CHAPTER I

INTRODUCTION

This chapter researcher discusses about background of the research, setting of the problem, limitation of the problem, formulation of the problem, purpose of the research, importance of the research and definition of key terms. In this chapter the researcher describes the problems found related to the students' speaking skill and the technique will be used. Roleplay is a technique which is believed can improve students' speaking skill in procedure text. The complete explanation can be read on the following content of the research

A. Background of The Problem

Language is a very important means of communication in daily human life. Human being uses language both in written and spoken forms to express their idea. In Indonesia English is taught from elementary school, junior high school, senior high school, and University. Knowing that English is quite significant for Indonesia in the future, the government always makes efforts to improve the quality of English teaching. As a foreign language, English has four skills: reading, listening, writing, and speaking that have to be mastered by the students. One of the components that should be acquire by the students is speaking skill.

Speaking is a basic skill in learning English and a very important language skill, because it is integrated to the learning processes. However, English can improve the students' academic performances, but it cannot be learn in a short

time. Speaking is one of the four basic skills in learning foreign language besides listening, reading, and writing. The students have to think more about the vocabulary, grammar, the students' want to practice in speaking English. Therefore, students need interaction with other people to communicate.

Based on the syllabus of KTSP on Education Unit Curriculum, speaking skill is intended to make the students to speak in front of the class so that they involve actevely during teaching learing process, as the active skill, speaking is also intended to make the students are able to speak independenly as in the public speech or to speak with other as in the debate or discussion, as the statement, speaking is need to practice countinously to matered the speak.

Students at SMPN 5 Rambah Hilir have been learning English since the Elementary School, but students still could not speak well as it was required by the curriculum. It happened because of being poor in the mastery of grammar and vocabulary as well as error production in pronunciation, fluency and comprehension. Moreover, they were seldom given opportunity to practice. As a result, they were not only poor in speaking but also being anxious to perform their speaking. Instead, they tended to keep silent in the speaking class activity. Referring to such situations, various oral production activities could be used to provide opportunities to practice their speaking in English class in order to improve their speaking skill

The text genre that must be learned by the students at junior high school is procedure text. In speaking procedure text the students should use it with correct

pronunciation, grammar, vocabulary, and fluency orally. In fact, some of students still do not understand about the procedure text: Its component and how to express it correctly. Procedure text tells about how the processes to make something and how to do something. For example, the process of how to make a cup of tea and how to turn off computer.

On other hand, the students have to understand about the components of procedure text. There are two components of procedure text. They are generic structure and language features. Related the generic structure there are three parts of sub components. The first is the goal to show the purpose of the text. The second is the material, which tells about the material needed. The third is the step for making something. It describes the phases to achieve the purpose of the procedure text.

The language features of procedure text are: the first is imperative sentences. It is sentence to give a command or make a request. Second is the use simple present tense. In this sentence there is the use of the first form of verb. The third is the use of action verb, such as: mix, put, take, and turn. The forth is the use of connective of sequence. It is word or phrase indicating time to connect two sentences, for example *when*, *while*, and *at the time*. The last sub com'ponents of language feature is the use of numbering to indicate sequence, Like: *first, second, third, forth, next, then, finally.*

Based on the components and sub components of procedure text above, the students should know about those components. Besides that they have to apply the whole components appropriately. However, the students still have problem in

speaking especially in procedure text. Based on the researcher's experience with the students in class nine of SMPN 5 Rambah Hilir who had learned about procedure text, there were two problems that faced by the researcher and the students in speaking, especially in procedure text. The first is the problem comes from the students' side. The students had lack of self-confidence in speaking especially they were cannot pronounce certain word and some of them would laugh at their friends if they made mistake while they were speaking. As the result most of the students were afraid to speak of procedure text. It can influence the mental condition of students when they wanted to express their ideas.

The second problem on the students' side is most of them were lack of vocabulary. They did not know what the researcher says. It means that they still have difficulties to understand what the researcher says. Secondly, the problems from the teacher's side. At first, the teacher had lack of media in teaching speaking. In teaching speaking the researcher rarely used the interesting media. In fact, the media can give good effect to the successful of teaching speaking. The second problem on the researcher's side was the teacher usually uses uninteresting technique in teaching procedure text. It is proved by the technique usually used by the researcher is in form of discussion. In application this technique, the students must discuss the topics that have been given by the researcher. In fact, some of students did not discuss the material each other. Most of them discuss about the other things. They were not interested to have discussion. In this case, not all of the students were active to speak in the discussion class.

However, many techniques can be used by the researcher in teaching speaking. The researcher can use cooperative, direct, and demonstration technique. Related to the problems above, the researcher would like to find out the solution of researcher's technique in teaching speaking of procedure text by using Role play technique. In role play technique the researcher can use performance, action, and explanation about the process of how to make and how to do something.

According to Dananjaya in Rahayu (2015) role play is an activity in learning process which is the students should not beworry, because in this role play activity, the real situation of live will be create. Role play technique is one of the technique that might be effective and have the influence on procedure text toward the students' speaking skill. This technique can make the students understand about to make and to do something because they can look at the procedures directly. That is why the researcher is interesed in conducting a research entitled *"Improving Students' Speaking Skill in Procedure Text Through Role Play Technique at the Grade IX of SMPN 5 Rambah Hilir"*

B. Setting of the Problem

Based on the problem on the background of the problem above, it can be identified that there were some problems face by the students in speaking English at SMPN 5 Rambah Hilir. The speaking problems faced by the students caused by some weaknesses in the components of speaking such as their pronounciation in English words are quite unclear and it makes the teacher get difficulty to

understand the meaning of the words they are mentioning. Intonation in delivering speaking also becomes their weakness. They often do not give the correct intonation in some words during the speech or speaking practice in the classroom. Their fluency in speaking also low, it is caused by the lack of confidence. Most of the students are shy if the teacher asked them to practice their speaking in the classroom. The accuracy in speaking also becomes their problem. Students get difficulty to mention some vocabularies with correct pronounciation or spelling so that it makes the listeners get difficulty to know the meaning of the words say by them.

