

## **CHAPTER IV**

### **REPORT OF RESEARCH RESULT**

#### **A. General Description of the Research Location**

In the fourth chapter, the writer would like to describe the school condition where the research is held. After collecting the data through interview and observation, the writer will describe the condition of Islamic Junior High School (MTsN) 1 Paringin.

The research has been done in MTsN 1 Paringin. It is located at Jl. Al-Hasaniyah Layap Paringin Balangan Regency District of South Kalimantan. The school was built in 1948 by statistic school number 211631101001.

The school is in a strategic place, because the school is near the main road and it is about 2 kilometers from the Central of the Town. Beside that, Islamic Junior High School (MTsN) 1 Paringin is in the complex of the Islamic education, actually there are three schools, and those are Madrasah Ibtidaiyah (MIN) Paringin, Madrasah Tsanawiyah (MTsN) 1 Paringin and Madrasah Aliyah (MAN) 1 Paringin.

Like other schools in general, MTsN 1 Paringin uses curriculum based on study (KTSP). And facilities at MTsN 1 Paringin Balangan Regency based on the school data, can be seen in appendix 6.

MTsN 1 Paringin Balangan regency is led is Drs. H. Fajriannor Subhi. The school has 40 teachers. The description of the teachers can be seen in appendix 7.

The English teacher taken as subject in this research is Miss. Fadliah. She is an English teacher at the eighth grade of MTsN I Paringin Balangan regency. The English teacher at the eighth grade of MTsN I Paringin Balangan regency has been studied at STIKIP University Banjarmasin; the writer found that the English teacher has been teaching English for two years.

In academic year 2010/2011, the total number of students at the eighth grade of MTsN 1 Paringin Balangan Regency who are administratively registered 155 students. Detail information can be observed in appendix 8.

## **B. Data Presentation**

On this data presentation the writer describes about result of research on the field that collected by technique of data collection, they are test, observation, interview, and documentary. Those data will be presented in table from which given category based on framework of research, and then the table will be explained. They were conducted from 1 October to 1 December 2010.

By observation, interview, and oral test techniques it's known more about how role play is used, the way of the teacher in using role play at the classroom and then the use of role play towards the students English speaking developments. By using observation, interview, it is known about the way of the teacher in using role play at the classroom. And then by using oral test, it is known more about the use of role play towards the students English speaking achievements. By using documentary

technique it is known about data like the amount of the teachers, the students and the facilities of school.

Presenting this data is classified in turn that is suitable with the problem formulation that the writer has made before in order to be easier in presenting and analyzing.

### **1. Using of Role Play in Teaching English Speaking**

Passing through observation and interview to the English teacher at the eighth grade of MTsN 1 Paringin Balangan Regency in using role play at the classroom, the observation was conducted five times. Then from these five times teaching-learning process observed by researcher, there are two process of using role play that is on October 07<sup>th</sup> 2010 and 4<sup>th</sup> November 2010.

In observing the class, the writer here not only observed the use of role play by the teacher, but also the materials used in her teaching strategies and the steps that she use in teaching speaking using role play, so that the data here can be complete one, in other words the writer want to know about how the role play are used by teacher and how the result for student in developing theirs speaking from the process of teaching learning done by her.

Based on observation on October 07<sup>th</sup> 2010 and 4<sup>th</sup> November 2010 can be seen from the teaching and learning process doing by English teacher (Miss Fadliah) at the eighth grade of MTsN I Paringin with her role play technique can be seen from the following descriptions.

a. English teacher skill and knowledge in using role play

Based on the observation to English teacher at MTsN 1 Paringin. The writer observes the teacher used role play technique twice in teaching speaking.

In the teaching and learning process, previously teacher prepares the lesson plan which states the learning objectives based on curriculum based on study (KTSP) and curriculum that developed. From the curriculum based on study (KTSP), the teacher knows the learning objectives for every topic.

They covered the topic (which was taken from the suggested sub-theme of the curriculum), the instructional objectives and instructional materials. The topic of the lesson that used by teacher in the first observation was “To Ask for, give and refuse services and things”, and the second observation was “To Compliment and To Congratulate”. In this study, the instructional materials were taken from English on Let’s Talk grade VIII for Junior High School (SMP/MTs).

In teaching and learning process, the English teacher used various methods using role play. Especially, in teaching speaking, the teacher used methods, namely, group discussion, grammar translation method, direct method.

b. The Teacher’s Ability in Teaching Speaking

There are several steps in using role play namely: warming up activity, while activity and the last post activity.

1) Pre Speaking Activity.

Warming up activity covers motivation and apperception that is asks about lesson material before. Based on observation 7<sup>th</sup> October 2010, in warming up

activity teacher begins with greeting, speak to students, brainstorm the topic of the lesson by asking some questions related to the topic, and give instruction about learning activity and continued with question and answer upon which apperception.

