

**IMPROVING STUDENTS' SPEAKING SKILL ON TRANSACTIONAL
AND INTERPERSONAL TEXT BY USING ROLE PLAY
AT GRADE VIII.1 OF SMPN 1 V KOTO TIMUR,
PADANG PARIAMAN REGENCY**

THESIS



By

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ABSTRAK

Yanti Liwasdila. 2016. Meningkatkan Kemampuan Berbicara Siswa pada Teks Transaksional dan Interpersonal dengan Bermain Peran di Kelas Delapan Satu SMPN 1 Koto Timur. Tesis. Program Pascasarjana Universitas Negeri Padang.

Kemampuan berbicara dalam bahasa Inggris terkait erat dengan kemampuan siswa dalam menentukan kosakata yang tepat, tata bahasa yang benar, pengucapan, kelancaran berbicara dan pemahaman terhadap apa disampaikan. Kebanyakan siswa memiliki kelemahan dalam berbicara terkait kepada kelima aspek berbicara tersebut begitu juga halnya dengan siswa kelas delapan satu di SMPN 1 Koto Timur. Penelitian tindakan kelas ini bertujuan untuk mengetahui (1) sejauhmana teknik bermain peran dapat meningkatkan kemampuan berbicara siswa pada teks transaksional dan interpersonal dan (2) faktor apa saja yang berperan dalam peningkatan kemampuan berbicara siswa. Prosedur penelitian ini terdiri dari perencanaan, tindakan, observasi, dan refleksi. Data kuantitatif diambil dari hasil tes berbicara siswa sebelum, selama dan sesudah tindakan dilakukan dan data kualitatif yang diambil dari hasil observasi, catatan lapangan, dan wawancara yang dilakukan terhadap siswa. Kemampuan berbicara dianalisis dengan menggunakan analitik rubrik yang terdiri dari lima indikator yaitu: pengucapan, tata bahasa, kosakata, kelancaran, dan pemahaman. Penelitian dilakukan dalam dua siklus yang masing-masing terdiri atas enam pertemuan. Hasil penelitian menunjukkan bahwa (1) teknik bermain peran yang digunakan dalam mengajarkan kemampuan berbicara dengan teks transaksional dan interpersonal dapat meningkatkan kemampuan berbicara siswa dilihat dari perbandingan peningkatan kemampuan berbicara mulai dari nilai awal, tes pada siklus I dan II. (2) kemampuan berbicara siswa dipengaruhi oleh lima faktor; materi pengajaran, media, kegiatan di kelas, manajemen kelas, dan pendekatan guru. Dengan demikian dapat disimpulkan bahwa teknik Bermain peran dapat meningkatkan kemampuan berbicara siswa untuk teks transaksional dan interpersonal.

ABSTRACT

Yanti Liwasdila. 2016. Improving Students' Speaking Skill on Transactional and Interpersonal Text by Using Role Play at Grade VIII.1 SMPN 1 Koto Timur. Thesis. Graduate Program of Padang State University.

Speaking skill relates to five aspects; vocabulary, pronunciation, grammar, fluency, and comprehension. Most students have the weaknesses in speaking related to those aspects and also found in students grade VIII.1 at SMPN 1 Koto Timur. Therefore the classroom action research was conducted to overcome this problem. The purpose of the research were: 1) to find out whether role play can improve students' speaking ability on transactional and interpersonal text or not, 2) to find out what factor that affect the improvement of students' speaking ability. The procedures of the research were plan, action, observation, and reflection. The data were quantitative data taken from students' speaking test, and the qualitative data were taken from observation, field note and interview. Students' ability in speaking was calculated by using analytical scoring rubric with indicators; pronunciation, vocabulary, grammar, fluency, and comprehension. The research was conducted in two cycles with six meetings in each cycle. The result of the research shows that 1) role play can improve students' speaking skill on transactional and interpersonal text as students' speaking score improved from preliminary test, test in cycle I and test in cycle II. 2) Factors that affect the improvement of students' speaking were material, media, classroom activity, classroom management, and teacher's approach. It can be concluded that role play can improve students' speaking skill on transactional and interpersonal text.

