

**THE USE OF ROLE PLAY TECHNIQUE IN IMPROVING STUDENTS'  
SPEAKING ABILITY OF THE FIFTH YEAR STUDENTS OF MI AL  
FALAAH MANGGIS MOJOSONGO BOYOLALI IN ACADEMIC YEAR  
2014/2015**

**S-1 THESIS**

**This Thesis is Presented as a Partial Fulfilment of of the Requirement for  
Undergraduate Degree in English Education Study Program.**



**By:**

**NAME : NINIK HANDAYANI**

**NO : 1111202720**

**TEACHER TRAINING AND EDUCATION FACULTY**

**WIDYA DHARMA UNIVERSITY**

**KLATEN**

**2015**

## APPROVAL

**THE USE OF ROLE PLAY TECHNIQUE IN IMPROVING STUDENTS'  
SPEAKING ABILITY OF THE FIFTH YEAR STUDENTS OF MI AL  
FALAAH MANGGIS MOJOSONGO BOYOLALI IN ACADEMIC  
YEAR 2014/2015**

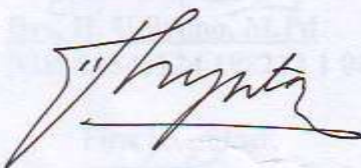
**BY:**

**NAME : NINIK HANDAYANI**

**NO : 1111202720**

This thesis has been approved and accepted by the consultants to be defended before the board of examiners:

**First Consultant,**



**Dra. Hj. Sri Harvanti, M.Hum**

**NIP. 19610619 198703 2 001**

**Second Consultant,**



**Dr. Hj. Endang Eko Djati, M.Hum**

**NIK. 690 886 103**

## RATIFICATION

**THE USE OF ROLE PLAY TECHNIQUE IN IMPROVING STUDENTS' SPEAKING ABILITY OF THE FIFTH YEAR STUDENTS OF MI AL FALAAH MANGGIS MOJOSONGO BOYOLALI IN ACADEMIC YEAR 2014/2015**

**NAME : NINIK HANDAYANI**

**NO : 1111202720**

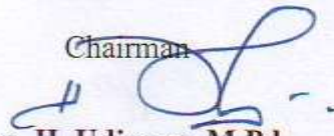
This thesis has been ratified by the board of examiners of the Teacher Training and Education Faculty, Widya Dharma University Klaten. It was accepted to be partial fulfillment for graduate degree of education in English Education Study Program of Widya Dharma University Klaten on:

Day : Monday

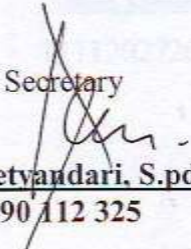
Date : 20 April 2015

Board of Examiners:

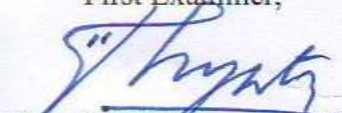
Chairman

  
**Drs. H. Udivono, M.Pd.**  
NIP. 19541124 198212 1 001

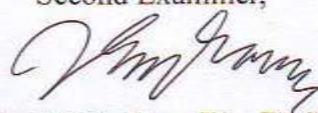
Secretary

  
**Ana Setyandari, S.pd., M.Pd.**  
NIK. 690 112 325

First Examiner,

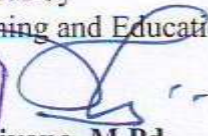
  
**Dra. Hj. Sri Haryanti, M.Hum.**  
NIP. 19610619 198703 2 001

Second Examiner,

  
**Dr. Hj. Endang Eko D., M.Hum.**  
NIK. 690 886 103

Ratified by  
The Dean of Teacher Training and Education Faculty



  
**Drs. H. Udivono, M.Pd.**  
NIP. 19541124 198212 1 001

## PRONOUNCEMENT

This is to certify that I myself write this thesis “The Use of Role Play Technique to Improve Students’ Speaking Ability of the Fifth Year Students of MI Al Falaah Manggis Mojosongo Boyolali in academic year 2014/2015”.

