

# Improving Students' the Speaking Skill of The Eighth Grade Students of MTs in Samarinda

Istiqomah

IAIN Samarinda, Indonesia

Email: IstiqomahIAINSamarinda@gmail.com

## Abstract

*The students of the eighth grade at MTs.DDI Tani Aman Samarinda, class VIII faced some problems in the classroom that were found by the writer. From the observation, the writer found that students had low speaking skill, the students just spoke a few words when they were asked to introduce him/herself. Most of the students were too shy to take conversation, in other words, the students were having problem with their confidence, and the teacher still used monotonous and inappropriate teaching techniques might cause low motivation on the students in learning English which affect their ability in speaking. The design of this research is classroom action research (CAR). It focuses on the particular classroom. It was in two cycles to achieve the target of research that each cycle consisted of: planning, implementing, observation, and reflection. The instruments used to collect the data were observation checklist and test. The result of the research showed that there is a good improvement. It can be seen from the mean score of preliminary was 60.00, the mean score of cycle 1 was 67.72, and the mean score of cycle 2 was 75.85. These result shows that there is an improvement of the students' speaking skill by using role play. In addition, the percentage of students who finish the target score also shows the progress from 29.63% in preliminary study, 37.93% in cycle 1, and increased to 81.48% in cycle 2.*

**Keywords:** English Skill, educators, Speaking Skill

## A. INTRODUCTION

English is an international language, which has been being used by people around the world to communicate. Considering this, the Indonesian government sees that it is important to teach English at the early ages. That is why the government was chosen English to being taught since the elementary school. Another consideration is that Indonesia will enter the globalization era, which English becomes the important communication tool.

As foreign language in Indonesia, English is taught by students widely at formal school starting elementary school up to university. English had been introduced in elementary school students since 1994, according to Pennycook who argues: "with English taking up such an important position in many educational systems

around the world, it has become one of the most powerful means of inclusion into or exclusion from further education, employment, or social position”.<sup>1</sup> It can be concluded that English becomes important. Students are demanded to develop the communicative competence in spoken in order to compete in the globalization era.

Learners need to master four language skills in learning English language. Those are listening, speaking, reading and writing. Listening and reading skills are regarded as receptive skills while speaking and writing skills are considered to be productive skills.<sup>2</sup> The speaking skill is become very important in education field. Because by mastering speaking skill, people can carry out conversations with others. Speaking is used to express their ideas, feeling, and thought.

Speaking is an interactive process of constructing meaning that involves producing and receiving and processing information.<sup>3</sup> Its form and meaning are dependent on the context in which it occurs, including the participants themselves, their collective experiences, the physical environment, and the purpose for speaking. It is often spontaneous, opened, and evolving. It can be said that by learning speaking skill, students are not only able to arrange the words, but also it helps students to speak spontaneously, and get the real communication in daily life.

From communicative pragmatic view of the language classroom, listening and speaking skill are closely intertwined. More often than not, ESL curricula that treat oral communication skill will simply be labeled as “listening/speaking” courses. The interaction between these two modes of performance applies especially strongly to conversation, the most popular discourse category in the profession. In the classroom, even relatively unidirectional types of spoken language input (speeches, lectures, etc) are often followed or preceded by various forms of oral production on the part of students.<sup>4</sup>

Based on the writer's observation at the eighth grade students of MTs.DDI Tani Aman Samarinda during the integrated field practice- *Praktek Kerja Lapangan (PPL)* the writer found out some problems related to the instructional activities in this school. Those problems are that: (1) the students have low speaking skill, the indicators are the students just spoke a few words when they were asked to introduce him/herself. When the writer assigned and test to introduce, 70 % of the

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<sup>1</sup> Pennycook, A, *English in the World / The World in English. In: J. Tollefson (ed.), Power and Equality in Language Education*, (Cambridge: Cambridge University Press, 1995), p. 40

<sup>2</sup> Jeremy Harmer, *The Practice of English Language teaching*, (England: Longman fourth edition, 2007), p.265.