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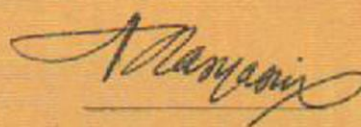
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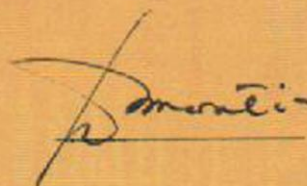
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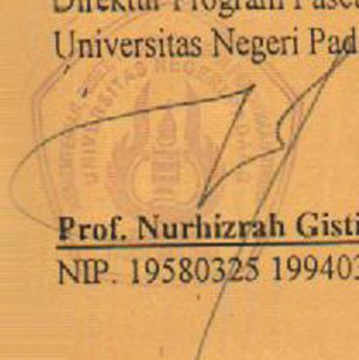
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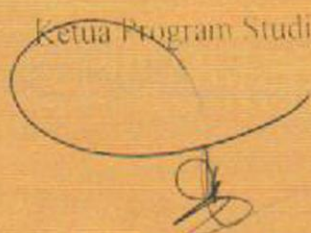
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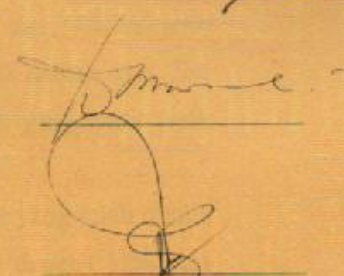
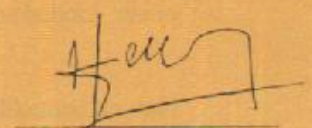
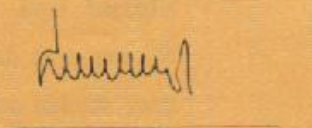
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The researcher expects that this thesis can give valuable contribution for the readers.

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The researcher

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CHAPTER I

INTRODUCTION

A. Background of the Problem

Speaking in a foreign language is not as simple as speaking in native language. It is not only expressing the idea or opinion about something but also how to express it based on the structure and grammar of that language. The difficulties might also in producing the sound especially if the words are uttered different from the written one. Therefore, speaking is introduced and learnt by students by the time they learn a foreign language. Students learn how to pronounce the word, how to say something related with the topic given, what words are used, and how to speak fluently. At school, students learn speaking in English through the topic given as provided in curriculum. They learn from the basic such as introducing oneself, asking something and expressing something.

To develop students' competence in English speaking, especially at the Junior High School, teachers should not only have a skill to conduct their teaching but also to create an atmosphere and condition that allow their student to speak. The teacher should really understand that he/she should teach students to speak in order to share ideas, opinion, and what they feel about things that they have seen. As stated by Shumin (2002) that teachers have to be able to arouse in

the learners willingness and need or reason to speak so interaction is the key to improve for EFL in developing language in having opportunity to speak in the language classroom. However, the challenge for teacher in speaking class is not to teach students of how to deliver the ideas or give respond to what they hear but how to make them speak or perform in the class and outside the class. The teachers also have a duty to make students achieve the Minimum Achievement Criteria (MAC) as stated in English National Curriculum for junior high school. Therefore both teacher and students should have a great effort to achieve the MAC in order to pass the test and enter to the next grade.

Achieving MAC is like a main target for both teachers and students that sometimes the purpose has change from creating students to be able to speak in English into achieving high score. Teacher might neglecting the fact that Speaking subject is a threatening subject for them because the words are difficult to pronounce beside, finding the English word in saying something is not an easy task. What happens in the field is teacher push students to achieve MAC and pass the test while students becomes frustrated and feel exhausted of studying beyond the regular time in order to pass the test and achieve MAC.

