

**IMPROVING CHARACTER BASED SPEAKING SKILL BY APPLYING
ROLE PLAY METHOD OF THE TENTH YEAR STUDENTS OF SMK
MUHAMMADIYAH 3 KLATEN UTARA IN ACADEMIC YEAR OF
2017/2018**

S-1 THESIS

The Thesis is presented as a Partial Fulfillment of the Requirement for Undergraduate Degree in English Education Study Program



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**TEACHER TRAINING AND EDUCATION FACULTY
UNIVERSITY OF WIDYA DHARMA KLATEN
KLATEN
2018**

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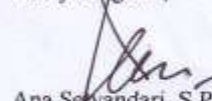
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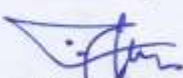
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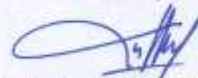
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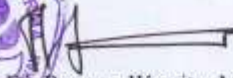


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PRONOUNCEMENT

This is to certify that I write the thesis entitled "**IMPROVING CHARACTER BASED SPEAKING SKILL BY APPLYING ROLE PLAY METHOD OF THE TENTH YEAR STUDENTS OF SMK MUHAMMADIYAH 3 KLATEN UTARA IN ACADEMIC YEAR OF 2017/2018**". It is not plagiarism or made by others. The whole of this thesis is definitely my own work, except certain parts that the sources are referenced. If this pronouncement proves incorrect, I am ready to accept academic punishment, including the withdrawal or cancellation of academic degree of Widya Dharma University.

Klaten, August 7th 2018
The Researcher




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MOTTO

Your hearts is yours, you are the learder. Being a succeed or not, you are the one who determine.

(The Researcher)

Life in the world is temporary and life in beyond is everlasting. So, use your time to do something useful.

(The Researcher)

PRESENTATION

This thesis is presented to:

1. My God (Allah SWT) and my prophet (Muhammad Saw).
2. My beloved parents who give me the motivation, pray, spirit, love, material, moral, and everything that the reseacher can not be mentioned.
3. My beloved old and young sister.
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The researcher realizes that this thesis is far from being perfect. The researcher hopes this thesis would be advantages to the readers.

Klaten, August 7th 2018
The Researcher



Eva Ayu Dasita
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ABSTRACT

EVA AYU DASITA. 1411202918, English Education Study Program, Teacher Training and Education Faculty, Widya Dharma University, Klaten, 2018. Thesis: *Improving Character Based Speaking Skill by Applying Role Play Method of the Tenth Year Students of SMK Muhammadiyah 3 Klaten Utara in Academic Year of 2017/2018.*

This research is intended to answer the question which become problem of this study: “Can role play method improve character-based speaking skill of the tenth year students of SMK Muhammadiyah 3 Klaten Utara in academic year of 2017/2018?”. This study is related to the result of preliminary study showed that the students were still poor in English speaking skill especially in giving interpersonal response.

In this study, the researcher uses classroom action research (CAR) which is conducted to solve the students’ problem in English speaking. The procedure CAR was done based on Triyono, 2016. The researcher did into three meetings namely pre-cycle, cycle 1, and cycle 2. In this study, the researcher uses four instruments to measure the students character based speaking skill namely observation, interview, questionnaire, and test. The researcher uses qualitative and quantitative to analyze the data. The data were gathered through qualitative which is described of observation and interview. Meanwhile the quantitative is used to calculate students’ speaking skill and students’ character.

Based on this research, the researcher uses form of questionnaire through teacher professionalism and students’ interest to know pre-condition in teaching and learning before using role play (pre-cycle). In cycle 1, the teacher implements role play method in teaching and learning process. The mean of students speaking skill before implementing role play is 57.5. After implementing role play method is 70.4. Then, the researcher and the teacher discussed to continue in the next cycle because there is no pass the minimal learning mastery (KBM) yet. In the cycle 2, the mean is 78.1, it means that there are improvement by using role play method in teaching and learning speaking. Moreover, the observation checklist shows that the students seemed braver and more confident in speaking. It proven by their conversation, discussion, pronunciation, fluency, and performance before the class. The observation, interview, and questionnaires is used to measure the students character. Based on the result above, the researcher concludes that role play method can improve students’ character based speaking skill that showed in table of students improvement.