Next, most of the students have low vocabulary mastery. They do not know what the teacher says. It means that the students have difficulty to understand what the teacher says. Teacher seldom used media to teach speaking. In fact, the media can give good effect towards teaching speaking. The last problem is uninteresting technique used by the teacher in teaching procedure text. It was proved by discussion technique used the teacher. In application of this technique, the students must discuss about the topics that have been given by the teacher. Some of students did not discuss the material each other. In this case, not all the students were active to speak in the discussion class.

C. Limitation of the Problem

There are many problems faced by the students related to their speaking ability. There are also many techniques can be used to improve it. To avoid the misinterpretation of this research, the researcher would like to make a limitation

on the problem in speaking on procedure text and the researcher will use role play as a technique to improve students' speaking skill on procedure text to the ninth grade students at SMPN 5 Rambah Hilir.

D. Formulation of the Problem

Based on the limitation of the problem above, the researcher formulates the problem on the following questions:

1. To what extent role play technique can improve students' speaking skill in procedure text?

2. What are the factors can influence students' speaking skill on procedure text through role play technique to the ninth grade students of SMPN 5 Rambah Hilir?

E. Purpose of the Research

There are two main purposes of the researcher conducting this research. Those purposes can be seen on the following statements:

1. To explain whether role play technique can improve students' speaking skill in procedure text to the ninth grade students of SMPN 5 Rambah Hilir.

2. To explain the factors can influence students' speaking skill on procedure text through role play technique to the ninth grade students of SMPN 5 Rambah Hilir.

F. Significance of the Research

1. For students: the researcher hopes that the students' speaking skill will be improved significantly.

2. For teachers: the result of the research hopefully can be used as additional information for English teachers in order to use the proper technique so that it can help to improve sstudents' speaaking skill.

3. For the next researchers: the result of the research can be used as the reference for the new research**.**

G. Definition of Key Terms

1. **Speaking Skill :** According to Gower in Derakhsan (2016), speaking is the production skill that is included in two main categories: accuracy and fluency. Accuracy consistsof using vocabulary, grammar and pronunciation through some activities, fluency take into account the ability to keep going when speaking spontaneously

2. **Procedure Text :** Mukarto (2007), procedure text is a type of text which is used to tell someone about how to do or to make something. The purpose of procedural texts is to provide sequenced information or directions so that people can successfully perform activities in safe, efficient and appropriate ways.

3. **Role Play :** According to Dananjaya in Rahayu (2015) role play is an activity in learning process which is the students should not be worry, because in this role play activity, the real situation of live will be create.

This activity differ with drama, the duration is very short. The teacher only gives short scenario and the students feel free to modify or improve the situation and character.

CHAPTER II

REVIEW OF THE RELATED LITERATURE

This chapter discussed about the review of the related literature. It consists of review of the related theories of speaking, and review of related findings conceptual frame work. Review of the related theories consists of definition, nature speaking, type of speaking, components of speaking, teaching speaking and procedure text, and role play technique. In this chapter, the researcher also compares the previous researches related to the role play technique and speaking to find out the differences between this research and those researches.

A. Review of Related Theories

A.1. The Nature of Speaking

Learning any foreign language has to do with the four sills that have to be mastered. The four skills are listening, speaking and listening (oral skills) are said to relate to language expressed through the aural medium. Reading and writing are said to relate to language expressed through the visual medium (written symbol). Another way of representing these skills is by reference not to the medium but to the activity of the language user. Therefore, speaking and writing are said to be active or productive skills, whereas listening and reading are said to be passive or receptive skills.

Speaking skill is the ability to use the language in oral form. In junior and senior high schools this skill is limited to the ability to conduct a simple conversation on some subject (expressing regret, gratitude, agreement,

offer, certainty, etc.).

According to Gower in Derakhsan (2016), speaking is the production skill that is included in two main categories: accuracy and fluency. Accuracy consistsof using vocabulary, grammar and pronunciation through some activities, fluency take into account the ability to keep going when speaking spontaneouslySpeaking skill is a matter which needs special attention. No matter how great an idea is, if it is not communicated properly, it cannot be effective. Oral language or speaking is an essential tool for communicating, thinking, and learning powerful learning tool. It shapes modifies, extends, and organizes thought. Oral language is a foundation of all language development and, therefore, the foundation of all learning.

Through speaking student learns concepts, develop vocabulary and perceive the structure of the English language essential components of learning. Students who have a strong oral language base have an academic advantage. School achievement depends on students' ability to display knowledge in a clear and acceptable form in speaking as well as writing.

In communicating with other people, it is important to know whether the situation is formal or informal. Besides, it is also important to know that the language, in this case English, can be standard or non standard so that they are able to communicate effectively. In speaking English as a foreign language the speaker obviously has to try to speak it in the way the native, speakers do. In order to be able to speak English better, it is important for him to learn all of the four skills in English and matter English phonetic as well, because it is very

helpful to learn the language quickly and successfully.

The use, of language or speaking skill is a matter of habit formation. In speaking, he must implant the habit of fusing it for communication until it becomes deeply establishes. In conclusion, the definition of speaking skill lexically is the ability to utter words or sounds with the ordinary voice; or the ability to communicate vocally or to have conversation through practice, training, or talent. In addition, Celce-Murcia in Umam (2011) stated that speaking is a complex skill, which should be taught everywhere, and it is a skill that learners learn better in group. The researcher can conclude that someone who wants to speak a foreign language has to know the rules of that language, like grammar, vocabulary, pronunciation, and word-formation, and to apply them properly in communication.

