



Using Role Play Technique To Improve The Students' Speaking Ability (An Action Research at the Seventh Grade of SMP Negeri 4 Tasikmalaya)

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Abstrak

Penelitian ini bertujuan untuk meningkatkan kemampuan berbicara siswa menggunakan teknik role play di kelas VII SMPN 4 Tasikmalaya. Penelitian ini menggunakan metode penelitian tindakan. Sumber data penelitian ini adalah seorang guru bahasa Inggris SMPN 4 Tasikmalaya dan 40 siswa kelas VII SMPN 4 Tasikmalaya. Untuk mengumpulkan data kualitatif dan kuantitatif, digunakan observasi dan tes sebagai instrumen penelitian. Observasi digunakan untuk menganalisis hasil proses belajar mengajar, sedangkan tes digunakan untuk mengetahui jumlah siswa yang mencapai KKM menggunakan rumus persentase. Penelitian terdiri atas 2 siklus. Berdasarkan hasil penelitian pada siklus I, pengamat menemukan beberapa kelemahan pada proses belajar mengajar. Sehingga, penulis dan pengamat berdiskusi mencari solusi untuk memperbaiki beberapa kelemahan pada proses belajar mengajar sebagai refleksi untuk siklus selanjutnya. Sedangkan, persentase siswa yang mencapai KKM (75) pada siklus I adalah 72.5% dengan rata-rata nilai tes 75.87. Dengan kata lain, 29 siswa mampu mencapai KKM dan 11 siswa belum mampu mencapai KKM. Selanjutnya, pada siklus II pengamat menemukan peningkatan kualitas belajar mengajar setelah mengalami beberapa perbaikan terhadap hasil refleksi pada siklus I, beberapa kelemahan dapat diatasi di siklus II. Selain itu, persentase siswa yang mencapai KKM mencapai 100% dengan rata-rata nilai tes 82.25. Artinya, semua siswa mampu mencapai nilai KKM. Sehingga, pengajaran dihentikan pada siklus ke II. Dengan demikian, penulis menyimpulkan bahwa penggunaan teknik role play dalam pengajaran bahasa Inggris dapat meningkatkan kemampuan berbicara siswa kelas VII SMP Negeri 4 Tasikmalaya.

Keywords: Role Play Technique; Speaking Skills, English Language Learning

This study aims to improve students' speaking skills using role play techniques in class VII of SMPN 4 Tasikmalaya. This study uses an action research method. The data sources of this study were an English teacher of SMPN 4 Tasikmalaya and 40 students of class VII of SMPN 4 Tasikmalaya. To collect qualitative and quantitative data, observation and tests were used as research instruments. Observation was used to analyze the results of the teaching and learning process, while tests were used to determine the number of students who achieved the Minimum Competency (KKM) using a percentage formula. The study consisted of 2 cycles. Based on the results of the study in cycle I, the observer found several weaknesses in the teaching and learning process. Therefore, the author and observer discussed finding solutions to improve several

weaknesses in the teaching and learning process as a reflection for the next cycle. Meanwhile, the percentage of students who achieved the Minimum Competency (KKM) (75) in cycle I was 72.5% with an average test score of 75.87. In other words, 29 students were able to achieve the KKM and 11 students were not able to achieve the KKM. Furthermore, in cycle II the observer found an increase in the quality of teaching and learning after experiencing several improvements to the results of reflection in cycle I, several weaknesses could be overcome in cycle II. Furthermore, the percentage of students achieving the Minimum Competency (KKM) reached 100%, with an average test score of 82.25. This means that all students were able to achieve the KKM. Therefore, teaching was stopped in cycle II. Therefore, the author concludes that the use of role-play techniques in teaching English can improve the speaking skills of eighth-grade students at SMP Negeri 4 Tasikmalaya.

INTRODUCTION

Language is a way of communication used by people to interact with others. One of the languages which has an important role in the world society interaction is English. It is an international language used in the international interaction. It is also used in various fields of sciences, such as academics, economics, politics, etc. Besides, English is one of the foreign languages at the school. It can help the students able to communicate spoken or written both inside or outside of the school.

