

**IMPROVING SPEAKING COMPETENCE WITH ROLE-PLAY TO
CLASS VIIIB OF SMPN 3POJONG GUNUNGKIDUL IN ACADEMIC
YEAR 2015/2016**

S1 - THESIS

This Thesis is Presented as a Partial Fulfillment of the Requirements for
Accomplishing Undergraduate Degree of Education in English Education Study
Program



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THE TEACHER TRAINING AND EDUCATION FACULTY

WIDYA DHARMA UNIVERSITY KLATEN

2016

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**IMPROVING SPEAKING COMPETENCE WITH ROLE-PLAY TO
CLASS VIII B OF SMPN 3 PONJONG GUNUNGKIDUL IN ACADEMIC
YEAR 2015/2016**

By

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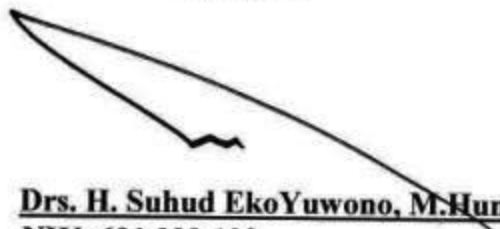
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CLASS VIIIB OF SMPN 3 PONJONG GUNUNGKIDUL IN ACADEMIC
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PRONOUNCEMENT

This is to certify that I myself write this thesis entitled **“IMPROVING SPEAKING COMPETENCE WITH ROLE-PLAY TO CLASS VIIIB OF SMPN 3 PONJONG GUNUNGKIDUL IN ACADEMIC YEAR 2015/2016”**.

It is not a plagiarism or made by others. Anything related to others' work is written in quotation, the source of which is listed on bibliography.

If then this pronouncement proves incorrect, I am ready to accept academic punishment, including the withdrawal or cancellation of my academic degree.

Klaten, March 2016



Sanik Retnaningsih
1211202826

MOTTO

- ***“Always be yourself no matter what they say and never be anyone else even if they look better than you”*** Selalujadidirisendiritidakpeduliapa yang merekatakandanjanganpernahmenjadi orang lain meskipunmerekatampaklebihbaikdariAnda.
- ***“Learn from the past, live for the today, and plan for tomorrow”*** Belajarlahdarimasalalu, hiduplah di masasekarangdanrencanakanuntukharisesok.
- ***“Telling the truth is a simple way to have a peaceful of life”*** Berbicarajujuradalahjalantermudahuntukmendapatkankedamaianhidup.
- ***The best sword that you have is a limitless patience.*** (Pedangterbaik yang kamumilikiadalahkesabaran yang tanpabatas.)

PRESENTATION

This thesis is dedicated to:

1. My beloved father and mother whom I can't express my gratitude and love.
2. My beloved husband, **Prapradi**, for his love, care, understanding, patience, and pray.
3. My lovely children(**GatiMiranti** and **AnggitSetiadi**) who give me support and love.

ACKNOWLEDGMENT

All highness, praise and gratitude are to the God for giving me strength and ability to finish this thesis. This thesis is a partial fulfillment of requirement for accomplishing undergraduate degree of education in English Education Study Program. This thesis would be impossibly finished without other people's help. Therefore, the deep gratitude and appreciation are presented to:

1. Prof. Dr. H. Triyono, M.Pd, the Rector of Widya Dharma University.
2. Drs. H. Udiyono, M.Pd, the Dean of the Faculty of teacher training and Education of Widya Dharma University, who gives me permission and supports to write the thesis.
3. Dra. Sri Haryanti, M.Hum, the Chairman of English Education Study Program of Widya Dharma University.
4. Drs. PurwoHaryono, M. Hum.the first consultant, who has given his guidance, suggestion, correction, advice, information and motivation during writing and finishing this thesis.
5. Drs. H. SuhudEkoYuwono, M.Hum, the second consultant for his guidance and suggestion in writing the thesis.
6. DwiYulianingsih, S.Pd, the headmaster of SMPN 3 Pojong Gunungkidul who has given the permission to do the research.
7. Dewi Hajarmukarohmah, the English teacher of SMPN 3 PojongGunungkidul for help to do the research.