It is not a plagiarism or made by other. 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 2015



**Ninik Handayani**

1111202720

## **MOTTO**

“Allah would never place you in a situation that you can’t handle”. (the writer)

## **PRESENTATION**

This thesis is dedicated to:

1. Allah SWT who gives everything and the best way for this life.
2. My lovely parents. Thankyou for loving me and all you've done, mom,  
I hope this little thing can make you proud of me.
3. My beloved husband Eko Wahyu Nur Budiyanto, My daughter Zidni  
Ilma Adzkia Akmalunnajma, My son Zahid Munajat Ahsan Fiamrillah,  
who always gives pray and spirit in every chance. Everything will be  
nice at the time. So I can finish my thesis.
4. My sister Fatir, Om Iyul, Om Shoim so much for the supports and  
doing my daily duty.
5. All my friends in UNWIDHA who support me.

## ACKNOWLEDGEMENT

**Assalamualaikum Wr. Wb.**

All praises belong to Allah SWT, after a long effort, the writer has finally completed this thesis. This thesis is written to fulfill one of the requirements to achieve the Graduate Degree of Education in English Education Study Program.

The writer deeply realizes that this thesis is prepared with so much help from others. So in this chance, the writer would like to express her sincere gratitude and appreciation to:

1. Prof. Dr. H. Triyono, M.Pd., the Rector of Widya Dharma University.
2. Drs. H. Udiyono, M.Pd., the Dean of Teacher Training and Education Faculty of Widya Dharma University, who has given permission to the writer to write the thesis.
3. Dra. Hj. Sri Haryanti, M.Hum., the Head of English Education Study Program and also the first consultant who patiently and sincerely has given the guidance and advice from beginning of the thesis up to the completion of it.
4. Dr. Hj. Endang Eko Djati, M.Hum., the second consultant, who has given her motivation, guidance, and suggestion to write this thesis.
5. Sarbini, S.Ag., the Headmaster of MI Al Falaah Manggis Mojosongo Boyolali, who has given the writer permission to hold the research in his institution.

6. Vina Inayati Rukhansyah, S.PdI., the English teacher of MI Al Falaah Manggis Mojosongo Boyolali, who gives much help to complete the research.
7. The researcher's family that support her to finish the thesis.
8. The lecturers of Widya Dharma University especially in English Department of Teacher Training and Education Faculty.

The researcher is really aware that this thesis is far from being perfect because of her limited knowledge and experience. Therefore, the writer will receive with thanks the critics and suggestion for the sake of perfection of this thesis.

Finally, the researcher deeply hopes that this thesis can be a real contribution to the improvement of teaching English in Indonesia.

Klaten, March 2015

The writer



## **LIST OF ABBREVIATION**

Field note code : FN

Lesson Plan code : LP

Interview code : INT

## TABLE OF CONTENTS

	Page
TITLE.....	i
APPROVAL.....	ii
RATIFICATION.....	iii
PRONOUNCEMENT.....	iv
MOTTO.....	v
PRESENTATION.....	vi
ACKNOWLEDGEMENT .....	vii
LIST OF ABBREVIATION.....	ix
TABLE OF CONTENTS.....	x
ABSTRACT .....	xii
<b>CHAPTER I: INTRODUCTION.....</b>	<b>1</b>
A.The Background of the Study.....	1
B.The Reason for Choosing the Topic.....	3
C.The Limitation of the Study.....	4
D.The Problem of the Study.....	4
E.The Aim of the Study.....	4
F.The Use of the Study.....	5
G.The Clarification of the Key Terms.....	5
H.The Organization of the Study.....	6
<b>CHAPTER II: REVIEW OF RELATED LITERATURE.....</b>	<b>8</b>

A.Role Play Technique.....	8
B.Speaking.....	13
<b>CHAPTER III: RESEARCH METHOD.....</b>	<b>26</b>
A.The Meaning of Research Method.....	26
B.The Strategy of the Research.....	26
C.The Data and the Source of Data.....	27
D.The Technique of Collecting Data.....	27
E.The Validity of Data.....	29
F.The Technique of data Analysis.....	30
<b>CHAPTER IV: THE RESULT OF THE STUDY.....</b>	<b>34</b>
A. Analyzing the Data.....	34
B. The Discussion of the Finding.....	61
<b>CHAPTER V: CONCLUSION AND SUGGESTIONS.....</b>	<b>63</b>
A.Conclusion.....	63
B.Suggestion.....	64
<b>BIBLIOGRAPHY.....</b>	<b>66</b>
<b>APPENDIX</b>	

## ABSTRACT

Ninik Handayani, NO: 1111202720, English Education Study Program, the Faculty of Teacher Training and Education, Widya Dharma University Klaten, 2015. Thesis “*The Use of Role Play Technique to Improve Students’ Speaking Ability of the Fifth Year Students of MI Al Falaah Manggis Mojosongo Boyolali in academic year 2014/2015*”.