Keywords: improving, speaking, character

CHAPTER I

INTRODUCTION

A. The Background of the Study

Speaking is a skill of conveying words or sounds of articulation to express or to deliver ideas, opinions, or feelings. The learner can hardly understand anything at all, unless the speaker is talking about things the learner is observing, or unless the language being learned is closely related to some other language the learner knows (Bashir, Azeem, and Dogar, 2011: 36). According to Richards (2008: 19) the mastery of speaking skill in English is a priority for many foreign learners. Consequently, the students often evaluate their success in language learning as well as the effectiveness of their English course on the basis of how much they feel they have improved in their spoken language proficiency. The purpose of the people in studying language is to be able to speak and communicate using the language fluently. Therefore, most of people measure their English skill through their speaking proficiency. English teaching and learning have to goal of focusing students so that they are able to use English for communication and as a tool for furthering their studies (Oradee, 2012: 533)

Based on the researcher's observation at the tenth grade of SMK Muhammadiyah Klaten Utara and interview to the English teacher on April, 24th 2018, the researcher found that the students were poor in English speaking skill. When the students spoke English, they took so much time thinking what they were going to say, even some of them did not say

anything. Based on the information taken by questionnaire, it was found that the problems of the students' speaking skill were among others students' low interest, difficult material of English subject, monotoneus media and technique used in teaching and learning English. The teacher taught the students traditionally. It means that the teacher asked the students to perform the dialogue before the class without asking them to develop more communicative dialogue using their own way. The students mostly memorized the dialogue and most of them did not know how to apply some expressions in a real communication. In fact, this strategy cannot help students to use language as a means of communication.

Based on the information collected in the observation completed with interview and questionnaire, it was necessary to find out an alternative way to create suitable and interesting technique to students' condition. Doing collaboration with the teacher, the reseacher discussed several methods to improve students' speaking skill and focused on role play method. Very wide variety of experience can be brought into the classroom through role play (Ladousse, 2009: 5). To support teaching speaking skill, Gudu (2015: 55) recommends that: 1) the students should be given chances to practice using authentic English language in context, 2) the teacher integrates various activities in a lesson to meet their learners' need, and 3) the teacher uses curriculum to acknowledge learners' cultural backgrounds in order to enchance their learning outcomes.

Besides, in teaching and learning the teacher should adjust the role play method to the appropriately prescribed curriculum (curriculum 2013) in Indonesian context. In line with curriculum 2013 which is based on character, role play automatically drives the students to be closer to good character such as discipline, hard work, responsible, honest, and creative. Moreover, the teacher should put into high attention. This is in line with *Undang-Undang Republik Indonesia No. 20 Tahun 2003 tentang sistem Pendidikan Nasional Pasal 3* which states that national education aims at developing character based competence (Benninga et al, 2003: 19). In addition, the purpose of national education is a formulation of the quality of Indonesian human beings that must be developed by each unit of education. The formulation of the national education objectives is the basis for the development of cultural education and the character of the nation. Therefore, the researcher assumes that role play is a good alternative way for teaching English in SMK Muhammadiyah 3 Klaten Utara. It also allows students to be creative and to put themselves in another person's place for a while. Role play is also technique that makes students work in pairs, support one another and make the class more interesting. Based on thus, the researcher does a research under the title: "Improving Character Based Speaking Skill by Applying Role Play Method of the Tenth Year Students of SMK Muhammadiyah 3 Klaten Utara in Academic Year of 2017/2018".

B. The Reason for Choosing the Topic

The reasons that encourage the researcher to choose the topic are as follows:

1. Speaking skill is realized as communication. Therefore, speakers are required to be able to express what they want to say as effectively as possible in order to convey the message.
2. Role play method is effective method to express something into real communication in order to develop the students' speaking skill.

C. The Limitation of the Study

Based on the description above, the limitation of the study is to improve the students' character-based speaking skill by applying role play method in SMK Muhammadiyah 3 Klaten Utara in academic year of 2017/2018.

D. The Problem of the Study

The researcher would like to present the problem of the study that can be formulated as follows "Can role play method improve character-based speaking skill of the tenth year students of SMK Muhammadiyah 3 Klaten Utara in academic year of 2017/2018?".

