

**THE EFFECTIVENESS OF TEACHING READING THROUGH ROLE PLAY
AT MTs MA'ARIF KLEGO**

THESIS



By :

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ABSTRACT

CAHYANI, NUR ENDAH DWI. 2022. *The Effectiveness of Teaching Reading Through Role Play at The Eighth Graders of MTs Ma'arif Klego.* Thesis, English Education Department, Faculty of Education and Teacher Training, State Institute of Islamic Studies Ponorogo, Advisor Dr. Dhinuk Puspita Kirana, M.Pd.

Keywords : *role play, reading comprehension, teaching reading*

The reason of conducting this research is that reading, one of the four skills which is taught in the English subject is very influential for students. Through reading, the students are able to learn something new, broaden/improve their knowledge and information of English from written source such as books, articles, texts, fliers, and so on. These vast sources of knowledge and information have to be comprehended clearly. In teaching reading, the researcher choose role-play strategies because this strategies can make the class situation more active and fun. Also, the researcher choose communicative approach because the teachers in communicative classrooms will find themselves talking less and listening more becoming active facilitators of their students' learning. The teacher sets up the exercise, but because the students' performance is the goal, the teacher must step back and observe, sometimes acting as referee or monitor.

The objective of this research is to measure the effect of role play on students' reading comprehension. The research applied a quantitative research and used quasi experimental design. The population of this research is the eighth grade students were 40 students. The researcher took two classes as a sample in this research. They were 20 students of experimental class and 20 students of control class. In this research, the sample technique is used cluster random sampling. The technique of data collection is used test and documentation. To analyze the data, the researcher used t-test and SPSS application to measure the effectiveness of role play strategy on students' reading comprehension at MTs Ma'arif Klego.

The result of the research show that the mean score of posttest from the experiment class was (70,62) it was higher than control class was (55,62). It also had been found that comparison between the students' score who are taught by using " Role Play " strategy and those who are not was 2.158. This score was higher than ttable (2,02) in the level significant 5%, with db=38 . It is means that Ha was accepted and Ho was rejected. It can be concluded that "Role Play" strategy was effective on teaching reading comprehension, because there is difference score between the students who are taught by using " Role Play" strategy and those who are not taught by using " Role Play" strategy on the students' reading comprehension at the eighth grade of MTs Ma'arif Klego Ponorogo in Academic Year 2021/2022.



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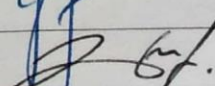
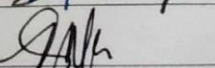
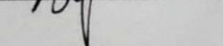
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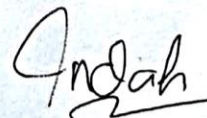
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CHAPTER I

INTRODUCTION

This chapter discusses about the background of the study, limitation of the study, statement of problem, objective of the study, the significance and the organization of this study.

A. Background of the Study

English as a foreign language is now used widely by many people as a means of communication. English is not only used as a means of communication but also as a subject learned at schools in Indonesia. In learning English, students have to learn and practice the four skills : listening, speaking, reading, and writing. Listening and reading skills are regarded as receptive skills because they involve receiving messages while speaking and writing skills are considered to be productive skills because they involve language production.¹¹

Teaching the receptive skill to students is quite challenging than teaching the productive one. Teaching receptive skill needs more attention, patient, and creativity from the teacher, for the students have different ways to acquire and to learn a language. Knowing the students' ways of acquiring language or learning style is a good beginning to decide the good methods, strategies, or the techniques for them.

Reading, one of the four skills which is taught in the English subject is very influential for students. Through reading, the students are able to learn something new, broaden their knowledge and information of English from written source such as books, articles, texts, fliers, and so on. These vast sources of knowledge and information have to be comprehended clearly. Comprehending such information are different from one another. In fact, ones have to know the way of decoding words into some information.

¹ Jeremy Harmer, *The Practice of English Language Teaching*, (New York : Longman, 1989), 16.

Good reading comprehension depended on well understanding of a language. It required comprehension of the individual words and the sentences that they form. However, comprehension commonly requires the comprehender to integrate the sense of these words and sentences into a meaningful whole. To do so, construction of a suitable mental model is necessary. A mental model is a mental representation that is created from information in the real or an imagined world — i.e. a gist representation of what the comprehender has read (or heard, or seen). It might, but does not necessarily, include imagery.²

As a main function of literacy, the effective reading with appropriate speed and comprehension enables people to communicate messages and create new ideas.³ In order to achieve the effective reading, the learners should make reading as habitual activity. Thus, they could acquire and accustomed to written text. Within this situation the teachers' role as both the facilitator and provider of reading material is really important. Teachers have to consider the suitable text, article or any kinds of written material to the level of students' reading skill.

Comprehension occurs when the reader extracts and integrates various kinds of information from the text and combines it with what is already known.² Comprehension, in the other words is a condition whenever the reader acquired such information and could retell it with the same idea. Comprehending what you read is more than just recognizing and understanding words. True comprehension means making sense of what you read and connecting the ideas in the text to what you already know. It also means

² Jane Oakhill, Kate Cain and Carsten Elbro, *Understanding And Teaching Reading Comprehension* (New York : Routledge ,2015), 1.

³ Limei Zhang, *Metacognitive and Cognitive Strategy Use in Reading Comprehension; A structural equation modelling approach* (Singapore : Springer Nature Singapore Pte Ltd, 2018), 35.

² Ibid, ... hal. 36.

remembering what you have read. In other words, comprehending means thinking while you read.³

Comprehending is not only about recognizing the text but also understanding what has been read. The reader then interconnect it to the information which already stored in the memory. Therefore, comprehending is similar to recalling the information of the text in different word but still the has same message. Moreover, good readers become autonomous, able to read outside the classroom and to stay in touch with English through periodicals and books when they leave school. Through the rich language environment, readers can acquire a large vocabulary and an implicit command of the limitless language forms, pleurably and almost effortlessly.⁴

As long as the readers still read English text such as bulletin, newspaper, periodicals, magazine, books, or digital readings they could acquire a large vocabulary and understand the message of the text easily, pleurably, and almost effortlessly, even though they leave school. Understanding a written text means extracting the required information from it as efficiently as possible. A competent reader will quickly reject the irrelevant information and find what he is looking for. It is not enough to understand the gist of the text; more detailed comprehension is necessary.⁵

Regarding to the problem explained above, the researcher are going to conduct a research at Madrasah Tsanawiyah Ma'arif Klego. Madrasah Tsanawiyah Ma'arif Klego established on 01 July 1986 with operational permit number W.m. 0602200586. MTs Ma'arif Klego is an Islamic Private School under surveillance of Ma'arif NU Foundation. This school is one of many madrasah existed in Ponorogo. MTs Maarif Klego adopted a

³ Beatrice S. Mikulecky. Linda Jeffries, *Advanced Reading Power ; Extensive Reading, Vocabulary Building, Comprehension Skills, Reading Faster*, (Pearson Longman : New York, 2007), hal. 74

⁴ David Cross, *A Practical Handbook of Language Teaching*, (Prentice Hall : New York, 1992), 255.

⁵ Francoise Grellet, *Developing Reading Skills; A Practical Guide to Reading Comprehension Exercises*, (Cambridge University Press : London , 1981), hal.3

method from its foundation, that is “conserving the old good method and adopting the new better method”.

Based on interviews conducted by researcher with english teacher on Desember 6, 2020 at Mts Ma’arif Klego, the researcher found in teaching English to eighth grade students, the teacher of that class demands a student to read a text aloud while the other students correcting the mistake if there is any. Evidently, this kind of activity provides the students to be more active at the class. However, couple of students have some difficulties in learning English. They struggled to understand new grammar or structure. They also have low motivation towards the materials for the teachers are rarely use interesting materials. The students also feel bored during the class activity. This can be seen from the students who are sleepy and talking to with their friends.

The students only take part on error recognition, they review the text whether it has error or not. In reading a story session, the teacher read only the body of the story instead of the students. That is why, the researcher prefers to choose Communicative Learning with “Role Play” strategies. Since, Communicative Language Teaching demands the students to be more active in the class. The teacher should support and encourage them to be more active in class by choosing interesting strategies in their teaching materials.

Concerning to the problems above, the researcher is going to use a role-play in teaching the students and then discovers the effect of role-play in teaching reading to the eight grades students of a school. Since, in the setting of the research the role-play technique has never been implemented. Furthermore, role-play is a good strategies to encourage the students in learning English.⁶⁸

⁸ Based on interview on 6th of December 2020 at 10.30 AM with Mrs. Eny Qomariyah as English teacher of MTs Ma’arif Klego.

B. Limitation of the Problem

Regarding to the background of the study, the scope of this research is about proving and showing the effect of role play on students reading comprehension. Due to many numbers of students, this research is focus on eighth grade students' only. Thus, the title of this research is "The Effectiveness of Teaching Reading through Role Play at Eight Graders of MTs MA'ARIF KLEGO Ponorogo."

C. Statement of the Problem

Researcher formulate the statement of the problem based on the background of the research. Is there any significant result on students' reading comprehension through role-play?

D. Objectives of the Study

Concerning with the problem statement, this study focused on objective to know and to measure the effect of role play on students' reading comprehension.

E. Significance of the Study

The result of the study is expected to give benefits theoretically and practically.

1. Theoretically

Hopefully, the result of this research could give contribution of knowledge whereas to develop, improve, adapt or adopt the teaching and learning process especially in reading. This research particularly want to know the effect of role play towards the students' reading skill at MTs Ma'arif Klego.

2. Practically

This study hopefully could be helpful for whoever reads this study, especially for three categorized people below, they are:

a. For teachers

By using role play, the researcher expected that the study could give useful contribution for teachers to help them develop their students' reading skill as well as improving their teaching skill, especially the English teachers of MTs Ma'arif Klego Ponorogo. This study is meant to motivate English teachers to be professional, creative and innovative teachers.

b. For students

It is expected to be useful for not only eighth grade students of MTs Ma'arif Klego Ponorogo but also the other students of MTs in Ponorogo who were attend the reading class. It makes their study more active, enjoy, and it also can increase their reading skill.

c. For readers

This study is meant to be a reference in conducting another study with related strategy for reading class, especially for the students of English Department of IAIN Ponorogo.

F. Organization of the Thesis

To provide an obvious and clear content of this study, the researcher organizes it systematically. Therefore, this study covers five chapters which the organization of the thesis follows the steps bellow:

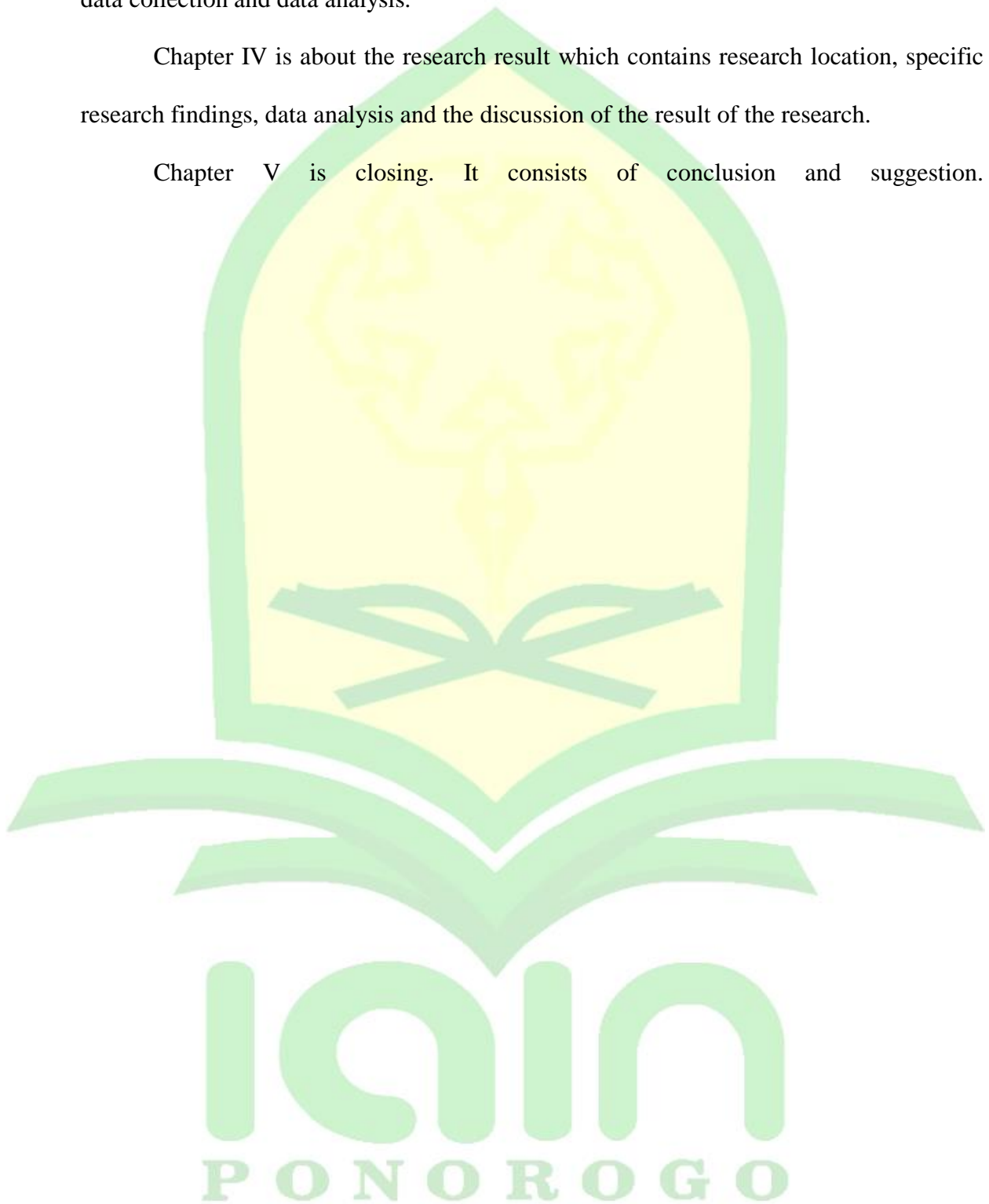
Chapter I is about description and takes a role as basic of mindset of the thesis. The first chapter consists of background of the research, limitations of the research, problem of the research, objectives of the research, significances of the research and organization of thesis.