A.2. The Elements of Speaking

Jeremy Harmer in Susilo (2014) states that the ability to speak English presupposes the elements necessary for spoken production as follows:

1. *Language features*. The elements necessary for spoken production, are the following:

a) Connected speech: in connected speech sounds are modified (assimilation), omitted (elision), added (linking r), or weakened (through contractions and stress patterning). It is for this reason that we should involve students in activities designed specifically to improve their connected speech

b) Expressive devices: native speakers of English change the pitch and

stress of particular parts of utterances, vary volume and speed, and show by other physical and non-verbal (paralinguistic) means how they are feeling (especially in face t- to − face interaction). The use of these devices contributes to the ability to convey meanings.

c) Lexis and grammar: teachers should therefore supply a variety of phrases for different functions such as agreeing or disagreeing, expressing surprise, shock, or approval.

d) Negotiation language: effective speaking benefits from the negotiatory language we use to seek clarification and show the structure of what we are saying. We often need to ask for clarification when we are listening to someone else talks and it is very crucial for students.

2. *Mental / social processing.* Success of speaker's productivity is also dependent upon the rapid processing skills that talking necessitates

a) Language processing: Language processing involves the retrieval of words and their assembly into syntactically and propositionally appropriate sequence.

b) Interacting with others: effective speaking also involves a good deal of listening, an understanding of how the other participants are feeling, and knowledge of how linguistically to take turns or allow others to do so.

c) (On the spot) information processing: quite apart from our response to other's feelings, we also need to be able to process the information they tell us the moment we get it.

A.3. The Component of Speaking

In addition Hughes (2001) states that there are five components that must be mastered on speaking ability. Among the four skills, speaking skill is a difficult one to assess whit precision, because speaking is a complex skill to acquire. According to Harris in Derakhsan (2002), The following four or five components are generally recognized in analysis of speech process:

1. Pronunciation (including the segmental features: Vowels and consonants; and the stress and intonation);

2. Grammar;

 3. Vocabulary;

4. Fluency (the ease and speed of the flow of speech)

5. Comprehension.

The ability to speech a foreign language is the most pressed skill. Because someone who can speech a language will also be able to understand it. The students' speaking skill can be analyzed based on some criteria of Wachidah et al (2016) from the book "When English Rings the Bell". The aspect of scoring can be seen on the following table :

Table 1. Rubric Scoring for Speaking

No	Component of Speaking	Criteria
1	**Pronounciation**	Almost Perfect
		There are some mistakes but it does not change the meaning
		There are some mistakes and affect the meaning
		Too many mistakes and affect the meaning
		All pronounciations are almost wrong and it affects the meaning
2	**Intonation**	Almost Perfect
		There are some mistakes but it does not change the meaning
		There are some mistakes and affect the meaning
		Too many mistakes and affect the meaning
		All pronounciations is almost completely wrong and it affects the meaning
3	**Fluency**	Very fluent
		Fluent
		Less Fluent
		Not fluent
		Very not fluent
4	**Accuracy**	Very Accurate
		Accurate
		Less Accurate
		Not Accurate
		Very not Accurate

A.4. The Theories of Procedure Text

In writing any some kinds of text writing, one of them is procedure text. In generally procedure text is text used to explain how to make something by using sequence of steps or technique. It is similar according to Bachtiar (2010:398) procedure tells how to make something through a sequence of actions or steps. It usually uses imperative sentences such as cut, place, use, etc. The purpose of procedural texts is to provide sequenced information or directions so that people can successfully perform activities in safe, efficient and appropriate ways.

Based on the professional Development Service for Teacher (2013) states that procedure are written to explain how something is done, in a series of sequenced steps. They are organized by goal, material, technique and evaluation. Features of procedural writing include: detailed factual description, reader referred to in a general way (draw a line), linking words to do with time, tense is timeless. Whereas According to Mukarto, at all (2007:36) the characteristics of procedural text can be seen on the following table:

Table 1. Component of Procedure Text

No	Indicator	Description
1	**Goal / purpose**	It states the goal to be achieved
2	**List of Materials**	It lists the materials needed. It often gives detail on the size, color, numbers, shapes, quantity, etc.
3	**Technique / Steps / Procedure**	It describes steps in logical order to achieve the goal. The steps are often markked with numbers (1,2,3,4......), letter (a, b, c, ...). sometimes the steps include cautions or warnings . there are also drawings or pictures to make the steps clear.

From the table above, the researcher concludes that the procedure text is text that have the specific characteristics includes the purpose, material and steps do the something in order make the easily to accomplish something. they are very important things that should we known. Beside that procedure text also have language feature, like Mukarto, *at al* (2007:37) say that:

1. A procedure text uses imperative sentence. An imperative sentence uses infinitive.

2. A procedure text also uses connector to put the steps in order. First is a word to express the sequence of steps.

From statement above it can be concluded that to make procedure text, not only focus on goal, mateial and steps, but the researcher must understand language feature, like imperative sentence and connector word.