One of the important language skill is speaking. Speaking is the way to communicate orally and communicatively. By having speaking ability, the students will be able to convey their thoughts, ideas, or feeling to other people directly. Besides, the students will be able to interact in social environment well. Thornbury, Scott (2005:1) says, "Speaking is so much a part of daily life that we take it for granted." It shows that speaking is the way to communicate in the human's daily life which is used to interact orally. The students have to master the speaking ability in order to be able to make conversation in communicating with other people. While, according to Thornbury as quoted by Nazara, Situjuh (2011:30), "Speaking is also multi-sensory activity because it involves paralinguistic features such as eye-contact, facial expressions, body language, tempo, pauses, voice quality changes, and pitch variation which affect conversational flow." So, speaking is the way to communicate which involves some paralinguistics senses that can describe and influence a conversation. Besides, Harmer, Jeremy (2002:269) states, "The ability to speak fluently presupposes not only a knowledge features but also the ability to process information and language on the spot." The ability of speaking have to be mastered fluently to convey the ideas or feeling, so that, we can process the information directly.

Teaching speaking is aimed to make the students able to communicate orally well. As stated by Surachmat (2011:35), "The aim of teaching speaking is to help

students develop their speaking skills." But, the students assume that the ability to communicate in a second or foreign language is not easy because there are some aspects and components involved. It is supported by Richards, Jack. C and Willy A. Renandya (2002:201), "The ability to speak a second or foreign language well is a very complex task if we try to understand the nature of what appears to be involved."

After doing the pre-observation at the seventh grade students of SMPN 4 Tasikmalaya, the writer gets the result of the students who did not reach the Minimum Accomplishment Criteria (75) in speaking test about the expression of instruction 28 students (70%), and only 12 students (30%) who could reach the Minimum Accomplishment Criteria. The students have problems in developing ideas and lack of confidence. Based on the observation when teaching speaking at the seventh grade, those difficulties are due to some factors, such as the less of vocabulary mastery, the lack of grammar, the mistake in pronouncing the words, and the less of fluency of speaking.

Therefore, the suitable teaching technique in improving the students' speaking ability is needed, because it is supposed to be able to overcome the students' problem in the process of teaching and learning English. One of the techniques that is used in learning speaking is role play technique. It is the technique that develop the students' ideas and also improve their ability to communicate fluently in the social environment. According to Larsen-Freeman as quoted by Huang, Irene Y (2008:1), "Role-plays are very important in communicative approach because they give students an opportunity to practice communicating in different social context and in different social roles." It shows that role play can be used to train the students to communicate fluently and communicatively in social life context.

The previous research conducted by Wahyuni, Sri Belsa (2011), proved that role play technique gives positive influence on the students' speaking ability. In the research, the researcher shows the students' improvement in the process of learning speaking ability by using role play technique. Therefore, the writer hopes that the use of role play technique can push the students to be brave to interact in front of the class without shy and easy to develop their ideas orally by mastering some language components, such as vocabulary, grammar, pronunciation, fluency and comprehension develop their ideas orally by mastering some language components, such as vocabulary, grammar, pronunciation, fluency and comprehension.

METHOD

In this research, the writer uses an action research method. According to Kemmis, Stephen as quoted by Alwasilah, A. Chaedar (2011:67), Action research is a form of self-reflective enquiry undertaken by participans in social (including

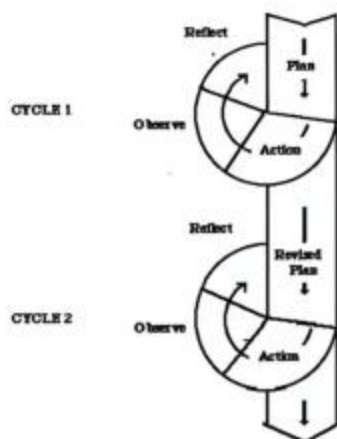
educational) situations in order to improve the rationality and justice of (a) their own social or education practices, (b) their understanding of these practices, and (c) the situations in which the practices are carried out.

