

**THE IMPLEMENTATION OF ROLE PLAYS  
AS SPEAKING ACTIVITIES IN *LINTAS MINAT* LESSON  
FOR 1<sup>st</sup> YEAR AT SMAN 1 PORONG**

**THESIS**

Submitted in partial fulfillment of the requirement for the degree of  
Sarjana Pendidikan (S.Pd) in Teaching English



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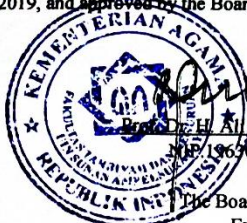


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## ABSTRACT

Agustiningrum, Dwi. (2019). *The Implementation of Role Plays as Speaking Activities in Lintas Minat lesson for 1<sup>st</sup> Year at SMAN 1 Porong*. A Thesis. English Language Education Department, Faculty of Education and Teacher Training, Universitas Islam Negeri Sunan Ampel Surabaya. Advisors: Drs. Muhtarom, M.Ed. Grad. Dip TESOL, and Rakhmawati, M.Pd.

Key words: *Implementation of Role Plays in Lintas Minat lesson, teaching speaking.*

This thesis was aimed to describe the implementation of teaching speaking by using role play technique and to describe the problems encountered by students in practicing speaking using role plays in *Lintas Minat* lesson. The researcher used descriptive qualitative method. The subject of the study were the teacher and the students X MIPA 3 senior high school in SMAN 1 Porong. To collect the data, the researcher used observation and interview. Observation was used to collect data in the implementation of role plays in teaching speaking and students' problems encountered by students in practicing speaking using role plays in *Lintas Minat* lesson. The results of this study showed the implementation of role play and the problems encountered by the students after learning using role play. The implementation of role plays in *Lintas Minat* lesson was done by doing the students' presentation to find the information about pro and contra of the problem by interviewing someone and the students made a dialogues about riddle and proverb. In the end of the meeting, the researcher interviewed the students to describe the problems after learning English using role play technique in *Lintas Minat* lesson to the X MIPA 3 SMAN 1 Porong. The students felt afraid when speaking English in front of the class, they were lack of understanding the various vocabulary, and the students felt difficult to speak English in a good tenses or grammar.

## ABSTRAK

Agustiningrum, Dwi. (2019). *Implementasi bermain peran sebagai kegiatan Berbicara dalam pelajaran Lintas Minat untuk Tahun Pertama di SMAN 1 Porong*. Skripsi. Pendidikan Bahasa Inggris, Fakultas Tarbiyah dan Keguruan, Universitas Islam Negeri Sunan Ampel Surabaya. Pembimbing: Drs. Muhtarom, M.Ed. Grad. Dip TESOL, dan Rakhmawati, M.Pd.

Kata kunci: Implementasi Peran Bermain dalam pelajaran Lintas Minat, pengajaran berbicara.

Tesis ini bertujuan untuk mendeskripsikan implementasi pengajaran berbicara dengan menggunakan teknik bermain peran dan untuk mengetahui masalah yang dihadapi oleh siswa dalam berlatih berbicara menggunakan permainan peran dalam pelajaran Lintas Minat. Peneliti menggunakan metode deskriptif kualitatif. Subjek penelitian adalah guru dan siswa SMA X MIPA 3 di SMAN 1 Porong. Untuk mengumpulkan data, peneliti menggunakan observasi dan wawancara. Observasi digunakan untuk mengumpulkan data dalam implementasi permainan peran dalam mengajar berbicara dan masalah siswa yang dihadapi oleh siswa dalam berlatih berbicara menggunakan permainan peran dalam pelajaran Lintas Minat. Temuan penelitian ini menunjukkan bahwa penerapan bermain peran dalam Lintas Minat pelajaran dilakukan dengan melakukan presentasi siswa untuk menemukan informasi tentang pro dan kontra masalah dengan mewawancarai seseorang dan membuat dialog tentang teka-teki dan pepatah dan pada akhir dalam pertemuan tersebut, peneliti mewawancarai para siswa untuk mendeskripsikan masalahnya setelah belajar bahasa Inggris menggunakan teknik bermain peran di pelajaran Lintas Minat MIPA 3 SMAN 1 Porong. Murid-murid merasa takut ketika berbicara bahasa Inggris di depan kelas, siswa kurang memahami macam-macam kosa kata, dan murid kesulitan dalam merangkai kata sesuai tata bahasa yang.

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## CHAPTER I INTRODUCTION

This chapter deals with background of study, problems statement, objectives of the study, significance of the study, scope and limitation, and definition of key terms.

### A. Background of Study

Tarigan states that there are four skills that can be developed in studying English. Those are listening skill, speaking skill, writing skill, and reading skill.<sup>1</sup> All skills cannot be separated each other. It means that the students may not ignore one of them in studying English especially speaking skill. Speaking becomes a basic foundation in studying English because it is a skill which is used to do communication.

Speaking is one of the most important skill in learning English. Speaking is used to do communication. As Brown states that speaking is the interactive learning to construct meaning that involves producing, receiving and processing information.<sup>2</sup> It means that speaking can construct the meaning to do communication each other. We can get the information to the listener, receive the information from the speaker, and process the information to make a speaking activities. It proves that speaking is important for students in learning English.

Nowadays, there are many teachers that still use teacher learning center. It means that teaching and learning is focused on teacher's explanation. The effect is passive learning in the classroom happened. Passive learning will make the decreasing of the students' activities in the classroom. It will be the problem in teaching and learning process especially in learning speaking skill because speaking needs practice and more active.

Teacher needs the strategy to solve the problem such as using role play technique in teaching and learning process. It is done to make students center learning in the classroom. Role play is one of the techniques to help the students studying English. Role play gives the students more creativities and makes them confident speaking

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<sup>1</sup>Tarigan, H. G. *Berbicara: Sebagai Salah Satu Keterampilan Berbahasa*. Bandung: Alfabeta. (2008).

<sup>2</sup> Brown, H. D. (*Assessing Speaking*. California: Edits Publishers, 2001).

English. According to Stephen D. Hattings role play can be a good activity for the students to enjoy studying English and give them an opportunity to practice and develop their communication skill.<sup>3</sup> Diyah Ayu also states that role play helps by facilitating them a mask to make them brave in conversation and fun learning will give them the enjoyment in mastering the language and leads to better learning.<sup>4</sup> Those activities is hoped to be able to help the students in studying English.

Faqih Diah points out that there are several steps in implementing role play. Firstly, the researcher explained what role play was and the rules of role play. Secondly, the researcher distributed the situation to the students and they had to make a script based on the situation that had been given to them. Thirdly, the researcher walked around to help the students if they had problems related to the script for their role plays. Then the researcher called the students to perform their role plays. Lastly, the researcher took the score of their performances.<sup>5</sup> All of the activities of role plays can be implemented in teaching and learning process especially in speaking activities. Teacher can use this strategy to make the class atmosphere alive in *Lintas Minat* lesson especially in English class.

*Lintas Minat* is a new program that has been planned specifically for the government given to students that provides an opportunity to choose the subjects according to their interests. According to the Minister of Education and Culture Regulation, *Lintas Minat* is a program to expand and develop the interests, talents and abilities of their students by selecting groups of subjects, outside of the specialization program group.<sup>6</sup> *Lintas Minat* program in the 2013 Curriculum is a new program and a new policy from the Government. This program aims to provide the opportunities for students to be able to choose and study subjects that are not in the specialization program. According to the Minister of Education and Culture Regulation,

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<sup>3</sup>Jo MC. Donough and Christopher Show, *Material and Method in ELT: Applied Language Studies*,

(Cambridge : Blackwell, 1993), p. 165

<sup>4</sup> Susanti, Ayu Diyah Harmi. (2007). *Using Role Play in Teaching Speaking*. Jakarta: UIN Syarif Hidayatullah.

<sup>5</sup> Faqih Dian. (2017). The Use of Role Play in Speaking Activities for the 8th Grade Students of SMPN 1 Sleman. *Thesis*.

<sup>6</sup> *Direktorat Pembinaan Sekolah Menengah Atas, Direktorat Jenderal Pendidikan Dasar dan Menengah, Kementerian Pendidikan dan Kebudayaan*. (2017). Jakarta: Depdikbud.

specialization in high school aims to provide opportunities or opportunities for students to develop abilities, knowledge competencies, attitudes and skills abilities that students have in accordance with their interests, talents and academic abilities in the group scientific subjects. In the social studies group program, you can choose subjects related to the specialization group program on Language program. Students are given the freedom to determine and to choose their interests in the selection of these subjects. English literature subjects can be studied and selected in *Lintas Minat* programs by social studies groups, depending on the students' interest in English literature subjects. In this case, students are given the freedom to choose subjects from other specialization groups, so that they will add insight, experience, knowledge that they have later.

