

**THE ROLE-PLAY APPROACH AND STUDENTS ENGLISH SPEAKING
MOTIVATION: A PHENOMENOLOGY STUDY OF EIGHT
GRADE MTSN IDI**

THESIS

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ZAWIYAH COT KALA LANGSA
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STATEMENT OF APPROVAL

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MOTIVATION: A PHENOMENOLOGY STUDY OF EIGHT
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The Writer

Nurul Akmal

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ABSTRACT

This research about the role-play approach and students english speaking motivation for the eight grade students at MTsN Idi. The writer used phenomenology study as methodology of the research. Furthermore, the writer selected students as sample of this research. The writer considered 35 students as the sample to be observed in this research. Next, the writer used qualitative method because the writer analyzed the result of this research on interivewing, questionaring and documentation. The finding showed that role play method was good to improve students' speaking motivation in learning. It is indicated that students improved their skill in speaking by using role play method. Through role play method, students developed their idea and motivation in speaking activity. Moreover, role play also facilitated students to learn the materials in English class. Furthermore, it is improved students' speaking experience to find out topic and notion when they spoke in teaching and learning process.

Key words:Role Play Method, Students' Speaking Motivation

CHAPTER I

INTRODUCTION

This chapter presented background of study, research question, the objective of research, significance of research, terminology, previous research and organization of research.

A. Background of Research

Speaking is one of the four language basic skills that occur in every situation. According to Pachler and Redondo, speaking is a language skill which some people believe either you are good or you are not, a skill that in some ways is down to personality factors such as confidence or extroversion.¹ Therefore, by observing to the interpretation, speaking is very important in many ways. It will determined who are you actually. Because people could determine the quality of someone through speaking. So that, it must be improved to be acceptable in the society.

Such the definition above, speaking is down to personality factors such as confidence or extroversion. In speaking class, students had many difficulties and problems in learning speaking. First, they were not confident and felt shy to speak in front of class. Second, it was also influenced by lack of vocabulary. Third, they still did not know to speak english well. And last, they rarely practiced

¹ N. Pachler and A. Redondo, *A Practical Guide to Teaching Modern Foreign Languages in The Secondary School*, (London: Routledge, 2007), p. 66.

english. Beside them, the external factors also took apart. They were not interested to the material that have been taught in the speaking classroom.

Djamarah and Zain stated that one of the important components in teaching is the method, and it becomes one of many things to achieve the target effectively.² It means that when people decide to reach something, it shall become more effective to get it by concerning to what method that will be used. The same thing is such in teaching and learning process. For instance, the method that is used by the teacher in teaching English has the important role for student. By having a good method, the teacher can create learning process more interesting.

As those explanations that have been mentioned, the students faced many difficulties in mastering the speaking skill. They still have to be supported to achieve the learning goals. That is why the teacher should lead the student to encourage and motivate them to speak English. Role-play is usually used as one method of teaching or training of students who initially passive to the true nature of the students are more active in the learning process established for individuals or small groups (group), students in the form of activities such as socializing, meeting, negotiation, and providing presentation. It was created so that students are more motivated to speak English. According to Stephen D. Hattings, based on his observation in the conversation class, the role play is an ideal activity in which students might find themselves and give them an opportunity to practice and

² Syaiful Bahri Djamarah and Azwan Zain, *Strategi Belajar Mengajar*, (Jakarta: Rineka Cipta, 2008), p.15

develop their communication ability.³ Therefore, Role Play is one of the methods to increase students' ability in speaking.

One of the goals of teaching speaking is to develop the students' ability in speaking. Teacher is not only teaching how to say something or to give response to the others in speaking context, but the teacher also has to build and organize their thought so that they can achieve the purpose of the learning. Based on the significant, the writer tries to analyze the Role-Play approach which is used by the teacher in speaking classroom. In case of role play activities, Donn Byrne stated that role play can be grouped in two forms, scripted and unscripted role play.⁴ Then, according to Killen, Role Play can give the learners practice in thinking real-life roles and dealing with real-world problem.⁵ In this case, the students can have a situation such in the real context although they are not in that situation.

In this context, this study is undertaken to identify the students' motivation in speaking English by using role-play for the students class VIII.1 in MTsN Idi, as well as to determine whether the using of role-play methods can increase the students' ability to speak English for the second grade students in MTsN Idi.

³ Stephen D. Hattings, *Role Play*, (London: routledge, 1993), p. 165

⁴ Donn Byrne, *Teaching Oral English: Longman Handbooks For English Teacher*, (Singapore: Longman Group, 2001),p. 43

⁵ Roy Killen, *Effective Teaching Strategies*, (Katomba NSW: Social Science Press, 2002), p. 56.

In, conclusion, Regarding to the explanation above, the writer is interested to do a research about *"The Role-Play Approach and Students English Speaking Motivation: A Phenomenology Study of Eight Grade MTsN Idi"*.

B. Research Questions

Resolving the problem above, the writer stated two research questions for the research;

1. How do students' speaking experience taught by using role play through speaking motivation?
2. How do students' perceive what teachers do to better facilitate their is students' speaking motivation by using role play?

C. The Purposes of the Research

To classify the object in the research, the writer aimed two purposes within this research. The purpose of the study are;

1. To determine students' speaking experience taught by using role play through speaking motivation
2. To determine students' perceive what teachers do to better facilitate their is students' speaking motivation by using role play

D. The Significance of the Research

1. For teachers

The writer hopes that this research will give a contribution in the educational side to the development of language teaching and learning about teaching speaking by using Role-Play. The writer also expects that this

research will give an interpretation for the teachers in teaching speaking class through Role-Play approach.

2. For the future writer

Role-Play is not the only one method in teaching speaking class. The result of the writer can motivate the future writer to find another method that can be applied in speaking classrooms. The writer expects that the future writer can expand the type of speaking methods.

E. Terminology

There are several terms need to be defined, they are;

1. Role Play

Role play is an approach in which students are presented with a real or artificial environment and they are exposed with some kind of case or situation and they need to exhibit the same in form of roles.⁶ Moreover, role-play is an effective approach to animate the teaching and learning atmosphere, arouse the interests of learners, and make the language acquisition impressive.⁷ In summary, role play is an approach to help students work together as a team or group in learning speaking.

2. Speaking

According to Brown and Yule in Rahmadhani stated that speaking is depending on the complexity of the information to be communicated; however,

⁶ Anne Dorathy, *Second Language Acquisition through Task-based Approach – Role-play in English Language Teaching*, Journal of English for Specific Purposes World, Vol. 11, No. 33, 2011, p.1.

⁷ Anne Dorathy, *Second Language Acquisition*,.....p.2

the speaker sometimes finds it difficult to clarify what they want to say.⁸ Moreover, Rebecca in Nursalamah stated that speaking is the first mode in which students acquire language, it is part of the daily involvement of most people with language activities, and it is the prime motor of language change.⁹ In summary, speaking is the ability to speak in real situation to find out information.

3. Motivation

Motivation is the process that arouses, energizes, directs, and sustains behaviour and performance.¹⁰ According to Merriam states that motivation as the act or process of motivating; the condition of being motivating; a motivating force, stimulus, or influence, incentive, drive something (such as a need or desire) that causes a person or student to act.¹¹ Moreover, Kulwinder Singh, motivation is defined as an internal drive that activates behavior and gives it direction.¹² Moreover, Sutanto Leo mentions motivation is a key aspect in many situations of teaching and learning activity.¹³ In summary, motivation

⁸ Rahmadhani, *Factor Effecting Students' English Speaking Skills*, (Journal of Arts and Social Science, 2 (1), 2010), p.23.

⁹ Nursalamah, *Improving Students' Speaking Through Communicate Language Teaching Method*, (Journal of Education and Linguistic, 1 (2), 2012), p.8.

¹⁰ Paul R. Pintrich and Elisabeth V. De Groot, *Motivational and Self-Regulated Learning Components of Classroom Academic Performance*, (Journal of Educational Psychology, Vol. 82 No. 1, 1990), p.2.

¹¹ Kaylene C. Williams, *Five key ingredients for improving student motivation*, (Journal of Education, Vol. 2, No.1, 2010), 2.

¹² Kulwinder Singh, *Study of Achievement Motivation in Relation to Academic Achievement of Students*, (International Journal of Educational Planning and Administration, Vol. 1, No. 2, 2011), 161.

¹³ Sutanto Leo, *A Challenging Book to Practice Teaching in English*, (Yogyakarta: Andi Offset, 2013), 204.

is the process to form students' character, natural ability and competence in learning.

F. Previous Research

There are many writers analyze the learning process evaluation such as a thesis which is written by Xu Liu, entitled "*Arousing the College Students' Motivation in Speaking English through Role-Play*". This research presented the result of study is not only explores some of the theories of communicative teaching methods, but also proves the importance of the motivation of learning. Two kinds of English teaching activities for oral English class were designed which are oral English tests and role-play activity. The objective of this research is to arouse the college students' motivation in speaking English. The project hypothesis is that using the activity of role-play is more effective in arousing the college students' motivation in speaking English than using oral English tests. The writer divides the students who are the freshmen of Beijing City University into two groups-Target group and the Control group. The writer does the research by using observation notes, the questionnaire and the interview data collection methods. Through the four weeks research, it is proved that the students in the Target Group which use role-play activity become more interested in speaking English than the students in the Control Group which use oral English tests. So from the result of this research, we know that in our Chinese university, the

teachers can use some communicative classroom activities such as role-play to arouse the students' motivation of English speaking.¹⁴

G. The Organization of The Research

This research consists of five chapters. Chapter I introduced the background of the research and outlined its focus. Chapter II will contain the theoretical review, and Chapter III presents the research method of the research. While, Chapter IV will discuss the findings of the results. Finally, in Chapter V, conclusions and suggestions will be drawn by giving several recommendation from the writer.

