

2.) Field Notes

Based on the results obtained from data conducted by collaborators, students are starting to experience improvement in this second cycle. They have begun to appear more active in conversation, actively participating in discussions and engaging with their peers. Additionally, during role plays, they have started to express themselves more confidently, demonstrating increased comfort and assurance in acting out their roles in front of the class.

3.) Interview

From the findings of the interview in cycle 2, the researcher selected various students, including two with high scores, two with medium scores, and two with poor scores. A total of six students were interviewed. The students interviewed reported that they were becoming more comfortable with the learning process and building confidence in role play.

4.) Documentation (video and picture)

In this second cycle, by the video and the pictures was taken, students have show expression or movements while performing the roles or characters

CHAPTER IV

FINDING AND DISCUSSION

In this chapter, researcher explains the research findings. In this chapter, the Researcher focuses on explaining the findings of research done at SMA Negeri 1 Kayan Hulu in class 11A. This research was conducted in two cycles to monitor students' progress in learning speaking through role play.

A. Finding

This research was conducted in class 11 A at SMA Negeri 1 Kayan Hulu. The implementation was carried out by the researcher in two cycles, which each cycle consist that of 2 meeting. Planning, action, observation, reflection were all included in each cycle, with a purpose to improve students' speaking ability and active in the class.

1. Preliminary Research

The researcher contacted the school and asked for permission to conduct the research before beginning any of the research. In addition, researcher got in communication with SMA Negeri 1 Kayan Hulu's English teacher. The purpose of this was to give information regarding the research plan that would be implemented in Class 11A. After approval, the researcher visited the school on March 25th, 2024, to present the principal of SMA Negeri 1 Kayan Hulu with an official letter of research permission. Next, the researcher spoke with the English teacher about the learning models and strategies that would be used with students, as well as preparations for each meeting.

Researcher spent four weeks on two cycles. The first meeting of cycle 1 was held on March 27th, 2024; the second meeting of cycle 1 was held on April 3rd, 2024; and interviews were held on the same date as the second meeting of cycle 1. The first meeting of cycle 2 was held on April 17th, 2024, while the second meeting of cycle 2 was held on April 24th, 2024, and interviews were conducted on the same date as the second meeting of cycle 2.

The researcher discovered that students were still need improvement in learning English, particularly speaking English. Because there is still a need to improve English language skills and the learning style is still passive, students also have difficulty understanding what they read in the learning material. Preliminary research observation and results show that students have difficulty speaking and experience feelings of embarrassment and nervousness when speaking in front of the class. In this way, the researcher tried to give role play activities to enhance students' speaking abilities, particularly with regard to pronunciation, fluency, and non-verbal communication.

2. Cycle 1

Four stages represent the first cycle: planning, action, observation, and reflection. The results of this first cycle have been provided at each stage or cycle in every phase that follows.

- O'Connor, K., Greene, H. C., & Anderson, P. J. (2006). A tool for Improving Teacher Quality and Classroom Practice. *American Educational Research Association*, San Fransisco.
- Oppenheimer, D. M. (2008). *Trends in Cognitive Sciences*. USA: Cell Press.
- Purnamawati, S., Sofian, & Suhartono, L. (2015). The Use of Role Play in Teaching Speaking.
- Saldaria , E., Ariawan, V., & Cahyani, I. (2019). Speaking skill of elementary school students reviewed by gender. *Jurnal Prima Edukasia*, 7 (1), 2019, 20-27.
- Sari, E. R., & Hamzah, I. (2023). The Use of Role Play to Improve Students' Speaking Skill. *Journal of English Language Teaching and Learning (JELTL)*, 58-63.
- Sari, N. P. (2011). Improving Students' Speaking Ability by Using Role Play.
- Susanti , A. D. (2007). in her thesis entitled “Using Role Play in Teaching Speaking.
- Tompkins, P. K. (1998). Role Playing/ Simulation. *The internet TESL Journal*.
- Woodhouse, J. (2019). Role PLayer: a Stage of Learning. p. 78.

