**CHAPTER III**

**RESEARCH METHOD**

In this chapter the researcher present of the research method employed in this study. It presents of the research design, setting and subject of the study, procedure of study, preliminary observation (reconnaissance), planning, implementing, observing, and reflection.

1. **Research Design**

The design of this study was a "Classroom Action Research Design (CAR)". The classroom action research has some definitions as follows:

1. Classroom action research is an examination of learning activities in the form of an action that deliberately raised and occur together in a classroom (Suharsimi Arikunto, 2006: 3).
2. Action research is the way groups of people can organize the conditions under which they can learn from their own experiences and make their experience accessible to others. (Adopted from Kemmis and Mc Taggart, 1982 in Sukardi, 2008: 210).

From several definitions above, the researcher got conclusion that classroom action research is a process of research doing by the teacher for repairing and improving the students’ achievement of certain learning in the classroom.

Applying the principle of an action research design, this study involved this spiral of planning, acting, observing and reflecting. So this research is a spiral cycle process, from planning until reflection. The following is presented the figure of the procedure of Classroom Action Research used in this study.

**Figure 3.1 a Classroom Action Research Procedure**

**(Adapted from Kemmis and Taggart)**

**Reconnaissance:**

* Identifying problem in teaching and learning speaking by:
* Observing teaching learning process
* Observing the students’ speaking ability
* Interviewing the chief or head master and English teacher related to the strategy that had been applied, students achievements, and students’ problem

**Acting:**

* Introducing and explaining about role-play activity
* Implementing scenario of teaching speaking by modified role-play.

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**Reflecting:**

* Analyzing the result of the observation
* Identifying the improvement and obstacle factors of the result in acting
* Comparing the result of the study with the criteria of success

**Analysis and Identification:**

* The student’s ability in improving idea in speaking is still insufficient or is low
* The teacher’s technique is not interesting, so that the students are unmotivated
* The teacher applies the conventional strategy on teaching speaking

**Planning:**

* Making Strategy of role-play technique.
* Collaborating with the English teacher in making a lesson plan for one cycle
* Preparing instruments
* Making a scenario of teaching speaking by role-play technique

**Observing:**

* Instruments and technique of collecting data

**Revising the plan:**

Based on the result of reflection, it is necessary for the teacher and collaborator the revise the plan according to drawback found in the previous implementation

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CYCLE 2

The steps above were preceded by preliminary study. Preliminary study is an activity done by the researcher before the action research and during the teaching and learning process. It was done to see what the problem really existed in the first year students at Al Kamal Islamic boarding school.

This research was collaborative action research in which the researcher collaborated with the English teacher of Al Kamal Islamic Boarding School. The English teacher as collaborator was involved in the whole process of the research activities. The teacher acted as the collaborator and the researcher acted as the English teacher who implemented Role-Play Technique in the classroom. The Collaborator helped researcher to observe and implement the Role-Play Technique in teaching speaking class by using observation sheet and questionnaires. After implementing the strategy and the students’ data had been gotten, the researcher analyzed whether the criteria of success proposed had been achieved or not.

1. **Setting and Subject of Study**

This action research was conducted in Al Kamal Islamic Boarding School, which is located at Jln. Pesantren no. 20, Kunir, Wonodadi, Blitar, phone number (0342) 551047. The Islamic boarding school has ten classes in the morning class. The English subject is taught as preparation for the first students in bilingual life in the second year of their existence.

The subjects of this study were the students of first year in junior class of b class in academic year 2011/2012. The class has 36 students. They are only girls.

The researcher chose this Islamic boarding school because she had some consideration as follows:

1. Al Kamal Islamic boarding school was based on the traditional system which is still relevant, and the modern system which is more proper to implement. So Arabic and English were the spoken language among the students as means of their communication in their daily life.
2. The teacher less has appropriate technique in teaching speaking. So the situation of the class was not as the teacher had expected.
3. The students less get the opportunity to practice the target language directly and the English teacher gave them only the theory of the target language and some vocabularies, so most of students get difficulties to use English orally in the classroom or moreover out of the classroom in their daily activities as the result the theory.
4. The students mispronounce of English words and the use of word choice is not suitable.
5. Most of students were passive and irresponsive during teaching learning process in the English classroom.
6. **The Procedure of the Study**

This section discusses the procedures of the study covering preliminary observation, planning, implementing, observing, and reflecting.