¹⁴ Xu Liu, *Arousing the College Students' Motivation in Speaking English through Role-Play*, Thesis Unpublished, China, 2010.

CHAPTER II

THEORETICAL REVIEW

A. Authentic Environments in Learning Language

Creating an authentic environment learning language refers to pedagogical approach that allows for the construction of meaning grounded in real-life situations and the learners own personal experience. In real situation, students are able to explore, discuss and meaningfully construct concepts and relationships in contexts that involve real-world problems and projects that are relevant to the learner.

1. Authentic Environment in Learning Language

In the context of foreign language pedagogy, the need for authenticity is well recognized. The dominant approach to language teaching demands that the use of ‘real-life’ language is promoted in the classroom. In order for the real-world language to emerge there is a need to create authentic learning situations.¹⁵ As Sildus observed that real-life language always happens in a context, and it would be logical to design classroom activities to resemble real language use.¹⁶

Theatrical activities, such as role-play, drama production, improvisations, skits based on folk tales and fairy tales have been a ubiquitous feature in the

¹⁵ Larisa Nikitina, *Creating an Authentic Learning Environment in The Foreign Language Classroom*, (International Journal of Instruction, Vol.4, No.1, 2001), p. 34

¹⁶ Sildus. T, *The Effect of Student Video Project on Vocabulary Retention of First-Year Secondary School German Students*, (Foreign Language Annals, 39(1), 2006), p. 55

language classroom. Moreover, Herrington, Oliver, and Reeves have distinguished ten elements that point to authenticity of a learning situation. They are:¹⁷

- 1) Real world relevance
- 2) Ill-defined nature of the learning task
- 3) Incorporation into the activity of several complex tasks that require a sustained period of time to be fulfilled
- 4) Opportunity for the students to explore the task from different perspectives
- 5) Opportunity to collaborate
- 6) Opportunity to reflect
- 7) Activities can be integrated across different subjects
- 8) Assessment is seamlessly integrated with the task
- 9) Outcome of the activity is a polished product, and
- 10) Diversity of outcomes is possible.

Looking at the classifications above, the learners have to deal with multiple responsibilities, such as writing a script, preparing physical props, acting, choosing suitable locations to practice their performance, etc., which also promotes the learners' ownership of their learning.

However, in a rich and meaningful learning environment where the students work on a project that has real world relevance many of these elements would transpire in the course of the project that has real world implementation. As

¹⁷ Herrington, J., Oliver., & Reeves, T.C, *Patterns of Engagement in Authentic Online Learning Environments*, (Australian Journal of Education Technology. 19(1), 2003), p. 59-71

Barab, Squire, and Dueber pointed out that authenticity is not an objective feature of any one component in isolation. It comes into existence through a constant dynamic interaction between the learners, the task and the environment and “manifests itself in the flow”. Therefore, to add to a rich potential of their language learning, the students get a chance “to interpret their world”.¹⁸

2. Verbal communications

All forms of communication can be categorized as either verbal or nonverbal. In turn, both verbal and nonverbal communication can be subdivided into either vocal or non vocal. Much of the communication that takes place between people is verbal; that is, it is based on language.

Verbal communication of the vocal category includes spoken language. Non vocal verbal communication involves written communication as well as communication that is transmitted through sign language, finger spelling, Braille, or other similar alternatives to verbal language. Communication has been called the transfer of meaning from one mind to another. Because meanings exist in the human mind, they cannot be shared or communicated except through some external vehicle. The human body is capable of making sounds and movements which in turn can create a system of vehicles for

¹⁸ Larisa Nikitina, *Creating An Authentic Learning Environment In The Foreign Language Classroom*, (International Journal Of Instruction, Vol.4, No.1), 2001, P. 34

sharing inner meanings and ideas with others. In general terms, such elements that codify meaning are called signs.¹⁹ The research of such signs is called semiotics.

3. Speaking as Productive Skill

a. Definition of Speaking

Speaking is productive skill in the oral mode. It is like the other skills, is more complicated than it seem at first and more than just pronouncing words.²⁰ It means that speaking is not only about using our mouth and vocal cords to make sounds but it also should be understood by the people. It certainly involves other elements like grammar and vocabulary, but they aren't the core of it.

According to Brown and Yule, speaking is the using oral language that consisted of short, incomplete or fragmentary greeting in scope of pronunciation. The pronunciation is a very close relationship with the feedback between the speaker and the listener.²¹ In the other word, speaking is all words that orally produced by the speaker, it has close relation between the speaker and listener.

While, Bailey viewed that speaking is as a skill that consists of generating systematic language of the verbal expressions to convey meaning.²² It informs that speaking is an oral skill to convey meaning by using the systematic meaning.

¹⁹ Robert M. Krauss, *The Psychology of Verbal Communication*, (International Encyclopedia of the Social and Behavioral Sciences), 2002, p. 2-3

²⁰ Mariam Bashir, *Factor Effecting Students' English Speaking Skills*, (British Journal of Arts and Social Sciences, Vol. 2, No. 1, 2011), p. 38

²¹ David Nunan, *Designing Task for The Communicative Classroom*, (Cambridge: Cambridge University Press, 1989), p. 26

²² David Nunan, *Practical English Language Teaching*, (New York: Mc.Graw-Hill Companies, 2003), p. 43

In addition, speaking is all of saying from someone that produced orally. In conveying the meaning, it is not just pronouncing the sounds, but it is more than that case. Usually, where there is a speaker, there is someone who listen it. A speaking is delivered by using the understandable sentence or systematic language to make the listener gets the point of the communication.

b. Principles of speaking

Brown proposes some principles for designing speaking techniques as follow:²³

1. Use techniques that cover the spectrum of learner needs, from language based focus on accuracy to message-based focus on interaction, meaning, and fluency.
2. Provide intrinsically motivating techniques.
3. Encourage the use of authentic language in meaningful contexts.
4. Provide appropriate feedback and correction.
5. Capitalize on the natural link between speaking and listening.
6. Give students opportunities to initiate oral communication.
7. Encourage the development of speaking strategies.

The above techniques of speaking suggested the teachers to be more active in designing the classroom activities. They do not only teach by delivering the

²³ Brown, *Teaching by Principles: An Interactive Approach to Language Pedagogy*, (New York: Addison Wesley Longman, Inc, 2001)

knowledge, but it should be also prepares the lesson well in order to motivate the students to speak or open their mouth in the speaking class.

c. Types of speaking

Based on the situations, there are three kinds of speaking, those are as the follows:

1. Interactive

Interactive speaking situations include face to face conversations and telephone calls, in which we are alternatively listening and speaking, and in which we have a chance to ask for clarification, repetition, or slower speech from our conversation partner.

2. Partially interactive

Some speaking situations are partially interactive, such as when giving a speech to a live audience, where the convention is that the audience does not interrupt the speech. The speaker nevertheless can see the audience and judge from the expressions on their faces and body language whether or not he or she is being understood.

3. Non- Interactive

Some few speaking situations may be totally non-interactive, such as when recording a speech for a radio broadcast.

d. Strategies for developing speaking skills

In a balanced activities approach, the teacher uses a variety of activities from these different categories of input and output. Learners at all proficiency levels,

including beginners, benefit from this variety; it is more motivating, and it is also more likely to result in effective language learning. There are some strategies of developing speaking skill, such as:²⁴

1. Using minimal responses

Language learners who lack confidence in their ability to participate successfully in oral interaction often listen in silence while others do the talking. One way to encourage such learners to begin to participate is to help them build up a stock of minimal responses that they can use in different types of exchanges. Such responses can be especially useful for beginners. Minimal responses are predictable, often idiomatic phrases that conversation participants use to indicate understanding, agreement, doubt, and other responses to what another speaker is saying. Having a stock of such responses enables a learner to focus on what the other participant is saying, without having to simultaneously plan a response.

2. Recognizing Scripts

Some communication situations are associated with a predictable set of spoken exchanges a script. Greetings, apologies, compliments, invitations, and other functions that are influenced by social and cultural norms often follow patterns or scripts. So do the transactional exchanges involved in activities such as obtaining information and making a purchase. In these scripts, the relationship between a speaker's turn and the one that follows it can often be anticipated. Instructors can help

²⁴ Mariam Bashir, *Factor Effecting Students' English Speaking Skills*, (British Journal of Arts and Social Sciences, Vol. 2, No. 1, 2011), p. 39-40

students develop speaking ability by making them aware of the scripts for different situations so that they can predict what they will hear and what they will need to say in response.