students' speaking abilities. Researcher used a rubric consisting of pronunciation, fluency, and non-verbal.

c. Observation

At this point, observation checklists were used by the researcher, who took on the role of teacher, for collecting data. While collaborator served as observers and focused on evaluating student participation during the learning process, researcher were responsible for giving instructions to students regarding the activities to be carried out. Collaborator's primary responsibility in this research was to note and mark the researcher's prepared field notes and observation checklist.

d. Reflection

The researcher came to a significant conclusion about the learning process's direction after examining observational data and evaluating the learning process observations made during the first cycle. After all, the researcher should encourage students even more to speak in front of the class in English and to gain confidence while playing out the dialogue that is being played.

From the results of reflection, reflection is when researcher worked together with collaborator to discuss student participation and student speaking performance. Regarding student participation obtained from observations, field notes, interviews, observation checklists, and documentation, several things still needed to be improved: they still felt embarrassed when speaking dialogue, they

were still less active in class. In other words, they still needed improvement.

There were various aspects where speaking performance could be improved, especially pronunciation, fluency, and nonverbal communication. Students seemed to be embarrassed by their pronunciation, felt unsure of themselves, and acted stiffly when performing their dialogue. The researcher should encourage students even more to speak in front of the class in English and to gain confidence while playing out the dialogue that is being played.

From the results of this reflection, there were recommendations as follows:

1. Regarding student activity, teachers must be more able to convince and encourage students in the classroom to be more active.
2. In pronunciation and fluency, the teacher must accompany students with drills so that students can know what the correct pronunciation is, and in the future they can be more confident in pronunciation and carry out dialogue more fluently.
3. In non-verbal communication, students are directed to be more enthusiastic in acting out their roles and tell students with more expression so that the roles they play can be transmitted effectively.

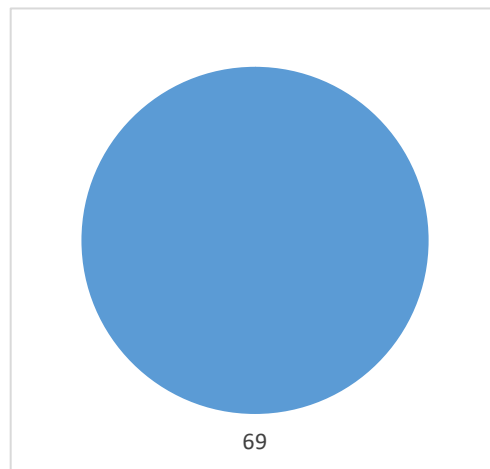
1. Students Participation in First Cycle

In this section, the researcher presents the findings of the research instrument used in this research to find out how much student participation is in implementing role play in the first cycle. In this research, the researcher guided students through the topic that was to be presented and how to apply role play. Before starting, researcher must ensure that students understand.

1) Observation Checklist

From the data that was obtained from the observation checklist carried out by the collaborator, it was found that there were still points that needed to be improved, such as students still not fully focused on the example material provided by the teacher, students were still less active in preparing themselves to do role play in front of the class, students were still lacking in pronouncing sentences and providing expression and fluency in doing role plays, students were still less active in discussions, and there was still a lack of feedback after the learning process was complete.

The observation checklist was divided into three parts: the first was preliminary activities, in which the teacher greeted the students, described the subject that would be explained that day, and closely listened to the use of role play. The second main activity consisted of the teacher explaining the material to the students while they listened closely, followed by role play. The three closing activities included the teacher and students coming to a conclusion based on the subject given that day, followed by the teacher closing the lesson.



4.1 Average of observation checklist cycle 1

The graphic above shows the findings of the observation checklist from the first meeting of the first cycle. The graphic shows a result of 69.

