

## ABSTRACT

Putri, Arin Amalia. 2016. *Improving Students Speaking Ability by Using Role Play at Seventh Grade Students of Darul Mahdeeyah Private School Songkhla, Thailand in the 2015/2016 Academic Year*. Thesis. English Language Education Program, Language and Art Education Department, Faculty of Teacher Training and Education, University of Muhammadiyah Jember. Advisor: (1) Fitrotul Mufaridah, M.Pd. (2) Indri Astutik, M.Pd.

Key Words: Role Play, speaking ability.

Speaking is a crucial part of the language learning process. However, many students find speaking as one of the most difficult skills in English. Therefore, the researcher wants to improve the students' speaking ability through the suitable teaching method, in this case Role Play. In this research, the problem is "how can the use of role play improve students' speaking ability of the seventh grade students of Darul Mahdeeyah Private School Songkhla Thailand in the 2015/2016 academic year?" And the objective of this research referring to the research problem is to find out how role play can improve the English speaking ability of the seventh grade students of Darul Mahdeeyah Private School Songkhla Thailand in 2015/2016 academic year. Based on the research problem and the relevant theory, the hypothesis of this research is described as follows: Role Play can improve the seventh grade students' speaking ability at Darul Mahdeeyah Private School Songkhla Thailand in the 2015/2016 Academic Year because by using role play method, students become more active in participating the class.

The design of this research is classroom action research. The research subject is seventh grade students that consisting of 16 students. Test and observation are used to obtain the data.

Role Play method improves the students' speaking ability in two cycles from  $M = 57.5$  in Cycle 1 to  $M = 66.88$  in Cycle 2 and the percentage of students scored  $\geq 65$  ( $E = 50\%$ ) in Cycle 1 to ( $E = 75\%$ ) in Cycle 2. The observation result from 40.63% students' active participation in Cycle 1 to 75% students' active participation in Cycle 2. The difference between cycle 1 and cycle 2 is the researcher gives dialog to the students for their role play and teaches new vocabulary and how to pronounce words properly. It can be concluded that Role Play is able to improve the students' speaking ability and students' activeness in participating the class.

## ABSTRAK TERJEMAHAN

Putri, Arin Amalia. 2016. *Meningkatkan Kemampuan Berbicara Siswa Menggunakan Metode Role Play pada siswa kelas Tujuh di Darul Mahdeeyah Private School Songkhla, Thailand Pada Tahun Ajaran 2015/2016*. Skripsi. Fakultas Keguruan dan Ilmu Pendidikan Bahasa Inggris, Universitas Muhammadiyah Jember. Dosen Pembimbing: (1) Fitrotul Mufaridah, M.Pd. (2) Indri Astutik, M.Pd.

Kata Kunci: Role Play, Kemampuan Berbicara, Kelancaran, Ketepatan, Pengucapan, Kosakata, dan Struktur Bahasa.

Berbicara adalah bagian yang krusial dari proses pembelajaran bahasa. Bagaimanapun, banyak siswa melihat bahwa berbicara adalah satu dari banyak kemampuan-kemampuan yang sulit dalam bahasa Inggris. Oleh karena itu, peneliti ingin meningkatkan kemampuan berbicara siswa melalui metode ajar yang sesuai, dalam kasus ini yang dimaksud adalah role play atau bermain peran. Dalam penelitian ini, masalah yang diteliti adalah “Bagaimana bias penggunaan metode role play dapat meningkatkan kemampuan siswa kelas tujuh di Darul Mahdeeyah Private School Songkhla Thailand pada tahun ajaran 2015/2016?”. Berdasarkan masalah penelitian dan teori yang relevan, hipotesis penelitian ini digambarkan sebagai berikut: Role Play dapat meningkatkan kemampuan berbicara siswa kelas tujuh di Darul Mahdeeyah Private School Songkhla Thailand pada tahun ajaran 2015/2016 karena dengan menggunakan metode role play siswa menjadi lebih aktif dalam mengikuti pembelajaran di kelas.

