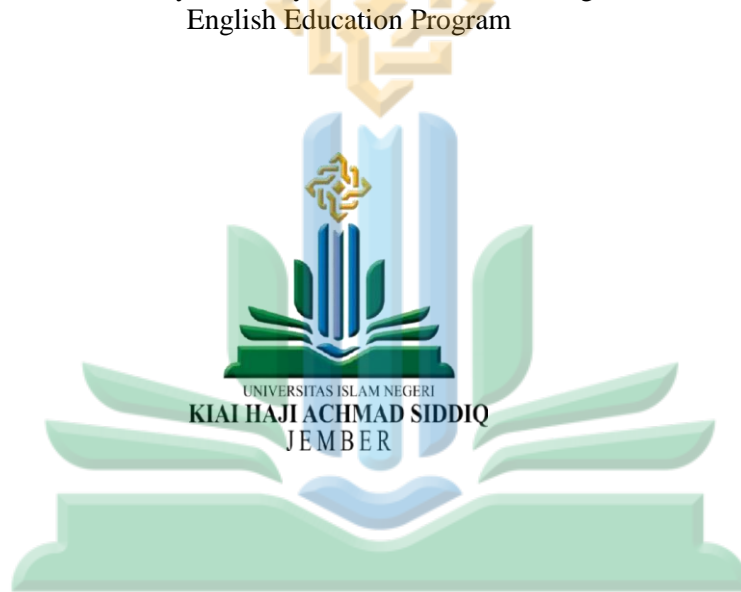


**THE IMPLEMENTATION OF ROLE PLAY GAME IN TEACHING
SPEAKING AT SMPN 1 RANUYOSO LUMAJANG**

THESIS

Submitted to the State Islamic University Kiai Haji Achmad Siddiq Jember
to fulfill one of the requirements for Bachelor's Degree of
Sarjana Pendidikan (S.Pd.)
Faculty of Tarbiyah and Teacher Training
English Education Program



By
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2022

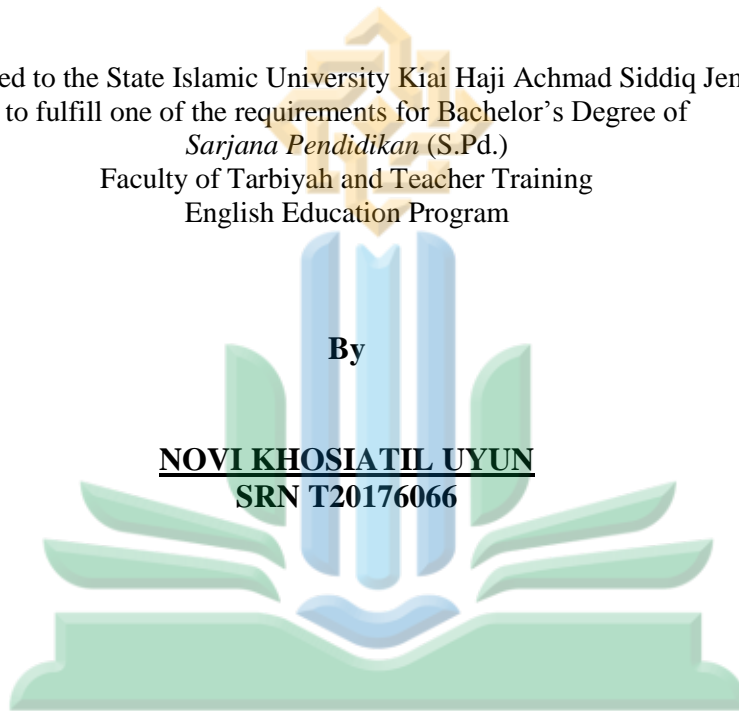
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JEMBER

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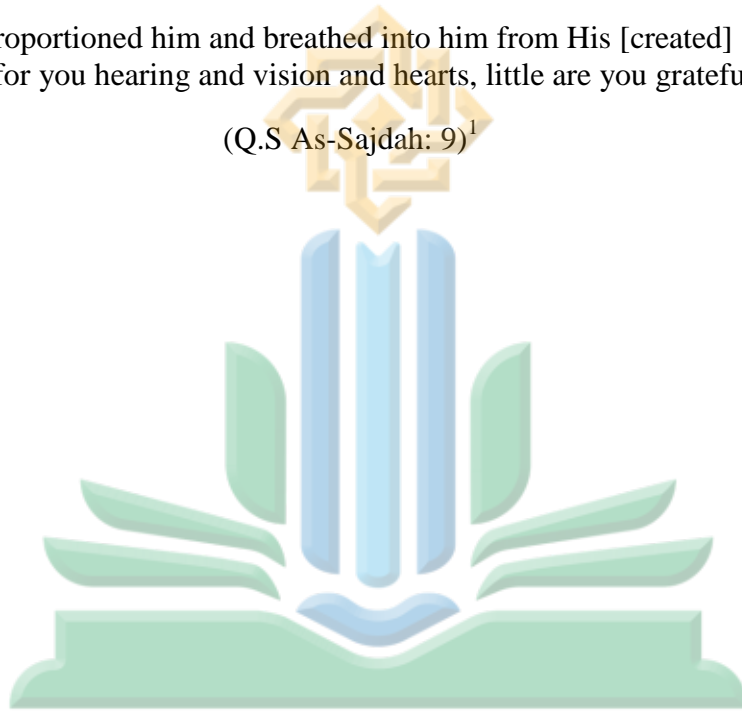


MOTTO

ثُمَّ سَوَّاهُ وَنَفَخَ فِيهِ مِنْ رُوحِهِ ۗ وَجَعَلَ لَكُمُ السَّمْعَ وَالْأَبْصَارَ
وَالْأَفْئِدَةَ قَلِيلًا مَّا تَشْكُرُونَ ﴿٩﴾

”Then He proportioned him and breathed into him from His [created] soul and made for you hearing and vision and hearts, little are you grateful.”

(Q.S As-Sajdah: 9)¹



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¹ Muhammad Taqi-ud Din Al-Hilali and Muhammad Muhsin Khan, The Noble Qur'an, (Medina: Dar-us Salam Publications, 1996), 653

DEDICATION

I would like to thank to: would like to thank to:

1. My Beloved Parents, Mr. Subahan and Mrs. Laila, for their prayers, motivation, encouragement and love. Who have allowed me to receive education up to Bachelor's Degree.
2. My beloved husband, Saiful Bariy, who is always beside me to accompany, support, and pray for my success in doing my thesis.
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7. All My Friends in TBI 2 class especially for Anis and Afi who have processed together since I studied in this University.

ACKNOWLEDGEMENT

First of all, I would like to thank Allah, the most gracious and the most merciful. All praise Allah for the strengths and his blessing for me in completing my thesis entitled “The Implementation of Role Play Game in Teaching Speaking at SMPN 1 Ranuyoso Lumajang”.

The researcher really realized that this undergraduate thesis would not finish without help and guidance from other people. The researcher would like to express her gratitude and appreciation to the honorable people who gave their help, encouragement, and countless contribution to the researcher in the process of the study:

1. The excellency, Prof. Dr. H. Babun Soeharto, S.E, MM, as a Rector of State Islamic University Kiai Haji Achmad Siddiq Jember who has given opportunity for me to study in this Institute.
2. Prof. Dr. Hj. Mukni’ah, M.Pd.I as the Dean of the Faculty of Tarbiyah and Teacher Training State Islamic University Kiai Haji Achmad Siddiq Jember who has facilitated me to study in this faculty.
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5. My advisor, Dr. Suparwoto Spto Wahono, M. Pd. who helped, guided and supported me during the writing of the undergraduate thesis.

6. The head of library of State Institute of Islamic Studies of Jember who has given opportunity for me to borrow some books in this library.
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8. The Principal of SMPN 1 Ranuyoso, Muhammad Adi, S.Pd., Fis.MM and his staffs who has given me permission and helping me during my research in SMPN 1 Ranuyoso.
9. The English teacher, Lusiana, S.S. who has given me support, help, and guide in conducting my research in SMPN 1 Ranuyoso.
10. The ninth grade English teacher, Subroto, S.Pd. who was also my teacher at SMPN 1 Ranuyoso, has given me support and help in conducting my research in SMPN 1 Ranuyoso and the students of eighth Grade who have given their time to participate in this research.

May Allah SWT repay all of the kindness of the people who helped me finish this undergraduate thesis. I believe this thesis might have some weaknesses, but I hope this thesis will be helpful for the future researcher.

UNIVERSITAS ISLAM NEGERI
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JEMBER
Jember, 6th May 2022

Novi Khosiatil Uyun

ABSTRACT

Novi Khosiatil Uyun, 2022. *The Implementation of Role Play Game in Teaching Speaking at Smpn 1 Ranuyoso Lumajang.*

Key Words: *Role Play, Teaching Speaking.*

The important thing in English is communication which is included in the speaking aspect. Speaking is the process of building and sharing meaning with verbal and non-verbal symbols, in a variety of contexts. Most of students had problem about speaking and the syllabus about role play there is at eighth grade. The problems faced by students include shame and fear of being wrong in English pronunciation, it makes they rarely practice speaking in class. The other obstacles experienced by students, they don't really understand English, the students are not interested in learning English or they often feel bored with learning. There are many techniques that can be used to develop and motivate students in learning speaking including role play because many researchers have found findings about the application of effective role play in learning speaking.

The research questions in this research were: First, how is the implementation of role play game in teaching speaking at SMPN 1 Ranuyoso Lumajang? Second, how are the students' perception toward the use of role play game in teaching speaking?. The research objective of the research were: First, Describe the implementation of role play game in teaching speaking at SMPN 1 Ranuyoso Lumajang. Second, Describe the students' perception toward the use of role play game in teaching speaking.

The methodology of this research was descriptive-qualitative method, it was considered to appropriately and accurately describe as wide as possible the phenomena. It was conducted at SMPN 1 Ranuyoso, Lumajang 8th grade. This is a junior high school located in Bulutangkur, Ranuyoso, Kecamatan Ranuyoso, Kabupaten Lumajang, Jawa Timur. The participants were 25 students. The data were gathered by observation, interview, questionnaire and document review. Data Technique and data source triangulation were used to validate data.

Based on the results, there were two conclusions. First, the implementation of the role play technique was in accordance with a good role play which stated that role play should be based on a familiar situation, allows the students to speak naturally, and develops the students' creativity. The role play implemented by asking the students to make a group to perform the play based on certain topics that have already prepared by the teacher in which they had already prepared the script. Second, the description of data from questionnaire indicated that the students of Interactional Speech class were interested in using role play. Almost all of the respondents elected "Strongly Agree" and "Agree".. Role play was considered to bring about positive contribution to help them improve their language skills, especially Speaking.

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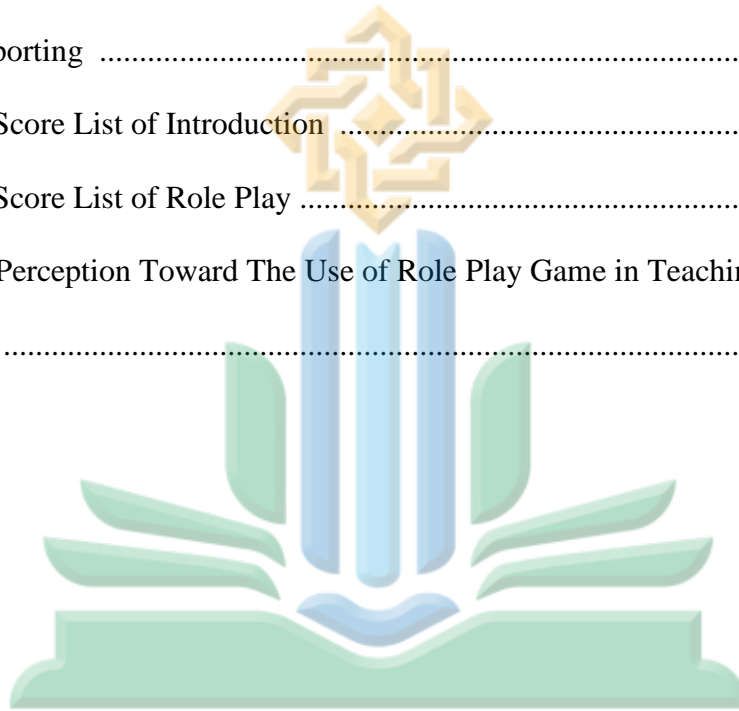
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CHAPTER I

INTRODUCTION

A. Background of Study

Learning English in Indonesia is not easy because it is not applied in daily life. English in Indonesia is a foreign language that not everyone is able to master. However, English is used and studied in almost all countries in the world, both as a trade language and as a diplomatic language.