Chapter II discussed review of previous research, theoretical background, theoretical framework and hypothesis.

Chapter III is about research method. In the research method explanation of research design, population and sample, instrument of data collection and techniques of data collection and data analysis.

Chapter IV is about the research result which contains research location, specific research findings, data analysis and the discussion of the result of the research.

Chapter V is closing. It consists of conclusion and suggestion.



CHAPTER II

REVIEW OF RELATED LITERATURE

Within this chapter, both previous research finding and theoretical background are discussed briefly. The previous researches are taken from three different sources and problems but still have interconnection with this research. To support this study, researcher adds the theory from the experts within theoretical background.

A. Previous Research Findings

The first research was from Dasrini, by the title *The Effectiveness of P2R (Preview, Read, Review) Strategy Toward Students Comprehension in Reading Skill of The Tenth Grade Students at SMA Pemberdayaan Bangsa Ngrayun Ponorogo in Academic Year 2015/2016*. Reading is very important for advanced level students to comprehend the meaning of text, because reading would give them knowledge, information, and indirect experience. But in fact, it is difficult for students to comprehend the meaning of text. P2R strategy considers to give the students' reading comprehension. The purpose of the research is to measure the reading comprehension of the tenth grade students at SMA Pemberdayaan Bangsa Ngrayun students who are taught using P2R (Preview, Read, and Review) strategy and students' who are not in the Academic Year 2015/2016.

This research design is quantitative research. This study used quasi experiment design for finding effectiveness of P2R (Preview, Read, and Review) strategy toward Students' Comprehension in Reading Skill of the Tenth Grade students at SMA Pemberdayaan Bangsa Ngrayun Ponorogo in Academic Year 2015/2016. This study assigned two classes, they were 26 students of X A as an experiment class who are taught by using P2R strategy and 26 students of X B as a control class who are taught without

using P2R strategy. The procedures of data collection were pre test, post test, and documentation. To measure that tests the researcher was used validity test with Product Moment formula and reliability test with KR20 formula and the calculation was 0,940.

To analyze that tests the researcher used normality test, homogeneity test and t-test formula to know whether there was significant difference on students' reading comprehension who are taught by using P2R strategy and students who are taught without using P2R strategy. The result of this study showed that the average of pre test for control class was 72,89 and the average of post test was 73,35. After computed the t_o test that was 0,13. The average of pre test from experiment class was 74,89 and the average of post test was 78,54. After got treatment showed that $t_o=2,85$. It was found that the mean of experiment class was higher than the mean of control class.

After being consulted with 5% significance level with $db= 50$, that was $t_t=2,01$. So, $t_o \geq t_t$. For the 1% signification $t_o=2,85$ and $t_t= 2,68$, so $t_o \geq t_t$. H meant that H_a =accepted H_o = rejected. The researcher concludes that, P2R strategy is effective for teaching reading comprehension of the tenth grade students at SMA Pemberdayaan Bangsa Ngrayun Ponorogo in Academic Year 2015/2016.⁷

The second research was from Ayu Arini, by the title *Improving Students' Reading Comprehension of Narrative Text through Jigsaw Technique (A Classroom Action Research on the Second Grade Students of SMP Ash-Sholihin in Academic Year 2012/2013)*. The objective of this research is to find out whether or not teaching reading through jigsaw technique can improve the reading comprehension of narrative text on the second grade students of SMP Ash-Sholihin, Kebon Jeruk. The researcher conducted the learning process in reading through jigsaw technique by Classroom Action Research. It focused on Kurt Lewins' Design : Planning, Acting, Observing and Reflecting. The

⁷ Dasrini, "The Effectiveness of P2R (Preview, Read, Review) Strategy Toward Students Comprehension in Reading Skill of The Tenth Grade Students at SMA Pemberdayaan Bangsa Ngrayun Ponorogo in Academic Year 2015/2016," (Tesis, IAIN Ponorogo, Ponorogo, 2016), 1.

instruments that were used in this research involved the English test sheet, observation sheets, and interview guidelines. For collecting the data, the researcher gave the test in the form of narrative text, and the students had to answer the essay questions based on the text that they had learned before. Based on the research result, the comprehension of students in learning the text through jigsaw technique has improved. The result of pre test, there are only 8 students who passed the KKM and derived mean score 4.13. The result of post test in the second cycle gained 32 students who passed the KKM and derived mean score 84.07. In addition, students' responses to learning are generally positive. Based on these findings, it can be concluded that the use of jigsaw technique can improve students' reading comprehension of narrative text on the second grade students of SMP Ash-Sholihin, Kebon Jeruk.⁸

The third research from Lia Permata Sari, by the title "*Improving Students' Reading Comprehension through Role Play*" Teacher Training and Education Faculty, 2009.

This thesis is written to identify whether and to what extent role play improves students' comprehension on genre and describe class situation when role play is applied in the English class. The method used in this research was collaborative action research between the Junior High School English Teacher (Teacher B) and the researcher. The research was conducted in two cycles from January 10th until March 30th 2009 at the eighth grade of SMPN 16 Surakarta. The research data were collected by using techniques of qualitative data collection which include: field notes, diary, photograph and test.

The qualitative data were analyzed through constant comparative method and the statistic data were analyzed through students' score calculation, mean of pre test and post test. The research findings proved that role play in teaching and learning genre could

⁸ Ayu Arini, "*Improving Students' Reading Comprehension of Narrative Text through Jigsaw Technique*", (Thesis, UIN Syarif Hidayatullah, Jakarta, 2012) 2.

improve the students' comprehension of recount and narrative genre and the classroom situation of teaching and learning the genres. The Improvement of students' comprehension included: 1) Students could identify the setting of time and setting of place in recount and narrative genre; 2) Students could construct some sentences into good grammatical arrangement of short recount and narrative genre; 3) Students could identify the characters in recount and narrative genre; 4) Students could catch the main idea of each paragraph in the recount genre; and 5) Students could identify the generic structure of the texts.

The improvement of classroom situation included: 1) Students were not noisy in TL English in the classroom; 2) Students tended to be active learners; 3) Students were willing to speak English; 4) Students paid attention toward their teacher's explanation; and 5) Students were diligent to do homework. Besides the two findings above, there were other findings as follows: 1) Students did various activities and various exercises; 2) Students could interact with their friends and collaborate with them; and 3) Students could be responsible to their jobs.⁹ From three researches above, there are some explanations regarding to the interconnection with this research.

Research conducted by Dasrini was aimed to measure and compare the students' reading skill which taught whether using the P2R strategies or the regular one. The use of the strategies emerged from the students who felt struggle when they wanted to understand a text in English. They have problems in identifying text so that they could not catch the meaning well. This strategies chosen because it helped students to identify main idea as well as topic from a text easily. Thus, this strategies granted students with abilities to interpret meaning whether lexical or contextual and identify the main idea of text.

⁹ Lia Permata Sari, "Improving Students' Reading Comprehension through Role Play,"(Thesis, Sebelas Maret University, Surakarta, 2009), 2 .

Research of Ayu Arini was aimed to know and measure whether or not teaching reading through jigsaw technique can improve the reading comprehension of narrative text to the students. In her research, she focuses on Kurt Lewins' Design : Planning, Acting, Observing, and Reflecting. The students' responses to learning are generally positive after she conduct those design.

In Lia Permata Sari's research, language is seen as an important role for students in order to communicate, transfer and share information to other. The goal of language teaching is to develop communicative competence. In addition, there are two aspects of communicative competence; the functional communication activities (e.g. Comparing sets of picture, discovering missing features in map) and the social interaction activities (e.g. conversation, dialogues, simulation, and role-play). Thus, students ought to understand these aspects in order to use language to fulfill their daily need. Students especially in Junior High School must have competence to develop communicative competence in the spoken and written form to reach functional literacy, to improve their awareness of English in global community, and to improve their comprehension of relationship between language and culture.

B. Theoretical Background

1. Reading

a. Definition of Reading Comprehension

English has four skills which interconnected each other. These four skills are listening, speaking, reading, and writing. The listening and reading categorized as receptive skills, while speaking and writing categorized as productive skills. The receptive skill is to acquire and learn the language in which needs knowledge of the target language. When this receptive skill acquired well, the productive skill practically would be run well.

Reading is particular skill which needs making sensible and deriving meaning of printed word. In reading, people have to be able to decode sound the printed words and also understand what they read. For early the second language learners, there are three elements affect their reading: their background knowledge, their linguistic knowledge of the target language, and the strategies or techniques they use to tackle the text.¹⁰

The statement above explains about reading skill technically, in which someone have to be able to decode the sound of the printed words as well as understand the meaning of those words. Moreover, someone have to be concern of the interconnection between words and the information stored in their memory.

Unlike listening, reading is learned through conscious effort. And the process of learning usually starts in the first language (L1) around the beginning of formal education, with a very high proportion of the population being successful in the task. Learning to read and write is vital for providing life chances and the transformative nature of these skills. It is indicated by the raising of literacy standards which is frequently linked to the reduction of poverty.¹¹

From the statement above, the readers learn reading skill through conscious effort. Beside that, reading is a pivotal point of life chance. To improve the reading skill needs time. It also depends on the acquisition of someone's reading skill and the frequency of reading skill usage. Therefore, the teachers ought to increase the intensity of reading skill as well as make it more enjoyable so that the students became enthusiast in the teaching and learning process.

¹⁰ Caroline T. Linse, *Practical English Language Teaching: Young Learners* (New York: McGraw-Hill, 2005), 69.

¹¹ Peter Watkins, *Teaching and Developing Reading Skills* (UK: Cambridge University Press, 2017), 14.

The reading comprehension is a result from the creation of mental representation done by the reader during the reading of the text.¹² Active reading is an activity which forces reader to really see the content of reading, to look closely at what's there. As if a detective who arrived at the scene of a crime and asking (who what, when, where, how, and why). Reading comprehension is defined as the level of understanding of a text. This understanding comes from the interaction between the words that are written and how they trigger knowledge outside the text.¹³

Reading comprehension cannot be seen directly during the process. Instead it can only be seen from the results through confirming the reading contents read by the reader. Furthermore, comprehension is a process of connecting the written text to the knowledge stored in the memory during reading process. The key difference between skill and strategy is whether the operation is automatic or deliberately controlled. As such, they define reading strategies as deliberate, goal-directed attempts to control and modify the reader's efforts to decode text, understand words, and construct meanings of text.

In contrast, reading skills are automatic actions that result in decoding and comprehension with speed, efficiency, and fluency and usually occur without awareness of the components or control involved. In other words, a reading strategy is characterized by the reader's deliberate control, goal-directedness, and awareness of his/her reading behaviors. Whereas reading skills are deployed out of habit and function automatically without the reader's consciousness¹⁴

¹² Kristi L. Santi, Deborah K.Reed, *Improving Reading Comprehension of Middle and High School Students* (New York : Springer International Publishing ,2015),2.

¹³ Keith Rayner, et al, *How Psychological Science Informs the Teaching of Reading* (USA : Psychological Science in the Public Interest, 2001), 31.

¹⁴ Limei Zhang, *Metacognitive and Cognitive Strategy Use in Reading Comprehension* (Singapore: Springer Nature Singapore Pte Ltd., 2018), 13.

b. Purpose of Reading Comprehension

The purpose of reading is to construct meaning. To the average literate person, reading appears to be quite simple. We look at the letters to make sounds to make words to make sentences, and then we understand. However, even a basic understanding of text depends on countless invisible thought processes that work together at lightning speed. The first step in understanding the nature of reading comprehension is to appreciate its complexity.

Most educators are fortunate to have had a large array of varied and rich literacy experiences. Many of which were facilitated by easy access to books, literate parents and caregivers, good teachers, or a combination of these. The vital thought processes of reading became automatic for us. And this automaticity, ironically, tends to hinder us from seeing how complex comprehension can be for struggling readers, particularly those in grades 6–12.¹⁵

Constructing the meaning of text is not easy, it needs much literacy knowledge. It is contrast with the literacy knowledge for the second language learner or foreign language learner, for they rarely read English literacy. Encouraging the learners to read English text is a good start. However, finding the suitable strategies or technique to improve their reading encouragement is quite a challenge. Therefore, knowing the type of reading will properly provide the teacher with right material in the teaching so that the students could be more enthusiast to improve their reading.

