

CHAPTER I

INTRODUCTION

1.1 The Background of Study

Education is an activity to develop all aspects of human personality that last a lifetime in accordance with the values in society and culture, as stated by John Dewey in his book "Democracy and Education" that education is a necessity of life, a social function (a social function), as guidance (a direction), as a means of growth (as growth) that prepares, opens, and forms life discipline. In the educational process, there are expectations to be achieved. This hope as contained in Law Number 20 of 2003 concerning the National Education System in Chapter I article 3 states that (Hamalik, 2012: 1):

"National education has the function of developing abilities and shaping the character and civilization of a nation with dignity in the framework of educating the nation's life, aimed at developing the potential of students to become human beings who believe and fear God Almighty, noble, healthy, knowledgeable, competent, creative, independent, and become a democratic and responsible citizen ".

Learning is a process of changing behavior as a result of individual interactions with their environment. As for learning is a process of interaction that occurs at one time and under the same conditions between students and educators. Indicators of success in the learning and learning process can be seen through the level of success in achieving educational goals (Anonim, 2013: 12).

When heads of state meet each other at world conferences, English is the language most often used. Likewise, when people from different nationalities meet each other, English is the only language used by them (Hartiwi et al., 2015:2).

The purpose of learning English in school education is to improve students' language skills. one of the skills that is improved is speaking. According to Ramlannarie (2011:7), speaking is a thought process and reasoning so that someone's

speech can be accepted and understood well by others or listeners. Speaking is closely related to listening skills. Both are one unified whole. Speaking is an important tool for communicate, think, and learn. Spoken language is a powerful learning tool. Spoken language is the foundation of all language development and, therefore, basic of all learning. Through speaking and learning, students can learn concepts, develop vocabulary and understand structure.

Based on the results of research from A'am Rifaldi Khunaifi regarding *Student Difficulties In Learning Speaking English*, it shows that the difficulties faced by students of the Palangkaraya MAN Model include: the interaction pattern is still simple this is evidenced from the test results without a score, because the pattern used students for a homogeneous and simple presentation. In addition, it is known that the difficulties that occur are dominated by limited vocabulary, grammatical phrases or sentences, and ideas (Khunaifi, 2013: 1).

In its application, the teaching and learning process requires the interaction of learning components in order to achieve the goals of the learning process itself. Among these components are the objectives, materials, methods and evaluation media (Yani & Waluya, 2007: 4). The meaning, in compiling learning begins with formulating the objectives of the learning. Furthermore, the method used in delivering the learning material was chosen which was able to be understood by students. Finally, evaluate the learning outcomes to determine the success of the learning process.

Among the learning components is the method. The purpose of this method is the method used by educators to convey teaching material information to students. Among the examples of this learning method are lecture, discussion, demonstration, debate, simulation, storytelling, role play, cooperative method and so on (DosenPsikologi.com, 2020). Teaching methods are prepared and made according to the type of material presented and the needs of the material, so that students get knowledge effectively and efficiently.

Role play is a learning structure that allows students to immediately apply content as they are put in the role of a decision maker who must make a decision regarding a policy, resource allocation, or some other outcome. There are two types of role play. Those are scripted and unscripted role plays. A scripted role play is a role play that the player uses a script provided by the teachers. Students are asked to perform by using script about the dialogue. The second one is an unscripted role play which means that students perform their dialogue without any script. They should act the roles according to their own ideas. There are many benefits of using role play techniques in teaching speaking. Benefit is a good or helpful result or effects in doing something (Ladousse, 2007: 4).

The application of role play in improving speaking skills is published with the results of Aulia (2019: 1) research on the *Application Of The Role Of Play In Teaching Speech For Secondary Students*. The problems above are important to be investigated, based on Curriculum 2013, speaking is one of important language skills for students in learning language because speaking is one of the ability to carry out a conversation in language. Speaking skills are naturally difficult to be mastered by the students starting from elementary school. This research focused on students' skill on speaking. From the pre-observation the writer get:

Table 1.1 The Student's Score in Pre-observation Test.