3. Using Language to Talk About Language

Language learners are often too embarrassed or shy to say anything when they do not understand another speaker or when they realize that a conversation partner has not understood them. Instructors can help students overcome this reticence by assuring them that misunderstanding and the need for clarification can occur in any type of interaction, whatever the participants' language skill levels. Instructors can also give students strategies and phrases to use for clarification and comprehension check. By encouraging students to use clarification phrases in class when misunderstanding occurs and by responding positively when they do, instructors can create an authentic practice environment within the classroom itself. As they develop control of various clarification strategies, students will gain confidence in their ability to manage the various communication situations that they may encounter outside the classroom.

e. Evaluation in speaking

The evaluation oral production can get quite complicated. Brown divided the evaluation at least six criteria as the following:

1. Pronunciation

This refers to how well the candidate pronounces the language. As well as considering the communicative effect of student's pronunciation. This criteria shows to the speakers need to be able to produce the phonological of speech. In addition, for the criteria, it refers to the student's ability to produce comprehensible utterances to fulfill the task requirement. For example, the producing of individual sound, the appropriate linking of words, and the use of stress and intonation.

2. Grammar

On this scale, it refers to how many structures the learner and how well they use them and rules of language. Thornbury also states that the learners are awarded mark for accurate and appropriate use the syntactic forms and vocabulary, in order to meet the task requirements at each level.²⁵

3. Fluency

This refers to how good the students are at keeping talking at the right speed and how good they are at connecting their ideas together it also refers to the speakers need to be able to understand and follow the rules of language at a word, sentence, and text. Roger gower states that “ In speaking, fluency is also needed the students may not only focus on grammar when they want to speak fluently.

4. Task

Task is an activity that the people do. In language context task is usually defines in term of language use. Nunan defines a communicative task as:

²⁵ Scott Thornbury, *How To Teach.*’,P. 127-128.

. . . . a piece of classroom work which involves learners in comprehending, manipulating, producing or interacting in the target language while their attention is principally focused on meaning rather than form. . . . Minimally, a task will consist of some input data and one or more related activities and procedures. Input refers to the data that learners are to work on.²⁶

Bachman and palmer define language use tasks in very similar terms. To modify their definition slightly for specific context of speaking, speaking tasks can be seen as activities that involve speakers in using language for the purpose of achieving a particular goal or objective in particular speaking situation.²⁷

5. Discourse

In this term, examiners are looking for evidence of the student's ability to express ideas and opinions. The students construct the sentences and produce the utterances in order to convey information. The student's ability to maintain a coherent flow of language with an appropriate range of linguistic resources overall utterance is assessed here.²⁸

4. Immersed language exposure

a. Language

“Language is a system of arbitrary symbols for human beings’ communication in speech and writing, that is used by the people of a

²⁶ H. Douglas Brown, *Principle Of Language Learning.*”, P. 352.

²⁷ Bachman, L. F. And Palmer, *A Language Testing In Practice*, (Oxford: OUP, 1996), p. 44

²⁸ H. Douglas Brown, *Principle Of Language Learning.*”, P. 352.

particular community”. In this definition, the various components of language, or certain words need explanation:

System: Written words or spoken sounds arranged in a particular order.

Communication: Hearing or reading and responding to the spoken or written words.

Arbitrary: The word “arbitrary” means not based on a reason, system or plan.

Symbol: A symbol is a letter or a word or a sound that suggests an idea.

Another simpler definition may be:

“Language is system of arbitrary symbols which help the people of a particular community to communicate and to interact”.

This definition means that:

1. Every language operates within its own system.
2. Every language has its own arbitrary symbols.
3. The words “communicate and interact” mean to understand and to speak.²⁹

b. Stages of Language Learning

Individuals learning a second language use the same innate processes that are used to acquire their first language from the first days of exposure to the new language in spite of their age. They reach similar developmental stages to those in first language acquisition, making some of the same types of errors in grammatical markers that young children make, picking up chunks of language

²⁹ Fatimah Hashim, *Language Immersion for Low Proficiency Esl Learners: The Alemac Project*, (Journal of The Reading Matrix Vol. 6, No. 2), 2006, p. 170-171

without knowing precisely what each word means, and relying on sources of input humans who speak that language-to provide modified speech that they can at least partially comprehend. Second language learners are usually observed developing a new language system that incorporates elements from the native language and elements from English they recently learned. Inter-language actually helps second language learners test hypotheses about how language works and develop their own set of rules for using language.

Stage I: Pre-production

This is the silent period. Beginners only listen but rarely speak. English language learners may have some words in their receptive vocabulary but they are not yet speaking. Some students will be able to repeat only everything that someone says. They are not really producing language but are imitating. Students may duplicate gestures and movements to show comprehension. Teachers should focus attention on listening comprehension activities and on building a receptive vocabulary because English language learners at this stage will need much repetition of English.

Stage II: Early production

At this stage students try to speak some words. Students can use short language chunks that have been memorized although these chunks may not always be used correctly. Learner listen more their talkative classmates and extend his vocabulary.

Stage III: Speech emergence

At this stage, Students have a good vocabulary of words and uses simple phrases and sentences in his communication with others. They are able to ask simple questions, which may be grammatically correct or wrong. Students try to initiate short conversations with classmates. They are able to read and understand easy stories.

Stage IV: Intermediate fluency

At the stage of intermediate fluency, English language learners able to use more complex sentences in speaking and writing to express opinions and share their thoughts. They are able to ask questions to clarify what they are learning in class. Learners are able to work with some teacher support. Comprehension of all subjects' content is increasing. At this stage, students are able to use different strategies to learn content in English. Teachers have to focus on learning strategies. Students in this stage can understand more complex concepts.

Stage V: Advanced Fluency

Student at this stage will be near-native in their ability to perform in content area learning. Students have needed continuous support from classroom in reading writing and speaking.

B. Notions and Nurture in Teaching Speaking Skill

Speaking is one of basic skills in English subject. The importance of speaking is learned by students to complete their skills in learning. However, there

is some notions and nurture in teaching speaking skill which must be provided by students in the class.

1. Students' motivations in learning

a. Definition of Motivation

Definitions of motivation appear in many interpretations. Syaiful bahri stated that motivation is a principal factor which determines the learners' success³⁰. Level of motivation is much determined by the level of lesson material significant and activities learning. In the other word, the two components have a crucial role to achieve the students' succeed in learning process.

According to Gardner and Macintyre, the motivated individual is one who wants to achieve a particular goal, devotes considerable effort to this goal, and experiences satisfaction in the activities associated with achieving this goal. So, motivation is a complex construct, defined by three main components: 'Desire to achieve a goal, effort extended in this direction, and satisfaction with the task'.³¹

John also added that motivation is a process of giving spirit, direction, and persistence of behavior. It means that a motivation behavior is an action which is full of energy, directed, and long tenacity. Thus, motivation is a prime component in principal learned center psychology. Motivation is a significant aspect of teaching and learning process. The students who don't have a motivation will not have an

³⁰ Syaiful Bahri Djamarah dan Aswan Zain, *Strategi Belajar Mengajar*. (Jakarta: Rineka Cipta, 2006), p.70

³¹ Gardner, R.C. and Macintyre, P.D, *A student's contributions to second language learning*, (part II: affective variables, language teaching, 1993), p. 2

effort to research. On the contrary, the students who have a high motivation will be pleasure go to school and learn in the classroom activities.³²

In conclusion, motivation is a very significant aspect in oneself to build his desire in achieving what will be the goal. An effort from someone signs that he has a high motivation. That is why it can be said that motivation is a principal factor which creates the learners success.

b. Types of motivation

1) Motivation extrinsic

Motivation extrinsic is performing something to get the other (the way to achieve the goal). It is often influenced by external incentive such reward and punishment. For instance, students might have an effort to face the exam to get a good score.

2) Motivation intrinsic

Motivation intrinsic is an internal motivation to do something to for the thing itself (for the purpose itself). For instance the students might have an effort to face the exam because they are pleasure to the examined lesson.

2. Students' ability in Learning

Speaking is a very important part of second language learning. The ability to communicate in a second language clearly and efficiently contributes to the success of the learner in school and their success later in every phase of life. However, not all

³² John w. santrock, *Psikologi Pendidikan*, (Jakarta : kercopa, 2007), p. 509-510.

language learners after many years studying English can communicate fluently and accurately because they lack necessary knowledge.

However, Ur stated that there are some speaking problems that teachers can come across in getting students to talk in the classroom. Those are as follows:³³

1. Inhibition. Speaking requires some degree of real-time exposure to an audience. It is quite different from the other three skills, reading, listening and writing. Learners are often inhibited about trying to say things in a foreign language in the classroom. They are usually worried in making mistakes, fearful of criticism or losing face, or simply shy of the attention that their speech attracts.
2. Nothing to say. Even if the learners are not inhibited, they often complain that they cannot think of anything to say: they have no motive to express themselves beyond the guilty feeling that they should speak.
3. Low or uneven participation. Only one participant can talk at a time if he or she is to be heard. In large group this means that each one will have only very little time to talk. The problem is compounded by the tendency that some learners are dominant, while others speak very little or not at all.
4. Mother-tongue use. In a class where the learners speak the same mother tongue, there is a tendency for them to use it. Because it is easier, more natural, and safe.

