

**THE USE OF ROLE PLAY TO IMPROVE STUDENTS'  
TRANSACTIONAL AND INTERPERSONAL SPEAKING SKILLS  
AT THE EIGHTH GRADE OF DARUL AITAM KHALID AND  
SARAH ISLAMIC BOARDING SCHOOL**



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UNIVERSITY OF LAMPUNG**

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## ABSTRACT

### **The Use of Role Play to Improve Students' Transactional and Interpersonal Speaking Skills at the Eighth Grade of Darul Aitam and Khalid Sarah Islamic Boarding School**

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**Abstract.** Teaching foreign languages is a challenging yet rewarding as we witness students' progress and our impact on their achievements. To enhance language learning, teachers should be creative and utilize role play activities for ample speaking practice. Using English as the primary medium during conversation lessons is crucial. The Classroom Action Research procedure used in this research was Kurt Lewin's design. It consists of two cycles in which each cycle contains four phases, acting, observing, and reflecting. There are two variables in this research, independent, and dependent variable. The independent variable was the use of Role Play. On the other hand, the dependent variable was the students' transactional and interpersonal speaking skill improvement. This teaching strategy hinders effective language communication and leads to several problems. Firstly, students lack vocabulary, preventing them from expressing themselves in real life conversations. Secondly, students have become accustomed to speaking Indonesian in the classroom making them hesitant to engage in English conversations with their peers. Consequently their interest in learning English diminishes. Additionally, Teachers face challenges in managing large classes and capturing students' attention for extended periods without engaging activities This Classroom Action Research aimed to address speaking difficulties among 20 eighth-grade students at Darul Aitam Khalid and Sarah. The study utilized Kurt Lewin's four-stage design and observed improvements through role play activities. Results showed an 18.18% increase in average scores from pretest to posttest in the first cycle, with 30% reaching the passing score. In the second cycle, 80% achieved the passing score, demonstrating enhanced creativity, activity, and fluency. Interviews confirmed students' increased confidence in speaking English. Role play effectively improved transactional and interpersonal speaking skills.

**Keywords:** *Language learning, role play activities, transactional and interpersonal speaking skills*

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**Nadila Endar Margani**

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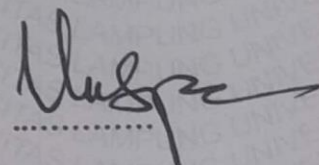
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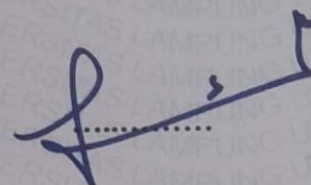
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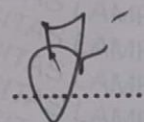
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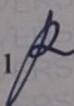


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Menyatakan bahwa skripsi ini adalah hasil karya sendiri. Sepanjang pengetahuan saya, karya ini tidak berisi materi yang ditulis oleh orang lain, kecuali bagian-bagian tertentu yang saya ambil sebagai acuan. Apabila ternyata terbukti bahwa pernyataan ini tidak benar, sepenuhnya menjadi tanggung jawab saya.

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## **CURRICULUM VITAE**

The researcher, Nadila Endar Margani was born on June, 7<sup>th</sup> 1998 in Kalianda, South Lampung. She is the first daughter of Sumardiyo and Endang Supriyati.

She began her elementary education at SD Negeri 2 Lengking, Bulu, Sukoharjo, Central Java and graduated in 2010. She continued her Junior High School at SMP Negeri 2 Bulu, Sukoharjo, and Central Java then graduated in 2013. At the same year, she moved from Central Java to Peninjauan, Ogan Komering Ulu, South Sumatera, then continued her school at SMA Negeri 7 OKU, South Sumatera and graduated in 2016. After finishing her school, she registered as an S-1 student of University of Lampung at English Education Study Program of Teacher Training Education in academic 2016.

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## **MOTTO**

The Messenger of Allah Peace Be Upon Him Said:

“Fear Allah wherever you are, and follow up a bad deed with a good one and it will wipe it out, and behave well towards people.”

(At-Tirmidhi)



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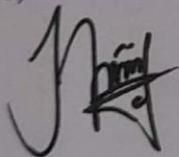
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Bandar Lampung, April 2023

Writer,



Nadila Endar Margani

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## **CHAPTER I**

### **INTRODUCTION**

This chapter narrows down some points. Those are research background of problem, problem of study, research objectives, uses of the research, scope of the research, and definition of terms.

#### **1.1 Background of Problem**

Language as a medium of communication has an important role in the process of exchanging information. When we send our messages to others, we use language to make it more understandable. In this communication process, the sender can receive and evaluate feedback from the receiver. Every day people communicate with other people, and to communicate well they use language. By using language, they can express their ideas, feelings, and thoughts. That is, they use language as a means of communication.

As a part of language skills, speaking is considered as the most representing what we want to express our ideas or thoughts spontaneously for instance. As part of language skills, speaking is considered to best represent what we want to express spontaneously, for example our ideas or thoughts. This means that speaking is seemed because the crucial skill that ought mastered to be through students. Definitely, on the speaking level the emphasis or getting to

know have to be on free conversation. The teacher supervises a role play, while the activities in the classroom are ruled by using students. The aim of role play activity is that students have extra probabilities to use language.

Therefore, the most important thing that should be noticed in teaching speaking is how to activate all of language elements, such as vocabulary, grammar, and pronunciation, which students have possessed to communicate, since the main function of language is a means of communication. It means that the goal for students learning English speaking is that they are able to use language to communicate effectively and appropriately for all life's requirements, both social and academic (Walter, 2004).