It means that action research is a research to improve the quality of educational practice by doing reflection of teaching learning process itself. In this research, action research is used to know the improvement of the students' speaking ability by using role play technique.

The writer uses observation and test to collect the data by doing these following techniques: 1.) Observation. Observation is done to find out the activities of teaching and learning process by using role play technique in the classroom. To get the data, the writer is assisted by an observer. 2.) Test. The writer uses spoken test to get the data about the students' speaking ability. The test is used to know how far the students' ability, especially in speaking after using role play technique is. This test is given at the end of each cycle.

In this research, the writer uses observation and spoken test as the research instruments. According to Chamot, Anna Uhl, *et.al.*, (1998:1), "An instrument may already be available to collect the information. However, you may need to develop your own instrument, for example, a questionnaire specific to your classroom practices." It shows that the observer can collect the data and information about teaching learning process in detail. At the observation, the observer observes the teaching learning process in the classroom by using observation sheet. Besides, to know the students' speaking ability, the writer asks the students to make a conversation in a group based on the topic given by the writer. There are five aspects of assessment to measure students' speaking ability.

The qualitative are the data about the teaching learning process. The qualitative data are obtained from the observation result of the teaching learning process in the classroom. The quantitative are the data about the students' ability in speaking ability. The quantitative data are obtained from the test result of the students' speaking ability derived from pre-test and post-test. According to Kemmis and Mc Taggart as quoted by Arikunto, Suharsimi (2010:132), generally there are four steps in action research, those are plan, action, observation, and reflection. The model of action research is, as follow:



Picture 3.1
Model of Action Research

Figure 1 Model of Action Research

Based on the model of action research above, the writer conducts this research based on these following steps:

1. Planning

Arikunto, Suharsimi (2010:138) says, "Menyusun rancangan tindakan dan dikenal dengan perencanaan, yang menjelaskan tentang apa, mengapa, kapan, dimana, oleh siapa, dan bagaimana tindakan tersebut dilakukan." It means, in this step includes of plan and preparation about all things completely for teaching speaking by using role play technique, such as: making the lesson plan, preparing the material, making the research instrument test, and observation sheet.

2. Action

Arikunto, Suharsimi (2010:139) states, "Pelaksanaan tindakan yaitu implementasi atau penerapan isi rancangan di dalam kancah, yaitu mengenakan tindakan kelas." This is the application of action plan formulated at the planning step. The writer teaches speaking by using role play technique and gives the spoken test to the students at the end of every cycle.

3. Observation

Arikunto, Suharsimi (2010:139) states, "Pengamatan yaitu pelaksanaan pengamatan oleh pengamat." It means, this is the process of collecting and analyzing the data of teaching learning process. In this step, the writer is assisted by an observer using observation sheet provided by the writer. All the activities are recorded in the students' questions and answers as well as events during the teaching learning process from the first until the end of teaching learning process. The recording is a tool of observation in this research.

4. Reflection

Arikunto, Suharsimi (2010:139) says, "Refleksi atau pantulan yaitu kegiatan untuk mengemukakan kembali apa yang sudah terjadi." It means, this is the process

of analyzing the observation data to find out whether role play technique is successful or not in improving the students' speaking ability. The reflection result of the qualitative and quantitative data will be used as the guidance for the next cycle.