Desain penelitian ini adalah penelitian tindakan kelas. Subjek dari penelitian ini adalah kelas tujuh yang terdiri dari 16 siswa. Tes dan observasi digunakan untuk memperoleh data.

Role Play meningkatkan kemampuan berbicara siswa dalam dua siklus dari  $M = 57.5$  di siklus 1 menjadi  $M = 66.88$  di siklus 2 dan persentasi siswa yang meraih nilai  $\geq 65$  ( $E = 50\%$ ) di siklus 1 ke ( $E = 75\%$ ) di siklus 2. Hasil observasi menunjukkan 40.63% keaktifan siswa di siklus 1 meningkat menjadi 75% di siklus 2. Perbedaan antara siklus 1 dan siklus 2 adalah dalam pemberian naskah dialog untuk Role Play dan memperkenalkan kata baru kepada siswa serta mengajarkan bagaimana cara mengucapkan kata dengan benar. Dapat disimpulkan bahwa Role Play dapat meningkatkan kemampuan berbicara siswa.

## **PREFACE**

This thesis is composed to make the readers understand about the use of Role Play to improve the speaking ability. In fact, many students find speaking as one of the most difficult skills in English. In order to face this common problem, the researcher wants to improve the students' speaking ability through the available teaching method, in this case the Role Play.

The objective of this research referring to the research problem is to know whether role play can improve speaking ability of the seventh grade students of Darul Mahdeeyah Private School Songkhla, Thailand in the 2015/2016 academic year. The thesis starts with the introduction in first chapter, review from related literature in second chapter, research methodology in third chapter, result of the research in fourth chapter, discussion in fifth chapter, and conclusion and suggestion in sixth chapter.

As this thesis is far from perfectness, suggestions and criticism are needed. Finally, It is expected that the result of the study will be valuable for the English teacher, the students, and the future researchers.

Jember, June 18, 2016

The Researcher

## **RESEARCH METHOD**

### **1.1 Kind of the Research**

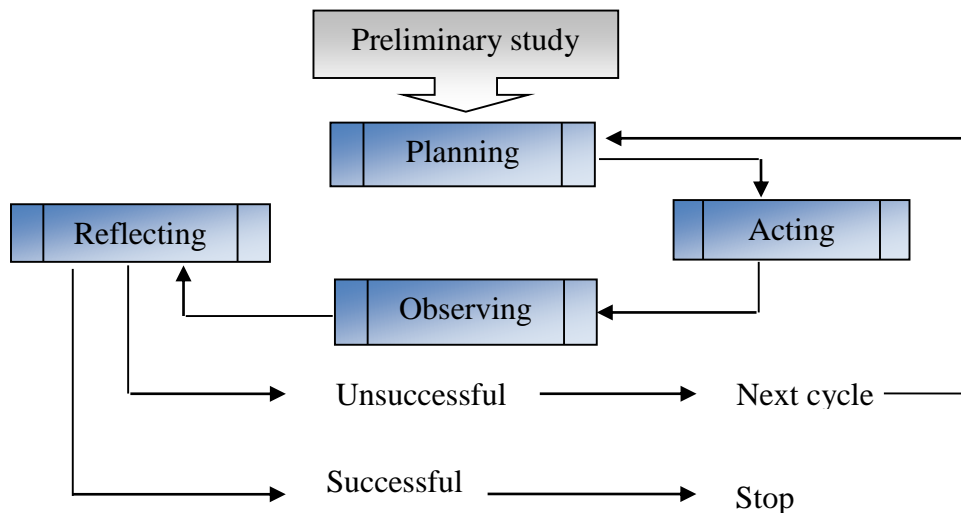
Based on the researcher observation in the class, it was chose Classroom Action Research to improve students' speaking ability. Classroom Action Research is a research conducted by the teacher in one class to improve students' ability and it have four step: planning, acting, observing and reflecting (Arikunto, 2010:130). Therefore, this research is intended to improve students' speaking ability in Darul Mahdeeyah Private School Songkhla Thailand in the 2015/2016 Academic Year.