There are two main reasons for reading: First, reading for pleasure and reading for information. However, each of these categories is very broad and could be further subdivided. For example, reading for pleasure might include reading humorous posts on social media or reading a novel, as well as many things in

¹⁵ Jeff Zweirs, *Building Reading Comprehension Habits in grades 6-12* (USA: The International Reading Association, Inc., 2010), 3.

between. Second is reading for information could also be broken down into related but separate areas. Such as reading quickly to identify appropriate information, evaluating information, and integrating information from multiple sources.¹⁶

There are many reasons why getting students to read English texts is an important part of the teacher's job, such as :

- 1) Many of them want to be able to read texts in English either for their careers, for study purposes or simply for pleasure, anything we can do to make reading easier for them must be a good idea.
- 2) Reading is useful for other purposes too : any exposure to English (provided students understand it more or less) is a good thing for language students. At the very least, some of the language sticks in their minds as part of the process of language acquisition, and if the reading text is especially interesting and engaging, acquisition is likely to be even more successful.
- 3) Reading texts also provide good models for English writing. When we teach the skill of writing, we will need to show students models of what we are encouraging them to do.
- 4) Reading texts also provide opportunities to study language : vocabulary, grammar, punctuation, and the way we construct sentences, paragraphs and texts. Lastly, good reading texts can introduce interesting topics, stimulate discussion, excite imaginative responses and be the springboard for well-rounded, fascinating lessons.¹⁷

c. Types of Reading Comprehension

The types of reading is divided into four main subcategories, here are :

¹⁶ Peter Watkins, *Teaching and Developing Reading Skills* (UK: Cambridge University Press, 2017), 16.

¹⁷ Jeremy Harmer, *How To Teach English : An Introduction to The Practice of English Language Teaching* (England : Longman, 1998) ,68.

- 1) Intensive Reading : is related to the further progress in language learning under the teacher's guidance. It will provide a basis for explaining difficulties of structure and extending knowledge of vocabulary and idioms and also provide material for developing greater control of the language in speech and writing.
- 2) Extensive reading : is the reading for pleasure, it will be to train the student read directly and fluently in the target language for enjoyment, without the aid of the teacher. The reader wants to know about something, they does not care about specific or important after reading.
- 3) Aloud reading : it also important role in teaching of English. The teacher should know that training of reading aloud must be given primary level because it is the base of word pronunciation. If it is not cared, it will be very difficult at secondary level.
- 4) Silent reading : this reading should be employed to increase reading ability among learners and it is done to acquire a lot of information. Because the teacher has to make them read silently as and when they are able to read without any difficulties.¹⁸

d. The Process of Reading Comprehension

The process of reading may be broadly classified into three stages :

- 1) The first stage is the recognition stage

At this stage the learner simply recognizes the graphic counterparts of the phonological items.

- 2) The second stage is the structuring stage

The learner sees the syntactic relationship of the items and understands the structural meaning of the syntactical units.

¹⁸ M.F. Patel & Praveen M.Jain, *English Language Teaching : Methods, Tools, & Techniques* (Jaipur : Sunrise Publishers & Distributors,2008), 117-123.

3) The third stage is the interpretation stage

This is the highest level in the process of reading. The learners comprehends the significance of a word, a phrase, or a sentence in the overall context of the discards.¹⁹

e. Models of Reading

1) Top-down

In top-down approach, the meaning-driven or reader-driven nature is explicit. Reading was ‘a psycholinguistic guessing game,’ where much of the meaning resides in the reader, who needed to both interpret and to derive the text.

Readers’ top-down processing is essential to successful reading, and that in many instances, reading involves readers’ existing schematic knowledge. Such a view is also widely shared among L2 researchers on bilingual readers because there are non-decoding factors that contribute to reading success.

2) Bottom-up

Bottom-up models view reading as a process in which the reader has to go through the text in a more linear fashion, starting from the smallest unit in print. Frequently, such a process is mainly text-bound, without any opportunity of the reader actively interpreting the text meaning. In this view, meaning is self-evident as soon as you are able to decode all the words. Bottom-up and top-down models of reading are two polarities of the reading models mentioned above.²⁰

In reading, we need to master a set of word-level skills, which we will call *bottom-up* skills. These skills combine to allow us to be able to decode

¹⁹ Ibid., 115-116.

²⁰ Willy A. Renandya, Handoyo Puji Widodo, *English Language Teaching Today: Linking Theory and Practice* (Switzerland : Springer International Publishing, 2016), 130.

connected text. As we learn to decode, we also learn a large set of strategic reading skills, which we will call *top-down* skills and strategies, that readers use in concert with background knowledge to construct meaning from text.²¹

Thus, *bottom-up* skills refer to the word-level skills that are required for decoding, and *top-down* skills refer to the analytical and cognitive skills that are needed for comprehension. They interact and overlap throughout the life of a reader. Both skill sets require many rapid assessment about words and retaining the words in the working memory as we form reasonable interpretations about possible meanings.

f. Advantages of Reading

There is some advantages of reading that useful for your english learning, such as :

1) Mental Stimulation

Studies have shown that staying mentally stimulated can slow the progress of (or possibly even prevent) Alzheimer's and Dementia, since keeping your brain active and engaged prevents it from losing power. Just like any other muscle in the body, the brain requires exercise to keep it strong and healthy, so the phrase "use it or lose it" is particularly apt when it comes to your mind. Doing puzzles and playing games such as chess have also been found to be helpful with cognitive stimulation.

2) Stress Reduction

No matter how much stress you have at work, in your personal relationships, or countless other issues faced in daily life, it all just slips away when you lose yourself in a great story. A well-written novel can transport you to other realms, while an engaging article will distract you and keep you in the present moment, letting tensions drain away and allowing you to relax.

²¹ Kristin Lems, et al., *Teaching Reading to English Language Learners*, (The Guilford Press : New York, 2010), 33.

3) Knowledge

Everything you read fills your head with new bits of information, and you never know when it might come in handy. The more knowledge you have, the better-equipped you are to tackle any challenge you'll ever face. Additionally, here's a bit of food for thought: should you ever find yourself in dire circumstances, remember that although you might lose everything else—your job, your possessions, your money, even your health—knowledge can never be taken from you.

4) Vocabulary Expansion

This goes with the above topic: the more you read, the more words you gain exposure to, and they'll inevitably make their way into your everyday vocabulary. Being articulate and well-spoken is of great help in any profession, and knowing that you can speak to higher-ups with self-confidence can be an enormous boost to your self-esteem. It could even aid in your career, as those who are well-read, well-spoken, and knowledgeable on a variety of topics tend to get promotions more quickly (and more often) than those with smaller vocabularies and lack of awareness of literature, scientific breakthroughs, and global events. Reading books is also vital for learning new languages, as non-native speakers gain exposure to words used in context, which will ameliorate their own speaking and writing fluency.

5) Memory Improvement

When you read a book, you have to remember an assortment of characters, their backgrounds, ambitions, history, and nuances, as well as the various arcs and sub-plots that weave their way through every story. That's a fair bit to remember, but brains are marvellous things and can remember these things with relative ease. Amazingly enough, every new memory you create forges

new synapses (brain pathways) and strengthens existing ones, which assists in short-term memory recall as well as stabilizing moods. How cool is that?²²

6) Stronger Analytical Thinking Skills

Have you ever read an amazing mystery novel, and solved the mystery yourself before finishing the book? If so, you were able to put critical and analytical thinking to work by taking note of all the details provided and sorting them out to determine “who dunnit”. That same ability to analyze details also comes in handy when it comes to critiquing the plot; determining whether it was a well-written piece, if the characters were properly developed, if the storyline ran smoothly, etc. Should you ever have an opportunity to discuss the book with others, you’ll be able to state your opinions clearly, as you’ve taken the time to really consider all the aspects involved.

7) Improved Focus and Concentration

In our internet-crazed world, attention is drawn in a million different directions at once as we multi-task through every day. In a single 5-minute span, the average person will divide their time between working on a task, checking email, chatting with a couple of people (via chat, skype, etc.), keeping an eye on twitter, monitoring their smartphone, and interacting with co-workers. This type of ADD-like behavior causes stress levels to rise, and lowers our productivity. When you read a book, all of your attention is focused on the story—the rest of the world just falls away, and you can immerse yourself in every fine detail you’re absorbing. Try reading for 15-20 minutes before work (i.e. on your morning commute, if you take public transit), and

²² Catherine Winter, 10 benefits of reading : Why You Should Read Everyday, 2005-2021, (Online), (<http://www.lifhack.org/articles/lifestyle/10-benefits-reading-why-you-should-read-everyday.html>), diakses 18 April 2021.

you'll be surprised at how much more focused you are once you get to the office.

8) Better Writing Skills

This goes hand-in-hand with the expansion of your vocabulary: exposure to published, well-written work has a noted effect on one's own writing, as observing the cadence, fluidity, and writing styles of other authors will invariably influence your own work. In the same way that musicians influence one another, and painters use techniques established by previous masters, so do writers learn how to craft prose by reading the works of others.

9) Tranquility

In addition to the relaxation that accompanies reading a good book, it's possible that the subject you read about can bring about immense inner peace and tranquility. Reading spiritual texts can lower blood pressure and bring about an immense sense of calm, while reading self-help books has been shown to help people suffering from certain mood disorders and mild mental illnesses.

10) Free Entertainment

Though many of us like to buy books so we can annotate them and dog-ear pages for future reference, they can be quite pricey. For low-budget entertainment, you can visit your local library and bask in the glory of the countless tomes available there for free. Libraries have books on every subject imaginable, and since they rotate their stock and constantly get new books, you'll never run out of reading materials. There's a reading genre for every literate person on the planet, and whether your tastes lie in classical literature, poetry, fashion magazines, biographies, religious texts, young adult books, self-help guides, street lit, or romance novels, there's something out there to

capture your curiosity and imagination. Step away from your computer for a little while, crack open a book, and replenish your soul for a little while.²³

2. Communicative Approach

a. Definition of Communicative Approach

The definition of Communicative Approach or Communicative Language Teaching itself was quite unclear, since it came from many different assumptions from many experts. To understand its definition it must be seen from every aspect of those experts' explanation. Communicative Language Teaching is based on the theory that the primary function of language use is communication and that language is best learned through communicating. Its primary goal is for learners to develop communicative competence, or simply put communicative ability. In other words, its goal is to make use of real-life situations that necessitate communication.²⁴

As a social being, humans have to communicate each other. The tool for communication is the language. Therefore, many experts of linguistics develop a lot of strategies, methods, and techniques to provide the community with better communication. In order to improve their ability to communicate especially knowing and understanding where, when, and how to use language properly.

Communicative competence can be described as the ability to know when, where, and how to use language in a variety of contexts or situations. Communicative competence is composed of many features. Those who developed the concept divide them into grammatical, sociolinguistic, discourse and strategic

²³ Catherine Winter, 10 benefits of reading : Why You Should Read Everyday, 2005-2021, (Online), (<http://www.lifehack.org/articles/lifestyle/10-benefits-reading-why-you-should-read-everyday.html>), diakses 18 April 2021.

²⁴ Klaus Brandl, *Communicative Language Teaching in Action: Putting Principles to Work* (USA: Cognella Academic Publishing, 2020), 5.

competence, which in turn guide language users in making appropriate language choices for different social and academic purposes.²⁵

b. Characteristics of Communicative Language Teaching

At the level of language theory, Communicative Language Teaching (CLT) has some characteristics as follows:

- 1) Language is a system for the expression of meaning
- 2) The primary function of language is to allow interaction and communication
- 3) The structure of language reflects its functional and communicative uses.
- 4) The primary unit of language is not only its grammatical and structural features, but also categories of functional and communicative meaning as exemplified in discourse.²⁶

From the characteristics above, the CLT is focused on expressing the meaning of language, allowing the interaction and communication, reflecting functional and communicative uses.

c. Features of Communicative Language Teaching

There are also some explanation about important features of communicative language teaching approach are:

- 1) It focuses onto the meaning, form, structure, and function.
- 2) It follows the cognitive theory of learning with emphasis on learning by doing. The tasks and the activities are problem solving in nature. Total participation of the learners in these activities is ensured.
- 3) Contextualisation is a basic requirement for learning language items.

²⁵ Kristin Lems, et al., *Teaching Reading to English Language Learners* (The Guilford Press : New York, 2010), 6.

²⁶ Jack C. Richards, Theodore S. Rodgers, *Approach and Method in Language Teaching second edition* (USA: Cambridge University Press, 2001), 160-161.

- 4) The emphasis is on fluency than on accuracy. Errors are considered to be integral part of learning.
- 5) Procedures for teaching of the skills of listening, speaking, reading and writing are developed. Integration of skills is emphasised.
- 6) Inductive way of teaching grammar is practised.
- 7) It is a learner-centered approach. Learner's needs are of utmost importance.
- 8) Language learning is not getting 'mastery over isolated sentences but to develop an ability to participate in discourse or in writing.
- 9) Individual work, pair work or group work, role-play, discussion are the classroom techniques to learn a language.
- 10) Teacher's role is that of a guide and facilitator. The teacher should be extra resourceful to develop her own material according to the needs of the learners.