حَدَّثَنَا جَرِيرٌ عَنِ الْأَعْمَشِ عَنْ ثَابِتِ بْنِ عُبَيْدٍ قَالَ قَالَ زَيْدُ بْنُ ثَابِتٍ قَالَ لِي رَسُولُ اللَّهِ صَلَّى اللَّهُ عَلَيْهِ وَسَلَّمَ
تُحْسِنُ السُّرْيَانِيَّةَ إِنِّهَا تَأْتِيَنِي كُتُبٌ قَالَ قُلْتُ لَأَقَالَ فَتَعَلَّمَهَا فِي سَبْعَةِ عَشْرَ يَوْمًا

Artinya : "Telah menceritakan kepada kami Jarir dari Al A'masy dari Tsabit bin Ubaid berkata, Zaid bin Tsabit berkata, "Rasulullah shallallahu 'alaihi wasallam bertanya padaku: 'Apakah engkau bisa bahasa suryani? ' Aku menjawab, 'Tidak bisa.' Beliau bersabda: 'Belajarlah! ' Maka aku mempelajarinya hanya dalam tujuh belas hari." (HR. AHMAD - 20605)²

It means: "Has told us Jarir from Al A'masy from Thabit bin Ubaid said, Zaid bin Thabit said, "The Messenger of Allah -peace and prayer of Allah be upon him-asked me: 'Do you speak Suryani?' I replied, 'No.' He said: 'Learn!' So I learned it in just seventeen days"

Islam teaches that learning a foreign language which is one of that is English, is the sunnah of the Prophet. As explained in the hadith above, the Prophet asked for Zaid bin Thabit to study the Syriac language. Which means that the Prophet allowed or encouraged his people to learn foreign languages, including learning English.

² Muh Faiza almath, *1100 hadits terpilih*. (Bandung: Gema Insani, 2020), 24.

English is taught since elementary school, but English is one of the main subjects at the junior high school level.³ There are four skills in English that need to be learned, namely listening, speaking, reading, and writing. The important thing in English is communication both orally and in writing. For beginners, there is no need to think about complicated things like grammar. The most important thing is how the other person understands what we are talking about.

Speaking is the process of building and sharing meaning with verbal and non-verbal symbols, in a variety of contexts.⁴ As mentioned earlier, the most important thing in learning a language is getting the point across. Try to make the other person understand what we mean. In addition, Speaking is a meaningful interaction, forms a part of the shared social activity of talking. So communication and speaking cannot be separated because they are connected to each other. People are able to communicate in English after they have learned it. It can be learned especially in the school where the students can focus their study to learn it. The aim to study English at school is not only for achieving good marks.

The way to develop students' speaking English, students need a supportive and conducive environment such as in a language learning environment, for example in a school environment. One of the uses of speaking is to convey messages from one person to another. Furthermore, the purpose of learning speaking is to improve communication skills, namely conveying the ideas that are in his mind. It is the teachers' job to find the appropriate technique in teaching

³ Kemendikbud, *Permendikbud Nomor 24 Tahun 2016 Tentang Kompetensi Inti dan Kompetensi Dasar Pelajaran Pada Kurikulum 2013 Pada Pendidikan Dasar dan Pendidikan Menengah*, (Jakarta: Kemendikbud 2018)

⁴ Kayi, *Teaching Speaking: Activities to promote speaking in a second language*. (Nevada: University of Nevada, 2006).

speaking. There are many techniques that can be used to develop and motivate students in learning speaking including role play because many researchers have found findings about the application of effective role play in learning speaking.

Based on previous research by Susanti (2007) found several facts about role play. Firstly, the use of role play makes the teaching and learning process more enjoyable and interesting. Secondly, role play helps the shy students by giving a cover, where students with difficulty in discussion are freed. In addition, it is fun, and most students will concur that pleasure leads to better learning. Thirdly, in role play the situation of the classroom is broadened to include the outside class⁵.

Role play is very important in teaching speaking because it gives students an opportunity to practice communicating 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. Students will be motivated and enjoy in learning speaking because role play helps students to express their creations.

Based on investigation, that is observation by performing introduction in front of class, the researcher choose the eighth grade of SMPN 1 Ranuyoso that located in Ranuyoso Lumajang to be a research participant because most of students had problem about speaking and the syllabus about role play there is at eighth grade.⁶ They rarely practice speaking in class. The researcher ever asked the teacher about her students. She told the researcher that the students rarely

⁵ Susanti, Ayu Diyah Harni, *Using role play in teaching speaking: a pre experimental study at islamic junior high school soebono mantofani jombang ciputat*, 2007.

⁶ Observation, Lumajang, 18th May 2022.

speak in front of the class.⁷ There are several obstacles experienced by students, they don't really understand English. They experience some problems, include the students are not interested in learning English or they often feel bored with learning. not only get information about speaking problems faced by students from interviews with teachers, researchers also prove these problems by observing students, namely by doing student speaking tests first by asking students to introduce and describe themselves in front of the class. the result of the observations made by the researcher is that out of twenty-five students there are only five students who can introduce themselves well.

This research is important to the teacher to know students' perception toward the use of role play game in teaching speaking, and to find out whether there is a need for improvement in the application of role play or not. According to the statement above, the researcher is interested to carry out a research dealing with the topic related to the problem. The researcher have examined role playing techniques in teaching speaking. Based on the description, the researcher decided to the research with the title: "The Implementation of Role Play Game in Teaching Speaking at SMPN 1 Ranuyoso Lumajang".

B. Research Question

Based on the background described above, it is necessary to determine the research question related to this research in order to answer all existing problems.

The research question in this study is as follows:

⁷ Lusiana, *interview*, Lumajang, 18th May 2022.

1. How is the implementation of role play game in teaching speaking at SMPN 1 Ranuyoso Lumajang?
2. How are the students' perception toward the use of role play game in teaching speaking?

C. Research Objective

With regard to the research question above, this study has objectives to be achieved at the end of this research activity, namely:

1. Describe the implementation of role play game in teaching speaking at SMPN 1 Ranuyoso Lumajang
2. Describe the students' perception toward the use of role play game in teaching speaking

D. Research Significance

1. Theoretical Significance

Theoretically, this research is expected to contribute in terms of reading sources and knowledge which can then be used as a guide on how to provide innovative and effective English learning. And can be a source of reading and reference for future researchers who will carry out research on innovative and effective English learning.

2. Practical Significance

a) For Researchers

It is a means of applying and developing the knowledge that has been learned in lectures, in particular providing additional knowledge about innovative English learning, namely role play for speaking skills.

b) For students of SMPN 1 Ranuyoso

The results of this study are expected to make a positive contribution to students of SMPN 1 Ranuyoso by understanding how to perform better role play. And can increase the maximum preparation before performing the role play. In addition to improving the quality of student performance, this study is also expected to increase students' motivation to learn speaking and make students' speaking skills even better.

c) For English teacher of SMPN 1 Ranuyoso

Based on the objectives of this study, namely to determine the student's response to the application of role play in speaking learning. It is hoped that the teacher can adjust the application of role play to the needs and abilities of students. if there is no positive response from students, the teacher can improve the strategy for implementing role play to be more attractive and more effective.

d) For UIN KHAS Jember

Can add to the existing scientific literature in the UIN KHAS Jember library as research material for those who want to conduct further research on more perfect community empowerment strategies, especially for faculty of tarbiyah and science of education.

e) For further researchers

This research is expected to help provide a first step for further researchers who want to examine the application of role play in teaching speaking.

E. Definition of Key Terms

The definition of terms contains the meaning of important terms which become a point of attention in the research title. The aim is that there is no misunderstanding of the meaning of the term as intended by the researcher.⁸

1. Implementation

Implementation of role play is the implementation or practice of plans, techniques for learning speaking. In this implementation, the teacher prepares several themes to be distributed to students, which students then create scripts to display in front of the class. the teacher implements role play to improve students' speaking skills. As such, implementation is the action that must follow any preliminary thinking for role play to actually happen.

2. Teaching Speaking

Speaking is to express or communicate opinions, feelings, ideas, etc, by or as talking and it involves the activities in the part of the speaker as psychological, physiological (articulator) and physical (acoustic) stages. According to Brown, there are five basic types of speaking, they are imitative, intensive, responsive, interactive, and extensive. There are

⁸Tim penyusun Pedoman Karya Ilmiah (Jember:IAIN Jember Press,2017),45..

several techniques in teaching speaking, those are including role-play, game, problem solving, discussion, and song. In this research, the researcher have known the students' responds after teaching speaking using role play game in an interesting and not boring way for students.

3. Role play

Role play is a technique of acting out particular ways of behaving or pretending to be other people who deal with new situations, it is used in speaking learning. In this point, students are asked to perform role play with their friends based on the group that has been determined.

4. Perception

Perception is the main form of cognitive contact of students towards the application of role play. The perceptions of students asked here are about students' interest in role play, improving students' speaking skills by using role play, and increase in students creativity after learning to use role play techniques.



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CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous Study

Departing from the selected title, there are several previous studies related to this research, there are:

1. Thesis by Agung Kurniawan Harahap English Education Department Faculty Of Tarbiyah Science And Teacher Training State Islamic University North Sumatera Medan with the title “The Effect Of Role Play Method in Speaking Skill at Madrasah Tsanawiyah Swasta Muhammadiyah 01 Medan on Grade VII in academic 2016-2017”.⁹ This study was intended to find out whether the Role-Play Method has an effect significantly to the students’ speaking skill.

The research used quantitative experimental research method. The result show that the treatment given to the experimental class is to provide role play model have a significant process on students speaking skill.

2. Thesis by Lusiana Ratnasari, University Of Nusantara PGRI Kediri with the title “The Effectiveness of Role Play in Teaching Speaking to The Tenth Grade of SMKN I Ngasem Academic Year 2014/2015.”¹⁰ The aims of this research are to find out Students’ Speaking ability increases and to

⁹ Agung Kurniawan Harahap. *The Effect of Role Play on Students’ Speaking Skill at Seventh Grade of Madrasah Sanawiyah Muhammadiyah 01 Medan.*

¹⁰ Lusiana Ratnasari. *The Effectiveness of Role Play in Teaching Speaking to The Tenth Grade Of SMKN I Ngasem Academic Year 2014/2015.*

know role play gives significance effect to the students before and after using role play.

The design of this research is experimental quantitative study. The results and discussion of the research found that that role play technique was effective in teaching speaking. Also there was significance effectiveness of role play to the students' speaking ability at the tenth grade of SMKN 1 Ngasem Kediri. Based on the result of this research, the researcher signifies that using role play gives a better result in students' speaking ability.

3. Thesis by Choirun Niza, University Of Muhammadiyah Malang with the title "The Students' Perception Toward The Use of Role Play Technique in Speaking at SMP Muhammadiyah 8 Batu."¹¹ The purpose of this research is to give contribution for the teachers to know about their students' perception toward the use of role play technique. By knowing the students' perception, it will be easy to find the successes and the obstacles in the learning speaking through role play technique. If the teachers already know about the weaknesses in teaching speaking through role play technique, they can get considerations from the result of this study to improve their skill in teaching speaking.
4. Thesis by Sari Irianti, Syarif Hidayatullah State Islamic University Jakarta with the title "Using Role Play in Improving Students' Speaking

¹¹ Choirun Niza. *The Students' Perception Toward The Use Of Role Play Technique in Speaking at SMP Muhammadiyah 8 Batu.*

Ability.”¹² The aims of the research are to know whether role play improve students’ speaking ability in class VIII.1 of SMP PGRI II Ciputat. The method used in this study is Classroom Action Research (CAR) method which is derived from the root an action research. There was improvement students’ mean score 25% from pretest to the posttest. It showed that students have significant improvement.

5. Journal by Solliyah Purnamawati, Sofian, Luwandi Suhartono, English Education Study Program, FKIP Untan, Pontianak, with the title “The Use of Role Play in Teaching Speaking”¹³ The Objective of the research was to investigate the effect size of the use of role play in teaching speaking at the eighth grade students in SMPN 12 Pontianak. The method that is used in this research is pre-experimental method that applies pre-test and post-test to measure the effect (ES) size of the treatment. In this research, researchers had 34 participants.

The writer found that the use of role play technique gave strong effect in teaching eighth grade students to speak in English. This technique gave good effect for students’ ability in speaking. It was proved from the result of post test was higher than that of pre test.

¹² Sari Irianti. *Using Role Play in Improving Students’ Speaking Ability*.

¹³ Solliyah Purnamawati, Sofian, Luwandi Suhartono, “The Use of Role Play in Teaching Speaking”, *Journal of Equatorial Education and Learning*, 2015, Vol 4. No. 09, 11.