### **1.2 Design of the Research**

The design of the research is Classroom Action Research (CAR). This research is done collaboratively with the English teacher who teaches in seventh grade of Darul Mahdeeyah Private School Songkhla Thailand in the 2015/2016 academic year. The collaborative focuses on finding and solving the research problem, planning the action, implementing the research, observing, evaluating and analyzing the data.

Based on the research design, the actions of the research are implemented in four steps, which explained by Kemmis and Mc Taggart (1998 in Arikunto 2010:137). They are as follows:

The diagram of this research is illustrated in diagram 1.



*Diagram 1*

### 1. Planning

A plan is a stage where the researcher develops an action that he/she needs to solve the problem that is found in the class. In this research, the students' speaking ability needs to be improved because they cannot speak clearly and cannot deliver their idea to others. To improve their speaking ability, role play method is brought to solve the problem by improving their vocabulary, grammar, pronunciation and fluency.

### 2. Acting

In this stage, the researcher, implement the method to the students and collects the data from them based on their achievement in the class and their English speaking.

### 3. Observing

Based on the data collected, the researcher observes whether the students have achieved the criteria of success or not.

### 4. Reflecting

Based on the result of the observation, if the students cannot achieve the criteria of success the researcher will modify the method and do cycle 2.

## **1.3 Subject of the Research**

The subject of this research is the seventh grade students of Darul Mahdeeyah Private School Songkhla Thailand in the 2015/2016 academic year which consists of 16 students (see appendix 2). There are two classes of seventh grade. In this case the subject was chosen based on the consideration that their speaking ability needed to be improved since their speaking ability mean score was about 65. The score was gotten on the interview with English teacher of seventh grade in Darul Mahdeeyah School in Songkhla, Southern Border Thailand.

## **1.4 Area of the Research**

The area of this research is Darul Mahdeeyah Private School Songkhla Thailand in the 2015/2016 academic year. This school was determined purposively for some considerations:

1. The researcher got access to the school easily, both the headmaster and the teacher gave the researcher permission to conduct the research in that school.

2. As informed by the English teacher in the preliminary study, the eleventh grade students still had problems in English speaking
3. Role Play had never been applied by the English teacher in teaching speaking in Darul Mahdeeyah Private School.

## **1.5 Procedure of the Research**

Based on the research design, the actions of the research are implemented in four stages, in which explained by Kemmis and Mc Taggart (1988 in Arikunto, 2010:137), they are the planning of the action, the implementation of the action, class observation and evaluation, and reflection the actions.

### **1.5.1 Preliminary Study**

This research began with preliminary study on September 4<sup>th</sup> 2015 to September 8<sup>th</sup> 2015.

- Friday, September 4<sup>th</sup> 2015

It was observed the class and interviewed the school principal and English teacher to investigate whether the students had problem in speaking ability. There were two classes of seventh grade in Darul Mahdeeyah Private School Songkhla Thailand in the 2015/2016 academic year, 1.1 and 1.2. The 1.2 class is consist of 16 students. From 16 students, about 3 of them could speak English well but others were not. The teacher used the Teacher-Centered method which focuses mainly on teacher's activeness, not the students'. In every meeting, the teacher always used the text book and work book. That makes the students feel bored with English teaching method and

eager to try something new. Based on the interview, the students were still unable to use the target language to fulfill the need in their daily activity and the students' score were still low. The students' speaking score is about 45. Fortunately, the score already focused mainly on speaking ability. So, the researcher took the speaking score data from the English teacher as the preliminary study.

- Tuesday, September 8<sup>th</sup> 2015

The speaking score data could not reach the mean of students standard passing score ( $M = 65$ ) and the requirement of students scoring  $\geq 65$  ( $E = 70\%$ ). Based on the previous data, only 3 students can pass the minimum score, so the students' speaking ability needed to be improved.

