ABSTRACT

IMPLEMENTATION OF ROLE PLAY IN IMPROVING STUDENTS’ SPEAKING ABILITY AT THE FIRST GRADE OF SMAN 8 BANDAR LAMPUUNG
(A Classroom Action Research)

By

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The research was conducted based on the problem faced by the first year students of SMAN 8 Bandar Lampung. Most students in SMAN 8 Bandar Lampung at first year still could not achieve the curriculum target because of their low speaking ability especially in pronunciation, fluency and comprehensibility. Their low speaking ability is caused by the inappropriateness of teaching technique used by the teacher. The researcher conducted research to find out if Role-Play can improve students’ speaking ability in terms of pronunciation, fluency and comprehensibility and improve the teacher’s teaching performance in teaching speaking. The research was conducted at SMAN 8 Bandar Lampung. The subject was the students of class X.2 in the academic year of 2009/2010.

This classroom action research was conducted in two cycles. Each cycle consists of four steps: planning, action, observation and interpretation, and analysis and reflection. The researcher used indicators which covered learning product and learning process. To gain the data of the learning product and learning process, the researcher used speaking test and observation sheets for students’ activities and teacher’s teaching performance as the instruments.

The result of the learning product shows that role play technique improves the students’ speaking ability in each component. In cycle 1, 21 students (65.63%) reach score ≥ 65, while in cycle 2, 30 students (93.75) reach score ≥ 65. In cycle 1, the pronunciation average score is 65, meanwhile in the second cycle, the pronunciation average score is 71. For fluency average score in the first cycle is 66, and in the second cycle, the average score is 72. And the last for comprehensibility average score in the first cycle is 67, and in the second cycle, the average score is 74. In other words, there is an improvement of students’ average score from cycle one to cycle two.
Meanwhile, for the learning process, that is, the students’ learning activities, only 12 students (37.5%) conduct 75% of the activities in cycle 1, but 30 students (93.75) conduct 75% of the activities in cycle 2 especially on responding to the topic enthusiastically (pre-activity), answering the teacher’s questions (while-activity). In addition, for the teacher’s teaching performance, the teacher scored 70 in cycle 1, then he scored 80 in cycle 2 especially on teaching and learning process which is suitable with the competence. This means he 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.
I. INTRODUCTION

A. Background of the Problem

Speaking skill is one of the skills that the students must master. It has very important role because based on the School Based Curriculum (KTSP) and the objective of Indonesian High School Curriculum for 1st year in teaching speaking, students are expected to be able to express the contextual meaning in relation to oral interpersonal and transactional dialogue. It means students should be able to understand and do oral communication accurately and fluently by using some simple expressions used in a short conversation in English, like giving instruction, accepting and offering an invitation, expression of like and dislike, making and canceling appointment, et cetera.

The speaking skill is measured in terms of the ability to carry out conversations in the language. This requirement should be fulfilled through speaking ability that should be mastered by students. However, based on the researcher’s interview with the English teacher of SMA Negeri 8 it is found out that most students of SMA Negeri 8 Bandar Lampung at the first year of 2009-2010 could not achieve the curriculum target because of their low
speaking ability. Most of the students do not pass the standard score of speaking in English (KKM- that is 65). Besides, they still cannot communicate in English by using some expressions used in a short conversation like accepting and refusing invitation, giving instruction, making and canceling appointment.

Considering the fact in the school the researcher is interested to carry out a classroom action research to improve the condition. In addition, there is no classroom action research in English lesson has been conducted in this school. The same problem also happened in school where the researcher did her Field Practice Program (PPL) at SMP N 14 Bandar Lampung from February up to April 2009. The first grade students at that school had low ability in speaking, most of them could not do oral production like using and making simple expression/dialogue in English and students’ dialogues were lack of good pronunciation, fluency and comprehension. They were not actively involved in the learning process. This deeply-rooted problem is reflected by the students’ low ability in speaking.

Meanwhile, the fact above is also supported by the result of the pre observation done by the researcher in August at the first semester of class X.2. The teacher gave the researcher the scores of students’ speaking result that showed unsatisfactory result because most students of class X.2 could not pass the target of the school’s standard indicator that is 65. Only 17 out of 32 students who pass the standard score and the students’ average score of class X.2 is 64.06 (see Appendix 2). Besides, on the pre observation, the English
teacher also asked her students to make an expression about like and dislike in front of the class. This material was asked because it had been learnt when they were in junior high school, so the students should be able to do the task that the teacher asked. But based on the observation, there are only few students (about 10 of 32 students) who could make it in English. It means that the students’ dialogue performance and score showed that their skill needs to be improved.

From the pre observation in class X.2 of SMA N 8 Bandar Lampung the researcher assumes that one of the causes of that problem is the inappropriateness of teaching technique used by the teacher in transferring the material to the students especially in teaching speaking in class. During the teaching learning process the teacher uses traditional technique. He began and conducted the lesson by giving the formula of sentence for about twenty minutes and then she asked the students to memorize the formula and did the tasks from English textbook. The teacher only focuses on the grammar or the formula of the sentence. Actually in learning English the emphasis is not only on linguistic competence of the language learners but also on the development of their communicative ability. In order to develop the learners’ communicative ability, the teacher needs to create a scenario to teach the target language in an active and interesting way.

Besides, during the teaching learning process most of the students tended to reluctant to speak in English and tended to keep silent. When speaking they were asked to perform their speaking task in front of the class, only the active
students produced a good dialogue to communicate in English. Students’
dialogues were lack of good pronunciation, fluency and comprehension.
Students’ pronunciation was not clear. It could be seen from the sound, stress
and intonation they produced. Hedge (2000) states that many teachers would
say that pronunciation are one of the most difficult areas for students.
However, their obvious weakness is mostly not well motivated, and lack of
vocabulary, they still meet some difficulties in practicing what have been
taught to them. As the result they were unenthusiastic, for example, when the
teacher begins a lesson and asks them about their hobbies, only a few students
are able to answer it fluently (Wafiah, 2003 :1).

Taking a look at the description of the problem of the first grade students of
SMA N 8 Bandar Lampung, it seems necessary to take an action by using
appropriate technique which gives opportunities and trigger the students to
practice their English in the classroom. So, the researcher along with the
English Teacher of that school carried out a classroom action research in
which the role-play was implemented to improve students’ speaking ability.

A classroom action research that had been done is a way for the instructor in
this case the English teacher to discover what works best in her own
classroom situation, thus allowing informed decisions about teaching
(Mettetal, 2003). There have been some Classroom Action Researches on
speaking which have proved that techniques, such as drama, Role-Play and
Imagination activity can improve the students’ speaking ability. One of the
researcher is Dwi Ratih Agustina (2009). She conducted CAR on speaking
using Imagination Activity and her research proved that the imagination activity improve the students’ speaking ability.

Considering the statement above the researcher implemented role play in improving students’ speaking on her research since a number of advantages have been claimed for role-play as a fluency activity if it is performed in pairs or groups rather than one group acting in front of the class. Besides, there are the theories and studies concerning the important role of role play in teaching speaking to students.

Harmer (1998) states that many teachers have found that quiet students speak more freely when they are playing a role. In addition to these reasons, students will have chance to rehearse their English in a safe environment. It can create real situations and students can benefit from the practice. By applying the Role-play teaching learning process of speaking will improve the students in speaking achievement. So, it may make the students more active in speaking activity and they are encouraged to speak English. In addition, study done by Maya Afrayanti (2008) stated that role-play technique can improve students’ speaking ability from 20 % to 72.5%, it means the improvement is about 52.5%.

Besides, the researcher considered implementing classroom action research at the classroom by using role play to improve their speaking skill. The researcher chose role-play as a technique to improve the students’ speaking skill. Role-play activities, which range from telling a story to acting out a specific situation, have been a significant breakthrough in language teaching
(Robinson, 1981). It also provides the opportunity for students to develop and revise their understanding and perspective by exploring thoughts and feeling of characters in given situation. This means that role-play is an enjoyable task for students; it creates the students to speak more in doing the activities. So Role-play can motivate students to speak.

Considering the statement above, hopefully, this Classroom Action Research with implementing role-play as a technique in teaching speaking can bring the improvement not only on the students ability in speaking but also on students’ learning activities and the teacher’s teaching performance in the classroom.

B. Formulation of the Problems

Based on the background discussed above, the researcher underlines the problems as follow:

1. Is there any improvement in students’ speaking ability after the application of Role Play in terms of pronunciation, fluency and comprehensibility in the first year of SMAN 8 Bandar Lampung?

2. Is there any improvement in the students’ learning activities after the application of Role Play in the speaking class?

3. Is there any improvement in the teacher’s teaching performance after implementing Role play technique in the speaking class?
C. Objectives

The objectives of the research are:

1. To find out if Role-Play can improve students’ speaking ability in terms of pronunciation, fluency and comprehensibility in the first year of SMAN 8 Bandar Lampung.
2. To find out whether the students’ learning activities improved after implementing Role play technique in the speaking class.
3. To find out whether the teacher’s teaching performance improved after implementing Role play technique in the speaking class.

D. Uses of the Research

The research will address the uses of this action research as follows:

1. Practically
   a. The teacher
      Hopefully through this research, the teacher can use role play to improve his teaching performance, especially in teaching speaking.
   b. The students
      The implementation give in the classroom action research can improve the students’ ability in speaking and also improve their learning activities during the teaching and learning process.
   c. The school
Through this action research, the result can be used to the school to implement role play for all classes of students so as to improve their speaking ability.

2. Theoretically

Hopefully, the result of this Classroom action research will support the theory about the implementation of Role Play in improving students’ speaking ability and learning activities in class.

E. Scope

The classroom action research was conducted at SMAN 8 Bandar Lampung and the subject of this researcher was students of class X.2 of SMAN 8. This was the class that have low ability in speaking and the class where the researcher also did pre observation at 1st semester.

The researcher applied Role-Play as a technique in her teaching and learning process to improve students’ speaking ability and teacher’s teaching performance. The material of the teaching learning was about understanding and using transactional dialogue that was some expressions used in a short conversation. The material was about invitation which covered making, accepting and refusing invitation in a conversation. This material was chosen because the students have studied some expression of functions. It is taken from the students’ textbooks which were relevant to School-Based Curriculum. Therefore, the score was based on three aspects to be tested that were pronunciation, fluency and comprehensibility.
In this research, the researcher held two cycles, because in the second cycle
the indicators of the research have been achieved. The first cycle was based on
the problems of the research then second cycle was done based on the result of
the analysis and reflection of the first cycle.

This research is focus on improving students’ ability in speaking. But, the
researcher also observed students’ activities when the teaching learning
process was being implemented and also teacher’s teaching performance when
he was implementing role play. The researcher observed these aspects because
this classroom action research that implements role play hoped can improve
those three aspects.
II. FRAME OF THEORIES

To have better understanding in this research, it is necessary to know concept of speaking, concept of teacher’s performance, teaching speaking in the classroom, concept of role-play, teaching speaking through role-play and its general procedure and the last is theoretical assumptions. Below is the further explanation about those concepts.

A. Concept of Speaking

Byrne (1984: 8) mentions that speaking or oral communication is a two-way process between speaker and listeners and involves the productive skills and the receptive skill of understanding. Therefore, in the process of speaking there must be at least two people: one is a speaker who gives information and the other is listener who receives information.

Speaking skill is very important in daily activities. It because we can give responds to other people and situation and can express our ideas, thoughts, and feeling through spoken language. Speaking is the productive skill in the oral
mode. The success is measured in terms of the ability to carry out a conversation in the language (Nunan, 1991). It can be said that we need to master speaking in order to communicate in a foreign language especially in using conversations.

In accordance with Chaney (1998:13) speaking defines as a process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts. Speaking can take place if the speaker uses verbal symbols like words and sentences, and non-verbal symbols like gesture or sign to convey the meaning.

Meanwhile Brown (2001:250) states that speaking is an interactive process of constructing meaning that involves producing, receiving, and processing information.

From the above definition, it can be inferred that speaking is expressing ideas, opinions, or feelings to others. Besides, Speaking is the process of building and sharing meaning through the use of verbal and non verbal symbols in a variety of context that involves producing, receiving, and processing information.

Brown (2001: 251) also classifies the types of spoken language. Those types are as follows:

1. Monologue

In monologue, when a speaker uses spoken language like in speech, lecture, et cetera, the listener must process long stretches of speech
without interrupting the stream of the speech will go on whether or not the listener comprehend.

2. Dialogue

Dialogue involves two or more speakers and can be subdivided into interpersonal and transactional language is a dialogue involves two or more speakers to convey propositional or factual information.

There are three aspects that would be measured for the speaking test. The researcher examined the aspects of pronunciation, fluency, and comprehensibility. Kenworhty (1987) defines that pronunciation is native speaker (competent user the language) to know how to say a word – that is how to pronounce it. Meanwhile O’Connor (1989) defines pronunciation as the analyzed sound that is very different from the written language. From the definition above we can see that pronunciation is a way in which someone utters the words or the language to another based on the available rules. In line with the statement above, the researcher decided to score pronunciation of isolated words in order to know which words that students more mispronounced.

Hedge (2000) defines fluency as the ability to link units of speech together with facility and without strain or inappropriate slowness, or undue hesitation. Fluency is the smoothness or flow with which sounds, syllables, words, phrases, are joined together when speaking. Meanwhile, comprehensibility focused on the students’ understanding of the conversation. Comprehensibility measures how much interpretation is required to understand students’
responses. These aspects of speaking are important for the learners to master English communication.

B. Concept of Teacher’s Performance

Teacher’s teaching performance is the way in which a teacher carries out the teaching process and behaves in the process of teaching. So, teacher’s performance is any behavior done by the teacher when she/he teaches the students.

Therefore, we understand that in CAR the performance of the teacher is closely related to her / his students’ achievement. A teacher must be able to master teaching theories and learning strategies, because students have their own characteristics and different interests. Besides, teacher must have good teaching skills. Based on the observation sheet of Teacher’s Performance of PLPG (Pendidikan dan Latihan Profesi Guru) there are aspects of looking at teacher’s performance or teaching skills during teaching and learning process on Pre-activity, while-activity, and post-activity:

1. Pre-activities
   a. Doing an apperception. Doing apperception means teacher can correlate the previous material with the material that will be given to the students.
   b. Informing the competence that will be achieved to the students

2. While-activities
   a. Mastery of Learning Material
In these activities, teacher must be able to master the learning material which covers showing the mastery of learning material, correlating material with real life, achieving communicative competence, transferring and explaining the material clearly.

b. Learning Strategy

Besides learning material, teacher is also able to master learning strategies which involve doing teaching and learning process which is suitable with the competence, doing a teaching and learning process which is suitable with students’ needs, mastering the class during teaching learning process, doing a teaching learning process which can build positive attitudes, doing a teaching and learning process which is suitable with time allocation, emphasizing on teaching the language skills integratedly.

c. Use of Learning Media

Teacher also must be able to use learning media, because media can stimulate idea, feeling, and students’ ability, so that students can get the material easily. In using learning media, teacher must be able to show the skills in using learning media, producing an interesting message from media, and involving the students making and using the media.

d. Students’ Involvement

In students’ involvement, teacher must be able to build active participation of the students in teaching and learning process, give positive responses to the students’ opinion, facilitate interaction between teacher- student and
student-student, show an interpersonal relationship, and grow students’ enthusiasm in learning.

e. Doing an Evaluation

Evaluation is also the aspect that covers monitoring students’ improvement after teacher explains the lesson, doing a final evaluation which is relevant to the competence so that the teacher knows whether the competence that will be achieved is accomplished or not.