1. **Preliminary Observation**

Preliminary study was carried out in first year students, on April 20th 2012. From preliminary study, it was found that the students’ speaking ability was not as the researcher had expected. And there were some problems faced by students in teaching and learning process. It was known by the researcher when the teacher taught the class. The theory used in the classroom, was not appropriate for teaching and learning process specially for improving students’ speaking ability, whereas as the researcher’ finding in an interview with the chief of Al Kamal Islamic Boarding School that the class was specially designed for speaking preparation for the first year students of Al Kamal Islamic Boarding School in order the students to be ready to use English as the mean of communication in the next year. And when the researcher asked some simple questions to the students one by one, only few students could answer the question correctly and fluently. And most of the students were silent and seemed not to understand what the researcher asked for. The last when the researcher gave the speaking test, the result got was still far from the researcher had expected before.

1. **Planning**

Based on the problems found during preliminary, it formulated a plan of action on the issue. The researcher used the role-play technique to teach speaking skill. In this stage, the researcher had provided a suitable strategy, socializing the research problem, designing lesson plans and criteria of success. Plans drawn up by researchers to repair learning include:

1. **Socializing the research program**

This research carried out in first year students, on Friday, 20 April 2012. For the first, the researcher contacted the English teacher of first year students of Al Kamal. We conduct the agreement based on procedures in this research that the researcher would apply the strategy and the English teacher as observer. We made collaboration in this procedure. The English teacher didn’t want to be as teacher in this research because she didn’t know more this technique. Secondly, the researcher met with the head master to get permit in order the researcher could conduct the research in that institution. Furthermore, the researcher and the English teacher as collaborator arrange the research schedule. The research schedule can be seen below:

**Table 3.1 Research Schedule**

|  |  |  |  |
| --- | --- | --- | --- |
| **No** | **Day/Date** | **Time** | **Remark** |
| 1 | Friday, 04 May 2012 | 05.00 – 06.30 | Socializing research program |
| 2 | Saturday, 12May 2012 | 05.00 – 06.30 | Arranging the time table discussing material and the pretest with the collaborator teacher |
| 3 | Sunday, 13 May 2012 | 05.00 – 06.30 | Conducting pretest and questionnaire |
| 4 | Monday, 14 May 2012 | 05.00 – 06.30 | Meeting I, Cycle I |
| 5 | Tuesday, 15 May 2012 | 05.00 – 06.30 | Meeting 2, Cycle I |
| 6 | Wednesday, 16 May 2012 | 05.00 – 06.30 | Test Cycle I |
| 7 | Monday, 21 May 2012 | 05.00 – 06.30 | Meeting I, Cycle II |
| 9 | Tuesday, 22 May 2012 | 05.00 – 06.30 | Meeting 2, Cycle II |
| 10 | Wednesday, 23 May 2012 | 05.00 – 06.30 | Test Cycle II |

1. **Providing a Suitable Strategy**

The researcher provided the strategy of Role-Play Technique to solve the students’ problem in speaking skill in the class. To improve the students’ speaking skill by Role-Play Technique, the researcher guided the students to implement the Role-Play Technique. The steps in providing role-play technique were explained bellow:

**Cycle I**

The steps in providing role-play technique in the Cycle I were explained bellow:

1. The teacher submits the material text by the title **“**Better Asking the Way than going astray**”**.
2. The teacher reads the sample conversation entitled “Better Asking the Way than going astray” to the students who are expected to imitate and eventually memorize it.
3. Teacher divided the class into two groups then one group said Tina’s role and one other said Tini’s role.
4. The students practiced the conversation role-play in the first chain (with friend sitting beside her and at that time there were two group).
5. The teacher asks some of students to come forward and to do conversation role-play, not all.
6. The players keep doing conversation role-play while other group observe and to give score their performance.
7. After some of group have performed, the students give the result of observation written or even orally and the teacher corrects the mistakes the students make.
8. **Designing Lesson Plan**

 After presenting the strategy that is applied in the teaching and learning process, the researcher designs a lesson plan is developed by considering the following items: a. course identity, b. learning objective, c. procedure of implementation and, d. materials.