Table 2.1
Similarities and differences
Previous research and this research

No	Title of research	Similarities	Differences
1	The Effect Of Role Play On Students' Speaking Skill At Seventh Grade Of Madrasah Tsanawiyah Muhammadiyah 01 Medan	Both researches have the same theme about using role play on students' speaking skill.	<ol style="list-style-type: none"> 1. Agung Kurniawan Harahap using quantitative experimental research method, while this research using descriptive qualitative method. 2. The subject of Agung's research was seventh grade of Madrasah Sanawiyah Muhammadiyah 01 Medan, while the subject of this research is eighth grade of SMPN 1 Ranuyoso
2	The Effectiveness of Role Play in Teaching Speaking to The Tenth Grade of SMKN I Ngasem Academic Year 2014/2015	1. The same topic to discuss role play in teaching speaking	<ol style="list-style-type: none"> 1. This subject of previous research was Tenth Grade of SMKN I Ngasem Academic Year 2014/2015, while this research is eighth grade of SMPN 1 Ranuyoso. 2. This research objective of previous

			<p>research was to find out the effectiveness of role play in teaching speaking, while this research are To describe the implementation of role play game in teaching speaking.</p>
3	<p>The Students' Perception Toward The Use of Role Play Technique in Speaking at SMP Muhammadiyah 8 Batu</p>	<p>In terms of research objectives, they have one thing in common, that is to find out the student' perception toward the use of role play in speaking.</p>	<p>This subject of previous research was students in SMP Muhammadiyah 8 Batu while this research is eighth grade of SMPN 1 Ranuyoso.</p>
4	<p>Using Role Play in Improving Students' Speaking Ability.</p>	<p>The both same explain the use of role play in teaching speaking.</p>	<ol style="list-style-type: none"> 1. The method used in this study is Classroom Action Research (CAR) method, while this reearch used qualitative research method. 2. This research took place at SMP PGRI II Ciputat. Participants of this research is class VIII, while this research conducted at SMPN

			1 Rannuyoso Lumajang.
5	The Use of Role Play in Teaching Speaking	Both researches explain about role play in teaching speaking	<ol style="list-style-type: none"> 1. The Objective of the research was to investigate the effect size of the use of role play in teaching speaking, while this research Objective was to describe the implementation of role play game in teaching speaking. 2. This research took place at eighth grade students in SMPN 12 Pontianak while this research conducted at SMPN 1 Rannuyoso Lumajang.

In general, the difference between all the previous studies that have been mentioned with this research lies in the research method. Previous studies used classroom action research and quantitative research methods, while this study used descriptive qualitative research.

B. Teoritichal Framework

1. Implementation

Implementation is the process of identifying, incorporating, monitoring, and continually refining learning that helps educators enhance their practice

and encourage and inspire student academic and non-academic growth. There are two definitions of implementation. First, implementation leads to activities, actions, or the existence of a systematic mechanism; implementation is more than just an activity; it is an activity that is planned and designed to achieve the activity's goals. Second, implementation is the execution or application of any plan, method or design, idea, model, specification, standard, or policy for accomplishing something. Thus, implementation is an action that must occur after the initial thought in order for something to occur.

Related to the definitions above, the researcher can conclude that implementation is the planned and intentional execution of activities aimed at transforming evidence and ideas into policies and practices that work for people in the real world. It seeks to realize the plan; both the 'how' and also 'what'. In the context of learning, this implementation is an action that begins with the preparation of a lesson plan, and continues through the adaptation of the plan into the learning and teaching process in the classroom until the final stage of providing an assessment.

2. Teaching Speaking

Many people feel that speaking in a new language is harder than reading, writing, or listening for two reasons. First, unlike reading or writing, speaking happens in real time. Usually the person you are talking to is waiting for you to speak right then. Second, when you speak, you cannot edit and revise what you wish to say, as you can if you are writing.¹⁴ However, speaking is a

¹⁴ Bailey, Kathleen M, *Speaking*, Practical English language teaching, 2003, 47-66.

skill that deserves the same attention as literary skills, in both the first and second language. Our learners often need to be able to speak confidently to carry out many of their most basic transactions. This was the skill in which they were most often, and through it they could either gain or lose friends. It is the vehicle par excellence of social solidarity, social rank, professional and business progress.

a. Types of Speaking

There are five basic types of speaking, they are imitative, intensive, responsive, interactive, and extensive.¹⁵ Imitative speaking is the ability to imitate (parrot back) a word or a phrase or possibly a sentence. Intensive speaking goes one step beyond imitative to include any speaking performance that is designed to practice some phonological and grammatical aspect of language. Responsive speaking is interaction at the somewhat limited level of a very short conversation, standard greeting and small talk, simple comment and request, and the like. Interactive speaking; complex interaction which sometimes includes multiple exchanges and/or multiple participant. Extensive speaking is oral production, include speeches, oral presentation, and story telling.

The teacher is tasked with choosing what type of speaking is suitable for the material to be taught to students. For each different material, the type of speaking that will be delivered will be different, as in learning material about dialogue, the type of speaking that can be used is responsive speaking.

¹⁵ Brown, H. Douglas, *Language Assessment: Principles and Classroom Practice*, (San Fransisco State University, 2004), 141.

How to choose the right type of speaking will make it easier for students to learn a material.

b. Teaching Speaking Techniques

One of the basic problems in foreign-language teaching is to prepare learners to be able to use the language. How this preparation is done, and how successful it is, depends very much on how we as teachers understand our aims. For instance, to test whether learners can speak, it is necessary to get them to actually say something. By giving learners 'speaking practice' and 'oral exams' we recognize that there is a difference between knowledge about a language, and skill in using it. This distinction between knowledge and skill is crucial in the teaching of speaking.¹⁶

The teacher is expected to prepare things in teaching English that can make students speak either using existing techniques or the teacher can also develop their own teaching techniques to make speaking learning more effective. Teaching speaking is not an easy thing, the teacher may find some obstacles in teaching speaking, whether it's from students or from the teacher who has difficulty determining teaching techniques that are in accordance with the abilities and wishes of students. Therefore, the teacher as much as possible observes in advance what students want in learning.

¹⁶ Martin Bygate, *Language Teaching Speaking*, (Oxford: Oxford University Press, 2009), 3.

There are many techniques for teaching speaking. The following are some of the techniques for teaching speaking which can be implemented by the teacher¹⁷:

1) Role Playing

One of the methods suggested for developing speaking skill is roleplaying, that is, creating a dramatic situation in a classroom, or in a part, simply acting out dialogues, but also in part re-labeling objects and people in the room to prepare for an imaginative role playing.

2) Game

A game is one of activities which can help to create dynamic, motivating classes. The reason is that real learning takes place when the students, in a relaxed atmosphere, participate in activities that require them to use what they have been drilled on

3) Problem Solving

Materials which focus on problem solving offer further opportunities for the students to work in pairs or small groups, to share information and opinions on topics, which are meaningful to them.

4) Discussion

Discussion may be composed of three to five students. If such a group work is used regularly and introduced with a careful explanation of its propose, the class will soon accept it as a natural activity

¹⁷ Lia Rusdiningsih, *A Study on The Techniques for Teaching Speaking to The Second Year Students of Smp N 1 Trangkil*, (Surakarta: Muhammadiyah University of Surakarta, 2012), 3.

5) Song

Using song in EFL classroom, especially speaking one can be both enjoyable and educational. Song usually provides a peaceful and happy mood for the listeners. Songs can also be used as a useful aid in the learning of vocabulary, pronunciation, structures, and sentence patterns.

Some of the techniques above can be used for speaking practice, the teacher can choose the technique to be used by looking at the student's situation, what technique can make students interested and motivated to speak in front of the class. From these various techniques, teachers can also develop or make innovations during application. Teachers may use different media when applying one of these techniques.

c. Speaking Assessment

Assessing speaking performance requires teachers be linguistically competent. speakers need to have sufficient vocabulary and control structural and grammatical components. Additionally, speaking requires good sense of functional competence, that is, answers should be complete, logical, and contextually appropriate. Considering the features mentioned above, speaking assessment could vary.¹⁸

a) Grammar

Assessing grammar in oral production helps speakers to escape further grammatical inaccurate speech production.

¹⁸ Rahimboeva Hulkar Gayratovna, "Assessment For Speaking Skill", *A Multidisciplinary Peer Reviewed Journal*, 2021, Vol. 7 No. 4, 46-49

b) Vocabulary

Checking vocabulary range and precision indicates how proficient test taker is.

c) Fluency

Evaluating fluency gives a picture how confident speaker is. Whether he/she hesitates and makes pauses in each word production. In addition, it indicates how speaker can deliver the message.

d) Pronunciation

This criterion of speaking assessment check the amount of errors occur while pronouncing words and how they influence of communication

3. Role Play

a. Definition

Role play is a method to play the role of others character in any kinds of situations.¹⁹ Someone can act as someone else or become a predetermined character. Role play is the practice of replacing roles that plots and conversations have been arranged, this makes people who play them can prepare what they will perform. There are many topics that can be used in playing role play, players only need skills to play the role of someone else and that can be done by practicing first.

¹⁹ Muhammad Noor Abdillah, skripsi: "The Effectiveness Of Role Play In Teaching Speaking", (Jakarta: Syarif Hidayatullah State Islamic University, 2015), 18

Moreover, according to Snow, “Role plays are form of pair practice that allows students freedom to play, improvise, and create.”²⁰ Students can easily practice what they think is fun and suitable for them, so that students can practice it as if it really happened in their lives although it never happened in real life. For example, one student acts as a tour guide whose job is to explain some things at tourist attractions while another student acts as a tourist.

Besides, according to Rahayu “Role play is a strategy which involves fantasy or imagination to be someone else or to be ourselves in a specific situation for a while, improvising dialogue and creating a real world in scenario”²¹ This is intended so that students can practice speaking skills in a different and not boring way, because students determine for themselves what they will do and how they will express it in the form of role play well.

Based on the explanation above, the researcher can conclude that role play is an imaginative thing that can be done by anyone between two or more people to play another person or an imaginary character that has been planned. Role play not only trains creativity, but can also train someone's speaking in a certain context. Some people choose role play to practice their speaking skills, because by this way they can practice casually with the other person.

²⁰ Don Snow, *From Language Learner to Language Teacher*, (Virginia: TESOL, Inc, 2007), 112.

²¹ Pipit Rahayu, “Role Play Strategy In Teaching Speaking”, *EduLite Journal*, 2015. Vol 4. No. 01

b. Procedure of Role Play

Huang (2008: 4) applies six major steps in procedure for the role play activities in her class, those are:²²

1) Decide on the teaching materials

The teacher must choose which encouraging materials will be utilized for role play exercises. The training materials can be taken from course books or non-reading material showing material, for example, picture books, story books, plays contents, thus stronghold. The material is chosen early by the educators. The teacher can likewise make his own particular real showing materials for role play exercises.

2) Select situations and create dialogs

Next, you need to select one or more situations to role-play. For each role-playing situation, the dialogue must be provided (by lesson material or teacher) or created by the student himself.

3) Teach the dialogs for role play

The teacher need to teach the vocabularies, sentences, and dialogs necessary for the role play situation. The teacher to make sure the students know how to use the vocabulary, sentences and dialogs prior to doing the rola play activities. Otherwise, the teacher should allow students to ask how to say the words want to say.

4) Have students practice the role play

²² Huang, Role play for ESL/EFL “Children in the English Classroom”, *The internet TESL journal*, 2008, 14.2: 1-10.

Students can practice in pairs or in small group. After they have played their own roles a few times, have them exchange roles. That way, students can play different roles and practice all of the lines in the role play. When students are confident enough to demonstrate of perform in the front of the class.

5) Have modify the situations and dialogs

Once students have finished and become familiar with an original role play situation, they can modify the situations or dialogs to create a variation of the original role play.

6) Evaluate and check students comprehension

Finally, the teacher evaluates the role-playing exercises to see if the students have a good understanding of the meaning of the vocabulary, sentences, and discourse.

Those are the procedure of role play which can help students practice easily and will apply in this research.

c. Advantages of Role Play

Role play is very important technique in teaching speaking because it gives students an opportunity to practice communicating in different social contexts and in different social roles.²³ This provides a new experience for students in practicing English, they can also find different things when practicing English. The use of role play in speaking allows students to explore things they have never done before. Because

²³ Tangirqulova Karomat, Murtazayeva Xadicha, "Advantages Of Role Play Technique In Teaching Speaking Efl Classes", *Academica Globe: Inderscience Research* , 2021, 2.12: 14-16

speaking practice in general focuses more on individual practice which will make students easily bored and lazy to practice, even some students will feel ashamed and not confident if they have to perform or show their speaking skills individually.

In addition, it also allows students to be creative and to put themselves in another person's place for a while, The role play would seem to be the ideal activity in which students could use their English creatively and it aims to stimulate a conversation situation in which students might find themselves and give them an opportunity to practice and develop their communication skill.²⁴ as previously mentioned some students would be embarrassed if they had to be shown individually. Therefore, role play helps students to practice appearing confident, namely in groups. it can also allow students to practice creatively by creating dialogues that they want to present themselves. In this way, students will feel comfortable when practicing speaking because they can determine the character according to their wishes. The most important thing in the application of role play is that students do not feel compelled to practice speaking, because they can determine the conversation situation according to their abilities and wishes.