3. Post-activities

These activities cover the aspects of reflection or making summary of the lesson by involving the students’ participation, and doing a follow-up by giving direction or tasks as a remedy to the students.

It is important to observe the teacher’s performance during teaching learning process because according to Foster (1976:37), a teacher is a central force that shapes the behavior of the individual child as well as those of children in groups. The teacher’s performance covers the teacher’s behavior that can be described according to specific roles that stem from the expectation of society, school, peers, colleagues, and the students themselves.

Foster (1976:38) adds that the qualified and competent teacher must have mastered the knowledge and skills necessary for the performance of the psychological roles, a teacher must be:

1. A social model
In performing this role, the teacher must be aware that students in certain communities still expected the teacher to be a model for the social values. Thus the teacher is expected through the use of percept and example, to inculcate those moral values, life styles, and career goals that have high priority in the community.

2. An evaluator

The way the teacher performs this role can frequently determine how students view themselves. Because they are sensitive about all matters concerning success and failure, the way in which the teacher performs the evaluator role is often more critical than the evaluation itself.

3. A walking encyclopedia

It means a teacher must be able to provide any information needed by the students. In other word, a teacher must be knowledgeable.

4. A moderator

The school teacher portrays the moderator role on many occasions. Especially in this area of personal conflicts, the role must be played objectively.

5. An investigator

This role can be performed in a constructive way by an understanding teacher, or it can result in devastating trauma for students if it is performed in an insensitive manner.

6. An ombudsman

This role provides the support and the encouragement that many students need if they are to overcome difficulties in learning and personal matters.
In performing this role, a teacher usually respond by listening to the needs of students in an understanding way.

7. A moral builder

This role is important in the daily instructional program, especially where cognitive learning tasks are concerned. A teacher should build the morale of her students when they feel inadequate, or experience an early failure.

8. A leader of the group

For a teacher, skills in group leadership lie in the area of classroom management and planning for instruction. At this point, group leadership is a critical role for the teacher to perform.

9. A substitute parent

A teacher acts as a parent for many students. With very young children, the teacher frequently must assist the students with personal attire, as well as to perform a number of essentially psychomotor tasks.

10. A friend

A teacher must be able to make friends with the students but it is not necessary to be too friendly with them because he will find it difficult to be objective with them.

Meanwhile, in instructional roles a teacher must be able to perform the following roles:

1. A planner for learning and instruction
2. A facilitator of learning and instruction
3. An evaluator of learning and instruction.
Considering the important role of a teacher, the researcher intended to observe the teacher’s performance when he taught speaking by using role-play technique. The main tools for assessing the teacher’s performance were observational schedules and rating scales. In this action research, the researcher used an observation sheet (see appendix 7) in which there were some aspects that was scored, the aspects covered the teacher’s performance in pre activity, while activity, and also post activity.

C. Notion of Teaching Speaking in the Classroom

Brown and Yule (1983) suggest that when teaching spoken language, teacher should focus on teaching longer transactional turns. This is because native speakers have difficulty with them and because students need to be able communicate information efficiently whether in their country or in a native-speaker country.

A speaking lesson is kind of bridge for learners between a classroom and the world outside. In order to build this bridge, speaking activities must have three features. They must give the learners practice opportunities for purposeful communication in meaningful situations (Hadfield, 2000).

Therefore, if students do not learn how to speak or do not get any opportunity to speak in the language classroom they may soon lose their motivation and interest in learning. On the other hand, if the right activities are taught in the right way, speaking in class can be a lot of fun, raise general learner
motivation and make the English language classroom a fun and dynamic place.

Teaching speaking is to teach English language learners to:

1. Produce the English speech sounds and sound patterns
2. Use word and sentence stress, intonation patterns and the rhythm of the second language.
3. Select appropriate words and sentences according to the proper social setting, audience, situation and subject matter.
4. Organize their thoughts in a meaningful and logical sequence.
5. Use language as a means of expressing values and judgments.
6. Use the language quickly and confidently with few unnatural pauses, which are called as fluency. (Nunan, 2003 in Kayi, 2006)

In order to teach second language learners how to speak in the best way possible, the teacher must use speaking activities that can be practiced and applied in the classroom.

D. Concept of Role-play

Role-Play is a kind of task that can create a highly motivational climate because participants are actively involved a realistic situation. Role-Play also gives the students an understanding of the clients’ situation. It also provides the opportunity for students to develop and revise their understanding and perspective by exploring thoughts and feelings of characters in given situation. This means that Role Play is an enjoyable task for students and it creates the
students to speak more in doing the activities, Role-Play can motivate students to speak.

Role-Play is a useful technique in Communicative Approach because it gives students opportunities to practice communication in different social context and in different social roles.

Pauslton and Buder (1976:70) say that Role-Play is exercises where the students are assigned fictious roles from which they have to improvise some kinds of behavior toward the other roles in the exercise. From the idea, it can be concluded that role play has two components that is the students can play role the characteristics of the person. Role-Play is a type of drama activities. Sharon Illiles (1988:69) states that Role-Play is dramatization of real life situation in which the students assume roles. Here the ability to choose role play scenes exposes students to the types of situation they likely to encounter inside or outside of the classroom. Considering the explanation above, the writer concludes that the students will face with real communication situation in a second language, they have real need for the communication practice they are receiving in the class.

Gillian Porter Ladousse (1995:5) illustrates that when students assume a “Role”, they play a part (either their own or somebody else’s) in specific situation. Play means that is taken on in a safe environment in which students are as an inventive and playful as possible.

In addition Role-play is interesting, memorable, engaging, and makes students retain the material they have learned. In their assumed role, students drop
their shyness and other personality and cultural inhibitions, making them one of the best tools available for teaching a second language (Stocker, 2005).

From some definitions above the researcher concludes that Role-Play is an activity where the teacher gives roles to the students and asks them to act the roles orally based on the particular ideas, situations, and attitudes. And also the students have to behave and speak in the same way as the roles ask.

E. Teaching Speaking through Role-play

One of ways to get students to speak is role-play. Students pretend they are in various social contexts and have a variety of social roles. The other point to make is that a role-play can always be used as a simple practice activity in information exchange if that is the limited investment that students want to make in it (Edge: 1993).

In role-play activities, the teacher gives information to the learners such as who they are and what they think or feel. It is hoped that what the students gain from role-play is learners can play-act. Because they have to struggle to say what they mean and they can pretend to mean what they say. It is widely agreed that learning takes place when activities are engaging and memorable. The researcher will use CAR in implementing role-play technique:

a. General Procedure

According to Alan M (1971), there are some general procedures in teaching speaking through role-play:
1. Language input. This will often mean the presentation and practice stages in the teaching of a language item, which is now to be practiced stages within a freer framework. It may also mean the pre teaching of the vocabulary and or other language considered useful for the context of the role-play, this pre teaching may be occurred after the context or the role has been set.

2. Setting of the context. This should be done to help the students to appreciate fully the situation. Visual can help to make this more effective, for example the troublesome boy with knife in the schools’ role-play provide vital contextual information.

3. Allocation of roles. The teacher should decide this; otherwise, if the vice is throwing open to volunteers, the extrovert will always get the best roles.

4. Statement of the aim(s). This is vital because it gives the students a concrete result to aim for, in the role to play and those provides motivation and presents the activity fizzing out. It also provides a clean – cut result to discuss in the report back phase.

5. Familiarization with the role. This can take the form of reading role cards of students’ discussion.

6. Demonstration. This optimal phase is generally not applicable to a role-play. However, if the students are unfamiliar with it, it is useful. It is advisable to choose the best students for this, as they can provide a good model.

7. Role-play and achievement of aim(s). One point to note here is that some group finish significantly earlier than other, the teacher should have ready
one or two ideas for an activity, which can keep them occupied, while they wait. This should ideally be in the form of an extension of role-play, example, writing up final decision.

8. Report work. This will concern how the different group reached their aim(s). Example what decision each group made, etc. This is an important phase because the students are usually interested in comparing their decision with these of other groups. It also gives the students opportunities to talk about the problem they had and it round of the activity beware however of making the stage unduly long listen to fifteen pairs of students’ reporting back in turn would clearly be tedious.

9. Follow up. This can take two forms, firstly, written based on role-play, perhaps set for homework, and secondly, remedial work based on mistakes noted by the teacher while monitoring the students’ performance.

b. Procedure of Applying role-play in the Class

Based on Klippel (1984) the procedure of playing role-play in the class is divided into three terms: Pre activity, while activity and post activity. Here are the procedures of teaching speaking through role play:

Pre Activities

1. Teacher greets the students.
   For example: Good morning students, How are you feeling today?
2. Teacher gives leading question or brainstorms the students related to the topic that they are going to learn.
   For example: Teacher : “Do you like going to a party?”
   The student : “Yes, I do”.
Teacher : *Do you know how to invite someone and accept and refuse an invitation?*

The student : “Yes.

3. Teacher gives a chance for some students to share their opinion.

**While Activities**

1. Teacher introduces expressions of making, accepting and refusing an invitation.

   For example : *Now, we would like to learn about the expression of accepting and refusing invitation by using role play technique.*

2. Teacher teaches them how to use the expression and gives the material in a paper which contains table of accepting and refusing, and how to pronounce some difficult words accurately and fluently.

   For example : *Now here I have got the paper which contains table of accepting and refusing. Listen to me and repeat after me.*

3. Teacher asks their comprehension and new difficult vocabularies.

   For example : *Do you understand? Is there any difficult vocabulary?*

4. Teacher explains the material and introduces the role play technique by giving little demonstration to the students.

5. Teacher asks the students to think for about 3 minutes about the topic.

   For example : *Ok students, now think about the topic in 3 minutes.*
6. Teacher asks randomly the students whether they have got the answer or not by asking them “Do you have any idea how to express yourself?” It is intended to force them in order to elaborate their expression about the topic.

7. Teacher divides the class in-group and may consist of three or four students.
   For example: Now class, I want you to make a group consisted of three or four students.

8. Then, the students are asked to move to their group and give the students 5 minutes to role play to make a dialogue with their group related to the topic and work out their dialogue.
   For example: Now, move to your group and I give you five minutes to make a dialogue and then you may work out your dialogue in front of the class.

9. Teacher moves from one group to another and helps students, for examples in vocabulary, expression and pronunciation. The teacher monitors the class and offers assistance as and when necessary.

10. Teacher asks the students to perform their role-play in front of the class.
    For example: Ok, time is up and it is time for each group to perform your dialogue in front of the class.

11. Teacher makes the situation conductive to make the play run smoothly and asks the students to make note about misspelling pronunciation, difficult vocabulary, comprehension, and wherever possible wrong grammar that students meet or hear. The teacher will make a note of common mistakes and ensure that the students do not lose motivation by being corrected directly or straight after the role play.
12. Teacher evaluates students’ speaking ability (pronunciation, fluency, and comprehensibility) using oral test sheet consists of students’ score based on their oral production.

Post Activities

1. Teacher gives comment and explains necessary thing, such as wrong pronunciation, wrong grammatical use, intonation and gesture.
2. Teacher provides a chance to ask question and answers them.
   For example: *Ok students, Is there any questions?*
3. Teacher concludes the lesson on each topic that he has given to the students’ knowledge.
   For example: *Ok class, since you’ve already understood about the material today. Let’s conclude our material today.*
4. Teacher closes the class by greeting.
   For example: *All right students, that is the end of our meeting today. Thank you very much and good day.*

c. Advantages and Disadvantages of Role-Play

Role-Play has both advantages and disadvantages that the teacher should pay attention to in order to achieve more effective during teaching learning process.

I. The advantages of Role-Play are as follows:

1. The students get communicative competence since the students do not only have to master the knowledge of form and meaning but also the students must be able to apply their knowledge in negotiation through the interaction between speaker and listener so that the meaning becomes clear.
2. It builds up the students’ creativity in their learning process. The students do not only sit as passive learners because they can actively involved in the learning process and create the students to speak more in doing the activities and motivate them to speak.

II. The Disadvantages of Role-Play.

1. The teacher cannot monitor every student in the class since the classroom is noisy.

2. Some students especially for passive students may feel threatened during the role play.

F. Theoretical Assumption

Based on the previous explanation in the theories, the researcher assumes that teaching speaking through Role play technique can bring an improvement to students’ speaking ability. It is supported by the previous supporting theories about the implementation of role play. One of the theories states that, by implementing role-play makes students retain the material they have learned provides the opportunity for students to develop and revise their understanding and perspective by exploring thoughts and feelings of characters in given situation. In their assumed role, students drop their shyness and other personality and cultural inhibitions. This means that Role Play can be implemented and creates the students to speak more in doing the activities and motivate students to speak.
III. RESEARCH METHODS

A. Setting

This is a classroom action research. This research was done at first year of SMA Negeri 8. Most of students at the first grade of SMAN 8 Bandar Lampung have very low ability in speaking. It was known by the pre observation that researcher did and also from the English teacher’s information. The researcher observed the problem and tried to find the solution for that problem. One of the causes of the problem is the inappropriateness of teaching technique by the teacher and the solution is the implementation of role-play to teach speaking.

B. Subject

There were six classes of first grade in SMA Negeri 8 Bandar Lampung. The subject of this classroom action research was the students of Class X.2 Bandar Lampung consisted of 32 students. From the pre observation and the teacher’s explanation this class was chosen because most of the students in that class have the lowest ability in speaking comparing with other classes. Based on the pre observation, the researcher found some problems during teaching learning process related to the students’ low speaking ability. The students were not involved actively in learning process. Besides, they were not able to
pronounce the English sounds clearly enough, put words together in correct word order, used vocabulary appropriately and used the language fluently.

In doing the research, the researcher made lesson plan and told the teacher what must be performed in the class based on the lesson plan. During the research, the researcher observed everything happened in the classroom when they were learning speaking. The focus of the observation was not only the students’ speaking ability but also the students’ activities and teacher’s performance.

C. Research Procedure

This classroom action research was conducted based on the problem faced both by students and teacher. During the teaching and learning process, the teacher held a speaking test by asking students to practice in a conversation based on the situation and topic provided. This test was scored by both teacher and the researcher. In doing the research, the researcher did it in collaboration with the English teacher to improve the students’ speaking ability through role play.

While the English teacher was applying role play technique in the classroom, the researcher observed the students’ activities and also the teacher’s teaching performance (see appendix 5 and appendix 7). In addition, the teacher also observed the weaknesses of the first cycle in order to make improvement on the next cycle.
In this classroom action research, the researcher implemented two cycles. Since the indicators of this research has been achieved in second cycle, so third cycle was not needed. The first cycle was based on the problems faced by the students and teacher. Then second cycle was done based on the result of the analysis and reflection of the first cycle. Based on the first analysis and reflection in first cycle, it was decided to conduct second cycle, and the next cycle would be focused on the weaknesses in cycle one.