1. **Preparing the Criteria of Success**

This criterion of success was set to determine whether by using role-play technique was effective or not. It could be seen whether this technique could solve the problem in speaking English of first year students of Al Kamal Islamic Boarding School. There were two indicators of students success in speaking during this technique was applied in teaching and learning process. It can be seen below:

1. 85 % of students were able to speak English with score ≥ 70 (equal or above KKM score). To see the students’ score, the researcher used test in role playing form.
2. 75 % of students got the good mark in implementing of students’ questionnaire.
3. **Implementing (Acting)**

After recognizing the possible cause of problems faced by the students of Al Kamal Islamic Boarding School, i.e. low score of speaking test and making preparation, the action was decided in advance. The action was aimed to solve the problem.

In this phase, the teacher acted as the collaborator and the researcher acted as the English teacher who implemented Role-Play Technique in the classroom. The Collaborator helped researcher to observe and implement the Role-Play Technique in teaching speaking class.

The description of the teaching-learning process in activity I, II and III in Cycle I as follow:

The first meeting of Cycle I was carried out on Monday, 14 May, 2012. The class started from 05.00-06.30 p.m. In this meeting the researcher focused in implementing Role-play technique to improve students’ capability in speaking skill. The students were guided through several activities as written in the lesson plan. See appendix 3!

The teacher began the class by praying together and greeting the students then it was continued by calling students’ names to check their attendance. Then the teacher started the main activity of role-play technique in teaching and learning speaking by distributing the material in the form of conversation role-play under the title Better Asking the Way than going astray. Then the teacher gives the special instruction to the players. The teacher reads conversation role-play to the players who were expected to imitate and eventually memorize it.

The teacher said “Listen one more time. Then try to understand it well!” (Now the teacher had the whole class listen to her. Sometimes she used actions to help to convey meaning. All of the teacher’s instructions were in English.). Then the teacher explanations the background and the basic character written and oral. The players are given description about personality, feeling and believe of every character in conversation role-play. Then the teacher said “Understand?” The teacher then repeated the conversation role-play and asked the students to repeat after her. “Say each of the lines of the conversation role-play after me”. The students repeated each line several times before moving on to the next line, when the class came to the line “You are welcome” they stumbled a bit in their repetition. Then, at this point, the teacher stopped the repetition.

Then the teacher asked a student to practice the conversation role-play to a friend sitting beside her then the student understood through the teacher’s gestures that she was to turn to the next student sitting beside her and greeted her. That student, in turn, said her lines in reply to another student. When she finished, she greeted the student on the other side of her. This chain continued until all of students have a chance to ask and answer the questions. And the students were divided into two groups to maximize the practice.

Then the teacher asked students to perform the conversation role-play (Not everyone had a chance to say the conversation role-play, just to know whether the students knew the conversation role-play). While players practiced the conversation role-play, teacher and other students recorded the players’ voice, and observe the feeling of individual, special characters that are expected in situation and the way to respond their character.

The second meeting of Cycle I was carried out on Tuesday, 15 May 2012. The class started from 05.00-06.30 p.m. In this meeting there were no much different from the previous meeting. The researcher still focused in implementing the role-play technique in teaching and learning speaking in the classroom. The different were only the conversation role-play material. In this meeting the researcher used the conversation role-play under the title be patient!

Before the researcher started the main activity the students were expected to repeat the previous conversation role-play in pair. Then the activity in the class ran just like the previous meeting did.

After the class ended the teacher announced the students that the following day was for the post test for speaking performance. She told the procedure of the examination was that the students were to practice one of the two previous conversation role-play in pair. The practiced conversation role-play would be determined by choosing the card, on which were written the title of the conversation role-play. Besides, they must bring attribute to support their nice performance in practiced conversation role-play. After the class all understood the explanation, then the teacher said good bye and the class dismissed.

