

## **CHAPTER IV**

### **RESEARCH FINDINGS**

#### **A. The Result of Pre Implementation of the Action**

##### **1. The Result of Interview**

The interview was held on Friday, may 01<sup>st</sup> 2015 started at 09.30 and finished at 10.30. The writer asked to the teacher some question, they are the general condition of class, the difficulty in speaking skill, and the strategy used by the teacher in teaching speaking.

First category discussed the general condition of class especially in speaking class. The teacher said that the most of students did not like studying English, because it is difficult lesson and they sometimes gained low competence in English. The teacher also said that speaking is the most difficult skill to be learned in IX grade, because most of them were hardly to pass the target score of the minimal mastery level criterion (KKM).

Second category is the difficulty in speaking skill. The teacher said that the students' difficulties in speaking lied on pronouncing the word or sentence, self confidence, and organizing the word into a sentence, and this caused by less in practice English speaking.

The last category is the strategy used by the teacher in teaching English speaking. The teacher said that she has never used role play in teaching the students, she usually teaches speaking by introducing new dialogue to the

students, then she reads the dialogue, while the students repeat it together, and then she gives the meaning of the dialogue.

## **2. The Result of Observation**

This observation was conducted in order to know the teaching learning process directly before implementing the classroom action research (CAR). Based on the observation notes conducted on Saturday, 02<sup>nd</sup> May 2015 at 10.00, it was known that in teaching speaking at the IX-A grade students of MTs Inayatuththalibin in the 2014/2015 academic year, the teacher used dialogue and asked students to read the dialogue and then perform in the front of the class in pair. In this case, students only read a dialogue, give it meaning and the perform with the partner. They have never told the usage of expressions they are practicing. Furthermore, students have never been given chances to expose their ability to speak and do develop a more communicative conversation using their own way.

The use of strategy like this would be an ongoing problem for students in learning and understanding oral English usage. Moreover, students whose vocabulary were limited which unable them to say anything to communicate. It brings about silent toward student and is lacking in speaking ability primarily in using expression likely in real communication.

## **3. The Result of Questionnaire**

The questionnaire was conducted to know the students' response in teaching learning process, the students' result of speaking activity, and the

solution of the problem in teaching speaking. It should be used to support and supplement other procedures for evaluating and improving teaching.

Based on the result of questionnaire before the implementation of CAR, from the first statement they are 28 (87.50 %) students did not feel satisfied with their score and only 4 (12.50 %) students who feel satisfied. The statement number 2, showed only 8 (25 %) students who like to learn English speaking and 24 (75 %) students did not like to learn English speaking. Relating to the statement number 3, 25(78.12 %) students did not feel motivated in learning English speaking, it means that only 7 (21.87 %) students who feel motivated in learning English speaking. In statement number 4, 26 (81.25%) students feel difficult in speaking English and 6 (18.75%) students feel easy in speaking English. Then, in the statement number 5, 9 (28.12%) students said that the sentences were thought is suitable in their daily life, and 23 (71.87%) students used their opportunity to asked the question, and 25 (78.12%) students did not use their opportunity to asked the question. In the statement number 7 to 8, showed that 32 (100%) students did not feel that the teacher gave opportunity to the students to do an exercise in English speaking especially in giving interpersonal response, and 32 (100%) students seldom used English language in speaking class. For the statement number 9 to 10 students leave it in the blank because the Classroom Action Research have not implemented yet. (see appendix for detail result of questioner).

Related to the result of questionnaire, it could be concluded that the students' activity and motivation in learning English speaking is still low, there

also needed to improve the students' positive response after the implementation of the action. Therefore the CAR was done.

#### 4. The Result of Pre Test

The pre-test was conducted on the 07<sup>th</sup> and 08<sup>th</sup> January 2011 to measure students' speaking ability at first, and it was done before implementing Classroom Action Research. At pre-test, the students' speaking ability was not so good. It could be seen from the table list here in test speaking evaluation.