<sup>3</sup> Burn, A & Joyce,H, *Focus on Speaking*, (Sidney: National Center for English Language Teaching and Research, 1997), p. 57

<sup>4</sup> H. Douglas Brown, *Teaching by Principles an Interactive Approach to Language Pedagogy*, (New York: Pearson Education, 2001), p. 267.

students get under score of KKM (*Kriteria Ketuntasan Minimal*) in English speaking test; (2) most of the students are too shy to take conversation, in other words, the students are having problem with their confidence; and (3) the teacher still uses monotonous and inappropriate teaching techniques might cause low motivation on the students in learning English which affect their ability in speaking.

It could be understood that most of the students were still difficult to achieve the minimal mastery level criterion or *Kriteria Ketuntasan Minimal* (KKM) for English subject, which was determined by school that is 75 (seventy-five). Clearly, the description of the result students' speaking score through observation, the data showed that the mean score was 60. It means that the students' speaking mean score before using role play or before implementing CAR is 60. From that computation, the students' score percentage in preliminary study is 29,63%. It means that there are 8 students who pass the KKM and there are 19 students are still below the KKM. The lowest score is 40 and the highest score is 88.

Those cases are quite problematical and the writer considers that it is necessary to find out an alternative way to create suitable and interesting technique related to students' condition. To solve the students' problems in speaking, the writer uses role play technique. 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.

Gilian Porter Ladousse states that: A very wide variety of experience can be brought into the classroom through role play. The range of function and structures, and the areas of vocabulary that can be introduced, go far beyond the limits of other pair or group activities, such as conversation, communication games, or humanistic exercises. Through role play we can train the students in speaking skills in any situation.<sup>5</sup> It can be conclude that role play is a technique in English teaching which brings students to real communication in order to develop the students' fluency.

Moreover, as Penny Ur emphasize role play is used to all sort of activities where learners imagine themselves in a situation outside the classroom.<sup>6</sup> The situation and the roles are made by the teacher as a real life situation so the students have the opportunity to practice their language that they need outside the classroom. It is expected that role play can help some shy students to be active and enjoy their roles acting in speaking English. Thus, learners would be placed in a variety of experience where they play role as themselves or play the role of someone else

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<sup>5</sup> Gilian Porter Ladousse, *Role Play: Resources Books for Teacher Series*, (New York:Oxford University Press, 1995), p. 6

<sup>6</sup> Penny Ur, *A Course in Language Teaching*, (Cambridge: Cambridge University Press, 1996), p.131

and they should use language that appropriate the situation and social context which they are playing.

From the statement above, the writer concludes that role play seem to be good alternative way for teaching English in MTs.DDI Tani Aman Samarinda, because this technique can make students active in teaching learning process. It also allows students to be creative and to put themselves in another person's place for a while. In addition, this technique gives students opportunity to speak in the target language for an extended period of time and students might naturally produce more speech than they would otherwise.

## **B. RESEARCH METHODOLOGY**

This chapter provides information to the method research. That method includes the research design, research setting and subjects, the classroom action research procedures, the technique of collecting data, the technique of data analysis, and criteria of the success.

### **1. Research Design**

This research is action research at the eighth grade students of MTs.DDI Tani Aman Samarinda. This research is Classroom Action Research (CAR) that used data observation toward teaching learning process in speaking skill. This data will analyze through some cycles in action. Action research is a research that has been done reflectively and systematically about various action or steps that have be done by teacher, start from planning until assessing about real action in the class such as teaching learning activity to improve learning condition.<sup>7</sup>

In addition Wijaya Kusumah stated that classroom action research is a research which conducted by the teachers in their class with three ways, first is planning, second is acting, and third is reflecting which has the aim to develop teachers' teaching skill and to improve students' score.<sup>8</sup> It can be seen that Classroom Action Research is not only to develop teaching skill for the teacher but also to improve students' score and solve their problem in learning. According to Latief, CAR activities involve repeated cycle, each consisting of planning, acting, observing and reflecting. The result of one cycle is used to determine the need for the following cycle, until the problems get solved by the strategy.<sup>9</sup>

Based on statement above, Classroom Action Research is method carried out as a device to overcome diagnosed problems in learning activity in the class.