### **1.5.2 Planning**

In this classroom action research, the planning of the action is activities done by the researcher before the implementation of action. It is done collaboratively with the English teacher before doing the actions of the research.

They are as follows:

- a. Choosing the themes and sub themes that were taught in the 2015 / 2016 academic year
- b. Selecting the materials that were used in teaching speaking taken from students' text book and the internet. They were chosen based on the themes and sub themes chosen from the curriculum used



- c. Writing the lesson plans for the first until third actions in Cycle 1 (the lesson plans for Cycle 2 were revised based on the lesson plans in Cycle 1).
- d. Preparing the guide of observation in the form of checklist containing the indicators observed.
- e. Preparing the way to score the students' speaking test collaboratively with the English teacher.
- f. Determining criteria of success

### **1.5.3 Acting**

The implementation of this research is planned to be done during the school hours. The actions given are teaching speaking by using Role Play. It is given to the research subjects in every meeting of each cycle. The implementation of the action in the Cycle is based on lesson plan 1, lesson plan 2, and lesson plan 3. Each meeting provides 80 minutes. The first is not successful, the cycle will go on to the second cycle.

### **1.5.4 Observing**

After implementing role play in the class, the students were given a task related to the topic. To observe, whether the method is effective to develop students' speaking ability or not. The researcher was observing students' speaking ability and the English teacher was observing students' activeness in participating the class by sitting on the back side, behind the students. To measure the percentage of their speaking ability the researcher uses this formula:

$$E = \frac{A}{N} \times 100\%$$

Where:

*E* : The percentage of students who achieve the target score

*A* : The total number of the students achieving the minimum standard scores.

*N* : The total number of the students

(Cohen, 2007:423)

### **1.5.5 Reflecting**

The researcher and the teacher will do the reflection after analyzing the result of Cycle 1. This reflection is intended to find out whether the action that is done in this cycle still has weaknesses or not and to identify what points is well done. The cycle will be stopped if the target of the research has been achieved. But if it has not, the researcher should revise the action and continue to the next cycle.

The steps in analyzing the data are as follows:

1. Scoring the result of the speaking competence test in Cycle 1.
2. Analyzing the result of test quantitatively by using the formula above

After doing the reflection, the researcher and the English teacher discussed the result in detail to find another alternative or solution to solve the problem encountered both by the students and the English teacher, which is used as the consideration to conduct Cycle 2 if Cycle 1 is not success.

### **1.6 Criteria of Success**

The criteria of success are used to find out whether the goal of the action is achieved or not. The score target of speaking ability is 65 based on the minimum standard score requirement of Darul Mahdeeyah Private School Songkhla

Thailand in the 2015/2016 academic year. The actions are regarded successful if more than 70% of students achieve the minimum standard score requirement that is 65. However, if the requirement above could not be achieved in Cycle I, the action will be continued to Cycle 2.

## **1.7 The Research Instrument**

Research instrument are some tools used when a research is conducted in a particular method (Arikunto, 2010:192). They are needed in order to get the data for the research. The instrument of this research is using a class observation and test as a tools to collect a data.

### **1.7.1 Test**

The achievement test in this research is constructed by the researcher based on the competency based curriculum principle (Arikunto, 2010:267). In this research, the researcher is using students' speaking score from the English teacher in Darul Mahdeeyah School Songkhla Thailand.

Test is a set of questions or other instruments used to measure skill, aptitude, knowledge, intelligence of individual or groups, and its purpose is to measure the individual's achievement after learning something (Arikunto, 2010:193).

In this research, achievement test is used to measure improvement of the seventh grade students; speaking ability by role play method. The test in this research is constructed by the researcher based on the curriculum principle in form of an oral test (see appendix 5).

### 1.7.2 Observation Checklist

There are two kinds of observations; non systematic observation and stimulant observation (Arikunto, 2010:157). Non systematic observation means that observer did not use instrument of observation in the activities of getting the data. Meanwhile, in stimulant observation, the observer uses guideline as an instrument's observation of getting the data.