The aim of this thesis is to answer the problems of this study namely, “How is the use of role play technique to improve students’ speaking ability of the fifth year students of MI Al Falaah Manggis Mojosongo Boyolali in academic year 2014/2015?” and “Can the use of role play technique improve the students’ speaking ability for fifth year students of MI Al Falaah Manggis Mojosongo Boyolali in academic year 2014/2015?”.

In this study the data are the result of observation, the answer of interview and performance test which are taken from the fifth year students’ and their teacher. In collecting data, the writer uses observation, oral test and interview. After getting the data, the writer analyzes them by using descriptive technique and statistical technique.

After analyzing the data, the researcher concludes that role play technique is effective, the use of role play technique, can improve the students’ speaking ability of the fifth year students of MI Al Falaah Manggis Mojosongo Boyolali in academic year 2014/2015.

*Key words: Improving, speaking ability, role play.*

# CHAPTER 1

## INTRODUCTION

### A. The Background of the Study

English is very important for all of us. As an International language, most people in the world use English to communicate among people in the world, to make a relationship, and to get social, culture, science, economy, and technology goals. That is why it is important for the people to master English. It is to increase their knowledge and to face global competition.

In the international relationship, English speaking skill is very important in all aspect of their life. Speaking skill is measured in terms of the ability to carry out a conversation in the language. This reality makes teachers and parents think that speaking skill should be mastered by their students and children.

According to Scott and Ytreberg (1990: 49), speaking is perhaps the most demanding skill for the teacher to teach. In their own language children are able to express emotions, communicate intentions and reactions, explore the language and make fun of it, so they expect to be able to do the same in English. Chaney (1998: 13) 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" Getting students to speak in class can sometimes be extremely easy. In a good class atmosphere, students who get on with each other, and whose English is at an appropriate level, will often participate freely and enthusiastically if we give them suitable topic and task. However, at other times

it is not easy to get students going. Maybe the class mix is not quite right, and it happens perhaps the teacher has not chosen right kind of topic. Sometimes it is the organization of the task which is fault. But a problem that occurs more often than any of these is the natural reluctance of some students to speak and to take part. In such situations the roles that teachers play will be crucial.

Many techniques can be applied to solve the problems above including role play because many research findings say that this technique is effective to use in teaching speaking.

Role play is important in teaching speaking because it gives students an opportunity to practice in different social contexts and in different social roles. In addition, it also allows students to be creative and to put themselves in another person's place for a while. According to Nunan (2003: 57), role plays are also excellent activities for speaking in the relatively safe environment of the classroom. Wright on his book *Practical English Language Teaching* (2003: 126) states that "role plays give learners practice speaking the target language before they must do so in a real environment". Based on the interview result between the writer and the English teacher at MI Al Falaah Manggis Mojosoongo Boyolali that the English teaching in MI Al Falaah Manggis Mojosoongo Boyolali especially in speaking is not effective. Although the teacher always combines listening, reading, speaking, and writing on each meeting and at the last session the students make a dialogue with their friends to try their speaking skill, only several students who practice their speaking. It is the weakness of students in speaking besides their vocabulary, pronunciation, and grammar. Actually the students should do brainstorming before they start the speaking lesson to express their ideas easily in speaking. So, the students are confused

about what they should speak. By using role play, the writer hopes the students will be able to speak English. Hopefully, this method will help them to create their own ideas then they can speak up the ideas.

Based on the problem above, the writer decides that it is necessary to conduct classroom action research at this school to make the students interested in speaking and help them to explore their ideas easily then they can speak English well. By using role play, the writer hopes that this method is able to improve students' speaking skill. For these reasons, the researcher is interested in studying the use of role play method towards the students' speaking ability at the fifth year students of MI Al Falaah Manggis Mojosongo Boyolali in academic year 2014/2015.