³³ Ur Penny, *A Course in Language Teaching. Practice and Theory*, (Cambridge: Cambridge University Press), 1996, p.121

These problems are often found in the speaking classes. It can be seen from the following indicators. First, students could not answer teacher's questions. When the teacher asked questions, they just smiled and kept silent. Second, students could not express their ideas using appropriate vocabulary and grammatical forms. Students did not know the English words and how to apply them in various grammatical forms. Third, students often produced mispronounced words. Fourth, most students used mother tongue in speaking class. Instead of using various expressions in English, students expressed their ideas in the mother tongue. Fifth, students could not pronounce the English words well. Therefore, it showed the students' ability in mastering speaking skill.

3. Students' success indicator in learning

The following are indicators stated by Brown indicating that one can be called having a speaking ability. They are as follows:³⁴

1. Imitative. He/she is able to imitate a word or phrase or possibly a sentence.
2. Intensive. He/she is able to produce short stretches of oral language designed to demonstrate ability in a narrow band of grammatical, phrasal, lexical, or phonological relationship (such as prosodic elements – intonation, stress, rhythm, juncture).

³⁴Brown, H. D. 2004. *Teaching by Principles, An Interactive Approach to Language Pedagogy*. New York: Longman. 271-274

3. Responsive. He/she is able to respond a very short conversation, standard greetings and small talk, simple requests and comments.
4. Transactional (dialogue). He/she is able to take the two forms of either transactional language which has the purpose of exchanging specific information.
5. Interpersonal. It has the purpose of maintaining social relationships with the transmission of facts and information.
6. Extensive (monologue). He/she is able to develop (monologue) oral production including speeches, oral presentation, and story telling, during which the opportunity for oral interaction from listeners is either highly limited or ruled out together.

Meanwhile, Ur says that the characteristics of a successful speaking activity are as follows:³⁵

(1) Learners talk a lot. As much as possible of the period of time allotted to the activity is in fact occupied by learners' talk. This may seem obvious, but often most time is taken up with teacher talk or pauses.

(2) Participation is even. Classroom discussion is not determined by a minority of talkative participants; all get chance to speak, and contributions are fairly evenly distributed.

³⁵Ur Penny, *A Course in Language Teaching. Practice and Theory*, (Cambridge: Cambridge University Press), 1996, p.120

(3) Motivation is high, learners are eager to speak; because they are interested in the topic and have something new to say about it or because they want to contribute to achieving a task objective.

(4) Language is of an acceptable level. Learners express themselves in utterances that are relevant, easily comprehensible to each other, and of an acceptable level of language accuracy.

Madsen also stated that holistic scoring is used to evaluate a wide variety of criteria simultaneously such as appropriateness, fluency, grammar, vocabulary, and pronunciation. He stated that the holistic scoring concentrates on communication while not overlooking the components of speech. In this type of scoring, the rating scale can be adapted for the use of teachers, and teachers can prepare their own scale.³⁶ The scale is applied to achieve the consistency in scoring. Based on the theories above the scoring rubric applied in this thesis is as follows:

Fluency

Score	Indicator
21 – 25	Fluent communication
16 – 20	Good communication
11 - 15	Satisfactory
6 – 10	Communication hesitant
0 – 5	Communication minimal

³⁶ Madsen, Harold, *Techniques in Testing*. (London: Oxford University Press), 1983, p. 167-170

Vocabulary

Score	Indicator
21 – 25	Wholly appropriate
16 – 20	Few limitation
11 - 15	15 Sometimes limited
6 – 10	10 Limitation affected
0 – 5	Inadequate for the task

Grammar

Score	Indicator
21 – 25	Clear and appropriate use of grammar
16 – 20	Few inaccurate grammar
11 - 15	Inaccuracy of grammar do not seriously impede understanding
6 – 10	Inaccuracy of grammar do not impede understanding
0 – 5	Inaccuracy of grammar makes understanding almost impossible

Pronunciation

Score	Indicator
21 – 25	Clear pronunciation
16 – 20	Few inaccurate pronunciation
11 - 15	Inaccuracy of pronunciation do not seriously impede

	understanding
6 – 10	Inaccuracy of pronunciation do not understanding
0 – 5	Inaccuracy of pronunciation makes understanding almost impossible

C. The Role-Play in practice

In teaching and learning process, the teacher should be able to consider students' needs and interest in learning. Indeed, it is not easy for the teachers to provide strategy or method suitable to students' characters and competencies. Moreover, in speaking class, the teachers also have to consider method of speaking in learning. Role-play is one of method which is used by the teacher to support teaching and learning. However, there are some elements that must be considered by teacher to provide role-play in practice;

1. The Role-Play features

According to Teed, the role-play instruction requires good preparation and management. It is important that the teachers are aware of the following steps: goal setting, context and role defining, role-playing introducing strategies, character, researching and preparing, role performing, feedback providing, and concluding evaluation. It gives an interpretation that in applying the role-play activity there should have good preparation and management. It is done because there are several steps in the role-play that have to be paid attention.

On the other hand, Killen stated that Role Play can give the learners practice in thinking real-life roles and dealing with real-world problem.³⁷ In this case, the students can have a situation such in the real context although they are not in that situation. For example, students pretend to be a mouse deer and crocodile in a conversation about a story of Mouse deer and Crocodile.

A general definition for role has been defined by Van Ments as an activity in which students are ordered to view themselves or play another person in a certain context and act out the situation. He suggested that students learn about themselves, other students, and the situation of the role play.³⁸ Therefore, role-play usually demands the students to understand the role of themselves, the other participants, and also the situation of the role-play itself.

In addition, it can be summed up that role-play is an important activity to build up the students' thinking and competence in performing their role. It has a good preparation and management to achieve the purpose of the learning. Role-play could provide the students to practice in the real-world situation. It helps them to strengthen their memorizing about a material that given by the teachers.

³⁷ Roy Killen, *Effective Teaching Strategies*, (Katoomba NSW: Social Science Press, 1998), p. 56

³⁸ C. Huff, *Action Research on Using Role Play Activity in an Adult ESL Level One Class*, (Hamline University: Minnesota, 2012), p. 15

2. The Role-Play applications

There has several processes in applying the role-play approach, the activity will be as the follows:³⁹

1. The teacher should prepare the students by asking questions before performing a role-play.
2. The questions should incorporate the major parts of the role-play and the vocabulary/ idioms involved. After the question answer session the students should be comfortable with what they need to do.
3. Allow the students a few minutes to study the role cards and work out some key sentences. The teacher can help the students where ever needed.
4. Each role play should be performed at least twice with the students changing roles.
5. In group situations the stronger students can act out the role play to the whole class.
6. The teacher can take one of the roles if needed.
7. Avoid making correction until the role play is finished.

3. The Role-Play objectives

There are some objectives of role play, they are:⁴⁰

³⁹ A. Anne. Dorathy, *Second Language Acquisition Through Task-Based Approach- Role Play in English Language Teaching*, (English for Specific Purposes, Vol. 11, 2011), p. 3-4

⁴⁰ A. Anne. Dorathy, *Second Language Acquisition Through Task-Based Approach- Role Play in English Language Teaching*, (English for Specific Purposes, Vol. 11, 2011), p. 3-4

1. Role playing allows people to make mistakes in a nonthreatening environment. They can test several solutions to very realistic problems, and the application is immediate.
2. It also fulfills some of the very basic principles of the teaching-learning process such as learner involvement and intrinsic motivation. A positive climate often results in which one can see himself as others can see.
3. The involvement of the role playing participants can create both an emotional and intellectual attachment to the subject matter at hand. Role playing can often create a sense of community within the class.

D. National standard on teaching learning English subjects for speaking skill

Curriculum is directed toward the process of learner development, acculturation, and empowerment in the frame of lifelong learning. Teacher needs to consider syllabus and curriculum which is regulated as national standard on teaching and learning English subjects for speaking skill:

1. The curriculum applications

a. school-based curriculum (KTSP)

Through the 2003 Education Law, the curriculum so called *Kurikulum Tingkat Satuan Pendidikan* or KTSP (school-based curriculum) was introduced in 2006 which according to Madya should be

developed based on (1) national education standard, (2) principles of diversifications, adjustment to the units of education, local potentials and learners' characteristics, (3) curriculum framework and structure determined by the government, (4) its relevancy to school or committee under the supervision of MONE or MORA at the district/city level for basic education, and at the provincial level for secondary education. She further said that the mandates are fulfilled in two related levels – the policy level (national unity) and the operational level (principles of regional autonomy and school based management).⁴¹

In the Indonesian perspective, the KTSP curriculum is for all the subjects taught in schools, and the documentation is in two books – Book 1 is the curriculum and Book 2 is syllabus and lesson plans. The term of 'curriculum' refers to subject matters including English. The whole curriculum was the KTSP curriculum consisting of various subjects and English is one of them. It is a common thing to say the English language curriculum.⁴²

⁴¹ Yuyun yulia, *An Evaluation of English Language Teaching Programs in Indonesian Junior High Schools in The Yogyakarta Province*, (A Thesis Submitted in Fulfilment of The Degree of Doctor of Philosophy), 2014, p. 43-44

⁴² Yuyun yulia, *An Evaluation of English Language Teaching Programs in Indonesian Junior High Schools in The Yogyakarta Province*, (A Thesis Submitted in Fulfilment of The Degree of Doctor of Philosophy), 2014, p. 43-44

b. The regulation of the standard

1. Standard competencies of students

As communicative competence is the target of teaching English in Indonesia with the special emphasis on reading and writing, junior high schools are required to learn standard competences and basic competences set by the government to achieve graduate competence standard. For junior high school, Madya summarizes the standards of competencies for junior high school students:⁴³

- (1) Understand meanings in inter-personal and transactional oral discourses, both formal and informal, in the form of recount, narrative, procedure, descriptive, and report, in simple daily life contexts,
- (2) Express meanings orally in simple interpersonal and transactional discourse, both formally and informally, in the form of recount, narrative, procedure, descriptive, and report, in the daily life contexts,
- (3) Understand meanings in simple written interpersonal and transactional discourse, both formally and informally, in the form of recount, narrative, procedure, descriptive, and report, in the daily life contexts, and

⁴³ S. Madya, *Curriculum Innovations in Indonesia and the Strategies to Implement Them*, (n Y. H. Choi & B. Spolsky (eds.), *ELT Curriculum Innovation and Implementation in Asia* Seoul, South Korea: eduKLC), 2008, p. 1-38

(4) Express in written form meanings in simple interpersonal and transactional discourse, both formally and informally, in the form of recount, narrative, procedure, descriptive, and report, in the daily life contexts.