2) Field Notes

From the findings from field notes gathered by collaborator, students were just listening to the material, but they were less active about listening to the examples offered and participating in conversations, as described in the observation checklist.

3) Interview

Due to the findings of teacher interviews with various students, most of them mentioned a loss of focus while learning, difficulties pronouncing words, feelings of embarrassment, or a lack of self-confidence.

4) Documentation (video and picture)

Based on the data provided in the documentation of videos and pictures, it was clear that students still needed to improve their gestures when performing or acting as characters.

Based on the results of the observation checklist, field notes collected during the collaboration with the English teacher, interview, and documentation, it was proven that student participation needed to be improved. Students were still not performing well at that first meeting; they had pronunciation difficulties and felt embarrassed speaking English.

2. Students Speaking Performance in Cycle I

This section presents the results of the aspects that were collected from the data. The results of this research contain aspects of speech assessment, such as pronunciation, fluency, and nonverbal. The speaking test is designed to check out students' speaking skills. Students have performed dialogue in front of the class. The assessment results for each aspect of speaking are provided below:

1.) Pronunciation

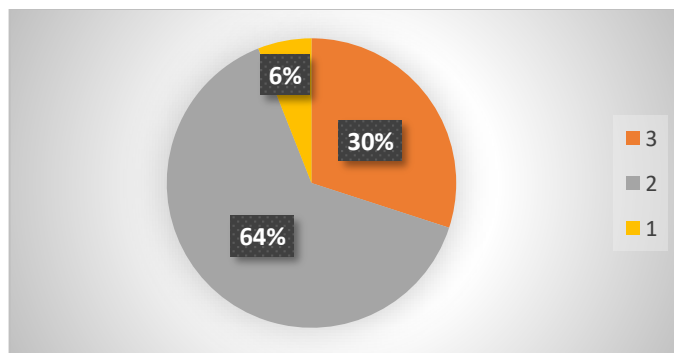


Chart 4.2 Average Pronunciation per student Cycle 1.

Based on the data presented above, 63% received a score of 2, showing that there are students who can pronounce words well with many errors, 30% of students received a score of 3, showing that there are 10 students who can pronounce words well with some errors, and 6% received a score of 1, showing that there were students who could pronounce words with major errors.

2.) Fluency

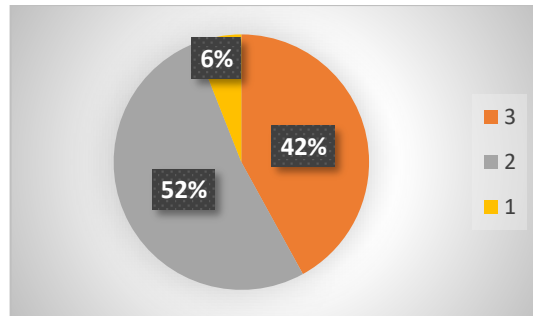


Chart 4.3 Average Fluency per student Cycle 1.

Based on the data presented above, it is possible to conclude that 52% of students received a score of 2, meaning that students were able to express the conversation fluently, clearly, and with many pauses or hesitation, 42% of students received a score of 3, meaning that 14 students were able to express the conversation fluently, with little pause or hesitation, while 6% of students received a score of 1, meaning that they were able to express the conversation that has major errors.

3.) Non-verbal

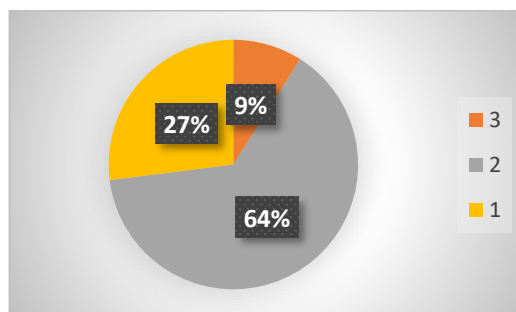


Chart 4.4 Average non-verbal per student Cycle 1.

