

**IMPROVING STUDENTS' SPEAKING ABILITY AND MOTIVATION BY  
USING ROLE PLAY**

(A Classroom Action Research in the first year students at grade VIII of SMP  
Negeri 4 Kertek in The Academic Year 2016/2017)

**THESIS**

Presented as Partial Fulfillment of the Requirements for  
the Magister Degree of Language Education Programme



**By :**

**SRI UMIYATI**

**NIM. 15PSC01698**

**GRADUATE PROGRAMME**

**WIDYA DHARMA UNIVERSITY KLATEN**

**2017**

**APPROVAL**

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**SRI UMIYATI**

**NIM. 15PSC01698**

A Thesis approved by:

Name	Signature	Date
Consultant I Prof. Dr. Herman J. Waluyo, M.Pd NIK. 690 115 345	 .....	.....
Consultant II Dr. Endang Eko Djati S, M.Hum NIK. 690 886 103	 .....	.....

Head of Language Education Study Programme  
  
Dr. Dwi Bambang Putut Setiyadi, M.Hum  
NIP. 19600412 198901 1 001



ACCEPTANCE

IMPROVING STUDENTS' SPEAKING ABILITY AND MOTIVATION BY  
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SMP Negeri 4 Kertek in The Academic Year 2016/2017 )




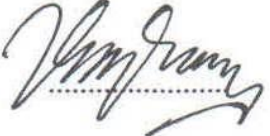
By

Sri Umiyati

NIM : 15PSC01698

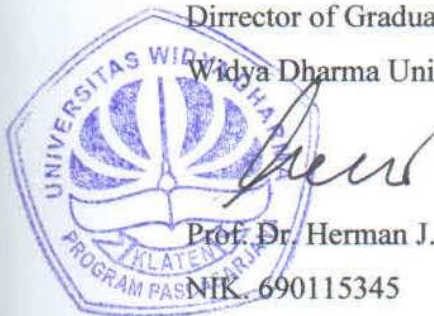
The Thesis has been accepted by Board of Examiners of the Magister programme  
of the Language Education Programme Widya Dharma University Klaten

On, August 12<sup>th</sup> 2017

	Name	Signature	Date
Chairman	Dr DB. Putut Setiyadi, M.Hum NIP. 19600412 198901 1 001	 .....	.....
Secretary	Dr. Hersulastuti, M.Hum NIP. 19650421 198703 2 002	 .....	.....
Member 1	Prof. Dr. Herman J. Waluyo, M.Pd NIK. 690 115 345	 .....	.....
Member 2	Dr. Endang Eko Djati S, M.Hum NIK. 690 886 103	 .....	.....

Accepted by

Director of Graduate Programme  
Widya Dharma University



Prof. Dr. Herman J. Waluyo, M.Pd  
NIK. 690115345

Head of Language Education  
Study Programme



Dr. DB. Putut Setiyadi, M. Hum  
NIP. 19600412 198901 1 001

## PRONOUNCEMENT

The undersigned's :

Name : Sri Umiyati  
Student Number : 15PSC1698  
Study Programme : Language Education Magister  
Faculty : Graduate Programme

Hereby I certify that the thesis as follows :

Title : **IMPROVING STUDENT'S SPEAKING ABILITY AND MOTIVATION BY USING ROLE PLAY** ( A Classroom Action Research in the first year students at grade VIII of SMP Negeri 4 Kertek in The Academic Year 2016/2017 ).

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

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

Klaten, August 12<sup>th</sup>, 2017

The writer



Sri Umiyati

## **DEDICATION**

To :

1. H. Mulyono and Hj Ruminah, my beloved father and mother.
2. Nawawi, My beloved husband.
3. Dahlia Eka Widiasti and Panji Indra Pangestu, my lovely children .
4. My beloved sisters, brothers, niece and nephew

## **MOTTO**

*“Always be yourself no matter what they say and never be anyone else  
even if they look better than you.”*

*“Orang yang berjiwa besar memiliki dua hati, satu hati untuk menangis  
dan satu hati untuk bersabar.”*

*(Kahlil Gibran)*

*“Seandainya kamu hanya melihat apa yang ditampakkan oleh cahaya dan  
hanya mendengar apa yang dibunyikan oleh suara, maka sebenarnya  
kamu tidak melihat dan mendengar apapun.”*

*(Kahlil Gibran)*

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Alhamdulillah rabbil'alam, praise be to Allah subhanahu wata'ala, the Almighty, the Merciful and the Beneficent. Due to His Blessings and loving care. I finally could finish my thesis with the tittle Improving Students' Speaking Ability and Motivation by using Role Play.