No	INITIAL	Pron	Grammar	Vocab	Fluency	Compare	Score
1	L	2	2	2	2	2	40
2	HN	3	2	2	2	2	44
3	Y	3	2	2	3	2	48
4	N	3	2	2	2	2	44
5	K	2	2	2	2	2	40
6	YS	2	2	4	3	2	52
7	AS	2	2	2	2	2	40
8	D	3	2	2	2	3	48
9	Z	3	2	3	2	3	52
10	WN	3	2	2	2	2	44
11	S	3	3	3	3	3	60
12	CS	2	2	3	3	3	52
13	DG	2	2	3	2	2	44

14	NA	4	3	3	3	2	60
15	DS	3	2	2	2	3	48
16	LM	2	2	2	2	2	40
17	TM	3	3	3	3	2	56
18	A	3	2	3	2	2	48
19	AND	2	3	2	2	2	44
20	MM	2	3	4	2	2	52
Total Mean							956 47.8

In pre observation to know their ability in speaking, the writer gave them material about how to introduction , for the speaking test the writer asked them to introduce themselves. Based on the result the writer concluded that they are lack in speaking, even there are some of them got high value. But overall it shows lack in this skill. Those were such a poor scores where the standard score achievement (KKM) for English subject is 70.

Based on the reason the writer also chose this research so that the writer later can practice and applying this study when the writer already to be a teacher and teach the students by using role play to Improve Students' Speaking Skill in Second Grade of Junior High School. The results above indicate that in improving speaking skills, roleplay can be used. but it needs to be emphasized that this use will not absolutely be effective in the conditions of different students. especially if the implementation of learning and teaching is done with virtual class.

This is due to the condition of Covid 19, which attacks most countries in the world, which obliges several sectors to adjust. One of the sectors that must adjust is the education sector. based on a letter from the Indonesian Education Minister, Nadiem Karim, stated that learning should be done online.

Therefore researchers are interested in carrying out research with the title:" Improving Students' Speaking Skill by Using Role Play Strategy in Virtual Class in SMP Negeri 2 Sumbul"

1.2 The Problems of Study

Based on the background described above, the problems in this paper can be formulated as follows:

1. How using Role Play Strategy in Virtual Class in SMP Negeri 2 Sumbul?
2. Does the Role Play strategy can improving students' speaking skill?

1.3 The Objectives of Study

Based on the background described above, the study objectives in this paper can be formulated as follows:

1. To describe improving students' speaking skill by using role play strategy in virtual class in SMP Negeri 2 Sumbul
2. To describe students' speaking skills can improve by using role play strategy in virtual class in SMP Negeri 2 Sumbul.

1.4 The Scope of the Study

1. Classroom activities that can improve speaking skill by using strategy such as discussion, role play, simulation, debate, brainstorming ,corrective feedback, reporting, interview, storytelling and gap information strategy. The writer using a role play (Gamlo,2019) in this research.
2. The subject of the research in eighth grade of SMP Negeri 2 Sumbul in learning speaking class.

1.5 The Significances of the Study

The reasons for the importance of this study are as follows:

1. Theoretically
 - 1) The result of the research could become a new perspective in teaching speaking strategy
 - 2) The result of the research could become a new horizon in teaching research.

2. Practically

- 1) For the teacher, this study can be used to improve the students' speaking skill in the classroom or out of the classroom.
- 2) For the students, this study can be used to improve their speaking skill they should practice it either in the classroom or out of the classroom.

CHAPTER II

REVIEW OF RELATED LITERATURE

2.1 Theoretical Framework

2.1.1 English Learning

There are some definitions of language. Language is a systemic means of communicating ideas or feelings by the use of conventionalized signs, sounds, gestures, or marks, having under understood meanings (Hammer, 2001).

Meanwhile, Brown gives a concise definition of language. He defines a language as follows :

1. Language is systematic.
2. Language is a set of arbitrary symbols.
3. Those symbols are primary vocal, but may also be visual.
2. The symbols have conventionalized meanings to which they refer.
3. Language is used for communication.
4. Language operates in a speech community or culture.
5. Language is essentially human, although possible not limited to human.
6. Language is acquired by all people in much the same way language and language learning both have universal characteristic.

Then, Brown (2000) states that learning is the process of acquiring or getting knowledge of a subject or a skill by studying experience or instruction. Based on the previous statement, Brown classifies learning into some components as follow:

1. Learning is acquisition or “getting”.
2. Learning is retention of information or skill.
3. Retention implies storage systems, memory, and cognitive organization.
4. Learning involves active, conscious focus on and acting upon events outside the organism.
5. Learning is relatively permanent but subject to forgetting.

6. Learning involves some form of practice, perhaps reinforced practice.
7. Learning is change in behavior Language learning is a long and complex way.

Language learning is the steps where the learners explore all their competence to think, feel, and act. In addition, he also states that language learning is not a set of easy steps that can be programmed in a quick kit. It needs regular training in order to succeed in learning process.