#### **B. The Reason for Choosing the Topic**

The reasons why the writer has chosen the topic are as follow:

1. The students need to practice speaking in order to improve their speaking ability.
2. The teacher needs to use role play technique to improve students' speaking ability of the fifth year of MI Al Falaah Manggis Mojosongo Boyolali. By the use of role play technique, the students' speaking ability of the fifth grade students of MI Al Falaah Manggis Mojosongo Boyolali in 2014/2015 will be improved.

### **C. The Limitation of the Study**

In this study, the writer wants to limit the study. The limitation of the study is as follows:

1. The study is limited in the application of teaching speaking by using role play technique to the fifth year students of MI Al Falaah Manggis Mojosoongo Boyolali in academic year 2014/2015.
2. The subject of the study is limited to the fifth year students of MI Al Falaah Manggis Mojosoongo Boyolali in academic year 2014/2015.

### **D. The Problem of the Study**

Based on the background of the study, the writer formulates the problems as follows:

1. How is the use of role play technique to improve students' speaking ability of the fifth year students of MI Al Falaah Manggis Mojosoongo Boyolali in academic year 2014/2015?
2. Can the use of role play technique improve the students' speaking ability for fifth year students of MI Al Falaah Manggis Mojosoongo Boyolali in academic year 2014/2015?

### **E. The Aim of the Study**

According to the statements of the problem above, the aims of the study are:

1. To know the use of role play technique to improve students' speaking ability of the fifth year students of MI Al Falaah Manggis Mojosoongo Boyolali in academic year 2014/2015.



2. To describe that the use of role play technique can improve the students' speaking ability for fifth year students of MI Al Falaah Manggis Mojosongo Boyolali in academic year 2014/2015.

#### **F. The Use of the Study**

The results of this research are expected to be useful for:

1. The students

It can be hoped to improve the students' speaking skill and give support to the students more to be active in teaching and learning process.

2. English Teacher

The result of the study can be useful information in teaching speaking and the teacher can use it as the alternative method.

3. Other researcher

The result of this study can be used as reference for the other researcher to solve the same problem of teaching and learning speaking.

#### **G. The Clarification of the Key Terms**

To avoid misunderstanding, the writer defines the key terms used in this research. The key terms are as follow:

1. Improving

Improving comes from the word "improve" which means coming or making better (Hornby, 2005: 427). Improve itself is the verb form of improving.

In this study, improving means making the students' speaking ability of the fifth grade students of MI Al Falaah Manggis Mojosongo

Boyolali in 2014/2015 become better. It is seen from the improvement of the students' mean score in class.

## 2. Speaking Ability

Speaking ability means that the students can speak English fluently (Depdiknas, 2006: 7). While according to Hornby (2005: 1467) speaking is used to show that what you are saying is true in a general, etc.

In this study, English speaking ability means the students are free to develop their imagination and speak up without considering a set of pattern. Students simulate a real life encounter as if they were doing so in the real world, or taking on the role of a character different from themselves or with thoughts and feelings they do not necessary share.

## 3. Role Play

Role Play is a learning activity in which you behave in the way somebody else would behave in a particular situation: (Role play allows students to practise language in a safe situation) (Hornby: 2005: 963).

According to Fauziati (2010: 19) role play is creating a dramatic situation in a classroom, or in part, simply acting out dialogues, but also in part re-labeling objects and people in the room to prepare for imaginative role playing.

## 4. **The Organization of the Study**

The organization of the study is presented in order to give the direction of the study arrangement. It is also to give a brief 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 statement of the

problem, 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 the review of related literature. This chapter discusses Role play: definition of role play, procedures of role play, techniques of role play in speaking activities, speaking: definition of speaking, elements of speaking, classroom speaking activities, teaching speaking, principle for teaching speaking, activities to promote speaking, characteristics of a successful speaking activity, problem with speaking activities.

**Chapter III** is the method of the study. It deals with the meaning of research method, the strategy of the research, the data and source data, the technique of collecting data, the validity of data and the technique of data analysis.