In doing this study, the researcher realize that it is impossible to finish it without contributions, helps, suggestions, comments, and revisions from many people. So in this chance the researcher would like to express her thanks and deep appreciation to :

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Finally, the researcher would like to thanks to everybody who wants to read this manuscripts which is hopefully useful for anyone concerned especially for the English teacher.

Wonosobo, Juli 1<sup>st</sup> 2017

The writer



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## ABSTRACT

Sri Umiyati, NIM 15PSC01698. Improving Students' Speaking Ability and Motivation Using Role Play (A Classroom Action Research in the first year students at grade VIIIA of SMP Negeri 4 Kertek in The Academic Year 2016/2017). Thesis. Language Education Programme, Graduate Programme, Widya Dharma University Klaten, 2017.

The objective of this research was to improve Grade VIIIA students' speaking ability and motivation by using Role Playing technique in SMP Negeri 4 Kertek.

It was a class action research study which consisted of two cycles. The researcher worked collaboratively with another English teacher, and the students. The subjects of the research were students of VIII A of SMP Negeri 4 Kertek in the academic year of 2016/2017. The data were qualitative and quantitative. The qualitative data were collected by observing the teaching and learning process, and interviewing the students, the teacher and the collaborators. The data were in the form of field notes, interview transcripts, and photographs. Meanwhile, the quantitative data were collected through assessing the students' speaking performance by comparing the means of the pretest and posttest. The data were the students' speaking scores. They were analyzed using Microsoft Excel. The procedure of the research consisted of reconnaissance, planning, acting, and reflecting.

The results of this research showed that the use of Role Playing technique was successful to improve the students' speaking ability and motivation. Based on the qualitative data, the use of classroom English helped the students to be more familiar with English. The vocabulary and pronunciation practices and role play performances also helped them to enrich their vocabulary knowledge and build their accuracy. Furthermore, Role Play technique was successful to motivate them to practice speaking. Meanwhile, the use of various media could attract their attention during the class. Based on the quantitative data, the students' mean scores for the speaking skill improved from 61.77 in the pretest to 75.81 in the last posttest.

**Keywords:** *Speaking Ability, Motivation, Role Play*

## ABSTRAK

Sri Umiyati, NIM 15PSC01698. *Meningkatkan Kemampuan Berbicara dan Motivasi dengan menggunakan Role Play* (Penelitian Tindakan Kelas pada semester ke dua siswa kelas VIIIA SMP Negeri 4 Kertek di Tahun Akademik 2016/2017). Tesis. Program Studi Pendidikan Bahasa Inggris, Program Pascasarjana, Universitas Widya Dharma Klaten, 2017.

Tujuan dari penelitian ini adalah untuk meningkatkan kemampuan dan motivasi berbicara siswa kelas VIIIA dengan teknik Role Playing di SMP Negeri 4 Kertek.

Ini adalah studi penelitian tindakan kelas yang terdiri dari dua siklus. Peneliti bekerja sama dengan guru bahasa Inggris lainnya, dan para siswa. Subjek penelitian adalah siswa kelas VIII A SMP Negeri 4 Kertek pada tahun ajaran 2016/2017. Data kualitatif dan kuantitatif. Data kualitatif dikumpulkan dengan mengamati proses belajar mengajar, angket, dan mewawancarai siswa, dan kolaborator. Data berupa wesel catatan, transkrip wawancara, dan foto. Sementara itu, data kuantitatif dikumpulkan melalui penilaian kinerja siswa dengan membandingkan mean pretest dan posttest. Data tersebut adalah nilai ujaran siswa. Mereka dianalisis menggunakan Microsoft Excel. Prosedur penelitian terdiri dari pengamatan, perencanaan, tindakan, dan refleksi.

Hasil penelitian ini menunjukkan bahwa penggunaan teknik Role Playing berhasil meningkatkan kemampuan berbicara siswa dan motivasi untuk berbicara dan belajar bahasa Inggris. Berdasarkan data kualitatif, penggunaan kelas bahasa Inggris membantu siswa untuk lebih mengenal bahasa Inggris. Kosakata dan praktik pengucapan dan pertunjukan peran juga membantu mereka untuk memperkaya pengetahuan kosakata mereka dan membangun keakuratannya. Selanjutnya, teknik Role Play berhasil memotivasi mereka untuk berlatih berbicara. Sementara itu, penggunaan berbagai media bisa menarik perhatian mereka di kelas. Berdasarkan data kuantitatif, nilai rata-rata siswa untuk keterampilan berbicara meningkat dari 61,77 pada pretest menjadi 75,81 pada posttest terakhir.