Based on the appendix 5, the writer highlighted the students who passed KKM (70), and to get the result of pre-test, firstly, the teacher calculated the mean score by employing the formula that has already been previously pointed out.

$$\bar{X} = \frac{\sum x}{N}$$

$$\bar{X} = \frac{1644}{32}$$

$$\bar{X} = 51,38$$

Next, to know the class percentage that passed the target score of minimal mastery level criterion- *Kriteria Ketuntasan Minimal* (KKM) the writer used the following formula:

$$P = \frac{F}{N} \times 100\%$$

$$P = \frac{4}{32} \times 100\%$$

$$P = 12,5\%$$

Based on the result of pre-test, the data showed that the mean score of pre-test was 51.38. there were only 4 students or 12.50% of students who got the score passed the minimal mastery level criterion (KKM).

After analyzing the result of pre-test, it could be concluded that most of students at IX -A class of MTs Inayatuththalibin had difficulty in speaking ability. So, it needs to find out the solution to overcome this problem. Here the writer used 'Role Play' technique in every cycle of Classroom Activity Research to overcome the problem and to develop students' speaking ability.

## **B. The Implementation of the Action**

### **1. Cycle 1**

#### **a. Planing**

In this phase the writer and the teacher arranged the lesson plan that included competition standard and selected the appropriate material. The lesson plan was focused in giving interpersonal response, and there are two lesson plans in cycle one, the topics are "what do you want be?" and "ordering food". There topics discussed about asking and giving for service. The writer also prepared role card, camera, laptop, and field notes.

#### **b. Acting**

Acting phase in the implementation of the planning phase that has been planned by the teacher as well. Here, the teacher who did the action by teaching students at ninth grade of MTs. Inayatuththalibin used role play technique. The acting in the teacher used three phase technique; a technique that contains about

three phase, those are: pre teaching activity, while teaching activity, and post teaching activity. In this acting, the writer tried to integrate students for participate in the classroom activities. In detail, the writer presented in the following action:

First meeting

Asking and giving opinion

Day/date: Monday, May 11<sup>st</sup> 2015

1) Pre teaching activity

The writer opens the class by saying greeting and asking students' condition. Besides, he also asked students' readiness to learn.

2) While teaching activity

In the while teaching activity, the teacher introduce role play technique in teaching English by using the topic asking and giving opinion that has been determines, then the teacher gave a dialogue which expressed asking and giving opinion, after the teacher reads the dialogue which repeated by students together, the teacher asked the students to practice the dialogue in pair, then he gave new vocabularies for students, after that he explained the expression asking and giving opinion.

To ensure students understanding of the materials, the teacher trained students by giving a role card, in role card the writer only give a situation and what the students will be, such as:

- One students become a little sister, and just bought a new T-shirt yesterday.
- She/He ask opinion to the another student who becomes a big sister about the T-shirt.

- The big sister thinks that the T-shirt is nice. It suits on you.
- But, another student who becomes brother come and thinks that the T-shirt is not good on little sister.
- A little son and ask the reason to brother why he said that?

After the students got a role card the writer asked the students to make a group, then he gave a time for students to discuss together what they may say, and next the writer let them all try out the role play privately, before calling on one or two group to act out in front of the class.

### 3) Post teaching activity

Before closing the class, firstly the writer asked students difficulties during the teaching and learning process. If it might there some questions concerning with the materials, the writer will a bit explain and give the answer. Some advices were given to students to motivate them to always practice their English. While to close the class, the teacher closed it by saying greeting or salam.

Second meeting

Asking and giving for service

Day/date: Friday, May 15<sup>th</sup> 2015

### 1) Pre teaching activity

The teacher opens the class by saying greeting and asking students condition. Besides, she also asks students' readiness to learn.