In relation to learning, he states that teaching is the process of guiding and facilitating learning. Teaching also enables the learners to learn and setting the condition for learning. It implies that teaching cannot be separated from learning. The teachers' understanding of what learning will determine his or her understanding of what teaching is. Teachers' understanding of how students learn will determine the teacher's philosophy of education, teaching style, approaches, methods, and the classroom techniques. The approach, the methods, and the techniques that are used in the classroom depend on the teacher's understanding of what learning is. In other words, the concept of teaching is interpreted in line with the concept of learning (Hafsah, 2017).

Teachers are expected to be able to provide a good classroom atmosphere for the learning process. Then, it should be followed by designing the appropriate learning materials which can enhance the teaching and learning process.

2.1.2 Speaking

Speaking is one of several abilities that are improved in learning English. different from other abilities, speaking ability must be improved through practice and habit.

1. Defenition of Speaking

Speaking is one of the four basic competences that the students should gain well. It has an important role in communication. Speaking can find in spoken cycle especially in Joint Construction of Text stage. In carrying out speaking, students face some difficulties one of them is about language its self. In fact,

most of students get difficulties to speak even though they have a lot of vocabularies and have written them well. The problems are afraid for students to make mistakes. Speaking is the productive skill. Speaking could not be separated from pronunciation as it encourages learners to learn the English sounds.

Speaking has been regarded as merely implementation and variation, outside the domain of language and linguistic proper. Students' speaking skill in conversation is core aspect in teaching speaking, it becomes vitally aspect in language teaching learning success if language function as a system for expression meaning, as Nunan states that the successful in speaking is measured through someone ability to carry out a conversation in the language (Hammer, 2001: 5). According to Ladouse speaking is described as the activity as the ability to express oneself in the situation, or the activity to report acts, or situation in precise words or the ability to converse or to express a sequence of ideas fluently (Ladousse, 2007: 4)

2. Type of Speaking

Types of Speaking Brown (2000: 25) states as with all effective tests, designing appropriate assessment tasks in speaking begins with the specification of objective or criteria. Those objectives may be classified in term of several types of speaking performance:

1) Imitative

At one end of a continuum of types of speaking performance is the ability to simply parrot back (imitate) a word or phrase or possibly a sentence. While this is purely phonetic level of oral production, a number of prosodic, lexical and grammatical properties of language may be conclude in the criterion performance.

2) Intensive

A second type of speaking frequently employed in assessment contexts is the production of short stretches of oral language designed to demonstrate competence in a narrow band of grammatical, phrasal, lexical or phonological relationship (such as prosodic element-intonation, stress, rhythm, juncture). Examples of extensive assessment tasks include directed response tasks, reading aloud, sentence and dialogue completion limited picture-cued task including simple sequences and relationship up to the simple sentence level.

3) Responsi

Responsive assessment tasks included interaction and test comprehension but at the somewhat limited level of very short conversations, standard greetings and a small talk, simple request and comments and the like.

2.1.3 Elements of Speaking

In speaking, it is very important for student to acquire the ability to express their ideas and opinion. Consequently, this competency should be mastered by the learners of language. The ability to speak fluently presupposes not only knowledge of language features, but also the ability to process information and language on the spot (Suharno, 2006:34).

- 1) Among the elements necessary for spoken production (as opposed to the production of practice examples in language drills, for example), are the following: Connected speech: effective speakers of English need to be able not only to produce the individual phonemes of English but also to use fluent „connected speech.
- 2) Expressive devices: native speakers of English change the pitch and stress of particular parts of utterances, vary volume speed, and show by other physical and non-verbal (paralinguistic) means how they are feeling (especially in face-to-face interaction).

- 3) Lexis and grammar: spontaneous speech is marked by the use of a number of common lexical phrases, especially in the performance of certain language functions.
- 4) Negotiation language: effective speaking benefits the negotiator language we use to seek clarification and show the structure of what we are saying.

2.1.4 Developing Speaking Skill

Students often think that the ability to speak a language is the product of language learning, but speaking is also a crucial part of the language learning process. Effective instructors teach students speaking strategies: Using minimal responses, recognizing scripts, and using language to talk about language, So that they can use to help themselves expand their knowledge of the language and their confidence in using it. These instructors“ help students learn to speak so that the students can use speaking to learn(Brown, 2000: 26).