2. Standard of the school

Despite the shift to a decentralized system, it still remains a national education system. The Government Regulation No. 19/2005 stipulates the eight standards that should be achieved by each level of schooling. These standards must be achieved by all levels of education, primary to secondary schools. Based on Government Regulation No. 19/2005, these standards are defined as follows:

1. **Graduate Competency standard** refers to the ability of graduates possessing the intellectual, spiritual and physical resources required for further education or earn a living in a community. This means that [junior high school] graduates must have sufficient life skills to enable them to pursue these alternatives (MONE Regulation No. 23/2006),
2. **Content standard** refers to the scope of materials and level of competences which is embodied within the criteria concerning graduate competences, graduate study materials, subjects studied and learning competences syllabus which must be fulfilled by participants in

education in particular levels and types of education (MONE Regulation No. 22/2006),

3. **Process standard** refers to planning of teaching and learning, covering syllabus and lesson plan which contains aims, teaching materials, methods, sources and assessment (MONE Regulation No. 41/2007),
4. **Personnel standard** refers to physical and intellectual performance required of teachers and school staff, including their educational background, pre-service educational criteria, physical and intellectual suitability and in-service training (MONE Regulation No. 12/2007, No. 13/2007, No 16/2007, No. 24/2008, No. 25/2008, No. 26/2008),
5. **Infrastructure standard** refers to the minimum standards for classrooms, sports centre, prayer space, library, laboratory, playground, learning resources, and information technology equipment of schools (MONE Regulation No. 24/2007),
6. **Management standard** refers to the planning, implementing, monitoring and evaluating of educational activities for all levels of education to achieve their effectiveness and efficiency (MONE Regulation No. 19/2007),
7. **Funding standard** refers to all the components and the amount of operational funding for each level of education for each year (MONE Regulation No. 69/2009),

8. **Assessment standard** refers to the mechanisms, procedures and instrumentation for assessing the learning outcomes of participants in education (MONE Regulation No. 20/2007).

These eight standards are annually monitored and assessed by the Indonesian central government through the National Education Standard Agency (*Badan Standar Nasional Pendidikan - BSNP*) which gives an annual rating of A, B or C. In terms of school category, MONE divides schools into three categories: (1) Potential Schools [schools which may be classified as Standard Formal Schools], (2) National Standard School (SSN – *Sekolah Standar Nasional*), and (3) Pilot School of International Standard (RSBI – *Rintisan Sekolah Bertaraf Internasional*). Each category includes government (public) and private schools. Standard formal schools are schools that have not achieved the eight national standards but they have “the potential” to develop into national standard schools. National standard schools are schools that have achieved the eight national standards set by the government. Pilot schools of international standard are those that have achieved the eight standards and have developed beyond the expected national standards. The aim of the pilot school of international standard is to develop graduates who are competitive on both national and international scales.⁴⁴

⁴⁴ Yuyun yulia, *An Evaluation of English Language Teaching*, (A Thesis Submitted in Fulfilment of The Degree of Doctor of Philosophy), 2014, p.45

2. The curriculum objective

In the Indonesian context, as the Government Regulation No. 19/2005 stipulates, the curriculum is about plans, programs and rules regarding the objectives, content, methods and the teaching and learning materials that serve as a guideline to conduct instructional activities in order to achieve the national education standard. The government highlighted that the curriculum includes syllabus and lesson plan which consists of the aims of learning, teaching materials, methods, learning sources and assessment. The KTSP curriculum launched in 2006 consists of 10 required subjects and local content subjects. English is one of the core subjects examined in the national examination together with Bahasa Indonesia, mathematics and science. The 2006 curriculum is as a 'negotiated curriculum' that has been discussed with different parties, such as parents, practitioners from different areas of work, and schools themselves.⁴⁵

3. The curriculum indicatory

Government Regulation No. 19/2005 clearly stated that language education develops language competence with special emphasis on reading and writing according to the literacy level set for every level of education. The

⁴⁵ Yuyun yulia, *An Evaluation of English Language*, (A Thesis Submitted in Fulfilment of The Degree of Doctor of Philosophy), 2014, p. 45

junior high school students are categorized into functional levels that targets⁴⁶ (1) to get things done, and (2) for survival purposes (buying and selling, asking and giving permission, making and cancelling appointments, reading and writing simple texts, reading popular science, etc.). She further mentions that the ultimate goal is to participate in discourse or to communicate ideas, and feelings, in spoken and written English accurately, fluently and in an acceptable manner. Regarding the graduate standard for junior high school students, Agustien noted that each skill has its own competence:

(1) Listening

Students are able to understand transactional and interpersonal dialogues, short functional texts, and various genres (procedure, descriptive, recount, narrative and report) accurately.

(2) Speaking

Students are able to express various meanings in transactional and interpersonal dialogues, short functional texts, and various genres (procedure, descriptive, recount, narrative, and report) fluently and accurately.

(3) Reading

Students are able to understand short functional texts and various genres (procedure, descriptive, recount, narrative and report) accurately.

⁴⁶ Agustien, H. I. R, *Competence, Process, and Assessment Standards: Towards Autonomy in ELT*, (A Paper Presented at the Third National JETA Conference at State Yogyakarta University), 2006

(4) Writing

Students are able to express meanings in various genres (procedure, descriptive, recount, narrative, and report) fluently and accurately.⁴⁷

4. Phenomenological method

Phenomenological methods are particularly effective at bringing to the fore the experiences and perceptions of individuals from their own perspectives, and therefore at challenging structural or normative assumptions.⁴⁸ The purpose of the phenomenological approach is to illuminate the specific, to identify phenomena through how they are perceived by the actors in a situation.

The philosophical phenomenological method is comprised of four intertwining steps: 1) the epoche, 2) phenomenological reduction, 3) imaginative variation, and 4) synthesis. In the first step, the epoche, a Greek word implying to avoid, one's biases about things are excluded. Husserl first termed the epoche as the setting aside of predispositions and prejudices, which allows things, events, and people to be seen again, just like the first time. The epoche is a warning to be cognizant of what is really there and to stay away from the familiarity of everyday happenings, events, and people. It is a reflective-meditative procedure to allow preconceptions to enter and exit our

⁴⁷ Agustien, H. I. R, *Competence, Process, and Assessment Standards: Towards Autonomy in ELT*, (A Paper Presented at the Third National JETA Conference at State Yogyakarta University), 2006

⁴⁸ Stan Lester, *An Introduction to Phenomenological Approach*, (Taunton, Stan Lester Development, 2011), p. 1.

consciousness freely and, once ready, the prejudgements are to be written down, or bracketed.⁴⁹

The second step, phenomenological reduction, was developed to bring precision to research findings. Typically, things and events are taken for granted in everyday life. Phenomenological writers do not want to take the world for granted because things and events are not always what they seem; rather, they want to systematically understand how things come to be. Writers advance toward objects in their consciousness with an openness, observing what is there and allowing what is there to be as it is and use textural language to describe what they see, not only the external qualities but also the internal consciousness the experience as it is. “Through *the* medium of language one is able to communicate to others *the* objects of consciousness to which one is present, precisely as they are presented”. Moustakas added that description “leads to deeper layers of meaning” through an “interweaving of person, conscious experience, and phenomenon”.

The third step, imaginative variation, seeks possible meanings through differing perspectives, roles and functions. Writers use phenomenological reflection and imaginative variation to construct structural themes and descriptions from the textural meanings that go beyond the façade and into the essence of the experience. “It is *the* articulation, based on intuition, of a

⁴⁹ Kirk A. Zeck, *A Phenomenological Study of the Lived Experiences of Elementary Principals Involved in Dual-Career Relationships with Children*, Thesis Unpublished, University of St. Thomas, Minnesota, 2012, p. 32.

fundamental meaning without which a phenomenon could not present itself as it is". Intuition allows for a free play of perspectives to enter into consciousness.