However, some language learners are usually afraid to speak the target language. Most of their excuses are embarrassment or fear of making grammatical mistakes, and they don't even know what to say. This can actually happen because of the monotonous method used by the teacher in the teaching and learning process. This can lead to boredom. Thus students are less attentive and the worst result is stagnant skills without improvement.

One of the fundamental problems in teaching foreign languages is preparing students to be able to use the target language. Teaching is not easy work, but it is necessary work, and it can be very rewarding when we see the progress of our students and know that we have helped make it happen. The teacher must be creative and try several alternative ways, for example role play which can provide many opportunities to practice speaking for students, the teacher must also try to use English in teaching English conversation.

Ur (1996:131) defines role play as “all sorts of activities where learners imagine themselves in a situation outside the classroom, sometimes playing the role of someone other than themselves, and using language appropriate to this new context”. Thus, learner would be placed in a variety of experience where they play role as themselves or play the role of someone else and they should use language that appropriate the situation and social context which they are playing.

Based on the writers’ observation at the VIII Grade of Darul Aitam Khalid and Sarah Islamic Boarding School, the writer found that the students' skill to speak English was lacking. When they speak English they take a lot of time to think about what they are going to say, some of them did not say anything at all. Many factors can cause problems in students' speaking skills, including student interest, materials, media, and techniques in teaching English.

In Darul Aitam Khalid and Sarah Islamic Boarding School the teacher teaches the students traditionally. The teacher asks students to present the dialogue in front of the class without asking them to develop more communicative dialogue in their own way. So, they just memorize the dialogues and most of the students don't know how to use some of the expressions taught by their teacher in actual communication. This strategy cannot help students to use language as a communication tool.

The writer considers that it is necessary to find out as alternative way to create suitable and interesting techniques to students’ condition. They need any practices to assist them in developing their speaking skill. There are so many



techniques to make students interested in studying and practicing. Teacher should motivate and encourage students with interesting activities, for example teachers can improve students' speaking skill in speaking by using role play a transactional and interpersonal because the students can learn and try to speak as if they were in the real situation. The students are expected to have a good English communication in speaking either in the transactional and interpersonal function. They need it to follow the development of the world globally.

Based on the phenomena above, the writer tries to research under tittle *The Use of Role Play to Improve Students Transactional and Interpersonal Speaking Skill at The Eight Grade Of Darul Aitam Khalid and Sarah Islamic Boarding School* The writer hopes the students will be more motivated and more active in practicing their speaking in classroom or outside, so that they can speak fluenmtly.

## **1.2 Research Problem**

Based on the background above, the research problem "Is the use Role Play effective to Improve Students' Transactional and Interpersonal Speaking Skill at The Eight Grade of Darul Aitam Khalid and Sarah Islamic Boarding School?"

### **1.3 Research Objective**

The objective of this study is to know whether or not The Use of Role Play is effective to Improve Students' Transactional and Interpersonal Speaking Skill at The Eight Grade of Darul Aitam Khalid and Sarah Islamic Boarding School.

### **1.4 Significance of The Research**

In general, it is expected that the result of the research can give some contributions to the teaching- learning process and that the result can be useful, especially to the following parties:

1. English teacher

It will be sure that speaking using Role Play to Improve student' Transactional and Interpersonal Speaking skill.

2. Student

After the teacher knows the use of Role Play to teach speaking, students are expected to find it easier to learn and master speaking, especially in transactional and interpersonal speaking.

3. English language teaching

English language teaching will soon recognize the suitable and effective teaching speaking using role play further. Even the institution where the English language held, it will get a better result in its graduations.

### **1.5 Scope of The Research**

This research focuses to the use of role play to improve students' transactional and interpersonal speaking skills at the eighth grade of Darul Aitam Khalid and Sarah Islamic Boarding School. This study can provide the students more opportunity to use English in the classroom using the role play technique.

## **CHAPTER II**

### **REVIEW OF LITERATURE**

This chapter presents previous research related findings, some pertinent ideas and conceptual framework.

#### **2.1 Previous Research Related Findings**

1. Arham (2016) in his Journal “The Use of Role Play to Improve Teaching Speaking”. His research role play strategy is approved effective to improve students’ interest to speak English in the nursing classroom. The students who studied through role play show significant improvement in their speaking performance on the post test.
2. Erasma (2013) in her thesis “Improving Students’ Speaking Ability in Class through the Role Play Technique”. The result of the research is the use of role play technique can improve students speaking ability in class. It is shown by the students’ mean score improved in every cycle. Role play technique helps to minimize the students’ unfamiliar idea. So, the students are easy to understand and easy to give and ask for opinion in speaking class.
3. Maharani (2014) in her thesis “Teaching Transactional and Interpersonal Dialogues Using Spontaneous Role Play”. That research aims to

investigate the effectiveness of teaching transactional and interpersonal dialogues using spontaneous role play. The finding of data analysis showed that the effective size of teaching transactional and interpersonal dialogues using spontaneous role play is high.

4. Kosar (2014) in his thesis “Strategies-Based Instruction: A Means of Improving Adult EFL Learners’ Speaking Skill”. His research findings obtained from the qualitative and quantitative data showed that the students in the training group made a meaningful improvement in their speaking skills as compared to those in the comparison group.
5. Sari (2011) in her thesis “Improving Students’ Speaking Ability by Using Role Play (*A Classroom Action Reserach at the first Grade students’ of SMPN 251 Jakarta Timur*)”.