The main steps of the cycle are as follows:

1. **Planning**

   Based on the problem faced of the research, the writer prepared the lesson plan and selected material from the textbook. The students were asked to study and they practiced in a small group consists of three or four students. The teacher also prepared the speaking test for the students and also prepared two kinds of observation sheets, students’ observation and teacher’s teaching observation.

2. **Action**

   Action is part of the cycle where a teacher does the treatment. The researcher implemented the material by using role play as the technique of teaching English speaking. The researcher taught the material based on the lesson plan throughout the teaching learning process. It was about making, accepting and refusing invitation and demonstrated the dialogue. In teaching, the teacher gave the example or demonstrates about what the students must do for the speaking test. Then, the teacher asked the students practice doing it in small group consist of three or four students. In doing
the speaking test, the teacher used tape recorder to record students’ voice. And the score was done after the teaching learning process was over. Both teacher and a rater listened to the record of the students’ voices and then determined the score of the students based on the oral ability scale. During the teaching learning process, the students’ activities were observed. Observation was done by the researcher during teaching and learning process. The researcher observed the students’ activities and also the teacher’s teaching performance. Then, the result of the observation was filled out in the observation sheets. Besides observing, the researcher also interpreted the result of the observation. This step started while teaching learning process occurred.

3. Observation and Interpretation

Reflection means that the researcher analyzed and reflected the teaching learning process based on the observation result, students’ activities, and teacher’s teaching performance. And the speaking test held was to find out the improvement of students’ achievement in speaking. In this step, the researcher and the teacher analyzed and interpreted the result of the speaking test of the students as the learning product. The researcher also analyzed and interpreted the students’ activities, teacher’s performance and also everything occurred in the teaching and learning process. It was done to find out the improvement after the researcher had implemented the role play technique in the classroom.
4. Analysis and Reflection

After analyzing the data, the researcher together with the teacher did reflection to discover the weaknesses and the strengths after implementing role play technique and also to know the problems faced during teaching learning process. By doing so the researcher knew what should be improved on the next cycle. Since the indicators of the research could not be fulfilled in the first cycle, the researcher together with the teacher decided to hold the second cycle to make improvement.

Identification of problems

- Analysis of problems
- Formulation of problem
- Formulation of Hypothesis

The cycle of Classroom Action Research (Suyanto: 2003)

D. Indicators

To find out the success of this action research, the researcher determined the indicators dealing with the learning process and the learning product.
a. Learning process

While the teaching learning process occurs, the researcher observed the teacher’s teaching performance and the students’ learning activities based on the observation sheet (see appendix 5 and appendix 7). The indicator considered successful if 75% students or more participate during the teaching learning process. If 75% of students are interested and actively involved in teaching learning process, it means that role play improves students’ participation in teaching learning process. The researcher decides to set 75% as the target since according to Arikunto in Thaib (2004:7), if more than 75% of students are actively involved in the teaching learning activities, it can be said as a good level. Besides, to set the target the researcher also did a discussion with the English teacher of that school.

Besides observing students’ activities, the researcher also observed the teacher’s teaching performance during teaching and learning process. It is expected that the teacher can get score 70 in his teaching performance after implementing role play. So, if the teacher can reach the target, it means that the teacher’s teaching performance is good. And the aspects scored cover the teacher’s activity in pre-activity, while – activity, and post-activity (appendix 7).

b. Learning product

According to the teacher, the standard indicator of school (standard score/KKM) of successful learning process is 65. So, if at least 80% students’ score
can reach 65 or more for the speaking test, it means that Role-Play technique improves the students’ speaking ability.

E. Instruments of the Research

The researcher used three instruments to gain data. The instruments were the speaking test, observation sheets (students’ learning activities and teacher’s teaching performance).

a. Speaking Test

Speaking test was done as the product of the teaching learning process. The test was about practicing oral communication by using some expressions used in a short conversation in English, such as, making, accepting, and refusing an invitation. The result of this test was considered as the data of the improvement of the students’ speaking ability.

The researcher used the oral ability scale proposed by Heaton (1991) as the scoring standard for the students’ speaking ability. The table of oral ability scale proposed by Heaton (1991) can be seen in appendix 1. Based on the sheet, there were three aspects to be tested: pronunciation, fluency and comprehensibility. The aspect of grammar was not included in order to encourage the students to speak up, free of the burden of making grammatical mistakes as long it doesn’t hinder any communication. In testing speaking skills, emphasis is placed on appropriateness rather than on ability to form grammatically correct sentences. During the speaking test the teacher recorded the students’ voice in the tape recorder (see appendix 14 and 15).
b. Observation

Observation was conducted during the teaching learning process. The researcher observed the process happen in the classroom related to English speaking. There are two kinds of observation sheet that were filled out by the researcher. Those were the observation sheet for the students’ activities and for teacher’s performance. The aspects of the students’ activities that were observed cover their activities in teaching learning process. (See Appendix 5).
The aspects of the teacher’s performance cover the teacher’s activities in the teaching learning process in pre-activity, while-activity, and post-activity. (See Appendix 7)

F. Data Analysis

Data analysis is the process of organizing the data in order to gain regularity of the pattern of the research. Data analysis is done to create understanding of the data after following certain procedure final result of the students can be presented by the researcher to the readers (Setiyadi, 2001).

In this research, the researcher classified the data into two categories that are the data of the learning process and the learning product. The data of the learning product is the result of the speaking test (appendix 2) and the data of the learning process (appendix 4) is the result of the observation in the teaching learning process. To make the data reliable, the researcher used interrater reliability that means there were two persons that were the teacher and
the researcher, who scored the speaking test. Total score was calculated from
the scores of 1st rater added to the scores of 2nd rater and the score was
divided to two. The data analysis was done after the data were collected from
the result of the observation in first cycle and second cycle. After getting the
data, the researcher together with the teacher analyzed the data and did
reflection based on the result of the observation. From the analysis and
reflection, the researcher knew the weaknesses and strengths from the first
cycle. Besides, both researcher and teacher knew what should be improved on
the next cycle.

The data analysis that was done for the learning product and the learning
process is as follows:

1. Learning product

To know the improvement on the learning product, the researcher used a
speaking test to collect the data. There are several steps used to analyze the
data got from the test:

a. Transcribing the students’ voice

The teacher recorded the students’ voices, and then the researcher transcribed
the record into the written form. This record was used to give scores to the
students, and two raters are able to check back and make an assessment at
leisure from the record.
b. Scoring the students’ speaking ability

Based on the transcription, the researcher and the teacher decided the scores for the students’ speaking test. The researcher used the oral ability scale proposed by Heaton (1991). (See appendix 1). In scoring the students’ speaking ability, the researcher and the teacher scored per component of speaking. It was done to know what component of speaking that must be improved in the next cycle.

c. Calculating students’ total score

There were two steps that must be done in calculating the total scores:

• Calculating the scores from 1st and 2nd rater

\[ X_1 = \frac{P + F + C}{3} \]

Note:
- \( X \) : Total score
- \( X_1 \) : Scores from 1st rater
- \( X_2 \) : Scores from 2nd rater
- \( P \) : Pronunciation
- \( F \) : Fluency
- \( C \) : Comprehensibility

\[ X_2 = \frac{P + F + C}{3} \]

• Calculating the total score

\[ X = \frac{X_1 + X_2}{2} \]

d. Listing the students’ scores in the table of frequency

This was done to know the frequency to the students whose scores are 65 or more.

e. Calculating the percentage of students who got 65 or more

\[ \%S = \frac{S \times 100}{n} \]

Note:
- \( \%S \) : percentage of students who got 65 or more
- \( S \) : number of students who got 65 or more
- \( n \) : number of students in the class
2. Learning process

In getting the data from the learning process, the researcher used observation sheets. The observation that was done is to observe the students’ activities and also teacher’s performance (appendix 5 and 7). The researcher analyzed the result of the observation separately. And the result of the observation sheets were analyzed after every cycle was conducted.

In analyzing the data got from observing the students’ activities, the steps were as follows:

a. Counting the number of activities done by the students

b. Calculating the percentage of the students’ activities, the following formula is used:

\[
\%A = \frac{A}{n} \times 100\%
\]

Note:

\%A : percentage of students’ activities

A : number of students’ activities observed

n : number of students in the class

c. Making a description from the data that have been analyzed

And in analyzing the data got from observing the teacher’s performance, the researcher did these following steps:

a. Counting the total score

In this step, the researcher counted the sum of scores from all aspects.

The aspects which were scored cover the teacher’s activities in pre-activity, while-activity and post-activity.
b. Making a description from the data that have been analyzed

It was similar to analyze the students’ activities, to analyze the teacher’s performance the researcher also made a description from the collected data which can enrich and support the result of the analysis.
IV. RESULT AND DISCUSSION

This is a classroom action research conducted in two cycles. The researcher decided to hold it in two cycles since the indicators of the research had already been achieved at the second cycle. Each cycle of this classroom action research consisted of planning, action, observation, interpretation, and analysis and reflection. The finding of the research will be discussed in this chapter.

A. Cycle I

Cycle 1 comprised of planning, action, observation, interpretation, analysis and reflection. The steps of this cycle are as follows:

1. Planning

In this step, the teacher and the researcher prepared the lesson plan based on the problem and analysis of the class. The material of teaching speaking was about making, asking and refusing an invitation. It consisted of sentences about expression used for some situations. The teaching material about interpersonal dialogue was prepared in order to help the students to be able to speak through role-play. In preparing the material, the researcher did it in
collaboration with the teacher because the teacher himself taught the material to the students.

There would be a test to evaluate their speaking ability. And the test was based on the material given in the classroom. In this step, there would be a preparation for the learning media, such as, role card, printed material, for the teaching and learning process. Besides, the English teacher and the researcher also prepared the observation sheets as the instrument of gaining the data. The observation forms were for students’ activities (appendix 5) during the teaching learning process and another one is for teacher’s teaching performance (appendix 7). And the last, the researcher prepared a tape recorder to record the students’ voice.

2. Action

The first Cycle was done on Monday, 1 February 2010. The meeting was held for 2 x 45 minutes and followed by 32 students. The activities consisted of pre-activity, while activity and post activity.

For the pre activity, the teacher greeted the students and checked the attendance list. There were 32 students who attended the class. Next, the teacher asked some questions related to the topic so that students had been brainstormed about the topic that they were going to learn. The material was about making, accepting and refusing an invitation. After that, the teacher did not forget to inform the competence that will be achieved by the students. Here, he informed the competence clearly. Then, teacher triggered the students’ knowledge by asking some questions related to the topic.
e.g.,

Teacher : “Do you like going to a party?”

The student : “Yes, I do”.

Teacher : “When you do that fun activity, do you invite someone or some people to go with you?”

The student : ”I invite my friend sir.”

Teacher : “Ok, good, Do you know how to invite someone and accept and refuse an invitation?”

The student : “Yes, tapi sedikit sir, for example will you come to my birthday party?”

Teacher : “selain itu, ada lagi ?”

The teacher kept asking them question related to the topic so that they were active in speaking and could share their opinion. Nevertheless, only few students were active, and most of them, those who sat in front row, answered the teacher’s questions, and the rest just paid attention to the teacher and their friends. They just kept silent, mostly the students who sat in the back row.

Next in the while activity, the teacher introduced the expression of “Making, Accepting and Refusing an invitation” in the classroom and he taught them how to use the expression and gave the material of expression about accepting and refusing an invitation. The teacher gave the paper which contained familiar expression of making, accepting, and refusing an invitation to the students.
After presenting the material, he asked students to read and say the expression after he read for them to show the pronunciation.

e.g.,

Teacher : “Now here I have got the paper which contains the expression of making, accepting and refusing invitation. There are some expressions that are commonly used to invite someone in a birthday party. Listen and repeat after me! First, would you like to come to my birthday party?

Students : (repeat the expression)

Teacher : Next, would you like to go out on Saturday night?

Students : (repeat the expression)

Teacher : Third, Could you come to my house?

Students : (repeat the expression).

Here, the teacher continued reading all of the expressions line by line until all of the expressions (making, accepting and refusing an invitation) on the paper were finished. Most students repeated and spoke fluently and paid attention to the explanation and pronunciation. But several students, mostly the students who sat in the back row chatted and used their cell phone; they ignored the explanation, could not concentrate to the teacher’s explanation and disturbed the others students, then the teacher asked all students to deactivate their cell phone during teaching learning process. After that the teacher asked difficult vocabularies to the students.

e.g

Teacher : “Is there any difficult vocabularies guys? Ada yang sulit?

Students : “Yes , Refuse artinya apa sir ?

Teacher : “Refuse berarti menolak”.
After that the teacher explained the material and introduced the role-play technique by giving a little demonstration to the students so that the students would fully focus on the explanation and situation, in which they would be role-playing. When the teacher gave the model or visual example to the students, he invited the researcher to come in front of the class to do role play with him as a visual example of doing role play to the students and he told the students that he and the researcher would do the role play.

e.g.,

Teacher : "Ok ... Hi Mer, How is it going?"
The researcher : "Yes. I’m fine. Thanks. What’s up?"
Teacher : "Would you like to come to my birthday party this Saturday?"
The researcher : This Saturday? Emm, that’s very kind of you. But sorry, I can’t, I have another appointment this Saturday.”
Teacher : “Oh, that’s okay!”

After the teacher gave the example of doing role play to the students, he asked the students to think for about 3 minutes about the making, accepting, and refusing an invitation.

For example, “Ok students, now think about the topic in 3 minutes” and asked randomly the students whether they have got the answer or not.

e.g.

Teacher: “Do you have any idea how to express yourself?”
Students: “Yes, sir. ”

After that he divided the students to work in group consisted of three to four students and distributed the role card (see appendix 12) to each group. He gave the students a chance to role-play and practice a dialogue of making, accepting,
and refusing invitation with their groups. He moved from one group to another and offered assistance to students, for examples in difficult vocabulary, pronunciation and expression. The teacher monitored the class and asked the whole students to practice their own role-play.

During the speaking practice, the teacher tried to make the situation conducive to make the play run smoothly. In this practice section, he divided the class in group consisted of three students to four students. Since this class consisted of 32 students so there were ten groups and there were two groups consisted of four students. Each group was given the role card (see appendix 12) which contained the situation that the students used to make a dialogue. Then, the students practiced speaking with their groups to make dialogue. In this section, the class was noisy since they practiced speaking with their groups. When they practiced, several students asked the teacher about the difficult vocabularies and also how to pronounce the word *accompany and examination* well.

When monitoring the students speaking practice, the teacher made a note about the mispronunciation, difficult vocabularies or wrong grammar that the students made. The students did not have much difficulty in vocabulary, because they were allowed to see the difficult vocabularies on their dictionary. But mostly, the students mispronounced the words of English, examination, tomorrow, night, kind, accompany, sound. They pronounced the word English /ɪŋliʃ/ instead of /ɪŋˈliʃ/, examination /ɪgzemˌnɛsən/ instead of /ɪgzəmˈnɛʃn/, tomorrow /təˈmɔːrəʊ/ instead of /təmˈɔːrəʊ/, night /naɪə or nɑɪət/ instead of /nɔɪt/,
After the teacher was sure that the students had already got enough practice, he started doing a speaking test. He asked the students to come in front of the class to practice their dialogue about making, accepting and refusing an invitation based on the situation on the role card given. Then the teacher asked the students to listen to their friends and paid attention to their friends who practiced the dialogue in front of the class. During speaking time, the students’ voices were recorded. This record was used to give scores to the students. In this speaking test, it took about 30-35 minutes for all groups.

