

**IMPROVING STUDENTS' SPEAKING SKILL OF TRANSACTIONAL
CONVERSATION THROUGH ROLE PLAY TECHNIQUE
AT GRADEX.5 OF SMA PGRI TEMBILAHAN – RIAU**

THESIS



By

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ABSTRAK

Engla Syafrida, 2015. Meningkatkan Kemampuan Berbicara Siswa pada Percakapan Transaksional melalui Bermain Peran Teknik pada Tingkat X.5 SMA PGRI Tembilahan - RIAU. Tesis. Program Pascasarjana. Universitas Negeri Padang.

Kemampuan berbicara siswa pada kelas X.5 SMA PGRI Tembilahan rendah. Oleh karena itu, penelitian ini bertujuan untuk menjelaskan seberapa jauh *Role Play Technique* dapat meningkatkan kemampuan berbicara siswa pada percakapan transaksional dan faktor-faktor apa saja yang mempengaruhi perubahan kemampuan berbicara siswa melalui penerapan *Role Play Technique*. Penelitian ini adalah penelitian tindakan kelas yang dilaksanakan dalam dua siklus. Peserta penelitian adalah 16 orang siswa di kelas X.5 SMA PGRI Tembilahan. Instrumen yang digunakan untuk mengumpulkan data adalah tes berbicara, lembar observasi, catatan lapangan dan panduan wawancara. Data dianalisis secara kualitatif dan kuantitatif. Temuan menunjukkan bahwa penerapan *Role Play Technique* dapat meningkatkan kemampuan berbicara siswa. Hal ini terlihat dari nilai rata-rata siswa pada tes berbicara. Nilai rata-rata siswa sebelum diadakan penelitian adalah 48,75. Nilai rata-rata siswa pada akhir siklus 1 adalah 58,25 dan nilai rata-rata siswa pada akhir siklus 2 adalah 70,5. Selain itu, penelitian ini juga menemukan faktor-faktor yang mempengaruhi perubahan keterampilan berbicara siswa dengan melalui penerapan *Role Play Technique* yaitu: pertama, penggunaan materi dan media pembelajaran yang menarik memotivasi siswa untuk berbicara. Kedua, aktivitas kelas selama penerapan *Role Play Technique* membuat siswa menjadi aktif dan kreatif untuk berbicara. Ketiga, kerja kelompok membuat siswa lebih mudah dalam melatih kemampuan berbicara mereka dan membuat mereka lebih percaya diri dalam penampilan berbicara. Oleh karena itu, dapat disimpulkan bahwa *Role Play Technique* efektif untuk diterapkan dalam mengajar berbicara. Selain itu, materi dan media pengajaran yang menarik, aktivitas kelas dan kerja kelompok mempengaruhi peningkatan keterampilan berbicara siswa pada kelas X.5 SMA PGRI Tembilahan.

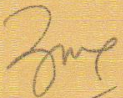
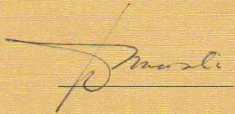
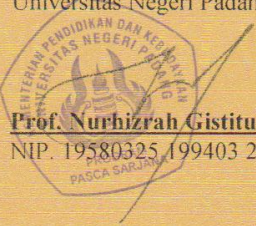
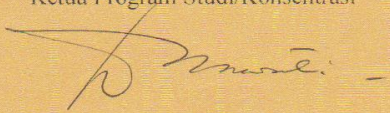
ABSTRACT

Engla Syafrida, 2015. Improving Students' Speaking Skill of Transactional Conversation through Role Play Technique at Grade X.5 of SMA PGRI Tembilahan - RIAU. Thesis. Graduate Program. State University of Padang.

