



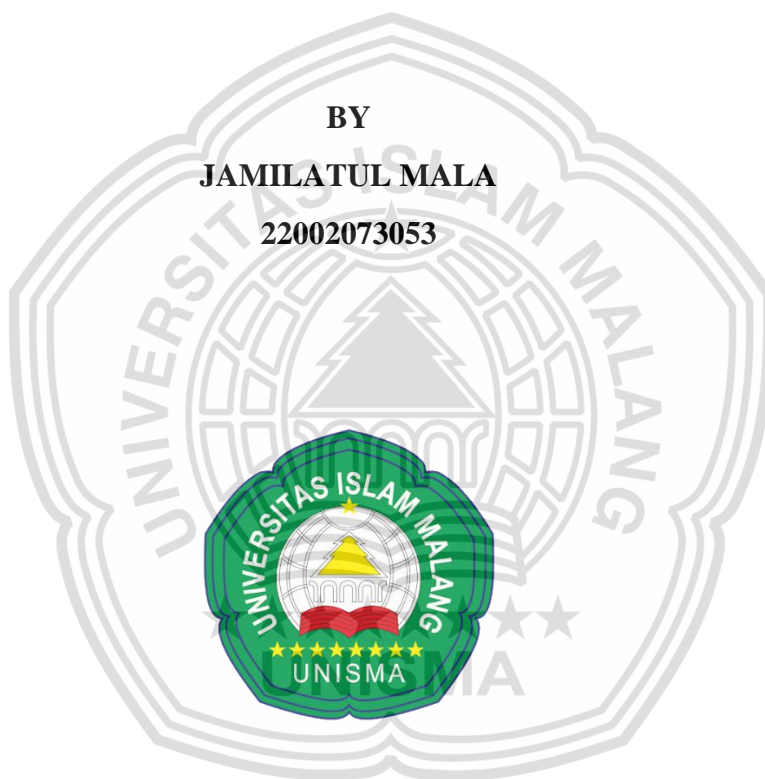
**IMPROVING STUDENTS' SPEAKING SKILL OF ASKING
AND GIVING OPINION THROUGH ROLE PLAY IN SMP
ISLAM BANI HASYIM SINGOSARI**

THESIS

BY

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ISLAMIC UNIVERSITY OF MALANG

POSTGRADUATE PROGRAM

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**Presented to
University of Islam Malang
in partial fulfillment of the requirements for the degree of
*Magister in English Language Education***

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ABSTRAC

Jamilatul, M. 2022. Improving Students' Speaking Skill of Asking and Giving Opinion through Role Play in SMP Islam Bani Hasyim Singosari. Thesis, English Language Education Study Program, Postgraduate Program, University of Islam Malang. Advisors: (I) Dr. Muhammad Yunus, S.Pd., M.Pd. (II) Sonny Elfiyanto, S.Pd. S.S., M.Pd., Ph.D.

Keywords: Role-play, speaking, asking opinion, giving opinion

This research is aiming to improve students of eight grade international class' speaking skill on asking and giving opinion through role-plat method. This current research discusses about the solution of speaking problem in the grade eight of international class in SMP Islam Bani Hasyim. The class is identified having a problem, more than half of the class was having low ability of speaking. The students struggle with a variety of issues, including their lack of confidence when speaking English in front of their classmates and the teacher's monotonous teaching method (providing material, having students listen, and assigning tasks). In order to improve students' speaking skill in a fun way, the researcher believes that role play is the ideal technique to be applied in this class. The research identified certain benefits of employing role play to improve the speaking skills of the eight grade international class at SMP Islam Bani Hasyim Singosari Malang. this research applies the qualitative paradigm and classroom action research. For the result, in this research there are two cycles where the students finally can pass the criteria of success that the researcher decided in the beginning, those are students active involvement during the class and discussion and the class average score is ≥ 80 . The result finally showed that students actively involved in class activity and the class average score is 88. In conclusion, the research is success because the researcher applying some different procedure in cycle two, those are: (1) the researcher provided information and pictures that related to the role-play (2) the students were given chance to make their own conversation in the role-play (3) the students were given time to have group practice.