But when speaking test happened the teacher gave direct correction to the students, for example, "No, that is /ɪŋglɪʃ egzæmnefən, not /ɪŋglɪʃ egzæmnefən". And sometimes the students, especially the passive students lost their motivation to speak.

In the post-activity, the teacher gave comments and explained necessary thing, such as wrong pronunciation, intonation that could be used when the students performed role-play after all of the students had practiced the dialogue in front of the class, such as, their wrong pronunciation that they made in speaking test, such as the words English, night, examination, tomorrow, night, kind, accompany, sound. They pronounced these words /ɛŋlɪʃ/, /egzæmnefən/, /ˈtɒməzɛml/, /naɪf/, /kɪnd/, /əkɒmpəni/, /soun/ instead of /ɪŋglɪʃ/, /ɪɡzæmnefən/, /nɔɪt/, /ˈkaɪnd/, /əkɒmpəni/ and /saʊnd/.
After that, he did a reflection by asking them several questions related to the material that they had learnt. For example, “Do you understand about the material that we have learnt today?”. It was intended to make sure if they understood or not about the material and also to check their comprehension. The students were provided a chance to answer the teacher’s question. And at the end of this section after the teacher was sure that the students had already understood, he concluded the lesson on each topic and closed the class by greeting.

3. Result of Observation and Interpretation

This action research is focused on learning product and learning process. The learning product is the data of the students’ speaking ability. And the learning process is the data of the students’ learning activities and the teacher’s teaching performance. The result of observation from the learning product will be elaborated as follows:

a. Learning Product

This learning product is the scores of the students taken from the speaking test. Here, the teacher gave the test for students speaking skill and it was followed by 32 students. The teacher and the rater evaluated students’ speaking ability (pronunciation, fluency, and comprehensibility) using sheet of oral test consists of students’ score based on their oral production. The teacher and the rater added each different score, took the average of the score and decided the
students’ score. The scoring was done by the teacher and the rater and was scored based on their performance.

All the students performed their role-play. They were called randomly at first but because of the lack of preparation from the students, the teacher asked the students who were ready to perform. At first, there were only four groups of ten groups were ready to perform in front of the class. And finally, the rest groups also acted and performed their dialogue in front of the class. The activities were their role-play performance and they acted their dialogue.

The standard indicator of successful teaching learning process is that if at least 80% students’ score are 65 or more. The following table shows the frequency of students’ speaking scores in Cycle 1:

Table 1. Table of Frequency of the Students’ Speaking Scores in Cycle 1

<table>
<thead>
<tr>
<th>No</th>
<th>Scores</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>80-89</td>
<td>3</td>
<td>9.38%</td>
</tr>
<tr>
<td>2</td>
<td>70-79</td>
<td>10</td>
<td>31.25%</td>
</tr>
<tr>
<td>3</td>
<td>60-69</td>
<td>8</td>
<td>25%</td>
</tr>
<tr>
<td>4</td>
<td>50-59</td>
<td>7</td>
<td>21.87%</td>
</tr>
<tr>
<td>5</td>
<td>40-49</td>
<td>4</td>
<td>12.05%</td>
</tr>
<tr>
<td>Total</td>
<td>32</td>
<td></td>
<td>100%</td>
</tr>
</tbody>
</table>

The table above shows that there are 3 students (9.38%) who reach 80-89 in the speaking test. The student got the score since those three students were able to practice making an invitation that were accepting and refusing invitation in the form of dialogue well. They could pronounce well, they just mispronounced the words tomorrow, examination, three, and English and very slightly influenced by mother-tongue and their fluency and intention in making
dialogue is good and comprehensible. They pronounced the word tomorrow /tumɔɾəu/ instead of /təmɔɾəu/, /ŋlɪʃ/ instead of /ŋglɪʃ/, /ɪɡzɛmɪnən/ instead of /ɪɡzɛmɪnən/, and /tri/ instead of /ərɪ/.

Besides, there are 10 students (31.25%) who score 70-79. These ten students were also able to practice making an invitation in the spoken form. Even though they were not as good as the student who scored 80 but their speaking ability was good enough. Their pronunciation was slightly influenced by the mother tongue. It could be heard from their sound of oral production. Most utterances were correct. They mispronounced almost the same as those who scored 80-89, but there were several other mistakes, such as the words love, night, have, about, alright, hello, think, and together. These were pronounced /lov/ instead of /lɔv/, /naɪɡ or naɪght/ instead of /naɪt/, /hef/ instead of /hæv/, /abot or əbot/ instead of /əbɔt/, /ʃlraɪɡ/ instead of /ʃlraɪt/, /helə/ instead of /hæləu/, /tɛŋk/ instead of /tɛŋk/ and /tæɡət/ instead of /tæɡət/. Most of all, the students were confident so speak up that influenced the fluency in uttering their dialogue. For their fluency, one of these students repeated the same words that made the conversation unnatural. For example, one of the students said “I have three .. I have three tickets ”. But most of all their intention of speaking and general meaning was fairly clear. The meaning of the dialogue that they made could be understood.

Meanwhile, the students who score 60-69 are 8 students (25%). When they were speaking, there were still several weaknesses in their pronunciation, fluency, and comprehensibility. Their pronunciation is still moderately
influenced by the mother tongue but there are no serious phonological errors, such as, the word English and examination. They pronounced those two words like they pronounced them in Bahasa Indonesia.

Besides, the mistakes made by them in pronouncing the words were almost the same as the mistakes made by the students who scored 80-89 and 70-79 such as examination, English, three, tomorrow, night, love, think, together, thanks but these students did more mistakes, such as the words invite, great, kind. They pronounced these words /invet/ instead of /invat/, /grt/ instead of /gret/ and /ken/ instead of /kænd/. For fluency, they had made an effort and search for words, but there were not too many unnatural pauses. For example, one of the students spoke “I can’t .. mm .. I have tu .. study for my .. eh .. English examination.” And “I can’t go to the .. movie?”. And for the comprehensibility, those students’ intention was clear and understood, only little interruption happened, for example, one of these students said, “waw.. grt.. eh.. aɪkæn” instead of “wow, great! I can”. Here, the listeners thought that this student said Greet instead of Great, because he mispronounced the word Great.

There are 7 students (21.87%) who reach 50-59. That means the students’ speaking ability was not good because these students had several serious errors when they were speaking. There were also a few weaknesses in their pronunciation, fluency, and comprehensibility, for example these students also almost mispronounced the same words as the students above, such as, night, kind, have, invite, night, tomorrow, English, examination, three, but more mispronounce happened for example in the words here, planned, come, that’s,
want, would. And for these words, they pronounced them /hər/ instead of /hɪər/, /plenɪd/ or plænd/ instead of /plænd/, /kɒm/ instead of /kʌm/, /əɛts/ instead of /əɛts/, /went/ instead of /wɔnt/, and /wɜːld/ instead of /wʊld/. For fluency, there were unnatural pauses happened during the speaking, such as, oh, eh, mm, and also repetition of the word, for example, “oh, .. that’s very kind of you, eh, .. thanks”, “mm .. hi friend, I .. I .. I have planned to go ..”, “oh, I can’t come .. I .. I must prepare ..”, “it’s .. it’s very interesting”. And their comprehensibility was actually clear but several interruptions were necessary to see the clarification. For example, one of these students said “/əl went tu ɪnvɪt ju tu ɡou .. əʊ muvɪ .. təmərɔŋ naɪgt?” instead of “I want to invite you to go to the movie tomorrow night”. And “/dɪd lɪk tu .. bu .. I must prepare for ɪŋglɪʃ examination.” Instead of “I’d like to but I must prepare for my English Examination”.

Meanwhile, there are 4 students (12.05%) who reach 40-49. This means that the students’ speaking ability was still poor. They had many weaknesses in the pronunciation, fluency, and also comprehensibility. The mistakes made by them in pronouncing the words were the same as the mistakes made by the students above, such as the words would, thank, about, great, love. And there were more mistakes, such as, pronouncing the words accompany, latest, movie, how, sound, out, because, what, go. They pronounced these words /əkʌmpəni/ instead of /əkʌmpəni/, /leɪts/ instead of /leɪtʃ/, /muvi/ instead of /muvi/, /hau/ instead of /hɒu/, /soun or sound/ instead of /saʊnd/, /ɔt/ instead of /aʊt/, /bekəz/ instead of /bɪkəz/, /wet/ instead of /wɔt/, and /go/ instead of /ɡəʊ/. In addition, for fluency, there were long pauses that these students made while
they searched for the meaning and also the repeated the same words because of halting delivery or because they made an effort to search for words. For example, “*it sound great. What .. wil .. we out*, “*Will we .. invite Linda?*”, “*I’m fine too .. would you like .. to accompany me ..*, “*It’s the latest .. film. it’s very .. interesting.*, “* because .. I .. love to go tu .. tu .. tu ..the movie*”. Besides, their comprehensibility was not clear, so the listener made great effort in order to get the meaning. For example; one of these students said “*wið wi .. wi wets?*” instead of “*What will we watch?*”, “*ɪts Ʌɛtɔrs ..film.*” instead of “*It’s the latest film*”. “*Wɪl wi .. apa nih ..end wɪð Linda?*” instead of “*Will we go with Linda?*”. So this weaknesses caused a communication breakdown when they practiced making dialogue with the topic was accepting and refusing an invitation.

In this first cycle, the indicator of the research has not been fulfilled. In this cycle there were 21 students (65.63%) who could do that. For detail information, the data of the students’ speaking scores at cycle 1 can be seen in the Appendix 3.

Since the indicator in the first cycle has not been achieved yet, the second cycle must be conducted in order to fulfill the indicator of the research for the learning product, that is, 80% of the students must be able to reach 65 for their speaking ability.

This action research used an analytical scoring to score the students’ speaking ability. So, the researcher identified the students’ scores per each component of speaking, that is, pronunciation, fluency, and comprehensibility. It was done in
order to know which component of speaking became an obstacle for most students to achieve the target of the indicators in the first cycle. The following data will show the scores of each component of speaking:

Table 2. Table of Frequency of the Students’ Scores in Each Component of Speaking

<table>
<thead>
<tr>
<th>No</th>
<th>Scores</th>
<th>Pronunciation</th>
<th>Fluency</th>
<th>Comprehensibility</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>f</td>
<td>%</td>
<td>f</td>
<td>%</td>
</tr>
<tr>
<td>1</td>
<td>80-89</td>
<td>3</td>
<td>9.38%</td>
<td>3</td>
</tr>
<tr>
<td>2</td>
<td>70-79</td>
<td>10</td>
<td>31.25%</td>
<td>11</td>
</tr>
<tr>
<td>3</td>
<td>60-69</td>
<td>9</td>
<td>28.12%</td>
<td>8</td>
</tr>
<tr>
<td>4</td>
<td>50-59</td>
<td>7</td>
<td>21.87%</td>
<td>8</td>
</tr>
<tr>
<td>5</td>
<td>40-49</td>
<td>3</td>
<td>9.38%</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>32</td>
<td>100%</td>
<td>32</td>
</tr>
</tbody>
</table>

Note: \( f \): frequency

The interpretation of table 2 is explained below:

3.1.1 Pronunciation

In the aspect of pronunciation, the researcher scores the pronunciation of words in isolation. For pronunciation, there are 3 students (9.38%) who score 80-89. This means that these students pronunciation were very good because it was only very slightly influenced by mother-tongue. They could pronounce well, they just mispronounced the words tomorrow, Examination, English and three and very slightly influenced by mother-tongue. They pronounced the word tomorrow /tumɔɹəʊ/ instead of /tʌmɔɹəʊ/, /ɪŋliʃ/ instead of /ɪŋlɪʃ/, /ɪgzemɪnə/ instead of /ɪgζəmɪnə/, and /trɪ/ instead of /ɔrɪ/.

There are 10 students (31.25%) who score 70-79. Their pronunciation was slightly influenced by the mother tongue and most utterances they spoke were correct and clear. Most students were not right and confused in pronouncing
the words love, night, have, about, alright, hello, think, and together. These were pronounced /lov/ instead of /lɒv/, /naɪ or naɪght/ instead of /nætʃ/, /heɪ/ instead of /hareɪ/, /əbot or əbot/ instead of /əbaut/, /ɔɪraɪ/ instead of /ɔɪlraɪt/, /helə/ instead of /heləʊ/, /tɛŋ/ instead of /θɛŋ/ and /tɜɡeðər/ instead of /təɡeðər/. But most of all their pronunciation was good.

In addition, there are 20 students whose pronunciation scores have achieved the target of the research indicator. Based on the data in the table 2, there are 9 students (28.12%) who reach 60-69. Although the students’ pronunciation was still moderately influenced by the mother tongue which means they pronounced the words like they pronounced them in Bahasa Indonesia, such as the words English and examination. They pronounced them same as the written form, but they did not have any serious phonological errors. The mistakes made by them in pronouncing the words were almost the same as the mistakes made by the students who get 80-89 and 70-79 such as examination, English, three, tomorrow, night, love, think, together, thanks but these students did more mistakes, such as the words invite, great, kind. They pronounced these words /invet/ instead of /ɪnvɛt/, /ɡreɪt/ instead of /ɡreɪt/ and /kænd/ instead of /kænd/.

Meanwhile, table 2 shows that there are 7 students (21.87%) who score 50-59. It means their pronunciation was still poor. Their pronunciation was influenced by the mother tongue but they had only a few serious phonological errors. for example these students also almost mispronounced the same words as the students above, such as, night, kind, have, invite, night, tomorrow,
English, examination, three, but more mispronounce happened for example in the words here, planned, come, that’s, want, would. And for these words, they pronounced them /hɪr/ instead of /hər/, /plɛndər/ instead of /plændər/, /kom/ instead of /kæm/, /dɛts/ instead of /dæts/, /wʊnt/ instead of /wɔnt/, and /wʊld/ instead of /wuld/.

And the last, there are three students (9.38%) who score 40-49. It means that these students’ pronunciation was very poor and it could cause a breakdown in communication. The mistakes made by them in pronouncing the words were the same as the mistakes made by the students above, such as the words would, thank, about, great, love. And there were more mistakes, such as, pronouncing the words accompany, latest, movie, how, sound, out, because, what, go. They pronounced these words /əkəmpəni/ instead of /əkʌmpəni/, /lɛtərs/ instead of /lɛʃtər/, /muvi/ instead of /muvi/, /hau/ instead of /hau/, /soun or sound/ instead of /səund/, /ɔt/ instead of /ɔt/, /bekəz/ instead of /bɪkəz/, /wet/ instead of /wʊt/, and /gəʊ/ instead of /ɡəʊ/.