8. All the lecturers of English Education Study Program of Widya Dharma University Klaten.

Finally, nothing in the world is perfect, this writing is too, is not without blemish. Therefore, all suggestion and criticism from all sides for the sake of perfecting the subject matter will be most welcome and received with gratitude. I truly expect that this thesis is useful and gives the support for language teaching and learning.

Klaten, March 2016

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ABSTRACT

NanikRetnaningsih, Student Number : 1211202826, English Education Study Program, Faculty of Teacher Training and Education, Widya Dharma University, Klaten, 2016. Undergraduate Thesis: *Improving Speaking Competence with Role-Play to Class VIII B Of SMPN 3 Pojong Gunungkidul in Academic Year 2015/2016.*

This study is intended to answer the questions which become the problems of this study “Can role-play develop the students’ speaking competence of the eighth year students of SMPN 3 Pojong Gunungkidul in academic year 2015/2016? And “How is the process of improving speaking competence by role-play of the eighth year students of SMPN 3 Pojong Gunungkidul in academic year 2015/2016?”

In collecting the data, this research uses observation, interview, and performance evaluation. It observes the process of teaching learning speaking competence, and interviews the English teacher and students. Data are analyzed by using descriptive quantitative and qualitative methods.

The conclusion is that role-play as a technique in teaching and learning process can improve the students’ speaking skill. The students can learn how to communicate with other students to share their idea in their group. They learn how to work collaboratively. The process of improving speaking competence by role-play of the eighth year students of SMPN 3 Pojong Gunungkidul in academic year 2015/2016 is by directing the rule of role-play, it makes the students focus on their task. By knowing the rule of role-play, they also do not do the other activities which are forbidden in order not to disturb the other groups. Asking the students to create a dialogue based on the theme makes the students focus on the expressions which must be developed, and they feel easier to create the dialogue. The students are motivated to practice their speaking skill with which performs in front of the class. The students can solve their difficulty of grammar. In the teaching and learning process, the students always give attention. They follow the lesson and do the task well. In general, the students are relatively active in every activity. The students try to use English to ask to their teacher when they have a problem. They try to speak English as far as they can in asking the questions.

Keywords: *improve, speaking competence, role-play*

CHAPTER I

INTRODUCTION

A. **The Background of the Study**

As an international language, English has an important role in our daily life. English is used in business negotiations among nations. It is also used in scene of international politics. Moreover, in the internet era most of the information in transferring the science and technology is displayed in English.

By seeing the fact above, no nation including Indonesia can afford to ignore the role of the international linguistic means. Nearly the people all over the world are using it. In such condition, English should be mastered and developed in Indonesia. The students as the members of the future intellectual society really have a hard duty to use it as the vehicle for technological advancement.

In Indonesia, English is taught from elementary school to university. English is important to be learned especially for the students. If the students know about English, they can communicate with foreigner well.

In general, the goal of teaching a foreign language is that the students master in four language skills namely: listening, speaking, reading, and writing. If the four language skills can be mastered by the learner, the goal will be achieved. The students' mastery of the language skills depends on the process of learning teaching language itself, and the process of learning teaching depends on the teachers' guidance in presenting the materials and

the students' ability in learning the materials because the process of teaching cannot be separated from the learning process.

The English teaching and learning process is arranged based on a lesson plan. A good lesson plan always states the standard of competences. The standard of competence of the eighth year students of junior high school are different in each language skill. In the end of the teaching and learning process of speaking the students are hope to be able to express the meaning in simple transactional and interpersonal dialog to interact with the surrounding area. Besides that the students are also hoped to be able to express the meaning in simple and functional monolog in form of descriptive, narrative and recount to interact with the surrounding area (Depdiknas, 2004: 32).