This approach is still very popular and the textbooks are designed for this and different techniques are developed to make it effective. The teacher can use an eclectic method to cater to the needs of the learners.²⁷ The communicative approach changed the focus of ESL instruction by putting communicative competence at center stage. The social functions of language and meaning-making in language were too often missing from language teaching methods.²⁸

d. Objective of Communicative Language Teaching

Communicative approach or Communicative Language Teaching has objective or goal in its implementation. Statements from experts below are explaining about CLT Objective. CLT sets its goals as the teaching of communicative competence. In other words, the primary goal of a communicative

²⁷ Pratima Dave Shastri, *Communicative Approach to The Teaching of English as A Second Language* (Mumbai: HIMALAYA PUBLISHING HOUSE, 2010), 39.

²⁸ Kristin Lems, et al., *Teaching Reading to English Language Learners* (The Guilford Press : New York, 2010),11.

classroom is student development of communicative competence in a foreign language (i.e., English). At a basic level, this includes development of students' ability to comprehend and produce written and spoken English in a communicatively proficient and accurate way.²⁹

The CLT demands the students to be more actively involved in the teaching process. Besides, it also develops and enhances students' ability in understanding either oral or written English. The CLT is categorized into several levels:

- 1) An integrative and content level
- 2) A linguistic and instrument level
- 3) An affective level of interpersonal relationships and conduct
- 4) A level of individual learning needs
- 5) A general educational level of extra-linguistic goals.³⁰

Teachers in communicative classrooms will find themselves talking less and listening more, becoming active facilitators of their students' learning. The teacher sets up the exercise, but because the students' performance is the goal, the teacher must step back and observe, sometimes acting as referee or monitor. During the communicative language teaching, the target classroom of this research is far from quiet. However, the students do most of the speaking, and frequently the scene of a classroom during a communicative exercise is active, with students leaving their seats to complete a task. Because of the increased responsibility to participate, students may find they gain confidence in using the target language in general. Students are more responsible managers of their own learning.

²⁹ Andi Susilo, *Teaching English as a Foreign Language* (Ponorogo: English Study Program, 2012), 69.

³⁰ Jack C. Richards, Theodore S. Rodgers, *Approach and Method in Language Teaching second edition* (USA: Cambridge University Press, 2001), 162.

e. Strategies and Activities

Because CLT is such a broad orientation, it is difficult to give specific strategies. However, the broad guidelines are as follows :

- 1) Determine the communicative goals of the students
- 2) Create situations and activities in which students produce authentic, meaningful, and contextualized communication
- 3) Focus on accuracy only in as much as errors that would impede communication are corrected³¹

Some examples of activities in CLT are :

- a) Information gap activities : In an information gap activity, one person has certain information that must be shared with others in order to solve a problem, gather information, or make decisions.
- b) Jig-saw activities : These are also based on the information-gap principle. Typically, the class is divided into groups and each group has part of the information required to complete an activity. The class must fit the pieces together to complete the whole.
- c) Task- completion activities : These include puzzles, games, map-reading, and other kinds of classroom tasks focusing on using one's language resources to complete a task.
- d) Information gathering activities : Students conducted surveys, interviews, and searches in which they were required to use their linguistic resources to collect information.
- e) Opinion sharing or problem solving activities : These require students to compare values, opinions, beliefs, such as a ranking task in which

³¹ Andi Susilo, *Teaching English as a Foreign Language* (Ponorogo:English Study Program, 2012), 71.

students list six qualities in order of importance which they might consider in choosing a date or spouse.

- f) Information-transfer activities : These require students to take information presented in one form, and represent it in a different form.
- g) Reasoning-gap activities : These involve deriving some new information from given information through the process of inference, practical reasoning, and so forth.
- h) Role-play : These involve students in improving a scene or exchange on the basis of given information or clues.³²

f. Strengths of Communicative Language Teaching

In Communicative Language Teaching, some strengths may be found in this approach. Strengths can make the teacher know about why this approach is chosen for some methodology in classroom activities. Because the original impetus for this orientation was in reaction to grammar-based and audiolingual approaches, the strengths of Communicative Language Teaching is that it creates a learning environment that closely replicates how students will use language in real-life situations. That is, students participate in real, authentic, and interactive language use in the classroom.³³

3. Game

a. Definition of Game

A game is an ongoing series of complementary ulterior transactions progressing to a well-defined, predictable outcome. Briefly it is a recurring set of

³² Ibid., 74.

³³ Ibid., 75.

transactions, often repetitious, superficially plausible, with a concealed motivation; or, more colloquially, a series of moves with a snare, or "gimmick."³⁴

From definition above, the game is an activity in which the person included plays certain role with predictable outcome. Moreover, it is uncover the motivation to the players. For this reason the game is useful to enhance the motivation of the students. Thus, the game is necessary under certain circumstance to motivate and encourage the students in teaching and learning process.

b. The Use of Game

Teachers must be as creative as possible in making the teaching and learning process more satisfying, interesting, and fascinating to the students. Therefore, using game is one of several ways to make those happen. The type game used in the teaching must suitable with the students' needs.

The language teachers must seriously determine the time and the reason of using such games in appropriate, purposeful and efficient way in order to accomplish both students' needs and lesson objectives states. Games are traditionally used in the language class as warm-ups at the beginning of class, fill-ins when there is extra time near the end of class, or as an occasional bit of spice stirred into the curriculum to add variety."³⁵

The creativity of the teachers combined with their good consideration in choosing interesting game will make students easy to acquire the language. The suitable time or session of the game is various. It can be used in the beginning of the lesson to warm-up the students' mind or it can be used at any circumstances whenever the students requires entertainment.

³⁴ Eric Berne, *Games People Play* (USA: The psychology of human relationships,1964) ,19.

³⁵ Blanka Frydrychova Klimova, "Games in the Teaching of English," (Europe : *ScienceDirect*, 191, 2014), 2.

c. The Advantages of Using The game

Many surveys also proved that the games have a positive and effective influence on the learning of foreign language. The reasons for this statement are as follows:

- 1) Games get students involved in their learning ; they motivate them
- 2) Games encourage creative and spontaneous use of language
- 3) Games introduce a change in formal learning situations
- 4) Games create a pleasant stress-free and relaxing atmosphere in a language class.
- 5) Games unconsciously promote and practice all four basic language skills, such as listening, reading, speaking, writing
- 6) Games help the teacher to create contexts in which the language is useful and meaningful
- 7) Games decrease student's anxiety to speak in front of the other students; they feel less intimidated in this, less formal learning situation
- 8) Games are student- centered
- 9) Games can promote collaboration among students
- 10) Games can connect to a variety of intelligences.³⁶

The game can be a stimulant to motivate the students in improving their learning process by increasing the practice of reading skill. It also became a measurement towards students' weaknesses in their language proficiency as well. Games and quiz programs for students belonging to 8 to 16 years, in countries where English is the second language, will be useful for acquiring knowledge about words, spellings, pronunciations, synonyms and antonyms etc.

³⁶ Ibid, 3.

But giving practice in speaking and listening skills is definitely something that requires a great home work from the part of the language teacher. It becomes still more difficult for the students of the subsequent phase because of the physical and psychological transformations.³⁷ Games as the central to a language teacher's repertoire and not just a way of passing the time. She also adds a quotation from Hong that "the key to a successful language game is that the rules are clear, the ultimate goal is well defined and the game must be fun." Nevertheless, if the game were a success, students must also possess relevant level of language proficiency and know the rules of the game in order to complete it.

Furthermore, the teacher should consider students' learning styles, their willingness to cooperate and their current state of mind since they might be tired and not in mood of playing any kind of game. The organization of any game-like activity places great demands on the teacher. S/he must prepare the content of the game, materials needed for its completion, clearly explain the rules of the game to students and set the time. The game can be introduced by the teacher in order to eliminate misunderstandings in the following way:

- 1) explain the rules of the game to students;
- 2) demonstrate with the help of one or two learners parts of the game
- 3) write on the board any key language and/or instruction; x trial the game
- 4) play the game.³⁸

³⁷ Karthikeyan J and Vasanthat. R, "Regular Outdoor games for teaching language," (Mumbai : 2004),2-3.

³⁸ Blanka Frydrychova Klimova, "Games in the Teaching of English" (Europe : *ScienceDirect* ,191, 2014), 3.

4. Role Play

a. Definition of Role Play

Role play is used to refer to all sorts of activities where learners imagine themselves in a situation outside the classroom. Sometimes playing the role of someone other than themselves, and using language appropriate to this new context.³⁹

The learners involved in the role-play activities should follow the instruction of the act as well as pretend to be the character they played. This activity could help the learners in understanding the context of language expression under particular circumstance.

Role play is one of a whole gamut of communicative techniques which develops fluency in language students, promotes interaction in the classroom, and increases motivation. Not only encouraged by its peer learning, but also the sharing between teacher and student of the responsibility for the learning process.⁴⁰

Role play is used in a situations where the students' future use of the language can be defined clearly. It is frequently found in state schools, as well as in LSP situations. As well as being enjoyable, it offers a mental escape from the classroom.⁴¹

Role play frequently use in the state school, because it offers a mental escape from the classroom atmosphere as well as it feels enjoyable to the students. Therefore, the students easy to understand, acquire the language. Role-play activities are those where students are asked to imagine that they are in different situations and act accordingly. We may tell them to role-play being

³⁹ Penny Ur, *A Course in Language Teaching : Practice and Theory* (England : Cambridge Teacher Training and Development , 1991) , 131.

⁴⁰ Gillian Porter, Ladousse, *Role Play* (England : Oxford University Press, 1987) 7.

⁴¹ David Cross, *A Practical Handbook of Language Teaching* (England :Prentice Hall, 1992), 285-289.

guests at a party, travel agents answering customer questions or participants in a public meeting about a road-building project for example.⁴²

The role-play sometimes considered a little less important. However, it can add a significant dimension to the standard discussion. By giving students a suitable topic which provides interest and subject-matter for discussion. In role-play, the class is usually divided into small groups often pairs which are given situations and roles to act out and explore. This acting is done for the sake of the language and imaginative activity. The various groups, therefore, are activated simultaneously. They may be standing or sitting, static or moving. Mime may also be involved.⁴³

The role-play becomes more enjoyable with suitable and interesting topic for the role-play. In the role-play, the learners divided into several groups and each group have each own act. The role-play could change the repeated monotone learning into enjoyable learning.

b. Purpose of Role Play

There are the special reasons for using role play. Here is a list of the main ones:

- 1) A very wide variety of experience can be brought into the classroom through role play. Through role play we can train our students in speaking skills in any situation.
- 2) Role play puts students in situation in which they are required to use and develop those phatic forms of language which are so necessary in oiling the works of social relationship. Many students believe that language is only to do with the transfer of specific information from one person to another. They

⁴² Jeremy Harmer, *How to teach English* (England : Longman, 1998), 92.

⁴³ Penny Ur, *Discussions that work: task-centred fluency practice* (England : Cambridge University Press, 1996) , 9.

have very little small talk, and in consequence often appear unnecessarily brusque and abrupt. It is possible to build up these social skills from a very low level through role play.

- 3) Some people are learning English to prepare for specific roles in their lives : people who are going to work or travel in an international context. It is helpful for these students to have tried out and experimented with the language they will require in the friendly and safe environment of a classroom. For these students, role play is a very useful dress rehearsal for real life. It enables them not just to acquire set phrases, but to learn how interaction might take place in a variety of situations.
- 4) Role play helps many shy students by providing them with a mask. Some more reticent members of a group may have a great deal of difficulty participating in conversations about themselves, and in other activities based on their direct experience. These students are liberated by role play as they no longer feel that their own personality is implicated.
- 5) Perhaps the most important reason for using role play is that it is fun. Once students understand what is expected of them, they thoroughly enjoy letting their imagination rip. Although there does not appear to be any scientific evidence that enjoyment automatically leads to better learning, most language teachers would probably agree that in the case of the vast majority of normal people this is surely so.

Finally, role play is one of a whole gamut of communicative techniques which develops fluency in language students, which promotes interaction in the classroom, and which increases motivation. Not only is peer learning encouraged by it, but also the sharing between teacher and student of the responsibility for the learning process. Role play is perhaps the most flexible technique in the range,

and teachers who have it at their finger-tips are able to meet an infinite variety of needs with suitable and effective role-play exercises.⁴⁴

c. Types of Role-Play

1) Role adoption

Role adoption is a term to describe a drama-type activity where just one student of a group or pair takes on a new identity, transforming practice and exploitation of the text into real performance. Role adoption can also be based upon a character in a reading passage in the text book. One of each student pair becomes a major character from the text and the partner is free to ask any questions of that character. Imagination is allowed free rein. There is the buzz of genuine, unpredictable conversation with occasional laughter, if things are going really well.

2) Prescribed role-play

Prescribed role play is often functional in focus, with a series of tasks to be accomplished in a specific situation. Usually, the class is taught the needed formulaic expressions and related vocabulary beforehand, in a traditional presentation-practice mode

This type of role play offers rehearsal for such later, genuine communication by engaging the students in simulated situations, forcing them to satisfy needs and express meanings by use of their limited linguistic resources.

3) Free Role-play

Free role-play is more difficult, but only in that the students have to devise their own scene. Every playlet created is different in several ways from those composed by other pairs. An advantage is that weaker students can

⁴⁴ Gillian Porter, Ladousse, *Role Play* (England : Oxford University Press, 1987) 6-7.

restrict themselves to a few simple exchanges, while more able learners profit from the freedom to be creative and take risks.