3.1.2 Fluency

In Fluency, there are three students (9.38%) who reach 80-89. It means these students’ fluency was very good. They spoke without a very great effort with a fairly wide range of expression and only searched for words occasionally. Fortunately, these students’ fluency is good or no unnatural pauses happened during the speaking.
Meanwhile, there are 11 students (34.37%) who can reach 70-79. It means that their fluency was good. Most of all, the students were confident to speak up that influence the fluency in uttering their dialogue. For their fluency, one of these students repeated the same words that made the conversation seemed unnatural. For example, one of the students said “I have three .. I have three tickets “, and “I must prepare for English ex .. examination."”

In addition, there are also 8 students (25%) who score 60-69. They made an effort and searched for words but there were not too many unnatural pauses. They tried to search for words, they said mm and mm, but there were not too many unnatural pauses. For example, one of the students said “I can’t .. mm .. I have tu .. study for my .. eh .. English examination.” and “I can’t go to the .. movie ?”.

Meanwhile, there are 8 students (25%) who can gain 50-59. It means their fluency was poor since they made an effort for much of the time, sometimes these students paused a while and said “oh,eh”, or mm”, and also repetition of the word, for example, “oh, .. that’s very kind of you, eh, .. thanks”, “mm .. hi friend, I .. I .. I have planned to go ..”, “oh, I can’t come .. I .. I must prepare .. “, “it’s .. it’s very interesting”.

And the last, for students who can only reach 40-49 are 2 students (6.25%). It means that their fluency was very poor because there were long pauses while they searched for the desired meaning with frequently halting delivery. And like the former students, these two students also made a long pause. For example, “it sound great. What .. wll .. we out”, “Will we .. invite Linda?”,
“I’m fine too ... would you like .. to accompany me ..”, “oh, oke, because I love to go to the movie. Will we .. invite Linda”

3.1.3 Comprehensibility

For comprehensibility, there are 5 students (15.63%) who score 80-89. This means that these students’ comprehensibility was very good because it was easy for the English teacher, researcher and also others students to listen and to understand their intention and general meaning.

Meanwhile, there are 12 students (37.5%) whose comprehensibility is also good so they get 70-79. Their intentions and general meaning were fairly clear, so listeners did not have to seek for clarification.

Besides that there are still 9 students (28.12%) who gain 60-69. It means that their comprehensibility was clear enough. In speaking, their intentions were clear and only little interruption happened, for example, one of these students said, “waw.. grit.. eh.. aɪkæn” instead of “wow, great! I can”. Here, the listeners thought that this student said Greet instead of Great, because he mispronounced the word Great.

Meanwhile, there are 4 students (12.5%) who gain 50-59 because their comprehensibility is poor. They got low scores because the listeners could not understand a lot of what they said, the listeners such as the English teacher, researcher, and others students must constantly seek clarification, because there were several interruptions. For example, one of these students said “I did like to .. but .. I must prepare for yu English examination.” Instead of “I’d like
to but I must prepare for my English Examination” and “It sounds great. What will we out”. And the last, there are still two students (6.25%) who score 40-49. Actually, when these students were speaking English, only small bits of the phrases or sentences they produced could be understood by the listeners. The listeners needed considerable effort to understand what the students said. Besides, their comprehensibility was not clear, so the listener made great effort in order to get the meaning. For example; one of these students said “am fan tu .. wold ju laik ..tu økømpøni mek tu ø movi?”. Here, he pronounced mek instead of me. And “wiø wil ..wi wets?” instead of “What will we watch?”, “Its ø lef tørs ..film.” instead of “It’s the latest film”. “Wil wi .. apa nih ..end wiø Linda? ” instead of “Will we go with Linda?”. So this weaknesses caused a communication breakdown when they practiced making dialogue with the topic was accepting and refusing an invitation.

So, based on the above explanation about the students’ scores for each component of speaking, that is, pronunciation, fluency, and comprehensibility, there are only 20 students (62.5%) whose scores are 65 or more for pronunciation. And, for fluency, there are 21 students (65.63%) whose scores are 65 or more. Meanwhile, the students’ scores for comprehensibility there are also 21 students (65.63%) whose scores are 65 or more. It can be concluded that the students’ scores of these three components, which are pronunciation fluency, and comprehensibility are still under the target or the indicator. And, it is concluded that second cycle must be held so that the
3.2 Learning Process

In this classroom action research, the learning process covers the students’ activities and the teacher’s performance during the teaching and learning process.

3.2.1 Students’ Activities

While the teaching learning process occurred, the researcher observed the students’ activities based on the observation sheet. The indicator of the students’ activities is achieved if at least 75% of the students did at least 75% of the activities during the teaching and learning process, it means that the students’ learning activities are good when the role play technique is implemented. There were six activities that must be done by the students. They responded to the topic enthusiastically, gave responses to the lesson when the teacher explains, answered the teacher’s questions, followed the teacher’s instructions (made short dialogue and role play), made and practiced short dialogue based on the situation, and able to respond to the teacher’s question. The information of the activities done by each student and the percentage of each student’s activity can be seen in Appendix 5.

To know whether the target of the indicator of this classroom action research has already been achieved or not after the implementation of role play, the
explanation that shows the process of the students’ activities during the teaching and learning process is as follow:

3.2.1.1 Pre-Activities

When the teacher did an apperception or brainstormed about the material, there were about twelve students who responded to the topic enthusiastically. And the rest kept talking with their friends, used their cell phone in the classroom and played around. The students’ motivation to respond the topic was low and tended to reluctant to follow the teaching learning process. Their attention was not to the teacher’s explanation. It could be seen that most of them were not interested in following the activity because only several students who responded to the topic eagerly about making an invitation in form of accepting and refusing an invitation. Actually some other students had shown their interest to the topics by paying attention to the teacher’s explanation.

3.2.1.2 While Activities

For while activities, there were four activities that the students must do. They were giving responses to the lesson when the teacher explains, answering the teacher’s questions, following the teacher’s instructions (making short dialogue and role play), making and practicing short dialogue based on the situation.
When the teacher started teaching the expression of “making, accepting and refusing an invitation”, there were only 20 students who gave responses to the teacher’s explanation. They looked enthusiastic to follow the class and gave response like listening to the teacher’s explanation. The students followed the teacher’s explanation. Meanwhile, when the teacher asked some questions related to the material, there were only 13 students who answered the questions eagerly. And the rest only kept silent. They felt shy and afraid of making mistakes.

Next activity was asking the students to follow the teacher’s instruction like making short dialogue and doing role play. In this activity, all of the students did the instructions. The teacher divided the students work in group and distributed role card in which contained the situation that students might use to each group. They identified the situation on the role card and did the activity based on the teacher’s explanation. Even though all of the students did this activity, still some of them found difficulties in understanding and making dialogue of accepting and refusing invitation. So here, the teacher guided and helped the students in understanding the topic given for the situation on the role card such as giving vocabulary needed for their dialogue.

There were 12 students who asked some difficult vocabularies to the teacher in the classroom. During the speaking practice, the teacher tried to make the situation conducive to make the play run smoothly. In this practice section, the teacher divided the class in group consisted of three students to four students. Since this class consisted of 32 students so there were ten groups and there
were two groups consisted of four students. Each group was given the role card (see appendix 12) which contained the situation that the students used to make a dialogue. Then, the students practiced speaking with their groups to make dialogue. In this section, the class was noisy since they practiced speaking with their groups. When they practiced there were several students asked the teacher about the difficult vocabularies and also how to pronounce the word well, such as the words “Accompany and Examination”. Here, the teacher helped the students.

When monitoring the students speaking practice, the teacher made a note about the mispronunciation, difficult vocabularies or wrong grammar that the students made. The students did not have much difficulty in vocabulary, because the students were allowed to see the difficult vocabularies on their dictionary. But mostly, the students mispronounced the words of English, examination, tomorrow, night, kind, accompany, sound.

After the teacher was sure that the students had already got enough practice with their groups, the teacher asked each group consisted of three and four students to practice their own dialogue about accepting and refusing an invitation in front of the class and then he started doing a speaking test. He asked each groups to come in front of the class to practice their dialogue about making, accepting and refusing an invitation based on the situation on the role card given. Then the teacher asked the students to listen to their friends and paid attention to their friends who practiced dialogue in front of the class. During speaking time, the students’ voices were recorded. This record was used to give scores to the students. But here, when speaking test happened the
teacher gave direct correction to the students, and sometimes the students especially passive students lost their motivation to speak.

For Example :”No, that is *inglish* *igzæmnefn*, not *ennglis egæmnefn*”. And in this speaking test, it took about 30-35 minutes for all groups.

Example of one group :

1. S1 : Hi guys, I have four tickets to see the movie. I have planned to invite three of you to go with me tomorrow night?

2. S2 : That’s very kind of you, thanks a lot!

3. S1 : How about you Linda and Bunga?

4. S3 : Actually, I would love to join with you, but unfortunately, I must prepare for my English Examination.

5. S4 : Oke Tim, I would love to.

3.2.1.3 Post Activities

In this last activity, there were only 14 students out of 32 students who responded to the teacher’s questions enthusiastically. For example,” Now, do you understand about making, accepting, and refusing invitation?”. ”What are the expression of making, accepting, and refusing invitation?”.

Here, they answered the teacher’s questions. The other students responded to the teacher’s questions together.

From the explanation of the activities done by the students during the teaching and learning process in cycle 1, there were 12 students (37.5%) of 32 students who did 75% of the activities observed by the researcher. It means that the students’ learning activities during the implementation of the role play in the
speaking class in the first cycle were still under the target. Moreover, the indicator for the students’ learning activities has not been achieved. So, the second cycle must be held in order to achieve the target of the indicator.

3.2.2 Teacher’s Performance

If the teacher can reach at least 70 for his teaching performance, it means that the teacher’s teaching performance is good. The process of teaching done by the teacher in cycle 1 is explained as follows:

3.2.2.1 Pre-Activities

In these activities, the teacher was not good enough in doing the apperception. Actually he tried to brainstorm the students about their previous lesson about making an invitation, but still his brainstorming did not activate students’ schemata well. Here, there were still many students lacked of motivation to follow the teaching and learning process.

After that, the teacher informed the competence that would be achieved to the students. In this activity, the teacher was good enough at informing the competence to the students because he informed the competence clearly, so that the students knew the competence that they had to achieve after doing the teaching learning process.

3.2.2.2 While-Activities

a. Mastery of Learning Material
In this activity, the teacher told the students the common expressions used in making an invitation such as the expression of inviting a friend to birthday party, accepting and refusing a friend politely when he taught the students how to make and do the expression of accepting and refusing an invitation. The expressions were familiar to the students and happened in their daily life. And when he transferred the material to the students which was about making, accepting and refusing an invitation, he mastered the material well. So for correlating the material with the real life and showing the mastery of learning material, the teacher had done it well.

Besides, when the teacher implemented role play technique and taught the material about the expression of making, accepting, and refusing invitation to the students, he triggered the students’ knowledge and gave chance to share their opinions by asking questions related to the topic and several students answered the questions. Here, he tried to trigger students’ motivation to speak in the classroom even though the students responded to the teacher by giving their opinions in simple sentences in English or used little English. However, this activity encouraged the students to communicate using English. So, the teacher was good at making the students to achieve communicative competence that was active in speaking English.

Besides showing the mastery of learning material, correlating material with real life, and making the students active or achieve communicative competence good, the teacher was also good at transferring and explaining material, that was about how to make an invitation, accepting and refusing an
invitation in dialogue. Since the teacher also mastered the material well, the students could understand about the topic and technique that was implemented because the teacher had given the example or model to the students, so they knew what they were going to do.

b. Learning Strategy

In this aspect, he taught the students about making an invitation, like telling and giving the students the right expressions used to accept and refuse an invitation, brainstorming and asking the students to make an expression of accepting and refusing an invitation. Here, he brainstormed the students by referring to the topic. In brief, the teacher taught the material suitable with the competence that the students were going to achieve.

Then, when the teacher implemented the role play technique to the students, they seemed to be interested in doing the activity. Several students paid attention and enthusiastic to share their ideas after the teacher gave the model or the visual example to the students according to the topic in a teaching learning process. For example, the students were taught about the material and technique that the teacher had given. This technique was appropriate with the students’ needs since most students like to do role play. It can be said that the teaching and learning process is suitable with the students’ need.

Sometimes, when teaching learning process occurred the teacher could not master the class. Actually he had tried to control the class in teaching and
learning process, since this class had 32 students and he asked the students to implement role play in group, so the teacher sometimes could not control the class and he had to speak loudly in teaching learning process. For example, when the students practiced their dialogue and spoke with their groups, he tried to make the play run smoothly but still some of the students played with their cell phone, chatted to their friends. Sometimes, the teacher could not stop them chatting and playing, so these activities made the class not conducive and bothered the students’ concentration.

Another aspect observed was the teacher could build students’ positive attitudes when teaching learning process conducted. For example, during the teaching and learning process in which the role play technique was implemented, the teacher provided a chance for students to practice and work in group and they were asked to make dialogue based on the topic or situation on role card which were making, accepting and refusing an invitation to their group, then each group acted out the dialogue and did speaking in front of the class. In each group, when one student was talking, another student kept listening. Here, the students learnt about respecting other people who were talking to them and by listening to their member of their group, it could build positive attitude to the students. So, it can be said that he was good at building students’ positive attitude.
However, the teacher was not good at managing the time allocation. Though he started the class on time and he finished teaching based on the time that was scheduled, but he did not manage the time wisely. For example, when the teacher asked the students to make dialogue with their groups, the teacher did not tell the students the limit time that they had to spend to do that activity. Because of that, the students spent more than the limit that the teacher gave. So, the time for dialogue activity became shorter.

In addition, the teacher did not emphasize on using English in the teaching and learning process completely. He did not use much English in the classroom. Sometimes he explained the material in English, but when the students asked in Indonesian, he also answered in Indonesian. He only used English when he mentioned the expressions used to make an invitation and when he gave an example of how to make, accept and refuse an invitation.

Though the teacher did not emphasize on using English in while activities, he emphasized on teaching the language skills integratedly quite well. He united all the language skills even though the focus of teaching was on the students’ speaking ability. For example, before asking his students to speak, he asked the students to listen to him when he was giving an example of how to make an expression about making an invitation, then he also asked his students to read the expressions that the teacher distributed to them.
c. **Use of Learning Media**

In teaching speaking through role play, the teacher used paper which contained of table of accepting and refusing as the media. This was simple media and through the media the teacher tried to help some students in understanding the topic well by asking the students to be someone else but still some students did not focus on the media. Besides, the model or the visual example that the teacher presented to the students did not make the students pay more attention to his explanation, only several students who paid attention to it.

A few students especially students who sat in front focused on the media, but some students seemed not too interested in the media, so that they did not focus on looking at the media. Sometimes, the students just looked at the teacher and listened to what he was talking about and sometimes they saw their paper. Because of that, the students could not get the message from the media well.