Based on the data presented above, 64% of students received a score of 2, indicating mastery of eye direction and facial expressions while speaking, 27% received a score of 1, indicating control over eye direction without facial expressions, 9% of students received a score of 3, indicating that 3 students mastered the direction of their gaze, facial emotions, body, and posture when speaking.

3. Cycle 2

In the second cycle, the researcher enhanced the learning process. In this cycle, research was conducted in class 11A at SMA Negeri 1 Kayan Hulu. In this cycle, the researcher achieved good results and improved the learning results from the previous cycle.

a. Revised Planning

At this phase, researcher and collaborator worked together to achieve specific learning outcomes and enhance the speaking learning process. This revised planning was motivated by problems that needed to be improved in performing the results of recommendations from cycle 1. Researcher rewrote modules adapted to aspects that needed to be improved. During this phase, the researcher instructed students to create their own dialogue without the researcher choosing the theme first.

b. Action

Action is a stage where teacher takes action in class with the support of collaborator to improve students' speaking abilities.

1.) The First Meeting

The first meeting was conducted on Wednesday, April 17th, 2024. The first meeting in cycle 2 was similar to the first meeting in cycle 1. The researcher, being a teacher, explained or reminded students about the Asking and Giving Opinion material.

The teacher leads students through a learning process, focusing on the learning process's aims. The teacher greets students, asks about their health, and follows up on their progress. The teacher explains the topic, assists students in practicing their pronunciation, and corrects pronunciation errors. Students are given the opportunity to create a dialogue about asking and giving opinions, which they will present in class. The teacher offers suggestions and provides instructions for the test, which will be administered at the following meeting.

The observation checklist was divided into three parts: the first was preliminary activities, in which the teacher greeted the students, described the subject that would be explained that day, and closely listened to the use of role play. The second main activity consisted of the teacher explaining the material

to the students while they listened closely, followed by role play. The third closing activities included the teacher and students coming to a conclusion based on the subject given that day, followed by the teacher closing the lesson.

2.) The Second Meeting

The second meeting was conducted on Wednesday, April 24th, 2024. At the time, the second meeting was similar to the second meeting in Cycle 1. At this meeting, the test was handled a little differently. In meeting 2, cycle 1, students were asked to create their own dialogue, but the theme was chosen by the teacher. In this test, students had to create their own dialogue without the teacher determining the theme beforehand.

c. Observation

After speaking instruction was completed, observations were conducted to collect data from students during the learning process. The second cycle showed better results than the previous one. The students responded well in this second cycle, getting very good grades, however, there were some students who still had difficulties with pronunciation and received a failing grade. The students were very enthusiastic about interacting in the speaking learning process. Students' speaking ability improved as a result of this activity.

d. Reflection

The result of the observation was that the researcher had learned to talk about applying the role playing technique, which is very interesting. The implementation of the role play technique resulted in students making improvements of students' speaking skill, the researcher conducted a test at the conclusion of the meeting in this second cycle.

Based on the second cycle's reflection results, there was an increase in the number of tests, checklist observations, and field notes completed by collaborator. This is the result of making recommendations in the first cycle and implementing them in the second cycle to help students enhance their abilities.

1. Students Participation in Second Cycle

Researcher conducted research again in the second cycle to see the level of student participation in implementing role playing. During the first cycle, many students needed to enhance their ability to speak using the roll play technique, but there were also some students who were doing well. As a result, research was conducted again in the second cycle to help students' who were still struggling in the first cycle.

they present in front of the class. They additionally acquire confidence in the characters they play.