Kata kunci:, Kemampuan berbicara, Motivasi, Role Play

## **CHAPTER I**

### **INTRODUCTION**

This chapter discusses about the area of the study. It includes background of the study, identification of the problem, limitation of the problem, problem statement, objective of the study, and the last is significance of the study.

#### **A. Background of the Study**

Communication is an essential need for human being. Language as a means of communication has an important role to reveal an intention among people. Since language is important to communicate, it is not enough for students to learn words, phrases, and grammatical features if they want to produce language in their daily communication or to interact with others in English. 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 to possess to communicate, since the main function of language is a means of communications. It means that the goal for students learning English speaking is that they are able to use language to communicate effectively and appropriately for life's requirements, both social and academic. As the necessity of the International language, English has become an important language in the world. Looking at this importance in this global era, speaking skill becomes one of the most important skills to be developed and enhanced

as means of effective communication worldwide. In our country, English plays an important role in international communication and in development of Education, Economic, Science, and Technology.

As one of the parts of the global community, we cannot deny that the speaking skill is important to the educational development. In Indonesia, English is taught from elementary level to the university level. In fact, in the classroom activity, some of the students are able to speak fluently and mostly at low level. The implementation of English teaching at present is based on the Content Standart. Its target is to have the students reach and informtional level of literacy. It means that the students are expexted to be able to access knowledge by using English (Depdiknas, 2006).

At schools students have to learn four skill of English: listening, speaking, reading, and writing, but out of four skills, speaking seems intuitively the most important. According to *Peraturan Menteri Pendidikan Nasional Republik Indonesia (Permendiknas) Nomor 23 Tahun 2006*, the aim of speaking in the curriculum is to make students able to express meaning in transactional and interpersonal language in the daily life context. They are also expected to be able to express meanings of short functional text and monologues in many kinds of texts like recounts and narratives, either formally and informally.

Speaking is a process to convey and sharing ideas and feelings orally. Speaking involved some elements such as accuracy, appropriateness, fluency and vocabulary building. All of those elements need to be mastered by the

students. Hammer (2001: 269) states that the ability to speak fluently emphasizes not only on the knowledge of language features but also on how the ability to process information on the spot. When the learners are engaged in discussions, the purpose of speaking here may be to express opinions, to persuade someone about something or clarify information. In some situations, speaking is used to give instructions or to get things done, for example, to describe things or someone, to complain about people's behavior, asking and giving services and others. In the teaching and learning process, the teachers give less attention to speaking. Therefore, if students do not learn how to speak or do not get any opportunities to speak in the language classroom, they may soon lose their interest in learning. Students, who do not develop strong oral skills during the time, will find it difficult to keep pace with their peers in later years.

In fact, the English instruction in some Junior High Schools does not demonstrate a satisfactory result. Many students fail to reach the goal of the English teaching. They are not able to communicate with the language either orally or in a written form although they have learned English for many years. Many of learners in a speaking class are reluctant speakers. This reluctance is partly due to their prior learning experience. Many of them were educated in a speak are severely limited. Others were taught in schools where speaking was simply not encouraged. As the result of first semester in academic year 2016/2017, the researcher found the data of English's achievements from some schools. For example, the average of students' English achievements of

SMP N 2 Leksono in the 8<sup>th</sup> grade was 77.0, SMP N 3 Kalibawang was 78.2, and SMP N 4 Kertek was 76,2. That's why, the researcher decided to choose students of SMP N 4 Kertek as the subject of the study.

The researcher cannot deny the fact that this failure is caused by many problems during the instructional process. The problems of English teaching seem to be of particular importance. They have become interesting topics to discuss and analyze, especially for those who are directly involved with the teaching of English. However, the most important thing is that we, as the future, English teachers who are directly involved with the instructional activities, must try look for the best solution to overcome the problem in order to reach the target of the teaching of English.

Based on the result of a class observation that was conducted, the researcher found some problem related to the instructional activities in the school. The problems can be identified as follows: 1) the students have low speaking ability; 2) the students have low motivation in learning English; 3) the students have lack opportunity of speaking exercise; and 4) the students are unconfident to speak in public.

Considering those problems, the writer proposes the use of the role palying technique at the 8<sup>th</sup> year students. Besides facilitating students with a chance for communicating and interacting among friends dealing with speaking problems, the writer assumes that the role playing technique is suitable enough to be implemented. Stern (1983: 24) also supported that role play helps students to become more flexible in many kinds of new situations

in which they will use the language easily. The flexibility of a role play forms a new conversational practice and create a positive environment in class, so the students can enjoy the speaking practice. Hopefully, this useful to be used by the English teachers at this school or other people as one of teaching strategies among many other strategies in improving students' speaking ability.