## 2) While Speaking Activity.

Delivering information or content of lesson materials that is concept development and implementations (practice and exercises) form of the activity. Based on observation on 7<sup>th</sup> October 2010, the main activities those done by teacher are varieties.

Firstly, the teacher opened the class by greeting to the students and checking their attendance by calling their names one by one. She then notified the instructional objectives to the students. After that, she prepared the whole class by discussing what the speakers might say by asking some question related to the topic “To Ask for, give and refuse services and things”. Her questions were “*Do you ever to help your friend? Or you got helping from your friend?*”, “*What do you say firstly?*” the students answered the question orally. Unfortunately, some of them answered the questions partly “*Yes, I ever*”, “*Can I help you*”, “*Would you help me to take the book*”. The teacher, however accepted the answers and guided the students translate what they want to say into English by looking up to dictionary. During these activities, the students were more active and the class looked more alive since the topic of “To ask for, give and refuse services and things” was very interesting to them.

Following this activity, the teacher started the lesson by writing prompt on the board to guide the role play and any key vocabulary. Next, she asked the students to

repeat those words expressions after her. And then the teacher divided the class into pairs, in order to guide their activities, the teacher distributed them the script role play and let them discuss together what they may say and try out the role play privately, before calling on two pairs to act out in front of the class. When the students were trying out the script, the teacher walked around the class to control their activities by correcting and checking the conversation.

Before the class ended, the teacher asked the students to take on particular role and to imagine their selves in that role in a particular situation. And she let students act out their role play, not just say them but students should read it loudly.

### 3) Post Speaking Activity

Based on observation the writer saw the activities that done by teacher those are conclusion of the lesson, giving assignment or emphasizing or matter reinforcement likes to give test based on the lesson materials. At the end of teaching and learning process, the teacher asked her students to express the conversation expression in their daily. The teacher also has to find out the students' response according to the role play that they have done and closes the lesson by saying 'Alhamdulillah' together.

For second observation on November 4<sup>th</sup> 2010, the topic was "To Compliment and To Congratulate". The main activities that was done by the teacher is the same with the first observation from warming up, delivering information or content of lesson materials related to the topic in second observation. The teacher distributed the script of role play to the students. First, the teacher read the dialogue and then he

asked the students to repeat after her. Most students felt difficult to read some words in the dialogue, so the teacher drilled them to read the words repeatedly. Next, the class was divided into two groups to practice the role play which each group acted one role. Here, the teacher gave his attention and helped the students to read the dialogue with good pronunciation.

Based on observation class, the writer has known in teaching English speaking that the teacher used role play when it needed. The form of participations the students do in the teaching and learning transactional conversation process using role play, they feel more enthusiasts, interested and get more spirit when carry out the transactional conversation using role play. The participations in the students grouping; they were able to speak and express the conversation with one another within the group, be confident, and responsible for their work.

In other time, it was held through interview with English teacher about using the role play, the report of data taken from writer's interview are:

1. Role Play is suitable for teaching speaking conversation, because it can improve students' speaking skill in any situation, and helps students to interact. Teaching speaking for Junior high school focused in speaking conversation; especially transactional conversation.
2. Role Play is a technique which can develops students' fluency in target language, promotes students to speak or interact with others in the classroom.
3. Reasons of the teacher in using role play:
  - a. Easier in explanations and teaching

- b. More interesting for students, prevent students from spending much time in a particular speaking activity.
  - c. Easier to apply by teacher to the students and make easy students to express the conversation.
- 4. The steps of teacher in using role play in her teaching are:
  - a. Pre speaking activity, in this step she notifies the instructional objectives to the students by discussing what the speakers might say and writing prompt on the board to guide the role play and any key vocabulary.
  - b. While speaking activity, here she guides the students to try out the role play privately before acting out in front of the class
  - c. Post speaking activity, in this step she guides the students to act out the conversation in front of the class.
- 5. The student's responses are more enthusiasts, interested, and get more spirits to study English speaking more.
- 6. The teacher uses audio visual such as pictures, DVD/LCD player, real object, as her media in teaching speaking.

## **2. Data about the Development of the Students' English Speaking Conversation Ability towards Using Role Play.**

After teaching and learning process by using role play, the writer carries out speaking test to know the effect of using role play towards students 'achievement in developing theirs' speaking transactional conversation at the eighth grade of MTsN I Paringin Balangan regency.



**a. English Speaking Transactional Conversation Ability at the Eighth Grade Students of MTsN I Paringin Balangan Regency.**

In accordance to the speaking test of transactional conversation, that was given by English teacher Mrs Fadliah at the eighth grade students of MTsN I Paringin Balangan regency, the test result showed the highest score is 86 and the lowest is 38, the average rate is 62.8 ( $9734 : 155 = 62.8$ ).