Even though the media were not too interesting to the students, the teacher involved the students in making and using the media well. After the teacher gave an example of how to make a dialogue based on the situation given, he let the students make dialogue with their group by themselves. That fact has shown that there was the students’ participation or involvement in the media.
**d. Students’ Participation**

In this aspect, the researcher observed five aspects. They are building the active participation of the students in the teaching & learning process, giving positive responses to the students’ opinion, facilitating the interaction between teacher-student and student-student, showing a good interpersonal relationship, and growing the students’ enthusiasm in learning in order to know how far the teacher involved the students during the teaching and learning process.

The teacher was not good enough at building active participation of the students in the teaching and learning process. Even though the teacher tried to trigger the students’ participation by asking them some questions which were related to the students’ daily life and asking the students to work in groups consisted of three to four students. Only few students were interested in answering the questions. These problems happened to the students who did not involve in learning activity so that they need more active participation and activity.

Meanwhile, the teacher was still not good at giving positive responses to the students’ opinions. The teacher seldom did some kind of praises to the students, like, “correct, you’re smart girl”. After the teacher listened to the students’ answers or opinions, he just said yes to good opinions or good answers from the students directly. In order to motivate students’ participation, the teacher should give positive responses to any answers from the students so that they felt satisfied and brave in speaking English.
However, the teacher was good at facilitating the interaction between teacher-student and student-student. In facilitating the interaction between teacher-student, the teacher asked his students questions and then the students answered them, besides the teacher let the students ask some questions when they were facing difficulties and then the teacher also answered them.

While facilitating the interaction between student-student, the teacher gave a chance for the students to work in group. The teacher let the students to share their ideas or opinions to their group.

However, in showing good interpersonal relationship to the students, the teacher had done it good. Actually, he could handle the students who made mistakes, for example, when the students did not do what he asked to do, when the students made mistakes in giving their opinions, making dialogue, the students were also allowed to open their dictionary, and the teacher gave a chance to students to share their opinions. For that reason, the teacher was quite good at showing an interpersonal relationship to the students, so that the students were encouraged in learning the material.

Since the teacher implemented role play which was motivating the students to speak, the students were enthusiastic in learning. They began to give their ideas or opinions when the teacher asked some questions. So, students felt enthusiastic in learning the material.
e. Evaluation

The teacher was good at monitoring the students’ improvement. He asked several questions to the students to know how far his students have understood the lesson that had been given, for example, *Now, do you understand about making, accepting, and refusing invitation?*, *What are the expression of making, accepting, and refusing invitation?*.

The final evaluation he did was suitable with the competence that must be achieved, that was, students must be able to do role play based on the topic with their groups. When the teacher did evaluation, all of the students practiced and did role play based on the situation on the role card with their groups. Here, he monitored the students’ practice and offered assistance to each group. So for the final evaluation, the teacher asked the students to make dialogue with their group in front of the class.

3.2.2.3 Post Activity

In these last activities, the teacher did a reflection. He was quite good in doing the reflection by making summary of the lesson they learnt that day and this activity involved the students’ participation. And by summarizing the lesson the students could understand and remember what they had got from the teaching and learning process.

When the teacher did the follow-up, the teacher just asked the students to learn more about making invitation at home but he did not give an additional
assignment for the weak students so that they would leave behind by their friends.

Based on the elaboration above about the teacher’s teaching performance, it can be concluded that the teacher’s teaching performance in this school is good and he is competent enough in teaching speaking skill by implementing role play technique to his students. For that reason, the teacher got 70 for his teaching performance. Furthermore, the research indicator for the teacher’s teaching performance can be achieved in first Cycle. The detail information for score of teacher’s teaching performance can be seen in Appendix 7.

4. Analysis and Reflection

Having got the data needed from the teaching and learning process of first cycle, the researcher together with the teacher discussed everything happened in the class to find out the weaknesses of this cycle, then the researcher and the teacher tried some solutions to solve them. Moreover, some weaknesses from the learning product and learning process in the first cycle are as follows:

4.1 Learning Product

Based on the result of observation in Cycle I about the students’ speaking scores, the researcher analyzed that most students’ problems were on pronunciation, fluency, and comprehensibility. The causes of the problems can be seen as follows:
4.1.1 Problems in Cycle I

Here are the explanation of the problems in Pronunciation, Fluency, and Comprehensibility in Cycle 1:

4.1.1.1 Problems in Pronunciation

Most of the students pronounced the English words by reading the written form of the words that is why the pronunciation of some students was not good. There were some mispronounce words that they made when they practiced their dialogue, such as, /enlis/, /egsemnēf/, /tomzor/, /nag/, /kind/, /skampn/, /soun/ instead of /eglif/, /igzæmnefn/, /naɪt/, /tomzor/, /kaɪnd/, /skampn/ and /saʊnd/. Even though the teacher asked the students to listen to him and repeat after he pronounced the words, he just did it once, he did not do pronunciation drills to the students. In fact, repetition is important to do in teaching pronunciation.

4.1.1.2 Problems in Fluency

a. Some students did not have any confidence and afraid of speaking English since the teacher often corrected them directly if they made mistakes when they were speaking. This made the students speak English so carefully that the students made some pauses so that it disturbed students’ fluency.

b. When the teacher gave the students an example of how to make an expression of accepting and refusing an invitation, he just did very few repetitions to them. As a result, when they had to speak English they could hardly remember some words that they were going to say and also the sentences
usually used to make, to accept and to refuse an invitation so they often had some pauses to remember them and this made them not fluent in speaking English.

4.1.1.3 Problems in Comprehensibility

Some students’ comprehensibility was not clear or difficult to understand because sometimes interruptions occurred, so the listener made great effort in order to get the meaning. For example, these students said “I did like to .. but .. I must prepare for my English examination.” Instead of “I’d like to but I must prepare for my English Examination”. It happened because the students lacked of vocabularies and the students were also not able to pronounce correctly so that it caused a communication breakdown when they practiced making dialogue with the topic was accepting and refusing an invitation.

4.1.2 Solutions of the Problems

4.1.2.1 Solution for Problem in Pronunciation

The teacher should do pronunciation drills or repeat the pronunciation more than once to the students. The teacher should write the difficult words that the students pronounced in the white board and repeated some words that seemed difficult to pronounce several times by the students. By doing this, the students could pronounce the difficult words correctly.
4.1.2.2 Solutions for Problems in Fluency

a. When the students made a mistake the teacher should not correct it directly. He could do the correction after the students finished speaking. By doing so, the students would feel comfortable to speak and did not make some pauses and did not disturb their fluency in producing sentences.

b. The teacher should repeat several times when he gave example of how to make an expression of accepting and refusing an invitation. In addition, the teacher must use English so frequently and make his students speak English even only in single word, phrase, or short sentence.

4.1.2.3 Solutions for Problems in Comprehensibility

Because some students were lack of vocabularies, their comprehensibility was not easy to understand, and it caused the listener made great effort in order to get the meaning. Here, the teacher gave them key word, gave more vocabularies input, assistance, and allowed the students to check the difficult vocabularies in their dictionary.

4.2 Learning Process

There are two kinds of data which were analyzed for the learning process, the students’ activities and the teacher’s teaching performance. The explanation is as follows:
4.2.1 Students’ Learning Activities

The researcher found that there were still more than 50% students who did not do 75% or more of the activities during the teaching and learning process from the students’ activities. It means that the activities of each student were still low. In other words, the result of the research has not fulfilled the target of the indicator. The target has not been achieved yet because there were some weaknesses appeared in the first cycle. The weaknesses are as follows:

The Weaknesses in Cycle I

a. Only several students responded to the topic enthusiastically when the teacher did an apperception, only twelve students responded the topic enthusiastically. Most of the students in the back row kept chatting with their friends, using their cell phone in the classroom.

b. Some students did not give answers when the teacher asked questions. Some were chatting with their friends and using their cell phone, some just kept silent. It might be caused by the lack of vocabularies or the lack of attractiveness of the visual example or model that he presented to the students so the students did not understand the teacher’s intention and did not pay much attention to the teacher’s explanation. Besides, it might also be caused by the students who were afraid in making mistakes and shy in speaking English. Since the teacher usually corrected the students’ mistakes directly so they did not brave enough to speak in the classroom.
c. Even though there was media, such as printed paper which contained table of making, accepting and refusing, still, they seemed not interested in the media. It was because the media was not quite interesting to make the students interested and focused in the teaching learning process.

4.2.1.2 Solutions of the Weaknesses

To solve them the researcher together with the teacher tried the following solutions:

a. In doing the apperception, the teacher prepared or asked more interesting questions to brainstorm the students so that they remembered their previous lesson easily about making an invitation that the students’ have learnt when they were in junior high school. For example, giving a question that related to the topic, interesting and new to them. Besides, the teacher could implement role play technique to trigger the students in speaking. The students did role play to the situation that they like. If the students were provided with something they like, they would give responses to the teacher.

b. Actually, he should also give positive responses to any opinions or answers from the students so they would not be afraid of making mistakes. He had to make some praises to the students who answered the questions correctly by saying “yes, you are smart girl, or good job”, so that they were motivated in responding to the teacher enthusiastically.
c. The teacher should provide a good model or attractive example to the students before the students practiced their dialogue so the students could really understand the teacher’s intention. The teacher had given a model or visual example to the students, but this did not attract much students’ attention, so the teacher should give attractive model or visual example.

To make the students interested in the media, the teacher should be creative in making media. Because the students seemed not too interested, the teacher could use an interesting media like a power point presentation contained of expression of making, accepting and refusing an invitation. And as attractive model or example, he could give video of conversation related to the topic on slide. By doing so, the students would be much more interested in the media.

4.2.2 Teacher’s Performance

Fortunately, the result of the teacher’s performance has achieved the indicator but still there were some weaknesses from the teacher’s teaching performance in the previous cycle. The weaknesses must also be solved since this absolutely influenced the students’ speaking ability and the students’ activities. The weaknesses of the teacher’s performance and the solutions of the weaknesses are as follows:
4.2.2.1 Weaknesses in Cycle I

a. Teacher’s Weaknesses in Pre-activity

The teacher was not good enough in doing the apperception. He did not ask enough questions to the students related to the topics. So, there were still many students not interested in the topic.

b. Teacher’s Weaknesses Concerning the Learning Strategy

1. The teacher could not master the class well. Since the class consisted of 32 students, the teacher seemed to have difficulty in controlling the students, because of the great number of students the teacher had to speak loudly in teaching learning process. Besides, he sometimes let some students especially those who sat in the back row chatted with their friends and used their cell phone when teaching learning process began. And it began noisy and disturbed some students’ concentration.

2. Concerning to time management, the teacher could not use the time effectively and wisely, even thought he could finish teaching on time. But when he asked the students to practice speaking, he did not give the limit of time that the students must spend so the students wasted time and they could not predict the time that they were going to spend in practicing speaking with their groups.

3. Even though the teacher used English in the class, but he did not emphasize it completely during teaching and learning process. Sometimes he explained the material in English, but when the students asked in Indonesian, he also answered in Indonesian. He used English when the teacher greeted the students, mentioned the expressions used to make an invitation, gave an
example of how to make, accept and refuse an invitation, and when the teacher closed the meeting to the students. For that reason the students did not get accustomed to hearing the English words completely during teaching learning process.

c. Teacher’s Weaknesses Concerning the Students’ Participation

The teacher did not good enough in building active participation of the students, so that only few students were interested in answering teacher’s question. And the teacher seldom gave positive responses or praises to the students’ questions or opinions, such as, Good boy, Yes, smart girl, Yes, you are right. All of the students like to give positive response or praise for every opinion or answer they made from their teacher. Besides, the teacher often corrected the students’ mistakes directly. This made the weak and passive students become more passive and afraid of speaking during the teaching and learning process.

d. Teacher’s Weaknesses Concerning the Use of Media

The media could not attract students’ attention well and interesting to the students, so it did not make some students focus on looking at the media, so the students could not get the message from the media well.

e. Teacher’s Weaknesses Concerning the Follow up done by the Teacher

In doing a follow up, the teacher just asked the students to learn more about making, accepting and refusing an invitation through role play at home but he
did not give additional assignment to the weak and passive students, and it would make these students left behind from the active students.

4.2.2.2 Solutions of the Weaknesses

a. Solutions of the Weaknesses in the pre activity

In doing the apperception, the teacher should provide enough questions and interesting brainstorming to the students related to the topics so that they remembered to their previous lesson easily about making an invitation that the students’ have learnt when they were in junior high school.

b. Solutions of the Weaknesses Concerning the Learning Strategy

1. The teacher should improve the class management during the teaching and learning process. While the teaching learning process begins the teacher asked the noisy students and students who used their cell phone to move in front of teacher’s table and they are asked to focus on the teacher’s explanation so that the students can participate and concentrate well to the material.

2. Concerning to the time management, the teacher must be able to manage the time wisely and effectively. He should know how many minutes needed for each activity and informed the students the time that they had to spend in doing the activity so the time would be used wisely and effectively.

3. To make the students get accustomed to hearing the English words, the teacher must use English more frequently. As long as the students understand the teacher’s intention, he could keep using English during the teaching and learning process.
c. Solutions of the Weaknesses Concerning the Students’ Participation

A good teacher should give positive responses to the students’ opinions and questions more often. The teacher even could give praises to the students too, such as “that’s correct, you are a smart student”. In doing this, they would feel that their hard work was fully appreciated by the teacher and they could participate actively in teaching learning process.

d. Solutions of the Weaknesses Concerning the Use of Media

For the learning media, the teacher could make any creations so that the students were interested in finding the message from the media, For example the teacher could use an interesting or supportive media like Power Point comprises of sentences about expression used for making, accepting and refusing an invitation, and as a model or visual example, he could add a video of conversation on a slide related to the topic in Laptop to attract students’ attention. By doing so, the students would be much more interested in the media and more focused on the teacher’s explanation and attracted students’ motivation in following and learning the material.

e. Solution of the weaknesses concerning the Follow up done by the Teacher

In this activity, the solution might be asking the teacher to pay attention to the ability of each individual especially to the weak students. At the end of the meeting, the teacher should give homework to the students or additional task for the weak students so that, it would help the students to follow the class.
After reflecting and analyzing the weaknesses happened in the learning product and learning process of first cycle had done, she together with the teacher tried to implement the solutions in second cycle to achieve the indicators of the research.

B. Cycle II

Since the result of the learning product and learning process of First Cycle could not fulfill the indicators of the research, so the researcher and the teacher applied Second Cycle. Cycle 2 must be conducted in order to solve or improve the weaknesses in the learning product and learning process in cycle 1. This cycle also comprised of planning, action, observation, interpretation, analysis and reflection. They are described as follows:

1. Planning

The material of teaching speaking was about the expression of making, accepting and refusing an invitation. In preparing the material, the researcher did it in collaboration with the teacher because the teacher himself who taught the material to the students. In making the lesson plan in this cycle the researcher made some changes in some parts in order to solve the weaknesses happened in the first cycle. The researcher explained how to teach by implementing the role play technique to the teacher.

The teacher used Power Point Presentation consisted of sentences about expression used for making, accepting and refusing an invitation and used to
teach the material so that the students can see the material implementation. As a model, the teacher gave another visual example that was a video of conversation of making, accepting, and refusing an invitation on a slide, because in the first cycle when the teacher gave the model, he did not attract much students’ attention. However, this media was prepared in order to help the students understand the material easily, attract and trigger the students’ motivation to follow the material.