### 2) While teaching activity

In this meeting the teacher explained the expression asking and giving service firstly, then he used scripted role play in teaching learning activity, a scripted role play is about activity in restaurant such as:

- Waitress : Good afternoon. Can I help you?
- Riki : Good afternoon. Yes, I'd like fried chicken with fries and coke, please.
- Waitress : Would you like a regular or large coke?
- Riki : Regular, please.
- Waitress : Would you like anything else?
- Riki : Yes, I'd like an ice cream, please.
- Waitress : What flavor would you like?
- Riki : Chocolate, please.
- Waitress : Ok.

In scripted role play one student played a role as waitress, and the other one as Riki, after that to ensure the students understanding they should improve the conversation by using their own word for example what is the price all this food;, Good morning , i'd like to make a reservation for five people , Please " Is it for today ? " " Yes for today,and i have a request to make a surprise party for my friend? is it possible? " : " Just a minute etecere. They could change a sentence or add a conversation, then the writer asked them to act out in front of the class.

### 3) Post teaching activity.

The writer asked students' difficulties of the material during the learning process. She also gave feedback concerning with the students' work. The last, she closed the class by saying salam.

#### **c. Observing**

In observing phase, the teacher as an observer the students' response, participation, achievement and everything which were found during the teaching and learning process, he also observed the teacher's activity. In order to make this phase real and concrete, the observer also takes observation note in order to know how far the technique influence students' speaking ability in classroom.

Based on the observation note that has been taken, some of students did not pay attention to the instruction and the students look like confused in doing a role play activity. The classroom condition was still uncontrolled yet, there were still some trouble makers who disturbed the other students while the learning process was processing. The observer then suggested the teacher to clarify the instruction, and give more explanation and example in role play activity, if the teacher still cannot control students, the observer suggested him to give punishment. The punishment is the singing a song in front of the class, examples of songs are about "fruit, are you sleeping and color song".

#### **d. Reflecting**

In this phase the observer and the teacher discussed the strengths and the weakness of the actions and the first post-test. Based on data that have been collected and analyzed by the teacher and the research, it was found that students'

grammar and pronunciation are still low in speaking, because they are clearly need to practice orally not only in the form written, the students also still confused to speak English before they write what they want to say, so the teacher should give more attention and exercise to the students in order to make them braver and more confident to speak English, the teacher also needed to improve her class and time management in teaching.

From the result of first post-test, it showed that only eleven students (34.37%) who had pass the target score of the minimal mastery level criterion (KKM). So, the teacher and the researcher still needed at least thirteen students (40.62%) who could pass the KKM since the target of action success was 75% students passed the minimal mastery level criterion (KKM).

Since both the observation and the test result indicated that the action in first cycle did not achieve the action success yet, so the teacher and the writer had to move to the next cycle.

## **1. Cycle 2**

### **a. Planning**

The cycle 2 was carried out to solve the problems that had been found in cycle 1, which were students still low in speaking ability, especially to speak spontaneously. In this phase the observer and the teacher arranged the new lesson plan that included competition standard and selected the appropriate material. There were not significant differences with the previous lesson plan. The material still related to giving interpersonal response but the topics are “favorite food” and

“our new teacher” and these topic discussed about expressing like and dislike, and asking and giving clarification.

### **b. Acting**

The action of the cycle was done on February 18<sup>th</sup>, 5<sup>th</sup> 2015. The action was done based on the lesson plan. In cycle two, the writer would teach students by using the same technique. Here, the writer wished to have more development of students speaking score than in previous section.

here are the section:

First meeting

Expressing like and dislike

Day/date: Monday, May 18<sup>th</sup> 2015

#### 1) Pre teaching activity

The writer started the class by saying salam, asked students' condition, and asked students favorite food and favorite drink, and a small discussion was needed to give students opportunities to share their experience.

#### 2) While teaching activity

Related to the theme that was made, the writer gave the material to students about expressing like and dislike such us:

Likes

Dislikes

I like/Love....

(I'm afraid) I don't like....

I really enjoy....

I (really) hate

After the teacher explained expressing like and dislike by using example to the students. The writer read scripted roles play which is expressing like and dislike:

Baim : Where are you going Febi?