²⁴ Ibid 14-16

d. Disadvantages of Role Play

The disadvantages of role play are as follows:²⁵

- 1) The using of student's native language in the monolingual group. Sometimes the teacher finds the groups talking in their native language in discussions while they are required to use English.
- 2) Indiscipline and noisy. If the teacher goes and concentrates on one group excluding the others, the rest of the students will become noisy. Some learners are unable to identify with the characters or situations.

Role play not only has many advantages, but also has some disadvantages. As previously mentioned, the application of role play does not necessarily run well. Sometimes when performing role play, students use their own native language to discuss or ask the dialouge and also sometimes whenn other students perfom role play in front of the class , students who have not had their turn do not listen on their friends' performance or even discuss their own performances.

4. Perception

Perception is a cognitive process of selecting, analyzing, organizing, interpreting, and integrating stimuli of any kind of information received by someone that is meaningful and different from one another. Perception is a process that commences with the use of the

²⁵ Petronela Rina, "Using Role Play Technique To Improve Students' Speaking", *Research Article* (Pontianak: Tanjungpura University, 2019)

five senses to receive a stimulus, then organizes and interprets the information so that it understands what has been sensed. The brain's ability to translate the stimulus into the human senses is called perception.

Perception is a psychological process through the experience gained by the five senses, individuals can process responses into positive or negative perceptions. In a psychological process through the experience gained by the five senses, individuals can process responses into positive or negative perceptions. This shows that each individual has a different point of view or perception even though they are in the same room or condition because the stimuli received by each individual are different and interpreted in different ways.

There are two types of perception, they are negative and positive perception, both are explained in the following description: First, Positive perception. The Positive perception is the perception that describes all information knowledge (known or unknown) positively. In addition, positive perception is the positive interpretation that involves humans evaluating something around them. In this case, if someone has a positive perception, they will accept and support the perceived object. Second, Negative perception. The negative perception is the perception that describes information (known or unknown) negatively or not suitable for the perceived object. In other words, negative perception is the negative interpretation that involves humans evaluating something around them.

CHAPTER III

RESEACH METHODOLOGY

A. Research Method

This research used descriptive-qualitative method. Theoretically, the descriptive-qualitative method aimed to describe the found data much detail in a broader sentence explanation. In this context, the researcher choose this type of research method as it was considered to appropriately and accurately describe as wide as possible the phenomena.

Qualitative descriptive studies are the least “theoretical” of all of the qualitative approaches to research. In addition, qualitative descriptive studies are the least encumbered studies, compared to other qualitative approaches, by a pre-existing theoretical or philosophical commitment. For example, phenomenology, grounded theory, and ethnographic are based on specific methodological frameworks that emerged from specific disciplinary traditions.²⁶

B. Research Location

The research was conducted at SMPN 1 Ranuyoso, Lumajang. This is a junior high school located in Bulutangkur, Ranuyoso, Kecamatan Ranuyoso, Kabupaten Lumajang, Jawa Timur. The reason for choosing the location is because the researcher has experience in that place and knows more or less about the background of the school and also how it is taught. The researcher also

²⁶ Lambert, V. A., & Lambert, C. E. “Qualitative descriptive research: An acceptable design”, *Pacific Rim International Journal of Nursing Research*, 2012. 16:4, 255-256.

recognizes one of the people who have become the respondent, namely the English teacher who have made it easier for researchers to make observations.

C. Research Subject

Research subject is the important thing in a research. The research subject of this research are:

1. The eighth grade students at SMPN 1 Ranuyoso, twenty five students as research subjects in the questionnaire about students perception toward the use of role play game in teaching speaking.
2. Five students to be interviewed. Selected based on the answers to the questionnaire, namely those who have good and bad perceptions of the role play implementation.
3. The English teacher of eighth grade at SMPN 1 Ranuyoso.

D. Data Collection Technique

Data collection techniques are way that can be used by researchers to collect data and obtain objective data. In this research, researchers used several methods in data collection as follows:

1. Observation

Observation is basic of activity in research which has a purpose to collect data to produce the basis of research with going to the subject research directly. Observation can help the researcher to focus on the problem what the researcher wants deeply.

In this research, the researcher uses direct observation because it is conducted to the object directly. This technique has been carried out to

observe how teachers implement role play games and student performance when implementing role play games.

2. Interview

According to Sugiyono, an interview is a meeting of two persons to exchange information and idea through and responses, resulting in communication and joint construction of meaning about a particular topic.²⁷

In this study, the technique used by researchers was semi-structured interviews, the researchers used interview guidelines that had been arranged systematically and completely for data collection. The interview guide used is only an outline of the problems that will be questioned to the research subject. The researcher have arranged the main questions that form the outline of the research.

The researcher has interviewed five students to find out students' perceptions of role play. Selected based on the answers to the questionnaire, namely those who have good and bad perceptions of the role play implementation. The researcher also has interviewed the English teacher of eighth grade at SMPN 1 Ranuyoso.

4. Questionnaire

According to Ary et al, questionnaire is an instrument in which respondents provide written responses to questions or mark items that indicate their responses.²⁸ In this study, the questionnaires were distributed to twenty five students to obtain information from students about their perceptions after

²⁷ Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif dan R&D* (Bandung: Alfabeta, 2016), 175

²⁸ Donald Ary, et al. *Introduction to research in education*. Cengage Learning, 10th ed. (Florida: Hartcourt Brace Jovanovich, Inc, 2018) 566

experiencing the role play. According to Ary, et al, there are two types of questionnaire. They are structured, or closed type, and unstructured, or open type.²⁹ The questionnaire used in this research were a close forms. the closed type items were used to enable the respondents easy in filling the questionnaires since the students only have to put a check sign (√) in the provided space according to their opinions.

Likert scale assesses attitudes toward a topic by presenting a set of statements about the topic and asking respondents to indicate whether they strongly agree, agree, are undecided, disagree, or strongly disagree. This scale was used to measure students' perception on the use of role play in speaking class. The perception measured whether the respondents strongly agree (SA), agree (A), disagree (D), or strongly disagree (SD) with the given statement. The researcher omitted the undecided option in order to avoid misunderstanding because it did not contribute any responses.

5. Document Review

Document Review is a technique of collecting data through notes or written objects such as writing, pictures or other works that support research, because the purpose of this technique is to help researchers understand the conditions that occur in the research location and assist in interpreting data.

The data that that has been obtained through this documentation method are as follows:

a. Profile of SMPN 1 Ranuyoso

²⁹ Ibid., 175

b. Data of participant

E. Data Analysis

The data analysis of qualitative is the process of looking for and arranging the data from interview, field note, and the other objects systematically, so it can be understood easily, and their finding can be informed to the others. Each of the stage is presented in this following:³⁰

1. Data Condensation

Data condensation refers to the process of selecting, focusing, simplifying, abstracting, and/or transforming the data that appear in the full corpus (body) of written-up field notes, interview transcripts, documents, and other empirical materials. By condensing, we're making data stronger. (We stay away from data reduction as a term because that implies we're weakening or losing something in the process.).

2. Data Display

The second major flow of analysis activity is data display. Generically, a display is an organized, compressed assembly of information that allows conclusion drawing and action. Miles and Huberman convinced that good displays are a major avenue to robust qualitative analysis. The display discussed and illustrated in this book include many types of matrices, graphs, charts and network. Looking at displays helps us understand what is happening and to do something-either analyze further or take action— based on that understanding.

³⁰ Matthew B. Miles, A. Michael Huberman, Johnny Saldaña, *Qualitative data analysis: a methods sourcebook* (SAGE Publication:2014) 30-34

To answer the second problem formulation, the researcher distributed the questionnaire to the twenty five students of Interactional Speech class. Having gathered the questionnaires, the researcher analyzed them by recording all the data in the table and discussed them based on the frequency. The scores of the questionnaires were calculated using descriptive statistics to the source of variance. The source of variance was consisted of four things, that were, number of cases, mean, mode, and median. Modus was the score that occurs most frequently in the set of scores. Median was the middle point occurs in the set of scores.

The average scores of the respondents reflected the kinds of perceptions on the use of role play in learning speaking they had. The score which ranged from 1.00 until 2.49 was considered as the negative or bad perception on the use of role play in learning speaking, while the score which ranged from 2.50 until 4.00 was considered as the positive or good perception on the use of role play in learning speaking

3. Drawing and Verifying Conclusions

The third stream of analysis activity is conclusion drawing and verification. From the start of data collection, the qualitative analyst interprets what things mean by noting patterns, explanations, causal flows, and propositions.

Conclusions are verified as the analyst proceeds. Verification may be as brief as a fleeting second thought crossing the analyst's mind during writing, with a short excursion back to the field notes; or it may be thorough

and elaborate, with lengthy argumentation and review among colleagues to develop “intersubjective consensus” or with extensive efforts to replicate a finding in another data set.

F. Truthworthiness Of Data

Triangulation is the technique used in checking the validity of the data. According to Jane Ritchie and Jane Lewis triangulation is useful in checking the validity of data or whether it is more a means of widening or deepening understanding of a subject through the combination of multiple readings.³¹ Creswell defines that triangulation of data will be collected from multiple sources to include interview, observations, and document analysis.³² In addition, Bruce L. Berg states that triangulation is a term originally more common in surveying activities, map making, navigation, and military practices.

The type of triangulation that has been used is the triangulation of sources and techniques. Source triangulation to test the credibility of the data is done by checking the data that has been obtained through several sources. Technique triangulation is to test the credibility of the data which is done by checking the data to the same source with different techniques, for example data obtained by interview, then checked by observation, or documentation.

G. Research Stage

The stages in the research are the systematics of writing which the researchers designed in such a way as for the systematic, it was divided into

³¹ Jane Ritchie and Jane Lewis, *Qualitative Research Practice* (London: SAGE Publications: 2003), 275

³² John W. Creswell, *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*, (London: SAGE Publications: 1990), 45

several stages, which are described as follows: The first stage was the preparation of research proposals, examinations proposals, revision of proposals, and administering research permits, submit research permit to SMPN 1 Ranuyoso Lumajang. The second stage was to develop a research framework regarding the implementation of role play game in teaching speaking at SMPN 1 Ranuyoso Lumajang at the same time as to determine the source of data in the research to be carried out. The third stage was field data mining, consisting of descriptions regarding the object of research. The overview of SMPN 1 Ranuyoso Lumajang starts from the history of its establishment, vision and mission, organizational structure, teacher data, and student data of SMPN 1 Ranuyoso. The fourth stage was data analysis aimed at collecting and process research results from interview data, observations, and documentation. The last stage was report research, at this stage the data have been processed and concluded, which are then presented in the form of a research report then the researcher checked so that the research carried out is truly valid.



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CHAPTER IV

FINDINGS AND DISCUSSION

A. Overview of SMPN 1 Ranuyoso

1. A brief history of SMPN 1 Ranuyoso

SMPN 1 Ranuyoso was inaugurated in 14 Januari 1987 at Sukodono Lumajang by Gubernur KDH TKI Jawa Timur. SMPN 1 Ranuyoso is the only junior high school in Ranuyoso district. The beginning of establishment of SMPN 1 Ranuyoso was the desire of a teacher who teaches at one of the Lumajang junior high school to build a junior high school level where at that time there were no junior high schools in Ranuyoso District, until now SMPN 1 Ranuyoso became the only public school in Ranuyoso.

As time goes by, the number of students at SMPN 1 Ranuyoso has increased from the beginning there were only tens of students and now there are hundreds of students with grade three levels. Each level has five classes, and each class has 25 students. After school, students can take part in extracurricular activities such as traditional dance, martial arts training, and scouts on weekends. SMPN 1 Ranuyoso does not only focus on improving students' academic abilities, but also trains students' non-academic abilities such as the extracurricular activities already mentioned. Teachers who teach are also teachers who can guide students in the academic field and also have skills in non-academic fields.

2. Junior High School Profile

Name : SMPN 1 Ranuyoso

Location : Jalan Raya Ranuyoso No. 220 Dusun Bulu Tangkur
Ranuyoso Village, Lumajang Regency

Longitude latitude : Latitude: -8.125851 and Longitude: 113.5538.

Region : countryside

Electrical power : 4400 W

Phone Number : 0334-441528

Postal code : 67357

E-mail : esempe_rnys@yahoo.com

3. Vision and mission of SMPN 1 Ranuyoso

a. Vision

Menjadi seklolah yang sehat dan berwawasan lingkungan, mengutamakan akhlak mulia, unggul dalam prestasi, kompetitif, berwawasan dan berbudaya nasional serta sumber inspirasi bagi perubahan masyarakat sekitar.