**b. The Development of Students' Ability in English Speaking at the Eighth Grade of MTsN I Paringin Balangan Regency.**

The result of the speaking transactional conversation test at the eighth grade students of MTsN I Paringin Balangan regency:

**Table 4.1 The Students' Score in Speaking Transactional Conversation Test at the Eighth Grade of MTsN I Paringin Balangan Regency Academic Year 2010/2011.**

No	Students Names	Criteria/Rating Score					Total	Score
		P/5	G/5	V/5	F/5	C/5		
1	Abdul Malik Rabani	3	4	4	3	3	17	68
2	Ahmad Jamani	2	3	4	2	2	13	52
3	Ahmad Rifani	4	3	4	4	3	18	72
3	Akhmad Mazuki	4	5	4	3	3	19	76
4	Akhmad Sabari	2	3	3	4	2	14	56
5	Atikah Yusriana	4	3	4	3	4	18	72
6	Anisa Safitri	3	3	4	3	3	16	64
7	Anisah	3	4	4	4	3	18	72
8	Aisyah	2	3	3	2	2	12	48
9	Dea Nor Afianti	3	3	3	3	3	15	60
10	Desy Wulandari	4	5	5	4	4	22	88
11	Ernivi Jelita Putri	3	4	3	3	3	16	64
12	Erni Arianti	3	4	4	3	3	17	68
13	Fadel Muhammad Yasin	4	5	5	5	4	23	92
14	Hafizaturrahim	3	3	4	3	3	16	64
15	Hariyanti	3	4	5	3	3	18	72
16	Herlinda	4	4	4	4	4	20	80
17	Hifzatul Apiah	2	4	3	2	2	13	52
18	Hirdayanti	3	4	4	3	3	17	68
19	Hj. Maskah Diati	3	4	4	3	4	18	72
20	Irlianti	4	5	4	3	4	20	80

No	Students Name	Criteria/Ranting Score					Total	Score
		P/5	G/5	V/5	F/5	C/5		
21	Jimah	3	4	3	3	3	16	64
22	Khairina	3	3	4	3	3	16	64
23	Lilis Fitriani	3	3	3	3	3	15	60
24	Lisda Wati	2	3	4	2	2	13	52
25	Mahmudah	4	5	4	3	3	19	76
26	Maimunah Alkaf	3	4	4	3	4	18	72
27	Maita Sulistiani	3	4	4	3	4	18	72
28	Milida Ulfah	2	4	4	2	3	15	60
29	Mina Muzdalifah	3	4	3	3	3	16	64
30	Misnawati	3	4	3	2	3	15	60
31	Muhammad Zaini	3	5	4	3	3	18	72
32	M. Muzaky Fadillah	4	5	5	3	4	21	84
33	Nisa Adawiyah	4	4	4	3	4	19	76
34	Normilasari	4	4	5	3	3	19	76
35	Nur Amalia	3	4	4	3	3	17	68
36	Nurul Hidayah	3	4	3	3	3	16	64
37	Prieta Giar Purnama	3	5	3	3	3	17	68
38	Rahmadi	3	2	3	3	3	14	56
39	Risnawati	2	4	3	2	2	13	52
40	Riviana Santika	2	4	4	2	3	16	64
41	Robi Maulana	3	4	4	3	3	17	68
42	Saidah	3	5	4	3	4	19	76
43	Siti Aminah	3	3	4	3	3	16	64
44	Siti Arbainah	3	4	4	3	2	16	64
45	Sri Hardina	3	4	5	3	3	18	72
46	Sri Rusmayanti	3	4	4	3	5	19	76
47	Sulastri	3	3	4	2	3	15	60
48	Syukri Ilhami	3	3	3	3	3	15	60
49	Yulia	3	4	3	3	3	16	64
50	Zainuddin Lutfi	3	4	3	3	3	16	64

Notes

P : Pronunciation

G : Grammar

V : Vocabulary

F : Fluently

C : Comprehension

**Table 4.2 The Students' Average Rate in Speaking Transactional Conversation Test at the Eighth Grade of MTsN I Paringin Balangan Regency**

Scores of Test	Number of students	Highest	Lowest	Total	Average
	50	92	48	3432	68.64

From the tests result above, the calculation to the average value that is obtained by students as below:

$$\begin{aligned} M &= \frac{\sum X}{N} \\ &= \frac{3432}{50} \\ &= 68.64 \end{aligned}$$

**Table 4.3 Frequency Distribution of the Students' Development in English Speaking Transactional Conversation Ability at the Eighth Grade Students of MTsN I Paringin Balangan Regency.**

No	Score	Category	Frequency	Percentage
1.	80 – 100	Excellent	5	10 %
2.	60 - <80	Good	39	78 %
3.	40 - <60	Good Enough	6	12 %
4.	20 - <40	Poor	-	-
5.	0 - <20	Very Poor	-	-
Total			50	100 %

Based on the table above, there are 50 students participated in Speaking Transactional Conversation test, that got score 80-100 (excellent) are 5 students (10%) they included to the very poor category, got score 60-<80 (good) are 39 students (78%) they included to the excellent category, got good enough score are 6 students (12%) they included to very poor category and none who got score 20-<40 and 0-<20.

