CHAPTER IV

FINDINGS

The research findings would be discussed in detail in this chapter. It included data recorded in the action and the analysis. The data contained the research findings in cycle 1 and cycle 2. The data were gained from the observation and speaking test. Finally, it has explained the result of reflection.

4.1 Reflection on Cycle One

Cycle 1 was conducted in two meetings. The first meeting includes the material of greeting and leave taking and the second meeting included Expressing Apologize and Response, Expressing Gratitude and Response. There were two kinds of data gathered in this action. The first data were collected by applying observation that focused on the students' active and passive involvement in teaching learning process of speaking ability. Meanwhile, the second data were focused on the students' speaking ability achievement after having the action of teaching English that focused on speaking ability through role play by using mapped dialogue. The second data were collected by using speaking test in each cycle.Based on the test result and the observation, the reflection and the revision concluded the following result:

4.1.1 Tbe Students' low motivation

In general, the students are talkactive, inattentive, and times off-task.Based on the observation, there were 13 students or 43% of 30 attending students were actively involved in the teaching learning process. This means that the

requirement of 75% of the students' active involvement in the teaching learning process of speaking ability was not yet fulfilled.

4.1.2 The Behaviour of the Students

The action did not go well in the class due to the students' behavior that acted and spoke themselves when the teacher was practicing role play. The sign of boredom and lack of interest leads most of times to the lack of participation.

4.1.3 The Teacher's Preparation

The teacher did not draw the students' attention by explaining what they would do in the class such as the role play. She just asked the students to work in pairs after discussing the topic with the students without giving explanation what the students should do.

4.1.4 The New Method

Role play might be new for students. The teacher emphasized on teaching grammar and vocabulary. The teacher believed that students could achieve communicative competence when they had stored a large amount of vocabulary and mastered the grammatical role.

4.1.5 The Students' Grade

The speaking test was administered at the end of the action. The students were given test to evaluate the students' speaking achievement. It can be seen that the mean of the students' speaking score at the average is 66.33 (see appendix 1). The distribution of the score informed that most of the students got low score. 6 students got the score in the criteria 50-59, 10 students in the criteria 60-69 and 10 students in the criteria 70-79, 3 students in the criteria 80-89.

4.1.6 The Revision

The revision was on the teacher's action. It made revision on the lesson plan (main activity). Before revision the teacher taught English of speaking ability through role play by using mapped dialogue. In the revised lesson plan, the action was teaching English of speaking ability through role play by using role interaction. Instead of that, the teacher was giving reward for the active students and punishment for the passive students.

4.2 Reflection on Cycle Two

The action was administered based on the result of reflection done in the first cycle. The action in the second cycle was teaching English of speaking ability through role play by using role interaction. There were two kinds of data gathered in this cycle. The first data were collected by applying observation that focused on the students' active and passive involvement in the teaching learning process of speaking ability. The second data focused on the students'speaking ability achievement. The second data were collected by conducting speaking ability achievement test after having the action. Based on the test result and the observation, the reflection on cycle two was concluded in the following result:

4.2.1 The Students' Motivation

It was found that the students began to practice role play enthusiastically and with fun. They involved in the group discussion. Some students asked for the teacher's guidance when they had some problems.

4.2.2 The Behaviour of the Students

In the first cycle, the students' behavior that acted and spoke themselves when the teacher was practicing role play. However, in the second cycle they were active in the teaching learning process of speaking ability. Some students asked for the teacher's guidance when they had some problems.

4.2.3 The students' grade

In the end of the action in cycle two, the teacher gave the students the second test. The result of the second test was improved. The average score of the students is 76.40. And the distribution of the score shows the improvement as well. 16 students got the score in the criteria 70-79, 12 students in the criteria 80-89 and 2 students in the criteria 90-100.

Since the mean of the score of the post-test cycle II is 76.40, it means that the students' score in the second cycle has met the target. It could be seen that when the teacher revised her performance, the students' encourage increased. Therefore, the cycle quits.