Based on the results of data analysis, the authors conclude that teaching English using role-playing can improve students' speaking skills. Besides that, by implementing role play in teaching speaking students have the opportunity to be active and cooperative in speaking activities, role play has a variety of effective activities for teaching students in large classes, this is supported by observational data and questionnaires.

Based on the findings related to the research above, three authors have conducted research on Speaking Skills with different methods and strategies. This shows that many teachers in different schools have used several strategies, methods, and techniques to improve students' speaking skills. So that's how dealing with the writer will be done to improve students' speaking skills. In this research, the writer will try to use role playing to improve students' transactional and interpersonal

speaking skills. The writer hopes that this strategy can contribute to improving students' transactional and interpersonal speaking skills.

## **2.2 Some Pertinent Ideas**

This point explained of concept of speaking, elements of speaking, function of speaking, classroom speaking activities, and concept of role play.

### **2.2.1 Concept of Speaking**

There are many definitions of speaking that have been proposed by some experts in language learning.

According McDonough and Shaw (2003:133) speaking is not the oral production of written language, but includes learners in the mastery of a wide range sub skill which added together, and then it supports speaking skill. In addition, speaking is not produced without some combination of language skill, but it must be included a number of skills. So, mastering speaking is gathering skill in thought because of including some input skills in it. As the result, the mouth is delivering those skills orally.

In *Oxford Advanced Learners' Dictionary* (1987:827), speaking is making use of language in an ordinary voice; uttering words; knowing and being able to use a language; expressing oneself in words; making a speech. Speaking also defined as giving information as if by speech; the act, utterance, or discourse of person who speaks. Speaking in second language is often viewed as important thing of the four skills, because it can indicate how far the students master a certain language.

Another expert, Kayi (2006) states that speaking is “the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts”. From the statement above, it can be inferred that speaking is expressing ideas, opinions, or feelings to others by using words or sounds of articulation in order to inform, to persuade, and to entertain that can be learnt by using some teaching – learning methodologies. Speaking also is the important instrument of communication. People use it almost constantly. As human beings, especially as social creature we have a need to make meaning of our surroundings. We have a need to express our thoughts, opinions, or feelings in order to be accepted in social life. Speaking does not only make sound by the speech organs but ideas and emotions.

### **2.2.2 The Elements of Speaking**

Speaking is a complex skill requiring the simultaneous use of a number often different abilities, which often develop at the different rates. Either four or five components are generally recognized in analyzing the speech process (Heaton, 1990:70-71).

a. Pronunciation (including the segmental features-vowels and consonants and the stress and intonation patterns).

As stated by Harmer (2007:343), if students want to be able to speak fluently in English, they need to be able pronounce phonemes correctly, use appropriate stress and intonation patterns and speak in connected speech. The speaker must be able to articulate the words, and create the physical sounds that carry meaning. At the level of word pronunciation, second language learners regularly have

problems distinguishing between sounds in the new language that do not exist in languages they already know.

#### b. Grammar

It is obvious that in order to be able to speak a foreign language, it is necessary to know a certain amount of grammar and vocabulary (Bygate, 1997:3). Grammar is the sounds and the sound patterns, the basic units of meaning, such as words, and the rules to combine them to form new sentences (Fromkin and Rodman, 1998:14). Therefore, grammar is very important in speaking because if the speaker does not master grammar structure, he cannot speak English well.

#### c. Vocabulary

As we know, vocabulary is a basic element in language. Vocabulary is single words, set phrases, variable phrases, phrasal verbs, and idioms (Folse, 2004:2). It is clear that limited vocabulary mastery makes conversation virtually impossible.

#### d. Fluency

In simple terms, fluency is the ability to talk freely without too much stopping or hesitating (Riddell, 2001:118). Meanwhile, according to Gower et-al, fluency can be thought of as 'the ability to keep going when speaking spontaneously' (Gower, 1995:100). When speaking fluently students should be able to get the message across with whatever resources and abilities they have got, regardless of grammatical and other mistakes.

#### e. Comprehension

The last speaking element is comprehension. Comprehension is discussed by both speakers because comprehension can make people get the information they want. Comprehension is defined as the ability to understand something by a



reasonable comprehension of the subject or as the knowledge of what a situation is really like.

### **2.2.3 The Functions of Speaking**

Several language experts have attempted to categorize the functions of speaking in human interaction. According to Brown and Yule, as quoted by Richards (2010), “The functions of speaking are classified into three; talk as interaction, talk as transaction and talk as performance.

Each of these speech activities is quite distinct in term of form and function and requires different teaching approaches”. Below are the explanations of the functions of speaking:

#### **a. Talk as Interaction**

Being able to interact in a language is essential. In fact, much of our daily communication remains interactional. This refers to what we normally mean by “conversation”. The primary intention in talk as interaction is to maintain social relationship.

Meanwhile, talk as interaction has several main features as follows:

1. Has a primarily social function
2. Reflects role relationships
3. Reflects speakers’ identity
4. May be formal or casual
5. Uses conversational conventions
6. Reflects degrees of politeness

7. Employs many generic words
8. Uses conversational register

Some of the skills (involved in using talk as interaction) are:

1. Opening and closing conversation
2. Choosing topics
3. Making small-talk
4. Recounting personal incidents and experiences
5. Turn-taking
6. Using adjacency pairs
7. Interrupting
8. Reacting to others

Mastering the art of talk as interaction is difficult and may not be a priority for all learners. In talk as interaction, the ability to speak in natural way is required in order to create a good communication.