### **2. Research Setting and Subjects**

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<sup>7</sup> Subyantoro, *Penelitian Tindakan Kelas*, (Semarang: CV. Widya Karya,2009),p.8

<sup>8</sup> Wijaya Kusumah and Dedi Dwitagama, *Mengenal Penelitian Tindakan Kelas*, (Jakarta Barat: PT.Indeks, 2009),p.8

<sup>9</sup> Mohammad Adnan Latief, *Research Methods on Language Learning an Introduction*, (Malang:Universitas Negeri Malang,2012), p.145

This research is conducted at MTs.DDI Tani Aman Samarinda which is located at Jl. Soekarno Hatta km 2. The subjects of the research are all the students in class A of eighth grade at MTs.DDI Tani Aman Samarinda. The number of students consists of 27 (Twenty seven).

### **3. The Classroom Action Research Procedures**

The Classroom Action Research (CAR) procedure used in this research is Kurt Lewin's design. It consists of two cycles in which each cycle contains four phases; planning, acting, observing, and reflecting. As stated by Arikunto that "Classroom action research should be implemented at least two cycles continuously".<sup>10</sup> It means that a classroom action research should be conducted at least in two cycles. If the results are less satisfactory, researchers can perform the cycle once again in order to achieve the criteria that have been determined.

### **C. RESEARCH FINDINGS OF CYCLE 1**

In this section, the writer presents the data found throughout cycle 1. Cycle 1 had four meetings: first meeting Monday, March 28<sup>th</sup> 2016, second meeting on Tuesday, March 29<sup>th</sup> 2016, and third on Wednesday, March 30<sup>th</sup> 2016. And fourth on Thursday, March 31<sup>st</sup> 2016 for speaking test.

#### **1. Preliminary Study**

The preliminary study was conducted on Monday, November 23<sup>th</sup>, 2015 at 07.30-08.50. It was started by observing the students' speaking skill during the teaching and learning process. By observing the students' speaking skill, the writer found that students have many problems occur in speaking course. Those problems were that: (1) the students had low speaking skill, the indicators were the students just spoke a few words when they were asked to introduce him/herself. When the writer assigned and test to introduce, 70% of the students get under score of KKM (*Kriteria Ketuntasan Minimal*) in English speaking test; (2) most of the students were too shy to take conversation, in other words, the students were having problem with their confidence; and (3) the teacher still used monotonous and inappropriate teaching techniques. The teacher was explained about the language, translated word by word, gave written task, and ask the students to look for the meaning of new words in the dictionary.

From the result of preliminary study, the writer found that the students' speaking mean score before using role play or before implementing CAR is 60. From that computation, the students' score percentage in preliminary study is 29,63%. It means that there are 8 students who pass the KKM and there are 19 students are still below the KKM. The lowest score is 40 and the highest score is 88.

#### **2. Planning**

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<sup>10</sup> Suharsimi Arikunto, *Penelitian Tindakan Kelas*, (Jakarta: Bumi Aksara, 2009), p.23.

In this phase the writer made the lesson plan that included competition standard and selected the appropriate material. The lesson plan was focused in giving interpersonal response. Beside of making lesson plan, the writer also prepared observation checklist to observe the students performance during the teaching learning process. The writer also prepared the test speaking of cycle 1 to collect the data to know whether there are some students' improvement scores from preliminary to test of cycle 1.

### **3. Implementing**

The action of the cycle 1 was done on March 28<sup>th</sup>, 29<sup>th</sup>, 30<sup>th</sup>, and 31<sup>st</sup> 2016. The writer acted as the teacher who did the action by teaching students at the eighth grade of MTs. DDI Tani Aman used role play technique. In teaching the lesson, the writer used three phase technique that contains about three phases, those are: pre teaching activity, while teaching activity, and post teaching activity. In this implementing, the writer tried to integrate students to participate in the classroom activities. In detail, the writer presented in the following implementing:

#### **Meeting 1**

The first meeting of cycle 1 was conducted on Monday, March 28<sup>th</sup> 2016. The meeting was about the asking and giving opinion. The meeting was done by three phases, pre teaching activity, while teaching activity, and post teaching activity.

In the pre teaching activity, the writer open the class by saying greeting and asking students' condition. Beside the writer tell about the learning objective.

In the while activity, the writer introduced role play technique in teaching English by using the topic that has been determined, then the writer gave a dialogue which expressed asking and giving opinion. After the writer read the dialogue which repeated by students together. The writer asked students to practice the dialogue in pair, then the writer give lists new vocabularies for students. After that the writer explained the expression asking and giving opinion.