E. The Aim of the Study

In relation to the statement of the problem, the aim of this study is to verify whether role play method can improve character-based speaking skill of the tenth year students of SMK Muhammadiyah 3 Klaten Utara in academic year of 2017/2018.

F. The Use of the Study

From the result of this study, the researcher hopes that it can be useful to the teaching and learning English especially speaking. The findings of the study are expected to be useful as follows:

1. For the students, it assists them to solve their problem in speaking activity and it can help them to improve their speaking skill.
2. For the teacher, it gives the alternative solution in teaching speaking skill.
3. For the institution of SMK Muhammadiyah 3 Klaten Utara, it can be beneficial regarding to improve the education quality.

G. The Clarification of the Key Terms

To clarify the meaning of the title, the researcher would like to explain the key terms as follows:

1. Improving

According to Burn (2010: 5), improving is making something better than before. Improving in action research means improve in learning quality, so that it is continuous improvement of learning process and continuous quality improvement. In this study, the students' value based on character-based speaking skill will be taken from the averages of every cycle where there are improvement of it.

2. Speaking Skill

According to Hornby (1987: 809), speaking is making a speech. While skill is the ability to do something well. In this study, speaking

skill is the students' speaking ability to make a speech using communication expression a certain context.

3. Character-Based Speaking Skill

In this study, character-based speaking skill focuses on building the ability of using communication expression to make a speech that shapes the character such as religious, polite, communicative, democratic, respectful, responsible, discipline, confident, cooperative, creative, and inovative.

4. Role Play Method.

Role play is the technique of teaching which asks the students to play based on the role of certain situation. In this study, role play method is a technique in English teaching which brings the students to real communication in order to develop the students' speaking skill.

H. The Organization of the Study

This organization is presented in order to give the direction of the thesis arrangement. It is also meant to give description to the readers.

Chapter I is Introduction. It consists of the background of the study, the reason for choosing the topic, the limitation of the study, the problem of the study, the aim of the study, the use of the study, the clarification of the key terms, and the organization of the study.

Chapter II talks about review of related literature. This chapter discusses speaking skill, role play method, character education and relevant studies.

Chapter III is research method. It deals with the meaning of research method, research design, the subject the study, the place and time of the research, the data and the source of the data, the technique of collecting the data, testing validity, action research procedure, the technique of analyzing the data, and action performance indicator.

Chapter IV is the result of the study. It discusses the result of the research in improving students' speaking skill by using role play method. This chapter concerns pre-cycle, cycle 1 and cycle 2.

Finally in chapter V, the researcher would come to the conclusion and suggestion.

CHAPTER V

CONCLUSION AND SUGGESTION

After conducting the whole steps of this classroom action research, the researcher would like to give conclusion as the result of this research. Furthermore, related to the conclusion the researcher also gives suggestion. They are described one by one below.

A. Conclusion

In this phase, the researcher would like to answer the problem of the study namely “Can role play method improve character based speaking skill of the tenth year students of SMK Muhammadiyah 3 Klaten Utara in academic year of 2017/2018?”. Based on the research conducted in automotive one of tenth class in SMK Muhammadiyah 3 Klaten Utara, the researcher concludes that role playing activity could improve students’ speaking skill showed by the score that they got. Meanwhile the students’ character assessment showed by using form of questionnaire. Questionnaires is taken from students’ interest, teacher’s professionalism, self assessment, peer assessment, and teacher’s observation. There was improvement in teaching speaking by using role play method which can be seen from pre-cycle until cycle two in table of students’ improvement below.

Table 1. Students’ Improvement

No.	Instruments	Mean		
		Pre-Cycle	Cycle 1	Cycle 2
1.	Students’ Speaking Skill	5.75	70.4	78.1
2.	Students’ Character Assessments	2.22	2.58	3.10

Moreover, by using role play method in teaching speaking, the students have chance to be active and cooperative in speaking skill. Role play has various activities that can be effective to teach students in speaking. It is supported from the observation and questionnaire sheet.

B. Suggestion

The researcher would like to give suggestion for the teacher and the students. First, the English teacher could implement the role play method as an alternative way in teaching and learning speaking skill. Second, it is recommended that the students use role play method as one of their learning strategies to practice and improve their speaking skill in giving interpersonal response which can be done in their extracurricular activities.

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