

**IMPROVING STUDENTS' SPEAKING SKILL THROUGH
ROLE PLAY AT GRADE VII.P OF SMP NEGERI 7
PADANGSIDIMPUAN**

THESIS



By

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ABSTRACT

Saripuddin Nasution, 2012. Improving students' speaking skill through Role play at grade VII.P of SMP Negeri 7 Padangsidimpuan. Thesis, Graduate Program, Sate University of Padang.

The students' speaking skill at grade VII.P of SMP Negeri 7 Padangsidimpuan, which is limited in transactional and interpersonal conversation in this research was low related to the indicators of; pronunciation, grammar, vocabulary, fluency and comprehension. Therefore, the researcher conducted a classroom action research by implementing Role play to solve this problem. The purpose of this research is to find out the extent of Role Play improves the students' speaking skill and the factors which influence the changes of the students' speaking skill specifically in transactional and interpersonal conversation at grade VII.P of SMP Negeri 7 Padangsidimpuan.

This research is a classroom action research which was done in two cycles. In conducting this research the researcher was helped by a collaborator in order to get the better result. The data obtained from this research were analyzed by using quantitative and qualitative analysis. The quantitative data collected through the speaking skill test were analyzed by using the mean formula to describe the average value gained by the students in speaking test. The qualitative data collected through the observation, field-notes, and interview were analyzed inductively by following the steps of data analyzing which is suggested by Gay that consists of data managing, reading and memoing, description, classifying, and interpreting to describe the factors that influence the changes of the students' speaking skill both in transactional and interpersonal conversation.

The research finding shows that the students' speaking skill both in transactional and interpersonal conversation at grade VII.P of SMP Negeri 7 padangsidimpuan improves ten point five points from the result of the test got before action through Role play. The changes of students' speaking skill is influenced by four factors. The four factors are teaching material, students' motivation, classroom activity, and classroom management.

ABSTRAK

Saripuddin Nasution, 2012. Meningkatkan kemampuan berbicara siswa melalui Role play di kelas VII.P SMP Negeri 7 Padangsidempuan. Tesis, Program Pasca Sarjana. Universitas Negeri Padang.

Kemampuan berbicara siswa di kelas VII.P SMP Negeri 7 Padangsidempuan yang dalam penelitian ini dibatasi dalam bidang percakapan transactional dan interpersonal berada dalam kategori rendah berkaitan dengan indikator-indikator pronunciation, grammar, vocabulary, fluency dan comprehension. Oleh karena itu peneliti melakukan sebuah penelitian tindakan kelas dengan penerapan Role play untuk mengatasi masalah ini. Tujuan penelitian ini adalah untuk menemukan sejauh mana teknik Role Play dapat meningkatkan kemampuan berbicara siswa serta factor-faktor yang mempengaruhi perubahan kemampuan berbicara siswa khususnya dalam bidang percakapan transaksional dan interpersonal di kelas VII.P SMP Negeri 7 Padangsidempuan.

Penelitian ini adalah penelitian tindakan kelas yang dilaksanakan dalam dua siklus. Dalam pelaksanaan penelitian ini peneliti dibantu oleh seorang kolaborator dengan tujuan untuk memperoleh hasil yang lebih baik. Data yang diperoleh dari penelitian ini dianalisis dengan menggunakan analisis kuantitatif dan kualitatif. Data kuantitatif yang dikumpulkan melalui tes kemampuan berbicara dianalisis dengan menggunakan rumus rata-rata untuk menggambarkan nilai rata-rata yang diperoleh siswa dalam tes kemampuan berbicara. Sedangkan data kualitatif yang dikumpulkan melalui observasi, catatan-catatan di lapangan, serta wawancara dianalisis secara induktif dengan mengikuti langkah-langkah analisis data yang dikemukakan oleh Gay yang terdiri dari data managing, reading and memoing, describing, classifying, dan interpreting untuk menggambarkan faktor-faktor yang mempengaruhi perubahan kemampuan berbicara siswa baik dalam bidang percakapan transaksional dan interpersonal.