In this cycle the researcher did the same thing as in the previous cycle, which were preparing the speaking test for the students, preparing the learning media and other things that were useful for teaching and learning process, preparing observation sheets to observe the teacher’s performance and students’ activities and also preparing a recorder to record the students’ voices.

2. Action

The meeting in this cycle was done on Monday, 15 February 2010. Just like the previous cycle, this meeting was still followed by 32 students and practiced role-play. For this cycle, teacher prepared laptop and LCD to present the power point material comprised of the expression of accepting and refusing invitation, the researcher added the video of conversation as a model or visual example and gave students transcription of the video. The processes in this step covers pre activities, while activities, and post activities.

For the pre activity, teacher greeted the students and check students’ attendance list in English. After doing this, the teacher asked to move the
noise students first in front of the teacher’s table. Then, the teacher began the lesson by asking the students about the previous lesson that was about invitation which focused on making, accepting and refusing an invitation. Then the teacher informed the students the competence that would be achieved after the teaching and learning process. Next, he did an apperception. Teacher asked some questions related to the topic so that students had a background about expressions they might use. The material was still about the expression of making, accepting and refusing invitation. Teacher brainstormed the students by asking some questions related to the topic.

e.g

Teacher : “Have you ever been invited by someone to attend a meeting before?”

The student : “No sir, but I..eh ..I just attend meeting the organization in school ”.

Teacher : “Yes, Great!

After brainstorming the students about the topic that they were going to learn, the teacher moved to while activities.

Next in the while activity, teacher introduced the expression of accepting and refusing something in the classroom and taught them how to use the expression by using Power point. Most of the students followed the explanation from the LCD. But, there were still 4 students who chatted and ignored the explanation and when teacher asked them to pay attention, they still could not focus.
Then the teacher explained the material and introduced the role-play technique by giving a little demonstration from the video of conversation on the slide. The material was still about making, accepting, and refusing an invitation, but the topic was an invitation to a small dinner in a business setting. It was chosen since this setting was new to them and hoped can trigger students’ motivation and pay attention to the topic. The conversation was about Sam and Lin who invited their clients, Victor and Walter, to a small dinner. (The transcript of the video can be seen in the appendix 12). And in this situation, Victor accepts his clients’ invitation but Walter refuses it. Victor accepted the invitation by saying “That’s very kind of you. I’ll just check with my associate whether they have other arrangements for us”. And Walter refused it by saying, “Unfortunately, I have another engagement, but thank you for the invitation.”

In doing this, the teacher asked the students.

e.g,

Teacher : “Ok students, look at here. I will show you a video of conversation of making, accepting and refusing an invitation about Sam and Lin who want to invite their clients Victor and Walter to have a small dinner and drink in a business setting and we’ll see it together”. ” Do you want to see it guys”?

Students : “Yes, of course sir”!

Just like in the previous cycle, teacher also explained the material and introduced the role-play technique by giving a little demonstration and giving visual example of role-play from the slide. This was hoped to help the
students pay much attention to the explanation and the situation, in which they would use role play technique. Most of students focused on the explanation. Even though the noise students had moved in front of the teacher’s table, but still different several students who sat in the back and corner row chatted and they ignored the explanation and when teacher asked them to pay attention to the explanation, they still could not focus and kept talking instead of listening to their teacher’s material. And the teacher kept asking to the students to pay attention, and finally, those students could focus on the teacher’s explanation.

After the teacher was sure that his students paid attention, then teacher continued the material by practicing them to pronounce some words in order students produce the right pronunciation. Here the teacher did pronunciation drills more than he did in the first cycle. Since in the previous meeting the teacher had known most of mispronounce words that the students made in the first cycle, so he wrote the difficult words, for example, English, examination, planned, kind, night, watch, about, invite in the white board and asked the students to pronounce the words correctly.

e.g.

Teacher : “Ok students, Now in the white board, there are some words that you mispronounced in the previous meeting. So, listen to me and repeat after me!”

Students : ( Everyone listens and follows teacher’s pronunciation ).

The students were asked to read and utter the expression after teacher read for them to teach pronunciation. All students read the words. When the teacher found several students make mistakes in pronouncing the same word as they
made in the first cycle, at this time he did not correct it directly but tried to be wise in treating the student’s mistake by letting the students finish speaking first, then he pronounced the wrong words correctly, for example in the words /ŋliʃ/, /ɡzæmˈmɛɪʃn/, /ˈplænd/, /ˈkænd/, /ˈnɔtʃ/, /ˈɔbʌtʃ/, /ˈmvætʃ/.

However, the teacher kept repeating the right word frequently so that the students could remember and say the right pronunciation accurately and fluently of the words and the utterances used to make, accept and refuse invitation. Before going to another activity, the teacher asked students’ comprehension, such as, “Do you understand?” Fortunately, all students have understood about the material.

Next, the teacher gave another example of the expression that was commonly used to invite someone clearly. This was done to add their comprehensible about the topic. So they would understand more about the material.

e.g

Teacher: “Ok student, there are some expressions that are commonly used to invite someone in a meeting or restaurant. Does anyone know?

Student: “Yes, Would you like to join us to the restaurant ?

Teacher: “Yes, very good, anyone else ?”

Student: “I know sir, Can you attend the meeting this afternoon sir?”

Teacher : “Nice, you are right !”

Here, the teacher kept asking to the students about the material, and this time the teacher kept asking more questions to the weak and passive students to answer the questions, so that they would not leave behind from their friends.
Besides, the teacher gave some praises, such as, “Yes, very good, and Nice, you are right”, and most of the students did it enthusiastically.

After that, teacher divided the students in group consisted of three to four students and asked them to move and work in their group. Then the teacher distributed the role card in a paper in which included situation or expressions that students might use to each pair in speaking test and gave the students 5 minutes to make a dialogue based on the situation given on the role card. Unlike the first cycle, in this cycle, the teacher gave the limit of time to the students, that was 5 minutes, so that they could predict their time and could use it effectively to practice speaking with their group. And in this activity, all students participated to make the dialogue for their role-play. They discussed their work in group. Teacher gave the students a chance to work out their dialogue. In order to keep the situation conducive, teacher moved from one pair to another and helped students, for examples in difficult vocabulary, pronunciation and expression.

Since the students had finished making dialogue in group and understood what to do, the teacher decided to hold a speaking test. In holding the test, the teacher did not call on the group one by one, but let the group who wanted to come first and ready to come in front of the class and practice their conversation.

Similar to the first cycle, in this cycle the teacher also recorded the students’ voice when one group practiced the dialogue in front of the class, and he also asked the other students to listen carefully. The students learnt to comprehend
what was being said by their friend and they also learnt to appreciate someone who was talking to them. They did practice their role-play. And finally, all of the groups came and practiced it in front of the class.

Example of one group:

S1 : Hey guys, I have three tickets here and I have planned to invite both of you to go to the movie tomorrow night.

S2 : Wow, it sounds great. I love it very much.

S1 : And what about you Linda?

S3 : Sorry, I can’t. Actually, I would like to join but I must prepare for my English Examination tomorrow.

S1 : It’s ok.

Finally for the post-activity, teacher gave comment and explained necessary thing, such as wrong pronunciation and intonation. Teacher commented about that, like the words night and examination, they said /naɪt/ and /ɪgˈzæmɪneɪʃn/ instead of /naɪt/ and /ɪɡˈzæmɪneɪʃn/. So, the teacher clarified to the correct one. Then, teachers provided a chance to ask question about the material that they had learnt and answered students’ questions, it was done to check their understanding about the material and finally he concluded the lesson and closed the meeting.

3. Result of Observation and Interpretation

The result of observation from the learning product in Cycle II covers

Pronunciation, fluency, comprehensibility:
3.1 Learning Product

Learning product is the students’ scores from the speaking test. The indicator of the research for the learning product is, if at least 80% of the students can reach score 65 for the speaking test, it means that the implementation of role play technique improves the students’ speaking ability. Here is table of the learning product in second cycle:

Table 3. Table of Frequency of the Students’ Speaking Scores in Cycle II

<table>
<thead>
<tr>
<th>No</th>
<th>Scores</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>80-89</td>
<td>5</td>
<td>15.63%</td>
</tr>
<tr>
<td>2</td>
<td>70-79</td>
<td>17</td>
<td>53.12%</td>
</tr>
<tr>
<td>3</td>
<td>60-69</td>
<td>9</td>
<td>28.12%</td>
</tr>
<tr>
<td>4</td>
<td>50-59</td>
<td>1</td>
<td>3.13%</td>
</tr>
<tr>
<td>5</td>
<td>40-49</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>32</td>
<td>100%</td>
</tr>
</tbody>
</table>

According to the table, there are five students (15.63%) who reach 80-89 in the speaking test. This means that these students were able to practice making dialogue based on right situation through role play technique very well whether in pronunciation, fluency, and comprehensibility.

In addition, the number of students who got this score increased. There are 18 students (53.12%) who can reach 70-79 which mean that they could practice making, accepting and refusing invitation in the spoken form well. Their pronunciation was slightly influenced by the mother tongue. It could be heard from their sound of oral production. But they still made an effort at times to search for words. It was because they often forgot their line in memorizing the dialogue. The students’ intention and general meaning were clear. Some
students pronounced the words tomorrow /tɔməˈrəʊ/, examination /ɪɡzəˈmɪnə/, English /ˈɪŋglɪʃ/, three /tri/, night /naɪt/ instead of /təˈmərəʊ/, 

And for their fluency, some of these students made pauses, such as, .. wənt tu ɪnvai ˈjuː .. eh, tu ɡəu tu do muvɪ təˈmərəʊ nait? ..and ɛmˈkæn ˈjʊ kən? ..aɪ ˈkæn ˈwɪd ˈjuː .. təˈmərəʊ nait Tim end Jack.

In addition to the above data, there are 8 students (28.12%) who get 60-69. In speaking, these students still had several weaknesses in their pronunciation and fluency. However, the weaknesses did not cause a communication breakdown. For example, on their pronunciation some of them pronounced the words accompany /ˈækəməni/ instead of /ˈkæməni/, kind /ˈkɛn/ instead of /ˈkæn/, three /tri/ instead of /ˈteri/, here /ˈhɛr/ instead of /ˈhɪər/, planned /ˈplænd/ instead of /ˈplænd/, both /ˈbɒt/ instead of /ˈbʌt/, tomorrow /ˈtʊməˈrəʊ/ instead of /təˈmərəʊ/, night /ˈnaɪt/ or /ˈnaɪɡ/ instead of /ˈnait/, would /ˈwʊld/ instead of /ˈwud/. And for fluency, most of these students also made pauses, repetition, such as, .. aɪ ˈhæv ri ˈtɪkts hɪr, ɛnd ɛm ..aɪ ˈhæv ˈplænd tu ɪnvai ˈbɒt ɔv ˈjuː .., and aɪ ˈkænnot ˈkæn .. aɪ mɑːst ˈprɪpər fɜː ..eh ˈɛŋglɪʃ ɪɡzəˈmɪnə Tim.

From the table above the students’ scores for speaking ability have achieved the target of the indicator but there is still 1 student (3.13%) who reaches 50-59. His speaking ability was poor since he made a lot of mistakes in pronunciation, and fluency, and the mistakes caused listeners made great effort to get his intention when he was speaking. For example, on their pronunciation, this student almost made the same mistakes, such as in the
words planned, tomorrow, night, but there were other words that he
mispronounced, such as, go /go/ instead of /gəʊ/, and come /kom/ instead of
/kʌm/. His fluency and comprehensibility were also not good, he made some
pauses and repetitions too, such as, əɪ əɪ hep plænɪd tu go tu .. tu ..em .. muvi
tumʒəʊ naɪg, kæn ju .. tu kʌm ..eh ..wɪð mɪ'.

So, based on the explanation above, there are 30 students (93.75%) whose
scores are 65 and more. It means that the teaching and learning process in the
second cycle in which the role play technique was implemented has achieved
the target. Since the indicator of the research is 80% of the students must be
able to reach at least 65 for their speaking ability. In conclusion, the researcher
and the teacher decided not to hold the next cycle.

Just like in the previous cycle, the researcher also identified the students’
scores of each component of speaking, that is, pronunciation, fluency, and
comprehensibility because this research used an analytical scoring to score the
students’ speaking ability. The following data shows the scores of each
component of speaking:

Table 4. Table of Frequency of the Students’ Scores in Each Component of
Speaking in Cycle II

<table>
<thead>
<tr>
<th>No</th>
<th>Scores</th>
<th>Pronunciation</th>
<th>Fluency</th>
<th>Comprehensibility</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>f (%)</td>
<td>f (%)</td>
<td>f (%)</td>
</tr>
<tr>
<td>1</td>
<td>80-89</td>
<td>5 15.62%</td>
<td>5 15.62%</td>
<td>9 28.12%</td>
</tr>
<tr>
<td>2</td>
<td>70-79</td>
<td>14 43.75%</td>
<td>19 59.38%</td>
<td>14 43.75%</td>
</tr>
<tr>
<td>3</td>
<td>60-69</td>
<td>12 37.5%</td>
<td>7 21.87%</td>
<td>9 28.12%</td>
</tr>
<tr>
<td>4</td>
<td>50-59</td>
<td>1 3.13%</td>
<td>1 3.13%</td>
<td>0 0%</td>
</tr>
<tr>
<td>5</td>
<td>40-49</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>32 100%</strong></td>
<td><strong>32 100%</strong></td>
<td><strong>32 100%</strong></td>
<td><strong>32 100%</strong></td>
</tr>
</tbody>
</table>
3.1.1 Pronunciation

In this cycle, the words that students pronounced incorrectly are not so much different from those they made in Cycle I.

For pronunciation, 5 students (15.62%) gain 80-89. These five students were very good, there was only one and two mispronounced words, such as, /ŋliʃ/ instead of /ŋlis/, /ɪŋzæmmeʃn/ instead of /ɪŋzæmmeʃn/.

Meanwhile, there are 14 students (43.75%) whose score can reach 70-79. Their pronunciation was slightly influenced by the mother tongue and most utterances they said were correct. In other words, their pronunciation was good. For example: tomorrow /təˈmɒrəʊ/, examination /ɛɡˈsæməni/, English /ɛlɪʃ/, three /tri/, night /naɪɡ/ instead of /təˈmɒrəʊ/, /ɪŋzæmmeʃn/, /ŋliʃ/, /ɔri/, /naɪt/.

Besides, 12 students (37.5%) score 60-69. Even their pronunciation was still moderately influenced by the mother tongue but they did not have any serious phonological errors. For that reason, their pronunciation was fairly clear. For example, accompany /əˈkʌmpəni/ instead of /əkʌmpəni/, kind /kiɛn/ instead of /kænd/, three /tri/ instead of /ɔrɪ/, here /hɪr/ instead of /hɪər/, planned /plænɪd/ instead of /plænd/, both /bɔt/ instead of /boʊ/, night /naiɡ /or /naɪɡ/ instead of /naɪt/, would /wʊld/ instead of /wʊd/.