(Becoming a healthy and environmentally friendly school, prioritizing noble morals, excellence in achievement, competitive, national insight and culture as well as a source of inspiration for changes in surrounding communities)

b. Mission

- 1) *Mewujudkan sekolah yang sehat dan berwawasan lingkungan sebagai tempat pendidikan yang nyaman dan menyenangkan.*

no(Realizing a healthy and environmentally friendly school as a comfortable and fun place for education)

2) *Mewujudkan sekolah yang mampu mencetak peserta didik yang bertaqwa terhadap TuhanYang Maha Esa dan berakhlak mulia.*

(Creating a school that is able to produce students who are devoted to God Almighty and have noble character).

3) *Mewujudkan sekolah yang unggul dalam prestasi akademik maupun non akademik.* (Realizing a school that excels in academic and non-academic achievements).

4) *Mewujudkan sekolah yang memiliki semangat kompetitif yang tinggi.* (Creating a school that has a high competitive spirit).

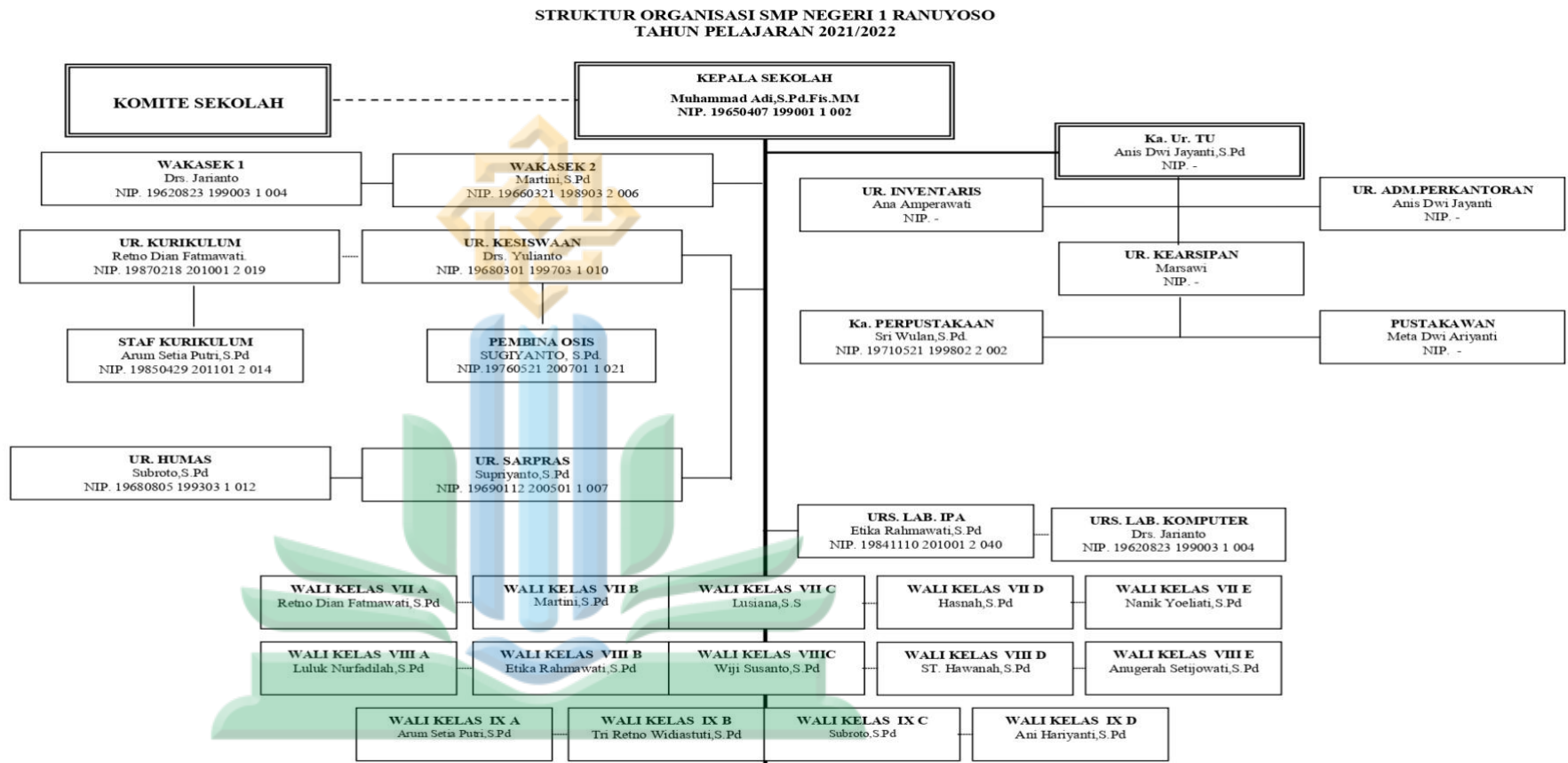
5) *Mewujudkan sekolah yang berwawasan dan berbudaya nasional.* (Realizing a school with a national perspective and culture).

6) *Mewujudkan sekolah dengan penyelenggaraan pendidikan tertaraf nasional.* (Realizing a school with a national standard of education).

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4. Organizational Structure of SMPN 1 Ranuyoso

Table 4.1
ORGANIZATIONAL STRUCTURE OF SMPN 1 RANUYOSO
ACADEMIC YEAR 2021/2022



G u r u
S i s w a

5. Facilities and Infrastructure

To support school learning activities, adequate facilities and infrastructure are needed, the facilities and infrastructure were affect the student learning process, currently SMPN 1 Ranuyoso has the following facilities and infrastructure:

Table 4.2
Number and Condition of Buildings

No	Building Type	Number of Rooms by Condition				Owner ship Status 1)
		Good	Light Damage	Medium Damage	Heavy Damage	
1.	Classroom	16				1
2.	Headmaster room	1				1
3.	Teachers' room	1				1
4.	Administration room	1				1
5.	Reception room	1				1
6.	Meeting room	1				1
7.	Cooperative	1				1
8.	Library	1				1
9.	Laboratory	2				1
10.	Teachers' toilet	2				1
11.	Students' toilet	6				1
12.	Student council room	1				1
13.	Mosque	1				1
14.	Canteen	1				1
15.	Field	2				1
16.	School medical room	1				1

1) Status Ownership: 1. Owned by Own 2. Not Owned Own

Table 4.3
Learning Supporting

No.	Types of facilities and Infrastructure	Condition		Ownership Status 1)
		Good	Damaged	
1.	Student chair	425		1
2.	Student desk	425		1
3.	Teacher chair in classroom	16		1
4.	Teacher desk in classroom	16		1
5.	Whiteboard	16		1
6.	Computer	15		1
7.	Football	5		1
8.	Vollyball	4		1
9.	Basketball	4		1

1) **Status Ownership:** 1. Owned by Own 2. Not Owned Own

Table 4.4
Other Supporting

No.	Types of facilities and Infrastructure	Condition		Ownership Status 1)
		Good	Damaged	
1.	Printer	4		1
2.	Filing cabinet	10		1
3.	Medicine Box (P3K)	3		1
4.	Loudspeaker	5		1

1) **Status Ownership:** 1. Owned by Own 2. Not Owned Own

B. Findings

After conducting the research process and obtaining data in the field using various techniques, the data were analyzed by transcribing interview result, quosionnaire result, observation result and document review. The data to be explained is the implementation of role play game in teaching speaking at the eighth grade of SMPN 1 Ranuyoso.

In accordance with the focus of the research at the beginning, the data that has been obtained in the field were presented as follows:

1. The Implementation of Role Play Game in Teaching Speaking at SMPN 1 Ranuyoso.

Before showing the results of research on the application of role play, the researcher conducted the interview with teacher first to find out the level of students' difficulty in learning speaking.

*"Kesulitan utama yang dihadapi siswa dalam pembelajaran speaking adalah takut salah, rasa malu dan kurang percaya diri saat disuruh mempraktikkan speaking atau berbicara bahasa Inggris di depan kelas. Jadi siswa jarang untuk melakukan praktik bahasa Inggris, itulah sebabnya siswa kurang memiliki kemampuan dalam pelajaran bahasa Inggris"*³³

"The main difficulties faced by students in learning speaking are fear of being wrong, shyness and lack of confidence when asked to practice speaking or speak English in front of the class. So students rarely practice English, which is why students lack ability in English lesson"

According to the statement above, the thing that hinders students from learning speaking is their own shame, which is the main key in learning speaking. If students can be confident in speaking then they will be able to learn slowly. Learning speaking for beginners, grammar is not so important but can be learned when students are able to express words in English.

*"Saya sudah mempraktikkan role play pada siswa sebelumnya, namun hanya beberapa siswa yang mau maju ke depan, sedangkan siswa yang lain tidak mau maju dengan alasan takut salah, malu, dan kurang percaya diri."*³⁴

"I have previously practice role playing with students, but only a few students wanted to come forward, while other students did not want to go forward for reasons of fear of being wrong, embarrassed, and not confident."

³³ Lusiana (English Teacher), interview, Lumajang, 19th May 2022

³⁴ Lusiana (English Teacher), interview, Lumajang, 19th May 2022

The role play has been applied by teacher to students because role play is contained in the eighth grade syllabus. Only a few students want to come forward to practice role play, in this case teacher cannot force students to practice it, only a teacher can develop role play teaching techniques.

*"Saya biasanya menerapkan role play dengan menggunakan buku paket Bahasa Inggris yaitu When English Rings A Bell, disana sudah terdapat dialog yang mana nantinya siswa bisa mempraktikkan dialog tersebut dengan cara menghafal."*³⁵

"I usually apply role play by using English textbook, namely When English Rings A Bell, there is already dialogue where students can practice the dialogue by memorizing."

The teacher usually uses one of the English textbooks as speaking teaching materials which will later be used to practice students role play, in textbook there are already several dialogues that can be used by students to practice role play.

*"Penerapan role play dengan menggunakan buku paket tersebut menurut saya kurang efektif karena siswa hanya mengacu pada dialog yang sudah disediakan. Terkadang siswa juga mengalami kesulitan dalam menghafal kosakata yang terdapat dalam dialog tersebut"*³⁶

"In my opinion, the application of role play using textbook is less effective because students only refer to the dialogue that has been provided. Sometimes students also have difficulty in memorizing the vocabulary contained in the dialogue."

From the statement above, the role play that has been applied previously by the teacher is less effective, namely using textbooks and students using the dialogues that have been provided. According to the

³⁵ Lusiana (English Teacher), interview, Lumajang, 19th May 2022

³⁶ Lusiana (English Teacher), interview, Lumajang, 19th May 2022

teacher, this method makes students only rely on the vocabulary that has been provided and sometimes students have difficulty memorizing the vocabulary contained in the dialogue.

”Saya rasa untuk meningkatkan kemampuan speaking siswa, siswa membutuhkan perubahan dalam penerapan role play yang mana dapat menarik perhatian siswa dan juga memotivasi siswa untuk lebih bersungguh-sungguh dalam mempelajari speaking.”³⁷

”I think to improve students' speaking skills, students need changes in the application of role play which can attract students' attention and also motivate students to be more serious in learning speaking.”

The teacher wants to change the technique of applying role play that can motivate students to learn speaking and can also improve students' speaking skills in a fun way so as not to make students bored with the lesson, but make them enjoy learning while being able to develop better.

After conducting an interview with the teacher, to answer the first research question, the researcher made an observation about interactional speech. In conducting observations, the researcher used the role play procedure in the theoretical study with one of the media included in it.³⁸

The researcher uses image media to determine the role play theme. This observation is used to answer the first question, that is how is the implementation of role play games in teaching speaking at SMPN 1 Ranuyoso Lumajang?

From the observation, The researcher found that role play went well. the application of role play based on familiar situations, students

³⁷ Lusiana (English Teacher), interview, Lumajang, 19th May 2022

³⁸ ³⁸ Huang, “Role play for ESL/EFL children in the English classroom”, *The internet TESL journal*, 2008, 14.2: 1-10.

speak naturally, and develop students' creativity. The type of role play used in this class is a simple role play. The role play shown is about interactional speech. Students have prepared in advance the role play that will be displayed. In this condition, the researcher gives instructions to the students to form a group consisting of two people who will later have different roles according to the theme that has been determined by the researcher through pictures, pictures shared by the researcher with the theme conversations between teachers and students, conversations between sellers and buyers, conversations between mothers and daughter while cooking, conversations between two friends about introductions at school, conversations between two people while doing schoolwork, conversations about borrowing stationery, conversations in the school canteen, conversations while playing, conversations between a child and his father, conversations between doctors and patients, conversations about the corona virus, and conversations while on public transportation. Students are also entitled to compose a script for the role play that will be displayed.

Students performance has been documented in the form of photos and assesment result. The assesment of student role play performances was compared to the result of the assesment during the first observation, namely when students introduced and described themselves in front of the class. The researcher made observations by asking students to make an introduction aimed at knowing students' initial speaking abilities before

implementing role play, this assessment becomes a reference whether there is progress in students' speaking or not.