4.3 Procedures of Role Play to Improve the Students' Speaking Skill

4.3.1   Opening

The researcher as the English teacher pretended to ask a students to bring her bag.While pretending, the teacher expressed her gratitude.After that, the teacher were sharing the ideas with the class by asking the students the questions related to the theme.
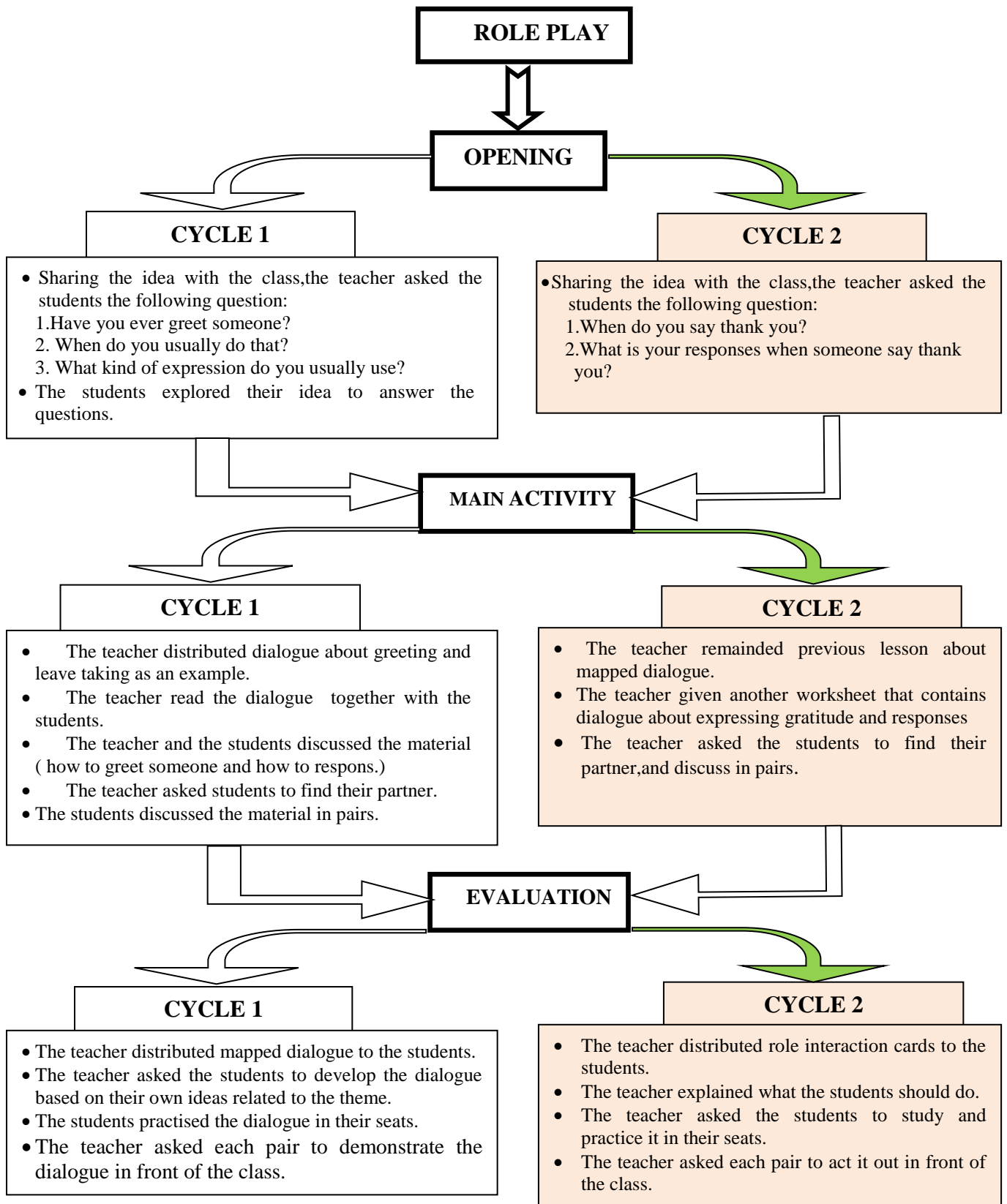
4.3.2 Main Activity

The teacher remainded previous lesson about mapped dialogue. The teacher given another worksheet that contains dialogue about expressing gratitude and responses as an example and read the dialogue together with the students. After that, the teacher discussed it with the students (how to express gratitude and how to respond it). After that, the teacher asked the students to work in pairs. The teacher distributed role interaction cards to the students.The teacher explained what the students should do. The teacher asked students to develop the dialogue based on their own ideas related to the theme, then practiced it their seats.

4.3.3 Evaluation

The teacher asked students to work in pairs.The teacher distributed mapped dialogues to the students.After the teacher asked students to develop the dialogue based on their own ideas related to the theme. Then they practiced it in their seats. Finally,The teacher asked each pairs to act it out in front of the class.

The Procedures Of Role Play For Improving Students' Ability

ROLE PLAY

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OPENING

CYCLE 1

- Sharing the idea with the class,the teacher asked the students the following question:
  1.Have you ever greet someone?
  2. When do you usually do that?
  3. What kind of expression do you usually use?
- The students explored their idea to answer the questions.

CYCLE 2

- Sharing the idea with the class,the teacher asked the students the following question:
  1.When do you say thank you?
  2.What is your responses when someone say thank you?

MAIN ACTIVITY

CYCLE 1

- The teacher distributed dialogue about greeting and leave taking as an example.
- The teacher read the dialogue together with the students.
- The teacher and the students discussed the material (how to greet someone and how to respons.)
- The teacher asked students to find their partner.
- The students discussed the material in pairs.

CYCLE 2

- The teacher remainded previous lesson about mapped dialogue.
- The teacher given another worksheet that contains dialogue about expressing gratitude and responses
- The teacher asked the students to find their partner,and discuss in pairs.