That is why some students sometimes avoid this kind of situation because they often loss for words and feel difficulty in presenting a good image of themselves. This can be a disadvantage for some learners where the ability to use talk as interaction can be important.

b. Talk as Transaction

This type of talk or speaking refers to situations where the focus is on what is said or done. The message is the central focus here and making oneself understood clearly and accurately, rather than the participants and how they interact socially with each other. In transaction, talk is associated with other activities. For

example, student may be engaged in hand-on activities (e.g. in language lesson) to explore concept associated with tenses and derivations. Burns, as cited in Richards, distinguishes talk as transaction into two different types. One is a situation where the focus is on giving and receiving information and where the participants focus primarily on what is said or achieved. Accuracy may not be a priority as long as information is successfully communicated or understood. The second type is transactions which focus on obtaining goods or services, such as checking into a hotel. In this type of spoken language, students and teachers usually focus on meaning or on talking their way to understanding.

Meanwhile, talk as transaction has several main features as follows:

1. It has a primarily information focus
2. The main focus is the message and not the participants
3. Participants employ communication strategies to make themselves understood
4. There may be frequent questions, repetitions, and comprehension checks
5. There may be negotiation and digression
6. Linguistic accuracy is not always important

Some of the skills involved in using talk for transactions are:

1. Explaining a need or intention
2. Describing something
3. Asking questioning
4. Confirming information
5. Justifying an opinion
6. Making suggestions

7. Clarifying understanding

8. Making comparisons

Compared with talk as interaction, talk as transaction is easier for some student because it only focuses on messages delivered to the others. Also, talk as interaction is more easily planned since current communicative materials are a rich resource of group activities, information-gap activities, and role plays. It can provide a source for practicing how to use talk for sharing and obtaining information as well as for carrying out the real-world transactions.

c. Talk as Performance

This refers to public talk or public speaking, that is, talk which transmits information before an audience such as morning talks, public announcements, and speeches. Talk as performance tends to be in the form of monolog rather than dialog. Often follows a recognizable format and is closer to written language than conversational language. Similarly it is often evaluated according to its effectiveness or impact on the listener, something which is unlikely to happen with talk as interaction or transaction. Examples of talk as performance are giving a class report about a school trip, conducting a class debate, making a sales presentation, and giving a lecture.

The main features of talk as performance are:

1. There is a focus on both message and audience
2. It reflects organization and sequencing
3. Form and accuracy is important
4. Language is more like written language it is often monologists

Some of the skills involved in using talk as performance are:

1. Using an appropriate format
2. Presenting information in an appropriate sequence
3. Maintaining audience engagement
4. Using correct pronunciation and grammar
5. Creating an effect on the audience
6. Using appropriate vocabulary
7. Using appropriate opening and closing.

Initially talk as performance needs to be prepared in much the same way as written text, and many techniques teaching strategy used to make understanding of written text. Therefore, this kind of talk requires a different teaching strategy.

#### **2.2.4 Classroom Speaking Activities**

To help students develop communicative efficiency in speaking, there are some activities used in the classroom to promote the development of speaking skills in our learners. The discussions below centers on the major types of speaking activities that can be implemented as follows according to Murcia (2001):

##### **a. Discussion**

Discussion is probably the most commonly used in the speaking skills classroom activity. It is a common fact that discussion really useful activity for the teacher in order to activate and involve student in classroom teaching. Typically, student are introduced to a topic via reading, listening passage, or a video tape and are then asked to get into pairs or groups to discuss a related topic in order to come up with

a solution, a response, or the like. Normally, people need time to assemble their thought before any discussion and that is something needs to consider. So, Teacher must take care in planning and setting up a discussion activity.

#### b. Speeches

Another common activity in the oral skills class is the prepared speech. Topics for speeches will vary depending on the level of the students and the focus of the class, but in any case, students should be given some leeway in determining the content of their talks. In other words, the teacher can provide the structure for the speech-its theoretical genre and its time restrictions. For example, asking students to “tell us about an unforgettable experience you had”. Allow them to talk about something that is personally meaningful while at the same time encourages narration and description. Speeches can be frightening for the speaker and after while boring for the listeners, so it is a good idea to assign the listeners some responsibilities during the speeches. It is an excellent time to require peer evaluation of classmates’ speech.

#### c. Role plays

Role play is activity in which students are assigned roles and improvise a scene or exchange based on given information or clues and its one way of getting student to speak in different social context and to assume varied social roles is to use role-play activities in the classroom. Role plays can be performed from prepared scripts, created from a set of prompt and expression or written using and consolidation knowledge gained from instruction or discussion of the speech act and its variations prior to the role plays themselves.

#### d. Conversations

One of the recent trends in oral skills pedagogy is the emphasis on having students analyze and evaluate the language that they or others produce. In other words, it is not adequate to have students produce lots of language; they must become more meta linguistically aware of many features of language in order to become competent speakers and interlocutors in English. One speaking activity which is particularly suited to this kind of analysis is conversation, the most fundamental form of oral communication.

#### e. Information-gap activities

This refers to the fact that in real communication, people normally communicate in order to get information they do not possess. In this activity, each student has different information and they need to obtain information from each other in order to finish a task. They must use target language to accomplish it.