Before the writer doing the real observation, she does pre-observation and interviews the teacher and some students. The pre-observation was done on 6th May 2014 in SMPN 3Pojong Gunungkidul. The result of interview with the teacher showed that to master English well, the eighth year students of SMPN3Pojong Gunungkidul still faced many difficulties. It was caused by the differences of systems and forms between English and Indonesian. One of the difficulties in learning English that was often encountered by the eighth year students of SMPN 3Pojong Gunungkidul was in speaking. The students' speaking problems was on expressing their idea in English.

If the writer sees the students' mark, the students' speaking ability has not reached Minimum Criterion Achievement (KKM). The teacher establishes the minimum criterion achievement is 70. But, based on the speaking mark that there are more than 50% students who get mark under the minimum standard. There are some resistances in learning speaking which come from the students and the teacher. First, from the students, the students have less interest in studying speaking. They do not dare in expressing the idea orally, they often answer the teacher's question slowly, and they feel shy to perform their ability in front of the class.

The second factor comes from the teacher, the teacher can not motivate the student to perform the students' speaking ability in front of the class. Moreover, some times the teachers' method used in teaching and learning process is less vary, so the students feel bored. The teacher should have a method which is innovative, creative and effective in order to make the teaching and learning process successful.

It is a serious problem which must be solved by the teacher and the writer. If not, the students' ability on speaking can not reach good achievement. The teacher and the writer want to find better solution by doing classroom action research. Classroom action research is a practical research, aimed to improve the lesson in the class (Arikunto, 2008: 3). The teacher and the writer want to do a research in order to improve the speaking skill of the eighth year students of SMPN 3Pojong Gunungkidul in 2014.

In this research the teacher and the writer want to optimize the students' linguistic competence by role-play. Role-play is very important because it gives students an opportunity to practice communicating in different social contexts, and in different social roles. Role-play can be set up so that they are very structured, for example, the teacher tells the students who they are and what they should say. Role-play can also be set up in a less structured way, for example, the teacher tells the students who they are, what the situation is, and what they are talking about, but the students determine what they will say (Fauziati, 2002: 109). In this way, the teacher asks the students to practice dialogues. By applying this phase, the writer hopes that the students get more exercises of linguistic competence.

Because of the reason above, the writer will conduct a field research at the eighth year students of SMPN 3Pojong Gunungkidul in 2014. Therefore, this research is entitled "Improving speaking competence with role-play to class VIII B of SMPN 3Pojong Gunungkidul in academic year 2015/2016".

B. The Reason for Choosing the Topic

The reason and consideration why the writer has chosen the topic as follows:

1. By role-play, the students can improve their linguistic competence so they are brave to speak in front of the class.
2. By creating dialogues they can develop the topic of the text by their own words.

3. By classroom action research, the quality of teaching needs to be developed.

C. The Limitation of the Study

In order to make the problem in this study clear, this study is limited as follows:

1. The study is limited to role-play technique to develop the students' speaking competence of the eighth year students of SMPN 3Pojong Gunungkidul in academic year 2015/2016.
2. The study is limited to the process of improving speaking competence by role-play of the eighth year students of SMPN 3Pojong Gunungkidul in academic year 2015/2016.

D. The Problem of the Study

In this study, the writer only focuses on certain problem. The writer would like to present the problem of the study that can be formulated in the following questions:

1. Can role-play develop the students' speaking competence of the eighth year students of SMPN 3Pojong Gunungkidul in academic year 2015/2016?
2. How is the process of improving speaking competence by role-play of the eighth year students of SMPN 3Pojong Gunungkidul in academic year 2015/2016?

E. The Aim of the Study

The study is meant to:

1. To know whether the implementation of role-play as the technique of teaching and learning process can improve the students' speaking competence of the eighth year students of SMPN 3Pojong Gunungkidul in academic year 2015/2016.
2. To describe the process of improving speaking competence by role-play of the eighth year students of SMPN 3Pojong Gunungkidul in academic year 2015/2016.