The observation checklist is a tools to collect data based on the students' activeness and their idea development during the class. Which, this tools will be observed by the English teacher, while the researcher teaches the students about the role play as a method to improve their speaking ability. And the observation checklist will be provided below:

No	Name of student	Participations				Active	Passive
		1	2	3	4		

The indicators of observation are:

1. Paying Attention
2. Asking/Answering Question
3. Giving Opinion/Suggestion
4. Doing the task

(Adopted from Brown, 2004:273)

### 1.7.3 The Validity of the Test

Validity is an important key to effective research. As Cohen states (2007:133) that Validity is thus a requirement for both quantitative and qualitative/naturalistic research. If a piece of research is invalid then it is worthless.

### 1.7.3.1 Content Validity

In this research it was used content validity that the test item based on the curriculum. This test is valid because the material about expression in daily activities has been taught and the test item of the test based on the curriculum (Basic Education Core Curriculum, 2008:269). See the Competency Based Curriculum in Table 1.

**Table 3.1: Basic Education Core Curriculum of Thailand**

<p>Strand 1: Language for Communication</p> <p>Standard FL 1.2:</p> <p>Possessing language communication skills for effective exchange information; efficient expression of feelings and opinions.</p> <ol style="list-style-type: none"> <li>1. Converse to exchange information about themselves, various activities and situations in daily life.</li> <li>2. Use requests, instructions and clarifications according to the situation.</li> <li>3. Speak and write appropriately to express needs, ask for help and agree and refuse to give help in various situations.</li> <li>4. Speak and write appropriately to ask for and give information and express opinions about what has been heard or read.</li> <li>5. Speak and write to express their own feelings and opinions about various matters around them, various activities, as well as provide brief justifications appropriately.</li> </ol>	<p style="text-align: center;"><i>Question</i></p> <p>Please tell me about your daily activities at the school!</p>
<p>Material:</p> <p>Expression in Daily Activities</p>	<p>Topics:</p> <p>Daily activities at school</p>

<p>Indicators:</p> <ol style="list-style-type: none"> <li>1. Making a dialogue based on the topics that given by the teacher.</li> <li>2. Playing a role play in front of the class.</li> </ol>	<p>Answer:</p> <p>Based on students' idea</p>
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Adopted from Somchai Wongsawat, 2008:278

#### 1.7.4 The Reliability of the Test

Ary, Jacobs and Sorensen (2010: 224) state that reliability indicates how consistent a test measures whatever it does measure. Meanwhile Arikunto (2013:221) states that reliability is determined by the carefulness of evaluation instrument and the importance of reliability consistence. In this research, the instrument is using an oral test which to measure the reliability the researcher uses the Alpha Formula to measure the reliability of the students' try-out score (see appendix 6). And the Alpha Formula is:

$$r_{11} = \left( \frac{k}{k-1} \right) \left( 1 - \frac{\sum \sigma_b^2}{\sigma_t^2} \right)$$

Where:

$r_{11}$  : the reliability of the instrument

$k$  : the total of test item

$\sum \sigma_b^2$  : total of variants item

$\sigma_t^2$  : total of variants

(Adopted from Arikunto, 2013: 239)

With the criterion of reliability as follow:

0.00 – 0.19 : very low

0.20 – 0.399 : low

0.40 – 0.599 : enough

0.60 – 0.799 : high

0.80 – 1.000 : very high

(Adopted from Riduwan, 2010:228)

The research of the try-out calculation that is done in SMP Plus Modal Bangsa Rambipuji Jember is 0.901 (see appendix 7). Then, based on the criterion above it can be concluded that the test is reliable with very high index reliability.

## **THE RESULT OF THE RESEARCH**

This chapter presents the result of Cycle 1 and Cycle 2 that reflect the result of implementing role play method in the class.