Temuan dari penelitian ini menunjukkan bahwa kemampuan berbicara siswa baik dalam percakapan transaksional maupun interpersonal di kelas VII.P SMP Negeri 7 Padangsidempuan meningkat sebesar sepuluh koma lima point dari hasil tes yang diperoleh sebelum tindakan dilakukan melalui Role Play. Perubahan kemampuan berbicara siswa tersebut dipengaruhi oleh empat factor. Keempat faktor tersebut adalah materi pembelajaran, motivasi siswa, aktivitas kelas, dan manajemen kelas.

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CHAPTER I

INTRODUCTION

A. Background of the problem

Speaking skill is one of the four basic skills that should be learned by the students in English subject. According to the basic competence in the curriculum of the united educational level (KTSP) for grade VII of SMP, the students should have speaking skill in order to express and respond the meaning of a very simple transactional conversation as well as interpersonal conversation and to make interaction with their nearest environment in the oral communication form. Depdiknas, Syllabus (2008:22).

Transactional conversation is used to exchange goods and services. Interpersonal is used to create and maintain social relationships. Either in transactional or interpersonal conversation, the speaker should pay attention to his listener because it is important to know the listeners' reaction while the conversation is going on.

It is not an easy job for the researcher to make the students have capability in speaking skill both in transactional and interpersonal conversation in order to reach the basic competence as has been stated in the KTSP of SMP Negeri 7 Padangsidimpuan. The researcher has made some efforts and implemented some techniques such as the using of games, simulations, songs, and guessing the word in teaching speaking skill especially for grade VII.P of SMP Negeri 7 Padangsidimpuan, but their speaking skill was still low either in transactional or interpersonal conversation.

The fact that the students have low speaking skill can be observed in the field through making communication with them. They often could not follow the communication well and they often could not comprehend several utterances correctly both in transactional and interpersonal conversation. This problem is caused by internal and external factors.

The internal factors are problems which came from the students' side for instance; low motivation in speaking which made them at last lazy to practice speaking in their daily life, lack of confidence which caused them felt ashamed when their friends laughed at them while they were making mistakes in speaking, and further more they had low ability related to pronunciation, grammar, vocabulary, fluency, comprehension. The external factors are problems which came from the researcher's side for instance; the researcher got difficulty in choosing the suitable technique for teaching speaking skill, limitation of the teaching aids and facilities, uninteresting materials, and so forth.

The researcher had not found yet which one was the suitable technique to be implemented in teaching speaking skill for grade VII.P of SMP Negri 7 Padangsidempuan in order to make the classroom atmosphere became interesting and comfortable. The researcher kept trying to look for which one is the most suitable technique to be implemented so that the students felt enjoyable in their classroom to follow the teaching and learning activities and made improvement of their speaking skill both in transactional and interpersonal conversation.

All of the above problems made the students felt uncomfortable in following English lesson especially in speaking skill, and as the result they had low speaking skill both in transactional and interpersonal conversation. That is why the researcher should think and do some further efforts to solve such problems. In this case, the researcher then conducted a classroom action research entitled “Improving students’ speaking skill through Role play at grade VII.P of SMP Negeri 7 Padangsidempuan”.

B. Identification of the problem

The fact that the students have low speaking skill was found in the field through making communication with them. From this communication was found that they often could not follow the communication well. They also often could not comprehend several utterances correctly either in transactional or interpersonal conversation. This problem was identified as the basic problem in this research.

The problem was caused by many factors. The factors could be from internal factors, namely the problems which came from the students’ side for examples; low motivation in speaking, lack of confidence, low ability related to pronunciation, grammar, vocabulary, fluency, and comprehension. Beside from internal factors, it could also be from external factors, namely the problems which came from the researcher’s side for examples; the researcher got difficulty in choosing the suitable technique for teaching speaking skill, limitation of the teaching aids and facilities, uninteresting materials, and so forth.

The researcher had not been able yet to find out which teaching technique was the most suitable to be implemented in teaching speaking skill for grade VII.P of SMP Negeri 7 Padangsidempuan in order to make the classroom atmosphere became interesting and comfortable so that the students felt enjoyable in their classroom to follow the teaching and learning activities and make improvement of their speaking skill both in transactional and interpersonal conversation. Some kinds of effort that had been used by the researcher to solve such problem for instance; the using of teaching technique such as: games, simulations, songs, and guessing the word.

