: <u>I couldn't agree more!</u> We'll have to get right on it.
B: Fine! Well, let's do it now!

After that the teacher divided the class in pairs, A and B, give A and B roles from the dialogues. Then, they acted out their role play, they should speak loudly. After that, the teacher walked around to check the wrong pronunciation and give them the correct way. Then, the researcher asked the students to swap roles and repeat, those whose finish first can be asked to make up their own role play.

In the post-teaching, the teacher reflected the lesson that they had learnt. Finally, the teacher gave the students motivation and closed the meeting.

4) The Fourth Meeting

The fourth meeting was conducted on February 2nd 2017. The English subject was held at 7.30 am to 9.30 am. In this case the researcher divided it into three phases: they were pre-teaching, whilst-teaching, and post-teaching.

In the pre-teaching, the teacher greeted the students and the students replied teacher's greeting. After greeting the students, the teacher checked students' attendance. Then the teacher asked told about the topic. The topic was "disagree with an opinion". After that the teacher introduced the instructional objective based on the lesson plan, it was "Skilled students use expressions of agreement and disagreed with an opinion verbally and write in context by taking into account the correct social function, text structure, and linguistic

elements, and demonstrate courteous, disciplined, confident, and responsible behavior."

In the whilst-teaching, the teacher stimulated students' background knowledge by asking questions the topic and explained about "disagree expression" and then the teacher gave them the example of it. Example:

Lina : Riska, what do you think about Facebook recently? I mean, do you like playing your Facebook?
Riska : Personally, I feel Facebook is kind of social network which can spend our time but I enjoy playing that because I can see my fiends' pictures, share ideas through posting something in it and get some information from group pages.
Lina :That's a good point of idea. I also like playing Facebook and   playing some games in it. But I am sure that there are so many disadvantages on Facebook.
Riska :**<u>That's not true…!</u>** If you find so many disadvantages, all people over the world won't to play it. It depends on us. If we can control everything and manage our time, we will get the positive things from this social net work.
Lina : I am with you!

After that the teacher divided the class in pairs, A and B, give A and B roles from the dialogues. Then, they acted out their role play, they should speak loudly. After that, the teacher walked around to check the wrong pronunciation and give them the correct way. Then, the researcher asked the students to swap roles and repeat, those whose finish first can be asked to make up their own role play, using different words to fill the gaps. The teacher gave speaking test in the end of cycle I. Kind of test was performing a dialogue of conversation in pairs based on the instruction on

speaking test paper. Then, the students acted out the role from the dialogue and the students swap roles and repeat.

In the post-teaching, the teacher reflected the lesson that they had learnt. Finally, the teacher gave the students motivation and closed the meeting.

c. The Third Step (Observation)

In this phase, the researcher was helped by collaborator who acted as an observer. First, observation checklist for students was used as guideline to obtain information concerning the implementation of teaching speaking. It was used to observe students' and teacher's performance and activities during the implementation. The result of observation checklist for students showed that students paid attention, participated, asking question and enthusiastic in answer in learning process, even though there were some students did not participate, paid attention and were not active in learning process but overall, most of students were more joyful to join the classroom activities. The students were actively involved in teaching and learning process and they were active to discuss with their classmates.

Second, observation checklist for teacher, the observer observed the teacher's performance. Here, the observer was as collaborator and the teacher was as the researcher. The result of observation checklist showed that 70% aspects of teaching were accomplished very well. Then the students' scores were got from the test the end of first cycle.

This score was used to analyze the students' speaking improvement by using role play technique by comparing the scores from preliminary research to score in cycle I.

d. The Fourth Step (Reflection)

Based on the researcher's observation during implementing, the researcher took some conclusion related to the implementation of role play technique. There was an improvement in students' average score from preliminary research to cycle I. The students' average score of preliminary research was 67.7 and the students' average score of test in cycle I was 73.8. It meant that there was an improvement and the result of cycle I which was very good. Based on the criteria of success on this research, the students' speaking improved if 75% of them got score above criteria for minimum completion (75). There was an improvement in cycle I but the researcher's objective did not reach 75% as criteria of success in this research.