The implementation of curriculum 2013 for students in *Lintas Minat* is the program that has been done and based on the minister of education and culture regulation number 64, section 2 subsection 1 2014 that “*Lintas Minat* for SMA or MA has goal to give chance to the students improving their behavior competence, knowledge competence, and skills competence the students based on there interest or their academic skill in the scientific lesson in a group”. Based on the program above the school has done *Lintas Minat* with the *BK* teacher / guidance and counseling teacher and the improving school team to do specialization process. As *Permen Dikbud* 2014 number 111 section 1 said that “*BK* are the sistimatically work, objectivelly, logically, continually and has planed that has done by guidance and counseling teacher to fasilitate the students’ improving or counseling to reach their independence in their life”. So that the based of the school to optimalize the teacher’s duty of *BK* to manage the student’s interest so, they can choose their choice as their interest. The manifestation of the mandate of developing the potential of students is organized in the organization of competencies starting from the Graduate Competency Standard (*SKL*) which is a profile of qualifications of graduates' abilities achieved in stages through Core Competencies (*KI*), and Basic Competencies (*KD*) within a certain period of time. In relation to the implementation of the 2013 Curriculum as outlined in the curriculum structure, the government regulates the organization of subjects in group A (general) as a form of National (central) curriculum, B (general) form regional curriculum and Group C (specialization) is a specialization

curriculum that puts forward student interest in the education process in the School.<sup>7</sup>

But in the fact, in SMAN 1 Porong, *Lintas Minat* is determined directly by the *BK* teacher so the students cannot choose the programs based on their wishes. SMAN 1 Porong ever implemented the government's rule to give the students chance to choose their interest lesson in *Lintas Minat* but it made the school's administration messed up because many students just chose some lessons in *Lintas Minat*. It makes some *Lintas Minat* lessons not chosen by the students. So that, SMAN 1 Porong makes a policy that *Lintas Minat* lesson is determined by *BK* teacher. It makes the students uncomfortable in the lesson because the students' purpose of learning in one class is not the same. In *Lintas Minat* lesson, students are expected to be able to understand 4 skills namely listening, speaking, reading, writing skills. Especially in speaking skill, the teacher will have difficulties implementing the lesson because the student's interests and talents are not the same so teacher must have a strategy to make the students active in speaking. One of the strategy is using role play technique.

Some previous researches explained that role play can help the students to learn English well. Hadi said that the implementation of the role-play in teaching and learning English was effective to increase the students' speaking ability.<sup>8</sup> They can speak more confident and their passion and enthusiasm in learning English also increase. Furthermore, there was an improvement from 12.9 to 19.3 from the pretest to the posttest. The improvement amount is 5%. It means that learning using role-play could improve the students' speaking ability. It is appropriate with Nopiani's study that role play is a good technique to be implemented in speaking class. It is proved by the improving of the students' speaking ability. The data showed that the first test was 72.58 and in the second test was 79.67. The finding showed that the speaking skill of the subjects under study could be improved through role play.<sup>9</sup> It means that there is the

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<sup>7</sup> Direktorat Pembinaan Sekolah Menengah Atas, Direktorat Jenderal Pendidikan Dasar dan Menengah, Kementerian Pendidikan dan Kebudayaan (Jakarta: Depdikbud, 2017)

<sup>8</sup> Hadi Kunto Laksono. (2015). *Using The Role Play Technique to Improve The Speaking Skill of Grade XI Students of SMAN 1 Panggang in The Academic Year of 2014/2015*. Yogyakarta: Universitas Negeri Yogyakarta.

<sup>9</sup> Nopiani Kadek Ayu. Teaching Speaking Skill Through Role Play to The Seventh Grade Students of SMPN 1 Payangan in Academic Year 2013-2014. Denpasar. (2014)

increasing score which is done by the students for the test using role play. Sumpuna also states that role play is effective learning technique to know the strengths and weaknesses of the students. It is proved with the increasing of the students score from the pre-test in average score 59 to the post-test in average score 71.<sup>10</sup> Sari irianti points out that role play can increase the students ability in speaking English based on her thesis from 13 students or 36% who achieved minimal mastery level criterion to 32 students or 88% who achieved minimal mastery level criterion.<sup>11</sup>

The phenomena and the previous researches above make the researcher interest to investigate the implementation of teaching and learning process at the first year of SMAN 1 Porong through role play technique. The researcher also wants to investigate the problem encountered by the students in practicing speaking using role play. It is important to be observed because nowadays role play is often used in teaching and learning process. Besides to know the implementation of using role play technique, this research also shows the problem encountered by the students in practicing speaking using role play. It can also help the teacher to design the learning process more creative in order to make students enjoy the learning process. This research uses qualitative design to analyze the data. In conducting this research, researcher hopes that this research gives benefit to the teacher to design the best method/media in teaching learning process. Role play will give students the skills to handle problematic social interactions, such as how to speak easily. Which may happen as the progress to study in their class. When students engage in role playing it helps to develop their way of thinking and helps them to develop their skill in speaking.

Based on the explanation above, the researcher would like to analyze the use of role play in teaching speaking. Therefore, researcher focuses on speaking activities using role playing in the teaching and learning process in *Lintas Minat* lesson. The researcher expects that this strategy helps the students of the first year at SMAN

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<sup>10</sup> Sumpuna. (2010). Improving the Students' Speaking Skill by Role Play (A Classroom Action Research on the Eleventh Grade Students of Immersion Program 1 of the State Senior High School of Karangpandan Academic year 2009/2010). *Thesis*.

<sup>11</sup> Irianti Sari. (2011). Using Role Play in Improving Students' Speaking Ability (A Classroom Action Research in the Second Year Students at VIII 1 Class of SMP PGRI II Ciputat). *Skripsi*.

1 Porong to be active in the classroom. It is also expected to make them speak English well after using this strategy. Here, the researcher conducts the research entitled “The implementation of role plays as speaking activities in *Lintas Minat* for first year at SMAN 1 Porong”.

### **B. Problems Statement**

The problems statement can be formulated as these following questions.

1. How is the implementation of role plays as speaking activities in *Lintas Minat* lesson for the 1<sup>st</sup> year at SMAN 1 Porong?
2. What are the problems encountered by the students in practicing speaking using role plays in *Lintas Minat* lesson for the 1<sup>st</sup> year at SMAN 1 Porong?

### **C. Objectives of the Study**

The objectives of the study are below.

1. To describe the implementation of role plays as speaking activities in *Lintas Minat* lesson for the 1<sup>st</sup> year at SMAN 1 Porong.
2. To describe the problems encountered by students in practicing speaking using role plays in *Lintas Minat* lesson for the 1<sup>st</sup> year at SMAN 1 Porong.

### **D. Significance of the Study**

The advantage in conducting this research expected below.

1. For teachers

The finding of the research hopefully contribute to improve teacher’s insight about Implementing of role plays as speaking activities in *Lintas Minat* lesson for the 1<sup>st</sup> year at SMAN 1 Porong. Teacher can use this strategy to make the active teaching and learning process.

2. For future researchers

This study serves as resource material. The study however is meant to be a modest contribution to the area of Speaking Activity and adds the information for the future researcher.

### **E. Scope and Limitation**

The researcher limits the research by using role plays as speaking activities in *Lintas Minat* lesson. This research concerns on the implementation of role plays during teaching and learning process. The implementation of this research focuses to capture the classroom activities from the beginning until finishing of the learning



process for the 1<sup>st</sup> year at SMAN 1 Porong. This research also concerns on finding the student's problem after learning using role plays as speaking activities such as inhibition, lack of topical knowledge, low or uneven participation, and mother tongue use.

## **F. Definition of the key terms**

The definition of the key terms are the act of imitating the role of a different person. Group members have to communicate with each other. The related of the key terms of role play below

### **1. Role Play**

In this research Role play is defined as teaching and learning activities that reflect the real situation in *Lintas Minat* lesson. It means that the students are forced to be active by acting and interacting with the other students in teaching and learning process.

### **2. Speaking**

In this research speaking is the interactive learning to construct the meaning that involves producing sounds or utterances, receiving and processing it in a Role Play activities form. These processes include into speaking activities that happen during the speaking class such as presentation, discussion, and question and answer section.

### **3. *Lintas Minat* Lesson**

In this research *Lintas Minat* is an English program to expand and develop the interests, talents and abilities of their students by selecting groups of subjects, outside of the specialization program group. *Lintas Minat* gives the students chance to develop their ability in English especially in speaking through role play as speaking activities.

### **4. Speaking Problems**

In this research speaking problems are inhibition, lack of topical knowledge, low or uneven participation, and mother tongue use. It means that the students must overcome the problem above by solving inhibition, increasing topical knowledge, and participating in teaching and learning process to speak English well.

## CHAPTER II

### REVIEW OF RELATED LITERATURE

This chapter presents the review of related theories and literature from previous study which underlined this study. It elaborates the notion of role play, speaking activities, the implementation of role plays as speaking activities, problems in practicing speaking, Lintas Minat lesson, and previous study.

#### **A. Review of Related Literature**

##### **1. Definition of Role Play**

Role play is one of the techniques to help the students studying English. Role play gives the students more creativities and makes them confident speaking English. It is supported by Stephen D. Hattings' statement that role play can be a good activity for students to enjoy studying English and give them an opportunity to practice and develop their communication skill.<sup>12</sup> It means that role play gives opportunities for students to explore about the material well. Role play also forces the students to be more creative.