### **2.2.5 Concept of Role Play**

#### a. Definition of role play

- 1) Livingstone (1983:6) defines role play is a class activity which gives the students the opportunities to practice the language aspects of role behavior, the actual roles they may need outside the classroom.
- 2) Killen (2008) cited in Saroh (2012:8) defines role play technique is a technique which provides an opportunity for students to become more deeply involved in thinking about how they would react in real world situation.
- 3) Nunan (2001) role play is approved to be communicative language learning since students are actively get involved in conversations. Students are not

- 4) passive but as active learners. Students become the center of learning not the teachers as found in common ways of teaching.
- 5) Ur (1996:131) defines role play as “all sorts of activities where learners imagine themselves in a situation outside the classroom, sometimes playing the role of someone other than themselves, and using language appropriate to this new context”. Thus, learner would be placed in a variety of experience where they play role as themselves or play the role of someone else and they should use language that appropriate the situation and social context which they are playing.
- 6) Ladousse (1997:5-7) states his opinion about the definite of role play. At first, he defines it by separating the words of *role* and *play*. ‘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. A group of students crying out a successful role play in a classroom has much in common with a group of children playing school, doctors and nurse, or star wars. Both are unselfconsciously creating their own reality and, by doing so, are experimenting with their knowledge of the real world and developing their ability to interact with other people. Moreover, he states about role play as a technique in English teaching.

According from the statement above, the writer concludes that role play is a technique in English teaching which brings the students to real communication in order to develop the students’ fluency. The situations and the roles are made by the teacher as a real life situation so the students have the opportunity to practice their language that they need outside the classroom.



b. The objective of role play

According to Clark (1982) the objective of role play is to put the students into a realistic communication situation to: sharpen their listening comprehension skills, bring them in contact new language, and discover areas where they need additional practice.

In addition Richards (1998:308) states that the objective of the role play is to simulate a conversation situation in which students might find themselves and give them an opportunity to practice and develop their communication skills. Thus, it can be synthesized that the objective of role play is to develop communication skill by putting the students into communication situation. The realistic communication situation gives the students new experience in using the language they have learned, and the experience is good for remembering what they have learned.

Therefore, the writer concludes that the objective of role play is communication and it is similar to the objective of teaching speaking, so it means role play can be applied in teaching speaking and it can help students in improving speaking skill.

c. Procedure of the Role Play

1) Prepare class for role-play

- a. Present an artificial problem, situation, or event that represents some aspect of reality.
- b. Define the problem, situation, and roles clearly.

2) Give clear instructions

- a. Determine whether role-plays will be carried out using student volunteers in front of the class (the teacher may or may not play a role), in partnerships/small groups with every student playing a role, or in small groups with role-players and observers.
- b. Divide students into groups, if appropriate.
- c. Model the skill with a scripted role-play.

### 3) Act out role-plays

- a. Students follow the procedure outlined by the teacher to act out role-plays.
- b. Unless the teacher is playing a role, it is helpful to walk around the room and observe how students are experiencing the role play and offer coaching to students who are stuck.

### 4) Discussion (small group and whole class)

- a. Begin by allowing players to communicate feelings experienced during the role play
- b. Have students identify sexual health skills that were demonstrated during the role-play.
- c. Determine actions that strengthen or weaken these skills (i.e. body language).
- d. Discuss how this role-play is or isn't similar to real life.
- e. Identify ways of using identified sexual health skills in real life situations.
- f. The advantages of role play

There are some advantages teaching speaking by using role play in the class, they are According to Ladousse (1995:6-7):

- 1) With role play a very wide variety of experience can be brought into the classroom and we can train our students in speaking skill in any situations through role play.
- 2) Role play puts students in situation in which they are required to use and develop those phatic forms of language which are so necessary in oiling the works of social relationships, but which are so often neglected by our language teaching syllabuses.
- 3) Some people are learning English to prepare for specific roles in their lives. It is helpful for these students to have tried out and experimented with the language they will require in the friendly and safe environment of a classroom.
- 4) Role play helps many shy students by providing them with a mask. Perhaps the most important reason for using role play is that it is fun.
- 5) In conclusion, role play can encourage students to create their performance as well as possible due to the freedom given to them to make up a dialogue/conversation by themselves. Therefore, most students are motivated to share and express their ideas during the activity.

e. The disadvantages of role play

In spite of the fact that role playing gives some advantages, it also shows disadvantages. They are according to Livingstone (1983:30):

- 1) Organization, few teachers operate in ideal circumstance. The majority work in classrooms which are too small, and with classes which are, numerically, too large. Similarly, the noise level produced by a class of forty, divided into eight role play groups in a small classroom, may be so high as to make concentration impossible.

- 2) Time, if the time taken for preparation and follow-up work is included, then role play will take up a lot of classroom time.
- 3) In conclusion, teaching speaking by using role play takes up a lot of classroom time because the students need for preparation before their play a role. It's also need an extra room, because if the room is too small the students can't move in play their role and its can make a noisy in the room, so it's very difficult for the students to concentrate.

### **2.2.6 Concept of Transactional and Interpersonal**

According to Brown (2000:273), transactional is extended form of responsive language. It is not just limited to give the short respond but it can convey or exchange specific information. Meanwhile Brown (2000:274), interpersonal is designed for the purpose of maintaining social relations rather than for the transmission of facts and information.

Interpersonal communication is an exchange of information between two or more people (Canabano, 2011). It is also a learning area. Communication skills are developed and can be improved or enhanced with increased knowledge and practice. During interpersonal communication, there is message sending and receiving messages. This can be done using direct and indirect methods. Successful interpersonal communication is when the sender of the message and the recipient of the message understand the message including; speech communication, nonverbal communication.

Another definition by Knapp and Daly (2011), defines a large number of scholars collectively identifying and using the term interpersonal communication to

describe their own work. However, these scholars also recognize that there is considerable variation in how they and operationally define this learning area. In some ways, the construct of interpersonal communication is like the phenomenon it represents: dynamic and changing. Thus, attempts to identify exactly what interpersonal communication is or is not are often frustrating and fall short or consensus. In addition, Manning (2014) many who research and theorize about interpersonal communication do so from a variety of research paradigms and theoretical traditions.