- 1) Using minimal responses Language learners who lack confidence in their ability to participate successfully in oral interaction often listen in silence while others do the talking. Such responses can be especially useful for beginners. Minimal responses are predictable, often idiomatic phrases that conversation participants use to indicate understanding, agreement, doubt, and other responses to what another speaker is saying. Having a stock of such responses enables a learner to focus on what the other participant is saying, without having to simultaneously plan a response.
- 2) Recognizing scripts Some communication situations are associated with a predictable set of spoken exchanges a script. Greetings, apologies, compliments, invitations, and other functions that are influenced by social and cultural norms often follow patterns or scripts. So do the transactional exchanges involved in activities such as obtaining information and making a purchase. In these scripts, the relationship between a speaker's turn and the one that follows it can often be anticipated. Instructors can help students develop

speaking ability by making them aware of the scripts for different situations so that they can predict what they will hear and what they will need to say in response. Through interactive activities, instructors can give students practice in managing and varying the language that different scripts contain.

- 3) Using language to talk about language Language learners are often too embarrassed or shy to say anything when they do not understand another speaker or when they realize that a conversation partner has not understood them. Instructors can help students overcome this reticence by assuring them that misunderstanding and the need for clarification can occur in any type of interaction, whatever the participants' language skill levels. Instructors can also give students strategies and phrases to use for clarification and comprehension check. By encouraging students to use clarification phrases in class when misunderstanding occurs and by responding positively when they do, instructors can create an authentic practice environment within the classroom itself. As they develop control of various clarification strategies, students will gain confidence in their ability to manage the various communication situations that they may encounter outside the classroom.

2.1.5 Teaching Speaking

Teaching and learning process of English in Junior High School is based on the school based curriculum. The latest approach stressed that the language is acquired through communication. The basic language assumptions are (Hartiwi et al., 2015: 1):

- 1) Language as a means of communication is used to express meaning grammatically.
- 2) Learning a foreign language is how to communicate using that language it self as a target language, written or orally.

They are supported by the elements of the target language. Speaking is an interactive task and it happens under real time processing constraints. It means that

they will be able to use words and phrases fluently without very much conscious thought. Harmer (2001: 271) states that effective speakers need to be able to process language in their own heads and put it into coherent order so that it comes out in forms that are not only comprehensible, but also convey the meanings that are intended. One of the reasons for including speaking activities in language lessons is to help students familiar with oral use of language in English conversation. Speaking activities provide exercise opportunities in real life speaking in the safety classroom.

2.1.6 Teaching Speaking to Junior High School.

Spratt (2005: 53) states the characteristics of senior high school students are: able to keep still for longer periods, able concentrate for longer period, learn in more abstract ways, usually able to control and plan their own behavior, not so willing to make mistakes or take risks, aware of themselves and/or their actions, paying intention to form and meaning in language, and have experience of life.

According to Harmer (2001: 32) it can sometimes be easy to get students to speak in the classroom if the atmosphere of the class is good such as students who get on with each other and whose English is in an appropriate level. He added, it will be difficult for the teachers to make the learners to speak if they are reluctant to speak, the topic chosen is not appropriate, the organization of teaching plan is at fault, and if there is an unpredicted event happened. Therefore, the teachers have to use method that essential for the learners and will give fun and enjoyable atmosphere.

2.2 Role Play

1. Defenition of Roleplay

Role play is a language teaching technique that teacher can use in the classroom to teach speaking in order to give the students the opportunity to practice the language. According to Livingstone (2006: 54) defines that role play as “all sorts of activities where learner imagine themselves in a situation outside

the classroom, sometimes they playing the role of someone other than themselves and they have to use the language appropriate to this new context”.

Another expert Qing (2013) stated that “role play is defined as the projection in real life situation with social activities”. In practicing role play activity, the students would be placed in a variety part where they act as themselves or play the role of someone else. It is need to use the appropriate language based on the situation and social context which they will play. Ments states that “the concept of role play acts as a short hand way of identifying and labeling a set of appearances are characteristic of a particular person and prediction within a given situation”. In other word a role play is an activity that is done by playing the character in a story. It is used as a technique for teaching language, where in learning process should be fun for the students.

2. Type of Roleplay

There are several types of role in role play in English language learning. According to Ladousse there are four types of role play explained as follows:

- 1) The first is the roles which correspond to a real need in the students“ lives. In this category, it involves such roles as doctors dealing with patients, or salesman traveling abroad.
- 2) The second type of roles is the students play themselves in a variety of a situation which may or may not have direct experience. The example, which include in this category is a costumer complaining or a passenger asking for information.
- 3) The third type is the view students will ever experience directly themselves, but it is easy to play because the teacher have such vast indirectly experience of them. The television journalist is the example of this type and it is very useful kind of role taken from real life.
- 4) The fourth type is fantasy roles, which are fictitious, imaginary, and possible event absurd. What is meant by imaginary people is the students can become

anyone for a short time. A queen, a prince, a millionaire, famous actors, the choices is endless. Students can take also the opinion of someone else.