### **2.1 The Description of the Research Setting**

This research was conducted in the 7<sup>th</sup> grade class of Darul Mahdeeyah Private School Songkhla Thailand in 2015/2016 academic year. There were two cycles, and each cycle consisted of two meetings. Cycle 1 was conducted on September 11<sup>th</sup> and 15<sup>th</sup> 2015. Cycle 2 was conducted on September 22<sup>th</sup> and 25<sup>th</sup> 2015. Cycle 1 test was held on September 18<sup>th</sup> 2015 and Cycle 2 test was held on September 29<sup>th</sup> 2015. When this research conducted, the students were about to face the first semester final test.

#### **2.1.1 The Description of Action in Cycle 1**

There were two meetings in Cycle 1. They were as follows:

- The first meeting was held on September 11<sup>th</sup>, 2015 from 13.00 to 14.20
- The second meeting was held on September 15<sup>th</sup>, 2015 from 9.20 to 10.40

Cycle 1 was carried out through certain procedures with cyclical model consisted of four steps (1) planning, (2) acting, (3) observing, and (4) reflecting.



## **1. Planning**

The first step in doing action research was planning the action. The researcher and the English teacher discussed when the action could be started and how was the best way to implement speaking ability using role play in 7<sup>th</sup> grade class. The researcher and the English teacher also discussed about the material that would be given to the students, the researcher and the teacher agreed to give the expression of daily activities as the teaching material. Then, the researcher prepared the lesson plan for the teaching learning process. The implementation of the action was done in two meetings and each meeting provided 80 minutes.

## **2. Acting**

Implementation of the action was based on the lesson plans made by the researcher (see appendix 9). The first meeting plan was carried out based on the lesson plan I, the second meeting was carried out based on the lesson plan II,

The lesson plans of Cycle 1 were made based on Basic Education Core Curriculum of Thailand. The action was role playing referring to expression in daily activities. The topics of the role play were based on the topic given by the researcher.

## **3. Observing**

Observation was done by using checklist paper. It was done in every teaching learning process of speaking ability through role play. It focused on the students' active and passive performance and the performance indicators of the active students were: 1). Asking question, 2). Answering question, 3). Paying

attention to the lesson, and 4). Performing the tasks. The students were considered active when they fulfilled at least three of the indicators. In this case, the English teacher as the observer did the observation activity by sitting at the back of students' seat in the classroom, and the researcher as the teacher.

#### **4. Reflecting**

The reflection was done by calculating the students' score of speaking test of role playing class. Then mean score was 57.5 and the percentage of students who got score  $\geq 65$  was 50% (see Appendix 11). Based on the speaking test result of Cycle 1, it can be concluded that the standard requirement of the mean score and the percentage score of the student in speaking ability was not achieved yet. It was because role play was a new method for students, and they were not used to expressing their opinion or feeling orally in a role play. Indeed, speaking needs a lot of practice. Furthermore, the students did not have enough vocabulary so they could not arrange the sentence properly. The action in Cycle 2 need improvement by giving more practice and more vocabulary to the students.

##### **2.1.2 The Description of Action in Cycle 2**

Since the result of the action in Cycle 1 had not achieved the objective of the research yet, the researcher implemented Cycle 2. In Cycle 2, the researcher gave the students some dialogs and taught some vocabularies for their role play so the students only focus on their role play, not in making or writing dialogs. There were two meetings in Cycle 2. The first meeting was held on September 22<sup>nd</sup>, 2015 from 13.00 to 14.20, the second meeting was held on September 25<sup>th</sup>, 2015

from 9.20 to 10.40. Cycle 2 covered four steps namely: 1). Planning, 2). Acting, 3). Observing, 4). Reflecting.

### **1. Planning**

As the first step in Cycle 1 the researcher and the English teacher discussed about the suitable material that would be given to the 7<sup>th</sup> grade class. The material was the expression in daily activities but it would be focused on students' active participation. The implementation of the action was done in two meetings and each meeting provided 80 minutes. It was hoped that students would be more actively involved in the teaching learning process.