The qualitative data are obtained from the observation result. The observation result will be analysed by presenting the data descriptively, interpreting each activity and concluding the result to evaluate the teaching learning process. Data describe how the improvement of the students' speaking ability after giving treatment by using role play technique is. Teaching speaking by using role play technique is successful and effective if the score obtained by the students has reached the score of Minimum Accomplishment Criteria that is 75 or the students' score ≥ 75 is a 100%

RESULT AND DISCUSSION

Research Result

After doing pre-observation, it is found that 28 students have not achieved the Minimum Accomplishment Criteria (MAC) and 12 students got score the MAC. It means that the students' speaking ability should be increased. Therefore, role play technique is used to improve the students' speaking ability. The result of two cycle is described as below:

1. Cycle 1

a. Planning

In this step, the writer prepares all things such as: making the lesson plan based on the syllabus, preparing the role play technique for teaching speaking, making the observation sheet relates to all aspects of teaching learning process, and making the oral test.

b. Action

This step is the implementation of role play technique in teaching speaking. Based on the lesson plan, the writer does the activities of teaching learning process are as follows:

In pre-activities, the teacher does the aperception such as, greeting to the students and checking their attendance. Then, the teacher gives the students some questions relates to the material to stimulate their knowledge and explains the learning objective to the students.

In core activities, the teacher pronounces the expressions of command and prohibition to the students and discusses the vocabulary relates to the material with the students. Then, the teacher explains the material about the expressions of command and prohibition, and asks the students to repeat the expressions pronounced by the teacher about the expressions of command and prohibition. The teacher gives the sample of dialogue about the expressions of command and

prohibition, the teacher reads the dialogue and the students repeat it. After that, the teacher asks the students to make a dialogue based on the topic given by the teacher in pair. The students present the dialogue in front of the class in pair. Then, the teacher discusses the students' result and evaluates the students' presentation.

In post activities, the teacher gives the reflection to the learning process and concludes the material given. The result of the oral test is as follows:

Table 1. The Result of the Students' Speaking Test at the Cycle I

No	Name	Vocabulary	Pronunciation	Grammar	Comprehension	Fluency	Total Score
1	S 1	20	20	15	15	20	90
2	S 2	20	20	15	20	15	90
3	S 3	20	20	15	15	15	85
4	S 4	20	15	15	15	20	85
5	S 5	15	20	15	15	20	85
6	S 6	15	20	15	15	15	80
7	S 7	15	20	15	15	15	80
8	S 8	20	15	15	15	15	80
9	S 9	15	15	15	20	15	80
10	S 10	15	15	15	15	20	80
11	S 11	15	20	15	15	15	80
12	S 12	15	20	15	15	15	80
13	S 13	15	15	15	20	15	80
14	S 14	15	15	15	15	20	80
15	S 15	20	15	15	15	15	80
16	S 16	15	20	15	15	15	80
17	S 17	15	20	15	15	15	80
18	S 18	15	15	15	15	15	75
19	S 19	15	15	15	15	15	75
20	S 20	15	15	15	15	15	75
21	S 21	15	15	15	15	15	75
22	S 22	15	15	15	15	15	75
23	S 23	15	15	15	15	15	75
24	S 24	15	15	15	15	15	75
25	S 25	15	15	15	15	15	75
26	S 26	15	15	15	15	15	75
27	S 27	15	15	15	15	15	75
28	S 28	15	15	15	15	15	75
29	S 29	15	15	15	15	10	70
30	S 30	15	15	15	15	10	70
31	S 31	15	15	10	15	15	70

32	S 32	15	10	15	15	15	70
33	S 33	15	15	15	15	10	70
34	S 34	15	15	10	15	15	70
35	S 35	15	15	10	15	15	70
36	S 36	15	15	10	15	10	65
37	S 37	15	15	10	15	10	65
38	S 38	15	15	10	15	10	65
39	S 39	15	15	10	15	10	65
40	S 40	15	15	10	15	10	65
						Total	3035
						Average	75,87

Observation

The observer observes the teaching and learning process at the seventh grade of SMPN 4 Tasikmalaya from the beginning to the end. The observer observes the process of teaching and learning by completing the observation sheet during the teaching learning process in the classroom. During the observation, the observer finds out the data about the teaching and learning process. The writer uses the observation sheet according to Brown, H. Douglas (2001:432–434), the result of observation is as follows:

Table 2 The Result of the Observation at Cycle I

Category	Aspects	Description
a. Preparation	1. Preparing the goals/objectives of learning	The teacher explains the learning objective clearly and understandable by the students. So the students are interested in the material given
b. Presentation	2. Explaining the class material in an understandable way	The teacher does not explain the material in detail and hurry up in explaining the material, so the students are not understand to the material given
	3. Presenting the material at the students' level of comprehension	The teacher presents the material based on the lesson plan, so it is suitable with the students' level comprehension
	4. Answering the questions carefully and satisfactorily	The teacher does not answer the students' questions carefully and clearly, some of students unsatisfactory
c. Execution/ Method	5. The balance and variety during the lesson	The teacher uses the variety activities to convey the material by

	by using role play technique	using role play technique, so the students enjoy the learning process of speaking
	6. Moving around the class and making eye contact with the students	The teacher moves around the class well to observe the students' activities and makes eye contact with the students well
	7. Using the examples of dialogue by using role play technique	The teacher gives the sample of dialogue suitable with the students' capability of comprehension. Besides, the teacher modeling the expressions of command and prohibition to the students in role play technique directly
d. Personal Characteristics	8. Patience in eliciting responses	The teacher patience in eliciting the students' respond about their difficulties in speaking lesson
	9. Using the appropriate and acceptable language	The teacher uses the acceptable of written and spoken language that understandable by the students
e. Teacher/Students Interaction	10. Controlling and directing the class during the lesson	The teacher does not control the students' activities both individual and group, so there are many students not focus to the teacher's explanation
	11. Involving the students in learning process using role play technique	The teacher does not involve all students in learning process, the teacher does not interact with all students
	12. Being aware of individual and group needs about teaching and learning process using role play technique	The teacher does not give the students' needs in learning process, she does not answer the students' questions well

Based on the table above, it can be concluded that the weaknesses in teaching learning process are the teacher does not explain the material in detail and hurry up in explaining the material, so the students are not understand to the material given. The teacher does not answer the students' questions carefully and clearly, some of students unsatisfactory with the teacher' answers. The teacher does not control the students' activities both individual and group, so there re many students not focus to the teacher's explanation. The teacher does not involve all students in learning process, the teacher does not interact with all students. Besides, the teacher does not

give the students' needs during the learning process, she does not answer the students' questions well. In post activity, the teacher does not involve all students in concluding the material given.

d. Reflection

The result of the students' test shows that 29 students can achieve the Minimum Accomplishment Criteria (75) and 11 students have not achieved the MAC. Besides, the percentage of the students' speaking ability are as follows:

$$P = n / N \times 100\%$$

$$P = 29 / 40 \times 100\%$$

$$P = 72.5\%$$

There are some students who have not achieved the Minimum Accomplishment Criteria of speaking ability. It means, the action hypothesis of this research "*The use of role play technique improve the students' speaking ability*" is "rejected". Therefore, the writer and the observer decide that the action should be continued to the next cycle by revising the action. Besides, there are some weaknesses in the teaching and learning process. Therefore, the observer and the writer discuss and analyse the weaknesses to evaluate the teaching learning process to be better. The solutions for the weaknesses are shown in the table below:

Table 3 The Result of the Reflection at Cycle I

No	Aspects	Weaknesses	Solutions
1.	Explaining the class material in an understandable way	The teacher does not explain the material in detail and hurry up in explaining the material, so the students are not understand to the material given	The teacher should explain the material in detail and more carefully to make the students easier in understanding the material given
2.	Answering the questions carefully and satisfactorily	The teacher does not answer the students' questions carefully and clearly, some of students unsatisfactorily with the teacher' answers	The teacher should answer all the students' questions carefully and clearly to make the students are satisfactorily with the teacher' answers
3.	Controlling and directing the class during the lesson	The teacher does not control the students' activities both individual and group, so there are many students not focuse to the teacher's explanation	The teacher should control the students' activities both individual and group, she should make the students focuse to the teacher's explanation

4.	Involving the students in learning process using role play technique	The teacher does not involve all students in learning process, the teacher does not interact with all students	The teacher should involve all students in learning process, she should more interact with the students by asking the students' difficulties about the material
5.	Being aware of individual and group needs about teaching and learning process using role play technique	The teacher does not give the students' needs in learning process, she does not answers the students' questions well	The teacher should give the students' needs during the learning process, she should answer the students' questions well

The result of reflection at cycle I shows that some aspects should be revised to improve the weaknesses without ignoring the main elements in teaching speaking. Therefore, the action should be continued to the cycle II.