The condition above makes both teachers and students fall into a deep problem. Because, without identifying students' problem or difficulties the teacher would never succeed in teaching speaking and students would think that

achieving MAC is a lifetime effort that would never end up in satisfied result. However, the real problem perhaps students' speaking is poor due to the failure in fulfill the indicator of speaking or have low achievement in indicators of speaking; pronunciation, grammar, vocabulary, fluency and comprehension. As a result they cannot achieve or pass the MAC score. It is also found to students in SMPN 1 V Koto Timur. In pre observation the researcher found: first, students' speaking skill was poor indicated by the low score that they had and most of students cannot achieve the MAC required by school. The students in SMP I V Koto Timur are required to gain 65 MAC for speaking. But only 20% (5 students) successfully gained MAC of 65, 40% (10 students) got 50 – 60 and 40% (10 students) got below 50. However, the school have to achieve at least 70% of students in the class got KKM of 65. Students also had low score for indicator of speaking skill especially in pronunciation, fluency and grammar.

Second, when learning speaking only a few students is active in the class and willing to perform their speaking toward the topic which was given by teacher. Others refused to perform in front of the class and when they were asked to practice with their friend, they did it in hesitation and said that they were afraid of making mistake. When the teacher said that she would take the mark, most of the students takes time before performing their speaking and speak in low voice. Third, teacher technique has not overcome students' problem in speaking yet.

Students were asked to make a conversation or even read the conversation from text book and perform in the class. As a result, only clever students create a conversation and the pair did not involve in doing it. Meanwhile, teacher's technique which is implemented in the class should promote students to be active, have interaction with friends or partner, and increase their speaking skill. Since the evidence shows that students speaking skill is still low thus, the teacher should do their best in teaching learning process to make the students are able to pass the test by gaining MAC of 65 or 70% students in the class should achieve that score.

Considering students' low speaking skill and the teacher has not yet cultivate students' ability and eagerness to speak, then the researcher decided that teacher should use a technique that can solve those problems. The technique which is considered appropriate to be used to increase students' speaking skill and score is Role play technique. Role Play is a technique that requires students to play the role as someone else as asserted based on the context and they should react, think and speak just as the role that they play in pair or group. Students are provided with an interesting topic and the role, practice the role with friends. Students feel enjoy and active since they can practice without being interrupted by others. Since the genre of the text in speaking for SMP students are in Transactional and Interpersonal thus, this technique is considered as the one that can accommodate the students to speak in those genres.

B. Identification of the Problem

The phenomena which commonly happen in teaching speaking are; lots of students fail in achieving MAC score and their speaking is considered poor and teachers are pushing themselves and students to work hard to achieve MAC without identifying the problem why such thing happens. The real problem is actually does not lie on the students MAC score but to their low ability in each indicators of speaking. These leads to the problems first, students are reluctant to speak and perform their speaking in the class. When they have to perform their speaking task they just wait until the last minute comes. The second problem is the score that students gain for each indicator of speaking remains low especially in pronunciation, fluency and grammar. The last problem is teacher's technique cannot accommodate students to increase their speaking skill and perform their speaking in more relax and are not afraid of making a mistake in pronouncing the words or grammar.

To overcome those problems, role play was considered as the solution to those problems and improves students' speaking skill. Because as teaching speaking to students especially junior high school students should be created into more fun and relax, this technique make it possible and increase students' speaking skill.

C. Focus of the Problem

The focus of the problem in this research is on teacher's technique in teaching speaking. The Technique which was considered can increase students' speaking skill was Role Play technique. This technique was used to teach students' speaking skill in transactional and interpersonal text at grade VIII.1 of SMP I V Koto Timur because those texts requires students to exchange information based on the given situation and topic that they have to interact in pairs and group. The topic of transactional and interpersonal text consists of asking and giving help, and asking and giving thing and asking and giving information, and asking and giving opinion, and offering, accepting and refusing something, and asking and giving agreement, and responding statements, and giving attention to speaker, and starting, extending closing conversation, and starting, extending, and closing conversation on telephone.

D. Research Questions

The problems of the research were formulated in the following questions:

1. To what extent can role play improve the students' speaking skill at the grade VIII.1 of SMPN 1 V Koto Timur?
2. What factors influence the changes of the students' speaking skill by using role play at grade VIII.1 of SMPN 1 V Koto Timur?