**Chapter IV** is the result of the study. It includes the analysis of the data and the discussion of the finding

**Chapter V** is conclusion, and suggestion. It consists of conclusion, and suggestion.

## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

This chapter is the last part of the thesis. It consists of two parts, namely conclusion and suggestion. The conclusion contains the conclusion of the study. The second part contains the suggestion which is directed to the English teacher, the students and another researcher.

#### **A. Conclusions**

After the presenting and analyzing the data which are obtained from the research, the writer would like to conclude the result of the study. The problems of the study are as follows:

1. How is the use of role play technique to improve students' speaking ability of the fifth year students of MI Al Falaah Manggis Mojosoongo Boyolali in academic year 2014/2015?
2. Can the use of role play technique improve the students' speaking ability for fifth year students of MI Al Falaah Manggis Mojosoongo Boyolali in academic year 2014/2015?

Based on the previous theoretical reviews and data analysis, the writer draws the conclusion of this research as follows:

1. The use of role play is really a worthwhile learning experience for both the students and the teacher. Not only can students have more opportunities to "act" and "interact" with their peers trying to use the English language, but also students' English speaking, listening, and understanding will improve. Role play lightens up the atmospheres and brings liveliness in the classes.

Students learn to use the language in a more realistic, more practical way. Thus they can become more aware of the usefulness and practicality of English.

2. Based on the teaching learning processes and in the implementation by using role-play method, the students can increase their speaking ability though still, there are grammatical errors. It can be seen by the increasing average of oral test. In the first cycle, the mean of oral test is 64.3, then in the cycle two 70.6. Therefore, role play technique can improve the students' speaking ability of the fifth year students of MI Al Falaah Manggis Mojosoongo Boyolali in academic year 2014/2015.

## **B. Suggestions**

At the end of this chapter, the writer would like to propose some suggestions, which helpfully would be useful for all subjects.

### **1. For the teacher**

The approach of teaching speaking will control the students to learn speaking skill. The teacher should pay attention to the students that they need some motivation during teaching and learning process. The teacher must be able to create classroom situation more interestingly is the important thing which should be increased. The teacher should choose the materials that are suitable with their world. Before assigning the role play to the students, the teacher should make sure that the students have fully understood and have the information they need. The students must have more time to increase their speaking ability and to learn English.

2. For the students

- a. The students are hoped to be more creative and active to increase their ability in speaking English.
- b. The students are hoped to enrich their vocabulary.
- c. Bravely is also an important thing for the students when they try to speak in English.
- d. Students should pay attention to teacher's explanation in teaching learning process.
- e. Students should try to understand about their English material.

3. To another researcher

It has been known from the result of the study that the use of role play method can increase students comprehension especially in speaking ability. The writer would like to suggest to other researcher, the result of the study can be used as additional reference to further research with the different sample and occasion.

## BIBLIOGRAPHY

- Arikunto, Suharsimi. 1996. *Prosedur Penelitian*. Jakarta: PT. Rineka Cipta.
- Brown, H. Douglas. 2001. *Teaching by Principles An Interactive Approach to Language Pedagogy*. A Pearson Education Company.
- Fauziati, Endang. 2010. *Teaching English As A Foreign Language (TEFL)*. Surakarta: PT. Era Pustaka Utama
- Hadi, Sutrisno. 2000. *Metodologi Research*. Yogyakarta: Yayasan Penerbitan Fakultas Psychology UGM.
- Harmer, Jeremy. 2001. *The Practice of English Language Teaching*. London: Longman
- Hornby. A.S. 2005. *Oxford Advanced Learner's Dictionary of Current English*. London: Longman.
- Huang, Irene Y. 2008. *Role Play for ESL/EFL Children in the English Classroom*. Taiwan: National Cheng Chi University
- Kayi, Hayriye. 2006. *Teaching Speaking: Activities to Promote Speaking in a Second Language*. USA: University of Nevada
- Moleong, Lexy. 2010. *Metodologi Penelitian Kualitatif*. Bandung: PT Remaja Rosdakarya.
- Nunan, David. 2003. *Practical English Language Teaching*. New York. NY 10020.
- Ur, Penny. 1996. *A Course in Language Teaching*. United Kingdom: Cambridge University Press
- Wahyuni, Sari. 2012. *Qualitative Research Method*. Jakarta: Salemba Empat.