EVALUATION

CYCLE 1

- The teacher distributed mapped dialogue to the students.
- The teacher asked the students to develop the dialogue based on their own ideas related to the theme.
- The students practised the dialogue in their seats.
- The teacher asked each pair to demonstrate the dialogue in front of the class.

CYCLE 2

- The teacher distributed role interaction cards to the students.
- The teacher explained what the students should do.
- The teacher asked the students to study and practice it in their seats.
- The teacher asked each pair to act it out in front of the class.

Picture 1 : The Procedures of Rple Play
    The Fixed Procedures are the ones in Cycle 2

4,4 Discussion

Based on the result of the data analysis, the students' speaking ability through Role Play can be described as follows:

The objective of the research is to describe how role play can improve the speaking skill of the seventh grade students of MTSN 6 Tulungagung. The answer to the question can be explained by tracking the activities in the two cycles of the action through the result of observation and the result of the tests.

The result of the observation tells us that, in cycle I the students could not be controlled and the method did not go well. As the result, in the post-test they got bad score at the average. The symptoms can be seen through the students' behaviour. In the second cycle, after reflection and revision, the class began to live and the students enjoyed the class. It could be seen that the students' score improved significantly. It happened because the atmosphere in the class makes them easy and enjoyable. It can be concluded that teaching speaking through Role Play has many advantages. Doff (1988) points out, role play increases motivation. Always talking about real life can become very dull, and the chance to imagine different situations adds interest to a lesson. In addition, role play gives a chance to use language in new contexts and for new topics.

However, practicing role play should consider the nature or the originality of conversation. Teachers often tend to assume that conversation in the language classroom involves nothing more than putting into practice the grammar and vocabulary skills taught elsewhere in the course. But if we want to teach conversation well, we need to know something about what native speakers do

when they have conversations. We have chosen to deal with conversation here, because conversation is what normally occurs in everyday life, in the contacts students will have with foreign friends or foreign people in general. With the term "conversation" we refer to a spoken interaction between two or more people who don't follow a fixed schedule. The purposes of conversation include the exchange of information, the creation and maintenance of social relationships, the negotiation of status and social roles as well as deciding on joint actions. Therefore, in practicing role play, teachers should give opportunity to the students to explore their own experience in real life.

The analysis of the action results in each cycle has been done. It showed that the students' speaking test scores had improved from cycle one until cycle two. The mean score of the students' speaking test score increased from 66.33 in cycle one to 76.40 in cycle two. In the first cycle, the students' mean score had not fulfilled the standard requirement of the mean score (M=75.00) because the students mean score in this cycle was 66.33. This means that the teaching English of speaking ability through role play by using mapped dialogue still got problem that was the students still did not give optimum response because they were not so interested and enthusiastic. That is why the further action was done. It was teaching English through role play by using role interaction by card in cycle two. In the second cycle, the students' mean score could improve, that was 76.40 and it fulfilled the standard requirement of the mean score (M=75.00).

Based on the results of speaking test, it could be claimed that teaching English of speaking ability through role play in cycle two was able to improve the

students' speaking ability. It was supported by the theory from Hua (1991) who states that in role play, "students are given opportunities to express themselves, share their opinions and use a little of their imagination. In terms of generating the use of language, the activity has managed to do it quiet well". It means the students can express their mind and idea about what they want to say and behave as if the situation really happened by using gesture, body movements and facial expression. This will make the classroom situation more alive. In addition, Arishi (1994:338) says, role play is "increasing motivation, heightening self-esteem, encouraging empathy, and lowering sensitivity to rejection". By using role play in the class the teachers are building on condition the students naturally enjoy in dialogues. It also supported from previous research states that "the application of role play in the class, the result showed that the students who were involved in the role play activities have a higher motivation to learn English than the students who were not. The students enjoy the teaching learning process that they could involve themselves to learn materials given. The theory of giving the students a suitable relaxed atmosphere in the teaching learning process can be accepted. This mean that the students who were thought through role play have a higher achievement in speaking score than the students who were not", (Musawamah, 2004:38).

Besides that, the process evaluation was carried out by applying observation in each cycle. It focused on the students' active and passive involvement in the teaching learning process of speaking ability. In addition, the standard requirement of process observation was 70% of the students' activeness.

The result of observation showed that there were 50% of the students were active in the first cycle. This means that the action in cycle one still got a problem because the standard requirement of process monitoring had not been fulfilled. While, in cycle two there were 100% of the students were active. This means that the result of observation in cycle two had fulfilled the standard requirement of process observation (75% of the students' activeness). The action in cycle two could improve the students' activeness to involve in the teaching learning process of speaking ability. Moreover, it was supported by the result of interview of the students. All of them said that they enjoyed having the action of teaching English of speaking ability. The students gave positive response.

Above all, the technique of speaking ability through role play was interesting. That is why, the students were not bored. Role play helped them to focus and give freedom on the speaking activity. It proved that the technique of teaching English of speaking ability through role play could improve the students' speaking ability achievement at MTsN 6 Tulungagung in the 2018/2019 academic year.