The final step, the synthesis of meanings and essences, is a process to bring all fundamental structural and textural descriptions into a combined statement of the essences derived from the experiences of the entire phenomenon. It is important to note that the essences of an experience can never be fully sought; rather, the textural-structural synthesis embodies the essences at a certain place and time from the perspective of a single researcher drawing from a comprehensive reflective and imaginative study of the phenomenon.⁵⁰

⁵⁰ Kirk A. Zeck, *A Phenomenological Study of the Lived Experiences of Elementary Principals Involved in Dual-Career Relationships with Children*, Thesis Unpublished, University of St. Thomas, Minnesota, 2012, p. 33-36.

CHAPTER III

METHODOLOGY

In this chapter, the writer discussed the methodology that was used in the research. This chapter contains five sub-chapters namely place and time of the research, population and sample, method of research, data collecting technique and technique of analyzing the data.

A. Place and Time of the Research

1. Place of the research

The writer conducted the research at MTsN Idi which was located at Jln. Raya, Banda Aceh-Medan KM 372, Kec. Idi Rayeuk, Kab. Aceh Timur because its location is is easy to find. Moreover, the reason for choosing MTsN. Idi as the place of the research was because the writer had experiences in teaching the students in the school. As the writer observed that there were a lot of students had problem in speaking class. For instance, in simple speaking task, they were still hard to speak any words. The students were very low in practicing almost of the simple dialogue in the learning classroom. Furthermore, there were some factors which were considered by school to support teachers' performances in learning activity, such as; the computer's laboratory and textbooks for students. Furthermore MTsN Idi has three class levels, they are; seventh grade consists of seven classes, eight grade consists of eight classes and ninth grade consists of seven classes. Next, the school has one office which is divided into four parts,

such as; a headmaster's room, a vice-headmaster's room, a teachers' office and an administration's office.

2. Time of the research

This research was conducted at MTsN Idi from April 20th to Mei 10th 2016 because the writer would be considered teachers to conduct Role Play approach and students speaking motivation in learning.

B. Population and Sample

Population was a large group to which a writer wanted to generalize his or her sample research.⁵² It meant that population was the total number of the object that should be surveyed by the writer. The population of the research was the eighth grade students of MTsN. Idi the academic year 2016/2017. On the other hand, According to Sugiono, sample is a small group that is observed consists of people, events or subjects.⁵³ Most of the students have problems in practicing speaking skill and also have low motivation to speak to each other in speaking classrooms activities. In this research, the subject was the eighth grade students of MTsN. Idi. The sample used in the research was the students at the class VIII. 1 exactly would be the subject of this research. The class consisted of 35 students.

C. Research Design

The design of this research was qualitative research. The writer used a descriptive analysis method because it attempts to describe, explain and interpret conditions of the present. The purpose of a descriptive research is to examine a

⁵² Larry Christensen, *Experimental Methodology*, (London: Allyn and Bacon Inc., 2000), p. 158

⁵³ Sugiyono, *Metode Penelitian Pendidikan: Pendekatan Kuantitatif dan Kualitatif*, (Bandung: Alfabeta, 2009), p.197.

phenomenon that is occurring at a specific place and time. A descriptive research concerned with conditions, practices, structures, differences or relationships that exist, processes that are going on or trends that are evident.⁵⁴ Moreover, to distinguish kind of research, the writer used phenomenology research. Phenomenology is the research of structures of consciousness as experienced from the first-person point of view.⁵⁵

It was selected because, as stated the primary goal was to encapsulate the full meaning of the participant's experiences to share in their own words. Furthermore, phenomenology research was appropriate for this study because it enables the writer to understand the meaning that participants attribute to those actions on students' motivation in learning English by using role-play.

D. Research Instruments

In collecting the data, the writer applied three techniques in it. Those were interview, observation, and documentation. The writer applied structured-interview, observation guided and list of questions as the instruments. Those instruments were designed to know how far the progress of the learning process in Role-play activities.

1. Interview

To collect the data, the writer used interview. Interview was one of the techniques in collecting information by using dialogue both directly.⁵⁶ In

⁵⁴ Matthew S. Dryer, *Descriptive Analysis Theories, Explanatory Theories, and Basic Linguistic Theory*, (Berlin: Felix Ameka, 2009), p.71.

⁵⁵ T. Groenewald, *A Phenomenology Research Design Illustrated*, Journal of Methodology, Vol. 2, No. 11, University of Alberta, 2004, p. 214.

⁵⁶ Pedoman Penulisan Karya Ilmiah Fakultas Tarbiyah STAIN Zawiyah Cot Kala Langsa, (Langsa: Fakultas Tarbiyah STAIN Zawiyah Cot Kala Langsa), 2010

getting the data through interview, the list of questions arranged in advance and is aimed to get the accurate and beneficial data. It also could assist the writer to get deep answered and detailed information from the interviewees. Interview could be divided two, they were; structured interviewed and unstructured interviewed. Structured interviews were similar to surveys where the writer prepared some questions to consider the data. Minichiello defines unstructured interview as interviews in which neither the question nor the answer categories were predetermined.⁵⁷ The purpose of conducting interview was to collect information from a single person which could be focused on this research through structured format.

The writer used in-depth interview as instrument for collecting data to support the data. According to Seidman, the foundation of in-depth interviewing is the “interest in understanding the experience of other people and the meaning they make of that experience”.⁵⁸ Seidman further discusses in-depth interviewing as a way for the writer to understand the attitudes of the participants, thus giving context to their behaviors and actions. When participants describe a behavior, the writer can then put that behavior into context thus, creating an understanding of the participant’s actions from the information gained through the interview. This methodology enabled the participants, as co-directors of the research, to reveal new questions from their stories of their daily living activities.

⁵⁷ Minichiello, *Interview as a Method for Qualitative Research*, p.1.

⁵⁸ Madeline Lorraine Peters, *A Phenomenological Study of the Experiences of Helping Professionals With Learning Disabilities*, Thesis Unpublished, University of Massachusetts, 2010, p.51.

2. Observation

Observation was used to monitor the students' activities during teaching learning process. Observation was a way of gathering data by considered behavior, events, or noting physical characteristics in their natural setting.⁵⁹ There were two kinds of observation, they were participant and nonparticipant observation. Schensul and Lecompte defines participant observation as "the process of learning through exposure to or involvement in the day-to-day or routine activities of participants in the writer setting".⁶⁰ Furthermore, Schensul and Lecompte listed the following reasons for using participant observation in research was to identify and guide relationships with informants, to help the writer get the feel for how things are organized and prioritized, how people interrelate, and what were the cultural parameters, to show the writer what the cultural members deem to be important in manners, leadership, politics, social interaction, and taboos, to help the writer becomes known to the cultural members, thereby easing facilitation of the research process; and to provide the writer with a source of questions to be addressed with participants.⁶¹ Nonparticipant observation was a relatively unobtrusive qualitative research strategy for gathering primary data for some aspects without interacting directly with its participants.⁶²

⁵⁹ Taylor Powell, E., *Data Collection Methods for Program Evaluation: Observation*, (16), 2008, p.1.

⁶⁰ Schensul and Lecompte, *Qualitative Social Research*, (6, (5), 2005), p.2.

⁶¹ Schensul and Lecompte, p.4.

⁶² Williams, *Non-participant Observation*, (Journal of Education and Literature, 2, (3), p.563.

The writer observed the situation in class during lesson, response and attitude of the students when they were given explanation, doing task, and to know their difficulties. In arranging check list observation, the writer listed some students' observable behavior that indicates their understanding on the material taught that teacher could see from their activities and response during teaching learning process.

3. Questionnaire

In this research, the writer used questionnaire to know the students' responses toward the implementation of role play in class. I also contained how role play method was run in the learning process. Close-ended questions design was used by the writer which the questions were set in options. The students chose the options to describe their experience and perception. There were 10 questions in Indonesian that were attended after experimental teaching was done. The questionnaire can be seen in the appendix.

4. Document

Document used to collect data through files, books and values-related problem of the study.⁶³ The writer used document, which is students' opinion, as the data. The function of the document is to find out students' motivation by using role play approach in learning.

E. Procedure of Data Collection

There were some steps that had to be done by the writer to collect the data. While technique of collecting data was a primary way in research, because

⁶³ Eko Putro Widoyoko, *Evaluasi Program Pembelajaran*, (Yogyakarta: Pustaka Pelajar, 2009), p155.

the main purpose of the research was to collect data. Without knowing the technique of collecting the data, the writer would not gain the data which fulfill the standard of the data.⁶⁴

First, the writer was prepared the instruments that were involved. Such in which mention above, those were in-depth interview as the instruments. In the learning processes, the writer observed the situation and condition in the class. In this case, the interview was done by giving several questions to the respondents to investigate the students' perception about the learning-process through role-play approach. At the first time, the writer considered some notes by using the observation sheets in every meeting. Then, in the other time the writer contributed in-depth interview to know how success was the implementation of the role-play approach. The data that had been gained were observed and analyzed to get the result of this research.