2.2.1 Forms and Procedures of Role Play

In role play activities, stated that role play can be grouped into two forms, scripted and unscripted role play. For details, those forms of role play activities and the procedures describes as follows (Ladousse, 2007: 75):

1) Scripted Role Play

Scripted role play is a role playing which based on the dialogue. This type involves interpreting either the textbook dialogue or reading text in the form of speech. The main function of the text after all is to convey the meaning of language items in a memorably way. For more details, this an example of scripted role play dialogue and how the process it.

Angela : Good morning, I want to send a letter to Singapore.

Clerk : Yes, do you want to send it by air mail or ordinary mail?

Angela : I think I'll send it air mail. I want it to get there quickly. How much does it cost?

Clerk : To Singapore? That will be 30 pence, please. Angela : (gave the clerk 50 pence) Here you are.

Clerk : Here's your stamp, and here's 20 pence change.

Angela : Thank you. Where is the pos box?

Clerk : You want the air mail box. It's over there, by the door. To demonstrate a role play activity based on the dialog the procedures as follows:

- 2) First, the teacher guides the role play by writing these prompts: (where? /air mail/ / how much? /post box? /thanks). Talk as you write to show what the prompts mean.
- 3) Second, go through the prompts one by one, and get students to give sentences for question for each one.

4) Call two students to the front: one play the role as Angela and the other one is the post office Clerk. They should improvise the conversation using the prompts to help them. Point out that the conversation should be similar to the one in the textbook, but not exactly the same; the conversation can be shorter than the presentation dialogue. It should just cover the main points indicated by the prompts. The last is calling out a few other pairs of students in turn, and ask them to have other conversation based on the prompts.

5) Unscripted Role Play

This form is contrast to scripted role play, the situation of unscripted role play do not depend on textbook. It is known as a free role play or improvisation. The students themselves have to decide what language to use and how the conversation should develop. In order to do this activity, good preparation from teacher and students is really necessary. The example and procedures of unscripted role play as follows: One student has lost a bag. He/she is at the police station. The other student is the police officer, and asks for details. To brings out this ideas:

The teacher could prepare the whole class, by:

- 1) Discussing what the speakers might say (e.g. the police officer would asks the students how he or she lost the bag).
- 2) Writing prompt on the board to guide the role play, and any key vocabulary.
- 3) The teacher could divide the class into pairs, and:
- 4) Let them discuss together what they may say. Let them all try out the role play privately, before calling on one or two pairs to act out in front of the class.

2.2.2 Benefits of Role Play in English Language Teaching

As a technique in teaching second language role play have some benefit. Explained several reasons to use role play in teaching speaking as follows (Hammer, 2001: 24):

- 1) A very wide of experience can be brought into the classroom and we can train our students' speaking ability in any situation through role play. The different situation placed for the students can make them fun and thus motivating.
- 2) Role play helps hesitant students by providing them a character to play. It can make them to be more forthright to speak since they do not have to take same responsibility for what they are saying.
- 3) Role play puts the students to a situation in which they are require to use and develop the language which are so necessary then some more task-centered activities may do.

2.3 Virtual Classroom

Virtual classroom is an online teaching and learning environment where teachers and students can present course materials, engage and interact with one another, and work in groups together. The key distinction of a virtual classroom is that it takes place in a live, synchronous setting. Online coursework can involve the viewing of pre-recorded, asynchronous material, but virtual classroom settings involve live interaction between instructors and participants. There are a few different types of programs that are delivered via virtual classrooms, the most common of which we'll Virtual Classroom Examples:

- 1) Zoom
- 2) Google Classroom
- 3) Google Meet
- 4) WhatsApp

The writer choose a virtual class program in conducting this research that is zoom and WhatsApp at the second grade students in SMP Negeri 2 Sumbul .

2.4 Previous Research

As for previous research in this study are as follows:

1. Wulandari et al., (2019 : 1) *The Use Of Role Play To Improve Students Speaking Skill*. The Result is The average score of test was Cycle I 58.08 and Cycle II 58.06. After the implementation of Role Play activities in every cycle, the students speaking score were getting better. It can be seen from the result of students average score Cycle I was 83.07 and Cycle II was 77.08. It can be concluded that Role play can improve students speaking skill.
2. Prima (2018: 1) *Improving Speaking Skill Using Role Play Strategy in SMP Pangudi Luhur Yogyakarta*. The results of this study indicate that there are problems in students implementing role play because there are students who are not serious. However, based on the results of reflection, it shows that there are positive results for students in improving their speaking skills from the role play that is carried out.