E. Purpose of the Research

The purposes of the research are to describe 1) whether the use of role play can improve the students' speaking skill at gradeVIII.1 of SMPN 1 V Koto Timur and 2) describe the factors that influence the improvement of students' speaking skill at the grade VIII.1of SMPN 1 V Koto Timur by using role play.

F. Significance of the Research

Theoretically, this research was expected to give a contribution to the theory of teaching speaking that role play can be used to increase students' speaking skill. Practically, this research gave one possible solution for teacher of how to increase students' speaking skill. This research gave information of how to apply role play to improve students' speaking skill. This research was also assure the teacher who had a problem in teaching speaking to use role play in teaching speaking to junior high school students for transactional and interpersonal text.

G. Definition of the Key Terms

In order to avoid misunderstanding of this research, the researcher defines the specific key terms as follows:

1. Speaking skill is a productive skill which is indicated by pronunciation, grammar, vocabulary, fluency, and comprehension.

2. Role play is a technique given to the students at grade VIII.1 of SMPN 1 V Koto Timur in teaching speaking in which the students are asked to play a role given by the teacher based on particular situation given.
3. Transactional text is a dialogue that occurs between two or more people in formal speaking.
4. Interpersonal text is a kind of text to maintain good relationship with other people in more informal situation.

CHAPTER V

CONCLUSION, IMPLICATION AND SUGGESTION

A. Conclusion

Based on the findings of this, it can be concluded that:

1. The implementation of Role play improves the students' speaking skill at grade VIII.1 SMP N 1 V Koto Timur in 2011/2012 academic years. The improvement can be seen from the increasing of averages score of the students in every cycle in the process of teaching and learning.
2. The factors that influence the changes of students' speaking skill focus on teaching material, media, classroom activity, classroom management, and teacher's approach.
 - a. The first factor that influences the changes of students' speaking skill is the interesting teaching material. The teaching material used while the activities were very interesting and easy to be understood by the students. They liked most of the topics given.
 - b. The second factor that influences students' speaking skill is the interesting media used in teaching learning process. At the first cycle, the teacher only uses picture and model of conversation. Unfortunately these media cannot help students in understanding the material. But when the

researcher used power point presentation and video in the second cycle, students have a better understanding toward the lesson. They were also enthusiastic in doing the activity and performing their conversation.

- c. The various classroom activities created by the researcher as the teacher made the students felt motivated in learning since the activities used were varied from one meeting to another in each cycle. It gave an impact to their speaking score and speaking skill.
- d. The fourth factor that influences the changes of students' speaking skill is classroom management. The teacher should be able to manage the classroom, so that the students' involvement and participation in teaching and learning process can be obtained. The classroom management involves managing students' group work, using the time, monitoring, and paying attention.
- e. The last factor is teacher's personal approach. The students are enjoying in learning if the teacher approaches them personally. Although they make mistakes, the teacher always helps and supports them as well as giving reinforcement to the students.

B. Implication

The important role of reseacher (as English teacher) who aims to improve the students to speak effectively and to be active in English learning activity, esspecially in interactive process of teaching and learning speaking English. A teacher needs to find many ways or teaching technique to support and to motivate them to learn the language. In this case, the researcher used role plays technique to solve the students' problem in their speaking skill. It refers to the researcher findings, the researcher implies for next teaching and learning process that role plays technique could be chosen as a technique to solve students' speaking problems. it was related to improve the students' speaking skill. The research can be considered by English teacher, since it has been proved that by applying role plays technique, the students' speaking skill at grade VIII.1 of SMPN 1 V Koto Timur could improve.

C. Suggestion

In accordance with the conclusions and implication, the suggestions can be given as follows:

1. The researcher herself as an English teacher should continue using or applying Role play in teaching speaking skill as an alternative technique in teaching since it has been proved that role play technique can improve students' speaking skill.

2. It is also suggested to other English teachers who have the same problem to conduct the similar research in their own classes as an attempt to improve their own teaching especially teaching speaking.
3. Because of limitation of the research, further and longer studies about the use of implication of role play technique are highly suggested to investigate whether this technique can be solving problems at other classes or other schools.

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