2. Students' Speaking Performance in Cycle 2

This section presents the findings of the aspects gathered from the data. The data in question related to areas of speech assessment in this research, such as pronunciation, fluency, and nonverbal. The final test conducted in cycle 2 showed positive and growing results. Class actions that have been managed show success in the use of role-playing techniques. Role play can increase student enthusiasm and improve their speaking skills. The assessment in this cycle is the same as the assessment in the previous cycle. The following aspects were obtained during the second cycle:

1.) Pronunciation

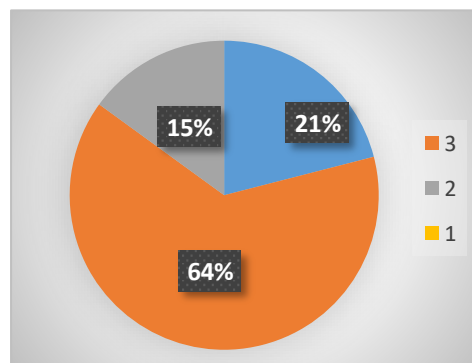


Chart 4.6 Average Pronunciation per student Cycle 2.

Based on the data provided above, it can be determined that 64% of students received a score of 3, indicating that there were 21 students who could pronounce

words correctly while speaking with minor faults. 21% of students received a score of 4, indicating 7 students can pronounce words correctly. And 15% of students received a score of 2, indicating that 5 students could pronounce the words with major errors.

2.) Fluency

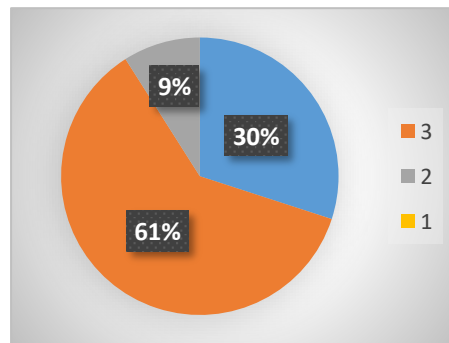


Chart 4.7 Average Fluency per student Cycle 2.

From the data presented above, 61% of students received a score of 3, indicating that 20 students were able to express conversations fluently, clearly, and precisely with a little pause or hesitation, 30% of students received a score of 4 indicating that 10 students are able to express the conversations fluently, clearly, and precisely without much pause or hesitation, while 9% received a score of 2, indicating that 3 students were still unable to pronounce the conversation clearly.

3.) Non-verbal

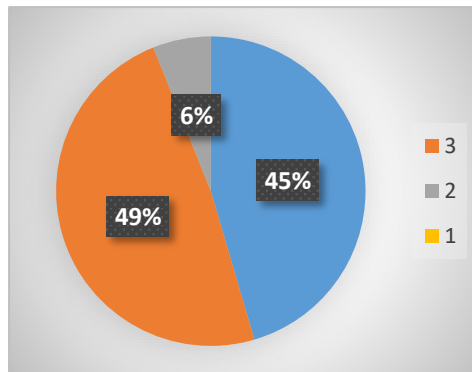


Chart 4.8 Average Non-verbal per student Cycle 2.

Based on the data shown above, there were 49% of students who received a score of 3, indicating that 16 individuals were able to master eye direction, facial emotions, body, and posture while speaking. 45% of students received a score of 4, indicating that 15 students mastered the direction of their eyes, facial expressions, body posture, and body movements while speaking. And 6% of students had a score of 2, indicating that 2 students had mastered the direction of their gaze and facial expression while speaking.

first cycle, the students' test results obtained on average were 54, so in this first cycle, the researcher reflects the results that have been obtained, so that based on the targeted success criteria, 75 did not achieve the expected targets, the researcher chose to continue the research in cycle II. In cycle II, student test results showed an average student score of 80. Similarly, based on the results from cycle II, the researcher concluded that the specified success criteria had been successfully applied in this research. At this point, because the research goal had been met, the researcher opted to end the research in this second cycle. However, the researcher discovered difficulties in the second cycle, as students continued to struggle with pronunciation, although this research was completed successfully due to increased participation and speaking test results. The results of the interviews conducted above show that students gave good responses. There were 6 students interviewed, of which 2 students got the highest score, 2 students got medium scores, 2 got low scores, the data was taken through interviews with 6 students to find out the level of each student's speaking skill level.