For this research the researcher chose Role play to be implemented, because it had never been implemented in teaching speaking skill at grade VII.P of SMP Negeri 7 Padangsidempuan before this research done. The researcher in this case conducted a classroom action research by looking the result to what extent can Role play improve the student's speaking skill both in transactional and interpersonal conversation.

C. Focus of the research

In this research the researcher focused the research on implementing Role play in order to improve the students' speaking skill both in transactional and interpersonal conversation related to pronunciation, grammar, vocabulary, fluency, and comprehension at grade VII.P of SMP Negeri 7 Padangsidempuan.

D. Formulation of the problem

Based on the fact found in the field and according to the researcher's opinion the students' low speaking skill both in transactional and interpersonal conversation was caused by the unsuitable teaching techniques used in teaching and learning process. So, in this case the researcher implemented Role Play and searched the result whether the students' low speaking skill could be improved through Role play. The researcher formulated the following research questions to be answered after conducting this research:

1. To what extent can Role play improve students' speaking skill in transactional and interpersonal conversation at grade VII.P of SMP Negeri 7 Padangsidempuan?
2. What factors influence the changes of students' speaking skill in transactional and interpersonal conversation at grade VII.P of SMP Negeri 7 Padangsidempuan?

E. Purpose of the research

The main purpose of this research is to find out the answer of the research questions which has been formulated above, namely:

1. To find out the extent of Role play can improve students' speaking skill in transactional and interpersonal conversation at grade VII.P of SMP Negeri 7 Padangsidempuan.
2. To find out the factors which influence the changes of students' speaking skill in transactional and interpersonal conversation at grade VII.P of SMP Negeri 7 Padangsidempuan.

F. Significance of the research

By doing and getting the result of this research, the researcher expected to give valuable information and contributions to both theoretical and practical values. Theoretically, the result of this research would be as the contribution to the English teaching especially in teaching speaking skill, and practically for:

1. The researcher himself as the information whether the implementing of Role play can improve students' speaking skill in transactional and interpersonal conversation at grade VII.P of SMP Negeri 7 Padangsidempuan.
2. The other researchers who will conduct further relevant researches related to the problem of this teaching speaking skill.
3. The readers who are interested in developing their own knowledge in English teaching, especially in teaching speaking skill to their students.

G. Definitions of the key term

1. **Speaking skill** is the productive aural/oral skill because it consists of producing systematic verbal utterances to convey meaning.
2. **Role Play** is a technique that can be used in teaching speaking skill by asking the students to play a certain role given by the teacher based on a specific situation.
3. **Transactional conversation** is a conversation/dialog which is used to exchange goods and services, for instance; service encounters.

4. **Interpersonal conversation** is a conversation/dialog which is used to create and maintain social relationships, for instance; casual conversation/dialog.

CHAPTER V

CONCLUSION, IMPLICATION AND SUGGESTION

A. Conclusion

Based on the findings and discussion during the two cycles of the classroom action research, it can be concluded that:

1. Role play improves students' speaking skill as much as ten point five points from the result of the test got before action for both transactional and interpersonal conversation at grade VII.P of SMP Negeri 7 Padangsidempuan.
2. The factors that influence the changes of students' speaking skill through Role play in this research are teaching material, students' motivation, classroom activity, and classroom management.

B. Implication

This research implies that the use of Role play can be chosen as a technique to solve the problem of the students' speaking skill for both transactional and interpersonal conversation. Role Play can be considered to

be used by other English teachers in teaching speaking skill especially in the context of teaching dialogue or conversation for both transactional and interpersonal form since it has been proved that by using Role play, the students' speaking skill at grade VII.P of SMP Negeri 7 Padangsidempuan can significantly be improved for both transactional and interpersonal conversation.

C. Suggestion

In accordance with the conclusion and implication, the suggestions can be given to:

1. The researcher as an English teacher of SMP Negeri 7 Padangsidempuan should continue using Role play in teaching speaking skill especially in the context of teaching dialogue or conversation for both transactional and interpersonal form.
2. The other English teachers to consider the using of Role play in teaching speaking skill especially in the context of teaching speaking skill in the form of transactional and interpersonal dialogue or conversation.
3. Other researchers to conduct a further relevant research in order to find out the better technique to improve students speaking skill for both transactional and interpersonal conversation.

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