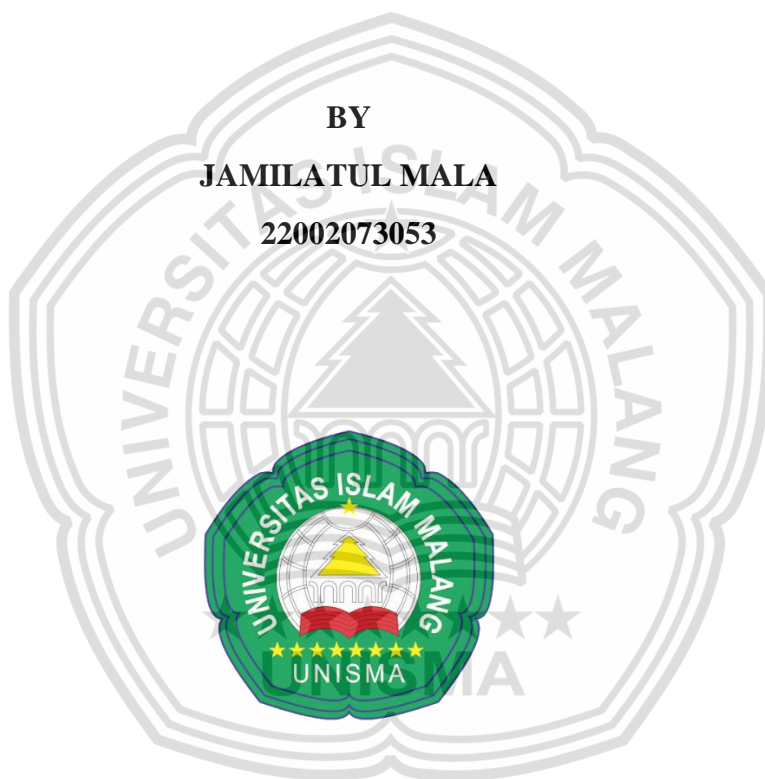
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This is to certify that the thesis of Jamilatul Mala has been approved by the advisor for further approval by the Board of Examiners

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CHAPTER I

INTRODUCTION

This chapter discusses how role play might help students improve their speaking skills. These are the research background, research question, the research objective, the research significant, the research scope and limitations, and the definition of key terms.

1.1 Background of the Study

As stated by Koran (2015) that is language learners believe speaking ability to be the most significant skill. According to previous study that is conducted by (2015) the mastery of English in any language competence is a highly essential criterion for firms when hiring new personnel. A high degree of English proficiency ensures that information can be accessed more readily and broadly. According to *Kompetensi Dasar* or basic ability that is arranged by the government on speaking aspect is the students are able to use English for interacting including deliver idea, thought and feeling. Since the speaking skill is a significant skill, students need to be trained with the effective and efficient method early.

This current research discusses about the solution of speaking problem in the grade eight of international class in SMP Islam Bani Hasyim. The class is identified having a problem, more than half of the class was having low ability of speaking. The students struggle with a variety of issues, including their lack of confidence when speaking English in front of their classmates and the teacher's monotonous teaching method (providing material, having students listen, and

assigning tasks). The teacher also was the primary facilitator of the teaching and learning process. These factors have the effect of making students less likely to pay attention to the teacher and make them feel sleepy. Since the method that teacher used, the students also are not trained to speak English in public. The cause of issues that the students had can be concluded into two factors, those are internal factor and external factor that should be solved. Internal factor include of students' motivation, students' confidence, and students' background knowledge. While external factor are the teacher, facility, method, and class atmosphere. In order to improve students' speaking skill in a fun way, the researcher believes that role play is the ideal technique to be applied in this class.

The research identified certain benefits of applying role play to improve the speaking skills of the eight grade international class at SMP Islam Bani Hasyim Singosari Malang, based on the operational criteria given. The researcher attempted to design this investigation as a classroom action research (CAR) based on the preceding problem findings. According to Latif (2011) CAR researchers must develop an innovative classroom technique that aids in the enhancement of English teaching-learning practices in schools. In particular, the goal of this study is to promote a problem-solving and innovative teaching speaking strategy by incorporating role-playing techniques to increase students' speaking abilities.

Role play itself is the activities in which students imagine themselves in a circumstance outside of the classroom. Second, role play provides intrinsic incentive for students' interest since it occasionally requires them to portray a role that is not their own. Third, role play encourages students to use authentic

language in meaningful contexts by requiring them to take on the part of others, which necessitates the use of vocabulary suited to that new role. Finally, role play allows students to establish spoken dialogue while also encouraging them to improve their speaking skills. Role plays have been found to increase or develop students' speaking skills in English as stated by Aliakbari & Jamalvandi (2010). Besides that, role play also motivate students to speak as stated by Kumaran (2017), decreasing the anxiety to speak in English as stated by Kayaoğlu & Sağlamel (2013), and even also improve writing skill as stated by Erdogan (2013). Role play is used in numerous ways based on the situation, the learner's age, the learning objective, and the abilities that need to be strengthened. It can be in the form of a prolonged performance that has undergone extensive preparation, a planned or unplanned performance of a brief dialogue, or both. According to Livingstone (1983), role play is a classroom exercise that allows students to practice language. Role play is essential in the teaching of speaking because it allows students to experience communicating in a variety of social situations and roles, stated Fadilah (2016).

