



ABSTRACT

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

By

MERY NOVITA

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' 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.