The third meeting of Cycle I was carried out on Wednesday, 16 May 2012. The class started from 05-00-06.30 p.m. In this meeting, the researcher focused in making the post test and filling up the questionnaire.

After all the class was ready to begin, the teacher greeted the students and the class prayed together. Then the teacher called the students’ name to check their attendance.

The teacher was ready with some cards, on which were written the title of the conversation role-play. Then the students were expected to come forward in pair to take one of them. Then the students were expected to come forward in pair to do conversation role-play. While players practiced the conversation role-play, teacher and other students recorded the players’ voice and rated their performance based on the rating scale written in the criteria of success. All the class had the opportunity to perform the conversation role-play.

After this post test ended, the teacher gave the questionnaire to all the students and they were hoped to fill it according to their own experience. It did not take too long.

The activity in the class was done and the teacher smiled by saying “good” then greeted them, the class dismissed.

1. **Observing**

Observation is the process of collection data about the effects of the apply strategy which happen during and after the implementation of the action. It is supported by Prof. Supardi that observation is collecting data, Suyadi (2001:63). This activity was done by English teacher. She observed the students and the researcher’s activity. It included the problems that arise during applying role-play technique and its progress. The English teacher as observer also used the check list of observation which was provided.

To collect the required data, some various instruments used were as follows:

1. Test item

This test would be carried out in the end of each cycle and before implementing the teaching and learning process the researcher gave the students a pre test, its purpose was to know how far the students could speak English fluently by performs the simple conversation role-play under the title conversation role-play on the phone. In the first activity, the researcher applied role-play technique in teaching-learning process with the material “Better Asking the Way than going astray” for teaching. The students performed the simple conversation role-play given by the teacher. In the second activity, the researcher still used role-play teaching technique in teaching-learning process with the material “Be Patient!” for teaching just the same as previous activities the students still performed the simple conversation role-plays. In the last activity, the students did the post-test with the material “Better Asking the Way than going astray and Be Patient!” and fill in the questionnaire. The purpose of which was to measure the students’ progress and result of the teaching-learning activities.

The test given was spoken test. To analyze the result of the test, the researcher used the scoring system for the speaking test developed by Walter Bartz in Anggraeni (2007:51) which the writer modified from its original form. The original point, there were 1 to 6 point if the students performed a performance of speaking practice by specific performance. Then the writer changed it into 1 – 25 point based on the writer need in his scoring system. Then the writer classified again into four parts of rating scales by (a) excellent mark, (b) good mark, (c) fair mark, and (d) poor mark.

**Table 3.2 the Rating System**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Scores | Fluency | Quality ofcommunication | Pronunciation | Effort tocommunicate |
| 1-4 | speech is so halting and fragmentary that conversation is virtually impossible | Speech consists mostly of inappropriate isolated words and or incomplete sentences with just few very short complete sentences | Speech consists of very poor pronunciation | Students withdraws into long periods of silence, without any apparent effort to complete the task |
| 5-8 | Speech is very slow and uneven except for short or routine sentences | Speech consists of many inappropriate isolated words and or incomplete sentences with some very short complete sentences | Speech consists of mostly inappropriate pronunciation | Students makes little effort to communicate, what he does is “half-hearted” without any enthusiasm |
| 9-12 | Speech is frequently hesitant and jerky, sentences may be left uncompleted | Speech consists of some inappropriate isolated words and or incomplete sentences with many very short complete sentences | Speech consists some inappropriate pronunciation | Students makes some effort to communicate, but still shows a rather “disinterested” attitude |
| 13-16 | Speech is occasionally hesitant, with some unevenness caused by rephrasing and grouping for words | Speech consists of hardly any isolated words and or incomplete sentences with mostly complete sentences | Speech consists of hardly incorrect pronunciation | Students makes an effort to communicate but does not use any non-verbal resources, such as gestures |
| 17-20 | Speech is effortless and smooth, but perceptibly non- native in speed and evenness  | Speech consists of isolated words only if appropriate and almost always completes sentences. | Speech consists of always appropriate pronunciation | Students makes a real effort to communicate and uses some nonverbal resources, such as gestures |
| 21-25 | Speech on all professional and general topics as effortless and smooth as native speaker | Speech consists of isolated words only if appropriate, otherwise always “native-like” appropriate complete sentences | Speech always shows native like pronunciation | Students makes a special (usually high) effort to communicate and uses all possible resources, verbal and non-verbal, to express himself or herself |

Based on the table above, score 25 as the highest mark for the indicator of successful achievement. To find the scores of the test, the researcher counted up all score from the four indicators of the students.