To ensure students understanding of the materials, the writer 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 student become a son or a daughter and want to watch a movie.  
She/ he ask opinion to the another student who becomes a father/  
mother about the Batman movie.  
A son or daughter thinks that the film is interesting.  
But a father/ mother thinks that movie is boring.*

After the students got a role card the writer asked the students to make a group, then they gave a time for students to discuss together what they may say, and next the writer asked them all to try out the role play in front of the class.

In post teaching activity, firstly the writer asked students difficulties during the teaching and learning process. If it might some questions concerning with the material, 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 writer closed it by saying greeting.

### **Meeting 2**

The second meeting of cycle 1 was done on Tuesday, March 29<sup>th</sup> 2016. The phase was still the same, pre teaching activity, while teaching activity, and post teaching activity. In the pre teaching activity, the writer open the class by saying greeting and asking students' condition. Besides, the writer ask students' readiness to learn.

The while teaching activity, the writer explained the expression asking and giving opinion. Then the writer used scripted role play in teaching learning activity, a scripted role play is about asking and giving opinion such us :

- Maylie : Hay, Lisa. How is it going today ?*  
*Alisa : Oh, hi Tina. Well, to tell you about the truth, I am quite sleepy now.*  
*Maylie : Yeah, I noticed that you have been yawning. what did you do last night ?*  
*Alisa : I stayed up late night. I watched a new film on DVD, Troy.*  
*Maylie : So, how was it ?*  
*Alisa : It's a cool film. Brad Pitt was so lovely. How about you? What do you think about it ?*  
*Maylie : I didn't like it. I think it's boring.<sup>11</sup>*

In scripted role play one student played a role as Maylie, and the other one as Alisa. After that to ensure the students understanding they should improve the conversation by using their own word, they could change a sentence. Then the writer asked them to act out in front of the class.

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

### **Meeting 3**

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<sup>11</sup>Artono Wardiman, Masduki B.Jahur, M.Sukirman Djusma, *English in Focus*, (Departemen Pendidikan Nasional,2008), p.82-83

The third meeting of cycle 1 was done on Wednesday, March 30<sup>th</sup> 2016. The phase was still the same, pre teaching activity, while teaching activity, and post teaching activity. In the pre teaching activity, the writer open the class by saying greeting and asking students' condition. Besides, the writer used it review the latest meeting performance, to explain the speaking lesson objective in that day, and to motivate the students in doing role play.

The while teaching activity, the writer ask students to study the role cards, made a brief preparation by discussing the roles with peers in the group. Then the writer asked them to act out in front of the class. The topic of speaking were *laskar pelangi movie, harry potter movie, doraemon cartoon, kiamat sudah dekat movie, and opera van java*.

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

#### **4. The Result of Role Play and Observation of Cycle 1**

Based on the observation checklist that has been taken, some students still did not pay attention to the teachers' explanation. Some of them also did not practice with their group. Related to the students' participation, it showed some progress than before implementing the role play technique. Some students participated in class conversations, discussions, and giving oral presentation. Beside, their feeling confident about speaking in have some progress even need much more practice.

The conducting of this classroom action research was based on the students' problem at eighth grade of MTs.DDI Tani Aman Samarinda. To know the result of implementation of role play technique, the writer was held the test on Thursday, March 31<sup>st</sup> 2016 in the end of cycle 1.

The speaking aspects scored were pronunciation, grammar, vocabulary, fluency, and comprehension. From the result of post test, the writer found that the students' speaking mean score after using role play after implementing CAR is 67.72. From that computation, the students' score percentage in post test is 37.93%. It means that there are 11 students who pass the KKM and there are 18 students are still below the KKM. The lowest score is 52 and the highest score is 88.

#### **5. Reflection of Cycle 1**

The implementation of role play technique had significance impact in developing students' speaking skill. Based on data findings taken the observation and the result of assessment of cycle 1, it was finally concluded that the implementation of role play in teaching and learning process had already some improvements.

Based on data that have been collected and analyzed by the writer, 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 writer should give more attention and exercise to the students in order to make them more confident to speak English.

So, based on the calculation, the writer knew that the mean of students at first cycle is 67.72. The improvement of students' score of speaking from preliminary to post test is 12.87%, and the improvement is still not enough yet, since the target of action success was 75% passed the minimal mastery level criterion (KKM). Here students who passed the minimal mastery level criterion (KKM) only eleven or 37.93%. So, the writer still needed at least eleven students 37.93% who could pass the KKM since the target of criteria of the 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 criteria of the success yet, so the writer had to move to the next cycle.