There are several factors that can be involved in interpersonal conversations, which can make them a bit more complicated for the speaker: casual lists, colloquialisms, emotionally charged language, slang, and sarcasm. Additionally, transactional and interpersonal conversations always occur in community activities at various levels. In this case, the writer focused on the junior high school level to find out students' problems in transactional and interpersonal speaking skills.

According to Pearson (1983) characteristics in Interpersonal Communication there are five, namely:

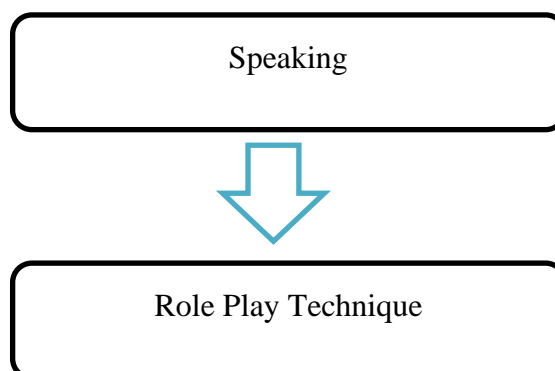
1. Interpersonal Communication begins with self (self);
2. Interpersonal Communication transactional;
3. Interpersonal Communication covering aspects of the content of messages and interpersonal relationships.
4. Interpersonal Communication involving the parties is mutually dependent on each other in the process of communicating.
5. Interpersonal Communication cannot be altered or reproduced.

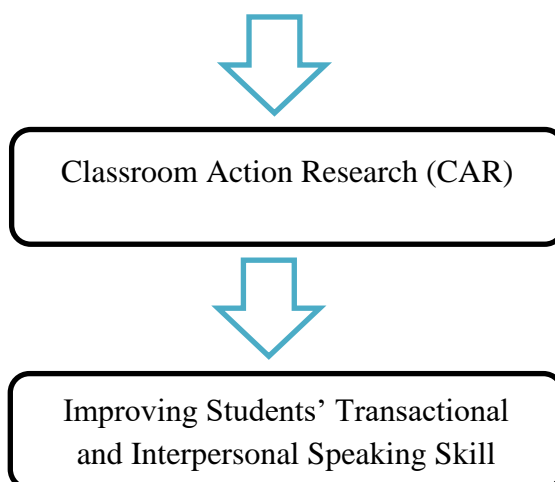
Although there are many definitions available, interpersonal communication is often defined as communication that occurs between people who are interdependent and have knowledge of one another. Interpersonal communication includes what happens between a son/daughter and his/her parents, an employer and an employee, two sisters, a teacher and a student, two lovers, two friends, and so on. However mostly dyadic in nature, interpersonal communication is often extended to include small, intimate groups such as the family. Interpersonal communication can occur in face-to-face settings, as well as through media platforms, such as social media (Pearson, 2013).

Interpersonal communication can fail to achieve its goals if too many symbolic gestures are used because there is a fair chance that no two individuals will attach the same meaning to the symbolic meaning referred to as passing and when there is a lack of language and listening skills. Emotional disturbances and physical distractions such as faulty acoustics and noisy environments also act as barriers to interpersonal communication.

### 2.3 Conceptual Framework

**Figure 2.1**  
Conceptual Framework





In the diagram above the input and output processes are briefly classified as follows:

1. Speaking refers to how students can speak in the class through role play techniques.
2. Before implementing the role play technique, we will conduct a pre-test at the first meeting, to find out the students' speaking skill.
3. After getting the results of the pre-test, we will carry out the learning process using the role play technique.
4. The role playing technique used in Classroom Action Research (CAR), so that; the writer will use two cycles in class. Namely cycle I and cycle II, as well as getting the posttest I and posttest II to find out the improving in student learning outcomes during the learning process.
5. After treatment the technique in the learning process, we will find out how to improve students' transactional and interpersonal speaking skills through role playing techniques.

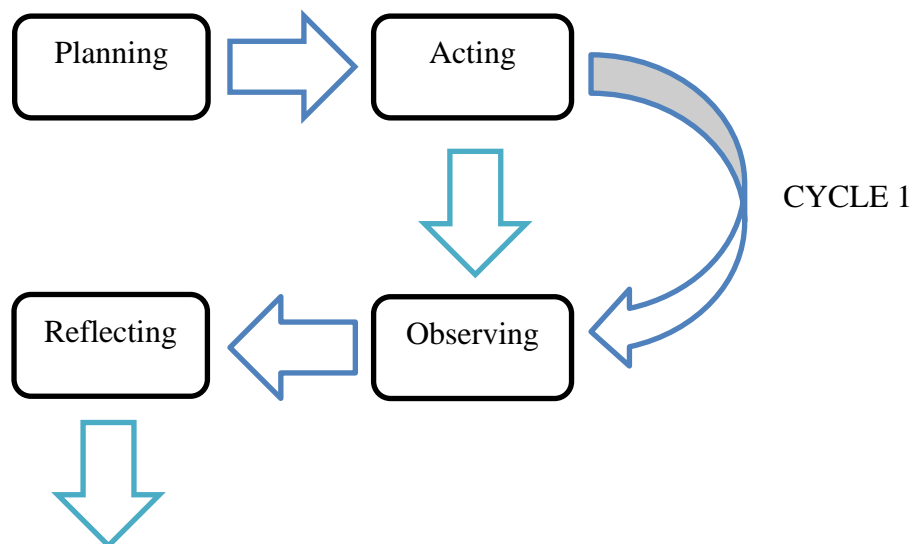
## CHAPTER III RESEARCH METHOD

This chapter presents Research Design, Variables, Population, Sample, and Procedure of collecting data and technique of data analysis.