Free role play quickly becomes a popular event. Even the weaker students enjoy it, as they can devise a part with little speaking and learn their lines by heart. They will even bring in props such as a hat, false moustache, a driver's licence, a credit card and other role supports.

4) Free role-play from a text

Free role-play from a text involves no preparation time at all, for the teacher or for the students. A number of whom go to the front of the class to become the people portrayed in an incident in the day's text.⁴⁵

d. Setting-Up Role Play

When setting up a role-play, the most important things to do are :

1. Make sure that everyone understands the purpose of the activity

Re-assuring student's acknowledgment or understanding the purpose of the activity in role-play could make their mind stayed in track. Knowing the purpose as if knowing the destination of a trip, by knowing the purpose students could enterpret their thought well.

2. Make sure that everyone understands their own part in the activity. It is often useful in a class where the same role-play will be carried out by a number of groups to begin by getting together all the players of each role and having them discuss what they understand by the role description and how they intend to act

Making certain of one student's role or part is useful for it could encourage them learning and understanding each own role as well as learning another student's role in teaching the goal of the activity

⁴⁵ David Cross, *A Practical Handbook of Language Teaching* (England: Vaughan James, 1991), 285.

3. Be available, but not involved unless you are needed to keep the activity going

Be ready for them if they need help. Sometimes the students have some difficulties in particular problem. The facilitator, in this case the teacher ought to help them but not too often in order to make the activity going well.

4. Monitor language use and make notes on students needs.

Monitoring, surveying, or observing the language use is important to know their knowledge of particular use of language.

5. Allow time afterwards for people to talk about what happened. This will raise the general awareness of what can happen in role-plays and simulations, and perhaps encourage people to become more involved next time

By allowing them to talk about the activity such asking a feedback from them could increase their awareness towards the activity. Furthermore, the facilitator could make a better activity based on the students' responses.

6. Introduce a language focus. This can be based both on student questions and on notes that you have made.⁴⁶

Introduce them to the language focus such as the language features of a text, questions or the notes.

e. Characteristics of Role Play

Many students derive great benefit from simulation and role-play. Students 'simulate' a real-life encounter as if they were doing so in the real world, either as themselves in that meeting or aeroplane, or taking on the role of a character different from themselves or with thoughts and feelings they do not necessarily share. Simulation and role-play can be used to encourage general oral fluency, or to train students for specific situations especially where they are studying ESP.

⁴⁶ Jeremy Harmer, *How to Teach English* (England : Longman, 1998), 100.

For a simulation to work it must, according to Ken Jones, have the following characteristics:

1. Reality of function

The students must not think of themselves as students, but as real participants in the situation.

2. A simulated environment

The teacher says that the classroom is an airport check-in area, for example.

3. Structure

Students must see how the activity is constructed and they must be given the necessary information to carry out the simulation effectively.⁴⁷

In a role-play we add the element of giving the participants information about who they are, and what they think and feel. Role-plays are effective when they are open-ended, so that different people have different views of what the outcome should be, and a consensus has to be reached. That way there is a dynamic movement as the role-play progresses, with people clearly motivated to say as much or as they need to achieve their aims.⁴⁸

f. The Source of Framework for Role Play Practice

There are some ways of providing a framework for role play practice :

1. Open ended dialogues

This term is used for dialogue which leave the learners free to decide how to develop them

2. Mapped dialogues

It is reproduced here with the 'functional' cues for each speaker on separate cards, so that there is an 'information gap' between them

⁴⁷ Jeremy Harmer, *The Practice of English Language Teaching* (England : Longman, 2001) ,274.

⁴⁸ Ibid., 275.

3. Role instruction

These describe the situation and tell the participants how they should interact

4. Scenarios

These outline the sequence of events (like the description of play or film) without giving any of the words used. The events could of course be presented through a series of pictures

5. Text book dialogue

Using text of dialogues

6. Plays

Using of plays in activity of role play⁴⁹

g. The Advantages of Role-Play

There are some advantages of using role play. The advantages are below :

1. Role-play offers a mental scope from the classroom
2. Role-play can be contrived to make the students apply the same language in a new context
3. Role-play offers rehearsal for such later, genuine communication by engaging the students in simulated situations, forcing them to satisfy needs and express meanings by use of their limited linguistic resources
4. Role-play can make the weaker students can restrict themselves to a few simple exchanges, while more able learners profit from the freedom to be creative and take risks.⁵⁰

Simulation and role-play went through a period of relative unpopularity, yet this is a pity since they have three distinct advantages, there are :

1. They can be good fun and thus motivating

⁴⁹ Donn Byrne, *Teaching Oral English* (England : Longman, 1986), 121.

⁵⁰ David Cross, *A Practical Handbook of Language Teaching* (New York : Prentice Hall , 1992), 285.

2. They allow hesitant students to be more forthright in their opinions and behaviour than they might be when speaking for themselves, since they do not have to take the same responsibility for what they are saying.
3. By broadening the world of the classroom to include the world outside, they allow students to use a much wider range of language than some more task-centred activities may do.⁵¹

C. Theoretical Framework

Reading is a receptive skill in which the subjects have to decode the printed words within their thought. The process of decoding is different one to another. This process depends on the frequency on someone's reading skill use. Besides, the comprehension of the reading takes an important role in the reading skill.

To enhance the students' comprehension the researcher is using the communicative approach and modifying it into role play. The reason of using this approach and strategies is to make the teaching and learning process more fun so that the students could acquire the English easier. Besides, the communicative approach is an approach which centered on students' communicative proficiency.

Due to the vast types of role play, the researcher choose the role adoption to be implemented in teaching reading to the students. This type of role play is considered suitable for the eighth grade students at MTs Klego, since role adoption is easier than other type of role play. The role adoption technically adopt the source of language into an act or a play which make the students less thinking of the language context to create such acts or play.

D. Hypothesis

Based on the theoretical framework above, the researcher conduct the hypothesis as follow :

⁵¹ Jeremy Harmer, *The Practice of English Language Teaching* (England : Longman, 2001), 275.

1. H_a : The students who are taught by using “*Role-Play*” strategies get better score that those who are not.
2. H_o : There is no better score between the students who are taught by using “*Role-Play*” strategy and those who are not.



CHAPTER III

RESEARCH METHODS

This chapter presents about the research design that is quantitative design, the population and sample, data collection techniques, and data analysis technique.

A. Research Design

Quantitative research is based on the measurement of quantity or amount. It is applicable to phenomena that can be expressed in terms of quantity.⁵² This research is going to use quantitative approach for this kind of research approach is suichart for the research.

The research is intended to make sure that the communicative language teaching is a suichart approach with the teaching reading comprehension process. The quantitative research have some major characteristics, such as:

1. Describing a research problem through a description of trends or a need for an explanation of the relationship among variables.
2. Providing a major role for the literature through suggesting the research questions to be asked and justifying the research problem and creating a need for the direction (purpose statement and research questions or hypotheses) of the study.
3. Creating purpose statements, research questions, and hypotheses that are specific, narrow, measurable, and observable.
4. Collecting numeric data from a large number of people using instruments with preset questions and responses.

⁵² C.R. Kothari, *Research Methodology: Methods & Techniques* (New Delhi : New Age International, Ltd, 2004),3.

5. Analyzing trends, comparing groups, or relating variables using statistical analysis, and interpreting outcomes by comparing them with prior predictions and past research.
6. Writing the research report using standard, fixed structures and evaluation criteria, and taking an objective, unbiased approach.⁵³

The statement above emphasizes that quantitative research is describing the conducted study in form of variables and numbers. These numbers then measured using some equations in order to meet the objective of the study. In quantitative research, the investigator identifies a research problem based on trends in the field or on the need to explain why something occurs.⁵⁴

Therefore, the researcher is going to conduct this research using quasi-experimental design in order to causal relation between teaching reading skill and communicative approach. This research requires two groups of subject, they are experiment group and control group. Each group has different treatment. The experiment group is taught using communicative approach, while the control group using regular teaching approach.

In an experimental hypothesis-testing research when a group is exposed to usual conditions, it is termed a 'control group', but when the group is exposed to some novel or special condition, it is termed an 'experimental group'. In the above illustration, the Group A can be called a control group and the Group B an experimental group. If both groups A and B are exposed to special studies programmes, then both groups would be termed 'experimental groups.' It is possible to design studies which include only

⁵³ John W. Creswell, *Educational Research: Planning Conducting and Evaluating quantitative and qualitative research* (USA : Edward Brothers, Inc., 2012), 13.

⁵⁴ *Ibid*,13

experimental groups or studies which include both experimental and control groups.⁵⁵

The researcher gather data from pupil by using pre-test and post-test.

The pre-test given before the treatment to measure students' score and to identify the students' knowledge of the material given before the treatment. While, the post-test given after the treatment to make sure that the treatment run well to the students. This research has two variables, they are : X variable and Y variable. X is identified as role play and Y is for reading comprehension.

B. Population and Sample

1. Population

The population is said to be finite if it consists of a fixed number of elements so that it is possible to enumerate it in its totality. For instance, the population of a city, the number of workers in a factory is example of finite populations. The symbol 'N' is generally used to indicate how many elements (or items) are there in case of a finite population. An infinite population is that population in which it is theoretically impossible to observe all the elements. Thus, in an infinite population the number of items is infinite i.e., we cannot have any idea about the total number of items.⁵⁶

The population of this research is the students of eight grade students of MTs Ma'arif Klego in academic year 2020/2021. The total number of the population is 40 students which divided into two class.

2. Sample

A sample is the actual group of research participants (or some other entity such as textbooks or school buildings) that is included in a research study and is intended to

⁵⁵ C.R.Kothari, *Research Methodology: Methods & Techniques* (New Delhi : New Age International, Ltd, 2004), 35.

⁵⁶ Ibid, 153.

represent the target population.⁵⁷ The technique of deciding the sample is cluster random sampling. Cluster random sampling is a convenient way in which a sample can be taken is to divide the area into a number of smaller non-overlapping areas and then to randomly select a number of these smaller areas (usually called clusters), with the ultimate sample consisting of all (or samples of) units in these small areas or clusters.⁵⁸ Cluster random sampling usually use in the research to divide wide area of numbers into a smaller or narrower one. The smaller areas will be selected randomly to be counted.

Within this study the sampling was taken from dividing the students into two different class. One class is an experimental class which uses particular treatment in the teaching process that is using role play. Another class is a control class in which the teaching process runs as regular teaching as usual.

C. Data Collection Instrument

An instrument is a tool for measuring, observing, or documenting quantitative data. It contains specific questions and response possibilities that you establish or developing advance of the study. Examples of instruments are survey questionnaires, standardized tests, and checklists that you might use to observe a student's or teacher's behaviors.⁵⁹ The instrument of this research is used in order to measure the variables of the research, within this research the variables are *reading comprehension* and *role play*. The sources of instrument within this research are documentation and test.

In quantitative research, the quality of research instrument is concerned with the validity and reliability of instruments and collection qualities with respect to the precision of techniques or the means used to collect data. The following is the format of research instruments in quantitative research. Instrument of data collection can be shown as table:

⁵⁷ M. D Gall, Joyce P. Gall & Walter R. Borg *APPLYING EDUCATIONAL RESEARCH Seventh Edition* (USA : Pearson Education, Inc. 2010), 113.

⁵⁸ C.R. Kothari, *Research Methodology: Methods & Techniques*(New Delhi : New Age International, Ltd, 2004) ,65.

⁵⁹ John. W .Creswell, *Educational Research: Planning Conducting and Evaluating quantitative and qualitative research* (USA :Edward Brothers, Inc., 2012), 14.

Table 3.1 Instrument of Data Collection

Research Title	Variables	Sub Variables	Indicators	Subjects	Techniques
The Effectiveness of Teaching Reading through Role Play at Eight Graders of MTs MA'ARIF KLEGO	Role Play (X) (Independent Variable)	1. Procedures of Role Play 2. The advantage of role play	1.1 The teacher asks the students to read the text. 1.2 The teacher provides incomplete dialogue that are used to practice role play 1.3 The students practice role play in front of the class. 2.1 Role play offers a mental scope from the classroom. 2.2 Role play can be contrived to make the students apply the same language in a new context 2.3 Role play offers rehearsal for such later, genuine communication by engaging the students in simulated situations, forcing them to satisfy needs and express meanings by use of their	The students of VIII A	Observation

			<p>limited linguistic resources</p> <p>2.4 Role play can make the weaker students can restrict themselves to a few simple exchanges, while more able learners profit from the freedom to be creative and take risks.</p>		
Students' Reading Comprehension (Y) (Dependent Variable)	1. Purpose of Reading	<p>1.1 Many of them want to be able to read texts in English either for their careers, for study purposes or simply for pleasure.</p> <p>1.2 Reading is useful for the process of language acquisition.</p> <p>1.3 Reading texts also provide good models for English writing.</p> <p>1.4 Reading texts also provide opportunities to study language.</p>	The students of VIII A and B	Subjective test	

In the quantitative research, the instrument of data collection is agreed with the instrument validity and reliability.

To collect data primary, the researcher used narrative text as the instrument of this research. The test divided into two sections : pre-test and post-test. The pre-test present before the treatment offered to know the capability of the reading skill from the students and then post-test deliver after the treatment offered to check the effect of role play which applying in teaching reading comprehension.