Table 4.5
Speaking Score List of Introduction

Class/semester		VIII/2			
Material		Introduction			
Time Allocation		2 x 45 minutes (1 meeting)			
Date		24th May 2022			
No	Name	Score			
		Grammar	Vocabulary	Fluency	Pronunciation
1	Aditya Yogi A	10	15	15	10
2	Alicia Wanda ZW	10	15	10	10
3	Angelina HP	15	20	20	15
4	Arika Mardiana P.	10	15	15	10
5	Athallah Dandy D	15	15	10	15
6	Ayu Samratika	10	15	20	10
7	Dehca Aulia	5	15	10	5
8	Fransisca Dewi A	5	15	15	5
9	Geby Adinda P	10	10	10	10
10	Giok D'yan P	15	15	20	15
11	Gusti Rama JM	15	10	15	15
12	Holifian Gilang N	10	15	15	10
13	Indah KS	10	10	15	10
14	Leliyana LP	15	20	20	15
15	M. Arif H	5	15	15	5
16	M. Ja'far S	15	10	15	15
17	Nabila Salsa N	10	15	10	10
18	Paini Kholifah	5	10	10	5
19	Rafidatul N	10	10	20	10
20	Ratu Revalana GR	10	10	20	10
21	Septin Alifia ZR	15	15	15	15
22	Wahyu Harid B	15	10	15	15
23	Yeni Istiqomah	10	15	10	10
24	Yuliyah Dui A	10	15	10	10
25	Yuni Novianti	15	15	15	15

Table 4.6
Speaking Score List of Role Play

Class/semester Material Time Allocation Date		VIII/2 Role Play 2 x 45 minutes (1 meeting) 31st May 2022			
No	Name	Score			
		Grammar	Vocabulary	Fluency	Pronunciation
1	Aditya Yogi A	15	15	15	20
2	Alicia Wanda ZW	15	25	15	15
3	Angelina HP	15	25	20	20
4	Arika Mardiana P.	10	20	15	15
5	Athallah Dandy D	15	25	15	20
6	Ayu Samratika	15	15	20	10
7	Dehca Aulia	10	15	15	10
8	Fransisca Dewi A	5	15	15	15
9	Geby Adinda P	15	15	10	15
10	Giok D'yan P	15	20	25	20
11	Gusti Rama JM	15	20	15	20
12	Holifian Gilang N	10	15	20	15
13	Indah KS	15	15	20	15
14	Leliyana LP	15	20	20	20
15	M. Arif H	10	15	20	15
16	M. Ja'far S	15	20	25	15
17	Nabila Salsa N	10	20	15	20
18	Paini Kholifah	5	10	10	5
19	Rafidatul N	15	20	20	15
20	Ratu Revalana GR	15	20	20	15
21	Septin Alifia ZR	15	15	25	20
22	Wahyu Harid B	15	15	25	20
23	Yeni Istiqomah	10	15	20	10
24	Yuliyah Dui A	15	20	15	20
25	Yuni Novianti	20	15	20	25

Based on the results of this assessment, the researcher compared the results of the assessment of the introduction material with the results of the role play assessment by finding the average or mean value using the formula:

$$\chi = \frac{\sum X}{N}$$

The results of the introduction assessment from the aspect of grammar is as follows:

$$\chi = \frac{\sum X}{N}$$

$$\chi = \frac{\sum X}{N} = \chi = \frac{275}{25} = 11$$

The results of the role play assessment from the aspect of grammar is as follows:

$$\chi = \frac{\sum X}{N}$$

$$\chi = \frac{\sum X}{N} = \chi = \frac{330}{25} = 13,2$$

The results of the introduction assessment from the aspect of vocabulary is as follows:

$$\chi = \frac{\sum X}{N}$$

$$\chi = \frac{\sum X}{N} = \chi = \frac{345}{25} = 13,8$$

The results of the role play assessment from the aspect of vocabulary is as follows:

$$\chi = \frac{\sum X}{N}$$

$$\chi = \frac{\sum X}{N} = \chi = \frac{445}{25} = 17,8$$

The results of the introduction assessment from the aspect of fluency is as follows:

$$\chi = \frac{\sum X}{N}$$

$$\chi = \frac{\sum X}{N} = \chi = \frac{365}{25} = 14,6$$

The results of the role play assessment from the aspect of fluency is as follows:

$$\chi = \frac{\sum X}{N}$$

$$\chi = \frac{\sum X}{N} = \chi = \frac{455}{25} = 18,2$$

The results of the introduction assessment from the aspect of Pronunciation is as follows:

$$\chi = \frac{\sum X}{N}$$

$$\chi = \frac{\sum X}{N} = \chi = \frac{275}{25} = 11$$

The results of the role play assessment from the aspect of Pronunciation is as follows:

$$\chi = \frac{\sum X}{N}$$

$$\chi = \frac{\sum X}{N} = \chi = \frac{410}{25} = 16,4$$

The result of the average student introduction score from the grammar aspect is 11 while the average student role play score from the

grammar aspect is 13,2. This shows that there is a development in students' grammar after practicing role play. Although the development of student scores was only small, the progress of students in understanding grammar through role play practice was already visible.

The comparison of students' scores in the vocabulary aspect between introduction practice and role play was 13.8 for introduction and 17.8 for the average value of role play. There is a significant change in students' vocabulary scores, students can choose a more diverse vocabulary when practicing role play. When practicing the introduction students tend to choose the same vocabulary as friends who have appeared in front of the class.

The assessment on the fluency aspect resulted in an average of 14.6 for introduction practice and 18.2 for role play practice. Assessment on the aspect of pronunciation for introduction practice is 11 and for role play practice is 16.4. The overall results of the average student score show that the role play has had a positive influence on student speaking.

The students could feel free to interact with their friends. They were also very creative to perform their play by making some scripts, and sound effects even though they still mixed the language between Javanese and English. Sometimes when they found difficulty in finding certain English words for their conversation, automatically they substituted it with Javanese or Indonesian words.

2. The Students' Perception Toward The Use of Role Play Game in Teaching Speaking

The researcher has conducted interviews with several students representing all students in the application of role play.

“Penggunaan role play dalam pembelajaran speaking sangat bagus karena kami dapat mengekspresikan bakat sandiwara, menunjang kegiatan speaking, latihan mental, dan meningkatkan kemampuan pronunciation.”³⁹

“The use of role play in learning speaking is very good because we can express theatrical talent, support speaking activities, mental training, and improve pronunciation skills.”

The students' perception to the use of role play in teaching speaking was very good. Students felt they could improve their abilities in several ways, such as training students' speaking skills, increasing students' self-confidence, and developing pronunciation skills.

“Role play dapat melatih speaking kami dalam hal penguasaan vocabulary, melatih kelancaran, pronunciation, dan juga melatih keberanian untuk berbahasa Inggris”⁴⁰

“Role play can train our speaking skills in terms of vocabulary mastery, practicing fluency, pronunciation, and also training the courage to speak English”

According to Giok, things that can be developed through role play include developing vocabulary mastery, practicing speaking fluency, improving correct pronunciation skills and improving students' ability in English conversation.

“Selain role play, praktik speaking yang juga menarik untuk kami adalah praktik conversation dengan orang asing atau native speaker karena kami

³⁹ Angelina, interview, Lumajang, 6th June 2022

⁴⁰ Giok, interview, Lumajang, 6th June 2022

“dapat mendengar langsung cara pengucapan bahasa Inggris dari orang yang biasa berbahasa Inggris dalam kehidupan sehari-hari”⁴¹

“Apart from role play, speaking practice that is also interesting for us is the practice conversation with foreigners or native speakers, because we can hear directly how to pronounce English from people who speak English in their daily life”

Besides implementing role play, students also expect to be able to practice conversation with native speakers when learning speaking. Students feel that by having direct conversations with native speakers they can find out the correct pronunciation.

“Kesulitan yang kami hadapi saat menampilkan role play adalah pengucapan yang belum sepenuhnya kami kuasai pemilihan kosa kata, menghafal script karena kami rasa menghafal dalam bahasa Inggris cukup susah, dan kesulitan lainnya yaitu merasa malu saat penampilan di depan kelas, apalagi untuk berbahasa Inggris”⁴²

“The difficulties we faced when presenting the role play were pronunciation that we had not fully mastered, choosing vocabulary, memorizing scripts because we felt that memorizing in English was quite difficult, and other difficulty was embarrassment when performing in front of class, let alone speaking English”

There are several difficulties faced by students, including pronunciation. When practicing speaking in front of the class, some students are less precise in pronouncing English vocabulary. Next is the difficulty in choosing vocabulary. The vocabulary mastered by students is still small so students have difficulty choosing vocabulary to be used in dialogues. Other difficulties are memorizing scripts and students also being embarrassed when having to perform role plays in front of their friends.

⁴¹ Fransisca, interview, Lumajang, 6th June 2022

⁴² Aditya, interview, Lumajang, 6th June 2022

“Rekomendasi untuk penerapan role play selanjutnya bisa dilakukan di luar ruang kelas agar dapat menunjang saat penampilan role play dan skrip dideddiakan oleh guru”⁴³

“recommendations for implementing role play can then be carried out outside the classroom so that it can support performance of the role play and scripts have been prepared by the teacher”

Suggestions from students that the application of role play can be done outside the classroom to support the performance of role play and also change the atmosphere of learning speaking to be more fun. Students also want scripts to be provided by the teacher, so that students can learn more vocabulary from the script.

From the interview result above, students gave positive perception to the application of role play. Students get several benefits from implementing role play, including exploring students’ theatrical talent, supporting speaking activities, training students’ mentality or increasing their self confidence, and improving pronounciaton skills. The students very happy because the applicaton of role play brought a different experience when practicing speaking because students could practice speaking with their friends, considering that previously students rarely practiced speaking especially in terms of conversation.

Tabel 4.7
Students’ Perception Toward The Use of Role Play Game in Teaching Speaking

No.	Statements	SA	A	D	SD
1	Students of Interactional Speech class	10	13	2	0

⁴³ Nabila, interview, Lumajang, 6th June 2022

	were interested in using role play	(40%)	(52%)	(8%)	(0%)
2	Students enjoyed learning speaking through role play although it was new for them	9 (36%)	11 (44%)	3 (12%)	2 (8%)
3	Role play is an effective technique to learn speaking	6 (24%)	13 (52%)	5 (20%)	1 (4%)
4	The material in the class is suitable to be taught through role play	6 (24%)	16 (64%)	3 (12%)	0 (0%)
5	Students feel challenged to speak when your class conducts the role play	12 (48%)	7 (28%)	4 (16%)	2 (8%)
6	Students feel satisfied in using role play	9 (36%)	11 (44%)	5 (20%)	0 (0%)
7	Students feel confident in presenting the play	6 (24%)	10 (40%)	6 (24%)	3 (12%)
8	Students are able to present the material very well in your play	6 (24%)	10 (40%)	6 (24%)	3 (12%)
9	Role play should be conducted based on a familiar situation	10 (40%)	11 (44%)	3 (12%)	1 (4%)
10	Role play gives extensive speaking practice to the students	12 (48%)	11 (44%)	2 (8%)	0 (0%)
11	Role play allows students to speak naturally	6 (24%)	15 (60%)	3 (12%)	1 (4%)
12	Role play develops the students' creativity	13 (52%)	12 (48%)	0 (0%)	0 (0%)
13	Students get more experience through role play	15 (60%)	9 (36%)	1 (4%)	0 (0%)
14	Students can be more active to speak through role play	10 (40%)	11 (44%)	3 (12%)	1 (4%)
15	Students are more motivated to speak by using role play	17 (68%)	6 (24%)	2 (8%)	0 (0%)
16	Students believe that they can get a better progress in learning by having role play	8 (32%)	12 (48%)	5 (20%)	0 (0%)
17	students can have more practice to speak when using role play	6 (24%)	13 (52%)	4 (16%)	2 (8%)
18	Students pay attention when your friends perform their play	5 (20%)	10 (40%)	6 (24%)	4 (16%)
19	students learn some new expressions used in your friends' play	7 (28%)	11 (44%)	6 (24%)	1 (4%)

20	Students' speaking fluency has improved through role play	13 (52%)	8 (32%)	4 (16%)	0 (0%)
21	Students' speaking accuracy has improved through role play	14 (56%)	8 (32%)	3 (12%)	1 (4%)
22	Students can have pronunciation practice fluency through role play	13 (52%)	5 (20%)	5 (20%)	2 (8%)
23	Students always prepare the play very well when you act as the player	6 (24%)	17 (68%)	2 (8%)	0 (0%)

The description of data from questionnaire indicated that the students of Interactional Speech class were interested in using role play. Almost all of the respondents (96%) elected "Strongly Agree" and "Agree". The students considered role play as an interesting technique in their class. They enjoyed learning speaking through role play. The role play challenged the students because it trained them to speak English in every meeting they had. More than a half of the total respondents (64%) chose "Strongly Agree" and "Agree" to the statement number seven (You feel confident in presenting the play). However, some of them (36%), 9 respondents, did not feel confident in presenting the play so that they were not able to present the material very well. The students still felt shy or nervous to speak in front of the class.