Faqih Diah states that there are several steps in doing role play technique. Firstly, the researcher explained what role play was and the rules of role play. Secondly, the researcher distributed the situation to the students and they had to make a script based on the situation that had been given to them. Thirdly, the researcher walked around to help the students if they had problems related to the script for their role plays. Then the researcher called the students to perform their role plays. Lastly, the researcher took the score of their performances.<sup>13</sup> Role plays becomes an appropriate technique in speaking activities for increasing students' motivation to speak in English. Nowadays, interesting teaching and learning process is needed by the students in order to make the class alive. In this situation, Gillian Porter Ladousse illustrates that when the students use a role, they also use a detailed position and situation (either as themselves or

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<sup>12</sup>Jo MC. Donough and Christopher Show, *Material and Method in ELT: Applied Language Studies*, (Cambridge : Blackwell, 1993), p. 165

<sup>13</sup> Faqih Dian. (2017). The Use of Role Play in Speaking Activities for the 8th Grade Students of SMPN 1 Sleman. *Thesis*.

other).<sup>14</sup> It means that it is taken on a safe surroundings where the students are as inventive and playful as possible.

## 2. Speaking Activities

Brown says that speaking is the interactive learning to construct the meaning that involves producing, receiving and processing information.<sup>15</sup> It means that speaking can construct the meaning to do communication each other. With speaking, we can produce the information to the listener, receive the information from the speaker, and process the information to make a communication activities or speaking activities.

Speaking activities is all of the activities that happen during the speaking class. The purpose of speaking activities is to master English language and to be able to communicate in the target language. Teacher must be creative when transferring the lesson during teaching and learning process in order to reach the purpose. Besides that teacher must give a chance for students to use the target language to communicate with another students. So, the students must to practice their knowledge to know their ability to speaking English. It is appropriate with Nunan's statement that in learning English there are several points to study. Those are speaking the English utterances, using the dynamic intonation in practicing English, choosing the diction of each utterances, establishing students' idea in meaningful and logical order, utilizing language to express values, and utilizing the language rapidly and surely with few unusual pauses, which is called fluency.<sup>16</sup>

In speaking process, teacher acts as a facilitator that facilitating learning process and the students are the target of teaching and learning process. This way will make the students can be successful in speaking activity.

## 3. The Implementation of Role Plays as Speaking Activities

Speaking is a very important thing in language learning especially English because by speaking we can communicate with others. Even though speaking is important but many students who

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<sup>14</sup>Gillian Porter Ladusse, *Role Play: Resources Books for Teacher Series*, (New York: Oxford University Press, 1995), p. 5

<sup>15</sup>Brown, H.D. (2001). *Assessing Speaking*. California: Edits Publishers.

<sup>16</sup>Nunan. D. *Language Teaching Methodology*, London: Prentice Hall International, (2001)

do not speak English well. But in teaching speaking English must increase the skill of student communication, because it helps students to express themselves and learn to communicate. Here I use media Role plays, so students can learn to speak easily and comfortably.

Role play gives the students chance to be active in the class because it is a students centered learning. In role play strategy, the students are divided into groups. Then the teacher gives the topic for students to be presented in front of the class by each group. The presentation of the group will be given a comment by the other group. Then, there is a question and answer section by each presentation.

#### **4. Problems in Practicing Speaking**

Problems in speaking practice are things that we must overcome because speaking is very important in learning language. Learning speaking are usually seen as the most important thing in learning a language course. In learning foreign language, the skill to speak is the most important skill because it is the basic to do communication. Speaking is a productive skill that includes evidence of a student in mastering a language or not. In addition, a lot of communication is done by doing speaking activity. Thus, language learning is not complete if someone doesn't reach the governing in speaking.

Speaking is also the most common manner to send messages to the others and the competence to communicate well is a basic foundation that is needed to learn English language. Usually, the students in context of learning language do not use native language and it makes them having the weakness to communicate correctly. Penny Ur states that the student's speaking problems are inhibition, lack of topical knowledge, low or uneven participation, and mother tongue use.<sup>17</sup> It means that the students must overcome the problem above by solving inhibition, increasing topical knowledge, and participating in teaching and learning process to speak English well.

However, spoken language that is used by the trainer almost never works as a means for learners to get knowledges and

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<sup>17</sup> Ur, Penny. *A Course in Language Teaching, Practice And Theory*. Cambridge: University Press,(1996).

elaborates thoughts. According to the Ministry of Education in Oman, basic education have a purpose to make students acquire the skills needed to live by improving their speaking ability, independent learning, and the competence to apply the critical thoughts can make the modern method in learning speaking.<sup>18</sup> The spoken communication competence of English is part of the components of speaking, and as such, students must be supported to acquire the skills below.

- a. Give students chance to communicate and practice fluently and clearly in a good accuracy. As Nunan statement that accuracy is the exploring to which students' utterances is suitable with the condition in a real life and understand each other.
- b. Facilitating the chances for students to practice speaking in pairs. The teacher must encourage students so that they want to practice in front of the class even though advancing with their friends will train the courage of students in speaking English.
- c. Method of class activities that contains internal instruction and practice. When we talk to someone outside the classroom, we usually do it for interaction or transactional purposes. Interactional speech is communicating with someone for social purposes. This includes building and maintaining social relations. As Nunan states that most speaking activities can be placed on a continuum from relative unpredictable.<sup>19</sup> Conversations are relatively unpredictable and can range from many topics, with participants taking turns and commenting freely. In contrast, Nunan states that "transactional meetings of a fairly limited type will usually contain very predictable patterns".<sup>20</sup> Speaking in the classroom needs to transactional interactions and goals, because language learners must speak

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<sup>18</sup> Al-Abri, K. Teachers'evaluation of EFL textbooks used in the Omani basic educationschools (Unpublished master's thesis). ELT Curriculum and Methodology, College of Education.Sultan Qaboos University, (2008).

<sup>19</sup> Nunan, D. Language Teaching Methodology: A Textbook for Teachers. Oxford University Press, Playing. International Journal of Social Science and Humanity, Vol. 2, No. 6, Research. (1991).

<sup>20</sup> Nunan, D. Language Teaching Methodology: A Textbook for Teachers. Oxford University Press, Playing. International Journal of Social Science and Humanity, Vol. 2, No. 6, Research. (1991).

the target language in both transactional and intersectional settings.

Argawati points out that to increase students' speaking abilities, they must be given adequate chances to communicate in the class activities.<sup>21</sup> So, the teacher's time to speak must be less than the student's time to speak. It means that the classroom activities are mostly done by the students. It is supported by Nunan statements that pair work and work groups can be the alternative to increase the students' time to speak in the target language during the classroom activities.<sup>22</sup> So that, the students will be provided the opportunity to communicate and practice the language with the other students.

##### 5. *Lintas Minat Lesson*

Law number 20 of the National Education System 2003 article 12 paragraph (1) point b, states that students are entitled to education services in accordance with their talents, interests and abilities. In order for students' talents, interests and abilities to be served, one of the important policies in the 2013 Curriculum is to give students the opportunity to choose the interest groups that are in demand. The selection of these subjects was chosen by students since entering high school or in the first semester of first grade of senior high school. Students may choose subject groups, namely specialization in Mathematics and Natural Sciences, or Social Sciences, or Language and Culture.<sup>23</sup>

For the first example, if the student of ten grade matches his interests and talents, recommendations from the *BK* teacher, and questionnaires from high school *BK* teachers, and is supported by achievement data, both *SMP* report grades and *SMP* National Examination grades choose specialization Mathematics and Natural Sciences, the students during high school are required to

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<sup>21</sup> Argawati, N, O. Improving students' speaking skill Using group discussion (Experimental study on the First Grade Students of Senior High School), *ELTIN Journal*, Volume 2/II, October 2014

<sup>22</sup> Nunan, D. *Language Teaching Methodology: A Textbook for Teachers*. Oxford University Press, Playing. *International Journal of Social Science and Humanity*, Vol. 2, No. 6, Research. (1991).

<sup>23</sup> *Direktorat Pembinaan Sekolah Menengah Atas, Direktorat Jenderal Pendidikan Dasar dan Menengah, Kementerian Pendidikan dan Kebudayaan*. (2017). Jakarta: Depdikbud.

study Mathematics, Biology, Physics, and Chemistry subjects in addition to the subjects in the compulsory groups A and B. The second example, the participants did not choose specialization in Science Socially, he is obliged to study the subjects of Geography, History, Sociology, and Economics along with the subjects in the compulsory groups A and B. Likewise, student Z chooses specialization in Language and Culture so he must study Indonesian Language and Literature courses, Languages and English Literature, Arabic Language and Literature (for example a high school assigns Arabic Language and Literature as another foreign language obligatory to the specialization of the Sciences as a and Culture), and Anthropology.

For *Lintas Minat*, students of class X choose subjects outside the compulsory subjects A and B and outside the specialization groups that they have chosen. The student must choose two subjects from the other specialization groups. For example students X above can choose geography and economics; or geography and anthropology; or English language and literature with Arabic language and literature. Student Y can choose mathematics and biology; or English language and literature with Spanish language and literature. Z learners can choose biology and chemistry; or history and economy; or biology and history.