Contributions to this research finding that the use role play can improve the students' speaking skill and can help them to speak confidently, the use of role play can give the students more chances for practicing speaking, the use of role play can improve the students' fluency, pronunciation, vocabulary and accuracy. The researchers choose as a reference on the result of the previous study, it is concluded that role play can improve students' speaking skill. There for, this is worth to be conducted and expected to give some positive contributions for both English teacher and the students.

2.5 Conceptual Framework

Communication is an essential need for human being. One of the ways to communicate with other people is by speaking. Students achieve it if only they are studying in speaking class. They must practice it regularly in English class and out of the class, but the reality is they don't mind speaking in teaching speaking learning

process. Therefore, the writer will overcome the problems by using role play strategy in speaking class. The student would get more opportunity to explore their speaking skill. This study will improve students speaking skill by using role play strategy in virtual class and will be carry in this study is constructed in the figure below:

Figure 2.1 Conceptual Framework

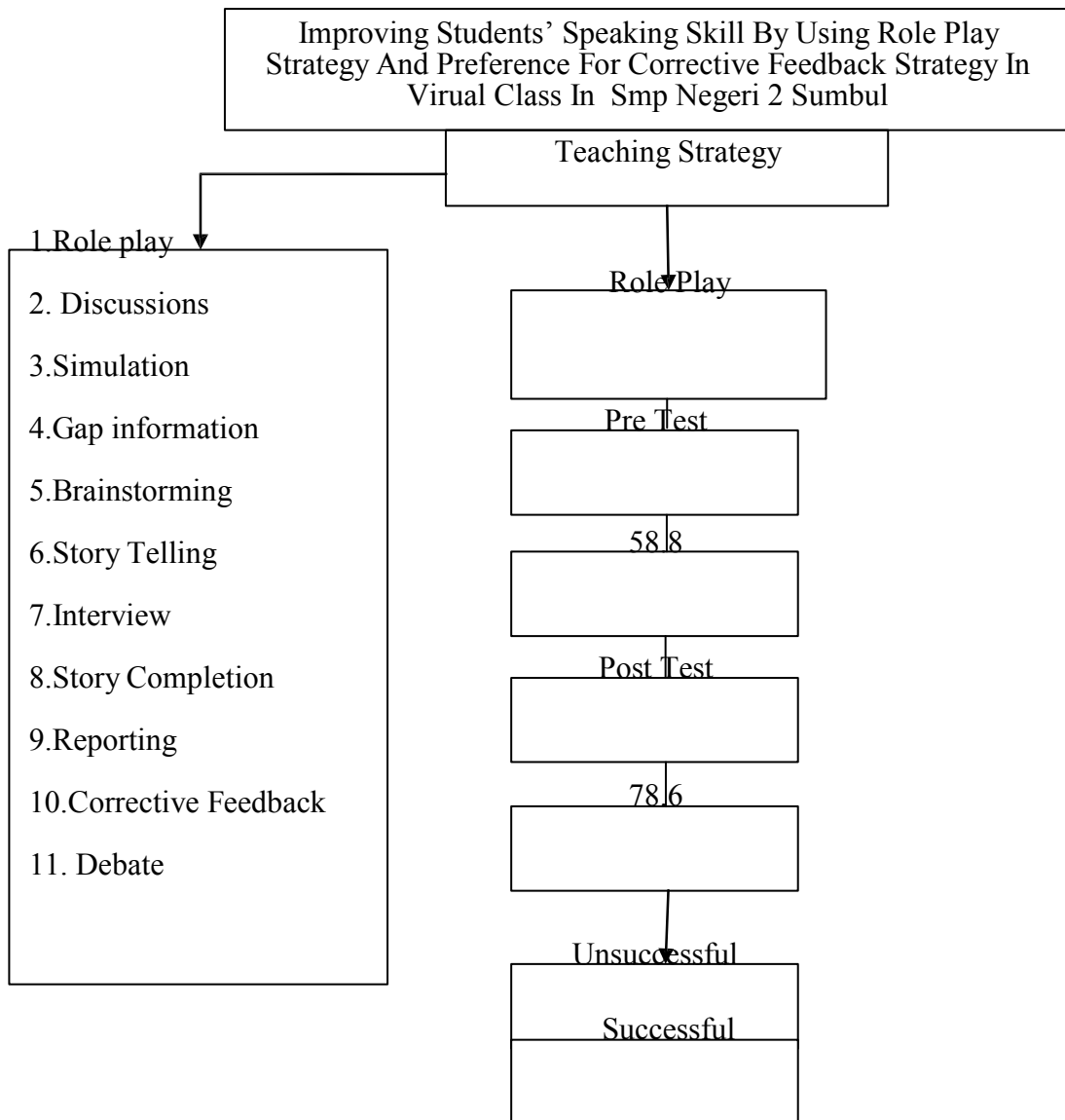


Figure 2.1: Conceptual Framework of Improving Students' Speaking Skill by Using Role Play Strategy In Virtual Class In SMP Negeri 2 Sumbul (Matanari.Polorida:2021)