Febi : oh, I'm going to the canteen.

Baim : can I join?

Febi : sure. Let's go.

Baim : anyway, *what's your favorite food?*

Febi : *I love fried noodle so much, but I can't stand with fried prawn, I'm allergy.* What about you, Baim?

Baim : I see. Well *I enjoy vegetables soup and I hate nuts.*

After that the writer gave a new vocabulary to the students, and then the writer asked the students to repeat the dialogue after the writer read it for them. Next the writer invited two students to perform the dialogue in front of the class, one student became Baim, and other student became Febi. It has aim to give the example of dialogue that could be used for the next activity. However, the writer did not write the dialogues on the whiteboard in order that the students did not copy the dialogue.

To ensure the students understanding of the material, the teacher asked them to use their imagination and their ability to create the dialogue which is expressing like and dislike on their own way, then they had to act out front of the class. And they can do the expression.

### 3) Post teaching activity

Before closing the class, firstly the teacher asked students difficulties during the teaching and learning process. If were some questions concerning with the materials, the writer would give a bit explanation and the answer. Then the writer called the students' name to ensure that they attended the class. After finishing it, she closed the class by saying salam.

#### Second meeting

##### Asking & giving clarification

Day/date: Wednesday, May 20<sup>th</sup> 2015

#### 1) Pre teaching activity

The teacher started the lesson by giving warning up to the students to make them focused on the logic. The writer asked some questions to motivate students to speak, and that questions were related to the topic.

#### 2) While teaching activity

In this meeting the teacher used unscripted role play, firstly the writer explained asking and giving clarification by using example in dialogue which is expressed asking and giving clarification such as:

*Baron, Dedi, and Arul are having lunch in the canteen.*

Baron : Our new English teacher just came from Cambridge. His name is Jhonatan.

Arul : Is that right?

Dedi : Yes, that right.

Baron : I heard he is a baseball coach too.

Arul : Really? I don't know how play baseball.

Dedi : Don't you?

Arul : No, I don't. Maybe I should join the baseball club.

Baron : Yes, I think Should.

After that he gave the students the vocabulary items and expressions related to the material, then the observer, the teacher, and a volunteer from one of the students performed a dialogue above. After that the teacher gave unscripted role play to the students such as:

- Your brother met you favorite actor in the mall.
- He told you when he came home.
- You didn't believe it and wanted to ask for clarification.
- What would both of you say?

After the students got unscripted role play the writer asked the students to make a pair, then she gave a time for students to discuss together what they may say, and next the teacher let them all try out the role play privately, before calling them to act out in front of the class.

### 3) Post teaching activity

Before closing the class, firstly the teacher asked students difficulties during the teaching and learning process. If were there some questions concerning with the materials, the teacher would give a bit explain and the answer. Then the teacher calls the students' name to ensure that they attend the class. After finishing it, she closed the class by saying salam.

### **c. Observing**

Generally, there were significant developments of the acting phase in second cycle. From the observation note that has been taken by the observer the writer performance in teaching English has implemented the technique a bit better than in first cycle, she didn't speak too fast anymore while explaining the material, the management class and time was good enough. The classroom situation controlling also can be handled by her, so when students playing a role play, overall students looked more enthusiastic in doing role play activity than before. The students also looked braver and more confident to speak English. They competed to be volunteers when the writer asked them to speak or answer the questions.

### **d. Reflecting**

From the observation data and the post test result of cycle 2. The writer and the teacher felt satisfied to the action research result, because the implementation of role play technique in teaching English especially teaching speaking showed amount changes than cycle 1. From the result of post-test 2, it showed that twenty six students (81.25%) who passed the target score of minimal mastery level criterion (KKM). So, it met the requirement of action success which was 75% students passed the minimal mastery level criterion (KKM) students in the score of 70

Beside that based on the observation data, the students were braver, more confident, easier to understand English speaking, and easier to use grammatical rules and vocabulary items that they have possessed to speak English fluently and

correctly. Now, they also are able to use language for communication, especially for speaking. When the writer met the students outside the class, she invited them to speak English with her, and they were able to respond fluently and correctly, although sometimes some students still made a few mistakes, such as in using correct tenses. However, the writer has reached the goal that is the students are able to use English as a means of communication. So, it means that the researcher and the teacher didn't need to move to the next cycle.