1) Interpretation of Test, Observation Checklist and Observation sheet

   a) Interpretation of the result

   The students' score of test could be seen in the table IV

TABLE IV

THE RESULT OF STUDENTS' SPEAKING

SCORE IN CYCLE I

No	Name	Pro	gram	Vocab	Cont	Score
1	AF	14	16	20	22	72
2	AS	16	19	19	21	75
3	ES	13	15	21	20	69
4	EW	14	16	20	21	71
5	FNA	16	20	21	19	76
6	FNN	16	17	22	20	75
7	M	13	19	21	18	71
8	MR	17	18	20	20	75
9	MP	16	17	19	19	71
10	RF	15	17	20	18	70
11	RANH	17	19	21	20	77
12	IS	17	19	22	21	79
13	MEF	14	17	18	19	68
14	TWU	19	21	22	22	84
TOTAL						1033
MEAN						73.8

Based on table above, it showed comparison of students' speaking score in speaking test. Students' average score of speaking test showed that most of students were active in teaching and learning process. The result of their speaking test was 73.8.

The researcher compared preliminary score and cycle I score to know students' speaking improvement. In preliminary score, there were 3 student or 21% who passed criteria for minimum completion and 11 or 79% were failed. However, the result of students' score in cycle I showed 7 or 50 % were passed

and 7 or 50% were failed. It meant there was significant improvement after using role play technique in teaching and learning process. Besides that, the result of students' average score in preliminary score showed that 68.4 and students' average score in cycle I was 73.8 it meant students' speaking score was increase. It could be seen on the table V as follows:

TABLE V

COMPARISON OF STUDENTS' SPEAKING RESULT PRELIMINARY AND SCORE IN CYCLE I

No	Name	Preliminary Score	Score Cycle I
1	AF	69	72
2	AS	68	75
3	ES	65	69
4	EW	67	71
5	FNA	68	76
6	FNN	64	75
7	M	68	71
8	MR	66	75
9	MP	65	71
10	RF	60	70
11	RANH	77	77
12	IS	75	79
13	MEF	65	68
14	TWU	80	84
Total		957.0	1033
Mean		68.4	73.8
Improvement		5.4	

Based on the table above, it showed that the scores of the preliminary score were low. This result indicated that the students speaking skill were low. From the data presented in table IV and

V, there were two steps to get the result of students' improvement in speaking. First step was to get students score speaking test. Second, step was to get the score of students' average in the class. It was calculated as follows:

$$M = \frac{\sum x}{N}$$

$$M = \frac{1033}{14} = 73.79$$

The third step was to know the percentage of students' score who passed the criteria for minimum completion (75) in speaking test of cycle I by using formula as followed:

$$P = \frac{F}{N}(100)$$

$$P = \frac{7}{14}(100) = 50\%$$

From that computation, the students' score percentage in cycle I who passed criteria for minimum completion was 50%.

b) Interpretation of observation checklist and observation sheet for teacher

In this research, the researcher was helped by collaborator who acted as observer whish observed the teacher's performance during teaching and learning process. The result of observation checklist at first to fourth meeting showed that 75% accomplished very well, 16% was more recommended, 8% was

not observe. Based on observation sheet for teacher, it showed that teacher did teaching procedure based on the right track.

c) Interpretation of observation checklist and observation sheet for students

It was used to see the students' activity during role play technique was implemented. Most of students active in the classroom activities and some students active in answering the teacher question.

2. Finding of Cycle II

In this cycle, the first meeting was held on February 7th, the second meeting was on February 9th, The Third meeting was on February 14th, February 16th for fourth meeting and speaking test was held on fourth meeting after the technique was implemented. It was followed by 14 students', 4 boys and 10 girls. The focused was to find the students' speaking ability. It was conducted in four steps; those are planning, Implementing, observation, and reflection.

a. The First Step (Planning).

Before implementing the action, the researcher concerned of two things, they lesson plan and teaching material. The researcher made lesson plan for each meeting containing the topics to learn and objective the instructional activities, procedures, of conducting the learning and learning materials.