Especially for specialization groups in Language and Culture, educational units may open other foreign language and literary subjects, such as Japanese Language and Literature with Korean Language and Literature. In addition, students who choose specialization in Language and Culture can choose between interests in specialization in Language and Culture as well. For example students in the specialization of Language and Culture besides being able to choose between interests in specialization in Mathematics and Natural Sciences or Social Sciences, can also choose Foreign languages provided by schools in addition to foreign languages that he has chosen as specialization. Thus students who have chosen specialization in Language and Culture with the Language and Satrap French subjects, can also choose subjects in Biology and Korean Language and Literature, or History and Japanese Language and Literature courses; as *Lintas Minat* subjects. The education unit will advise students to maintain *Lintas Minat* subjects, one of them being in class XII. Students in

class X take part in two *Lintas Minat* subjects as much as 6 hours of study, and in class XI and class XII attend one *Lintas Minat* the subject as much as 4 hours of study in accordance with Permendikbud No. 69 of 2013 concerning the Basic Framework and Curriculum Structure. The selection of *Lintas Minat* subjects and deepening of interests is optional, meaning that a student can take two *Lintas Minat* subjects; or one *Lintas Minat* subject and one deepening interest; or two subjects deepening interest during class XI, students can continue one of the *Lintas Minat* courses or take courses to deepen their interests. Deepening of interest can be done starting from class X, but because new students recognize and learn some subjects, in determining the deepening of interest, things should be considered such as: starting from class XI, get a recommendation from the teacher of the subject to be selected and approved by the counseling teacher, for education units that already have cooperation with tertiary institutions, the form and implementation of cooperation are regulated by the relevant higher education institutions, and having students who do have more potential for certain subjects in the higher education institution can include the learning of their students in the tertiary institution.

## **B. Previous Study**

Previous studying is made to avoid unnecessary replication. It is needed to prove that the researchers write the study by their own writing. In this study, the researcher finds that there are some previous studies that elaborate about teaching speaking.

The first is thesis entitled “Using The Role-Play Technique To Improve The Speaking Skills Of Grade XI Students Of SMAN 1 Panggang in The Academic Year of 2014/2015” written by Kunto Laksono Hadi, the student of Universitas Negeri Yogyakarta. This study aims to improve the speaking skills of class XI IIS 2 students at SMAN 1 Bake by applying role playing techniques.<sup>24</sup> This research belongs to action research. The differences are that the aim of this thesis is to improve the students' ability in score from the pretest to the posttest, in practicing English more confidently, and more

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<sup>24</sup> Hadi Kunto Laksono. (2015). *Using The Role Play Technique to Improve The Speaking Skill of Grade XI Students of SMAN 1 Panggang in The Academic Year of 2014/2015*. Yogyakarta: Universitas Negeri Yogyakarta.



enthusiasm in learning English. This research described the implementation of the role play as speaking activities such as pro, contra, riddle and proverb. This research also described the problems encountered by the students in role play such as the students felt afraid when they spoke English in front of the class, the students were lack of understanding the various vocabularies, and the students felt difficult to speak English in a good tenses and grammar. This thesis used quantitative method but this research uses descriptive qualitative design. The similarity is both of them using role play as a strategy in teaching speaking.

The second is thesis entitled “Using Role Play in Teaching Speaking” written by Ayu Diah Harni Susanti, the student of UIN Syarif Hidayatullah Jakarta. The result of this thesis were role play can increase students’ speaking skills in any situation, and give the students help in doing communication.<sup>25</sup> For example for the shy learners, role play helps by facilitating them a mask to make them brave in conversation. In addition, fun learning will give them the enjoyment in mastering the language and leads to better learning. Her thesis focused on the improving of the students’ speaking ability but in this study the researcher focused on the implementation of role play as speaking activities by doing presentation after looking for the information about the topic by interviewing someone. This research also described the problems encountered by the students in studying using role play. The similarities are both of them use descriptive quantitative design and both of them use role play as a strategy in teaching speaking.

The third is thesis entitled “Improving Students’ Speaking Skill By Role Play : A classroom action research on the eleventh grade students of immersion program 1 of the state senior high school of Karang Pandan Academic Year 2009/2010” Written by Sumpana, the student of Universitas Muhammadiyah Surakarta from the thesis the writer said that the objectives of this research are to improve the student’s speaking skill, to check whether role play is effective learning technique, to know the strengths and weaknesses of role

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<sup>25</sup> Susanti, Ayu Diah Harni. (2007). *Using Role Play in Teaching Speaking*. Jakarta: UIN Syarif Hidayatullah.

play.<sup>26</sup> In collecting the data, his thesis used non-observational technique and observational technique supported with a test. The test were in the form of pre-test, post-test to know how the student speak English using role play. The result proved that the score of the students increased from the pre-test in average score 59 to the post-test in average score 71. This study focused on the implementation of role play as speaking activities and described the problems after learning using role play. The design of his thesis is quantitative method that measured the score of the students but this study is descriptive qualitative that described all activities during teaching and learning process. The similarity is both of them using role play as a strategy in teaching speaking.

The fourth is thesis entitled “Using Role Play in Improving Students’ Speaking Ability” written by Sari irianti, the student of UIN Syarif Hidayatullah. Her thesis aimed to increase students ability in speaking English by using media role playing.<sup>27</sup> The increasing of her thesis was from 13 students or 36% who achieved minimal mastery level criterion to 32 students or 88% who achieved minimal mastery level criterion. The differences are this thesis used classroom action research (CAR) but this research uses descriptive qualitative design by doing observation and this thesis focuses on the improving of the students’ speaking ability by using role play but this study focuses on the implementation of role play as speaking activities and described the problems after learning using role play. The similarity is both of them using role play as a strategy in teaching speaking.

The fifth is thesis entitled “The Use of Role Play in Speaking Activities for the 8<sup>th</sup> Grade Students of SMPN 1 Sleman” written by Dian faqih, the student of Universitas Sanata Darma Yogyakarta. The result of this research showed that the researcher implemented the role play in the action stage.<sup>28</sup> Firstly, the researcher explained what role

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<sup>26</sup> Sumpana. (2010). Improving the Students' Speaking Skill by Role Play (A Classroom Action Research on the Eleventh Grade Students of Immersion Program 1 of the State Senior High School of Karangpandan Academic year 2009/2010). *Thesis*.

<sup>27</sup> Irianti Sari. (2011). Using Role Play in Improving Students' Speaking Ability (A Classroom Action Research in the Second Year Students at VIII 1 Class of SMP PGRI II Ciputat). *Skripsi*.

<sup>28</sup> Faqih Dian. (2017). The Use of Role Play in Speaking Activities for the 8th Grade Students of SMPN 1 Sleman. *Thesis*.

play was and the rules of role play. Secondly, the researcher distributed the situation to the students and they had to make a script based on the situation that had been given to them. Thirdly, the researcher walked around to help the students if they had problems related to the script for their role plays. Then the researcher called the students to perform their role plays. Lastly, the researcher took the score of their performances. Role plays becomes an appropriate technique in speaking activities for increasing students' motivation to speak in English. The difference is her thesis took the score of their performances but this thesis focused on the students problems after learning by using role play. The similarity is both of them using role play as a strategy in teaching speaking.

In conclusion, there are the similarities and differences of the research that the researcher used in this study or the skill that the researcher analyzed in this study with the previous study by the other researcher. The similarity is using role play in teaching speaking but there is the difference in the implementation of role play itself. In this study the researcher observe the teaching and learning process like the teacher asks the student to make little group and the teacher gives topic and the student presentation as a role play activities to help the students in studying English in the first year of SMAN 1 Porong. Second activities the teacher explain about the proverb and riddle. The teacher asks the students to make big group and the teacher asks each of group make dialog to presentation in front of the class. In previous studies, the implementation of role play was done by preparing the worksheet and practice it to enrich the vocabulary because its were focused on the increasing of students ability.

## CHAPTER III RESEARCH METHOD

In this chapter, the researcher elaborates the research method, the research setting, data and source of the data, the technique of collecting data, and the technique of analyzing the data.

### A. Research Method

The design of this research is descriptive qualitative. The process was done within descriptive research which involves description and analysis without manipulating the teaching and learning speaking activities in *Lintas Minat* process. As Creswell states the notion of qualitative research that it is an approach in understanding and elaborates the meaning of individual or group's point of view to a social problem or human problem.<sup>29</sup> The process of this research consists of finding questions, the data that is collected from the participants in the participant's setting, the data analyzed inductively with built from particulars to a general topic, and making interpretations of the findings of the data by the researcher.

Creswell states that a good qualitative research contains of the information about the central phenomenon explored in the study, the participants in the study, and the research site.<sup>30</sup> In this research, researcher described the conditions and the phenomena of teaching and learning process in SMAN 1 Porong from the beginning until the end of the lesson. The researcher also interviewed the students of the X MIPA 3 to describe the problems that are faced by the students after learning using role play technique.

### B. Research Setting

Research setting contains of three part. Those are place, time, and participants.

#### 1. Place

The research was conducted in SMAN 1 Porong which is located in Jl. Bhayangkari, number 12, Juwet kenongo, Porong-Sidoarjo.