F. The Use of the Study

The result of the study is expected:

1. To give positive contribution to the English teaching and learning process especially the teaching and learning of speaking competence by role-play.
2. To motivate the English teacher to create the appropriate technique that can be used to improve the students' speaking competence.
3. To encourage the students to take more participation in teaching and learning process.

G. The Clarification of the Key Terms

To clarify the meaning of the title, the writer would like to describe the terms as follows:

1. Improving

Improving comes from the word "improve" which means coming or making better (Hornby, 1987: 427). Improve it self is the verb form of improving.

In this study, improving means to make the students' speaking competence especially on the expression of agreeing and disagreeing, inviting, accepting and refusing invitations of the eighth year students of SMPN 3Pojong Gunungkidul in academic year 2015/2016can be better by role-play.

2. Speaking Competence

Speaking is the science of language, example of its structure, acquisition, relationship to other forms of communication (Hornby, 1987: 495). Competence means being competent; ability (Hornby, 1987: 172). In this study, speaking competence means that the students are able to practice the dialogues with good intonation, fluently and accurately.

3. Role-play

"Role" means actor's part in play (persons' task or duty in an undertaking) (Hornby, 1987: 736). "Play" means what is done for amusement or recreation; drama for the stage (Hornby, 1987: 639). Role-play in this study means the technique that is used in this research, the students are asked to practice the dialogue in front of the class.

H. The Organization of the Study

This thesis organization is presented in order to give the direction of the thesis arrangement. To facilitate reading, this thesis is divided into five chapters.

Chapter one 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 two comprises of review of related literature. It consists of speaking competence, role-play, teaching speaking and treatment hypothesis.

Chapter three is the research method. It deals with the meaning of research method, the data and sources of data, technique of collecting data, the validity of the data, the technique of analyzing data and research procedure.

Chapter four is the result of the study. It consists of data analysis and the discussion of the finding.

Chapter five is conclusion. It consists of conclusion and suggestion.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

After presenting and analyzing the data which were obtained in the research discussed in the fourth chapter, the writer could conclude that the result of the research as the answer of the problem "Can role-play develop the students' speaking competence of the eighth year students of SMPN 3Pojong Gunungkidul in academic year 2015/2016? and How is the process of improving speaking competence by role-play of the eighth year students of SMPN 3Pojong Gunungkidul in academic year 2015/2016?". 1. Role-play as a technique in teaching and learning process could improve the students' speaking skill, it was proved by the students' score. The mean increased from 60,31 in pre-observation increased into 68,28 in first cycle and became 78,44 in the end of second cycle. 2 The teaching and learning process of improving speaking competence by role-play of the eighth year students of SMPN 3 Pojong Gunungkidul in academic year 2015/2016 showed that the students could learn how to communicate with other students to share their idea in their group. They learned how to work collaboratively. By directing the rule of role-play, it made the students focus on their task, they also did not do the other activities which were forbidden in order not to disturb the other groups. Asking the students to create a dialogue based on the theme made the students focus on the expressions which must be developed, and they felt easier to create the dialogue. The students were motivated to practice their

speaking skill with which performs in front of the class. The students could solve their difficulty of grammar. The students always gave attention, they followed the lesson and did the task well. In general, the students were relatively active in every activity. The students tried to use English to ask to their teacher when they had a problem. They tried to speak English as far as they could in asking the questions.

B. Suggestion

Seeing the problem, the writer wanted to give some suggestions to the teachers, students and the readers.

1. To the English Teachers

Conducting action research in the class was very good. The English teacher could conduct this research in her/his own class in order to improve the quality of the teaching and learning English in the classroom.

English teacher was also expected to be creative in finding the new technique to develop speaking activities. Classroom action research was suitable with it because the teacher knew the problems which the students faced, so he/she could do the evaluation in order that the students got better achievement.

2. To the Students

The result of the study would enable them to get significant experience on how to enlarge their knowledge of speaking skill by applying role-play.

3. Other Researcher

This research was mainly focused on how to improve the students' speaking skills. There were still many problems in the field, which were not yet solved. The result of the study could be used as additional reference for further research with the different sample and occasions.

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