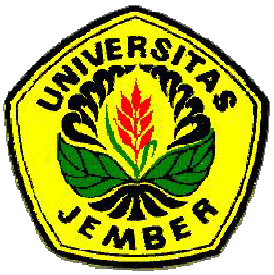

IMPROVING THE VIII C CLASS STUDENTS' SPEAKING ABILITY BY USING ROLE-PLAY TECHNIQUE AT SMP NEGERI 11 JEMBER IN THE 2010/2011 ACADEMIC YEAR

THESIS

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Composed to fulfill one of the requirements to obtain S1 Degree at the English Education Program, Language and Arts Education Department, the Faculty of Teacher Training and Education

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DEDICATION

This thesis is honorably dedicated to:

1. My beloved parents, Achmad Cahyadi and Sri Lestari
2. My dearest brother and sister, Ajib Setiawan and Nazwa Aulia.
3. My dearest friend, Decky Rahmat Hadi

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8. All my friends “Eng-Duc 2006”.

Finally, I hope this thesis will provide some advantages for the writer herself as well as the readers. Any constructive suggestions or criticisms will be respectfully welcomed and appreciated to make this thesis better.

Jember, July 2012

The writer

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SUMMARY

Improving the VIII-C Class Students' Speaking Ability by Using Role-Play at Smp Negeri 11 Jember In The 2010/2011 Academic Year Ayu Novianti, 060210401382; 2011: 58 pages; English Education Program, Language and Arts Education Department, the Faculty of Teacher Training and Education, Jember University.

Based on the preliminary study that was done on 12nd February 2011, most of the eighth year students of SMP Negeri 11 Jember especially class VIII-C experience some difficulties in speaking. This was proven by their speaking score, which showed that 15 (37%) of the students got <70 and the mean score was 64.1. This score is below the required score of the school for the English subject that is 70.

The classroom action research was implemented in this research because this research was intended to improve the class VIII-C students' speaking achievement. In this research, the researcher has collaborated with the English teacher of the eighth year of SMP Negeri 11 Jember. It was conducted in the VIII-C grade students of SMP Negeri 11 Jember consisting of 40 students. The observation and the speaking test were the methods that were used in collecting the data.

The action was conducted in two cycles in order to achieve the objectives of this classroom action research. The first cycle was done in two meetings and followed by a test. The results of the classroom observation indicated that 48,5% in meeting 1 and 52,5% in meeting 2 of the students were active during the teaching learning process. It showed that there was an improvement of the students' active participation from meeting 1 to meeting 2, but it had not achieved the objective of the research that was 60%. In addition, the result of the speaking test in the first cycle had not achieved the criteria of success of the research that was 60% of the students got 70 or more in the speaking test. The percentage of the students who got score ≥ 70 was only 19 students or 47,5% of 40 students.

Based on the results of the first cycle above, the second cycle was necessary to be conducted to solve the problems found in the first cycle. Some modification had been made on the aspects of time and teacher's explanation. The process and product evaluation in the second cycle indicated an improvement. In the process evaluation, the students' participation showed that 60% in meeting 1 and 72,9% in meeting 2 of the students who are actively involved in the teaching learning process. So, the result of the observation in meeting 1 and meeting 2 had achieved the objective of the research. In the product evaluation, the percentage of the students who got score ≥ 70 in the speaking test was 28 students, or 70% of 40 students. Based on those results, it could be concluded that the actions in the second cycle were successful because the results of process and product evaluation achieved the objectives of the research.

Finally, it could be summarized that the use of role play could improve the VIII-C class students' achievement in speaking and the students' active participation in teaching learning process at SMP Negeri 11 Jember in the 2010/2011 academic year.