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<sup>29</sup> John W. Creswell. *Research Design Qualitative, Quantitative and Mix Methods Approaches*, (Singapore: Sage Publication, Inc, University of Nebraska-Lincoln, 2014)

<sup>30</sup> John W. Creswell. *Research Design Qualitative, Quantitative and Mix Methods Approaches*, (Singapore: Sage Publication, Inc, University of Nebraska-Lincoln, 2014)

## 2. Time

This research was conducted to the students in the 2<sup>nd</sup> semester of academic year 2018/2019 from April 25th until May 24th, 2019. It followed the school's calendar and the school's schedule in which the English lesson was taught.

## 3. Participants

The subjects of this research were the students of X MIPA 3 class in SMAN 1 Porong. There were 36 students in the classroom with 12 males and 24 females. In completing the research study, the English teacher was also involved. She acted as a collaborator who helped the researcher implement every step of the research procedures. Her main responsibility was to do the implementation of this method of the study. It helps the researcher in answering the research questions.

### C. Data and Source of Data

The data of this study are used to answer the research questions as stated in chapter one. From the first question, the data of the study are taken from the result of observation in teaching and learning process. It means that the researcher observed during teaching and learning activities. The researcher noted all of the activities happen in the classroom to know the implementation of role plays as speaking activities by using field note. For the second question, the data are taken by using interview. The students were interviewed by the researcher to know the problem encountered by the students after learning using Role play.

### D. Research Instruments

Data are required to carry out the findings of this study. Those data can be obtained by using these following instruments:

#### 1. Observation

Observation is used to know the implementation of role plays as speaking activities in *Lintas Minat* lesson for the 1<sup>st</sup> year at SMAN 1 Porong. The researcher used field note to collect the data about speaking activities by using role play in *Lintas Minat* lesson X MIPA 3 senior high school in SMAN 1 Porong. The researcher noted all of the activities during teaching and learning process. The first observed at Friday, 26 April, the second observation at Friday, 3 May, third observation at Friday, 10 May.

## 2. Interview.

Interview is used to know the problems faced by students in English speaking practice using role play in *Lintas Minat* lesson for first year senior high school in SMAN 1 Porong. In this study, the researcher interviewed at Friday, 24 May 2019. The students were interviewed by the researcher in the end of the meeting after practicing speaking using role play.

### **E. Technique of Collecting Data**

Creswell stated that the data collection steps include setting the boundaries for the study, collecting information through unstructured or semi structured observations and interviews, documents, and visual materials, as well as establishing the protocol for recording information.<sup>31</sup> In this research, the researcher the data by doing observation and interview in SMAN 1 Porong. The participants of this research are teacher and students at the first grade of SMAN 1 Porong. The researcher used field note to collect the data. It means that the researcher noted all of the activities during teaching and learning process done by the teacher and the students. To complete the data, the researcher observed for 4 meetings. To conduct and to complete field note, the researcher observed for 3 meetings. It was done to strengthen the reason how is the implementation of role play in teaching speaking. The researcher noted all phenomena happened during teaching and learning activities. The fourth meeting, the researcher also conducted interview to know the problems encountered by the students after learning using role play. The researcher interviewed 10 students to strengthen the reason in finding the students' problem. Ten students that were been interviewed showed the problems encountered after learning using role play.

### **F. Data Analysis Technique**

In this qualitative research, the techniques of analyzing the data is done in order to accumulate the data collected from many sources in a related description from all of the researcher's observation and finding. There are three steps that the researcher do

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<sup>31</sup> John W Creswell. *Research Design Qualitative , Quantitative and Mixed Methods Approaches* (UK Sage Publication, 2009), 178

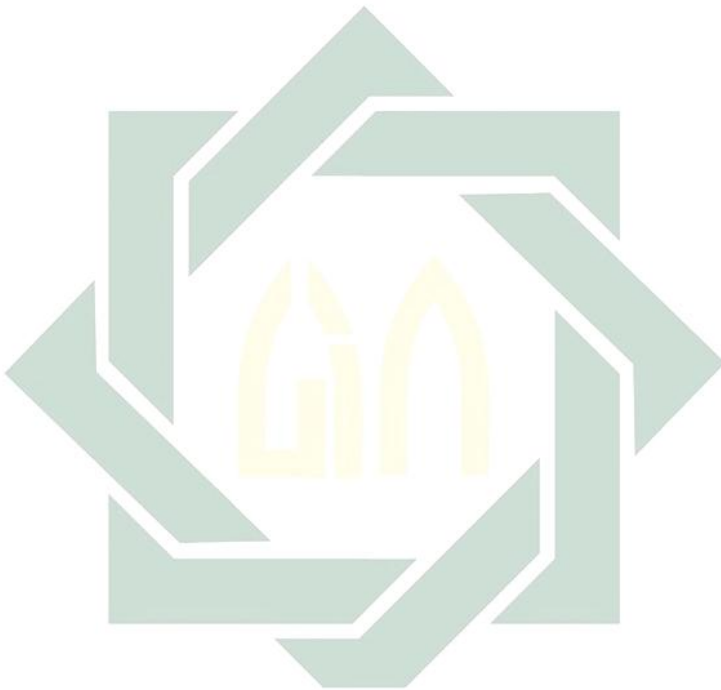
to analyze the data. Those are data reduction, data display, and conclusion drawing or verification.

The first is data reduction. It is the act of summarizing the data, choosing the highlight discussion, finding the compositions and deleting the unimportant thing. In this step, the researcher eliminated the data that was not used to answer the research question such as the students like English, the students enjoy learning English using role play, and the students felt role play helped them in learning English. Then the researcher put the important data that had been collected from the field note such as the implementation of role play in teaching and learning process and interview to answer the research problems such as they felt afraid when they spoke English, they were lack of understanding the various vocabularies, and they felt difficult to speak English in a good tenses or grammar. It means that the researcher chose the data that was appropriate with the research. The researcher also classified the data from the field note and interview to be displayed in a good pattern. It was done to help the researcher to answer the research problems.

The second is data display. It is done to display the data reduction in order to know the outline of data, so it is easy to understand. In this step, the researcher displayed the data that had been found from the observation in a field note form to make a description about the data. The content of the data is the implementation of role play in teaching and learning process to be elaborated in chapter four to describe the implementation of role play in teaching speaking. The researcher also displayed the data from the interview in a table form and direct quote form that showed the problems encountered by the students after learning using role play. Then the researcher elaborated the problems in a paragraph.

The third is Conclusion drawing/verification in conclusion drawing, the researcher made a conclusion based on the data. The results of the conclusion were able to answer and solve the research question based on the qualitative data that are taken from observation and interview, so that this research was credible. Based on the result of the observation that had been conducted for three meetings, the researcher described the implementation of role play in teaching speaking at the first grade of SMAN 1 Porong by using field note. The researcher described all of the data that was found and selected from the the data display such as table form and direct

quote form of the interview in a paragraph. Then the researcher concluded the problems encountered by the students after learning speaking using role play.





## CHAPTER IV FINDINGS AND DISCUSSIONS

This chapter presents the results and the discussions of the data that have been gained from the observation. Findings and discussions include all of the things that have been found during the observation by the researcher. It includes the research questions. Those are: (1) How is the implementation of role plays as speaking activities in *Lintas Minat* lesson for the 1<sup>st</sup> year at SMAN 1 Porong? (2) What are the problems encountered by the students in practicing speaking using role plays in *Lintas Minat* lesson for the 1<sup>st</sup> year at SMAN 1 Porong?

### A. Findings

In this research, the researcher observed for 4 meetings. After conducting the observation, there were explanations of the result. The result answered research questions or problem of the study. Those were: (1) How is the implementation of role plays as speaking activities in *Lintas Minat* lesson for the 1<sup>st</sup> year at SMAN 1 Porong? (2) What are the problems encountered by the students in practicing speaking using role plays in *Lintas Minat* lesson for the 1<sup>st</sup> year at SMAN 1 Porong?

#### **1. The Implementation of Role Plays as Speaking Activities in *Lintas Minat* Lesson for the 1<sup>st</sup> year at SMAN 1 Porong.**

To know the result of the implementation of role plays as speaking activities in *Lintas Minat* lesson, the researcher used field note. Those results are explained descriptively in the form of paragraph below.

##### **a. First Meeting**

The observation was conducted on Friday, 26 April 2019 at 09.50 A.M until 11.20 A.M. The teaching and learning activity was done at the 1<sup>st</sup> year at SMAN 1 Porong. The researcher divided teaching and learning process into 3 parts. Those were pre-activities, whilst activities, and post activities.

###### **1. Pre-activities**

The teacher started the class by greeting and checking the attendance list. The teacher spoke using English and asked students to respond to what the teacher has talked about, such as how are you?, then the students answer the question. The teacher asked students to prepare themselves

for speaking material. For the first meeting, in the learning process, teacher used role play to facilitated students in speaking English. Then the teacher asked students what was role play?

2. Whilst-activities.

The teacher gave the students 5 minutes to browse, what was role play? What were the rules for role play games? After that the teacher asked students to explain in front of the class. They could raise their hand when they wanted to spoke the meaning of role play and rules of role play. One of the students raised his hand and explained that role play was role playing, which meant as a speaking activity in which players could play their own role but imagine in various situations. Someone could act liked a movie star. The students could also played a role according to the scenario. He also said that role play rules were liked: students had to play roles according to their character, had to understood what they wanted to display.