F. Procedure of Data Analysis

Qualitative research requires the writer to think creatively and carefully in analysis process and data interpretation. The analysis of the data in this research was the process of searching and arranging systematically the data obtained through those instruments. The data were analyzed by using Myles and Huberman model "Flow model of analysis". The processes were reducing data, data display, and conclusion drawing verification.⁶⁵

The ways would be as the following:

⁶⁴Sugiyono, *Metode Penelitian Pendidikan Pendekatan Kuantitatif, Kualitatif, dan R&D*, (Bandung: Alfabeta, 2008), p. 308

⁶⁵Moh.Kasiram, *Metodologi Penelitian Kualitatif-Kuantitatif*, (Malang: UIN Malang Press, 2008), p.257-259.

1. Reducing data was the process of classifying, organizing, and selecting the data. It meant that the writer would choose the information which was suitable and beneficial data based on the problem.
2. Data display was the information that obtained could be presented by using table or explanation.
3. Conclusion drawing verification, the writer must be able to make a summary of the finding. It was possible for the writer to find a new theory during the concluding of the finding.

CHAPTER III

METHODOLOGY

In this chapter, the writer discussed the methodology that was used in the research. This chapter contains five sub-chapters namely place and time of the research, population and sample, method of research, data collecting technique and technique of analyzing the data.

A. Place and Time of the Research

1. Place of the research

The writer conducted the research at MTsN Idi which was located at Jln. Raya, Banda Aceh-Medan KM 372, Kec. Idi Rayeuk, Kab. Aceh Timur because its location is available the education and its position is also easy to find. Moreover, the reason for choosing MTsN. Idi as the place of the research was because the writer had experiences in teaching the students in the school. As the writer observed that there were a lot of students have problem in speaking class. For instance, in simple speaking task, they were still hard to speak any words. The students were very low in practicing almost of the simple dialogue in the learning classroom. Furthermore, there were some factors which were considered by school to support teachers' performances in learning activity, such as; the computer's laboratory and textbooks for students. Furthermore MTsN Idi has three class levels, they are; seventh grade consists of seven classes, eight grade consists of eight classes and ninth grade consists of seven classes. Next, the

school has one office which is divided into four parts, such as; a headmaster's room, a vice-headmaster's room, a teachers' office and an administration's office.

2. Time of the research

This study was conducted at MTsN Idi from April 20th to Mei 10th 2016 because the writer would be considered teachers to conduct Role Play approach and students speaking motivation in learning.

B. Population and Sample

Population was a large group to which a writer wanted to generalize his or her sample research.⁴⁹ It meant that population was the total number of the object that should be surveyed by the writer. The population of the research was the eighth grade students of MTsN. Idi the academic year 2016/2017. On the other hand, According to Sugiono, sample is a small group that is observed consists of people, events or subjects.⁵⁰ Most of the students have problems in practicing speaking skill and also have low motivation to speak to each other in speaking classrooms activities. In this research, the subject was the eighth grade students of MTsN. Idi. The sample used in the research was the students at the class VIII. 1 exactly would be the subject of this research. The class consisted of 35 students.

C. Research Design

The design of this research was qualitative research. The writer used a descriptive analysis method because it attempts to describe, explain and interpret conditions of the present. The purpose of a descriptive research is to examine a

⁴⁹ Larry Christensen, *Experimental Methodology*, (London: Allyn and Bacon Inc., 2000), p. 158

⁵⁰ Sugiyono, *Metode Penelitian Pendidikan: Pendekatan Kuantitatif dan Kualitatif*, (Bandung: Alfabeta, 2009), p.197.

phenomenon that is occurring at a specific place and time. A descriptive research concerned with conditions, practices, structures, differences or relationships that exist, processes that are going on or trends that are evident.⁵¹ Moreover, to distinguish kind of research, the writer used phenomenological study. Phenomenology is the study of structures of consciousness as experienced from the first-person point of view.⁵²

It was selected because, as stated the primary goal was to encapsulate the full meaning of the participant's experiences to share in their own words. Furthermore, phenomenological methodology was appropriate for this study because it enables the researcher to understand the meaning that participants attribute to those actions on students' motivation in learning English by using role-play.

D. The Research Instruments

In collecting the data, the writer applied three techniques in it. Those were interview, observation, and documentation. The writer applied structured-interview, observation guided and list of questions as the instruments. Those instruments were designed to know how far the progress of the learning process in Role-play activities.

1. Interview

To collect the data, the writer will be used interview. Interview was one of the techniques in collecting information by using dialogue both

⁵¹ Matthew S. Dryer, *Descriptive Analysis Theories, Explanatory Theories, and Basic Linguistic Theory*, (Berlin: Felix Ameka, 2009), p.71.

⁵² T. Groenewald, *A Phenomenology Research Design Illustrated*, Journal of Methodology, Vol. 2, No. 11, University of Alberta, 2004, p. 214.

directly.⁵³ In getting the data through interview, the list of questions arranged in advance and is aimed to get the accurate and beneficial data. It also could assist the researcher to get deep answered and detailed information from the interviewees. Interview could be divided two, they were; structured interviewed and unstructured interviewed. Structured interviews were similar to surveys where the writer prepared some questions to consider the data. Minichiello defines unstructured interview as interviews in which neither the question nor the answer categories were predetermined.⁵⁴ The purpose of conducting interview was to collect information from a single person which could be focused on this study through structured format.

The writer would be used in-depth interview as instrument for collecting data to support the data. According to Seidman, the foundation of in-depth interviewing is the “interest in understanding the experience of other people and the meaning they make of that experience”.⁵⁵ Seidman further discusses in-depth interviewing as a way for the researcher to understand the attitudes of the participants, thus giving context to their behaviors and actions. When participants describe a behavior, the researcher can then put that behavior into context thus, creating an understanding of the participant’s actions from the information gained through the interview. This methodology

⁵³ Pedoman Penulisan Karya Ilmiah Fakultas Tarbiyah STAIN Zawiyah Cot Kala Langsa, (Langsa: Fakultas Tarbiyah STAIN Zawiyah Cot Kala Langsa), 2010

⁵⁴ Minichiello, *Interview as a Method for Qualitative Research*, p.1.

⁵⁵ Madeline Lorraine Peters, *A Phenomenological Study of the Experiences of Helping Professionals With Learning Disabilities*, Thesis Unpublished, University of Massachusetts, 2010, p.51.

enabled the participants, as co-directors of the research, to reveal new questions from their stories of their daily living activities.

2. Observation

Observation would be used to monitor the students' activities during teaching learning process. Observation was way of gathering data by considered behavior, events, or noting physical characteristics in their natural setting.⁵⁶ There were two kinds of observation, they were participant and nonparticipant observation. Schensul and Lecompte defined participant observation as "the process of learning through exposure to or involvement in the day-to-day or routine activities of participants in the writer setting".⁵⁷ Furthermore, Schensul and Lecompte listed the following reasons for using participant observation in research was to identify and guide relationships with informants, to help the researcher get the feel for how things are organized and prioritized, how people interrelate, and what were the cultural parameters, to show the researcher what the cultural members deem to be important in manners, leadership, politics, social interaction, and taboos, to help the writer becomes known to the cultural members, thereby easing facilitation of the research process; and to provide the researcher with a source of questions to be addressed with participants.⁵⁸ Nonparticipant observation was a relatively

⁵⁶ Taylor Powell, E., *Data Collection Methods for Program Evaluation: Observation*, (16), 2008, p.1.

⁵⁷ Schensul and Lecompte, *Qualitative Social Research*, (6, (5), 2005), p.2.

⁵⁸ Schensul and Lecompte, p.4.

unobtrusive qualitative research strategy for gathering primary data for some aspects without interacting directly with its participants.⁵⁹

The writer observed the situation in class during lesson, response and attitude of the students when they were given explanation, doing task, and to know their difficulties. In arranging check list observation, the writer listed some students' observable behavior that indicates their understanding on the material taught that teacher could see from their activities and response during teaching learning process.

3. Questionnaire

In this study, the writer used questionnaire to know the students' responses toward the implementation of role play in class. I also contained how role play method was run in the learning process. Close-ended questions design was used by the writer which the questions were set in options. The students chose the options to describe their experience and perception. There were 10 questions in Indonesian that were attended after experimental teaching was done. The questionnaire can be seen in the appendix.

4. Document

Document used to collect data through files, books and values-related problem of the study.⁶⁰ The researcher used document, which is students' opinion, as the data. The function of the document is to find out students' motivation by using role play approach in learning.

⁵⁹ Williams, *Non-participant Observation*, (Journal of Education and Literature, 2, (3), p.563.

⁶⁰ Eko Putro Widoyoko, *Evaluasi Program Pembelajaran*, (Yogyakarta: Pustaka Pelajar, 2009), p155.

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⁶²Moh.Kasiram, *Metodologi Penelitian Kualitatif-Kuantitatif*, (Malang: UIN Malang Press, 2008), p.257-259.

CHAPTER IV

FINDING AND DISCUSSION

A. Research Finding

1. Data analysis from Interview

- a. Did students motivate in speaking by using role play method?

Based on the interview, teacher explained that students motivated in speaking by using role play in teaching and learning process. Moreover, students interested to describe pictures which was given by the teacher in learning. Furthermore, role play helped students to be active and creative presented the materials in front of class. In addition, to support role play method, the teacher used language laboratory so that students would be confidence to increase their speaking skill in English.

- b. Did students be active in speaking?