A.5. Example of Procedure Text

To make understand the discussion of the procedure text more clearly and easily to understand, the researcher gives an examples of procedure text taken from the book *"English on Sky 3"*

Goal / title   : Mix it up salad

Materials/ Ingredient   :

1/3 cup of orange juice

1 Tablespoon of honey

1,5 cups of honeydew melon, cut into cubes

1 pint strawberries – cut in half

2 cups of grapes

1 green apple – cut into cubes

2 oranges – cut in bite-sized pieces

Steps :

1. First, make the dressing by putting the orange juice and honey in a large bowl and mix them well

2. Then, add the fruits

3. Next, mix until all the fruit is highly coated with the dressing

4. Put it in the refrigerator for one hour

5. Finally, serve it cold

The steps mentioned above is the example of the procedure text, especially the procedure in cooking. There are many kinds of procedure text; not only in cooking but also operating machines, computer and playing game etc. for this example the research onlyfocuss on procedure cooking. Procedure cooking is very more complicated because we should know all materials.

A.6. The Definition of Role Play Technique

According to Dananjaya (2013) role play is an activity in learning process which is the students should not be worry, because in this role play activity, the real situation of live will be create. This activity differ with drama, the duration is very short. The teacher only gives short scenario and the students feel free to modify or improve the situation and character.

Role-playing clearly promotes effective interpersonal relations and social transactions among participants. In order for a simulation to occur the participants must accept the duties and responsibilities of their roles and functions, and do the best they can in the situation in which they find themselves. To fulfill their role

responsibilities, students must relate to others in the simulation, utilizing effective social skills. Role play can improve learners' speaking skills in any situation, and helps learners to interact. As for the shy learners, role play helps by providing a mask, where learners with difficulty in conversation are liberated. In addition, it is fun and most learners will agree that enjoyment leads to better learning.

From those explanation above, the researcher views that role play is a strategy which involves fantasy or imagination to be someone else or to be ourselves in a specific situation for a while, improvising dialogue and creating a real world in scenario. It aims at the students to encourage thinking and creativity, lets students develop and practice new language and behavioral skills in a relatively nonthreatening setting, and can create the motivation and involvement necessary for learning to occur.

A.7. Steps of Implementing Role Play in the Teaching Procedure

Role play in this distance learning class allows the objectives of the course to be met in the limited time, through an integrated approach which allows the practice of language skills, content and interaction skills and strategies. The teacher's role in giving clear instructions was equally important. The learners were asked to get into groups of five and choose a leader for each group. All the reports were given to the leaders who assigned individual roles to each group member. They are asked to improvise the message in the reports which were not too structured and to find a structure that fits into a real life situation.A part from that, the learners were asked to jot down in a diary, journal or log book, their feelings,

comments, thoughts and perceptions about a particular learning experience related to the role play. Such entries could provide opportunities to the learners for self-reflection and self-observation.

According to Huang (2008), There are six major steps in the procedure of Role Play such as:

1. Decide on the Teaching Materials. The teacher must decide which teaching materials will be use for role play activities. The teacher can take teaching materials from textbooks or nontextbook teaching materials such as picture books, storybooks, readers, play-scripts, comic strips, movies, cartoons, and pictures. The teacher selects the material ahead of time. The teacher can also create his or her own authentic teaching materials for role play activities. The teaching materials should be decide based on students' level and interests, teaching objectives and appropriateness for teaching.

2. Select situations and create dialogs, then a situation or situations to be role played should be select. For every role plays situation, should be provide (by the teaching materials or by the teacher) or created by the students themselves.

3. Teach the Dialogs for Role Plays, the teacher needs to teach the vocabulary, sentences, and dialogs necessary for the role play situations. The teacher needs to make sure the students know how to use the vocabulary, sentences, and dialogs prior to doing the role play activities, otherwise, the teacher should allow students to ask how to say the words they want to say.

4. Have Students Practice the Role Play, students can practice in pairs or in small groups. After they have played their own roles a few times, have them exchange roles. That way, students can play different roles and practice all of the lines in the role play. When students are confident enough to demonstrate or perform in front of the class, the teacher can ask them to do so for their classmates.

5. Have Students Modified the Situations and Dialogues, once students have finished and become familiar with an original role play situation, they can modify the situations and/or dialogs to create a variation of the original role play.

6. Evaluate and check students' comprehension, the teacher shall evaluate the effectiveness of the role play activities and check if students have successfully comprehended the meanings of the vocabulary, sentences and dialogs. There are several ways to do student evaluations. Students can be given oral tests relating to the role plays. Example oral tests can include students are asked to answer some simple questions relating to the role plays or students are asked to act the role plays.

A.8. The Advantage of Role Play in Teaching Procedure

Role play allows students to explore their inner resources, empathize with others, and use their own experiences as scaffolds upon which credible action. As a result, students can improve their ability to produce the target language, acquire many of its nonverbal nuances, improve the ability to work cooperatively in group

situations, and effectively deal with affective issues. Role play has high appeal for students because it allows them to be creative and to put themselves in another person's place for a while (Richard-Amato 2003).

To reach the objectives of the role-play technique, some important aspects should be considered. Those aspects are learning and teaching activities, role of instructional materials, the procedure of role-play, the media and the setting of role-play, the students' role, and the teacher's role. According to Brown (2001), role-play minimally involves (a) giving a role to one or more members of a group and (b) assigning an objective or purpose that participants must accomplish. He suggests that role-play can be conducted with a single person, in pairs or in groups, with each person assigned a role to accomplish an objective.

A.9. The Disadvantages of Role Play in Teaching Procedure

While role playing is a powerful instructional technique, often it is misused by trainers or trainers use it without considering that it also may have drawbacks or disadvantages. According to Hadfield in Sumpana (2010), here are some things teachers should know about the use of role plays.

1. The power of role playing is only harnessed when the role player receives expert feedback. Inexpert feedback or feedback from group members who are at the same level of competence as the role player is often useless, and does not further learning. Unfortunately, most role plays in training sessions are done in small groups, and most feedback given by other, less than competent group members.