However, there is only 1 student (3.13%) who gains 50-59. It means his pronunciation was still poor. His pronunciation was influenced by the mother
tongue but he had only a few serious phonological errors. For example, go /go/ instead of /gəu/, and come /kom/ instead of /kʌm/.

3.1.2 Fluency

And in this component, 5 students (15.62%) reach 80-89. These students spoke without a very great effort with a fairly wide range of expression. Though they searched for words occasionally, but they did not make unnatural pause during their speaking practice.

In addition, 19 students of 32 (59.38%) reach 70-79. While speaking, they made an effort at times to search for words, nevertheless, very smooth delivery on the whole and only a few unnatural pauses. This shows that their fluency was good. For example, .. want tu mvnt ju .. eh, tu gəu tu ə mə nəvə təmrə Could? ..and em...ken ju kəm?and aɪ aɪ ken gəu wɪd ju .. təmrə Could nəvə Tim end Jack.

Meanwhile, there are also 7 students (21.87%) who gain 60-69. Their fluency was enough since they made an effort and searched for words and repeated the same words but there were not too many unnatural pauses and it was fairly smooth delivery mostly. For example, aɪ hæv ri tikts hɪr, end em .. aɪ hæv plənd tu mvnt bot əv ju .., and aɪ kænnot kəm .. aɪ məst prɪpər fərh ..eh englɪʃ ɪɡzæməniʃn Tim.

And the last, there is only one student (3.13%) who gain 50-59. This one student’s fluency was poor because they made an effort for much of the time.
They often had to search for the desired meaning and rather halting delivery and fragmentary. For example, .. *ai ai hep plendid tu go tu .. tu ..em .. muv/ tumērōu naig, kēn ju .. tu k/m ..eh ..wīd mī?*.

3.1.3 Comprehensibility

For comprehensibility, there are 9 students (28.12%) who can reach 80-89. It means that their comprehensibility was very good because it was easy for the teacher, researcher, and students to understand their intentions and general meanings.

Then, there are 14 students (43.75%) who have good comprehensibility and get 70-79. Their intentions and general meanings were fairly clear, so, it was not hard for listeners to get their attention.

Besides that, there are still 9 students (28.12%) who reach 60-69. It means that their comprehensibility was enough. In speaking, their intentions were also clear only interruptions from their pronunciation that made listeners seek for the clarification. Such as in the sentence, *ai hæv plendid tu mvait *bot *æ ju tu gəu tu də muv/ tumērōu neig.*

And fortunately, last but not least, there is no student who gets 50-59 and 40-49 for comprehensibility.

According to the explanation above about the students’ scores for pronunciation, fluency, and comprehensibility, it can be concluded that the students’ scores of each component have fulfilled the indicator of the research
because there are 29 students (90.62%) whose scores are 65 or more for pronunciation, and there are 30 students (93.75%) whose scores are 65 or more for fluency and the last there are also 30 students (93.75%) whose scores are 65 or more for comprehensibility. In brief, the indicator of the research for the students’ speaking can be fulfilled in the second cycle, so the implementation of role play technique improves the students’ speaking ability.

3.2 Learning Process

It is similar the first cycle, the learning process in this cycle also covers the students’ activities and the teacher’s teaching performance during the teaching and learning process. This following explanation is the result of observation of both students’ activities and teacher’s performance in Cycle II:

3.2.1 Students’ Activities

Students’ activities cover pre-activities, while-activities, and post-activities:

3.2.1.1 Pre-Activities

When the teacher did an apperception, there were about 29 students who responded to the topic enthusiastically. Since the teacher used power point in presenting the material to the students in his teaching and learning process, the students looked motivated in responding to the topic. It could be seen that they were curious about the material that would be taught since he used laptop and LCD. The students followed the teacher’s explanation. There were only 3 students who did not pay attention. These students chatted with their friends and played with their cell phone.
3.2.1.2 While-Activities

In this activity, teacher taught the function of expression of making, accepting and refusing an invitation with LCD. All of the students paid attention to the teacher’s explanation and gave response. They were able to identify the expression and use the expression given for the right situation when they were asked to do those activities. The students enjoyed the explanation because presentation through LCD was interesting to them so that they became excited to practice using the expression.

However, there were still 4 four students who could not answer the teacher’s questions. Most of them were male students. Those students could not identify the expression directly after teacher explained, so they found it difficult to identify the expression and could not answer the teacher’s questions.

And for making short dialogue based on the function of expression, doing role play, and practicing a short dialogue based on the situation given, all the students were active in following these teacher’s instructions. The teacher gave the students a chance to practice the dialogue to their friends.

Having done it, the students practiced and each group came in front of the class practicing their dialogue. Meanwhile, other groups listened and paid attention. Fortunately, all students did this activity eagerly. The teacher did not call on the groups one by one, but let the brave group to come first in front of the class.
In brief conclusion, this role play technique implemented to the students brings the result that there is an improvement on the students’ activities.

3.2.1.3 Post Activities

For this last activity, that is, responding to the teacher’s question related to their comprehension of the material that he had given to the students, such as. ”Do you understand about the material that we got today class?” and ”Can you summarize our Material today?”. Here, when the teacher asked their understanding about the material the students could answer, summarize and respond enthusiastically and actively. There were 29 students who responded to the teacher’s questions eagerly. In this activity, the weak and passive students were emphasized to answer the questions, so that they could be motivated and active in speaking like the active students and would not leave behind from them.

From the explanation of the activities done by the students during the teaching and learning process in Cycle II, there were 30 students (93.75%) of 32 students who did 75% of the activities observed by the researcher. This means that target stated in the indicator of the students’ activities has been achieved because more than 75% of the students have done more than 75% of the activities during the teaching and learning process. This shows that role play technique can improve the students’ activities.

For further information, the observation sheet of the students’ activities in Appendix 6 can be seen to know the activities done by each student.
3.2.2 Teacher’s Performance

The explanation below only discusses the improvement of the teacher’s teaching performance on his weaknesses in the first cycle.

3.2.2.1 Pre –Activities

In pre-activities, the teacher was quite good in doing the apperception. The teacher tried to brainstorm the students related to their daily life and asked new topic in the teaching and learning process. In this activity, the teacher gave the topic about inviting his clients to the small dinner in a business setting. It was given because the teacher and the researcher thought that setting in a business context was different and new to students and hoped it could trigger students’ motivation and participation in teaching learning process. As the result of doing it, there was an improvement of the students’ responses.

3.2.2.2 While-Activities

In this activities, the researcher only focused on the weaknesses of the previous teaching performance like the learning strategy and media used by the teacher, and also the students’ involvement.
a. **Learning Strategy**

The learning strategy that was improved by the teacher in Cycle II covers mastering the class (class management), emphasizing on using English in the teaching learning process and time allocation.

In this cycle, the teacher was good enough in mastering the class. Since the class consisted of 32 students and got noisy when speaking session began, so the teacher made reparation and asked the noisy students to move in front of the teacher’s table and focused on teacher’s explanation. Besides that, the teacher tried to explain the lesson more than once till the students understand. He also provided chances for students to ask if they did not understand. By doing so, the class became much more conducive or under controlled.

Moreover, the teacher was good at managing the time wisely. The teacher could predict the time allocation for each activity. For example, he told the students that they had to finish making dialogue with their friends in five minutes. So, the students could predict the time that they were going to spend.

In addition, when the teaching and learning process occurred, the teacher tried to emphasize using English. He tried to use English frequently, even thought he still mixed English and Bahasa in the classroom. It happened only when the teacher felt that the students did not understand what he said, so, he mixed it up.
b. Learning Media

The teacher did well in creating the media, and then the media he used could produce an interesting message for the students. In this cycle the teacher used Power Point Presentation consisted of expression used for making, accepting and refusing an invitation in Laptop and LCD to teach the material so that the students can see the material implementation. As a model or visual example, the teacher showed the conversation of inviting someone to a small dinner in a business setting on a slide to attract students’ attention and triggered their motivation. Since in the first cycle, the model that the teacher presented was not too attractive and could not catch students’ attention or participation.

c. Students’ Participation

For the students’ participation, the teacher made an improvement on his ways in giving positive responses to the students’ opinion and showing an interpersonal relationship.

In this second cycle, the teacher gave positive responses to any opinions and answers of his students when the students shared their opinions about the topic. The teacher gave praises to the students who responded the teacher’s question enthusiastically to build students’ participation. As a result, when the teaching and learning process occurred most of the students especially for the weak and passive students did not feel afraid of giving opinions and answers.
In addition, he was quite good at showing an interpersonal relationship. The teacher did not correct his students’ mistakes directly anymore. The teacher let the students finished speaking first, then he made a correction.

3.2.2.3 Post Activity

At the end of the teaching and learning process, the teacher gave the students assignment to practice the material about invitation using role play with their parents or their siblings at home and asked to find another expressions in making, accepting, and refusing an invitation in a different context. The teacher had done it well.

From the explanation above, it is known that there is an improvement on the teacher’s teaching performance after second cycle was conducted. As a result, he got 80 for the teacher’s teaching performance which means that he can teach very well. This also means that the role play technique can improve the teacher’s teaching performance.

The detail information of the teacher’s score for teacher’s teaching performance can be seen on Appendix 8

4. Analysis and Reflection

After the second cycle was held, there was an improvement in both learning product and process. The explanation is as follows:
4.1 Learning Product

After the second cycle was held, the target of the indicator for the learning product can be achieved. The speaking test score of the first grade students of SMAN 8 Bandar Lampung has shown the improvement and also every component of speaking like pronunciation, fluency, and comprehensibility. The improvement can be seen in the following graph:

**Graph of Students' Speaking Scores**

The graph above shows the improvement of the students’ speaking scores from the first cycle to the second cycle. In cycle 1, there are about 21 students or 65.63% students whose scores are 65 or more. It means that the result of the speaking test has not achieved the indicator of the research yet. So, the second cycle must be conducted. After the second cycle was conducted, the indicator of the research can be achieved since there are 30 students or 93.75% students score 65 and more.

The improvement is also found on each component of speaking that are, pronunciation, fluency, and comprehensibility. In the first cycle, there are 20
students (62.5%) who score 65 or more for pronunciation, and in the second cycle about 29 students (90.62%) gain 65 or more. Meanwhile, for fluency in the first cycle, 21 students (65.62%) score 65 or more, and in the second cycle about 30 students (93.75%) score 65 or more. And the last, for comprehensibility in the first cycle, 21 students (65.62%) score 65 or more, and same with fluency in the second cycle 30 students (93.75%) who score 65 or more. The following graph shows the improvement of the students’ scores in each aspect of speaking:

From the description of the improvement on the learning product and also the data showed in the graph above, it can be concluded that the indicator of the research for the learning product has already been achieved. That means implementation of role play technique improves the students’ speaking ability.
4.2 Learning Process

The learning process covers the students’ activities and the teacher’s performance. The analysis and reflection of these two points will be described as follows:

4.2.1 Students’ Activities

In the second cycle there are about 30 students (93.75%) who did 75% of the activities in the teaching and learning process. This means that the indicator of this research for the students’ activities has been achieved because the indicator of the research for the students’ activities is, if at least 75% of the students do at least 75% of the teaching and learning activities, it means that the students’ learning activities are good when role play technique is implemented in the speaking class.

And from six kinds of students’ activities observed by the researcher, the researcher found from her observation that only several students did not do the activities like responding to the topic and answering the teacher’s questions. The students who did not do these activities were because they were not confident and not used to use English in their daily life, so they were still anxious to express their ideas because of the shortage of vocabularies. In brief, in the second cycle the teacher attempted to build the students’ confidence, such as, giving indirectly corrections to the students’ answers and opinions and giving positive responses to the students’ opinions in like praises to the
students. That’s why there was an improvement on the students’ activities in the second cycle.

In addition, the number of students who responded to the topic and also answered the teacher’s questions increased. From the analysis and observation that the researcher did, it was found that the increasing was because the implementation of interesting media and attractive model like power point and video of conversation that related to the material.

4.2.2 Teacher’s Performance

Even though the teacher’s teaching performance in the first cycle has been able to fulfill the target of the indicator, but there were still some weaknesses in his teaching performance which influenced the students’ speaking ability and the students’ activities, such as in doing apperception to the students, mastering the class, suitable with time allocation, emphasizing on using English in teaching learning process, producing an interesting message from the media, building active participation and giving positive responses to the students’ opinion. However, after second cycle was conducted, the weaknesses of teacher’s teaching performance in the first cycle improved especially on aspect conducting teaching learning process which is suitable with the competence. Moreover, in the second cycle the students’ participation also improved because when the teaching learning process occurred the teacher asked the noisy students to move in front of teacher’s table. Besides, in the second cycle the teacher was also give positive responses to the students’ opinion and he made creation in creating the learning media such as
Power Point Presentation so that the students’ learning activities in the class improved and the students could participate actively in teaching learning process.
V. CONCLUSIONS AND SUGGESTIONS

Based on all of the data collected from this classroom action research, some conclusions can be drawn as follow:

1. The application of Role-play improves students’ ability in speaking in terms of pronunciation, fluency and comprehensibility and students’ activities well from cycle one to cycle two. In cycle one, 21 students (65.63%) gain score ≥ 65, then in the cycle two, 30 students (93.75%) gain score ≥ 65. Meanwhile, in the cycle 1 the students’ pronunciation average score is 65 and in the second cycle, the average score is 71. And for fluency average score in the first cycle is 66, and in the second cycle, the average score is 72. And the last for comprehensibility average score in the first cycle is 67, and in the second cycle, the average score is 74. Moreover, there is an improvement of students’ average score from cycle one to cycle two in each component.

2. The application of Role-play improves students’ learning activities from cycle one to cycle two. The result of the students’ activities in cycle 1 is 12 students (37.5%) who conduct 75% of the activities. Meanwhile, in cycle 2 is 30 students (93.75%) who conduct 75% of the activities especially on responding to the topic enthusiastically (pre-activity), answering the teacher’s questions (while-activity) and it makes the students’ learning activities better and improved.
3. The use of Role play improves teacher’s teaching performance. It can be seen from the improvement that teacher made from cycle 1 to cycle 2. For teacher’ teaching performance, the teacher scored 70 in cycle 1, then he scored 80 in cycle 2. This means he is able to teach the students well by implementing role play technique in the speaking class, especially on conducting teaching and learning process which is suitable with the competence.

4. Role Play helps students to communicate in English. This technique encourages their motivation to speak in English since they could play a role and act as somebody else creatively.

B. Suggestions

In reference to the conclusion above, the researcher recommends some suggestions as follow:

1. Since the students have the lowest score in pronunciation. It is necessary for the teachers to improve their students’ pronunciation by doing pronunciation drills or remedial exercises especially for words containing sounds /θ/, /ʃ/, /ŋ/.

2. Teachers who want to teach speaking by using role play should create and develop an interesting material in order to attract and trigger the students to participate and practice in the classroom. The teacher can use English video as a model to attract and make students active in learning speaking skill.
3. Since in the cycle two, there are still two students who gain below average score so that the teacher has to do kind of remedial teaching or task especially on pronouncing the English sound /θ/ and /ʃ/ to these students to get the average score as well.
REFERENCES


Alan, Ayckbourn. 2001. “*RolePlay (play)*”.


Appendices