Before constructing the lesson plan, the researcher made teaching lesson plan procedures. In the first meeting, the researcher explained about role play procedures, generic structure, grammatical features, and show the examples conversation of two people related to expression of giving suggestion; offering; agree with an opinion; and disagree with an opinion material. In the second meeting the teacher planned to give the examples conversation of two people related to offering expression material. In the third meeting the researcher gave them the examples conversation of two people related to agree expression material. In the fourth meeting the researcher gave them the examples conversation of two people related to disagree expression material.

b. The Second Step (Implementing)

This step was implementation of planning. Here the researcher had two different roles as a teacher and as the researcher as well. It took place in the classroom where the teaching and the learning process was conducted. The implementation was described as follows:

1) The First Meeting

The first meeting was conducted on February 7th 2017. The English subject was held at 7.30 am to 9.30 am. In this case the researcher divided it into three phases: they were pre-teaching, whilst-teaching, and post-teaching.

In the pre-teaching, the teacher greeted the students and the students replied teacher's greeting. After greeting the students, the teacher checked students' attendance. Then the teacher asked told about the topic. The topic was "Expressing Giving Suggestion". After that the teacher introduced the instructional objective, it was "Skilled students use expressions of giving suggestions and offers, as well as contextual responses with respect to the correct social function, text structure, and linguistic elements and demonstrate honest, disciplined, confident, and responsible behavior."

In the whilst-teaching, the teacher stimulated students' background knowledge by asking questions and explained about "Expressing Giving Suggestion" and then the teacher gave them the example of it. Example:

Vina   : I have a trouble, now

Opik   : What is it?

Vina   : I have broken my sister cellphone.

Opik   : Have you ever told about it?

Vina   : I haven't , I am afraid that she will be angry to me

Opik   : **I suggest you to tell her about it**. Then say "sorry".

Vina   : How about if she wants me to fix her cellphone?

Opik   : It is better to you to bring it out to the cellphone center

Vina   : But I don't know where I can get

Opik   : Don't be worried … I have a friend who has a cellphone center.

Vina   : Will he fix it by himself?

Opik   : Yes.,of course. …

Vina   : Thank you so much

After that the teacher divided the class in pairs, A and B, give A and B roles from the dialogues. Then, they acted out their role play, they should speak loudly. After that, the teacher walked around to check the wrong pronunciation and give them the correct way. Then, the researcher asked the students to swap roles and repeat, those whose finish first can be asked to make up their own role play.

In the post-teaching, the teacher reflected the lesson that they had learnt. Finally, the teacher gave the students motivation and closed the meeting.

2) The Second Meeting

The second meeting was conducted on February 9th 2017. The English subject was held at 10.30 am to 12.30 am. In this case the researcher divided it into three phases: they were pre-teaching, whilst-teaching, and post-teaching.

In the pre-teaching, the teacher greeted the students and the students replied teacher's greeting. After greeting the students, the teacher checked students' attendance. Then the teacher asked told

about the topic. The topic was "Expressing Offering". After that the teacher introduced the instructional objective based on the lesson plan, it was " Skilled students use expressions of giving suggestions and offers, as well as contextual responses with respect to the correct social function, text structure, and linguistic elements and demonstrate honest, disciplined, confident, and responsible behavior."

In the whilst-teaching, the teacher stimulated students' background knowledge by asking questions and explained about "expressing offering" and then the teacher gave them the example of it. Example:

Boy: "Hi!"

Girl: "Hello!"

Boy: "Are you hungry?"

Girl: "No, I'm not."

Boy: "Are you thirsty?"

Girl: "Yes, I am."

Boy: "Would you like a cup of coffee?"

Girl: "Yes, please."

Boy: "Here's your coffee."

Girl: "Thank you."

Boy: "You're welcome. Goodbye."

Girl: "Bye

After that the teacher divided the class in pairs, A and B, give A and B roles from the dialogues. Then, they acted out their role play, they should speak loudly. After that, the teacher walked around to check the wrong pronunciation and give them the correct way. Then, the researcher asked the students to swap roles and repeat, those whose finish first can be asked to make up their own role play.

In the post-teaching, the teacher reflected the lesson that they had learnt. Finally, the teacher gave the students motivation and closed the meeting.