#### **D. RESEARCH FINDINGS OF CYCLE 2**

##### **1. 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 writer 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, and these topic discussed about expressing to ask for agreement and expressing to ask for information.

##### **a. Implementing**

The action of the cycle 2 was done on August 2<sup>nd</sup>, 3<sup>rd</sup>, 4<sup>th</sup> and 6<sup>th</sup> 2016. The implementing was done based on the lesson plan. In cycle 2, 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. In detail, the writer presented in the following implementing:

##### **Meeting 1**

The first meeting of cycle 2 was conducted on Tuesday, August 2<sup>nd</sup> 2016. The writer started the class by saying salam, asked students' condition, and asked students to make a small discussion was needed to give students opportunities to share their experience. Related to the theme that was made, the writer gave the material to students about expressing to ask for agreement.

After the teacher explained expressing to ask for agreement by using example to the students. The writer read scripted roles play which is expressing to ask for agreement:

Ami : *It's almost 7 p.m. How about going to the cafe. I'm hungry.  
Are you ?*  
Ari : *A little bit.*  
Ami : *Listen! After having our dinner we'll go for play. Do you agree ?*  
Ari : *Why not ? That's a good idea. How about "The East Side Story"*  
Ami : *Great! I'll treat you.*  
Ari : *Thanks a lot.*<sup>12</sup>

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 Ami, and other student became Ari. 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 dialogues.

To ensure the students understanding of the material, the writer asked them to use their imagination and their ability to create the dialogue which is expressing to ask for agreement on their own way, then they had to act out in front of the class.

In post teaching activity, the writer 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, the writer closed the class by saying salam.

## **Meeting 2**

The second meeting of cycle 2 was done on Wednesday, August 3<sup>rd</sup> 2016. In the pre teaching activity, the writer started the lesson by giving warming up to the students to make them focused on the topic. The writer asked some questions to motivate students to speak, and that questions were related to the topic.

In the while teaching activity, the writer used unscripted role play, firstly the writer explained asking and giving information by using example in dialogue which is expressed to ask for information such as :

*Mr Kingsley is on a summer vocation in a town. He is trying to get to the Bank but he doesn't know how. He is asking someone for the information.*

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<sup>12</sup> Artono Wardiman, Masduki B.Jahur, M.Sukirman Djusma, *English in Focus*, (Departemen Pendidikan Nasional,2008), p.134

- Mr Kingsley** : Excuse me, do you know where the National Bank is, Madam?
- Miss Hana** : Yes, Just go straight down this road and the bank is on your right, Sir!
- Mr Kingsley** : Thank you very much, Madam. By the way, can you tell me how to get to the subway station from the bank?
- Miss Hana** : Sure, you have to take the no.12 bus and get off in Burbank street. The subway station is there.
- Mr Kingsley** : Are you sure? As far as I know the guide book inform us that we have to take the no.14 bus.
- Miss Hana** : You're right. I confused the no.14 bus with the no.12 one.
- Mr Kingsley** : Thank you, Madam. Have a pleasant day.
- Miss Hana** : You're very welcome, Sir.<sup>13</sup>

After that the writer gave the vocabulary items and expressions related to the material, then the writer and a volunteer from one of the students perform a dialogue above. After that the writer gave unscripted role card to the students such as:

**Situasion** : You are a tourist arriving at Singapore's Changi Airport. You want to know to get to downtown Singapore. You have to ask someone in the lounge.

**Situation** : You are window shopping in a mall when suddenly a foreigner approaches you. She is asking about the ladies restroom. You know that the toilet is near the record store.

**Situation** : You are jogging with your sister. Suddenly the woman asking you where Doni's house. You know that the Doni's house nearest PIZZA restaurant.<sup>14</sup>

After the students got the role card the writer asked the students to make a pair, then the writer 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 them to act out in front of the class.

