



**IMPROVING CLASS XI IPA 1 STUDENTS' SPEAKING ACHIEVEMNET
BY USING ROLE PLAY AT MAN 2 JEMBER IN THE 2012/2013
ACADEMIC YEAR**

THESIS

By:

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**ENGLISH LANGUAGE EDUCATION STUDY PROGRAM
LANGUAGE AND ARTS DEPARTMENT
EDUCATION AND TEACHER TRAINING FACULTY
JEMBER UNIVERSITY
2013**



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

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DEDICATION

This Thesis is dedicated to the following people:

1. My beloved father, Drs. Satriyo Joko Sasongko, S.E, M. Pd and my Beloved mother, Devi Mutina who always give their materials, prays, motivation and moral encouragement to finish my study.
2. My beloved brother, Vian Elfada who always give motivation to finish this study.
3. The big family of Hj. Fatimah and Hadi Harsono, thanks for their support and care to finish this thesis.
4. My lovely partner, Yuri Sulisty, thanks for being my partner and for every support, and suggestions you gave for me.

MOTTO

*Be who you are and say what you feel, because those who mind don't matter and
those who matter don't mind*

(Dr. Seuss)

*The real art of conversation is not only to say the right thing at the right place but
to leave unsaid the wrong thing at the tempting moment*

(Dorothy Nevill)

STATEMENT OF THESIS AUTHENTICITY

I certify that this thesis is an original and authentic piece of work by the author herself. All materials incorporated from secondary sources have been fully acknowledged and referenced.

I certify that the content of the thesis of work which has been carried out since the official commencement date of the approved thesis title; this thesis has not been submitted previously, in whole or in a part, to qualify for any other academic award; ethics procedures and guidelines of thesis writing from the University and the faculty have been followed.

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Date : June, 13th 2013

CONSULTANT'S APPROVAL

IMPROVING CLASS XI IPA 1 STUDENTS' SPEAKING ACHIEVEMENT BY USING ROLE PLAY AT MAN 2 JEMBER IN THE 2012/2013 ACADEMIC YEAR

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SUMMARY

Improving Class XI IPA 1 Students' Speaking Achievement by Using Role Play at MAN 2 Jember in the 2012/2013 Academic Year;Shielda Selina; 090210401013;44 pages; English Education Program of Language and Arts Department; Faculty of Teacher Training and Education, Jember University.

Speaking is one of the important skills that should be mastered by the students. By having speaking skill, they can express their idea and communicate to others orally. Students can make listeners understand about what they speak by having a good pronunciation and fluency in delivering their speech. English language is the foreign language that almost never be used in daily life because the students used mother tongue to communicate with others. So, the students feel difficult to say something, to learn and practice using English. They feel afraid and shy and they do not have self-confidence to speak English.

Role play technique is one of the suitable techniques that can help the students have good achievement in speaking English. This technique can make the students feel fun, relax and enjoy. It allows students to be creative and to pretend to be another person at another place.

This research was a classroom action research which was intended to improve class XI IPA 1 students' speaking achievement by using role play at MAN 2 Jember in the 2012/2013 academic year. This research was started by conducting an interview with the English teacher of the eleventh grade students at MAN 2 Jember on December 3rd 2012. Based on the preliminary study, it was found that the students of class XI IPA 1 faced difficulties in speaking. It was revealed that class XI IPA 1 only 28.12% of all students got 70 or higher. Besides, the students were not actively involved in the teaching learning process of speaking.

This classroom action research was done collaboratively with the English teacher. The collaboration involved planning of the action, implementation of the action, observation and evaluation, and analysis and reflection. This research was

carried out in two cycles and each cycle consisted of three meetings included the test. The subject of this research was class XI IPA 1 that consists of 32 students, in the second semester 2012/2013 academic year. The research target was 60% students got score at least 70 and students active participation.

Based on the result of observation, the improvement of the students' active participation was shown from the results of the observation in cycle I, there were 9 of 32 students (28.12%) in meeting 1 and 13 of 32 students (40.63%) in meeting 2 who were actively involved in teaching learning activities through role play techniques. In cycle II, there were 18 of 32 students (56.25%) in meeting 1 and 21 of 32 students (65.63%) who were actively involved in teaching learning activities through role play techniques. The result of action in Cycle 2 showed significant improvements. This shows that the percentage of students who were active participation increased from 28.12% to 65.63%. The improvement in speaking test was indicated by following results. The percentage of the students who got scores at least 70 in cycle I was 43.8% while in the second cycle the percentage improved to 62.5%. Therefore, the criteria of success, 60% of the research subjects got scores at least 70 was fulfilled. In short, it can be concluded that role play techniques can improve class XI IPA 1 students' speaking achievement. Therefore, the English teacher was suggested to use role play techniques as an alternative in teaching speaking.

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First of all, I would like to express my greatest thanks to Allah S.W.T., the Almighty, who always leads and blesses me with His mercies and guidance, so I can accomplish my thesis entitled *“Improving Class XI IPA 1 Students’ Speaking Achievement by Using Role Play at MAN 2 Jember in the 2012/2013 Academic Year”*.