3) The Third Meeting

The third meeting was conducted on February 14th 2017. The English subject was held at 7.30 am to 9.30 am. In this case the researcher divided it into three phases: they were pre-teaching, whilst-teaching, and post-teaching.

In the pre-teaching, the teacher greeted the students and the students replied teacher's greeting. After greeting the students, the teacher checked students' attendance. Then the teacher asked told about the topic. The topic was "Agree with an opinion". After that the teacher introduced the instructional objective based on the lesson plan, it was "Skilled students use expressions of agreement and disagreed with an opinion verbally and write in context by taking

into account the correct social function, text structure, and linguistic elements, and demonstrate courteous, disciplined, confident, and responsible behavior."

In the whilst-teaching, the teacher stimulated students' background knowledge by asking questions and explained about "agree expression" and then the teacher gave them the example of it. Example:

Ati: Hey, Look at my new Ring , isn't it cool??

Bis: <u>Yeah, I absolutely agree with you,</u> your ring is so cool. It perfectly matches with your finger. It must be a very expensive ring.

After that the teacher divided the class in pairs, A and B, give A and B roles from the dialogues. Then, they acted out their role play, they should speak loudly. After that, the teacher walked around to check the wrong pronunciation and give them the correct way. Then, the researcher asked the students to swap roles and repeat, those whose finish first can be asked to make up their own role play.

In the post-teaching, the teacher reflected the lesson that they had learnt. Finally, the teacher gave the students motivation and closed the meeting.

4) The Fourth Meeting

The fourth meeting was conducted on February 16th 2017. The English subject was held at 7.30 am to 9.30 am. In this case the researcher divided it into three phases: they were pre-teaching, whilst-teaching, and post-teaching.

In the pre-teaching, the teacher greeted the students and the students replied teacher's greeting. After greeting the students, the teacher checked students' attendance. Then the teacher asked told about the topic. The topic was "disagree with an opinion". After that the teacher introduced the instructional objective based on the lesson plan, it was "Skilled students use expressions of agreement and disagreed with an opinion verbally and write in context by taking into account the correct social function, text structure, and linguistic elements, and demonstrate courteous, disciplined, confident, and responsible behavior."

In the whilst-teaching, the teacher stimulated students' background knowledge by asking questions the topic and explained about "disagree expression" and then the teacher gave them the example of it. Example:

John: Hey what do u think about this movie?

Zedo: I think this movie is really good.

John: <u>I don't think so.</u> This movie is so boring that I sleep while watch it. The plot is flat and there is not any suspense in the story. I like watching film but this time I disagree with you

After that the teacher divided the class in pairs, A and B, give A and B roles from the dialogues. Then, they acted out their role play, they should read it loudly. After that, the teacher walked around to check the wrong pronunciation and give them the correct way. Then, the researcher asked the students to swap roles and repeat, those whose finish first can be asked to make up their own role play, using different words to fill the gaps. The teacher gave speaking test in the end of cycle II. Kind of test was performing a dialogue of conversation between two people based on the instruction on speaking test paper. Then, the students acted out the role from the dialogue and the students swap roles and repeat.

In the post-teaching, the teacher reflected the lesson that they had learnt. Finally, the teacher gave the students motivation and closed the meeting.

c. The Third Step (Observation)

In this step, the teacher presented the same information as the first process of observation. As stated before the researcher presented the data, instrument for the data, instrument for data collection, sources of the data and technique for data collection. The quantitative data the

quantitative data were obtained from the students' scores taken from the post test of the cycle. This score was used to analyze the increasing students' speaking skill by using role play technique by comparing the score from pretest and first cycle score. The qualitative data were obtained from the students' activities in the classroom. Instrument for data collection used observation checklist, observation sheet, documentation and speaking test. And the sources of data were students, the teacher and also the atmosphere of the classroom. And also the technique for the data collection was observation.

d. The Fourth Step (Reflection)

The result of implementation CAR such as result of observation sheet and checklist, this research was success. Most of the students respond the teacher actively. Furthermore, the teaching learning process is done very well. The researcher felt satisfied because the students have significant improvement from the score they get from preliminary study, cycle I test and cycle II test. After achieving the target research of where minimally 75% student who passed the KKM, therefore the researcher and the teacher decided to stop the Classroom Action Research because it had already succeeded. The improvement of speaking skill can be seen on percentage of in preliminary study until cycle II test. While the score of students' activities when the researcher used role play technique in teaching speaking in preliminary score is 68,4, cycle I is 73,8, and cycle II is 77,3. It shows that there were

improvements of students' activities in each cycle after the students were taught by using role play technique.