## **B. Identification of the Problem**

Speaking is a process to convey and sharing ideas and feelings orally. Speaking involved some skills such as accuracy, appropriateness, fluency and vocabulary building. All of those elements need to be mastered by the students. In teaching and learning process, the teachers give less attention to speaking.

Learning English does not mean just learning about the structure and vocabulary, but also learning how to speak the language for communication to one another. Students get involved in communication because they have ideas and feeling they want to share. This sharing can not be done in one way, but there must be senders and receivers to build a conversation. On the other hand, having wide speaking students can communicate effectively even though they may be weak at grammar and vocabulary.

In this research related to order to reach the main goal of teaching English, definitely, the researcher classified the problems come from different aspects:

### **1. Teacher**

The problem actually faced by the teacher is about teaching methodologies. In fact, there are many teachers, commonly use a same method applied in different materials to reach different goals either. It means that It becomes a problem when they use a method that mismatch with certain materies or topics. This conditions definitely will give bad effects, especially in reaching the main success in teaching processes.

### **2. Students**

The students of class VIIIA students of SMP Negeri 4 Kertek have problems in learning speaking during the teaching process. The first problem is they have less motivation in learning English. It becomes crussial because when the motivation is low, it will cause a problem for the students, that they wont be easily involved and engaged in learning process psychologically. Of course, student's low interest will cause also for their motivation.

### **3. School**

The problems come from the school is about facilities. In this school, the researcher found that the facilites to support teaching and learning process is still minimum. For examples, the amount of LCD projector, language laboratory, computer facilities, internet and many others.

### **4. Parents**

The problems come from the parents is their attention or caring to their childs. It cannot be separated from their background of study, their



profession and their activities. Commonly, the level of the parent's study is just from Elementary graduate. It is clear that they hard to adapt on what their children need in learning because it is in different level of study. Then, the profession of the parents, most of them are farmers. They spent all day in the farms and back home in late afternoon. This conditions automatically affect to reduce sense of caring to their children.

## **5. Society**

The problems come from the peoples around is that they have lack of tension to motivate the children as students. It happens because the peoples around have more focus only in how to full fill their life's needs economically. As the result, this condition is hard for them to motivate the children, because they don't understand what to give and how to give something in supporting the children. The next problem is the level of peoples' education. In fact, most of the peoples are only got the education from the elementary school. Of course it is hard for them to understand how important the education is.

## **C. Limitation of the Problem**

It is necessary for the researcher to limit the study. It is intended to avoid a big problem area and helped her to focus on the research. In the reference to the background of the problem and identification of the problem, this study will focus on:

- a. Improving student's motivation and speaking ability

- b. Applying role playing method for the teacher, in order to improve student's ability in speaking English.
- c. Measuring student's motivation, it means that by applying role playing method will improve student's motivation in learning English.

#### **D. Problem Statement**

From the identification and limitation of the problem above, the problem is formulated as follows:

1. How is the Role Playing method applied to improve students' speaking ability?
2. How is the Role Playing method applied to improve students' motivation in learning English?

#### **E. Objective of the Study**

In line with the problem statement above, the objective of this study are :

- a. Improving students' speaking ability by using Role Play of VIIIA students of SMP Negeri 4 Kertek the Academic Year 2016/2017.
- b. Improving students' motivation in learning English especially in speaking of VIIIA students of SMP Negeri 4 Kertek the Academic Year 2016/2017.

#### **F. Significance of the Study**

There are some advantages that can be taken from this research. The following presents some possible ways:

## **1. Practical Significances**

- a. For the teachers, the result of this research is expected to provide them with an alternative technique to teach speaking. It is also expected to motivate the teachers to be more creative so the students will be more enthusiastic in learning English in the class.
- b. For the researcher, the result of this reserach can develop her experince related to her knowledge in research on education and English teaching, especially for speaking.
- c. For the students, the result of this research is expected to give them new experience in English learning, especially in learning speaking so thay can be more motivated to develop their abilities.

## **2. Theoretical Significance**

Theoretically, this study provides beneficial and referential contribution in giving general knowledge of the way to improve the students' speaking ability by using the role palying.