Students can effectively express the characters they play in front of the class and interact in English with each other.

The role-play technique implemented at SMA Negeri 1 Kayan Hulu improved XIA students' speaking ability by making them more enthusiastic, active, and confident in English communication. Students acted out characters and communicated efficiently in class. This shows the progress and improvement of students' speaking skills before and after using the role play technique in cycles 1 and 2. Based on the findings of this research, students' abilities are still need to be improve, as is their level of participation. During the first cycle, it was found that students' participation received an average score of 69, while students' speaking performance received an average score of 54. The second cycle showed that student participation received an average score of 81, while the speaking performance of students received an average score of 80. The results of cycles 1 and 2 show that the level of participation and speaking performance improved, which indicates that is research was successful. Based on the results, it can be concluded that the student has a excellent ability level.

In conclusion, the implementation of role-playing strategies can help students solve speaking problems and improve their learning process.

1.) Observation Checklist

Based on the findings of the first cycle, the results was known that students still needed to develop; therefore, the researcher continued with the second cycle. In the second cycle, at the first meeting, the results showed that students had improved, such as beginning to pay close attention to examples of material provided by the teacher, beginning to be active in preparing themselves to appear in front of the class, students' ability to pronounce sentences has increased, as has fluency and gestures in role playing, and some of them provide feedback at the end of the learning process.

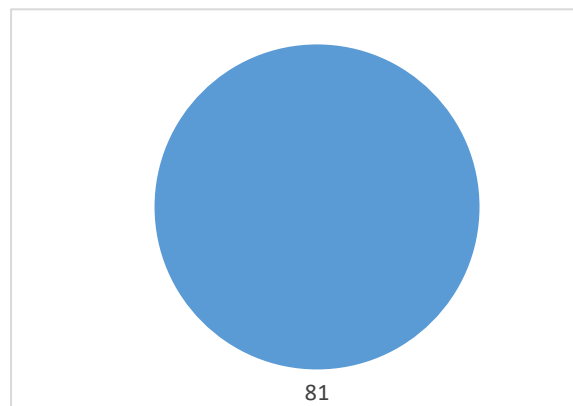


Chart 4.5 Average score of observation checklist cycle 2

The average score for the presentation of the observation checklist in the second cycle was 81. This shows an increase in the average findings of the observation checklist from cycle 1 to cycle 2.

References

- Akhter, S., Haidov, R., Rana, A., & Qureshi, A. (2020). Exploring The Significance Of Speaking Skill For Efl . *Palarch's Journal of Archaeology of Egypt/Egyptology* , 17(9). ISSN 1567-214x.
- Ampatuan, R., & Jose, A. S. (2016). Role Play as an Approach in Developing Students' Communicative Competence. *International Journal for Innovation Education and Research*.
- Arung, F. (2016). Improving the Students' Speaking Skill through Debate Technique. *Journal of English Education JEE*, ISSN: 2502-6909.
- Bahrani, T., & Soltani, R. (2012). How to Teach Speaking Skill? . *Journal of Education and Practice* , ISSN 2222-1735 (Paper) .
- Bokja, C. (2015). Improving learners' oral skills through two types of role-play. A *Journal of Performative Teaching*,.
- Burns, A. (2010). *Doing Action Research in English Language Teaching*. UK: Routledge.
- Burns, A. (2022). *Action Research in English Language Teaching: Contributions and Recent Developments*.
- Busch, P., Lahti, P. j., & Mittelstaedt, P. (1996). *The Quantum Theory Of Measurment*.
- Cherry, C. (1956). *On Human Communication A Review, A Survey, And A Criticism*. California.
- Chesler, M., & Fox, R. (1966). *Role PLayering Methods in the Classroom* . Chicago: SRA.
- Ciesielska, M., Ohlander, M., & Bostrom, K. W. (2018). *Observation Method*.
- CJ, J. (2012). Improving the Students' Speaking Ablity Through Role PLayer Method.
- Cohen, L., Manion, L., & Morrison, K. (2018). *Research Methods in Education*. New York: Routledge.
- Connolly, P. (2007). *Quantitative Data Analysis in Education*. New York: Routledge.
- Deneve, K. M., & Heppner, M. J. (1997). *Role Play Simulations: the assessment of an Active Learning Technique and Comparisons with Traditional Lectures*.