Based on the interview, the teacher described students were active in speaking. It was showed that students described the materials in detail. For example; when students were given some pictures by the teacher. The students described pictures in detail. Moreover, students were confidence to speak in front of class. By using role play, students were easy to increase their speaking skill in teaching and learning process.

- c. Did you use role play to improve students speaking skill in learning?

Based on the interview, the teacher used role play to improve students speaking skill in teaching and learning process. The teacher used role play to

support students' confidence in speaking. Moreover, students often confused to find out ideas in speaking. On the other hand, role play helped students to increase their performance to give some comments or suggestion in teaching and learning process.

d. Did you combine a presentation and question-answered to support role play method in speaking activity?

Based on the interview, the teacher combined presentation and question-answered to support in speaking activity. The teacher also made some groups to make students were easy to give some comments in teaching and learning process. Moreover, the teacher combined them to consider students' understanding based on the learning materials. Furthermore, the teacher also was easy to assess students' active in learning. In addition, the teacher helped to provide learning materials related to indicator in accordance with curriculum.

e. Did role play method motivate students in speaking the class?

Based on the interview, role play motivated students in speaking the class. It could be seen that students' active to give comments or suggestions in learning. Moreover, students were more confidence to give some information related to materials. In other words, students were more interested to learn the materials compatible with students' characters, levels and competencies. Furthermore, by using role play, the teacher would be easy to evaluate strengths and weaknesses the materials so that learning objective would be achieved in teaching and learning process.

f. Did students were concentration in implementing role play method in learning process?

Based on the interview, the students concentrated in implementing role play in learning. Students were not afraid to give comments or suggestions related to materials. Students also were enthusiastic to pay attention the learning materials in learning. Moreover, students often debated to other to give information related to materials in speaking activity. Furthermore, students were more focused to give suggestions, because the teacher often gave applause for students' active in teaching and learning process.

g. Did you make some groups or other ways to support students' speaking skill in learning?

Based on the interview, the teacher made some groups to support students' speaking skill. It consisted of three or four students in each group. Students looked like happy by using group because they could give some comments to other students who were not understood yet about the materials. Moreover, they could give some suggestion or information in detail. The teacher would be helped to provide learning material in learning.

h. Did you use media or other method to support role play method implemented?

Based on the interview, the teacher used media or other method to support role play method implemented. The teacher used media so that students were easy to give comments and suggestions in learning. Moreover, students helped to give some information related to learning materials. Furthermore,

students were more interested in speaking activity. Students' performance looked when the teacher used media in teaching and learning process.

- i. Did you give an assessment on students' competence in speaking by using role play method in learning?

Based on the interview, the teacher gave an assessment on students' competence in speaking by using role play method in learning. The teacher gave an assessment for students to consider learning objectives in accordance with curriculum. The teacher also made evaluation to consider strengths and weaknesses in learning. Without evaluation, the teacher would difficult to find out learning materials compatible with students' characters, levels and competencies.

- j. Did students' result would be more increased in implementing role play method in learning process?

Based on the interview, students' results were significantly increased in implementing role play method in learning. The teacher focused on students' performance in speaking activity the class. Moreover, students were more active and creative to give some comments and suggestions in learning. Furthermore, the teacher often gave score when the students gave comments or suggestion in speaking activity so that the teacher gave score for students objectively.

2. Data Analysis from Questionnaire

The data obtained from questionnaire were analyzed in order to know the students' responses toward implementing role play method in speaking activity. Based on the result of questionnaire which was given for students;

1. Did you know about role play method?

Based on the questionnaire, all of students answered "yes". It is proved that students understood role play as a method of teaching in speaking activity. Moreover, they explained the definition of role play method and they also stated that they like learned by using role play method. Therefore, the calculation 100% students knew about role play method.

2. Have you ever been learned by using role play method?

Based on the questionnaire, all of students also answered "yes". It is proved that the teacher often used role play as method to teach speaking. Furthermore, students stated that using role play method would be able to improve their speaking skill in teaching and learning process.

3. How is your opinion on role play method implementation in speaking activity?

Based on the questionnaire, all of students answered "yes" because role play could improve their speaking and they would be easy to express poem, poetry and other in teaching and learning process.

4. I feel pleased studying speaking through role play method.

Based on the questionnaire, all of students answered "yes". They were very fun to study by using role play. Moreover, role play would make students

were more interested to speak English and role play helped students to find out ideas in speaking activity.

5. Speaking in role play method improves my motivation in speaking.

Based on the questionnaire, all of students answered “yes”. Based on their opinion, role play made them be easy to understand topic of text. Learning by using role play was fun and interest.

6. Speaking in role play method makes me pay more attention on the learning topic.

Based on the questionnaire, all of students answered “yes”. Role play made students were more focused to pay attention on the learning so that students were more easy in understanding main idea or topic of text.

7. Role play method made students were easy for presentation learning material.

Based on the questionnaire, all of students answered “yes”. Students were active to explain when they presented and explained the pictures in English. Moreover, students were confidence to describe learning materials in teaching and learning process.

8. I feel more concentrate in finishing speaking tasks when I know role play method.

Based on the questionnaire, there are two students answered “no” and thirtythree students said “yes”. It is indicated that most of students were more concentrate in finishing speaking task by using role play to improve their speaking skill in the class.

9. Role play helps me in developing ideas better.

Based on the questionnaire, all of students answered “yes”. It is indicated that role play method helped students to develop their ideas in speaking activity.

10. Role play method that is done grouply makes me more confident to the friends.

Based on the questionnaire, all of students answered “yes”. It is indicated that role play made students more confidence to discuss learning materials in speaking activity.

11. Doing speaking task by role play method my own scoring improved in speaking

Based on the questionnaire, all of students answered “yes”. It is indicated that role play method made students were more interest to learn the materials so that they focused on finishing task in speaking activity.

12. Role play tasks which is done with friends make me understand more on another speaking tasks in class.

Based on the questionnaire, all of students say “yes”. It is indicated that students more understood the materials by using role play method in speaking activity in the class.

B. Discussion

To describe the result of this research, the writer needed to discuss that students were happy to research by using role play method. It is proved that students were active and creative to speak in teaching and learning. Students were

a lot of practicing in speaking activity through role play. In other words, role play is important to support students' speaking activity. It is motivated students to speak English fluency. Moreover, by using role play, students would be easy to speak in real communication. They could improve their idea and notion when they spoke English in the class.

In teaching and learning process, role play is presented with presentation, giving a comment and other the class. It purposed that students to be active in speaking English. Moreover, the teacher also made some groups in leaning, it consists of three to four students in each meeting. Furthermore, the teacher used media to support learning so that students are interested to the learning materials. In addition, role play also facilitated students to find out topic and notion when they spoke in teaching and learning process. They were also easy and confidence to speak in front of class.

Eventhough role play is not one of method to teach speaking, however it is helped students to develop their speaking experience. They taught how to find out idea and notion in speaking, they were also taught how to speak or explain learning material in real communication and other. Moreover, they motivated to learn the materials grouply. In other word, they enjoyed to speak about pictures in front of class. In addition, when students gave a task, they always gave a comment and suggestion in learning.

Based on the interview and questionare, the students was very fun to speak by using role play method. It is caused that role play method motivated students' speaking experience. Moreover, students' perceive learned by using role

play enjoyed and interested their mind in speaking. It is proved that all of students answered “yes” on the questions which is given by the writer. Moreover, the students also gave a comment on what their feeling in speaking activity. They were happy and role play motivated them to speak English fluency. They are also easy and confidence to describe the learning materials in teaching and learning process.

In addition, by using role play the teacher do to better facilitate their is students’ speaking motivation. The students’ ability improved and their score is also suitable to the learning objectives. In other words, the learning objectives were achieved after students learned by using role play. Moreover, students were more concentration in implementing role play method. Students described the material is accordance with content of topic. They are active used other sources to support their ideas or notions in speaking activity.

In summary, students have a lot of experience in speaking by using role play, such as; obtaining ideas and notion in speaking, considering topic in accordance with the learning materials and other. Moreover, students’ perceive that teachers do to better facilitate their is students’ speaking motivation by using role play. Students were more active and creative to speak the learning materials in front of class. They are also motivated to give a comment and suggestion in speaking activity.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the research questions, the writer states some conclusions as follows:

1. Role play method increased students' speaking motivation in teaching and learning process. It could be seen that students' active to give comments or suggestions in learning. Moreover, students were more confidence to give some information related to materials.
2. Role play method facilitated students' experience in speaking activity. Students looked ambitious to give a comment grouply.
3. By using role play, students would be easy to find out ideas and topic so that they were not difficult to increase their speaking in learning the class.

B. Suggestion

Based on the research findings, the writer would like to propose some suggestions that are considered to have a useful way in speaking activity especially students' speaking motivation;

1. Teachers should be intended to use role play as a method in teaching speaking. This method improved the students' speaking motivation and increased the students' score of research. It also gave positive effect to the students who need to speak well. Some benefits are given such as the students extend the ideas easier, increase their self-confidence, motivate them to speak, and enable them to create their own speaking.

2. Role play should be able to improve their interest in the speaking activity.

As a facilitator, the teacher provide opportunities to the students so that they can occur their own ideas and share with their friends. The atmosphere of class would be motivated and full of passion to speak the task. Those all are the explanations how good role play method to be implemented

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