The students' creativity could be developed through role play that allowed them to use their imagination so that they could create a fun play. As the data from questionnaire in this research, fifty two respondents (52%) chose "Strongly Agree" and forty eight respondents (48%) chose "Agree" as their answer. In the other words, it was proven that all of the respondents (100%) believed that role play could develop their creativity.

This fact indicated that none of them chose “Strongly Disagree” or “Disagree” options against this statement.

As stated by Paulstan and Bruder, role plays are exercises where the student is assigned an untrue role from which he has to improvise some kind of behaviour toward the other role character in the exercise.⁴⁴ Then, the students were helped to practice speaking and learn the language. From the total respondents, one respondent (4%) disagreed that the role play gave them more experiences. This data showed that there were 24 respondents (96%) got new experience through role play.

The students considered role play as a beneficial thing for them and they also believed that role play was effective to help them in learning speaking. The students felt motivated to learn speaking through role play. It was shown by the data that 84% of the respondents (21 students) agreed on the statement that the students were motivated to speak because of the use of role play. They also believed that they could speak more actively (92%).

Some of the total respondents (80%) also agreed that their progress in learning speaking by using role play was better than before. It was probably because of the benefits they got through role play technique. Moreover, the students believed that their speaking skills were also improved. There were 21 respondents (84%) of the total respondents who agreed that through role play they could improve not only their speaking

⁴⁴ Paulson, C. B., & Bruder, M. N. , *Teaching English as a second language: Techniques and procedures*, (Cambridge, MA: Winthrop Publishers, Inc, 1976).

fluency but also their speaking accuracy. It was supported by the data that 19 respondents (76%) felt that their speaking accuracy was improved through role play.

The data also showed that the respondents learned some new expressions or vocabulary used in role play. They could understand the meanings of the vocabulary. It was important for the students to understand the meaning because in learning speaking the students had to know the meaning of each word spoken. As a result, when the students took part in the conversation of the play they conducted, they could speak up easily to express their role.

The same as the result from questionnaire, the central tendency showed that the mean score of the respondents was three point thirty six (3.36). To count the mean score, the researcher counted the average score from all of the respondents and then divided the score by the total number of the respondents. For the median score, the result was 3.00. Furthermore, the mode was 3.00 and there were 13 respondents whose mean score was 3.00. Besides counting the average score of each respondent, the researcher also counted the average score based on the questions categories. As stated in the questionnaire blueprint, there were four categories in this questionnaire. The first one category was based on the students' perceptions of the use of role play in learning speaking. The second one was based on the students' perceptions of a good role play. The third one was based on the students' perceptions on the role play

contributions toward the students' speaking ability. And the last one was based on the students' experiences on the use of role play in speaking class as the player.

C. Discussion

1. The Implementation of Role Play Game in Teaching Speaking at SMPN 1 Ranuyoso.

The difficulties faced by students in learning speaking are quite diverse, including fear of making mistakes, shyness and lack of confidence when asked to practice speaking or speak English in front of the class. Based on these problems, the researcher decided to observe the implementation of role play in accordance with the procedures described in chapter two.⁴⁵

The application of role play in learning speaking already exists and is applied at SMPN 1 Ranuyoso, to be precise in the eighth grade. The teacher applies role play to students by using a manual, namely *When English rings a bell*. The method that has been applied by the teacher does not bring any change or improvement in the performance of students. The things that have been explained have made the researcher take the initiative to apply role play in a different way, namely giving students the freedom to compose scripts that will be displayed based on the themes that have been prepared by the researchers using pictures.

⁴⁵ Huang, "Role play for ESL/EFL children in the English classroom", *The internet TESL journal*, 2008, 14.2: 1-10.

The role plays were conducted by performing some stories in the interactional speech class, that the students had prepared before. There are twelve themes given by the researcher using pictures. namely, conversations between teachers and students, conversations between sellers and buyers, conversations between mothers and children while cooking, conversations between two friends about introductions at school, conversations between two people while doing schoolwork, conversations about borrowing stationery, conversations in the school canteen, conversations while playing, conversations between a child and his father, conversations between doctors and patients, conversations about the corona virus, and conversations while on public transportation.

In this class there are twenty-five students who are divided into twelve groups, where each group consists of two people who perform role play according to the theme provided by the researcher through pictures. Next, students prepare a dialogue or script that will be displayed in front of the class. At a glance, the students' performances were good.

They could entertain the audience by making some improvisations. However, if we paid more attention to their performances then we knew that there were some mistakes. Commonly, their mistakes were on grammar and pronunciation. this is similar to the results of Maufiratul and Suparwoto's research in their journal which says many English learners get difficulty in pronunciation since English is a foreign language in Indonesia. They could not easily pronounce words

accurately, fluently, and clearly as native speakers.⁴⁶ After the students had performed their play, the researcher gave a few comments on the students' performances as a feedback. By knowing their mistakes, it was hoped that the students could make their next performance better.

Besides some of the advantages of role play felt by students, there are also some disadvantages that also exist when students display role play in front of the class. this is the same as the shortcomings that have been mentioned in chapter II.⁴⁷ several times students were caught speaking in their own language when confused or forgot scripts. students who have not had their turn to advance are sometimes crowded and unfocused, and talk to their classmates which causes the class atmosphere to become crowded and disturbs the concentration of students who are advancing in front of the class.

2. The Students' Perception Toward The Use of Role Play Game in Teaching Speaking

From the interviews result, students gave positive responses about implementing role play because of the several advantages felt by students including improve their abilities in several ways, such as training students' speaking skills, increasing students' self-confidence, and developing pronunciation skills.

⁴⁶ Maufiratul Hasanah and Suparwoto Sapto Wahono, "Watching English Native Speakers' Youtube Channel to Improve Students' Pronunciation Ability", *Journal of Language Intelligence and Culture*, 2 (June, 2022), 16.

⁴⁷ Petronela Rina, "Using Role Play Technique To Improve Students' Speaking", *Research Article* (Pontianak: Tanjungpura University, 2019)

From the 23 questions listed in the questionnaire, there were 4 categories as stated in the questionnaire blueprint. The researcher counted the average score of each category based on the chosen options. Most of the respondents had good perceptions on the use of role play. It was shown from the most majority options were “Strongly Agree” and “Agree”. To be detailed, the researcher presented the result of the average score. The first category was based on the students’ perceptions on the use of role play in learning speaking.

Most of the respondents had good perceptions on the use of role play in learning speaking. It was shown by the part number 2 that specified 15 respondents (60%) chose “Agree” and 6 respondents (24%) chose “Strongly Agree” option (number 1). As a conclusion, there were only a small number of respondents who had negative perceptions on the use of role play in learning speaking. As much as 3 respondents (12%) chose “Disagree” and only 1 respondent (4%) chose “Strongly Disagree”. It was proved by number 4 and number 3. This category consisted of eight questions.

The second category was about the students’ perceptions on a good role play. In this category, the respondents agreed the criteria of a good role play said by Albert P’ Rayan in his article titled “Role play games in English class”, which stated that a good role play should be based on a familiar situation, gives extensive speaking practice to the

participants, allows students to speak naturally, and develops the participants' creativity⁴⁸.

Similar to the previous descriptions, this category which consisted of four questions also had positive responses from the respondents. The examples of the statement were: Role play should be conducted based on a familiar situation, Role play gives extensive speaking practice, Role play allows students to speak naturally, and Role play develops the students' creativity. Number 1 "Strongly Agree" option and number 2 "Agree" option were chosen by almost all of the respondents. As much as 7 respondents (28%) chose "Strongly Agree" and 16 respondents (64%) chose "Agree" in this category. This data showed that most of the respondents agreed to statement of a good role play. It showed that they had a good perception of a good role play. Meanwhile, there were 2 respondents (8%) who disagreed to this category.

The third category was based on the students' perceptions on the role play contributions. This category consisted of five questions. Most of the respondents believed role plays contribute beneficial effects to them in learning speaking. The data revealed that there were some advantages brought by the role play. Here, the students believed that role play was beneficial for them. There were 15 respondents (60%) chose "Agree" (number 2) and 7 respondents (28%) chose "Strongly Agree" (number 1) to this category. And the rest of the respondents (12%), 3

⁴⁸ Albert P'Rayan, *Role play games in the English Class*, (Education Express, The New Indian Express, 2007), 2, Vol. 19

students, chose number 3 “Disagree” and none of them chose number 4 “Strongly Disagree” (0%).

The first advantage was that role play helped them to practice their speaking ability more often and deeply, this is in accordance with the theory contained in chapter 2.⁴⁹ It could be probably due to that there were many aspects could be increased through role play such as, grammar, pronunciation, and vocabulary. Besides that through role play, they could also give some expressions to each sentence they spoke. It was supported by the questions from the questionnaire number 20 up to 23. The majority of them had the similar opinion or agreed to each statement. The second was the mentality aspect. Through role play they could develop their mental so that they did not feel afraid to speak in front of people. It was supported by questions number 9, 16, and 17.

For question number 9, as much as 24 respondents (96%) agreed to this statement. Whereas for question number 16, From 25 respondents, there were 3. respondents (12%) chose “disagree”, 17 respondents (68%) chose “agree”, and 5 respondents (20%) chose “strongly agree”. It specified that most of the respondents felt motivated to speak by using role play. Furthermore, in the questionnaire result of number 17, showed that 10 respondents (40%) chose “strongly agree”, 15 respondents (60%) chose “agree”. It was concluded that the majority of the respondents

⁴⁹ Tangirqulova Karomat, Murtazayeva Xadicha, “Advantages Of Role Play Technique In Teaching Speaking Efl Classe”, *Academia Globe: Inderscience Research* , 2021, 2.12: 14-16

believed that role play could help them to have a better progress learning by reinforcing the students' self confidence.

Moreover, the third advantage was that the role play could give them enough space to develop their creativity. They could do some improvisations when they forgot the part of the dialogue that they had to speak up. They also could make their own properties to support their performance in playing their role so it can attract the audience to pay attention during the play. It was supported by the data showed in the result of questionnaire number 15. There were 100% from the respondent answered that role play developed their creativity. It showed that they were not forced to do this kind of activity. As soon as the students accepted this technique, they could do the best of them because they perceived the role play as an interesting and exciting technique in learning speaking.

For the last category, more than 50% respondents chose "Agree" to each statement on this category. It was shown by number 2 that indicates "Agree" option, there were 14 respondents (56%). However, none of the respondents (0%) chose "Strongly Disagree" option (number 4). Furthermore, number 3 indicated "Disagree" option which was chosen by 6 respondents (24%). And the last option was "Strongly Agree" (number 1) with 5 respondents (20%). For additional information, there were four questions in this category.

The students who had good perception on the use of role play in speaking class were able to enjoy doing the play. Moreover, by doing the play, they felt that it gave them benefits to practice their speaking skill to make improvement in their learning. The students also interpreted role play as a good, interesting, and exciting learning technique.



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CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. Conclusions

Based on the data analysis and the discussion in the previous chapter, the researcher it can be concluded as follow:

1. The implementations of role play technique was in accordance with a good role play which stated that role play should be based on a familiar situation, allows the students to speak naturally, and develops the students' creativity. The students were asked to perform the role play which they had prepared before. The topic of role play was decided either by the researcher. However, there are the same topic of each two groups. Although, sometimes they had difficulty in the language such as in the pronunciation and word choice but they could still perform their play well.
2. As seen on the result of the questionnaire, it could be concluded that the majority of the respondents had positive perceptions on each category of the statements in the questionnaire. The students also enjoyed having role play as the technique. They could get some benefits through this technique such as improving the students' self-confidence to speak in front of public and expressing their own ideas. The students also interpreted role play as a good, interesting and exciting learning technique.

B. Recommendation

Based on the conclusion and implication that have been explained, some recommendation are directed to the English teachers and other researchers.

1. English teachers

The application of role play in learning speaking brings positive results and responses from students. application by giving freedom for students to compose scripts can increase student creativity, this can be applied to further learning. Although the students already have positive or good perceptions on the use of role play technique in speaking class, it is better if the lecturers give clearer instructions and the teacher can increase the number of group members so that students can use more varied vocabulary when composing dialogues. The lecturers should also improve the theme of the role play or facilitate an outdoor activity to avoid the monotonous situation.

2. Other researcher

For other researchers who are interested in conducting research in the same field, the researcher suggests that you should choose interesting media, as in this study using images to determine the theme. other researchers can also use some other interesting media as mentioned in this thesis. The interests of research subjects are also important to note.

