UTILISING ROLE PLAY IN EFL CLASSROOM
TO ENHANCE STUDENTS’ SPEAKING SKILL

(A Classroom Action Research at VII G of SMP N 4 Surakarta in the
Academic Year of 2015/2016)

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A Thesis
Submitted to the Teacher Training and Education Faculty
of Sebelas Maret University to Fulfill of the Requirement for Obtaining
the Undergraduate Degree of English Education

ENGLISH EDUCATION DEPARTEMENT
TEACHER TRAINING AND EDUCATION FACULTY
SEBELAS MARET UNIVERSITY
SURAKARTA
2017
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Surakarta, June 2017

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ABSTRACT


The objectives of the research are to find out how role play technique is implemented in improving the students’ speaking skill and to find out some difficulties when role play technique is implemented in EFL classroom at VII G of SMP N 4 Surakarta in the academic year of 2015/2016.

The method that was implemented in this study is Classroom Action Research (CAR). This research was conducted in 2 cycles. Each cycle was done in 6 meetings. Every cycle consists of four stages: planning, acting, observing, and reflecting. The subject of this study is VII G students in SMP N 4 Surakarta in the academic year of 2015/2016. The students’ composition of VII G class is 16 females and 15 males. The researcher used some methods in collecting such as test, interview, observation, field note, questionnaire, and photographs. The test conducted was pre-test and post-test. The researcher analyzed the quantitative data by the result of the mean score from the data.

The results of the research show that there are improvements in the students’ participation due to the implementation of role play technique. This result is supported by the students’ score which increases significantly. Based on the mean score from the pre-test until post-test 2, it could be concluded that the students’ speaking skill improved continuously. The mean score of students’ speaking skill before action was 43.09. After the first cycle was conducted, the students’ speaking skill mean score increased to 62.12. On the second post-test, the students’ speaking skill mean score increased again to 82.54. Students’ interests in learning speaking skill also increase by used roleplay technique. They became more active in speaking after the roleplay technique was conducted.

The result of this research provides information about the improvement of students’ speaking skill utilising role play technique and the difficulties when role play technique implemented. The difficulties that appear in this research make the teacher paying attention to the students and discover appropriate teaching strategies in effort to reduce the students’ difficulties. Utilising role play technique can enhance students’ speaking skill in EFL classroom at VII G in SMP N 4 Surakarta

Keywords: classroom action research, role play technique, students’ speaking skill.
MOTTO

“If you don’t value your time, neither will others. Stop giving away your time and talents. Value what you know and start charging for it”

(Kim Garst)
DEDICATION

This thesis dedicated to:

- My beloved father, mami and mother for your love, prayers, support and great patience in every single day for me.
- My beloved brothers and sisters Arief Makmun Wahyudi, Woro Kartika, Pandu Pebruant, Afni Wahyuprihati and Sekar Ayu Amandasari who always support and motivate me.
ACKNOWLEDGEMENT

All praises and thanks to Allah SWT for His blessing for the researcher, health and strength so that the researcher can complete to write this thesis. The accomplishment of this thesis does not run well without ideas, attention, advices, help, contribution and suggestion from others that the researcher would like to express her deepest gratitude and appreciation to:

1. Prof. Dr. Joko Nurkaamto, M. Pd, the Dean of Teacher Training and Education Faculty of Sebelas Maret University;
2. Teguh Sarosa S.S., M. Hum, the Head of English Education Department;
3. Dra. Dewi Rochsantiningsih, M. Ed., Ph. D, the first consultant. She patiently read the manuscript and provide her meaningful comments and advices to the researcher during the completing of this thesis;
4. Drs. Martono, M. A, the second consultant. He provide guidance, trust, support, a very constructive improvements advice in helping to complete this thesis;
5. The Headmaster of SMP N 4 Surakarta for her permission to conduct a research in her school;
6. Budi Purnama, S. Pd, the English teacher who helped and suggested the researcher in conducting this research;
7. Class A English Education Department 2010.
8. Class VII G of SMP N 4 Surakarta in the academic year of 2015/2016 who the researcher during collecting the data.

The researcher sincerely hopes that this thesis contribute well for teachers, and English Education. She expects some critics and suggestions from the readers to increase this study.

Surakarta, June 2017

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LIST OF ABBREVIATIONS

EFL   English as a Foreign Language

CAR   Classroom Action Research
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