1) Interpretation of Test, Observation Checklist and Observation sheet

    a) Interpretation of the result

The students' score of test could be seen in the table VI

TABLE VI

THE RESULT OF STUDENTS' SPEAKING

SCORE IN CYCLE II

No	Name	Pro	gram	Vocab	Cont	Score
1	AF	20	17	20	22	79
2	AS	19	18	19	21	77
3	ES	18	18	21	20	77
4	EW	19	17	20	21	77
5	FNA	18	20	21	19	78
6	FNN	20	17	22	20	79
7	M	18	19	21	18	76
8	MR	19	17	20	20	76
9	MP	18	17	19	19	73
10	RF	18	17	20	18	73
11	RANH	20	19	19	20	78
12	IS	18	19	22	21	80
13	MEF	19	18	18	19	74
14	TWU	20	21	22	22	85
TOTAL						1082
MEAN						77.3

Based on table above, it showed that most students got average score in speaking. The result of their speaking test was 77.3.

In the second cycle, the researcher used comparison of cycle I and cycle II score to know students' speaking improvement. In cycle I score there was 6 or 43% were passed and 8 or 57% were failed. However, the result of students' score in cycle II showed 11 or 79% were passed and 3 or 21% were failed. It meant that there were significant improvements after using role play technique in teaching and learning process. Besides that, the result of students' average score in cycle I showed that 73,8 and students' average score in cycle II was 77,3. It meant students' speaking score was increased. It could be seen on table as following:

TABLE VII
COMPARISON OF STUDENTS' SPEAKING RESULT IN
CYCLE I AND CYCLE II

No	Name	Score Cycle I	Score Cycle II
1	AF	72	79
2	AS	75	77
3	ES	69	77
4	EW	71	77
5	FNA	76	78
6	FNN	75	79
7	M	71	76
8	MR	75	76
9	MP	71	73
10	RF	70	73
11	RANH	77	78
12	IS	79	80
13	MEF	68	74
14	TWU	84	85
Total		1033	1082

Mean	73.8	77.3
Improvement	3.5	

b) Interpretation of observation checklist and observation sheet for teacher

In this research, the researcher was helped by collaborator who acted as observer which observed the teacher's performance during teaching and learning process. The result of observation checklist at first to fourth meeting showed that the teacher did teaching procedures well. So, it could be concluded the teacher was well implemented role play technique in teaching speaking.

c) Interpretation of observation checklist and observation sheet for students

In the second cycle, it was used to see the students' activity during role play technique was implemented. The result of observation sheet and observation checklist in cycle II were most of students seemed active in the classroom activities and some students active in answering the teacher question.

d) Questionnaire

Here the result of the questionnaire that was completed in teaching and learning process:

TABLE VIII

QUESTIONNAIRE RESULT

No.	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10
1.	1	1	1	1	1	0	0	1	1	1
2.	1	1	1	1	0	1	1	1	0	1
3.	1	1	1	1	1	0	1	1	0	1
4.	1	1	1	1	1	0	1	1	0	1
5.	1	1	1	1	1	1	1	1	0	1
6.	1	1	1	1	1	1	0	0	1	1
7.	0	0	1	1	1	1	0	1	0	1
8.	1	0	1	1	1	1	0	1	1	1
9.	0	1	0	1	1	0	0	1	0	1
10.	1	1	0	0	1	0	0	1	1	1
11.	1	1	0	1	1	0	1	1	1	1
12.	1	1	0	0	1	1	1	1	1	1
13.	1	0	1	1	1	1	1	1	1	1
14.	1	1	0	1	1	1	1	1	1	1