CHAPTER III

RESEARCH METODOLOGY

3.1 Resesarch Design

The research design is the research design used as a guide in conducting the research process. Research design aims to provide a clear and structured handle to researchers in doing his research. According to Sugiyono (2018) research design is a framework or details of work procedures that will be carried out on time researching, so that it is hoped that it can provide an overview and which direction will be carried out in carrying out the determination, as well as provide an overview if the research has been completed or the research is completed (Sugiyono, 2018: 3).

This research will be a classroom action research. Classroom Action Research will be practical research intended to improve classroom learning. This research is one of the teachers or practitioners' efforts in the form of various activities carried out to improve and or improve the quality of learning in the classroom (Arikunto & Suharsimi, 2015: 5). Classroom action taken is the use of roleplay and storytelling methods in improving the speaking skills of junior high school students in learning English.

The stages that are passed in action research can be seen in the following section. In order for this classroom action research to be successful, the researcher arranged the stages that were passed in the classroom action research, namely: planning for action preparation, implementing the action, observing and reflecting.

According to Arikunto & Suharsimi (2015:5), the plans and procedures for classroom action research are as follows:

3.2 Research Procedure

The research procedure was adapt from some expert by Kemmis and Mc Taggart in Burns (1999: 32) action research occurs through a dynamic and complementary process, which consists of four essential steps, planning, action, observation and

reflection. In this classroom action research, the writer conducts two cycle through the using of role play strategy in virtual which were consist of four stages, they are:

Cycle 1

1. Planning

Before doing this research the writer prepared the lesson plan and then chooses teaching aids to imply the material using role play strategy. In this phase, the writer prepared media that related to the material of speaking.

2. Action

The writer implemented of the action in this study was the application of role play which ended with a prepared speaking skill test. In this phase, the writer gives explanation how plays a role play, and give an example from it. The writer also gives some related vocabulary items needed when students are do a role play activity.

3. Observation

Observation is defined as observing and recording systematically the symptoms of the object of research. Observation is a technique of systematic observation and recording of the phenomena being investigated. Observations are made to find data and information from symptoms systematically and based on the formulated objectives of the investigation. Observation in conducting research involves observers.

4. Reflection

After collecting the data, the writer was evaluated the teaching-learning process. Then, the writer was reflect herself by seeing the result of the observation, whether the teaching learning process of speaking using role play strategy is good to imply in teaching learning process at SMP Negeri 2 Sumbul. If the first plan is unsuccessful, the writer should make the next cycle

to get a good result during the process of the action research in the second grade of students at SMP Negeri 2 Sumbul.

Cycle 2

The Cycle 2 is basically the same process as in cycle 1. Here are the processes:

1. Planning

The planning stage describes the activities that are planned so that the activities carried out are more focused. The steps taken by the teacher are:

- 1) Prepare a syllabus and lesson plan (RPP) based on basic competencies.
- 2) Compile a list of questions that will be given to students at the end of the lesson.
- 3) Prepare learning media to support the learning process.

2. Action

In action, the writer implemented lesson plan that the researcher made before during the action in three meetings. As the writer will be conduct the teaching learning process with using role play as strategy in material. The collaborator did the observation by taking field notes and other activities that were required to this action research. The writer founded. some crucial weakness of the students in pronounce the words. In the first meeting.

3. Observation

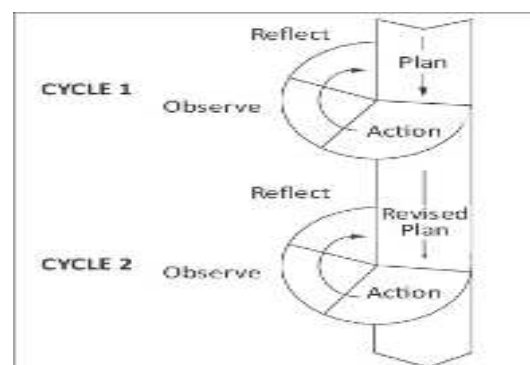
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4. Reflection

This reflection stage is carried out to determine the deficiencies that occur during the learning process carried out by the researcher by discussing with the observer using the results of the students' speaking skills test. Based on the results of the discussion, the teacher can evaluate whether the implementation of the learning process is appropriate and whether the students' speaking skills can be improved with the application of roleplay. If the Speaking Skill has not shown improvement, the results of the observations are analyzed to find out where the teacher's shortcomings and weaknesses are in the learning process to take corrective action at the next stage.