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PERNYATAAN KEASLIAN TULISAN

Yang bertanda tangan di bawah ini :

Nama : Novi Khosiati Uyun

NIM : T20176066

Prodi : Tadris Bahasa Inggris

Fakultas : Tarbiyah dan Ilmu Keguruan

Institusi : UIN KH Achmad Siddiq Jember

Dengan ini menyatakan bahwa skripsi yang berjudul “The Implementation of Role Play Game in Teaching Speaking at SMPN 1 Ranuyoso” adalah hasil penelitian atau karya saya sendiri, kecuali pada bagian-bagian yang dirujuk sumbernya.

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JEMBER

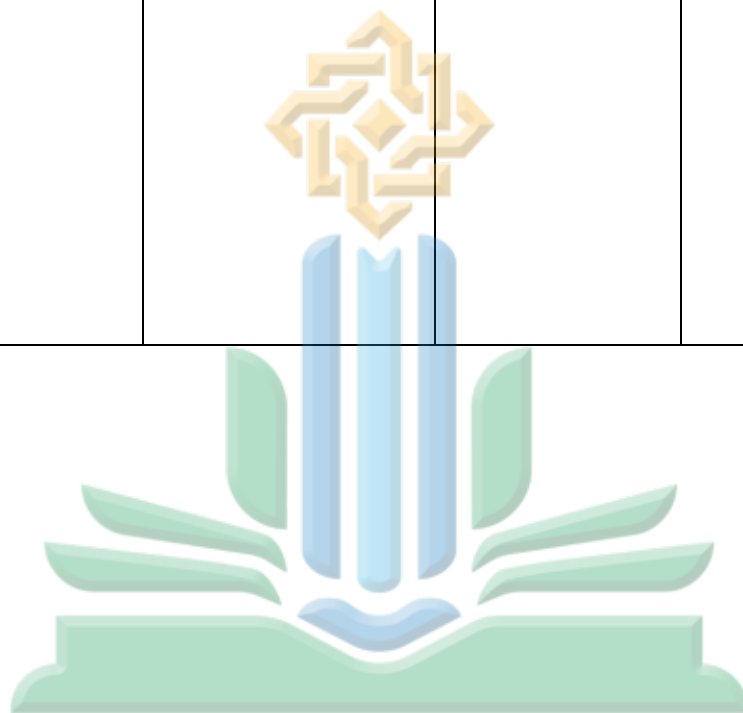
Jember, 22 November 2022

Saya yang menyatakan

Novi Khosiati Uyun
NIM. T20176066

Matrix of Research

Title	Variable	Sub Variable	Indicator	Source of Data	Research Method	Problem
The Implementation of Role Play Game in Teaching Speaking at SMPN 1 Ranuyoso Lumajang	<ol style="list-style-type: none"> 1. Role Play 2. Teaching Speaking 	<ol style="list-style-type: none"> a. Pronunciation b. Fluency c. Grammar d. Vocabulary 	<ol style="list-style-type: none"> 1. Accuracy 2. Fluency 1. Theme 2. Discussion 	<ol style="list-style-type: none"> 1. Students of SMPN 1 Ranuyoso Lumajang 2. English teacher of SMPN 1 Ranuyoso Lumajang 	<ol style="list-style-type: none"> 1. Approach and kinds of research <ol style="list-style-type: none"> a. Qualitative b. Descriptive 2. Data collection method <ol style="list-style-type: none"> a. Observation b. Interview c. questionnaire d. Documentation 3. Data analysis technique : Descriptive qualitative 4. Validation of data : triangulation of technique 	<ol style="list-style-type: none"> 1. How is the implementation of role play game in teaching speaking at SMPN 1 Ranuyoso Lumajang? 2. How are the students response toward the use of role play game in teaching speaking?





The researcher asked permission to the headmaster of SMPN 1 Ranuyoso



The researcher interviewed the English Teacher of SMPN 1 Ranuyoso



The researcher asked student to introduce themselves in front of class

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The researcher asked students to perform about role play



The researcher given instruction to fill out the questionnaire



The researcher conducted an evaluation with English teacher about the result of students' role play performance



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Scoring Guidelines		
No.	Rated aspect	Score
1.	Grammar	
	a. Speak with proper grammar	15-25
	b. There are some mistakes in grammar	5-15
2.	Vocabulary	
	a. The vocabulary used varies	15-25
	b. Less variety of vocabulary use	5-15
3.	Fluency	
	a. Speak flently	15-25
	b. Lots of pauses while speak	5-15
4.	Pronunciation	
	a. Proper pronunciation	15-25
	b. There are some mistakes in pronunciation	5-15
	Max score	100

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QUESTIONNAIRE

Dear friends,

This questionnaire is aimed at finding out the students' perceptions on the use of role play technique in Speaking class. Read the statements carefully and give your response on each statement by putting a tick mark (√) in the column which corresponds to the degree of agreement listed (**SA: Strongly Agree, A: Agree, D: Disagree, SD: Strongly Disagree**). Please state your perceptions based on your own feeling, attitude, and experience.

No.	Statements	SA	A	D	SD
1	You are interested in the use of role play in speaking class				
2	You enjoy having role play				
3	You agree that role play is an effective technique to learn speaking				
4	The material in your class is suitable to be taught through role play				
5	You feel challenged to speak when your class conducts the role play				
6	You feel satisfied in using role play				
7	You feel confident in presenting the play				
8	You are able to present the material very well in your play				
9	Role play should be conducted based on a familiar situation				
10	Role play gives extensive speaking practice to the students				
11	Role play allows students to speak naturally				
12	Role play develops the students' creativity				
13	You get more experience through role play				
14	Through role play, you can be more active to speak				
15	You are more motivated to speak by using role play				
16	You believe that you can get a better progress in learning by having role				
17	Play				
18	You can have more practice to speak when using role play				
19	You pay attention when your friends perform their play				
20	You learn some new expressions used in your friends' play				
21	Your speaking fluency has improved through role play				

22	Your speaking accuracy has improved through role play				
23	You can have pronunciation practice fluency through role play				



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5	You feel challenged to speak when your class conducts the role play			✓	
6	You feel satisfied in using role play	✓			
7	You feel confident in presenting the play				✓
8	You are able to present the material very well in your play	✓			
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17	Play		✓		
18	You can have more practice to speak when using role play			✓	
19	You pay attention when your friends perform their play		✓		
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Marif H

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gbr ninda p

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4	The material in your class is suitable to be taught through role play	✓			
5	You feel challenged to speak when your class conducts the role play	✓			
6	You feel satisfied in using role play	✓			✓
7	You feel confident in presenting the play			✓	
8	You are able to present the material very well in your play		✓		
9	Role play should be conducted based on a familiar situation	✓			
10	Role play gives extensive speaking practice to the students	✓			
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12	Role play develops the students' creativity	✓			
13	You get more experience through role play	✓			
14	Through role play, you can be more active to speak		✓		
15	You are more motivated to speak by using role play	✓			
16	You believe that you can get a better progress in learning by having role	✓			
17	Play	✓			
18	You can have more practice to speak when using role play				✓
19	You pay attention when your friends perform their play	✓			
20	You learn some new expressions used in your friends' play		✓		
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4	The material in your class is suitable to be taught through role play		✓		
5	You feel challenged to speak when your class conducts the role play	✓			
6	You feel satisfied in using role play		✓		
7	You feel confident in presenting the play	✓			
8	You are able to present the material very well in your play		✓		
9	Role play should be conducted based on a familiar situation	✓			
10	Role play gives extensive speaking practice to the students				✓
11	Role play allows students to speak naturally	✓			
12	Role play develops the students' creativity	✓			
13	You get more experience through role play		✓		
14	Through role play, you can be more active to speak		✓		
15	You are more motivated to speak by using role play	✓			
16	You believe that you can get a better progress in learning by having role		✓		
17	Play		✓		
18	You can have more practice to speak when using role play		✓		
19	You pay attention when your friends perform their play	✓			
20	You learn some new expressions used in your friends' play	✓			
21	Your speaking fluency has improved through role play		✓		
22	Your speaking accuracy has improved through role play	✓			
23	You can have pronunciation practice fluency through role play		✓		

QUESTIONNAIRE

Dear friends,

This questionnaire is aimed at finding out the students' perceptions on the use of role play technique in Speaking class. Read the statements carefully and give your response on each statement by putting a tick mark (✓) in the column which corresponds to the degree of agreement listed (SA: Strongly Agree, A: Agree, D: Disagree, SD: Strongly Disagree). Please state your perceptions based on your own feeling, attitude, and experience.

No.	Statements	SA	A	D	SD
1	You are interested in the use of role play in speaking class	✓			
2	You enjoy having role play		✓		
3	You agree that role play is an effective technique to learn speaking		✓		
4	The material in your class is suitable to be taught through role play		✓		
5	You feel challenged to speak when your class conducts the role play	✓			
6	You feel satisfied in using role play			✓	
7	You feel confident in presenting the play	✓			
8	You are able to present the material very well in your play			✓	
9	Role play should be conducted based on a familiar situation		✓		
10	Role play gives extensive speaking practice to the students		✓		
11	Role play allows students to speak naturally	✓			
12	Role play develops the students' creativity	✓			
13	You get more experience through role play		✓		
14	Through role play, you can be more active to speak	✓			
15	You are more motivated to speak by using role play			✓	
16	You believe that you can get a better progress in learning by having role play	✓			
17	You can have more practice to speak when using role play	✓			
18	You pay attention when your friends perform their play	✓			
19	You learn some new expressions used in your friends' play		✓		
20	Your speaking fluency has improved through role play	✓			
21	Your speaking accuracy has improved through role play				✓
22	You can have pronunciation practice fluency through role play	✓			

Pictures For Role Play Themes



UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
JEMBER





KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI KIAI HAJI ACHMAD SIDDIQ JEMBER
FAKULTAS TARBIYAH DAN ILMU KEGURUAN

Jl. Mataram No. 01 Mangli. Telp.(0331) 428104 Fax. (0331) 427005 Kode Pos: 68136
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Nomor : B-3584/In.20/3.a/PP.009/05/2022

Sifat : Biasa

Perihal : **Permohonan Ijin Penelitian**

Yth. Kepala SMPN 1 Ranuyoso

Jl. Raya Ranuyoso No. 220, Ranuyoso, Lumajang

Dalam rangka menyelesaikan tugas Skripsi pada Fakultas Tarbiyah dan Ilmu Keguruan, maka mohon diijinkan mahasiswa berikut :

NIM : T20176066
Nama : NOVI KHOSIATIL UYUN
Semester : Semester sepuluh
Program Studi : TADRIS BAHASA INGGRIS

untuk mengadakan Penelitian/Riset mengenai "The Implementation of Role Play Game in Teaching Speaking at SMPN 1 Ranuyoso Lumajang"; selama 30 (tiga puluh) hari di lingkungan lembaga wewenang Bapak/Ibu Muhammad Adi S.Pd, fis. M.Pd

Demikian atas perkenan dan kerjasamanya disampaikan terima kasih.

Jember, 25 Mei 2022

an. Dekan,

Wakil Dekan Bidang Akademik,



MASHUDI



PEMERINTAH KABUPATEN LUMAJANG
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SMP NEGERI 1 RANUYOSO

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Dengan ini memberi ijin kepada :

Nama : **NOVI KHOSIATIL UYUN**
NIM : T20176066
Status : Mahasiswa UIN KHAS Jember
Program Studi : Tadris Bahasa Inggris
Semester : X/ 10

Benar-benar telah melakukan penelitian tentang “**The Implementation of Role Play Game in Teaching Speaking At SMPN 1 Ranuyoso Lumajang**” di Lembaga kami pada bulan Mei s.d Juni 2022.

Demikian, surat keterangan ini kami buat untuk dapat dipergunakan sebagaimana mestinya.

Ranuyoso, 05 Juni 2022

Kepala Sekolah




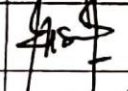

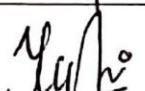
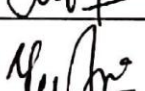
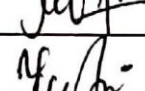
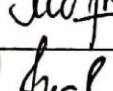

MUHAMMAD ADI, S.Pd.Fis.MM
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Journal of Research Activities

Name : Novi Khosiatil Uyun

NIM : T20176066

Title : The Implementation of Role Play Game in Teaching Speaking at SMPN 1 Ranuyoso Lumajang

NO	Date	Activities	Initials
1	18 th May 2022	The researcher was giving the research permission letter	
2	19 th May 2022	Interviewed the English teacher	
3	23 th May 2022	Observation speaking learning process	
4	24 th May 2022	Observation of students' initial speaking score	
5	30 th May 2022	Implementation role play game in teaching speaking	
6	31 st May 2022	Observation students' speaking score by practice role play	
7	4 th June 2022	Discuss student scores with English teacher	
8	6 th June 2022	Students fill out a questionnaire about speaking learning used role play	

RESEARCHER'S BIODATA



Personal information

Full name : Novi Khosiatil Uyun
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