TABLE IX

THE SCORE OF QUESTIONNAIRE RESULT

Question Item	Yes %	No %
Q1	12	2
Q2	11	3
Q3	9	5
Q4	13	1
Q5	12	2

Question Item	Yes %	No %
Q6	8	6
Q7	8	6
Q8	13	1
Q9	13	1
Q10	14	0
TOTAL	113	27
Mean	80,7%	19,3%

Scoring criteria:

90% - 100% = Excellent

80% - 89% = Good

65% - 79% = Satisfactory

55% - 64% = Less

0% - 54% = Poor [1]

Based on the questionnaire the result was 80,7%, the students' more interest and enjoyable learning using role play technique. And it made them easier understood the speaking lesson also made them felt not bored.

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[1] Wayan Nur Kancana and Sumartana, *Evaluasi Pendidikan. ….* p. 25

C. Discussion

Based on the finding of the research, it was shown that role play technique gave beneficial contribution both in improving students' score of speaking and improving students' participation during speaking activities. The used of role play technique can help the students' pronunciation and fluency be better. Besides, the students looked braver to speak English in the front of the class.

Besides, the use of role play technique improved the students' speaking ability and the students' participation in interactional process. Based on criteria of success of this research, the students' speaking ability improve if 75% of students get score of test 75 and most of students actively involved during teaching and learning process. The improvement of those two aspects can be summarized, the percentage of students' activities when the teacher used role play technique in teaching speaking in preliminary study score was 68,4, cycle I was 73,8, and cycle II was 77,3. It shows that there were improvements of students' activities in each cycle after they were taught by using role play technique.

Diagram of Students Score

78	
76	
74	
72	
70	
68	
66	
64	
62	
	Preliminary Score Cycle I Cycle II
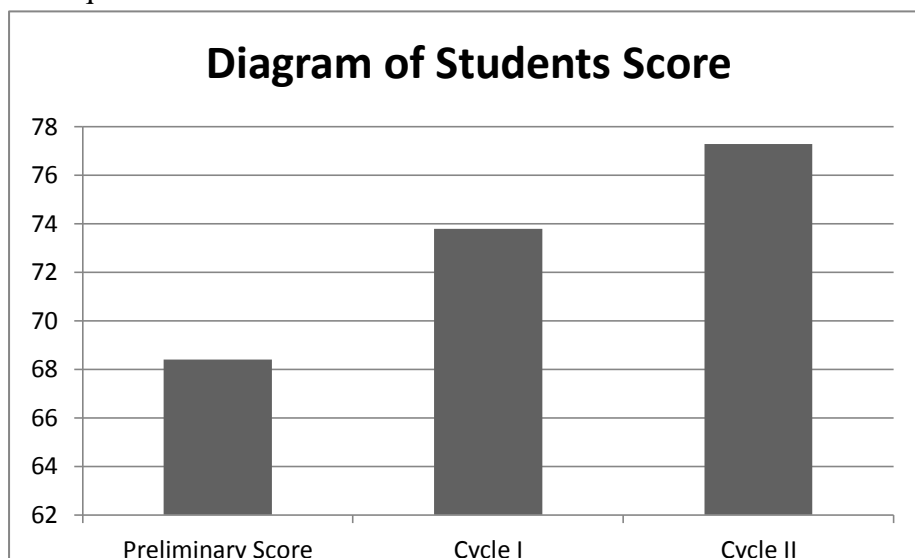
Based on the finding of this research, there is a significant improvement on the students' ability in performing speaking and the students' activeness in teaching and learning process. The students' speaking ability was increased through role play technique.

Dealing with the students' activeness as another aspect in criteria of success, the result of the observation sheet, and observation checklist showed that most of students were actively involved in teaching and learning process. It can be seen in the result of observation checklist and observation sheet that were completed by the observer.

The criteria of success of this research are the students' speaking ability improves if 75% of students get score of test 75 and most of students actively involved during teaching and learning process. It measured by observing the students' activities in teaching and learning process.

Referring to finding above, it was found out that the students' speaking ability and their activeness and participation during the using of role play technique was gradually improved. The result of this research showed that role play technique can be used as technique in teaching of speaking and able to improve students' speaking ability.