4. Do you have difficulties with pronunciation and vocabulary?
Answer: feel embarrassed when pronounce sentence in English

B. Discussion

There are 2 questions in this research which are based on the Research Questions in the first chapter. The first discussion is about How is the implementation of Role Play to improve the student's participation in speaking activities at the eleventh grade of SMA Negeri 1 Kayan Hulu?, while the second discussion is How can Role Play Technique improve the student's speaking performance at the eleventh grade of SMA Negeri 1 Kayan Hulu?, Students also actively participate in the speaking learning process. Based on the learning results and students' reactions during the process of applying role-playing techniques, it was found that students improved in speaking, indicating that this research is consistent with the findings. Described in the following section.

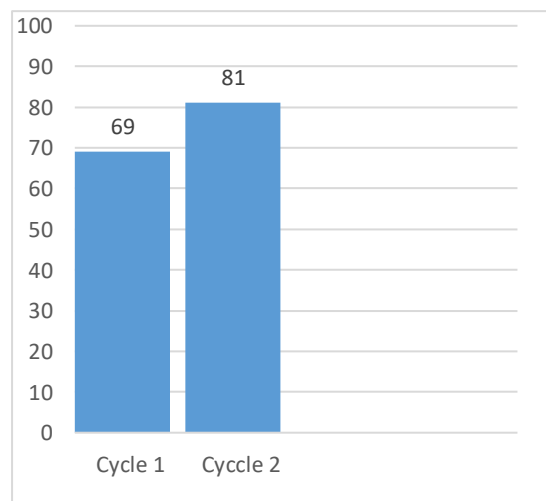


Chart 4.9 Students Participation in Each Cycle

The chart above shows the results of this research, the results obtained from the level of student participation in class in the application of role playing techniques. The chart above shows an increase from cycle 1 to cycle 2, based on the results of observations made by teachers and

collaborator, the results the same as in the observation checklist, where in cycle 1, 69 was obtained for the level of student participation in class during the process. During this phase, the researcher reflects on ways to promote student participation in the learning process and fulfill the expected criteria. As a result, the researcher continued with cycle 2.

The data above shows the results got in the second cycle in line with the observation checklist carried out by the collaborator during the learning process, which, as shown in the graph above, is 81. With these findings, the researcher reflected again, observing that students had improved from cycle 1 to cycle 2. So the researcher decided to discontinue the research in cycle 2 because the degree of student participation and speaking skills had grown. Based on the outcomes of the data collected, it can be identified that this research was successful in answering the research questions in Chapter 1.

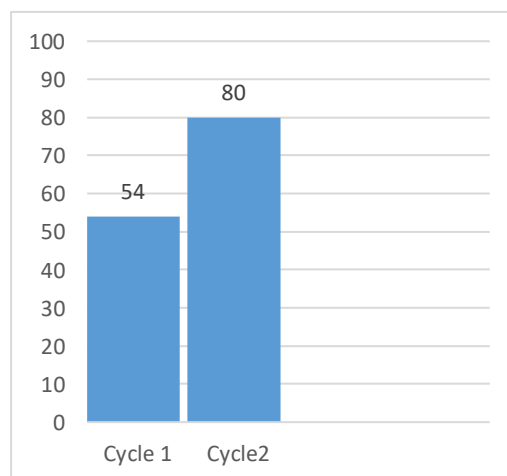


Chart 4.10 Students Speaking Performance in Each Cycle

The chart above shows the results obtained in this research, where the chart above shows an increase in students' speaking test results, in the

C. Suggestions

In following the conclusions of this research, the researcher makes various recommendations to teachers, students, and other researchers in their field of study. It is important for English teachers to be creative in structuring learning activities in the classroom, especially when creating teaching strategies, because this might influence students' interest in the learning process.