## CHAPTER V

### CONCLUSIONS, IMPLICATIONS, AND RECOMENDATION

#### A. Conclusion

1. The first conclusion is, The research findings and discussion in Chapter IV show that the students' speaking skills were improved through the use of the Role Playing technique. In Cycle I, the researcher implemented the Role Playing technique and some additional actions which were using classroom English, vocabulary practice, pronunciation drilling, and using various media. Those actions gave an improvement in the students' speaking skills. However, there were some unsuccessful actions in Cycle I needed to be improved. Therefore, the researcher decided to conduct Cycle II. The actions in Cycle II were using the Role Playing technique, classroom English, vocabulary practice, pronunciation drilling, and various media. There were some actions from Cycle I that were revised in Cycle II. They were the pairing method and the process of implementing the Role Playing technique. In Cycle I, the students decided the pairing method. However in Cycle II, the researcher paired the students randomly. This action helped them to focus on learning speaking while performing the role play. The class management was also improved during Cycle II. Based on the result of data analysis, the researcher inferred that teaching English by using role play can improve the students' speaking ability. It can be proved through several data such as the pre-test and the post-test. The result

of the pre-test shows that the students' mean score is only 61.77, and in post-test 1 the students' mean score is 71.27, and in the post-test 2 the students' mean score is 75.81 with 77.27% students who passed the KKM, so it showed the significant improvement in teaching speaking by using the role playing technique. Moreover, by implementing a role play in teaching speaking the students have an opportunity to be active and cooperative in the speaking activity, a role play has various activities to help the teacher to teach students in big class, it is supported from the observation and interview data.

2. The second conclusion is, by applying role playing method in teaching speaking, the students' motivation in learning speaking can be improved. The data shows us that the improvements of the students' motivation is defined. There is 6% improve higher from the first cycle of the students' motivation in producing or saying a word in english. And also there is 5% improve higher from the first cycle to second cycle of students' motivation in learning speaking.

## **B. Implication**

Based on the result of the research, the implementation of the use of the role playing technique has been proved to improve the students' speaking ability and motivation. It also improved the teaching and learning process. However, the implementation of the role play should match with the context in daily life, so the students' understandings of the lesson were also improved and it could be

applied in real life.

The researcher believes that classroom English, vocabulary practice, pronunciation drilling and the use of interesting and various media also took an important role to the success of the implementation of the actions. It implies that the activities mentioned were suitable to support the implementation of the Role Playing to improve the students' speaking ability. Vocabulary practice and pronunciation drilling in teaching and learning process helped the students to speak English fluently. The use of interesting and various media attracted the students to enjoy the teaching and learning process.

Another importance is, the research implies that the motivation is one of the important things to support the students to improve their speaking ability. The motivation is an important in physiologically term. In fact, when the motivation becomes high, the students' pretension to be able to speak English is also high. It was proved on their activeness on the teaching and learning processes. In this research, the motivation was improved through the application of role playing method. It means that the role playing method is definitely effective to improve students' motivation.

### **C. Recommendation**

After the researcher draws the conclusion of this study on teaching speaking by using the role playing technique to the eighth grade students of SMP Negeri 4 Kertek, the researcher addresses some following suggestions as follows :

1. The notice of motivation improvement.

For all English stakeholders, the motivation is very important things to be noticed. The success of teaching and learning processes will be easy gained if there is a good motivation level from the students. Therefore, we must be aware to build a good strategy to get it.

2. For the English teachers

they could implement the role play technique as an alternative strategy in teaching speaking but the English teachers should consider some aspects in implementing the technique. First, the English teachers should set the time as effective as possible by considering the length of time allocation in every activity. Second, the English teachers should deliver the explanation using clear voice, not too slow and not too fast. Third, the English teachers should use Indonesian language if the students find it hard to understand the explanation. Fourth, the English teachers should provide the students with lists of vocabulary or ask them to always bring dictionary since they still have poor vocabulary. Fifth, the English teachers should distribute high achiever students in each group that they can help their low achiever friends in their group. Sixth, the English teachers should approach and guide students when they work on their tasks. And seven, the English teachers should be patient since this technique employs a lot of time and activities at every stage.

3. For the students

The students who learn English, especially speaking could practice their English speaking by using role playing technique in different contexts and expressions. After getting some role play activities, students are expected to be more active in speaking and improve their speaking ability in giving transactional and interpersonal response which can be done in their daily activities.

4. For the schools

The facilities are important, but building a good environment and relationships between teacher and students is the most important. When the students feel enjoy and happy at school, they will feel that school as their home. Enjoyable school will make them stand at school. Because they will notice when they happy at school, they will easily learn every single subjects given.

5. For the regional/province education and culture department.

It is very important to consider the school facilities fulfillment. It is a classic problem for the school in a village area. Often, the regulation and the policy from the government do not meet with the school needs and conditions. Some problems are still come to be obstacles. For examples, the complicated bureaucracy, unexpected policies changes, and many others. Finally, we always hope that the education in our region especially will be better to prepare best generation in the future.



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