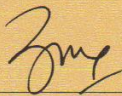
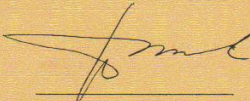
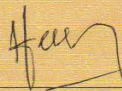
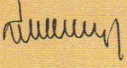
The students' speaking skill at grade X.5 of SMA PGRI Tembilahan - RIAU was low. Therefore, this research aims to explain the extent to which role play technique can improve the students' speaking skill of transactional conversation and the factors that influence the changes of students' speaking skill of transactional conversation by implementing role play technique. This research was a classroom action research, which was conducted in two cycles. The participants were 16 students at grade X.5 of SMA PGRI Tembilahan - RIAU. The instruments used to collect the data were speaking performance test, observation checklist, field note and interview guide. The data were analyzed qualitatively and quantitatively. The findings reveal that the implementation of role play technique improve the students' speaking skill of transactional conversation at grade X.5 of SMA PGRI Tembilahan - RIAU. It was shown from the result of the students' mean score in speaking performance test. The students' mean score before conducting the research was 48,75. The students' mean score at the end of cycle 1 was 58,25 and students' mean score at the end of cycle 2 was 70,5. Besides, it was found the factors that influence the changes of the students' speaking skill by using role play technique, consists of; First, the use of interesting teaching material and media during implementation of role play technique motivated students to speak. Second, classroom activities during implementation of role play technique make students active and creative in practicing their speaking. Third, group work makes students enjoy to practice their speaking skill and more confident in their performance. Therefore, it can be concluded that role play technique is affective to be implemented in teaching speaking. By applying this technique, the teacher can help students to improve their speaking skill. Besides, interesting teaching material and media, classroom activities and group work influence the improvement of students' speaking skill at Grade X.5 of SMA PGRI Tembilahan – RIAU.

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Padang, 23 April 2015
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CHAPTER I

INTRODUCTION

A. Background of the Problem

Speaking is one of language skills which should be owned by language learners. It involves a process of building and sharing meaning through the use of the language orally. By learning speaking, the students will know the way to express the language communicatively. Students learn how to express utterances meaningfully. It also leads them to make interactions in the society by using the language. Therefore speaking is one of important skills that should be mastered by students in learning a foreign language.

In senior high school level, students should have speaking skill in order to make them able to express and respond the meaning of transactional conversations, to communicate their feelings and thoughts by using appropriate expressions. A transactional conversation is a conversation which involves two or more people. The main focus is to be able to exchange information, goods and services in specific messages. For example; a tourist asks some information to a security and then security gives the information to the tourist like the example below; *Tourist: "Excuse me, Sir. Where is the market in this department?"* *Security: "On the third floor, on the right side of the escalator".*

Based on the researcher's observation during teaching English at grade X.5 of SMA PGRI Tembilahan, the researcher found that the speaking skill in transactional conversation of the students was low. It was

shown by the facts that when she asked them to practice the conversations in front of the classroom, most students could not respond the meaning in transactional conversations. Besides, they could not exchange the information with other students. Then, their pronunciation was poor and the grammatical mistakes happened frequently. And then, they seemed nervous and less confident to express their ideas during speaking performance. They did not pay full attention to the teaching and learning process.

To know more information about the students' weaknesses in speaking, the researcher interviewed them. The interview was to find out the causes of their problems in speaking. Their main problem was lack of vocabulary. They often paused in having conversation since they did not have any word to express their ideas. Besides, they felt confused when practicing the conversation because they often forgot the signal of the expression phrases of the conversations. As the effect, they could not speak fluently. They were also poor in grammar. They were less confident during speaking performance because they felt afraid of making mistakes in grammar while practicing the conversation. Then, they were less confident to practice their conversations during speaking performance because they poor in pronunciation. They said that they got difficulties to pronounce the words correctly because the English phonemes (speech sounds) did not correspond with the written symbols. So, they were not confident to pronounce the word correctly because they felt afraid of making mistakes in pronouncing the words. And then, they got difficulties to comprehend what the other students said, so they could not give response.

Actually, the problems were not only from the students but also from the procedure of teaching speaking. Based on the results of interview, some weaknesses from the procedure of teaching were also identified. Usually, in the procedure of teaching speaking at grade X.5 of SMA PGRI Tembilahan, the researcher used conventional strategy, namely group discussion technique. In this case, the researcher divided the students into groups of four. Then, the researcher gave the conversation materials and asked them to practice the conversations in front of class.