From the appendix 6, explained the research started in April and ended in May. It was lasted for two months

### **C. The Result of Post-Implementation of the Action**

#### **1. The Result of Post-Test I**

To know the result of students' speaking of post-test. It can be seen from the table here:

Based on the appendix 7, the rate of students first post test score about pronunciation, grammar, vocabulary, fluency and Comprehension of 32 students is 63,19. The result is not target yet the student's minimal mastery level criterion (KKM).

From the table above, the writer could calculate the mean of students' score, the percentage of the students who pass the minimal mastery level criterion (KKM), and the improvement of students' score in speaking from the post-test to the first post-test.

The mean score derived from the following formula:

$$\bar{X} = \frac{\sum x}{N}$$

$$\bar{X} = \frac{2022}{32}$$

$$\bar{X} = 63,19$$

Then, to know the class percentage that passed the minimal mastery level criterion *Kriteria Ketuntasan Minimal* (KKM) the writer used the following formula:

$$P = \frac{F}{N} \times 100\%$$

$$P = \frac{11}{32} \times 100\%$$

$$P = 34,38\%$$

Finally, to know whether students improve their score or not the writer used the following formula:

$$P = \frac{y_1 - y}{y} \times 100\%$$

$$P = \frac{63,19 - 51,38}{51,38} \times 100\%$$

$$P = \frac{11,81}{51,38} \times 100\%$$

$$P = 22,99\%$$

So, based on the calculation, the writer knew that the mean of students at first cycle is 65.52. The improvement of students' score of speaking from pre-test to post-test is 34.07% and the improvement is still not enough yet, since the target of action success was 75% passed the minimal mastery level criterion (KKM) students, here the students who passed the minimal mastery level criterion (KKM) only sixteen or 42.1%.

## 2. The Result of Post-Test II

To know the result of students' speaking of second post-test we can see from the table here:

Based on the appendix 8, At the second cycle of CAR, the writer calculated mean of students' score, the percentage of the students who pass the Minimum Mastery Criterion (KKM), and the improvement of students' score about about pronunciation, grammar, vocabulary, fluency and Comprehension from the pre-test the second post-test.

First, calculating the mean of students in the second post-test result:

$$\bar{X} = \frac{\sum x}{N}$$

$$\bar{X} = \frac{2244}{32}$$

$$\bar{X} = 73,25$$

Second, the percentage of students who pass the Minimum Mastery Criterion (KKM):

$$P = \frac{F}{N} \times 100\%$$

$$P = \frac{26}{32} \times 100\%$$

$$P = 81,25\%$$

Third, the students' score improvement from the pre-test to the second post-test:

$$P = \frac{y_2 - y_1}{y_1} \times 100\%$$

$$P = \frac{73,25 - 51,38}{51,38} \times 100\%$$

$$P = \frac{21,87}{51,38} \times 100\%$$

$$P = 42,57\%$$

From the calculation, the writer found that the mean of the students' second post-test result is 73.25, it also showed that twenty six students (81.25%) who passed the minimal mastery level criterion (KKM). Furthermore the whole of students score mean improvement from the pre-test to second post-test would be 42.57%. so, it means the action has met the requirement of action success which was 80% students passed the Minimum Mastery Criterion (KKM) in the score of 70. In this case, those scores showed the successful of the classroom action research toward students of ninth grade of MTs. Inayatuththalibin.

