ABSTRACT

Implementation of Role Play in Speaking at The First Year of SMA Negeri 9 Bandar Lampung

By

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The research was conducted based on the problem faced by the first year students of SMAN 9 Bandar Lampung. Most students in SMAN 9 Bandar Lampung at first year still do not master one of the components in the speaking skill, especially in pronunciation, fluency, comprehension, vocabulary, and grammar. This problem occured due to the inappropriateness of teaching technique used by the teacher. Since Role Play is a good technique where students act as other characters or themselves involved in certain situation which make them free to express their idea to improve their speaking ability in terms of the five components of speaking that simultaneously improve teacher's performance. The research was conducted at SMAN 9 Bandar Lampung. The subject was the students of class X.4 in the academic year of 2011/2012.

This qualitative research was conducted in two meetings. Each meeting consisted of four steps: planning, implementation, observation, and analysis. To gain the

data of the learning product and learning process, the researcher used speaking test and observation sheets for students' involvement and teacher teaching performance, in addition the researcher used interview and questionnaires as the instruments.

The result of the learning product shows that role play technique improves the students' speaking achievement in each component. In meeting 1, there is some students who score below 60. But in meeting 2, no students gain score below 60. And the average score in meeting 1 is 72,6 and in meeting 2 the average score is 75,3. The score of each speaking component, pronunciation, fluency, and comprehensibility have increased from meeting 1 to meeting 2.

Meanwhile, for the learning process in meeting 1 students have problem in the students' involvement, but in meeting 2 the problem has been reduced especially on responding to the topic (pre-activity), answering the teacher's questions (while activity). It means that there is improvement in the students' involvement. In addition, for the teacher teaching performance, the teacher scored 78 in meeting 1, then the scored 85 in meeting 2 especially on teaching and learning process which is suitable with the competence. This means she is able to teach the students well by implementing role play technique in the speaking class. In short it can be concluded that Role Play can improve students' activities and teacher's performance in teaching speaking.