When the teacher asked them about the procedure of teaching in classroom, many students said that group discussion technique applied by teacher was not interesting. It was because the performers practiced the dialogue without facial expression and body language. It made them felt bored, lazy to pay attention and difficult to understand, so that they could not give any respond. Besides, this technique was unable to help them in mastering the signal phrases of conversation. Because the technique was not interesting, they tended to be lazy to learn and often forgot the signal phrases of conversations. They were also less interested in participating in learning process. As the result, their achievements in speaking skill were still low. Most of them were not able to perform the conversation in front of the classroom. These weaknesses were also strengthened and proven by the result of student's pre cycle test of speaking. The data of the test showed that there were 56.25% or 9 students had poor vocabulary and 43.75 % or 7 students had fair vocabulary. In grammar, there were 50% or 8 students still had poor in grammar and 50% or 8 students fair in

grammar Then, there were 75% or 12 students still had poor pronunciation and 25% or 4 students had fair pronunciation.. In fluency, there were 50% students had poor fluency. It means that 8 students had poor fluency. Then, 50 % or 8 students have fair fluency. Last, in comprehension there were 56.25% or 9 students had poor vocabulary and 43.75 % or 7 students had fair comprehension. The mean score of speaking skill indicators got by the students was 50 for vocabulary, 51.25 for grammar, 45 for pronunciation, 48.75 for fluency and comprehension. The students' mean score was only 48.75. It means that the students' mean score was under the minimum passing grade standard (KKM); 60.

Based on the results of observation and interview, the researcher concluded that the factor that caused the students' low speaking skill was the teacher did not apply an appropriate teaching technique in teaching speaking. In fact, group discussion was less suitable to be implemented in teaching speaking because this technique could not motivate them to be more active in speaking lesson. For this reason, it is necessary to find out the ways to help them to improve their speaking skill. According to Donn (1986), 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. It means, role play technique is an alternative strategy to improve students' speaking skill because through this technique, students can be more motivated in speaking and more active in having

verbal communication. Besides, they will be able to learn and express themselves through spoken language.

Therefore, the researcher was interested to apply role play technique as her teaching technique in teaching speaking. By carrying out this research, the researcher expected that the implementation of role play in teaching speaking would probably help students to overcome their difficulties in speaking and in achieving the improvement of their speaking skill. As the conclusion, this research was carried out to improve students' speaking skill of transactional conversations by using role play technique. This research was entitled *“Improving Students’ Speaking Skill of Transactional Conversations through Role Play Technique at grade X.5 of SMA PGRI Tembilahan, Riau”*.

B. Identification of the Problem

Based on the background of problems above, it can be identified that the students had low speaking skill of transactional conversations. From the result of observation, it was found that many students could not express and respond the meaning in transactional conversations. Besides, many students could not exchange information with other students. Then, their pronunciation was poor and there were many grammar mistakes in their conversations. And then, they seemed nervous and less confident to express their ideas during speaking performance. Last, their participation in teaching and learning process was low.

Based on the result of interview, most of the students said that teacher's teaching technique was inappropriate and uninteresting. The teacher did not apply

appropriate teaching technique in teaching speaking. Group discussion was less suitable to be implemented in teaching speaking because this technique less able to motivate student to be more active in speaking lesson. Besides, during implementation of this technique on the previous teaching speaking, the students practiced their conversation by turn in front of classroom without facial expression and body language. It made them bored, lazy to pay attention and difficult to understand, so that they could not give any respond. Besides, this technique less able to help them in mastering the signal phrases of conversations. Because the technique was not interesting, they became lazy to learn and often forgot the signal phrases of the conversation. They were also less interested to participate in learning process. As the result, their achievements in speaking skill were still low.

C. Limitation of the Problem

Based on the identifications listed above, the researcher only took two problems that had been taken as the limitation of the problem; they are the poor students' speaking skill and the inappropriate technique used in teaching speaking. Hence, an appropriate technique should be suggested as the solution to solve their problems in speaking. One of the techniques assumed can help the students to improve their speaking skill is *Role Play Technique* since it had not yet been implemented before.