A well-designed study produces data that is both valid and reliable. In common English, valid and reliable are synonyms and more or less mean “true”. This is not the meaning they have within research. Lack of either of them severely compromises the study’s claims. Before the test was used, the researcher take some procedure in this research. Here , it is validity and reliability. Becacuse, the good instrument or test must comply validity and reliability.

1. Validity Test

Validity is the degree to which a study accurately assesses the concept that the researcher is attempting to measure. Low validity would come from not measuring the variables that should be measured for a study. This could be poorly worded or having leading survey questions.⁶⁰ In this study, the researcher applied SPSS 23 program for windows to assess the validity.

In accordance to the r table, the value for $N=27$ on 5% of significance level showed 0,367. As the index of r_{xy} is below the r table the items were considerably not valid so that the item should be more than 0,367 to be a valid instrument. The result of SPSS calculation is in the following :

⁶⁰ Michael J. Albers, *Introduction to Quantitative Data Analysis in the Behavioral and Social Sciences* (USA : John Wiley & Sons, Inc., 2017), 200.

Table 3.2 The Result of Validity Test

No.	Rtable	Rxy	Criteria
1.	0,367	0,531	Valid
2.	0,367	0,604	Valid
3.	0,367	0,557	Valid
4.	0,367	0,448	Valid
5.	0,367	0,459	Valid
6.	0,367	0,375	Valid
7.	0,367	0,541	Valid
8.	0,367	0,437	Valid
9.	0,367	0,118	Invalid
10.	0,367	a	Invalid
11.	0,367	0,427	Valid
12.	0,367	0,461	Valid
13.	0,367	0,419	Valid
14.	0,367	0,551	Valid
15.	0,367	0,493	Valid
16.	0,367	0,461	Valid
17.	0,367	0,527	Valid
18.	0,367	0,374	Valid
19.	0,367	0,186	Invalid
20.	0,367	-0,017	Invalid

Based on the table above, there were 20 questions in which the 16 questions were valid and the 4 questions were invalid. This validity test conducted on 27 respondents and used 16 items. Regarding to the calculation $r_{xy} > r_{chart}$ 0,367 at a significance of 5%.

2. Reliability

A reliable test is consistent and dependable. If you give the same test to the same student or matched students on two different occasions, the test should yield or produce similar outcomes.⁶¹

The extent to which a study yields the same outcome on repeated trials. If the study is run 10 times, it should give the same outcomes all 10 times.⁶²

The researcher used Cronbach's Alpha model for analyzing then running SPSS 23 program in order to measure reliability.

⁶¹H. Douglas Brown, *Language Assessment Principles and Classroom Practices* (California : Longman, 2003),20.

⁶²Ibid,200.

Table 3.3 The Result of Reliability Test

Cronbach's Alpha	N of Items
,668	20

Based on the calculation, researcher found that Cronbach's Alpha value is 0,668. That value of reliability then consulted to "r" table on the significance level of 5%. The value of "r" table is 0,367. Because the value of "r" index reliability is $0,668 > "r"$ table (0,367). The reliable level of this reliability test was acceptable.

D. Data Collection Technique

The formidable technique is particularly important in collecting data in order to meet the expected objective in a research. Technique of data collection can be taken with various ways. Data collection is the ways used by researcher to gain data in the research. This research uses the test and documentation as the measurement to arrange the data.

1. Test

Test is one kind of instrument, a set of techniques, procedures, or items which requires performance on the part of the test-taker. In qualifying a test, the method have to be explicit and structured.⁶³

The researcher gathers some data and information of the students through test. Within this research, the pre-test is ran before treatment in order to level the student of two different class at same condition and to know the student's reading ability. While, the post-test would be ran after treatment to measure the effectiveness of that treatment.

2. Documentation

Documentation is pieces of paper containing official information or an official papers, or written material that provides proof of something.⁶⁴ To add the validity of the

⁶³ H.Douglas Brown, *Language Assesment Principles and Classroom Practices* (California :Longman,2003), 3.

⁶⁴ Stella O'shea, *Cambridge School Dictionary* (UK: Cambridge University Press, 2008), 222.

research, the researcher then compile the documentation of the research whether in hardcopy form or softcopy form.

E. Data Analysis Technique

After the researcher collected the data, these data should fulfill the assumption to test the hypotheses by analyzing it through normality and homogeneity test.

1. Normality Test

The normality test is using Kolmogorov-smirnov test. The standard charts used for the Kolmogorov-Smirnov test are valid when testing whether a set of observations are from a completely specified continuous distribution. If one or more parameters must be estimated from the sample then the charts are no longer valid.

A table is given in this note for use with the Kolmogorov-Smirnov statistic for testing whether a set of observations is from a normal population when the mean and variance are not specified but must be estimated from the sample.

The Kolmogorov-Smirnov statistic provides a means of testing whether a set of observations are from some completely specified continuous distribution, $F_0(X)$.⁶⁵

Researcher use SPSS 23.0 for Windows to find the distribution of normality test if significant score > 0.05 .

2. Homogeneity Test

Homogeneity means the variance of similarity from each class, the researcher meet a class that has same condition from the beginning.⁶⁶ The data calculation was done using SPSS software.

After measuring the data using SPSS, the researcher using two criteria, as follows:

- 1) If the significance value is $> 0,05$ then it is homogeneous
- 2) If the significance value is $<0,05$ then it is not homogeneous

⁶⁵ Hubert W. Lilliefors, *On the Kolmogorov-Smirnov test for normality with mean and variance unknown* (Washington DC : Taylor & Francis, Ltd, 2017), 399.

⁶⁶ Retno Widyaningrum, *Statistik* (Yogyakarta : Pustaka Felicha, 2015), 212.

3. *t-test*

t-test is based on t-distribution and is considered an appropriate test for judging the significance of a sample mean or for judging the significance of difference between the means of two samples in case of small sample(s) when population variance is not known (in which case we use variance of the sample as an estimate of the population variance).⁶⁷

The researcher compared between the mean of students' reading achievement score taught by using role play (X) and the students' reading achievement score taught without using role play (Y). In this research, the researcher apply SPSS to compute the T value or using T-test formula as follow :

$$t_0 = \frac{M_1 - M_2}{SEM_1 - M_2}$$

t_0 = The value of "t observe"

M_1 = Mean of the difference of experimental class

M_2 = Mean of the difference of controlled class

SEM_1 = Standard error of experimental class

SEM_2 = Standard error of controlled class

After calculating the T value, the researcher suggested the alternative hypothesis (ha) and null hypothesis (ho) which is described as follows:

Ho: if $T_{test} < T_{table}$ in significant degree 5%

Ha: if $T_{test} > T_{table}$ in significant degree 5%

⁶⁷ C.R. Kothari, *Research Methodology: Methods & Techniques* (New Delhi : New Age International, Ltd.2004), 184.

CHAPTER IV

RESEARCH RESULTS

Within this chapter, the outcomes from the research are consist of four sub-chapters. They are research location, data description, data analysis, and finally the discussion and the interpretation.

A. Research Location

1. General of Location

This research was conducted at MTs Ma'arif Klego in the academic year 2021/2022. The school is located at Jl. Halim Perdana Kusuma No. 38 Mrican Jenangan Ponorogo. It has a strategic location, not far from urban areas so it is very easy to reach from cities and villages. Mts Ma'arif Klego is located on the Ponorogo-Pudak route. So many students of Mts Ma'arif Klego came from some of these areas.

MTs Ma'arif Klego was established in 1 July 1986 with the operational license number W.m. 0602200586. This madrasah is under surveillance Yayasan Hidayatul Mubtadiien, is one of the many Madrasah Tsanawiyah in Ponorogo District. MTs Ma'arif Klego is a formal educational institution under the auspices of the Ma'arif NU foundation with a private status oriented towards general education and teaching and has a level of accreditation carried out by the madrasah accreditation board of East Java province Number: C/KW.13.4/ Mts/190907/2007 as a Madrasah accredited B (good).

The headmaster of MTs Ma'arif Klego is Muhammad Sahal, S.Ag. MTs Ma'arif Klego assisted with 30 professional educators with S1 or Bachelor degree qualification. In the early establishment this school only had a few classes. Nowadays, this school has developed it into 6 classes that consist of VII A-B, VIII A-B, IX A-B. In addition, this

school adopted KTSP and 2013 curriculum. The curriculum developed from standard of content by the school based on their content and potentials. As the time goes by, they improved the curriculum according to the needs of suchart teaching and learning process. They used KTSP for ninth grade. Furthermore, they used 2013 curriculum for seventh and eighth grades.

The total all students of MTs Ma'arif Klego are 124 which divided into three grades. The seventh grade students are consists of 47 students, the eighth grade students are 40 students. While in the ninth, there are 37 students. While, the total numbers of teachers in MTs Ma'arif Klego are 32 teachers.

2. Vision, Mission, and Goal of MTs Ma'arif Klego

a. Vision

Mts Ma'arif Klego as a center for education and personality development of students who are religious, have good morals based on Islamic law with the orientation of Ahlus Sunah wal Jamaah.

b. Mission

- 1) Preparing a generation that embodies Islamic people, studying Islamic law by referring to one of the four schools of thought
- 2) Forming a generation of pious Muslims by adhering to the teachings of Abu Hasan Al Asyari and Imam Maturidi as guidelines for the Islamic Aqidah Ahlus Sunah wal Jama'ah
- 3) Forming a generation of obedient Muslims to worship / obey Allah and His Messeser, obey both parents, be polite in speech, be friendly to fellow creatures and the natural surroundings, so as to create conducive situations and conditions.

c. The Goals

- 1) Participate in educating the nation's life
- 2) As a means of da'wah and syi'ar Islam
- 3) To raise awareness about the importance of religious education for community members
- 4) Provide provision and knowledge in the field of Islam
- 5) Provide opportunities for the community to participate in the provision of educational services for school-age children
- 6) Provide opportunities for parents who have not been able to provide personal religious education in the family

3. Organizational Structure

The organization structure of MTs Ma'arif Klego as follows :

- a. Headmaster : Muhamad Sahal, S.Ag.
- b. Administrator : Zainal Arifin
- c. Deputy of Curriculum : Hakim Pribadi, M.Pd.I.
- d. Deputy of Pupils : Eny Qomariyah, S.Pd.
- e. Deputy of Public Relation : Rifan Muttaqin, S.Pd.
- f. Deputy head of infrastructure : Drs. Samuri

B. Data Description

In this research, the population is the eighth grade students of MTs Ma'arif Klego in academic 2021/2022. It consists of 40 students as the sample that was divided into two groups. So, that each group consists of 20 students.

1. The Schedule of The Research

This research conducted on September until October. And its agenda of experiment and control class could be seen in the following tables:

Table 4.1 Research Agenda or Schedule of Experimental Class

Date	Activities
October, 7 th 2021	Pretest
October, 14 th 2021	First treatment
October, 21 th 2021	Second treatment
October, 28 th 2021	Posttest

Table 4.2 Research Agenda or Schedule of Control Class

Date	Activities
October, 7 th 2021	Pretest
October, 14 th 2021	First treatment
October, 21 th 2021	Second treatment
October, 28 th 2021	Posttest

2. Teaching Procedures (Experimental and Control Class)

Within this study or research, the researcher gathered both 20 students in each class in which VIII A as the experimental class and VIII B as the control class. The researcher taught the students material about *narrative text* entitled “Hungry Dragon”. Then conducted pre-test and post-test in a form of multiple choice. According to the theory setting up a role-play in chapter 2. The first procedure is making sure that everyone understands the purpose of the activity Re-assuring student’s acknowledgment or understanding the purpose of the activity in role-play could make their mind stayed in track. Knowing the purpose as if knowing the destination of a trip, by knowing the purpose students could interpret their thought well. So in the early meeting the

researcher explained the purpose of “role-play” activity as well as handed out the pre-test to the students, while the post-test handed out in the last meeting. The experimental class students were taught with “*Role-Play*” strategies.

The second procedure is Make sure that everyone understands their own part in the activity. It is often useful in a class where the same role-play will be carried out by a number of groups to begin by getting together all the players of each role and having them discuss what they understand by the role description and how they intend to act. Making certain of one student’s role or part is useful for it could encourage them learning and understanding each own role as well as learning another student’s role in teaching the goal of the activity. In this step the researcher was described the role of each student, the competency and about the material of subject which would be studied by students. As the learning session began students were already understand their role. Practically, the researcher gives some questions about narrative genre. After that, the researcher also gives explanation about the generic structure and language features about narrative text.

The third procedure is become available, but not involved unless you are needed to keep the activity going, be ready for them if they need help. Sometimes, the students have some difficulties in particular problem. The facilitator, in this case the teacher ought to help them but not too often in order to make the activity going well. In this session the researcher only becomes a facilitator if there are circumstances that require the researcher to take over the activity. Practically, the researcher chooses two until six students to read the text. In addition, the researcher divides students in pair works to discuss about the material. After that, the researcher asks the students to identify the characteristics about the material. In here, the researcher gave incomplete dialogue then asking them to complete the dialogue.

The fourth procedure is monitor language use and make notes on students needs. Monitoring, surveying, or observing the language use is important to know their knowledge of particular use of language. In here, the researcher asks the students to play act in front of the class. Here, the researcher monitors the use of language when students are practicing role play activities. During this time, researcher adds the additional comments or feedback to them.