2. While teachers may like role plays, many people who attend training actually hate them and feel exceedingly uncomfortable in roleplay situations. This does not necessarily mean that people who hate them cannot benefit by them, but trainers need to consider the tradeoffs between the use of role plays and the discomfort and anxiety they create.

3. The role playing of highly emotionally charged situations tends to be less effective in large groups, since the role playing tends to take on the characteristic of acting performances, or, the performance becomes too artificial and sounds funny. It's hard, for example, for learners to pretend to be very angry without going over the top or starting to giggle. This is less of a concern in therapeutic settings, but is a factor in training.

4. Almost every use of roleplaying in large group training sessions involves extreme compromise, often to the extent that learning does not occur, or is interfered with. That's because role playing works best when there is sufficient time to prepare people for the role play, do the actual role play, provide expert feedback, and do any debriefs. Most larger group sessions involve roleplaying that goes basically "out of control" of the trainer, since the trainer cannot monitoring constantly, or be the source of expert feedback.

B. Review of Related Findings

In review of related findings, the researcher tries to give a comparison between this research and the several researches from other students who took the same variable such as speaking, procedure text, or Role Play technique as their point of the research the following other researches are:

Dwiana (2015) on her research paper entitled " Improving Students' Speaking Skill Through Role Play Strategy at the Grade Eight of SMPN 6 Rambah Hilir" found that from the data in the tables and diagram above, it can be understood that their accent became better from the average of speaking test in cycle I (49,57) to (60,50). in the average of speaking test in cycle II. It can be read that the students' mastery on grammar better improved from (57,43) in the average of speaking test in cycle I to (66,13) in the average of speaking test in cycle II. According the data above there was an increase on the students' mastery in the average of speaking. in the average of speaking test in cycle II. Their fluency in pronouncing words and sentences became better: from (57,67) in the average of speaking test in cycle I to (68,23) in the average of speaking test in cycle II. The last, the student's comprehension throughout the three meetings showed an improvement: from (59,30) in the average of speaking test in cycle I to (72,77) in the average of speaking test in cycle II.

Susilo (2014) on his research entitled *"Improving Students' English Speaking Skill Through Role Play at the Grade XI of Travel Tourism Program of SMKN 6 Yogyakarta"* found that in Cycle 1, the implementation of role play was successfull to improve their speaking skill because role play provided lots of

opportunities to practice their speaking skill. The opportunities enabled them to make the related expressions to their job in the future. They said that the role play activities encouraged them to learn many things such as fluency, vocabulary, pronunciation and accuracy. First of all, they learnt dialogues related to their job. Then, they practiced pronouncing the dialogues. In addition, role play boosted the students' self confidence. However, problems reed to the students' motivation in the teaching learning process still existed. The researcher found that they lacked motivation. Some of them did not pay attention to and participate in the teaching learning process. They also asked the researcher to dismiss earlier. The result of students' improvement in the four indicators had still questionable too. To solve the problems mentioned above, the researcher implemented actions in Cycle 2. In the second cycle, the teacher gave them a warning when they asked to go home earlier. After that, the researcher also gave them a game. The game was about pronunciation game. All of the students sat on the floor in the big circle.

Umam (2011) on his research entitled *"Improving te Students' Speaking Ability Through Role Playing Technique"* found that The finding of this research showed that the students' skill speaking improved significantly from one cycle to the following cycle. The role-playing procedures implemented by the researcher in this study consist of 7 major steps. Those are deciding on the teaching materials, organizing the group of the students, providing the situation and dialogue to be role played, teaching the dialogue for role plays, having the students practice the role plays, having the students modify the situation and dialogue, and having the

students perform the dialogue in front of the class. The paper presents how role playing technique improve the speaking ability of the students.

Sumpana (2010), on her research paper entitled *"Improving the Students' Speaking Skill by Role Play"* found that The use of role play as teaching technique improved the students' speaking competence at the eleventh grade students of Immersion Program 1 of the State Senior High School of Karangpandan in Academic Year 2009 / 2010. The improvement in their speaking competence is quite significant. It was reflected from the students' attitude inside the class during the English teaching learning process. The strengths of the application of Role-at the eleventh grade students of Immersion Program 1 of the State Senior High School of Karangpandan are that; a) the students become more active, excited, and responsive to the presented materials, 2) the atmosphere of English class became relax, fun, and enjoyable, and c) the students' English score fulfilled the KKM.

Citraningtyas (2016), on her research entitled ""*Improving The Students' Speaking Skill Through Role Play Technique of Class Xi MIA 5 of SMA Negeri 2 Yogyakarta In The Academic Year of 2015/2016"* found that there was improvement in the students' speaking skills after the implementation of the actions. The conclusions of the research can be concluded as follows; 1. The students had better speaking skills after having role plays as one of the activities in the class. By using role play as an activity in the teaching and learning process, the students had more opportunities to practice speaking. 2. Role play was helpful to attract the students' interest to actively participate in the English class. Role

play provided fun and enjoyable activities in the classroom that were helpful to attract students' interest in taking an active part in the class. 3. Various activities and topics could be implemented in the teaching and learning process of English. 4. Various Media such as video and recording that implemented in the teaching learning process of English. The students also can learn how to say in a good pronounce like a foreign. The video and recording help the students to improve their speaking in pronounce aspect and students also know the express that the foreign use in speaking. 5. The students' handout can help students in learning English. The students can learn from this material, they also can practice in speaking with their friends because the dialogue has written on the students' handout.

B.1. The Difference Between This Research and Previous Researches

Based on the findings of the previous researches above, the fresearcher sees some differences between this research and those researches above. Dwiana (2015) on her research paper used role play strategy to improve the eighth grade students' speaking skill at SMPN 6 Rambah Samo. The difference is in this research, the researcher wants to improve students' speaking skill on procedure text. It means that the researcher wants to use role play technique to improve students' speaking skill only in a certain field, that is speaking on procedure text..