2. Cycle II

a. Planning

The result of reflection at cycle I becomes a foundation to action for cycle II. The planning of this cycle same as cycle I such as, making the lesson plan based on the syllabus and making some revisions and solutions based on the result of reflection at cycle I as reference to improve the action at cycle II.

b. Action

The writer teaches the speaking to the students with some improvements as the result of reflection at the cycle I to improve the students' speaking ability at the cycle II. In pre activities, the teacher does aperception such as greeting to the students and checking their attendance. Then, the teacher gives the students some questions relates to the material to stimulate their knowledge and explains the learning objective to the students clearly.

In core activities, the teacher pronounces the expressions of command and prohibition to the students and discusses the vocabulary relates to the material with the students more intensively. Then, the teacher explains the material about the expressions of command and prohibition in detail and asks the students to repeat the expressions pronounced by the teacher about the expressions of command and prohibition more carefully. The teacher gives the sample of dialogue about the expressions of command and prohibition, the teacher reads the dialogue and the students repeat it. After that, the teacher asks the students to make a dialogue based on the topic given by the teacher in pair. The students present the dialogue in front

of the class. Then, the teacher discusses the students' result and evaluates the students' presentation.

In post activities, the teacher gives the reflection to the learning process and concludes the material given by involving all students. The result of the oral test is as follows:

Table 4 The Result of the Students' Speaking Test at the Cycle II

No	Name	Vocabulary	Pronunciation	Grammar	Comprehension	Fluency	Total Score
1	S 1	20	20	15	20	20	95
2	S 2	20	20	15	20	20	95
3	S 3	20	20	15	20	15	90
4	S 4	20	15	15	20	20	90
5	S 5	20	20	15	15	20	90
6	S 6	20	20	15	15	15	85
7	S 7	20	20	15	15	15	85
8	S 8	20	20	15	15	15	85
9	S 9	15	20	15	20	15	85
10	S 10	15	20	15	15	20	85
11	S 11	20	20	15	15	15	85
12	S 12	15	20	15	20	15	85
12	S 12	15	20	15	20	15	85
13	S 13	15	20	15	20	15	85
14	S 14	15	20	15	15	20	85
15	S 15	20	20	15	15	15	85
16	S 16	15	20	15	20	15	85
17	S 17	20	20	15	15	15	85
18	S 18	15	20	15	20	15	85
19	S 19	20	15	15	20	15	85
20	S 20	15	20	15	15	15	80
21	S 21	15	20	15	15	15	80
22	S 22	15	20	15	15	15	80
23	S 23	15	20	15	15	15	80
24	S 24	15	15	15	20	15	80
25	S 25	15	20	15	15	15	80
26	S 26	15	20	15	15	15	80
27	S 27	15	15	15	20	15	80
28	S 28	15	20	15	15	15	80
29	S 29	15	20	15	15	15	80
30	S 30	15	20	15	15	15	80
31	S 31	20	15	15	15	15	80
32	S 32	15	15	15	20	15	80
33	S 33	15	15	15	15	15	75

34	S 34	15	15	15	15	15	75
35	S 35	15	15	15	15	15	75
36	S 36	15	15	15	15	15	75
37	S 37	15	15	15	15	15	75
38	S 38	15	15	15	15	15	75
39	S 39	15	15	15	15	15	75
40	S 40	15	15	15	15	15	75
						Total	3290
						Average	82,25

c. Observation

The observation of teaching learning process at cycle II is same as cycle I. The observer observes the teaching and learning process at the seventh grade of SMPN 4 Tasikmalaya from beginning to the end. The observer observes the teacher's activities, students' interest, and students' interaction by completing the observation sheet during the teaching learning process in the classroom. Moreover, the observer observes the students' improvement in speaking ability.