### **2. Acting**

The implementation of the action in Cycle 2 was revised on the problem found in Cycle 1. It was expected that after implementing the action in Cycle 2, the results of the students' score in speaking ability would be better than the first one. The lesson plans of Cycle 2 were made based on Basic Education Core Curriculum of Thailand (see appendix 13). The action was role playing referring to the expression in daily activities. The topics of role play were based on the topic given by the researcher.

In Cycle 2, the class was more active as the students had practiced more and they became more familiar with the role play. The researcher gave the students some dialogs about expression in daily activities to be used in role playing process in order to make the students more focus on their role play, not on their writing to make dialogs. The researcher also taught the vocabulary to students and how to pronounce it.

### **3. Observing**

The evaluation process through observation by using checklist paper was also done in Cycle 2. It was done along with the teaching learning process of speaking ability through role playing. The researcher as the teacher was teaching and explaining in front of the class. The English teacher as an observer did the observation activity by sitting at the back of students' seat in the classroom. The performance indicators of the active students were the same as in Cycle 1.

### **4. Reflecting**

The reflection was done after calculating the score of Cycle 2 test. Based on the calculation, the mean score was 68.13 and the percentage of students who got score  $\geq 65$  was 81.25% (see appendix 15). It means that the standard requirement of the mean score of the student in speaking ability had already been achieved. The action can be stopped in Cycle 2.

In conclusion, role play is able to improve students' speaking ability by developing their active participation and creativity in expressing their opinion and feeling in a systematic way. It could help students to speak English fluently, accurately in pronunciation and vocabulary and it was worth being carried out for the speaking class.

## 2.1 Research Result

### 2.2.1 The result of the Observation in Cycle 1

For the observation result of Cycle 1, see appendix 12. Based on the calculation, 40.63% of 16 students were actively involved in the teaching learning process.

**Table 4.1: The Average of Observation Checklist in Cycle 1**

Meeting	Active
Meeting 1	$(6/16) \times 100\% = 37.50\%$
Meeting 2	$(7/16) \times 100\% = 43.75\%$
Total	81.25%
Average	40.63%

This means that the requirement of 70% of the students' active involvement in the teaching learning process of speaking ability was not fulfilled yet. It can be concluded that the students did not give optimum response, or most of them were passive. Most of them paid attention to the lesson, but did not perform the task yet. In other words, teaching speaking through role play in Cycle 1 was not successful.

### 2.2.2 The Result of Speaking Test in Cycle 1

The item of evaluation was made based on the Basic Education Core Curriculum of Thailand in the form of oral test, and was done on September 18<sup>th</sup>, 2015 from 13.00 to 14.20. The speaking test was conducted to measure the students' fluency and accuracy in pronunciation, vocabulary, and grammar in speaking. The topic was expressing daily activities. Sixteen students were present from 16 students. From the test result, 8 students got  $\geq 65$  and 8 students got  $\leq$

65 in speaking ability. The calculation of Cycle 1 test is presented in Appendix 11.

**Table 4.2: The Result of Speaking Test in Cycle 1**

<b>The Data Results</b>	<b>Cycle 1</b>
The mean score of speaking test	57.5
The percentage of the students who scored $\geq 65$	50%

The mean score was 57.5 and the percentage of students who got score  $\geq 65$  was 50%. Based on the above table, teaching English through role play method in cycle one could not reach the mean of students standard passing score ( $M = 65$ ) and the requirement of students scoring  $\geq 65$  (70%). From the data above, it can be concluded that Cycle 1 was not successful.

### 2.2.3 The Result of Observation in Cycle 2

For the observation result of Cycle 2, the calculation showed 75% of 16 students were actively participated in the teaching learning process (see appendix 16).