Susilo (2016) conducted a research about the use of role play to improve students' speaking skill in voccational school. The difference between his research and this research is in the use of the sample of the research. This research will use the ninth grade students of Junior High School which is purposed to improve their

speaking skill on procedure text. Umam (2011) conducted a research entitled Improving te Students' Speaking Ability Through Role Playing Technique. The difference of this research can be seen on the sample of the research where he used the voccational school students as the object of the research. Meanwhile, in this research, the researcher will use the junior high school students as the object of the research. Sumpana (2010) used an action research of the use role playing technique to improve students' speaking skill. The difference between his research and this research is can be seen from the sample of the research. Sumpana used the senior high school students, meanwhile this research will use junior high school students as the sample of the research.

C. Conceptual Frameworks

In this research, there are two variables; they are role play technique as dependent variable and students' speaking skill in procedure text as independent variable. To support the research, the researcher explains those two variables as in the figure of conceptual framework as follow:

Figure 1. Conceptual Framework of the Research

```
┌──────────────────┐          ┌──────────────────────┐
│    Problems      │ ───────▶ │  Students' Low Speaking │
│                  │          │  Skill on Procedure Text │
└──────────────────┘          └──────────────────────┘
                                          │
                                          ▼
┌──────────────────┐          ┌──────────────────────┐
│ Role Play        │ ◀─────── │   Problem Solving     │
│ Technique        │          │                       │
└──────────────────┘          └──────────────────────┘
        │                              
        │                     ┌──────────────────────┐
        │                     │   Preparing the       │
        │                     │   Materials           │
        │                     └──────────────────────┘
        │                              │
        │                     ┌──────────────────────┐
        │                     │  Teach the Dialogs for │
        │                     │  Role Play            │
        │                     └──────────────────────┘
        │                              │
        │                     ┌──────────────────────┐
        │                     │  Students Practice the Role │
        │                     │  Play in Procedure Text │
        │                     └──────────────────────┘
        │                              │
┌──────────────────┐          ┌──────────────────────┐
│ Expected Result  │          │  Check and evaluate   │
│                  │          │  Students' Speaking   │
└──────────────────┘          └──────────────────────┘
        │
        ▼
┌──────────────────────────────────────────┐
│  Improvement of Students' Speaking Skill on │
│  Procedure Text                            │
└──────────────────────────────────────────┘
```
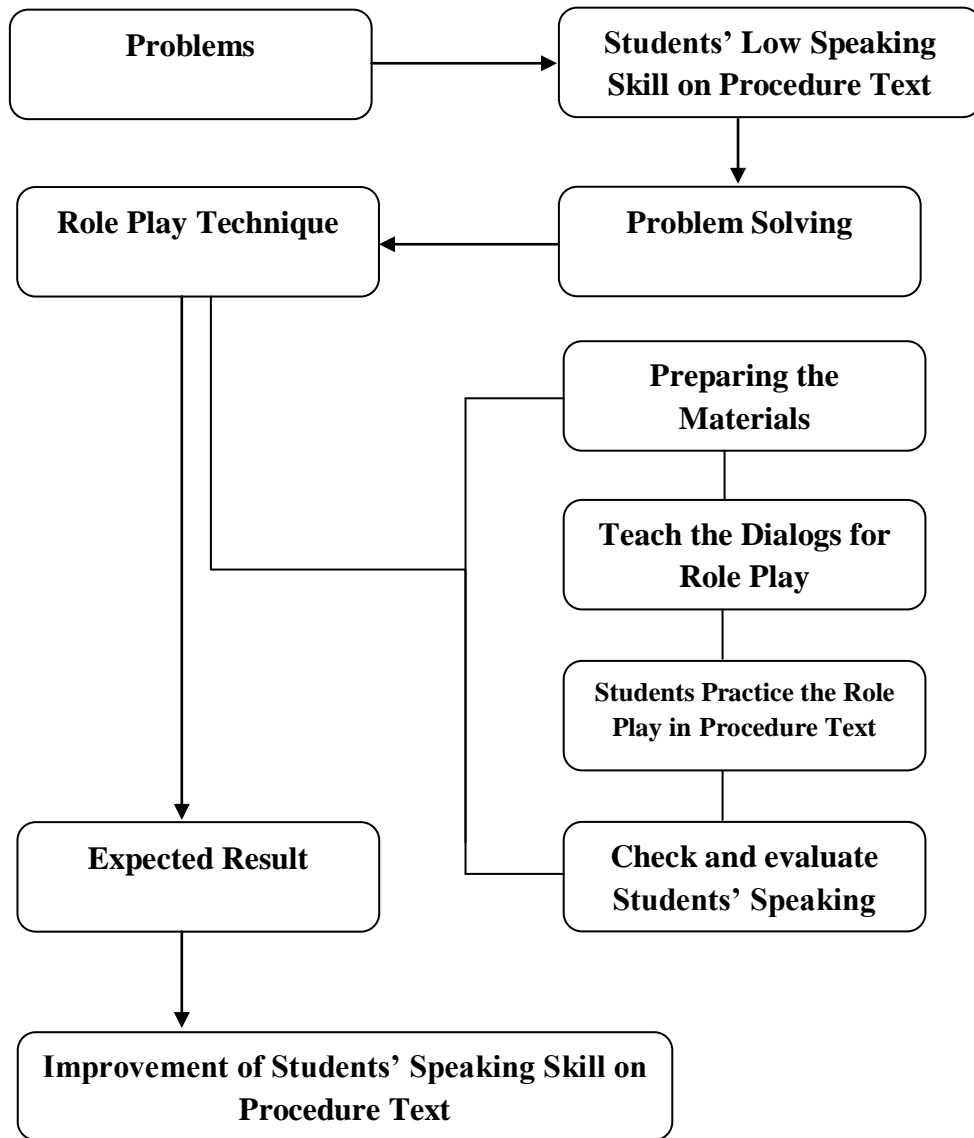
Based on the figure of the conceptual framework above, it can be seen that the concept of this research consists of the problem where the students' speaking skill on procedure text is low. The technique will be used to improve it is by using role play technique in teaching procedure text in the classroom. During the treatment, the researcher will implement the steps of doing the role play technique in teaching procedure text to the students. The result of using the role play