d. Reflection

The result of the students' test shows that all students or 40 students can achieve the Minimum Accomplishment Criteria (75). Besides, the percentage of the students' speaking ability is as follows:

$$P = n / N \times 100\%$$

$$P = 40 / 40 \times 100\%$$

$$P = 100\%$$

That means that using role play technique gives a positive effect to the students' ability in speaking. It proves that the action hypothesis of this research "*The use of role play technique improve the students' speaking ability*" is "accepted". Therefore, the cycle is ended at the cycle II.

Based on the data from the observation at this cycle, it proves that all students get the positive influence during the learning process by using role play technique. The students are interactive in learning process, they are comprehend the material easier. The teacher explains the material in detail and in understandable way. The teacher interacts more with the students in learning process communicatively. It means, the weaknesses at cycle I can be solve in this cycle. Besides, the result shows that all of the students can achieve. It means, 100% of students are able to achieve the MAC (75).

The research result shows that role play technique can improve the students' speaking ability. It can be seen from the improvement result of cycle I and cycle II. The weaknesses at cycle I can be solved, it is proven by the students' speaking test at

cycle II which shows that all the students can achieve the Minimum Accomplishment Criteria (100%).

Role play technique can help the students more communicative in social life through certain role and more interact in communicate with other people. It is suitable to the theory stated by Larsen-Freeman as quoted by Huang, Irene Y (2008:1), "Role-plays are very important in communicative approach because they give students an opportunity to practice communicating in different social context and in different social roles."

Furthermore, role play technique can help the students to take the initiative to make the conversation from the simple conversation to the complex one. Besides, the students are able to solve their problem in learning process through the communication. The students also have self awareness to work together in groups. It is supported by the theory stated by Dana, Craciun (2010:175), "Role play is the best way to develop the skills of initiative, communication, problem-solving, self-awareness, and working cooperatively in teams."

In addition, role play technique has some benefits as stated by Dana, Craciun (2010:176), "There are many advantages for learning science through role play: develops the ability to interact to other people, increases students motivation" it can be seen from process of teaching and learning speaking by implementing role play, the students are able to interact with other people orally and directly. It can motivates the students to develop their speaking ability, they are more active in learning process. Besides, it can make the students be more confidence and active, and also to improve the students' speaking ability to be more fluent. Based on the explanations, it can be concluded that role play is appropriate and effective technique in teaching English to improve students' speaking ability.

CONCLUSION

After analysing the data in the previous chapter, the writer concludes that role play is the effective technique to improve students' speaking ability. This technique can solve the students' problems in teaching and learning process of speaking. The result of the students' speaking test at cycle I shows that the percentage of the students' speaking ability are 72.5%. It means, there are only 29 students can achieve the Minimum Accomplishment Criteria (75) and 11 students have not achieved the Minimum Accomplishment Criteria in speaking ability.

Besides, there are some weaknesses during the teaching learning process at cycle I. The teacher does not explain the material in detail and hurry up in explaining the material, so the students are not understand to the material given. The teacher does not answer the students' questions carefully and clearly, some of students unsatisfactorily with the teacher' answers. The teacher does not control the students' activities both individual and group, so there are many students not focuse

to the teacher's explanation. The teacher does not involve all students in learning process, the teacher does not interact with all students. Besides, the teacher does not give the students' needs during the learning process, she does not answer the students' questions well. Therefore, the action continues to the cycle II with some revisions.

By implementing role play technique in teaching speaking at cycle II, the students are interactive in learning process, they are comprehend the material easier. The teacher explains the material in detail and in understandable way. The teacher interacts more with the students in learning process communicatively. Based on the research result at cycle II, it is founds that all the students can achieve the MAC (100%), it indicates that process of teaching and learning speaking by using role play technique is successful and the cycle should be stopped at cycle II. Finally, it is concluded that role play technique can improve the students' speaking ability. The students are able to speak fluently.

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