The fifth procedure allow time afterwards for people to talk about what happened. This will raise the general awareness of what can happen in role-plays and simulations, and perhaps encourage people to become more involved next time. By allowing them to talk about the activity such asking a feedback from them could increase their awareness towards the activity. Furthermore, the facilitator could make a better activity based on the students' responses. In this step, the researcher asks the other pair works giving the comment to the student's performances.

The sixth procedure is introduces a language focus. This can be based both on student questions and on notes that you have made. Introduce them to the language focus such as the language features of a text, questions or the notes after the students' performance. Practically, the researcher gives explanation about the action verbs in the past tense, such as: lived, took, saw, gave, ate, etc. After that, the researcher gives the reflection and conclusion about the material and also gives the post-test to them. There are 16 items of multiple choice tests. These tests are given after the treatment for students of those two classes. It would turn into the measurement of discovering the students' accomplishment after the treatment.

In the last session as like the experimental class, the students of the control class also got the test. But, in this class, the researcher does not use "*Role-Play Game*" to teach reading. The researcher explained the rules and materials to students. The teaching

and learning process using the commonly used method. The materials still similar with the experimental class, but the activities are researcher reads the text and asks students about what they don't understand related to the material.

3. Students' Narrative Text Reading Score of Experimental Class

These following tables were the students' result of reading narrative text from either pre-test or post-test of the experimental class who were taught by using "Role-Play".

Table 4.3 The Score Students' Pre-Test and Post-Test in Experimental Class

No.	NAME	Score	
		Pretest	Posttest
1.	ARP	75	87,5
2.	AYMD	87,5	100
3.	AF	25	75
4.	AP	37,5	50
5.	AKR	62,5	75
6.	AZSS	75	87,5
7.	FADV	12,5	37,5
8.	IF	62,5	62,5
9.	JLD	75	62,5
10.	JN	25	25
11.	KNH	62,5	75
12.	MIM	37,5	75
13.	MWSP	87,5	100
14.	MRN	12,5	50
15.	MAH	50	87,5
16.	MRS	37,5	50
17.	NVS	50	87,5
18.	RAS	62,5	75

19.	RAYP	25	62,5
20.	WCS	50	87,5
Total		1012,5	1412,5
Mean		50,62	70,62

It could be seen from the table that the great pre-test scores of the experimental class was 87,5, and the mild pre-test score was 12,5. While, the great post-test score of the experimental class was 100, and the mild score of post-test was 25. The entire score of pre-test was 1012,5 and the mean was 50,62. While, the entire score of the post-test was 1414,5 with its mean was 70,62. The frequency distribution of experimental class pre-test result can be seen precisely on the following table :

Table 4.4 Frequency Distribution of Pre-Test in Experiment Class

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	12,5	2	10,0	10,0	10,0
	25,0	3	15,0	15,0	25,0
	37,5	3	15,0	15,0	40,0
	50,0	3	15,0	15,0	55,0
	62,5	4	20,0	20,0	75,0
	75,0	3	15,0	15,0	90,0
	87,5	2	10,0	10,0	100,0
	Total	20	100,0	100,0	

From the table above, the score of students' reading skill was various. There were 10,0% students achieved score 12,5; 15,0% students achieved score 25,0 , 15,0% students gained score 37,5 , 15,0% students gained score 50,0 , 20,0% students earned score 62,5 , 15,0% students earned score 75,0 , and the rest 10,0% students got score 87,5.

Based on the table above, the histogram can be seen in as below :

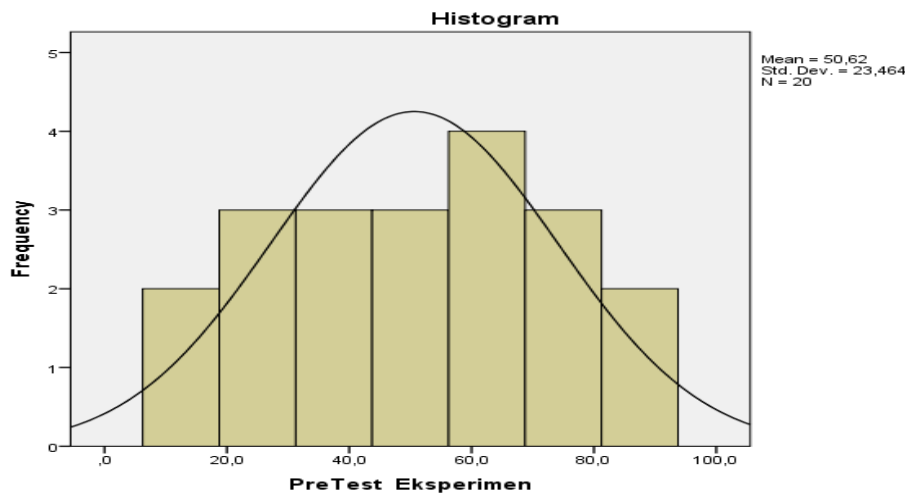


Figure 4.1 TheHistogramof Pre-Test in Experimental Class

The histogram above showed Mean = 50,62 and Standard Deviation = 23,464. In order to verify the students' reading skill categories especially on narrative text. There are three categories; such as good, medium, and low. These categorization is based on the following standardization:

1. More than $M + 1.SD$ ($50,62 + 23,464 = 74,084$) categorized as good.
2. Between $M - 1.SD$ ($50,62 - 23,464 = 27,156$) to $M + 1.SD$ ($50,62 + 23,464 = 74,084$) categorized as medium.
3. Less than $M - 1.SD$ ($50,62 - 23,464 = 27,156$) categorized as low.

These categorization or classification can be seen clearly in this following table:

Table 4.5 The Categorization of Pre-Test in Experimental Class

No.	Scores	Frequency	Percentage	Category
1.	More than 74	5	17%	Good
2.	Between 27 – 74	10	66%	Medium
3.	Less than 27	5	17%	Low
	Total	20	100%	

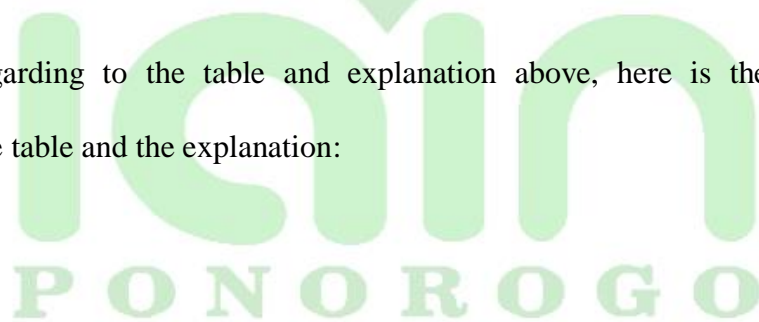
The table above, showed the pre-test score of students' reading skill who were taught with role-play games. It could be concluded that 17% of score is a good category, 66% of score is a medium category, and 17% is low one. With these categorizing table is on hand, the researcher could determine the average reading skill of students within this class.

Table 4.6 Frequency Distribution of Post-Test in Experiment Class

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	25,0	1	5,0	5,0	5,0
	37,5	1	5,0	5,0	10,0
	50,0	3	15,0	15,0	25,0
	62,5	3	15,0	15,0	40,0
	75,0	5	25,0	25,0	65,0
	87,5	5	25,0	25,0	90,0
	100,0	2	10,0	10,0	100,0
	Total	20	100,0	100,0	

From that table could be seen whereas the score of pupils' reading skill narrative text was various. There were 5,0% student or a student got score 25,0; 5,0% student or a student got score 37,5; 15,0 students or 3 students got score 50,0; 15,0% students or 3 students got score 62,5; 25,0% students or 5 students got score 75,0; 25,0% students or 5 students got score 87,5; and 10,0% students or 2 students got score 100,0.

Regarding to the table and explanation above, here is the histogram which represent the table and the explanation:



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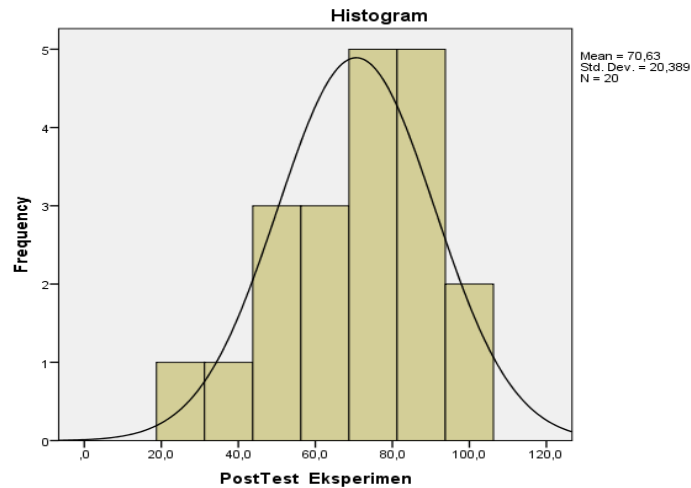


Figure 4.2 The Histogram of Post-Test in Experiment Class

The histogram above showed that the Mean = 70,63 and Standard Deviation = 20,389. To determine and divide the classification of the students' reading on narrative text into good, medium, or low. The resesarcher classified scores using standard as follows :

1. More than $M + 1.SD$ ($70,63 + 20,389 = 91,019$) classified as good.
2. Between $M - 1.SD$ ($70,63 - 20,389 = 50,241$) to $M + 1.SD$ ($70,63 + 20,389 = 91,019$) classified as medium.
3. Less than $M - 1.SD$ ($70,63 - 20,389 = 50,241$) classified as low.

The classification or categorization from that explanation is interpreted into this following table:

Table 4.7 The Categorization of Post-Test in Experimental Class

No.	Scores	Frequency	Percentage	Category
1.	More than 91	2	5%	Good
2.	Between 50 – 91	16	90%	Medium
3.	Less than 50	2	5%	Low
Total		20	100%	

The table above explained that the score of students' reading on narrative text whom taught with role-play games in post-test evidenced that 5% is concluded as good category, 90% is a medium category, and the rest 5% decided as the low category.

4. Students' Reading Narrative Text Score of Control Class

These table below showed the students' result of reading narrative text of pre-test and post-test of the students control class whom did not taught by using "Role-Play".

Table 4.8 The Students' Pre-Test and Post-Test in Control Class Score

No.	NAME	Score	
		Pretest	Posttest
1.	ANZ	75	75
2.	AP	62,5	87,5
3.	AAI	62,5	75
4.	ALR	87,5	62,5
5.	AW	50	50
6.	FDA	50	37,5
7.	JM	62,5	25
8.	KN	62,5	12,5
9.	LEK	62,5	75
10.	MAFA	25	62,5
11.	MDN	75	87,5
12.	MKA	37,5	50
13.	MBM	25	37,5
14.	MS	62,5	50
15.	MZA	75	87,5
16.	MAR	50	50
17.	NAI	75	75
18.	RS	50	37,5
19.	TAPR	75	62,5
20.	AP	12,5	12,5

Total	1137,5	1112,5
Mean	56,87	55,62

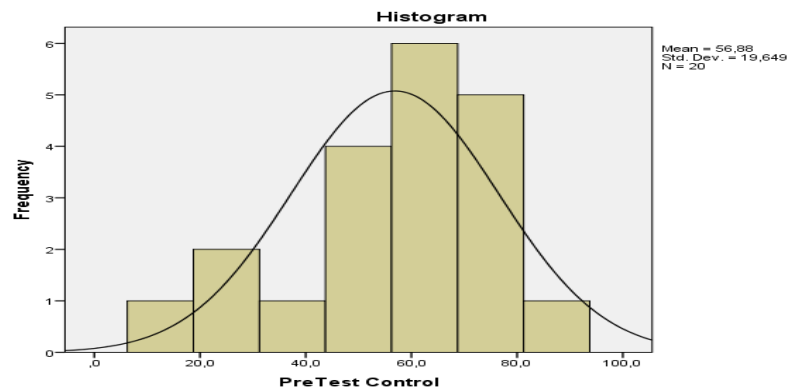
The highest pre-test score from the table of the controlled class was 87,5, and the lowest score was 12,5. While, the highest post-test score was 87,5, with the lowest score was 12,5. The entire score of pre-test was 1137,5 with the mean 56,87. Finally, the total score of post-test was 1112,5 with the mean was 55,62.

Table 4.9 Frequency Distribution of Pre-Test in Control Class

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	12,5	1	5,0	5,0
	25,0	2	10,0	15,0
	37,5	1	5,0	20,0
	50,0	4	20,0	40,0
	62,5	6	30,0	70,0
	75,0	5	25,0	95,0
	87,5	1	5,0	100,0
	Total	20	100,0	100,0

The table above evidenced the score of students' narrative text reading. There were 5,0% student or 1 student got 12,5 score; 10,0% students or 2 students got 25,0 score; 5,0 student or a student got 37,5 score; 20,0% students or 4 students got 50,0 score; 30,0% students or 6 students got 62,5 score; 25,0% students or 5 students got 75,0 score; and 5,0% student or a student got 87,5 score.

Based on the table above, the histogram showed as follows:



The histogram above states that the Mean is 56,88 and Standard Deviation is 19,649. The histogram also determines the category of the students' reading on narrative text whether it is good, medium, or low. The categorization is as follows:

1. More than $M + 1.SD$ ($56,88 + 19,649 = 76,529$) is categorized into good.
2. Between $M - 1.SD$ ($56,88 - 19,649 = 37,231$) to $M + 1.SD$ ($56,88 + 19,649 = 76,529$) is categorized into medium.
3. Less than $M - 1.SD$ ($56,88 - 19,649 = 37,231$) is categorized into low.