**Table 4.3: The Average of Observation Checklist for Cycle 2**

<b>Meeting</b>	<b>Active</b>
Meeting 1	$(11/16) \times 100\% = 68.75\%$
Meeting 2	$(13/16) \times 100\% = 81.25\%$
Total	150%
Average	75%

From the above table, it can be concluded that the requirement of students' active involvement in the teaching learning process of speaking (70%) had already been fulfilled. In Cycle 2, the students were more actively involved in the teaching learning process than in the action in Cycle 1. In Cycle 1, the students

were still shy to express their role play and sometimes they reading their notes, but in Cycle 2 they could speak more fluently and can express their role play bravely and without reading their notes. In other words, teaching English speaking ability by using role play method could improve the students speaking ability because it could reach the requirement of students' active involvement in the teaching learning process of speaking ability (70%).

#### 2.2.4 The Result of Speaking Test Cycle 2

After conducting two meetings, the researcher gave a test to find out the significant impact of role play on the students' speaking test. The test was held on September 29<sup>th</sup>, 2015 to 09.20 to 10.40. The researcher asked the students to explain their daily activities at school (based on the topics discussed in the first meeting of the second cycle). Sixteen students were present from 16 students. Based on the test result, 12 students got  $\geq 65$  and 4 students got  $\leq 65$  in speaking test. The calculation of Cycle 2 test result is presented in Appendix 15.

**Table 4.4: The Result of Speaking Test in Cycle 2**

<b>The Data Results</b>	<b>Cycle 2</b>
The mean score of speaking test	68.13
The percentage of the students who scored $\geq 65$	81.25%

The mean score was 68.13 and the percentage of students who got score  $\geq 65$  was 81.25% It means that teaching English through role play method in Cycle 2 could reach the mean of students standard passing score ( $M = 65$ ) and the requirement of students scoring  $\geq 65$  (70%). There was a significant improvement of Cycle 2 activities application on the students' speaking ability

and there are 14 students got better score than in Cycle 1 (see Appendix 11 and 15). From the data above, it can be concluded that the requirement in this research had already been achieved.

### **2.3 Recapitulation of The Result of The Research**

From the data above, can be concluded:

**4.5 Table of Recapitulation of the Result of The Research**

	<b>Preliminary Study</b>	<b>Cycle 1</b>	<b>Cycle 2</b>
<b>Speaking Test</b>	50.63	57.5	68.13
<b>Students' Activeness</b>	-	40.63%	75%



## CONCLUSION AND SUGGESTION

The suggestion was given to the English teacher, to the students and other researcher.

### 3.1 Conclusion

Based on the discussion of the result, it can be concluded that the use of role play are:

1. Able to improve the seventh grade students' speaking ability at Darul Mahdeeyah Private School Songkhla Thailand in 2015/2016 academic year by developing students' vocabulary, grammar and fluency through role play. Because in role playing the students are not only performing their role play but also learning about English as the second language. So, the students can speak appropriately to ask for and give information and express their opinion and feelings.
2. Able to improve the seventh grade students' activeness in participating the class at Darul Mahdeeyah Private School Songkhla Thailand in the 2015/2016 academic year by developing students' creativeness, because each students have the turn to performing their role play in front of the class so, the all students are participating to do their role play.

### **3.2 Suggestion**

By considering the results of the research, some suggestion are given to English teacher, the students and other researchers.

#### **1. The English Teacher**

Role Play can improve the students' speaking ability, so the English teacher is suggested to apply role play when teaching speaking in the classroom.

#### **2. The students**

In role play, passive students change into active students and the students are more interested to study English by using role play than taught by dictation method. It makes the students get more knowledge by participating in the class. That is why the students are suggested to participate in role play actively, and they must practice their English not only in class but also in daily activities in order to speak English fluently and accurately in pronunciation, vocabulary and grammar.

#### **3. The Other Researcher**

This research applies Classroom Action Research in conducting role play, and it can improve students' speaking ability. Other researchers are suggested to conduct role play by using another research design, to improve the questioning and reasoning skill, and to improve the listening, reading, or writing skills.

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