Then the teacher explained it, the teacher did not speak full English. Sometimes the teacher spoke Indonesian to ascertain whether students understood the role play. Then the teacher explained what role play and explained the rules. So that children understood clearly. In this lesson about pros and cons. The teacher convey the materials using role play technique. And the teacher divided her students into 15 groups. They worked with small group and one group consists of 2-3 students, for each group to be given a topic by their teacher. The topic were related to what was in the school for example full day school, parking area, traditional clothing on Thursday every month, wall magazine, extracurricular, giving points for students who come late, bullying, UNBK online, did home work at full day class, went to school earlier morning, policy in parking area, cutting the big trees, picket of class, cleanness, and ride motorcycle.

After giving the topic by the teacher. The teacher gave instruction about role play. The teacher said that the students had to look for the pros and cons of each of these topics. Then they had to find as much information as possible from

interviewed with the parking lot or the school, teacher, students. Students could also write or record information then they could write that information. After that the teacher asked the students to left the class to interview someone who was related to the topic they had received in each group. The teacher gave 20 minutes to complicate the interview.

To be able to interview the parking staff they needed to help of their teacher took give permission to the security, so they could go out of school and found information from the parking staff. After got information about their duty. The teacher gave 5 minute to discuss with their group, and wrote down the information they had obtained from the interview to fulfill their duties. After discussing and writing the assignment in the paper. After that the teacher asked the students presentation in front of their class.

Group 1 got the topic about the location of the parking lot so they asked the security in the parking area. Students asked him about the pros and cons of the location of the parking lot, why was the parking space at SMAN 1 Porong differentiated like the teacher's parking lot, parking in X grade was different, XI grade parking was different and parking XII grade was also different. He said that this policy from the headmaster so we had to agree to do this policy.

Group 2 got the topic of pickets in class so that they could interview their classmates or friends of different classes about the pros and cons of class picking. Second group asked her friends her name was Vita. Second group said did you agree with the schedule of picket in our class? She agreed of this schedule because it made me not confused when she cleaned her class. But she didn't like when there were the students didn't clean the class. She hoped if the students didn't picket they must pay Rp 1.000 and she explained that many of the students agreed about picket schedule and they hoped all of students could do it.

Group 3 got the topic of traditional clothes worn on the first Thursday of the week. Because this year the policy was implemented at SMAN 1 Porong. Third group asked in their teacher about traditional clothes worn on the first Thursday of the week. He said that policy from the government so we

must agree with them. But in pro and contra many students didn't enjoy using traditional clothes when study. Because they felt uncomfortable about that.

Group 4 was given the topic of cutting the big trees so that they could ask gardeners about the pros and cons of cutting the trees that were in the area. Fourth group asked the gardener about the pros and cons of cutting the trees that were in the area. He said that he had to cut the big tree because it made danger for the students at the rain. He explained he also planted another tree, flowers but if the tree big we had to cut it.

Group 5 got a topic about policies in the parking area. They also interviewed the parking lot so that 2 groups left school to find information. Fifth group asked the security in parking area. They asked to him did you agree with the students went home at 05.30 PM. He said if they did not go home on time he could asked Rp 5.000 so many of students followed the policy because that policy from the headmaster. This role play made the children excited about conducting interviews and completing their duty. So that for the tenth graders this activity was something new activities.

### 3. Post- Activities

The teacher only gave 5 groups the opportunity to come forward, 10 other groups present the next meeting. Then the teacher gave comments to students who have presented. The teacher advised the next student to come forward to be better than now. Then the teacher gave time for students who want to ask. Since no one asked the teacher to conclude today's learning and end the meeting today and those who had not yet presented would present the next meeting. Then, the teacher closes by said good bye.

### b. Second Meeting

The second meeting was conducted on Friday, 3 May 2019 at 09.50 A.M until 11.20 A.M. The teaching and learning activity was done at the 1<sup>st</sup> year at SMAN 1 Porong. The researcher divided teaching and learning process into 3 parts. Those were pre-activities, whilst activities, and post activities.

#### 1. Pre- Activities

The teacher began to open the class by saying hello and saying good morning as usual. She greeted the students and checked the attendance of the students. The teacher asked the students how many groups have not been present in front of the class. Then the teacher asked the students to prepare themselves to continue their presentation because there were still many groups who have not presented while the day will be given new material by their teacher. Then, group 6 came forward for a presentation in front of the class about the pros and cons of going to school in the morning. Meanwhile other groups prepared themselves and listened to their friends who were presenting and if it was not clear it could be questioned.

## 2. Whilst activities

For this third meeting, the teacher asked group 6 to continue their presentation. Group 6 got the topic of the pros and cons of leaving early in the morning. This group could interview with friends what they thought about the policy. He said that had pro and contra the first pro about this policy were make the students discipline, it make the students be spared about traffic jam. But in contra it made the students got up earlier, make the students sleeping at the class because they came to school earlier. And this group explained in front of the class.

Group 7 got the topic about the opinions of students on the pros and cons of homework when full day. To get information, this group asked his friends. She said that homework when full day make them very troubled because she had done study in the class from early until in the evening but she got homework. But in positive effect they could diligent to study again at their home.

Group 8 got the topic of the pros and cons of the existence of Full day school. This group asked their friends about pro and contra of full day school. He explained full day school was very nice because he felt study just 5 days but full day school make him too got up earlier and he went home at evening so he felt very tired.

Group 9 got the topic about maintaining cleanliness at school. In this topic same with second topic they could interview their classmates or friends of different classes

about the pros and cons of cleanliness at school. The student who interviewed by this group said that clean make me healthy so we must keep our busy and our area to always keep clean. So that group explained that information like their friend explain before but used their language.

Group 10 got the topic about the pros and cons of bringing motorbikes to school for students. They had got information from their teacher. Their teacher said that if the students not yet 17 years old they could not went to school by motor cycle because it made them dangerous. But in the fact many of the students using motor cycle at went to school.

Group 11 got the topic about the pros and cons of wall magazine in the school. They asked the organization in SMANIP liked OSIS. She explained wall magazine in school was make the students creativities. They could stick their creativity in that place but in fact many of students were lazy to make creativity. They explained in front of the class and they spoke shift like they got information before.

Group 12 got the topic about the extra-curricular pros and cons in school. This group asked their friends about the extra-curricular pros and cons in school. She said that extra-curricular made the students could explore the ability. But contra in extra-curricular many confiscate time. So they explained in front of the school liked they get before.

Group 13 received pro and contra about UNBK. They asked to their teacher. Their teacher siad that UNBK using online so make the students easier to do that but UNBK using online made me difficult because there are teacher cannot using internet and UNBK using online it usualy trouble and error so it made confiscate time. So they explained same like their got before.

Group 14 got the topic of bullies that were in school, because bullies could turn off students' morale and mentality. So the teacher wanted to know the pros and cons of the bullying that is in school. Bullying made the students felt down about their moral and mentally. So they said to stop bullying.

Group 15 received the topic of punishment for students being late for school. This group asked their teacher. He

explained about punishment for students being late for school. It made the students discipline time. The teacher suggested to students that they often practice speaking English both in class, at the course or at home. Because English was second language and English was international language so if you wanted to go abroad you had to be able to learn English, especially learning to good speak and English correct. The teacher gave motivation to all students to keep learning English even though little by little so that their tongue felt like speaking a language. So the children were enthusiastic to asked comments from their teacher about their weaknesses while speaking in front of the class using English.

After all presentations, the teacher asked students to left the class too went to the gazebo school. They would get new material from their teacher there while carrying a *Lintas Minat* book. The teacher asked all students to open their *Lintas Minat* book page 37 and gave them 5 minutes to read it. After 5 minutes the teacher asked the students what riddle and proverb means. Then there was one student who tried to answer their teacher's questions. She answered his teacher's questions and explained what riddle and proverb meant without seeing the book. She tried to explain the meaning without looking at the book and using her own language, because she wanted to know how understanding she was in reading English books and answering using English using her own language in front of her friends. After she expressed her opinion, the teacher explained what was the riddle and the proverb. Riddle is a type of poetry that describes something without actually naming what it was, leaving the reader to guess. it was a light hearted type of poetry which involves the reader. Riddles could be about anything, from riddles about animals to riddles about objects. There were no rolls on how to structure a riddle poem, a riddle could be funny or it could be rhyme, it depends on the person writing the riddle.

Example of rhyming riddle from *Lintas Minat* book

*I come in different style*

*I can help you to walk for miles*

*Come in pair*

*I'm something what you wear*

*With heels I'm glam*

*Can you guess what I am?*

*I am a pair shoes*

Proverb is a collection of wise saying in a certain culture that offer advice about how to live your life. Kinds of proverbs are

1. Aphorism (*pepatah*): this proverb offer advice.
2. Parable (*perumpamaan*): this proverb has a moral lesson and has parable.
3. Slogan (*pameo*): this proverb gives spirit or motivation.
4. Idiom: it is a phrase that has group of words with a different meaning from the meaning of all the individual word.