1.2 Research Question

The current study focused on "How can role-play technique improve the speaking skill of international class students of SMP Islam Bani Hasyim Singosari Malang?"

1.3 Research objective

This study uses the role play technique to improve the student's speaking ability in asking asking and giving opinion. The development of speaking skills

will be attained if role play is used in the teaching of speaking skills to international class students at SMP Islam Bani Hasyim Singosari Malang.

1.4 Significance of Study

The significant of the study is the aim of the research that the researcher wants to be shared with the reader of the study. Yet, the significant study is becoming the result of the research that is done in the field of practice and theoretical. As research, this research has the significances of whether it is theoretically or practically.

Theoretically, the significance of this study is to add the knowledge of applying role-play technique in class to improving students' speaking ability focusing on asking and giving opinion. Practically, it helps students address problems in speaking activities and can help them develop their speaking abilities. Students learn how to use words or sounds of articulation to express ideas, thoughts, or feelings to others through role play games. Also, this research provides an alternative method of teaching speaking to the teacher. Finally, it may be advantageous to the institution of junior high school students in SMP Islam Bani Hasyim Singosari Malang in terms of improving education quality. For future researchers, this study can be utilized as a model for conducting more research on English speaking ability utilizing more novel Role play techniques that are appropriate for the context, setting, and topic of the study.

1.5 Scope and Limitations of Study

This study was conducted with students from SMP Islam Bani Hasyim Singosari Malang's second semester international class. Actually, there are several

ways to assess speaking skills, including on-the-go conversations, discussion groups, and study clubs, but this research is focused on developing the implementation of the role playing procedure in teaching speaking focusing on asking and giving opinion, because this method is considered the most appropriate and could increase self-confidence and student motivation in terms of speaking skills, allowing researchers to find the most appropriate authentic method. With certain restrictions, this study was undertaken in the second semester of international class students at SMP Islam Bani Hasyim Singosari Malang. First, subjects for teaching speaking competence in the second semester are chosen in terms of speaking action. The effective teaching time allocation is then taken into account in the second semester's class activity.

1.6 Definition of Keyterms

To minimize misunderstandings, the phrases "speaking," "role play," and "International Class of SMP Islam Bani Hasyim Singosari Malang" must all be operationally defined.

1. Speaking refers to the ability of foreign class students at SMP Islam Bani Hasyim Singosari Malang to establish an interactive process of creating meaning that includes producing, receiving, and processing information in oral communication accurately and effectively. The act of a speaker transmitting information or a message to a listener is referred to as speaking. Speaking refers to students' ability to utilize words to communicate their thoughts, opinions, or feelings to others in this study. ideas for making the

present scenario more interesting The kids are then instructed to act out a role in front of the class. It is utilized in language learning and psychotherapy courses. Role play is one of the communicative approaches that improves language students' fluency, encourages classroom interaction, and boosts motivation.

2. Role-play according to Suryani (2015) is a teaching technique in which students are given specific roles and they must speak and behave based on the roles they receive. Role-play can be both technique in learning activity and the assessment model to assess student's ability at school. It is concluded that Role-play is a technique in English teaching in which the students learn in an imaginary situations or roles in order to develop the students' fluency. The situations and the roles are made as a real situation so the students know the function of English in real life.
3. International class program of SMP Islam Bani Hasyim is established since 2020. The eight grade is the first generation in this school. There are eight students in this class, consist of three male students and five female students. The school is located in Perumahan Persada Bhayangkara K-L, Singosari, Malang.



CHAPTER VI

CONCLUSION

This chapter sums up the result of the research based on the findings and the discussion presented in previous chapter. The conclusion section would discuss the result of the analysis with brief explanation about the result. In the end of this chapter is followed by suggestion for other researcher to have further research in similar topic in order to fulfill the gaps.

5.1 Conclusion

The finding of this research conclusively answer the research questions of the research. This chapter aims to conclude the result of findings and discussion of this research. In order to link back to the first chapter of this research about the aim of this research that is improving students' of 8th grade international class of SMP Islam Bani Hasyim, The researcher is successfully reach the significant result that show the students' skill of speaking is increased. Through two cycles, the researcher collaborate with the English teacher of the class made the students' skill of speaking improved by applying role-play activity. Therefore, role-play technique is proofed able to improve the students speaking skill.

5.2 Suggestion

This research put the focus on the improvement of students in 8th grade of international class in SMP Islam Bani Hasyim speaking skill by applying role-play method focusing in asking and giving opinion topic. There are still many different topics that still could be discussed more in applying role-play for

speaking skill improvement. Role-play might affect different skill too, as vocabulary mastery and others. The engagement between students and teacher could be a topic that can be discuss in the next research. In conclusion, the researcher hopes that this research is able to be a reference for the next research in the future.



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