### **C. Data Analysis**

The data is gotten by writer from observation, interview, written test, and documentary are processed and presented in the table and described in data presentation. Then the data is analyzed and reported systematically based on the statements of problem that is about using of role play and the students' development in English speaking transactional conversation ability towards using role play.

#### **1. Using Role Play in Teaching Speaking Transactional Conversation.**

In the teaching and learning process, previously teacher prepares the lesson plan which states the learning based on "KTSP" and curriculum that developed.

##### **a. The English Teacher Skill and Knowledge in Using Role Play**

Based on data presentation and interview, it can be known that English teacher skill and knowledge to use Role Play as technique in her teaching speaking transactional conversation is good. Basically, English teacher in the eighth grade of MTsN I Paringin has known and understood enough about the importance of teaching technique and media, especially role play technique in teaching speaking transactional conversation.

Before starting the class, the teacher prepares learning material, time allocation, learning goal, and students' condition. It is known the teacher before teaching and learning speaking transactional conversation using role play, the teacher prepares several ingredients those are pictures, real object.

From description above, it can be concluded that English teacher's skill and knowledge in teaching speaking transactional conversation using role play as a

technique is good and run well. Generally, using role play is suitable to teach speaking conversation, especially speaking transactional conversation, and it very useful for students.

b. The Teacher's Ability in Using Role Play.

The various methods and techniques are very needed to improve and actualize teaching and learning process, especially in teaching speaking, to reach certain goal in order to create and interesting learning process. So the students' interest and motivation to learn will increase too.

Based on data presentation above, showed that English teacher ability in using role play in teaching speaking transactional conversation is good, and it accordance time allocation and learning material.

The methods such us group discussion, direct method, communicative approach. These methods are quite easy to be used by teacher. By using the methods can helps teacher to explain the material easily and easily to understand the material. The teacher can give some exercise and tasks in speaking skill.

Based on the data presentation above it can analyze that the teacher use some steps in using role play, such as pre speaking activity, while speaking activity, and post speaking activity.

1) Pre Speaking Activity

In every teacher must begin the lesson with warming up activity, it sign that the teaching learning process will be began then it will be followed by some next activities. At the pre speaking stage, the teacher notifies the instructional objectives to

the students. After that, she prepares the whole class by discussing what the speakers might say and writing prompt on the board to guide the role play and any key vocabulary.

Based on the teacher warming up in the pre speaking activity, the writer analyze that the students enthusiasm in this activity. It helps teacher to deliver material well.

## 2) While Speaking Activity.

Following this activity, the teacher divided the class into pairs, and she guides the students to let them discuss together what they may say and try out the role play privately, before calling on one or two pairs to act out in front of the class. The teacher walks around the class to help them by correcting and checking. Then students were asked to take on particular role and to imagine their selves in that role in a particular situation.

## 3) Post Speaking Activity

In this activity teacher asks students to act out their role play, not just say them but students should read it loudly in front of the class.

Based on observation and interview directly, the writer have analyzed the role play which was used by the teacher in teaching speaking transactional conversation, make the students were very enthusiasm and useful in helping them express the conversation. It has known too that role play is useful strategy throughout the speaking process to communicate and express the conversation on a topic.

From description above, it can be concluded that English teacher ability and knowledge in using role play with various methods and several steps are good. Basically the English teacher ability in using role play is good because accordance to the lesson material and teaching and learning speaking purposes. And using role play in speaking transactional conversation process is very useful and effective techniques.

## **2. The Development of Students' Speaking Ability in Transactional Conversation at the Eighth Grade of MTsN I Paringin Balangan Regency**

To know the students development of the students' ability in English speaking transactional conversation ability at the eighth grade of MTsN I Paringin Balangan regency. The writer has done oral test by performing or acting out transactional conversation using the role-play.

The data indicates that the students' speaking ability in transactional conversation has been increased. The mean score before using Role Play is 62.8. It is increases to be 68.64 after the teacher used role play (Look at the table 4. 5). Therefore, it can be said that using role play in teaching speaking can develop the speaking skill of the eighth grade students at MTsN 1 Paringin Balangan regency.