Then the teacher gave the opportunity for anyone who lacks knowledge about Riddle and Proverb to ask and students understood about Riddle and Proverb mean by listening to the explanation of the teacher and their friends. After that the teacher divided the students become into 5-6 students in each group. Group 1,3 and 5 got riddle. While groups 2 and 4 get proverb. After all groups are divided and given topics. They got an explanation from their teacher about their materials. The teacher had a strategy for teaching students so that they could easily understand the material explained by using media role play.

The teacher gave an explanation that each group had to make dialog text that relates to their theme such as the example that got riddle first group, then first group had to make the text of the dialog with the topic about the riddle.



Their dialogue must be written in notebook. So 1 group consisting of 5-6 students had to play an active role in the dialogue. After that they had to memorize the text of the dialogue and appeared in front with different nuances. It made the other children not bored when listening to them practice the dialogue and act according to their respective roles.

### 3. Post- Activities

The teacher gave the opportunity for all students to ask about the materials that have been given. Because the time was not enough so the children started to make the text of the dialogue next week. The teacher reviewed a little material that was given earlier and explains the little assignments given to students so students could think what they would write in the meeting next week. Then, the teacher closed the third meeting by said good bye.

### c. Third Meeting

The third meeting was conducted on Friday, 10 May 2019 at 09.50 A.M until 11.20 A.M. The teaching and learning activity was done at the 1<sup>st</sup> year at SMAN 1 Porong. The researcher divided teaching and learning process into 3 parts. Those were pre-activities, whilst activities, and post activities.

#### 1. Pre- activities

The teacher began to open the class by saying hello and saying good morning as usually. She checked the attendance of the students. The teacher asked the students about the last material. After that, a student answered that the teacher asked all the students made a dialog text about riddle and proverb. Then the teacher gave instruction students to continue making dialogue texts written in the paper and then memorized and practiced in front of the class.

#### 2. Whilst activities

The teacher asked all groups to continued making their own dialog text. Students began to continue to make dialog texts and when making dialog texts there were 2 groups who had difficulty making the dialog text so they asked their teacher. And the teacher allowed children to see examples of dialogue texts on their own mobile phones, so the children could be helped and got inspiration when doing assignments given by the teacher. All students also read articles and examples of dialog texts that could inspire them all. After that, the teachers corrected the text of the dialogue because the teacher wanted to know the contents of the text of the dialogue and find out whether all the students in the group played an active role.

After being corrected by each group. The teacher gave 30 minutes for students to memorize their dialogue text according to their respective roles. While memorizing the contents of the text of the dialogue, the children were very enthusiastic even though there were many difficulties they faced such as how to read correctly, and remembering the vocabulary. For the opportunity they tried to understand the contents of the dialogue that each student will play. After memorizing the parts, each of the children was given 15 minutes to practice with their group.

Group 1 got the topic about riddle. This group consisted of 4 students. They came and practicing dialog. The dialog about S1 asked their friends to play riddle, rather than get bored. S2 said what full of holes but still holds water? S3 said fabric, but the answer did not it. S4 answered sponge and her answer was correct. Then their teacher gave comment may be you could practicing using media, so it made more active.

Group 2 got the topic about proverb. This group consisted of 5 students. They used proverb about there are shrimp behind the stone. In their class there will be a new student from Surabaya High School. She was rich kid. She said her father was a businessman. Even though it was only recently known. The other student said lest there are shrimp behind the stone. So the teacher comment if their dialog was good but clearer and accuse point.

Group 3 about riddle. This group consisted of 6 students. The dialog S1 had riddle and he said what goes up but never goes down and S2 answered your age. So their friend and their teacher laugh. The teacher gave come it was good but their group did not give more explanation about it.

Group 4 about proverb. This group consisted of 5 students. Their dialog about time. S1 said that it did not litter, did not you know if you littering will caused natural disaster.

Group 5 about riddle. This group consisted of 6 students. They talked about mice and cat. S1 said did not give passive homework but give active one instead. So, they have some fun.

The children looked very funny because they wanted practice and they wanted their ability at memorizing. Group 1 was being presenting the materials, the second group took video for a documentation. So besides they practice of playing their respective roles in front of their friends and teacher, they could see after performing from the video. So this role play game was very helpful when practicing speaking English. With role play, students would feel happy and comfortable in learning English, which the language children say was difficult to learn, but by teaching teachers using the role play strategy, it was very useful and helps to understand the material available to students.

### 3. Post- Activities

The teacher gave the opportunity for all of his students to ask about the materials and the comments given by the teacher. Since no one asked the teacher to review a little of the material given earlier and ask whether the children were happy when practicing based on their respective roles. Then, the teacher closes the third meeting by saying good bye.

## **2. The Problems Encountered by Students in Practicing Speaking Using Role Plays in Lintas Minat Lesson for The 1st Year at SMAN 1 Porong.**

To answer the second problem statement, the researcher conducted the fourth meeting. It was conducted on Friday, 24 May 2019 at 08.00 A.M until 09.30 A.M. The teaching and learning

activity was done at the 1<sup>st</sup> year at SMAN 1 Porong. The researcher focus in interviewed with some students X class MIPA 3.

In this fourth meeting researchers focused on interviewing several students. In class X MIPA 03, which consisted of 36 students. Researchers interviewed 10 students. The first researcher asked permission from a *Lintas Minat* English teacher in class X MIPA 03 to interview the 10 students. Then the researcher interviewed one by one in their spare time.

Based on the result interview of students, the student problems when studing English is that they did not understand about the meaning, difficult when told to speak English, and felt less vocabulary.

This is reflected from the following excerpt about interview.

*“ I felt didn’t understand about the meaning and the grammar when I speak English.” (Student 1)*

*“ I also found it was difficult when told to speak English and could not when told to interpret the English text, I was afraid of being wrong.” (Student 2)*

*“ I often encountered problems such as how to pronounce and correctly then I felt difficulties when told to interpret it. Because I felt that many of the vocabulary that had not been understood had meaning.” (Student 3)*

Table 4.2.1  
The result of the students’ inquiry

Question	Answer
What were the problems you find in studying English?	8 students felt didn’t understand about the meaning. One student found the difficult when told to speak English. Another student felt less vocabulary.  Apendix/ page 2

Response to another interview question highlight that did not understand about the meaning of English vocabulary, because their vocabulary was less. Sometimes they felt afraid when they spoke English in front of their friends. They also felt difficult when make sentences (Grammar). So, when they spoke they did not feel comfortable. One student found the difficult when told to speak English she felt nervous and afraid of being wrong. Another student felt less vocabulary. Such as how to pronounce English well.

Based on the result interview of students, the researcher found that the opinion about the learning and teaching process in the class. They felt that teaching and learning process in the classroom felt afraid when their teacher asked them to speak English in front of the class, and felt boring. The lesson was boring because they didn't understand the meaning.

*“ Sometimes sad because I felt afraid if I was told to go forward.” (Student 1)*

*“ The teaching and learning process in that class was sometimes fun and sometimes boring. The lesson was boring because I didn't understand the meaning. I also felt my vocabulaies less. So, when I speak English with my friends I felt confused.” (Student 2)*

Table 4.2.2  
The result of the students' inquiry

Question	Answer
What was your opinion about the learning and teaching process in the class?	7 students felt that teaching and learning process in the classroom felt afraid when their teacher asked them to speak English in front of the class. 3 students felt boring. The lesson was boring because they didn't understand the meaning. They also felt their vocabulaies less. So,

	when they spoke English with their friends they felt confused. Appendix/ page 2
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From this question on teaching and learning process, 7 students felt that teaching and learning process in the classroom make them afraid when their teacher asked them to speak English in front of the class. Because they were not accustomed to speak English. 3 students felt boring. The lesson was boring because they did not understand the meaning. They also didn't know what their teacher said. They also felt their vocabulaies less. So, when they spoke English with their friends they felt confused. And also said "*I cannot mrs....!*" (what she meant is she cannot speak in English)

Based on the result interview of students, the researcher found that the problems they found during their study using role play is they felt did not understand the meaning, they did not master the vocabulary well. They felt difficult to speaking in front of the class. This is refrected by these students during the interview.

*"I did not understand the meaning when I spoke English, I still did not master the vocabulary well."* (Student 1)

*"I felt difficult to speaking in front of the class."* (Student 2)

*"I also often found problems when using role play games such as not knowing difficult words, meaning and I also felt often forget about the lessons she has learned."* (Student 3)

Table 4.2.3  
The result of the students' inquiry

Question	Answer
In your opinion, what were the problems you found during	5 students felt did not understand the meaning, they did not master the vocabulary well. 3 students felt difficult to speaking in front of the class. 2 students also often found

your study using role play?	<p>problems when using role play games such as not knowing difficult words, meaning and I also felt often forget about the lessons she has learned. So they felt do not understand the meaning, low vocabulary, afraid when spoke English in front of the class.</p> <p style="text-align: right;">Apendix/ page 2</p>
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When asked about their problem while studing using role play. 5 students felt they did not understand the meaning, they did not master the vocabulary well. Three students felt difficult to speaking in front of the class while 2 students also often found problems when using role play games such as not knowing difficult words, meaning and also often forget about the lessons that has been learned. So they felt did not understand the meaning, low vocabulary, easy to forget the vocabulary or easy to forgot the materials, afraid when spoke English in front of the class, how to speak clearly and fluently to audiences. Reading new words was very difficult because the pronunciation of the vocabulary which sometimes did not match the writing.