30

technique is expected can improve the students' speaking skill in procedure text to

the ninth grade students of SMPN 5 Rambah Hilir.

CHAPTER III

RESEARCH METHODOLOGY

In this chapter, the researcher would like to explain about the design of the research, setting of the research, population and sample, instrumentation of the research, technique of collecting data and technique of analyzing the data. In this chapter the researcher describes the technique of collecting the data and how to analyze it. The researcher describes the procedure of doing the action research related to the purpose to improve students' speaking skill in procedure text through Roleplay technique.

A. The Research Design

The design of this research is an action research. According to Hopkins (1993), action research is a process to empower all participants in the educational process (students, instructors, and other parties) with the means to improve the practices conducted within the educational experience. This research is designed as an action research because the researcher teaches English at SMPN 5 Rambah Hilir and it means there was enough chance to do an action research within several cycles to evaluate the improvement of the use roleplay on students' speaking skill in procedure text in every cycle.

B. Setting of the Research

This research was conducted in SMPN 5 Rambah Hilir The location is very near from street. Jl. Raya Simpang Kumu, Rambah Villge, Rambah Hilir Sub

District, Rokan Hulu Regency. This research focus on Ninth grade is class lX.2. There are 27 students that consist of 14 females and 13 males. as the participant of the research. It is caused by the condition of the students in this class have the lowest average ability and score on speaking. In this research, the researcher needs a collaborator to help doing this research completely. The collaborator of this research is Mr Hasbi, S.Pd as an English teacher at SMPN 5 Rambah Hilir.

C. Instrumentation of the Research

In this research the instrumentation was formed in a test and observation note. It means that the students were asked to speak about how to make or doing soemthing related to the procedure text instruction. In this research the students were asked to talk about "*How to cook instant noodle*". Here are the explanation of theinstrumentation in this research

1. Test.

To find out the efectiveness of using role play technique in teaching speaking on procedure text, the researcher gaveve an oral test to the students. It means that the students had a speaking test on procedure text based on the topic given by the researcher. Table 1

2. Observation Note

Observation is purposed to see the situation and progress during the research. In this research, the collaborator helped the researcher to note the process and activities of the research. The collaborator observeved the researcher and the students during the teaching and learning process by filling the

observation note.

   3. Field Notes

The collaborators note the events that happen in the field. Many advantages the teacher has the field Notes. The contents are direct observation, feeling, supervision, perceptive, reflection and ktsp mukarto (2004) It explained something that happens during teaching and describe the students behaviors in learning process. The form of field note is an empty of paper belong the events the activities at the classroom process. See appendix 4

D. **Procedure of the Research**

To make this research run well, the writer has to make research procedure. They are:

1. Planning

Befor starting this research, the researher made some planning to make easy when the researcher do it. There were many steps to be planned by the researcher they are consist of:

a. *Determining the subject of study* : The researcher determined the subject of study before the subject was given to the students, so students were not confused with the subject. On the contrary, they were focus on the subject of study.

   b. *Preparing the subject of material* : The researcher prepared the subject of material before the material to be taught. Certainly, the material was about speaking in procedure text.

d. *Preparing the observation note for the teacher and students :* The researcher prepared a the observation note for the collaborator so that the activity and process of learning in this research can be noted.

2. Action

In this part, the researcher started to act the research design that has already been planned. There are some steps, as follow:

a. The researcher taught students to speak on procedure text through role play teechnique.

b. The researcher asked the students to practice the role play technique to speak on procedure text.

c. The researcher evaluated the students' spaking skill on procedure text

3. Observation

This is the important part of the research. By observation, the researcher got a document about reflection of student activity and student interaction in the classroom.

4. Reflection

This is the final step that the researcher does. The researcher was attempted to see and muse again something that the researcher has done. It was also to know whether there is any effect that can appear in the students learning process. By reflecting, the researcher knew the strength and weakness from the action that the researcher has done