From all the calculation above, the writer could interpret the result after the implementation of Classroom Action Research from cycle I up to cycle II. It could be seen from the result of pre-test, post-test I and post-test II. Here the writer describes the result pre-test, post-test I and post-test II through diagram (in figure 1) .

Based on the two diagrams, before the implementation of role play technique in developing students' speaking ability, the writer gained the data from the result of pre-test. In the pre-test, the mean score of the class before implementation the action was 51.38. Furthermore, the writer calculated the percentage of students' speaking score in order to know the students who pass the KKM. In pre-test, it is could be seen, the percentage which passed the KKM was

about 12.50%. It mean there are four students who passed the KKM (70) and there are twenty eight students who get the score below the KKM.

So, after the writer calculated the result of pre-test, the writer conducted action research that applying the role play technique in improving students' speaking ability then the writer identified and calculated the result of post-test I. the mean score of students in post-test I is 63.19. It means the students' improvement was 11.81 ( $63.19 - 51.38$ ) or 34.07%. Furthermore, the percentage of student who passed the KKM is 34.38%. It is showed there were eleven students who passed the KKM and there are twenty one students were below the KKM.

Next, after the writer conducted the cycle 2, she does post-test 2 in order to know the improvement students speaking ability in cycle 2. The mean score of students in post-test 2 is 73.25, and the improving students' score from post-test 1 to post-test 2 is 10.06 ( $73.25 - 63.19$ ). Furthermore, it can be seen that the improvement students speaking ability from pre - test, to post-test 2 is 21.90 ( $73.25 - 51.35$ ) or 48.29%. Then, from the percentage of the students who passed the KKM and six students are below the KKM, so it has met a criterion of the action success.

### **3. The Result of Questionnaire**

Based on the result of questionnaire after the implementation of CAR, the writer likes to give some explanations: from the first statement they are only 6 (18.75%) students did not feel satisfied. The statement number 2 showed 25 (78.12%) students who like to learn English speaking and 7 (21.87%) students did

not like to learn English speaking. Relating to the statement number 3, only 4 (12.50%) students did not feel motivated in learning English speaking, it means that 28 (87.50%) students who feel motivated in learning English speaking. In statement number 4, only 5 (15.62%) students feel difficult in speaking English. Then, in the statement 5, 29 (90.62%) students said that the sentences were thought is suitable in their daily life, and 3 (9.37%) students said the sentences were thought did not suitable in their daily life. The response for the statement number 6 showed that 30 (93.75%) students used their opportunity to ask the question, and only 2 (6.25%) students did not use their opportunity to ask the question. In the statement number 7 to 8, showed that 32 (100%) students feel that the teacher gave opportunity to the students to do an exercise in English speaking especially in giving interpersonal response, and 38 (100%) students usually used English language in speaking class. For the statement number 9, 30 (93.75%) students felt their speaking ability in giving interpersonal response was better than before the implementation of role play technique, and only 2 (6.25%) students did not felt better. The last statement showed that 38 (100%) students thinks role play technique could help the students in learning English speaking. (See appendix for detail result of questioner).

Related to the result of questionnaire after implementation of role play activity it can be concluded that most of the students gave a positive response in their speaking teaching-learning process, so from all the data above, it shows that applying role play technique can develop students' speaking ability significantly,

besides the students also became more actively in teaching learning process and the writer can stop the cycle.

#### **4. The Result of Interview**

Unstructured interview was conducted on Friday, May 22th 2015. This interview did after finishing the second cycle. Based on the teacher answer within the interview, that the general students' conditions in speaking class during implementing the action were better than before. In this sense, they looked enthusiast and felt easier to speak using role play technique. The students' participation was good because the activity in the classroom involved the students. The teacher also said that role play was a good technique in teaching speaking. It could be an effective way to help the students' speaking. Beside it might be able to develop the students' speaking ability, it also could be an alternative strategy and could motivate the English teacher to use it. (See appendix 11)

From the explanation above, it could be drawn the general conclusion from the post interview that the teacher gave a positive response toward the implementation of role play technique.