This research is recommended for students who have difficulty with pronunciation and also improves communication and students participation, making it ideal for teaching speaking. The recommended technique for teaching speaking improves students' participation and speaking abilities. However, understanding the educational materials is important. The role-playing technique gives priority to students more than teachers and needs additional support for students with lower scores. Teachers should help rather than teach.

After that, other researchers are suggested to implement role-playing strategies, particularly when teaching speaking. This strategy can help students improve their speaking skills.

- Efron, S. E., & Ravid, R. (2013). *Action Research in Education a Practical Guide*. New York: A Division of Guilford Publications.
- Fog , K., Budtz, C., Munch, P., & Blanchette, S. (2010). *Storytelling*. Germany: Springer-Verlag, Heidelberg, Germany and Samfundslitteratur, Frederiksberg, Denmark.
- Griffee, D. T. (2005). Research Tips: Interview Data Collection. *Journal of Developmental Education*.
- Grugeon, E. e. (2012). *Teaching Speaking & Listening in the Primary School*. New York: David Fulton Publishers.
- Hamzayevna, S. D. (2020). Advantages Of Role Play Method In Teaching Speaking In Esl Classes . *JournalNX- A Multidisciplinary Peer Reviewed Journal*.
- Harmer, J. (1998). *How to Teach English*. England: Longman.
- Harmer, J. (2001). *The Practice of English Language Teaching Third Edition*. London: Longman.
- Hidayah, R. N. (2023). The Effectiveness of Role Play Technique to Improve Speaking Skills of Students at SMKN 2 Palopo.
- Hiebert, E., & Kamil, M. (2005). *Teaching and Learning Vocabulary*. London: LAWRENCE ERLBAUM ASSOCIATES, PUBLISHERS.
- Hussain, S. (2017). Teaching Speaking Skills in Communication Classroom. *International Journal of Media, Journalism and Mass Communications (IJMJMC)*, PP 14-21 .
- Kay, M. (1979). Functional Grammar . *Xerox Palo Alto Research Center* .
- Kayi, H. (2006). Teaching Speaking: Activities to Promote Speaking in . *The Internet TESL Journal*.
- Lacey, A., & Luff, D. (2009). *Qualitative Data Analysis*. The NIHR RDS for the East Midlands.
- Ladousse, G. P. (1987). *Role Play*. London: Oxford English.
- Laurderdale, J., & Phillippi. (2017). A Guide to Field Notes for Qualitative Research: Context and Conversation. *Qualitative Health Research*.
- Luoma, S. (2003). *Assessing Speaking*. The Press Syndicate of the University of Cambridge.

CHAPTER V

CONCLUSION AND SUGGESTION

The conclusions based on the research shown in the chapter before it are discussed in this chapter. Researchers present a general description of the findings of the research in this section.

A. Conclusion

In this research, the researcher found out the difficulties that students have when learning to speak, especially in speaking and pronunciation. There are other students in the class who keep in active when the learning process happens in English class. On the other side, students are shy when speaking English. Others may also be able to speak English, which is still lacking. Research to help students speak English in class so that students are interested and choose to speak using English needs a suitable technique for helping students interested in learning to speak English, especially in speaking.

The research was conducted in two cycles, each consisting of two meetings. The results contain two types of data: qualitative and quantitative. Qualitative data was collected through observation checklists, interviews, field notes, and documentation, while quantitative data was collected through a speaking test.

The implementation of role-play technique with students in class XIA at SMA Negeri 1 Kayan Hulu helped students improve their abilities to speak. Role play also improves students' confidence in speaking English.