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2. The Chairperson of the Language and Arts Department,
3. The Chairperson of the English Language Education Study Programs,
4. My first consultant, Drs. Annur Rofiq, M.A, M.Sc., and my second consultant, Asih Santihastuti, S.Pd, M.Pd, for their guidance, advice and motivations in accomplishing this thesis,
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7. My beloved friends, Dwi, Nadya, Putri, Amel, Yesika, Lita, Icha, Pipit, Wulan, cici who are always be by my side.

I believe that this thesis might have some weaknesses. Therefore, I really hope that there will be criticism and suggestions from the readers to make this thesis better. I also hope that this thesis will be useful for the readers.

Jember, June 2013

Writer

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CHAPTER I

INTRODUCTION

This chapter presents the background of the research, the problems of the research, the objectives of the research, the significance of the research.

1.1 The Background of the Research

English is an international language plays an important role in Indonesia. English has been taught from elementary to university level. Students are expected to master English through listening, speaking, reading and writing. As stated in the 2006 Institutional Based Curriculum (KTSP/ Kurikulum Tingkat Satuan Pendidikan) the teaching learning process should include language skills integration.

One of the four English skills which force the students to use language creatively and communicatively is speaking. In Indonesia, students have difficulty in speaking English as a foreign language. This is because many people speak by using mother tongue or second language and they are also shy and afraid to take part in the conversation using foreign language. They experience difficulties in practicing English.

Based on the above explanation, the researcher did a preliminary study through an informal interview with the English teacher of the eleventh grade students at MAN 2 Jember, which was held on December 3rd 2012. The teacher said that class XI IPA1 has the lowest score especially in speaking. Besides, the researcher saw the results of the students' speaking that most of them difficulties in learning English especially class XI IPA1. It could be seen that there were only 9 students (28.12%) who achieve the standard passing grade were 70 from 32 students. Students' English class could be passive during teaching learning activities. Students felt difficult to say something even to make a dialogue in English, as they did not know how to start speaking. They did not have self-confidence. Besides, they felt afraid and worried to make mistakes which can

make misunderstanding among them. Moreover, they kept silent most of the time and they did not participate in English class. For example: the teacher asked the students to make script by themselves and the teacher did not give clear explanation to the students about making script based on the topic. The teacher explained the material based on the book without elaborating the material. So, the students felt hard to understand the lesson and they will not be interested, passive, and bored.

There were some ways to overcome students' difficulties in learning English, the teacher should be good at motivating students that they could do it if they had will and should insure the students that English was not as difficult as they thought and also should flatter the students' idea and appreciate it. On the other hand, the teacher should also give the easier material that the students were interested in. It means that, the students would have self-confidence to learn English class. In other words, students would not be bored, passive, and afraid to talk.

Many factors could cause the problem of the students' speaking skills like the students' interest, the material and the media as well as the technique in teaching English. Many techniques could be applied including role play technique. Ladouse (1990:245) states that role play is an activity that is conducted in a classroom where the students take part during the teaching learning process, at the same time, the students are as inventive and playful as possible. Larsen – Freeman (1986:137) say that role plays are significant in some ways for both the teacher and the learners. Role plays are very important in the Communicative Approach because they give students an opportunity to practice communicating in different social contexts and in different social roles. In addition, they also allow students to be creative and to pretend to be another person at another place.

From the above background, it is believed that role play might solve the problem faced by both the class XI IPA 1 students and the teacher at MAN 2 Jember. After considering the advantages of using role play technique, a research entitled "Improving Class XI IPA1 Students' Speaking achievement by Using Role Play at MAN 2 Jember in the 2012/2013 Academic Year" is proposed.

1.2 The Problems of the Research

Based on the above background, the problems of the research can be formulated as follows:

- a. “Can the use of role play techniques improve class XI IPA1 students’ speaking achievement at MAN 2 Jember in the 2012/2013 academic year?”
- b. “Can the use of role play techniques improve class XI IPA1 students’ participation at MAN 2 Jember in the 2012/2013 academic year?”

1.3 The Objectives of the Research

The objectives of the research are:

- a. To improve class XI IPA1 students’ speaking achievement by using role play at MAN 2 Jember in the 2012/2013 academic year.
- b. To improve class XI IPA1 students’ participation by using role play at MAN 2 Jember in the 2012/2013 academic Year.

1.4 The Significance of the Research

The results of the research are expected to give significant contribution to the English teacher, the students, and other researchers.

a. The English Teacher

The result of this research are useful for English teacher to encourage them to use role play in teaching speaking in order to improve their students’ speaking achievement.

b. The Students

Role play will help the students improve their students’ speaking achievement with fun, relax and enjoyable situation by acting their roles.

c. Other Researchers

The results of this research might be useful for other researchers as a reference and a source of information to conduct a further research dealing with similar problem with the same research design, the same technique in the different school to develop their students' achievement in speaking class.