Figure 2. Cycles of the Research
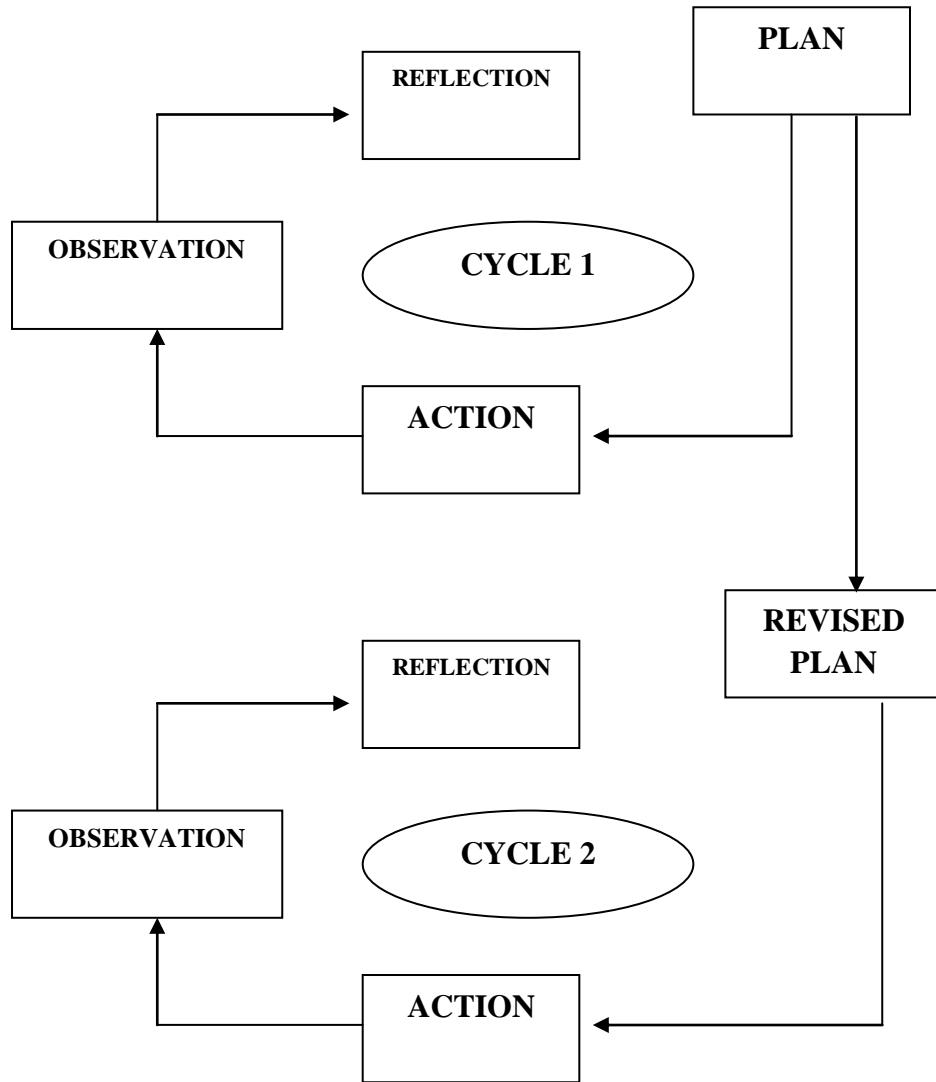
D. Technique of Collecting the Data

In general, instruments used to collect data can be divided into two types, a test and a non-test (Arikunto, 2002:122). A test is a written set of questions to which an individual responds in order to determine whether the students pass the test or not. In this research, the researcher will use a performance test where the students will be asked to speak about instruction of doing something. There will be 2 cycles in this action research. The technique was used in collecting the data was divided into several steps such as:

1. Cycle 1 : In cycle 1 the researcher tried to improve students' speaking skill through Role Play strategy. Then, the researcher gave a speaking test on procedure text to the students

2. Reflection of Cycle 1 : the reflection was conducted by a collaborator who gave an observation and field note related to the implementation of the technique in cycle 1.

3. Cycle 2 : in cycle 2 the researcher tried to improve students' speaking skill through Role Play strategy. The researcher gave the speaking test on procedure text to find out whether in cycle 2 the students' speaking skill on procedure text can be improved better then in cycle 1.

4. Reflection of Cycle 2 : the reflection was conducted by a collaborator who will give an observation and field note related to the implementation of the technique in cycle 2.

E. Technique of Analyzing the Data

The data collected and analyze with qualitative and quantitative forms. Qualitative means the data was reported in numerical form of percentage and use graphic in describe it. The result students' speaking skill also was analyzed based on some criteria of Wachidah et al (2016) from the book "When English Rings the Bell". (see table 1). The score of students' speaking skill in every cycle was given by the raters. There will be 3 raters in this research. After analyze the data qualitatively, the data also analyzed quantitatively.

No	Component of Speaking	Criteria	Score
1		Almost Perfect	5
		There are some mistakes but it does not change the meaning	4
		There are some mistakes and affect the meaning	3
	Pronounciation	Too many mistakes and affect the meaning	2
		All pronounciations are almost wrong and it affects the meaning	1
2		Almost Perfect	5
		There are some mistakes but it does not change the meaning	4
		There are some mistakes and affect the meaning	3
	Intonation	Too many mistakes and affect the meaning	2
		All pronounciations is almost completely wrong and it	1

		affects the meaning	
3	**Fluency**	Very fluent	**5**
		Fluent	**4**
		Less Fluent	**3**
		Not fluent	**2**
		Very not fluent	**1**
4	**Accuracy**	Very Accurate	**5**
		Accurate	**4**
		Less Accurate	**3**
		Not Accurate	**2**
		Very not Accurate	**1**

Adopted from Wachidah et al K-13 (2016)

In this research the data was found from observation and checklist. (Gay in Marthasuri: 2010) suggested some strategy in analyzing the data as follows:

1. Data managing. The data should be managed in observation, checklist and test form, in order to get good result and easy to analyze

2. Reading the note. The researcher read and analyze deeply the data from observation checklist and the test

3. Describing. The data, which are getting during the research activities, described in order to provide detail information about the setting, the participants, and the activities. The aim of this step is to provide a true picture of setting and events that take place in the research

4. Classifying. The data was categorized into smaller unit based on the data from observation checklist and result of the test during the research activities The data

is categorize into smaller unit based on the data from observation checklist and result of the test during the research activities.

5. Interpreting. After classifying the data, the next step was to interpret into general conclusion or understanding After classifying the data, the next stepwas to into general conclusion or

6. Written report. Finally, all of the data has been analyzed was presented in a written report.