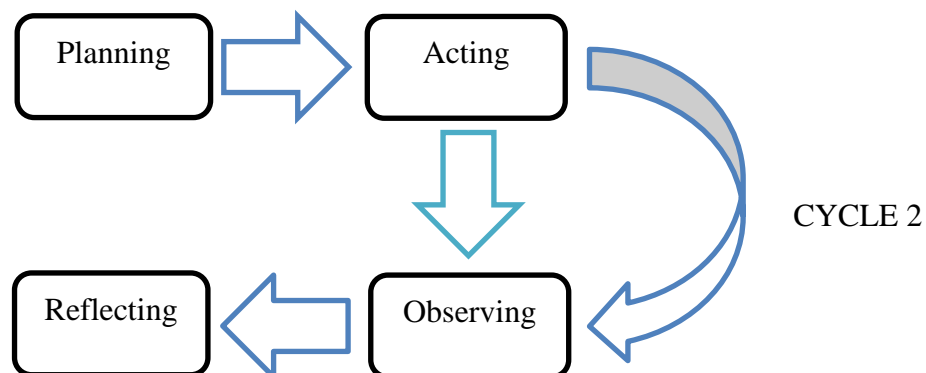
### 3.1 Research Design

The Classroom Action Research procedure used in this research was Kurt Lewin's design. It consists of two cycles in which each cycle contains four phases, acting, observing, and reflecting.

**Figure 3.1**  
Kurt Lewin's Action Research Design







To make clear what happens in every phase. Here are the explanations

#### 1. Planning

In this phase, the writer design a lesson plan from the syllabus which is consulted with English teacher, creating the topics that are appropriate with the matter, Preparing materials that will be used at the cycle. The writer also made the evaluation form to know about students' achievements at the end of this cycle.

#### 2. Action

In this phase, the writer and observer collaborates to carry out the planned action. The writer gave explanation how plays a role, and gave an example from it. The writer also gave some related vocabulary items needed when students were did a role play activity. Then, the writer gave a role card that tells the students who he is, something of his background, what his opinions about a given subject are, and possibly suggests a course of action that he should try and carry out, and asks the students to practice in pairs or in a group.

### 3. Observation

In this phase, the observer (the real teacher of Darul Aitam Khalid and Sarah Islamic Boarding School) observes the student's responses, participations, and achievements which are found during the teaching and learning process. Sometimes, the observer asks some students' opinions about the process of teaching and learning using role play activity. The observer also takes the observation notes to write the real situation when the action is occurred.

### 4. Reflecting

In this phase, the researcher and the observer identifies the problems that are found by seeing the result of the observation which should be solved. Then, those are used to make plan for further cycle and correct its weaknesses.

## **3.2 Variables**

There are two variables in this research, independent, and dependent variable. The independent variable was the use of Role Play. On the other hand, the dependent variable was the students' transactional and interpersonal speaking skill improvement.

## **3.3 Population and Sample**

### 1. Population

The population of this research was all of students' of Darul Aitam Khalid and Sarah in the 2020/2021 academic year. This consists of three classes. Each class consists of 15-20 students. The total numbers of population were 55 students.

## 2. Sample

The researcher would take class VIII as the sample used total sampling. The reason to choose this class was that the class technique appropriate with the lesson plan. The number of students in class VIII was 20 students.

### **3.3 Procedure of Collecting Data**

The procedures of collecting data in this research will describe as follows:

#### 1. Observation

In this case, the writer used the unstructured observation to get information about the real condition in teaching learning activities. The writer made the observation notes about situation in the class while teaching learning process occurred, teacher's performance in teaching speaking, and students' speaking skills, such as; pronunciation, vocabulary, grammar, and their braveries in speaking lesson.

#### 2. Test

The writer used oral test for the students. The test used in this study was pre-test and post-test. The pre-test was done before implementing role play technique. It was to measure students' speaking ability at first. Meanwhile, the post-test was implemented after used role play technique.

The student's did the oral test by role play technique, the students asked to choose one of envelopes of role card that provided by the writer. Then, the students perform their role play. The students need to do the test in pairs or groups.

### **3.4 The Technique of Data Analysis**

In analyzing the numerical data, first the researcher tries to get the average of students' speaking skill per action within one cycle. It is use to know how well students' score as a whole on speaking skill. It uses the formula:

$$X = \frac{\sum x}{n} \quad \begin{array}{l} X = \text{Mean} \\ x = \text{Individual Score} \end{array} \quad n = \text{Number of Students}$$

(W. James Popham, 1967:21)

Second, the researcher tries to get the class percentages which pass the minimum standard. It will use the formula:

$$P = \frac{F}{N} \times 100\%$$

P = The Class Percentage  
F = Total Percentage Score  
N = Number of Students

(Anas Sudijono, 2008)

Third, after getting mean of students' score per actions, the researcher identifies whether or not there might have students' improvement score on speaking skill from pre-test and post-test score in cycle 1 and cycle 2. In analyzing that, the writer uses the formula:

$$P = \frac{y1 - y}{Y} \times 100\%$$

P = Percentage of Students' Improvement

y = Pre-test Result

y1 = Post-test 1

$$P = \frac{y2 - y}{Y} \times 100\%$$

P = Percentage of Students' Improvement

y = Pre-test Result

y1 = Post-test 2

(David E. Meltzer, 2008)

### 3.5 The Assessment of Speaking

Speaking is a complex skill that requires the simultaneous use of different abilities that often develop in different roles. Speaking skills are generally recognized in the analysis of speaking processes, namely pronunciation, grammar, vocabulary, fluency, and comprehension. (JB Heaton, 1990) presented a sample spoken English rating scale using 1-6 points. Below is the outline of JB Heaton's spoken English rating scale:

**Table 3.1**

The Rating Scores' Criteria of Oral Test

6	<ul style="list-style-type: none"> <li>- Pronunciation good</li> <li>- Only 2 or 3 grammatically errors</li> <li>- Not much searching for words</li> <li>- Very few long pauses</li> <li>- Fairly easy to understand</li> <li>- Very few interruptions necessary</li> <li>- Has mastered all oral skills on course</li> </ul>
5	<ul style="list-style-type: none"> <li>- Pronunciation slightly influenced L1</li> <li>- A few grammatically errors but most sentences correct</li> <li>- Sometimes searches for words</li> <li>- Not too many long pauses</li> <li>- Generally meaning fairly clear but a few interruptions necessary</li> <li>- Has mastered almost all oral skill course</li> </ul>

4	<ul style="list-style-type: none"> <li>- Pronunciation slightly influenced L1</li> <li>- A few grammatically errors but only 1 or 2 causing serious confusion searches for words</li> <li>- A few unnatural pauses</li> <li>- Conveys general meaning fairly clearly</li> <li>- A few interruptions necessary but intention always clear</li> <li>- Has mastered most of oral skills on course</li> </ul>
3	<ul style="list-style-type: none"> <li>- Pronunciation influenced by L1</li> <li>- Pronunciation and grammatical errors</li> <li>- Several errors cause serious confusion</li> <li>- Longer pauses to search for word meaning</li> <li>- Fairly limited expression</li> <li>- Much can be understood although some effort needed for parts</li> <li>- Some interruptions necessary</li> <li>- Has mastered only some of oral skills on course</li> </ul>
2	<ul style="list-style-type: none"> <li>- Several serious pronunciation errors</li> <li>- Basic grammar errors</li> <li>- Unnaturally long pauses</li> <li>- Very limited expression</li> <li>- Needs some effort to understand much of it</li> </ul>

	<ul style="list-style-type: none"> <li>- Interruption often necessary and sometimes has difficulty in explaining or making meaning clearer</li> <li>- Only a few of oral skills on course mastered</li> </ul>
1	<ul style="list-style-type: none"> <li>- A lot of serious pronunciation errors</li> <li>- Full of long pauses</li> <li>- Very halting delivery</li> <li>- Extremely limited expression</li> <li>- Almost impossible to understand</li> <li>- Interruptions constantly necessary but cannot explain or make meaning clearly</li> <li>- Very few of oral skills on course mastered</li> </ul>

Each element characteristic is then defined into six behavior statement graphs as started in the frames above. The researcher will objectively look at the characteristics of each student's speaking skill whether they reach 1, 2, 3, 4, 5, and 6. For case calculations, the researcher changes JB Heaton's small score to a scale of 100 as follows:

**Table 3.2**  
The Scores' Range of the Criteria

Score	Range
6	86 – 100
5	76 – 85

Score	Range
4	66 – 77
3	56 – 65
2	46 – 55
1	0 – 45

### **3.6 The Criteria of the Action Success**

Classroom Action Research is said to be successful if it can exceed predetermined criteria. In this study, the research will be successful if there are 75% of students who can achieve the target value (Wijaya Kusumah and Dedi Dwitagama, 2009). This means that during Classroom Action Research students must reach the target KKM score of 70 speaking tests starting from the pre-test to the second post-test in cycle two. In addition, Classroom Action Research will be declared failed if students cannot exceed the predetermined criteria. Then, the alternative actions will be carried out in the next cycle.



## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

#### **5.1. Conclusion**

Researcher would like to conclude this research. This research uses the Classroom Action Research (CAR) method in which to identify problems with students' speaking abilities such as; lack of confidence and shyness, teachers use monotonous techniques, students lack vocabulary and it is very difficult to memorize some new vocabulary. This was started from observations in class VIII of Darul Aitam Khalid and Sarah who were considered a class with low speaking ability. The number of students in the class is 20 people. In this Classroom Action Research, the authors apply Kurt Lewin's design which consists of four stages. That is planning, acting, observing, and reflecting. While the data obtained from observation and tests.

In addition, related to test results, there was an increase of 18.18% in the average score of students from pretest to posttest in the first cycle. In the pretest, there were three students who passed the minimum score. Meanwhile, in the results of the posttest in cycle 1, there were 6 students or 30% of students in the class who

passed the minimum score considering their average test score was 65.65. Furthermore, based on the results of the posttest in cycle 2, there were students or 80% of students in the class who passed the minimum score considering the average score were 69.7. This shows that students experienced a significant increase; this increase can be seen from the higher scores, from pretest, posttest 1, and posttest 2. The use of role play can improve students' transactional and interpersonal speaking skills. This can be proven based on some data such as the results of observations showing that students are more creative, active and independent in expressing what is known and then the results of the interviews can be concluded that students do not only have the opportunity to be active and cooperative in speaking activities but also able to speak English boldly and fluently.

## **5.2 Suggestion**

After concluding the results of the research, the writer would like to make some suggestions that are expected to be useful for students and teachers or other English researchers.

### **1. For students**

Realizing that speaking is important in English communication, students must be trained or practiced to speak individually, in pairs or in groups, both inside and outside the classroom.

### **2. For teachers**

Teachers must learn and be creative to find ways to teach speaking using effective methods, one of which is by using role play. He must also provide motivation and

an explanation of the importance of speaking English or universal communication.

### 3. For researchers

The research results can be used as additional references or further research with different discussions.

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