Therefore, there are several problems that were faced by the students. Those are the students felt afraid when they spoke English in front of the class, the students were lack of understanding the various vocabularies, and the students felt difficult to speak English in a good tenses or grammar.

## B. Discussion

In this part, the researcher describes about the result of the implementation of role plays as speaking activities in *Lintas Minat* lesson for 1<sup>st</sup> year at SMAN 1 Porong and the problems encountered by students in practicing speaking using role plays in *Lintas Minat* lesson for 1<sup>st</sup> year at SMAN 1 Porong.

## 1. The Implementation of Role Plays as Speaking Activities in *Lintas Minat* Lesson for The 1<sup>st</sup> year at SMAN 1 Porong

The researcher discussed about the real activity that was found during teaching and learning process by using role plays. Based on the result of the observation above, role play can make the students participate for the speaking material in the classroom. The students also practiced English by doing speaking activities based on the daily situation in the school such as, discussing full day school and parking area. That was appropriate with Qing's statement that Role play is defined as the projection in real-life situations with social activities.<sup>32</sup> It means that the students are forced to be active by acting and interacting with the other students in teaching and learning process.

In this research, role play is used as a strategy to make the students center learning by doing discussion and presentation in group with a topic given by the teacher. It is also supported by Stephen D. Hattings' statement that role play can be a good activities for students to enjoy studdying English and give them an opportunity to practice develop their communication skill.<sup>33</sup> The followings were the discussions of the students of the 1<sup>st</sup> year at SMAN 1 Porong.

In role plays activities, firstly, teacher greeted the students and checked the attendance list. Then, the teacher explained about role plays and divided the students into groups. After that, the teacher gave topic about the materials to be presented in front of the class. Each group had a different topic to be presented. The students asked to find information by interviewing someone and discussed the information with their group. The teacher also gave the material from the *Lintas Minat* book about riddle and proverb to be presented. It was done to make the students not bored in teaching and learning process. After that, they had to explain in front of the class and presented the materials well. Then, the teacher gave the comments in each presentation to make the students better in the next performance.

The researcher conducted this teaching and learning technique to make the students active in the classroom and to make students centered

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<sup>32</sup>Qing, X. Role-play an Effective Approach to Developing Overall Communicative Competence. *Cross-Cultural Communication*, (2011). 7(4), 36-39.  
DOI:10.3968/j.ccc.1923670020110704.317

<sup>33</sup>Jo MC. Donough and Christopher Show, *Material and Method in ELT: Applied Language Studies*, (Cambridge : Blackwell, 1993), p. 165



learning. That was successful when the the activities in teaching and learning process were mostly done by the students by doing discussion and presentation in each meeting.

In this study, the researcher observed the teaching and learning process and the researcher found 2 kinds of role plays that were used by the teacher. Those were finding information about pro and contra of the problem by interviewing someone and make a dialogues about riddle and proverb. In finding information about pro and contra, the teacher ask the students to interviewed the people based on the topic. The sudents were also asked to present in front of the class about the result of the interview. In riddle and proverb, the students were asked to read and explain a book about it. Then, they had to make a dialog and presented it about the dialog.

## **2.The Problems Encountered by Students in Practicing Speaking Using Role Plays in *Lintas Minat* Lesson for The 1<sup>st</sup> Year at SMAN 1 Porong**

The researcher interviewed 10 students of class X MIPA 3. It was done to make the researcher able to answer the second research problem. Based on the interview, it can be concluded that the students had problems when they studied English by using the role play technique.

The first, the students felt afraid when they spoke English in front of the class. They felt that their pronunciation in English was not good and when they spoke English, they were shy of being laugh by their friends. It made the students were not confident to speak English, how to convey to viewers, and how to speak clearly and fluently to the audience. As Harmer states that the students usually feel afraid of being wrong and being laughed by their friends when they make mistakes.<sup>34</sup> It is appropriate with Susanti's thesis in the previous study that role play can improve learners' speaking skills in any situation, and helps learners to interact. For the shy learners, role play helps by providing a mask where learners with difficulty in conversation are liberated.<sup>35</sup> In addition, it is fun and most learners will agree that enjoyment leads to better learning. Here, the teacher must give motivation to brave their selves in speaking English.

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<sup>34</sup> Harmer, J. (2007). *The Practice of Language Teaching, 4th ed.* Herlow: Longman

<sup>35</sup> Susanti, Ayu diyah harni susanti (2007). *Using Role Play in Teaching Speaking.* UIN Syarif Hidayatullah Jakarta.

The second, the students were lack of understanding the various vocabularies. It made them difficult to speak English and to understand the sentences. Vocabulary is one of the most important thing in speaking English. As Richard and Renandya states that vocabulary is a core component of language proficiency and provides much of the basis for how well learners speak, listen, read and write.<sup>36</sup> It means that if we want to master a language, we have to know and enrich vocabularies.

The third, the students felt difficult to speak English in a good tenses or grammar. As Michael Swan statement states that grammar is the rules that show how to combine, arrange or change words in a certain meaning.<sup>37</sup> It means that grammar is a rule how to make a correct in an utterances or discourse.

All of these problems can be solved with practicing English as often as possible. With practices, they are able to master English well especially speaking skill. Based on the results of the interview, the students mostly liked English because English was a language that they considered unique from writing and the way of pronunciation was different, so they felt enthusiastic in learning English. Besides that, they also felt very happy when learning English using role play because they could know how to learn English well and correctly and got new vocabulary

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<sup>36</sup> Richard, J. C., & Renandya, W. A. (2002). *Methodology in Language Teaching: An Anthology of Current Practice*. New York: Cambridge University Press.

<sup>37</sup> Swan, M. (2005). *Practical English Usage: 3rd Edition*. Oxford university Press.

## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

In this chapter, the researcher would like to draw conclusion for this research and give suggestion for the practitioners correlated to this study.

#### **A. Conclusion**

Based on the result of this research, the researcher concludes the implementation of role plays in teaching speaking and the problems encountered by the students in using role plays technique.

The first is the implementation of role plays in teaching speaking. Role play technique is a way that allows the students to be active in the classroom during teaching and learning process. Role play is a way where the students can implement the material that is given by the teacher based on the daily life with an interesting way. The implementation of role play began with the teacher divided students into groups and gave them a topic. Then the students discussed the topic and found the information about the topic. After that, the students presented in front of the class and followed by the teacher's evaluation. In this strategy, they are forced how to implement role plays in a good way and they are successful to do that. It was proved when they understood the material by presenting all of the material that was given by the teacher well. They decided pannings as they explained how the implementation is.

The second is the problems encountered by the students in practicing role plays technique. Based on the interview, there are three problems that were faced by the students. Those are the students felt afraid when they spoke English in front of the class, the students were lack of understanding the various vocabularies, and the students felt difficult to speak English in a good tenses or grammar.

#### **B. Suggestion**

The suggestions are given for the teacher and the other researcher in implementation role plays during teaching and learning process.

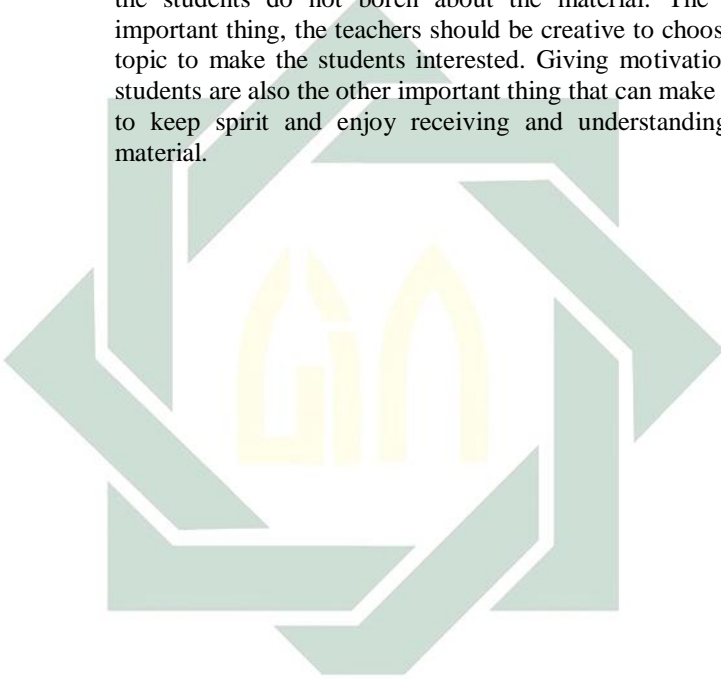
##### **1. The researcher**

The other researcher is expected to conduct the research about implementation of role plays in a different skill and

level. This research is also expected to make the other researcher using this research as their references in conducting another research.

## 2. The students

The students are suggested that they can use role plays not only in speaking skill, but also in the other skills. It is make the students do not boren about the material. The most important thing, the teachers should be creative to choose the topic to make the students interested. Giving motivation for students are also the other important thing that can make them to keep spirit and enjoy receiving and understanding the material.



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