D. Research Questions

Rooted from the limitation of the problems above, the formulations of the problem of this research are:

1. To what extent can role play technique improve the students' speaking skill of transactional conversation at grade X.5 of SMA PGRI Tembilahan, Riau?
2. What factors influence the changes students' speaking skill on transactional conversations through role play at grade X.5 of SMA PGRI Tembilahan, Riau?

E. Purposes of the Research

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

1. To find out the extent to what role play can improve students' speaking skill on transactional conversation at grade X.5 of SMA PGRI Tembilahan, Riau.
2. To find out the factors which influence the changes of speaking skill on transactional conversation at grade X.5 of SMA PGRI Tembilahan, Riau.

F. Significance of the Research

This research is expected to give theoretical and practical significances. Theoretically, the result of this research was given contribution to the

development theories of teaching speaking skill in EFL context. This research will further acknowledge the effectiveness of a current technique introduced by role play technique.

Practically, the result of this research was beneficial for the teachers to consider role play as one of the techniques used in teaching, so that, the aim of teaching and learning English can be obtained effectively. Besides, it can be useful for making the students interested and motivated in learning English. Then, for the other researchers or teachers, this research hopefully can increase their knowledge and the way of thinking scientifically. For the students, this research hopefully can make them more interested and motivated in learning process and can improve the students' speaking skill. For the readers, this research is expected can give information about a technique that can improve students' speaking skill.

G. Definition of the Key Terms

To avoid misunderstanding and misinterpretation about some terms used in this research, the researcher redefines them as in the following:

1. Speaking Skill is a productive skill on the oral mode. This skill is indicated by some indicators such as vocabulary, grammar, pronunciation, fluency and comprehension (Brown 2001:406).
2. Role Play is a technique that can be used in teaching speaking skill by asking students to play a certain role given by teacher based on a specific situation (Donn : 1986).

3. Transactional Conversation is the communication involving two or more people and used to exchange information and services in a specific message (Brown and Yule: 1983).

CHAPTER V

CONCLUSION, IMPLICATION AND SUGGESTION

A. Conclusion

Based on the result of research finding, it can be conclude that:

1. The implementation of role play technique in teaching speaking is very useful to improve the students' speaking skill of transactional conversation at grade X.5 of SMA PGRI Tembilahan. It is supported by some evidence in this research. For instance, the data gained through observation checklist, field note, interview and the result of speaking showed the better improvement from cycle to cycle. Based on the result of speaking pre-cycle test, the students had so many difficulties in speaking related to their capability in mastering speaking skill indicators such as vocabulary, pronunciation, grammar, fluency and comprehension. As this research goes by in the classroom, the condition then can improved well by implementing role play technique for speaking activity. From the two cycles of this research, it can be proven that role play technique had successfully improved the students' speaking skill of transactional conversation related to the speaking skill indicators. Then, by applying role play in teaching speaking could make the classroom activity more effective, fun and interactive.
2. The successful of role play technique in improving the students' speaking skill was influenced by some factors. First, the use of interesting teaching material and media during implementation of role play technique motivated students to speak. Second, classroom activities during implementation of role play technique make students active and creative in practicing their speaking. Third, group work makes students enjoy to practice their speaking skill and more confident in their performance.

B. Implication

This research implies that the use of role play technique is one of strategies that can be applied in teaching speaking to improve students' speaking skill because the implementation of role play technique makes students more active to speak. Besides, the implementation of role play technique gives many advantages, such as; the students have more opportunity to speak in practicing their conversation, share their ideas, and opinions. Through discussion during implementation role play technique help students to comprehend the material, learn new vocabulary and exercise their conversation. Also, they can help each other when they have problem when pronouncing the words and share knowledge among the group member.

C. Suggestion

The followings are the suggestions that are related to the use of role play technique to improve the students' speaking skill.

1. To other teachers, the implementation of role play technique is possible to deal with teaching and learning problems, particularly in improving the students' speaking skill.
2. To other researchers are suggested to do relevant and further research related role play technique.

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