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Figure 3.1 Model of Action Research on Kemmis and Taggart (1999: 32)



3.3 Data and Source Data

This study uses two types of data, namely (Sugiarto, 2016):1

1. Primary data: main data obtained directly in the field. In the form of results from tests, and observation.

2. Secondary data: namely data obtained from various published sources both from reading book sources and other sources such as journals, articles, and reading materials.

3.3.1 The Technique of Collecting Data

The research instrument consists of:

1. Observation

Observation or observation techniques are observational activities (data retrieval) to capture how far the effects of the action have reached the target. Observations were made by observing teacher activities and student activities during the study applying roleplay to improve students' speaking skills (ulfatin, 2013). Observation, carried out to find out data about:

- 1) Teacher activities during the learning process use roleplay strategy improve speaking skills by giving a check mark in the column provided.
- 2) Student activities during learning through roleplay to improve speaking skills are obtained through observation sheets by giving a check mark in the column provided.

2. Test

The test is one type of instrument or tool that can be used to assess, measure and find out "something", where this is the student's ability to absorb the learning being taught. The test conducted was a test related to speaking skills after learning was carried out using the role play methods.

3. Documentation

Documentation is carried out to obtain information about school profiles, a number of students, syllabus, lesson plans, and other data needed to assist the research process.

3.4 The Instrument of Collecting Data

As for the research instrument consists of:

1. Roleplay teaching materials.

This material is the reading used by the teacher in carrying out learning using the roleplay method.

2. Teacher and Student Observation Sheet.

Filling in the assessment of teacher and student activities when learning English roleplay is carried out.

3. Speaking Skill Test

A test to measure student achievement in speaking skills after role play were carried out.

3.5 The Technique of Analyzing Data

1. Teacher and student activities

As for determining the assessment criteria regarding the results of research on teacher activities and student activities in learning to improve speaking skills using role play, using the percentage formula:

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

Information :

F: The frequency that the presentation is looking for

N: Number Of Cases (number of frequencies)

P: Percentage figures

100%: a fixed number

After getting the percentage of the score, it is continued by determining the assessment criteria for teacher activities and student activities, then grouping the 5 assessment criteria with the following conditions:

Table 3.1

Interval Category Teacher and Student Activity

No	Interval	Category
1	81-100 %	Very good
2	61-80%	Good
3	41-60%	Pretty good
4	21-40%	Low
5	0-20%	So low

(Arikunto, 2013: 34)

2. Speaking skill

Measurement of students' speaking skills in this study. Then the data obtained can be processed using the percentage formula:

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

F: The frequency that the presentation is looking for

N: Number Of Cases (number of frequencies)

P: Percentage figures

100%: a fixed number

After getting the percentage of the score, it is continued by determining the assessment criteria for speaking skill, then grouping the 5 assessment criteria with the following conditions

Table 3.2

Category Speaking Skill

No	Interval	Category
1	81-100 %	Very good
2	61-80%	Good
3	41-60%	Pretty good
4	21-40%	Low
5	0-20%	So low

3.6 Scoring of the Test

In scoring the test of this research, oral test was given to the students in order to evaluate the students speaking and listening competencies. Some criteria were given that the need to be scored. In speaking test Brown (2001: 406-407) categorized elements of speaking into five skills, they were vocabulary, pronunciation, grammar, fluency and comprehension.

Table 3.3 Tables of Scoring The Test.

Criteria	Score 4	Score 3	Score 2	Score 1
Pronunciation	The pronunciation can be understood.	There is a problem with pronunciation that makes the listener must be focus and sometimes misunderstanding	The pronunciation is difficult to understand	The pronunciation not good.
Grammar	The grammar follows the structure	There is some error with the grammar but doesn't affect the meaning	There are many errors with grammar that affect the meaning	The grammar is very bad and so difficult to understand.
Vocabulary	Sometimes the pronunciation is not correct but must make more explanation.	The vocabularies are not pronounced well.	Use wrong vocabulary	The vocabulary is limited.
Fluency	Conversation is fluent	Not too fluent	Nervous	Often stop when in conversation.
Comprehension	All conversation can be understood.	A part of conversation can be understood although there is some repeating.	Difficult to follow the dialog done except general dialog that use general vocabulary.	The conversation can't be understood at all.