In the post teaching activity, before closing the class, firstly the writer asked students difficulties during the teaching and learning process. If were there some questions concerning with the materials, the writer would give a bit explain and

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<sup>13</sup> Artono Wardiman, Masduki B.Jahur, M.Sukirman Djusma, *English in Focus*, (Departemen Pendidikan Nasional,2008), p.130

<sup>14</sup> Artono Wardiman, Masduki B.Jahur, M.Sukirman Djusma, *English in Focus*, (Departemen Pendidikan Nasional,2008), p.131

the answer. Then the writer calls the students' name to ensure that they attend the class. After finishing it, the writer closed the class by saying salam.

### **Meeting 3**

The third meeting of cycle 2 was done on Thursday, August 4<sup>th</sup> 2016. The step was still same of teaching speaking; beginning in the pre teaching activity, the writer focusing on review the last performance knowledge and give motivate students to speak.

In the while teaching activity, the writer give the students the role cards. The role cards of speaking topics were *asking to Islamic Center, and Asking the Headmaster's office*. The students made the plot of performance, prepared some English expression and knowledge they had, and did a rehearsal before performing.

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

### **b. The Result of Role Play and Observation of Cycle 2**

Generally, there were significant developments of the acting phase in cycle 2. From the observation checklist that has been taken by the writer performance in teaching English has implemented the technique a bit better than in cycle 1. Most of students paid attention to the teacher's explanation and practice with their group enthusiastically. Related to the students' participation, it showed some progress than in the cycle 1. Most students participated in class conversations, discussions, and giving oral presentations. Their pronunciation and fluency were better than before. Besides, the students looked braver to speak English in front of the class.

To know the result of implementation of role play technique, the writer was held the test on Saturday, August 6<sup>th</sup> 2016 in the end of cycle 2. The speaking aspects scored were pronunciation, grammar, vocabulary, fluency, and comprehension. From the calculation, the writer found that the mean of the students second post test result is 75.85, it also showed that twenty two students (81.48%) 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 26.42%. So, it means the action has met the requirement of criteria of the success which was 75% students passed the Minimum Mastery Criterion (*KKM*) in the score of 75. In this case, those scores showed the successful of the classroom action research toward students of eighth grade of MTs.DDI Tani Aman Samarinda.

### **c. Reflection of Cycle 2**

From the observation data and the post test result of cycle 2. The writer 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. Based on the calculation, the writer knew that the mean of students at second cycle is 75.85. It showed that twenty two students (81.48%) who passed the minimal mastery level criterion (KKM). So, it means the action has met the requirement of criteria of the success which was 75% students passed the Minimum Mastery Criterion (KKM) in the score of 75. The improvement of students' score of speaking from preliminary to post test is 26.42%.

Besides that based on the observation data, the students more confident, easier to understand English speaking, easier to use grammatical rules, and vocabulary items that they have possessed to speak English fluently and correctly. They also are able to use language for communication, especially for speaking. Although sometimes some students still made a few mistakes, such as in using correct tenses. Therefore the writer decided to stop the Classroom Action Research because it had already succeeded.

Based on the result of the students' participation in speaking class through observation checklist, it was indicates the students' participation gradually increase from the pre observation into the second cycle.

The findings show, first, the improvement of the students' participation during CAR is 70.37%. Second, the improvement of the students' participation in conversation during CAR is 70.37%. Third, the improvement of the students in class discussion during CAR is 77.78%. Fourth, the improvement of the students' performance during CAR is 74.07%. Fifth, the improvement of the students' pronunciation during CAR is 66.67%. Next, the improvement of the students' fluency is 66.67%. And the last, the improvement of the students' confidence to speak in front of the class is 51.85%.

The improvement of the students' skills above means that the implementation of role play in speaking class has successfully improve the students participation in speaking class.

## **E. DISCUSSIONS**

The research was conducted to overcome problems of teaching speaking found in MTs.DDI Tani Aman Samarinda, specifically in VIIIA class. The problems of speaking that found were; (1) the students have low speaking skill, they just spoke a few words when they were asked to introduce him/herself. When the writer assigned and test to introduce, 70 % of the students get under score of KKM (*Kriteria Ketuntasan Minimal*) in English speaking test; (2) most of the students were too shy to take conversation, in other words, the students were having problem with their confidence; and (3) the teacher still used monotonous and

inappropriate teaching techniques might cause low motivation on the students in learning English which affect their ability in speaking.