1. Questionnaires

Arikunto says that a questionnaire is a number of written questions which are used to gain information from the respondents about themselves or their knowledge, belief etc. (2002:128).

From the assumptions above, the researcher had reasons for choosing questionnaires as her instrument. The reasons were as follows: it could collect information from a large number of students and on the other side; the students as respondents could completed and returned it in certain period.

The alternative questions of questionnaire would be used in this study is the closed question. The researcher wanted to underline here that the questionnaire would be used to measure the students’ speaking skill improvement. The researcher tried to construct the questionnaire which contains five items.

1. Observation Sheet

Observation is use to record the data about certain aspects or events during the teaching and learning process. In this research, the researcher use observation sheet. The teacher and students observation is record in every meeting during the use of role-play technique in teaching speaking. The purpose of recording the observations were to have a clear description of the existing condition in the classroom and as sources of reflection for the next section. The teacher and the student’s observation sheets consist of some observed points of the teacher and the students, such as the students and the teacher’s actions and behaviors and also the classroom interaction. The observation sheet use is check list form to check whether all of activities in teaching learning process have been done by the teacher and students.

1. Interview

In this study, the researcher interviewed the English teacher and the chief of Al Kamal Islamic Boarding School. The interview was conducted twice, at preliminary study and after the research had been conducted. The first interview was done at the preliminary study, this interview was done to gain information about what kind of English teaching and learning problems were faced by the English teacher and what the aim of teaching, learning English in Al Kamal Islamic Boarding school. The second interview was done after the research had been conducted to get collaborator’s comments on the implementation of role-play technique in the class.

So, to know the criteria of success or not the researcher use this criteria and the scoring system.

**The formula to know the criteria of success is achieved or not.**

%X = X x 100%

 N

%X = the result

 X = the number of students pass the test

N = total of the students

1. **Reflecting**

Reflecting was the activity of evaluating critically about the progress or change of the students, class, and also the teacher. All data of the observation were carefully analyzed. The weakness found in this cycle were reflected and revised. The result of the reflection was taken into consideration as the feed back to enhance the implementation of role-play technique in the next cycle.

The results of the action research cycle I as follows:

1. The implementation of role-play technique can improve students’ speaking ability. The improvement can be shown from the result data of students’ score in pre test, there were 5 (13.9%) passed KKM, and in the test in cycle I, there were 29 (80.5%) students passed KKM.
2. The result of the participation questionnaire grouped into two groups. There were 23 (63.9%) got the good mark and there were 13 (36.1%) got the poor mark.
3. The results of interview in this cycle were follows:
4. The teacher stated that she still felt unfamiliar with the role-play technique because the instruction in this technique was many but she wanted to understand the role-play further and seriously to get best result of the implementation of this technique.
5. The English teacher stated that she wanted to implement this technique next in improving students’ English capability specially in speaking skill. Because she felt that this technique was an appropriate technique in specially developing students’ speaking skill.
6. The teacher stated that the causes if the unsatisfactory result of implementing this technique was not because this technique not good, but the students were not only used to this, but if the students had got used to this technique and they could understand all the instruction she was sure that this study would be successful.

In this cycle there were some problems that were faced by the students during the implementation of role-play technique such as: the students still felt unfamiliar with the role-play technique, the students felt that the time allotment was too short and the teacher instruction was still hard to understand.

Based on the findings above, the researcher wanted to improve students’ participation in next cycle by modifying some instructions in teaching and learning process to make it clear for the students. The teacher would little translate some of them and also she would give more time allotment.