Being able to speak is one of the indicators of mastering a language. Learning speaking more interesting using role play technique because this technique can make students active in teaching learning process. Ur stated, "Role Play is giving students a suitable topic provides interest and subject matter for discussion, dividing them into groups improves the amount and quality of the verbal interaction".<sup>15</sup> The students will communicate more freely if they have a role to hide behind. In line with that, the students of MTs.DDI Tani Aman Samarinda were also highly motivated in joining the teaching learning process. They cooperated, asked, responded and could express being someone else in teaching learning process.

Teaching speaking using role play was conducted in order to improve the students' speaking skill. The implementation of role play expected to improve students' speaking score. The students' motivation concerned in several components based on students' learning activities. It can be concluded that most of the students gave a positive response in their speaking teaching-learning process. It shows that applying role play technique can develop students' speaking skill significantly, besides the students also became more actively in teaching learning process.

Based on data presented in the findings, it was found that the implementation of speaking by using role play presented a good progress. In the preliminary study, the mean score of students on speaking test before using role play or before implementing CAR is 60.00. From that computation, the students' score percentage in preliminary is 29,63%. It means that there are 8 students who pass the KKM and there are 19 students are still below the KKM. The lowest score is 40 and the highest score is 88.

Next, the mean score in the speaking test of cycle 1 is 67.72. The improvement of students' score of speaking from pre-test to post test is 12.87%, and the improvement is still not enough yet, since the target of action success was 75% passed the minimal mastery level criterion (KKM). Here students who passed the minimal mastery level criterion (KKM) only eleven or 37.93%. So, the writer still needed at least eleven students 37.93% who could pass the KKM since the target of criteria of the success was 75% students passed the minimal mastery level criterion (KKM). The test result indicated that the action in first cycle did not achieve the criteria of the success yet, so the writer had to move to the next cycle.

Furthermore, the mean score in the post test of cycle 2 is 75.85, it also showed that twenty two students (81.48%) who passed the minimal mastery level criterion

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<sup>15</sup> Penny Ur, *Discussion That Work:Tasks – Centered Fluency Practice*, (Cambridge: Cambridge University Press,1981), p. 9-11

(KKM). Furthermore the whole of students score mean improvement from the pre test to second post test would be 26.42%. So, it means the action has met the requirement of criteria of the success which was 75% students passed the Minimum Mastery Criterion (KKM) in the score of 75. In this case, those scores showed the successful of the classroom action research toward students of eighth grade of MTs.DDI Tani Aman Samarinda.

The result of this research support the result of the previous studies related Khudriyah, that is role play effective in enhancing the students to be actively involved in the teaching and learning process. So, it is suggested that English teachers apply role play since it can be practical contribution on how to improve the students' speaking ability with more practice of using oral communication in their real and natural communication activities, and as a relevant knowledge about the teaching of speaking.<sup>16</sup>

## **F. CONCLUSIONS**

Based on the result of the research, the writer can draw conclusion considering the improve students speaking skill at the eighth grade students of MTs.DDI Tani Aman by using role play.

The cycle 1 in this action research are completely done. The result of speaking test of cycle 1, the students' score percentage in post test is 37.93%. It means that there are 11 students who pass the KKM and there are 18 students are still below the KKM. The lowest score is 52 and the highest score is 88. The improvement of students' score of speaking from preliminary to post-test is 12.87%, and the improvement is still not enough yet, since the target of action success was 75% passed the minimal mastery level criterion (KKM). Here students who passed the minimal mastery level criterion (KKM) only eleven or 37.93%. So, the writer still needed at least eleven students 37.93% who could pass the KKM since the target of criteria of the success was 75% students passed the minimal mastery level criterion (KKM).

From the result of the research, students' speaking score from preliminary score to cycle 2 was increasing significantly. Based on criteria of the success of this research, it also showed that twenty two students (81.48%) 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 26.42%. So, it means the action has met the requirement of criteria of the success which was 75% students passed the Minimum Mastery Criterion (KKM) in the score of 75. So, there is significant improvement on the students' speaking skill in cycle 2.

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<sup>16</sup> Khudriyah, *The Implementation of Role Play to Improve the EFL Speaking Ability of the Fourth Semester Students of STIT Al Urwatul Wutsqo Jombang*, (UM: 2010)

It can be concluded that this research is successful based on criteria of the success that role play improved speaking skill at the eighth grade students of MTs.DDI Tani Aman Samarinda.

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