**Cycle II**

In the Cycle 2 also consisted of revised planning, acting, observing, reflecting. They would be described as follow:

1. **Revised planning**

The planning of Cycle II was almost the same with the Cycle I. The planning of action in second cycle was arranged based on the result of the reflection in the first cycle. The descriptions are below:

1. The teacher divided the class into several groups in pair.
2. The teacher submits the material text by the title **“**Better Asking the Way than going astray**”**.
3. The students practiced the previous conversation role-play in pair for several times.
4. The teacher read the conversation role-play on the text to the students who were expected to imitate and eventually memorize it.
5. Teacher divided the class into two groups then one group said one’s role and one other said one other’s role
6. The students practiced the conversation role-play in the first chain (with friend sitting beside her and at that time there were two group).
7. The teacher asks some of students to come forward and to do conversation role-play, not all.
8. The teacher instructed the students to practice the conversation role-play in pair or the second chain by standing face to face and moving from one person others.
9. The players keep doing conversation role-play while other group observe and to give score their performance.
10. After some of group have performed, the students give the result of observation written or even orally and the teacher corrects the mistakes the students make.
11. **Implementing (Acting)**

In this acting, the researcher also applied in three meetings. The first and second meetings were for teaching and learning process and the last was for doing post test of speaking ability.

The description of the teaching-learning process in activity I, II and III in Cycle II as follow:

1) Meeting I (Monday, 21th May 2012).

In this meeting the researcher focused in the implementation of role-play technique for improving students’ speaking ability. The running activity was based on the revised lesson plan. See appendix 3! .The researcher stressed in very clear instruction and giving more change and time to the students for practicing the conversation role-play. The material used in this cycle was same from it was in the previous cycle.

After the researcher prepared all of revised research instruments, she started to open the lesson by greeting, and then checking the students’ attendance list. Then she told the students the reason why she repeated the teaching and learning activity in the classroom. Then she showed the result of the speaking test in the previous cycle. And she did forget to give the students motivation to improve the students’ interest in English specially speaking skill and the students seemed to have very great motivation to participate better in this cycle. Then the teacher started the main activity of role-play technique in teaching and learning speaking by presenting the material in the form of conversation role-play under the title better asking the way than going astray. Then the teacher gives the special instruction to the players. The teacher reads conversation role-play to the players who were expected to imitate and eventually memorize it.

The teacher said “Listen one more time. Then try to understand it well!” (Now the teacher had the whole class listen to her. Sometimes she used actions to help to convey meaning. All of the teacher’s instructions were in English.). Then the teacher explanations the background and the basic character written and oral. The players are given description about personality, feeling and believe of every character in conversation role-play. Then the teacher said “Understand?” The teacher then repeated the conversation role-play and asked the students to repeat after her. “Say each of the lines of the conversation role-play after me”. The students repeated each line several times before moving on to the next line, when the class came to the line “You are welcome” they stumbled a bit in their repetition. Then, at this point, the teacher stopped the repetition.

Next the class and the teacher switched roles in order to practice a little more, the teacher said Tina’s line and class said Tini’s. Then the teacher divided the class in half so that each half got to try saying on their own either Tina’s or Tini’s line.

A HALF OF STUDENTS : Excuse me, would you like to help me?

A HALF OTHERS : Yes, with pleasure. What can I do for you?

A HALF OF STUDENTS **:** I am looking for my closed friend. His name is Jacky. He is from this village.

A HALF OTHERS : How is his characteristic?

A HALF OF STUDENTS : He has curly hair, flat nose, black eyes, fat body, brown skin, thin moustache and thick beard.

A HALF OTHERS : Does he wear glasses?

A HALF OF STUDENTS : Yes he does and he usually wears jeans.

A HALF OTHERS : I see. He is my neighbor. He seldom goes out because his condition is not so well. Look at that white house! That is his house.

A HALF OF STUDENTS : Thank you very much for your help.

A HALF OTHERS : You are welcome.

Then the teacher asked a student to practice the conversation role-play to a friend sitting beside her then the student understood through the teacher’s gestures and also the instruction that she was to turn to the next student sitting beside her and greeted her. That student, in turn, said her lines in reply to another student. When she finished, she greeted the student on the other side of her. This chain continued until all of the students had a chance to ask and answer the questions. The students were divided into two groups to maximize the practice.

Then the teacher asked students to perform the conversation role-play (Not everyone had a chance to say the conversation role-play, just to know whether the students knew the conversation role-play). While players practiced the conversation role-play, teacher and other students recorded the players’ voice, and observe the feeling of individual, special characters that are expected in situation and the way to respond their character.

Then the teacher asked the students to make some change in performing the conversation role-play. She asked the class to stand up face to face. The class made the formation which seemed like a chain. The students practiced the conversation role-play completely without looked the book. They did till some movements and next the class would be given the gesture to the class by saying “move one step“ as a sign that they had to move one left step. See the figure 3.2 below!

**Figure 3.2 Students’ face to face formation**

Students

All the class performed the conversation role-play in pair in front of class and the teacher and other students corrected the mistakes’ mistakes. The teacher closed activity. She smiled and said “very good” the class dismissed.

1. Meeting II (Tuesday, 22th May 2012)

In this meeting the researcher still focused in the implementation of role-play technique as a technique for improving students’ speaking ability. There was not much deferent from the implementation of it in the previous meeting.

After all the preparations were ready, the teacher started the class by praying then he greeted the students and the students responded.

The teacher asked the students to stand up face to face to repeat the previous conversation role-play till several movements then the students sat down again and the teacher gave the material in the form of conversation role-play entitled “Be Patient!” the class was guided to activities just like the implementation above. No different. See appendix 4!

1. Meeting III (Wednesday, 23th May 2012)

In this meeting, the researcher focused in making the post test II and filling up the questionnaire.

After all the class was ready to begin, the teacher greeted the students and the class prayed together. Then the teacher called the students’ name to check their attendance.

The teacher was ready with some cards, on which were written the title of the conversation role-play. The students were expected to come forward in pair to take one of them. Then the students were expected to come forward in pair to do conversation role-play. While players practiced the conversation role-play, teacher and other students recorded the players’ voice and rated their performance based on the rating scale written in the criteria of success. All the class had the opportunity to perform the conversation role-play.

After this post test ended, the teacher distributed the questionnaire to all students and they were hoped to fill it according to their own experience. It did not take too long.

The activity in the class was done and the teacher smiled by saying “good” then greeted them, the class dismissed.

1. **Observing**

The observation made as cycle I. In Cycle II the researcher with the English teacher make observations to see the development of learning and behavior of students in second cycle.

1. **Reflecting**

The reflection of second cycle would be described as follow:

1. The implementation of role-play technique can improve students’ speaking ability. The improvement can be shown from the result data of students’ score in pre test, there were 5 (13.9%) passed KKM, in the test I in cycle I, there were 29 (80.5%) students passed KKM, and in the test II in cycle II, there were 32 (88.9%) students passed KKM.
2. The result of the participation questionnaire grouped into two groups. There were 28 (77.8%) got the good mark and there were 8 (22.2%) got the poor mark
3. The results of interview in the cycle II were follows:
4. The teacher stated that she interested in this technique and would implement this technique to improve students’ ability in English.
5. The teacher stated that the role-play technique was effective and efficient activity for teaching speaking purpose.
6. The teacher stated that if the students practiced English much in the class or hopefully out of the class too, she was sure that the bilingual are of Al Kamal Islamic Boarding School would run well soon.
7. The teacher stated that the class was more enjoyable by implementing role-play technique because she was happy to see the students more active to participate the class.
8. And the teacher added that after implementation of role-play technique, it seemed that students had more interest in English specially speaking skill and this was the great point that everybody waited and waited.

Based on the all of findings of this study, the researcher could identify that there were minor problems faced by students and the teacher in the class, it means that the implementing of role-play technique was successfully. The researcher concluded that the Implementing of role-play technique could improve significant improvement students’ speaking ability at the first year students of Al Kamal Islamic Boarding School Kunir Wonodadi Blitar.

 For the above reasons, the researcher and her collaborator decided that it was not necessary to continue this study in Cycle III, since it was considered successful.