The explanation above can be made into a brief chart below:

Table 4.10 The Categorization of Pre-Test in Control Class

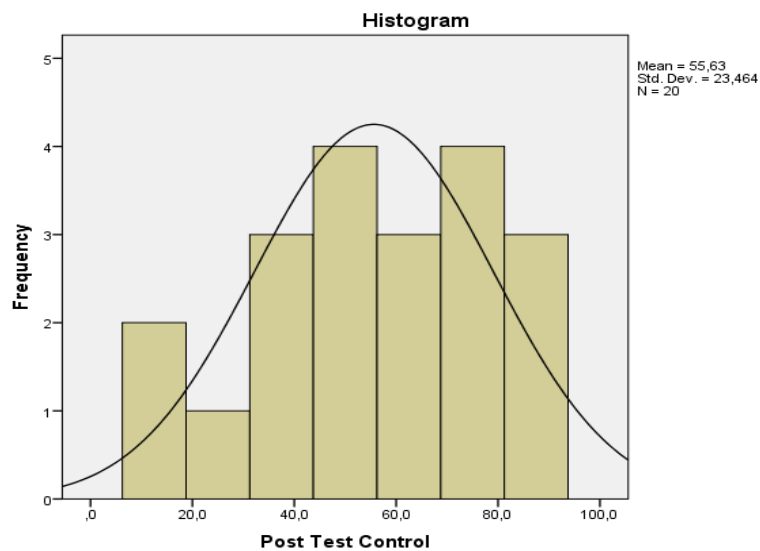
No.	Scores	Frequency	Percentage	Category
1.	More than 76	1	2%	Good
2.	Between 76 – 37	16	90%	Medium
3.	Less than 37	3	8%	Low
	Total	20	100%	

The table above presented the score of students' reading on narrative text whom taught using the conventional strategy in the pre-test showed that 2% included within good category, 90% in medium category, and the rest 8% is in the low category.

Table 4.11 Frequency Distribution of Post-Test in Control Class

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	12,5	2	10,0	10,0	10,0
	25,0	1	5,0	5,0	15,0
	37,5	3	15,0	15,0	30,0
	50,0	4	20,0	20,0	50,0
	62,5	3	15,0	15,0	65,0
	75,0	4	20,0	20,0	85,0
	87,5	3	15,0	15,0	100,0
	Total	20	100,0	100,0	

The table above described the results of students' narrative text post-test. There were 10,0% students or 2 students got 12,5 score; 5,0% student or a student got 25,0 score; 15,0% students or 3 students got 37,5 score; 20,0% students or 4 students got 50,0 score; 15,0% students or 3 students got 62,5 score; 20,0% students or 4 students got 75,0 score; and the last 15,0% students or 3 students got 87,5 score. The interpretation could be seen in the histogram below:

**Figure 4. 4 The Histogram of Post-Test in Control Class**

From the histogram could be noticed that the Mean = 55,63 and Standard Deviation = 23,464. In order to figure out the category of the students' reading skill onto narrative text was good, medium, or low. The researcher divided the scores using standard as follows:

1. More than $M + 1.SD$ ($55,63 + 23,464 = 79,094$) is good.
2. Between $M - 1.SD$ ($55,63 - 23,464 = 32,166$) to $M + 1.SD$ ($55,63 + 23,464 = 79,094$) is medium.
3. Less than $M - 1.SD$ ($55,63 - 23,464 = 32,166$) is low.

Thus, the categorization ahead is formed into the following table :

Table 4.12 The Categorization of Post-Test in Control Class

No.	Scores	Frequency	Percentage	Category
1.	More than 79	3	8%	Good
2.	Between 79 – 32	14	84%	Medium
3.	Less than 32	3	8%	Low
	Total	20	100%	

The table above described that the score of students' reading skill towards narrative text whom taught using conventional strategy in post-test reveal that 8% in the good category, 84% in medium category, and 8% in the low category.

C. Data Analysis

In analyzing data, the researcher gathered the data from previous chapter and then clarified it with normality and homogeneity test. The researcher consulted the result to T-test table.

1. Normality

Normality test is a test to know whether the data distributed correctly or not. In this research, the researcher took Kolmogorov-Smirnov table as a reference then

measured the gathered data using SPSS 23 program. The result from the measurement considered to be the hypothesis as follows:

Ha : The data are normally distributed

Ho : The data are not normally distributed

Regarding to Kolmogorov-Smirnov, the Ha would be accepted if the P value was higher than 0,05 ($P_{value} > \alpha$). The result of the measured normality test in the table below:

**Table 4.13 Normality test of Experimental Class
One-Sample Kolmogorov-Smirnov Test**

		Tests of Normality					
		Kolmogorov-Smirnov ^a			Shapiro-Wilk		
Class		Statistic	Df	Sig.	Statistic	df	Sig.
Hasil Belajar Siswa	Pre-Test Eksperimen	.138	20	.200*	.946	20	.316
	Post-Test Eksperimen	.189	20	.058	.939	20	.230

a. Lilliefors Significance Correction

The measurement above proved that the P value Sig. of the pre-test was 200 and P value Sig. of post-test was 058 those values were obviously higher than 0,05. Regarding to Lilliefors Significance the data of the experimental class were normally distribute.

Table 4.14 Normality test of Control Class

**One-Sample Kolmogorov-Smirnov Test
Tests of Normality**

		Kolmogorov-Smirnov ^a			Shapiro-Wilk		
Class		Statistic	Df	Sig.	Statistic	df	Sig.
Hasil Belajar Siswa	Pre_Test Kontrol	.213	20	.018	.914	20	.077
	Post_Test Kontrol	.146	20	.200*	.935	20	.191

a. Lilliefors Significance Correction

The result of the table ahead is similar to the previous calculation. The P value Sig. of pretest was 018. It is higher than 0,05. And P value Sig. of posttest was 200. It is also higher than 0,05. It is mean that the data of the control class was in normality distribution.

2. Homogeneity Test

The homogeneity test was often used in proving that a test was either homogeneous or not. The resemblance of those classes would impact to the result of test. Within this study, the researcher used SPSS 23 program to compute or measure the value of homogeneity test. Thus, the result is as follows:

Table 4.15 The Result of Homogeneity Calculation

Test of Homogeneity of Variance

		Levene Statistic	df1	df2	Sig.
Hasil Belajar Siswa	Based on Mean	.581	1	38	.451
	Based on Median	.840	1	38	.365
	Based on Median and with adjusted df	.840	1	37.821	.365
	Based on trimmed mean	.639	1	38	.429

According to the table ahead, within the table imply that the numbers of Sig. was higher than α ($0,451 > 0,05$). Therefore, the researcher concluded the data above are homogeneous.

3. Testing hypothesis T-test

The researcher then computed or measured T-test using The SPSS Program. The result of measurement used in comparing the students' score which separated into two different class. They are experimental class and control class, the experimental class taught by "Role-Play" and the control class taught without "Role-Play". The calculation result is in the following table:

Table 4.16 Group Statistics

	Class	N	Mean	Std. Deviation	Std. Error Mean
Hasil Belajar Siswa	Post-Test Experiment	20	70.625	20.3889	4.5591
	Post-Test Control	20	55.625	23.4643	5.2468

Regarding to the table above, its result proved in which the means between the experimental class and controlled class was different. The difference was that the students' score of experimental class was higher than the controlled class. As listed in the table experimental class got 70.62 and the control class got 55.62.

Table 4.17 The Calculation of T-Test**Independent Samples Test**

	Levene's Test for Equality of Variances		t-test for Equality of Means							
	F	Sig.	T	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference		
								Lower	Upper	
Hasil Belajar Siswa	.581	.451	2.158	38	.037	15.0000	6.9508	.9288	29.0712	
			2.158	37.274	.037	15.0000	6.9508	.9198	29.0802	

According to the result of the table above, the t_{test} value is 2,158 and its degree of freedom is 38. With the significance value 5% of the t_{table} on $db= 38$ is 2,02. To make the data become understandable, the researcher confirms the hypothesis as follows:

H_a : The significant different score on narrative text existed between the students whom taught by Role-Play and those whom did not.

H_o : The significant different score on narrative text did not exist between the students whom taught by Role-Play and those whom did not.

The result of the study presented that its value of $t_{\text{test}} = 2,158$ and its value of t_{table} with $df = 38$ was 2,02. This could be mean the value of $t_{\text{test}}=2.158$ is higher than 2.02. So, H_0 was refused and H_a was admitted. The researcher then assumed that there was significance gap of score on the students whom taught using Role-Play and those whom did not.

D. Discussion and Interpretation

This conducted research goal was to discover the effectiveness of Role-Play strategy in teaching reading on narrative text. According to those calculations ahead, the different coefficient of students whom taught either with role-play strategy or without role-play was 2,158.

The hypothesis test (t_0) at 2,158 from the previous measurement or calculation consulted to the T-table (t_t) as long as the following statements was fulfilled:

1. If the $t_0 > t_t$ or H_a was accepted. There was any significant difference between two variable.
2. If the $t_0 < t_t$ or H_0 was accepted. There was not any significant difference between two variable.

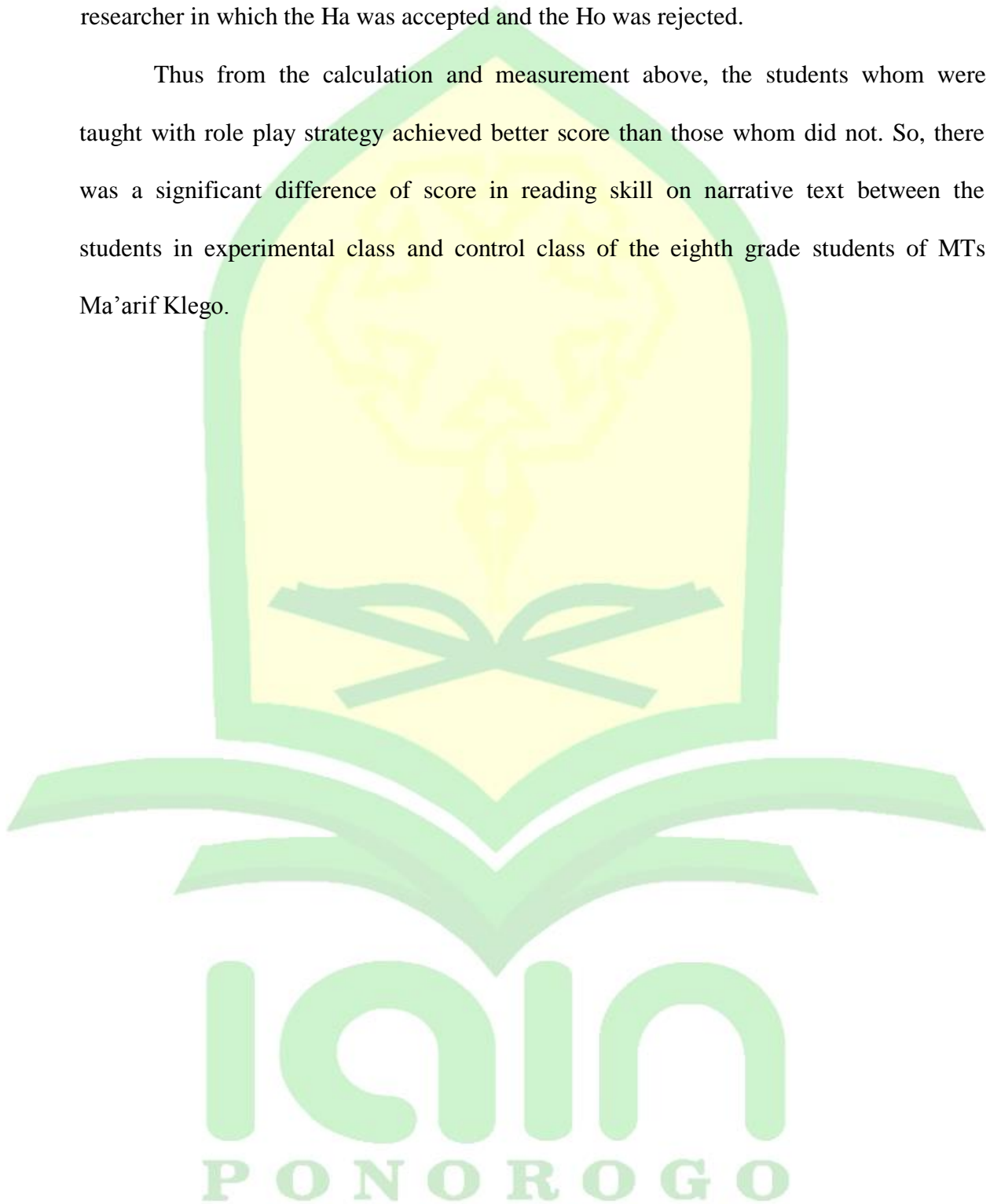
In determining the value of t_0 , the researcher decided to check df and consulted it to the t_t score, as if the following *formula*:

$$\begin{aligned} df &= (N_1+N_2) - 2 \\ &= (20+20) - 2 \\ &= 38 \end{aligned}$$

P O N O R O G O

In the standard significance of 5%, the t_i value is 2,02. This value then compared to the value of t_o that is 2,158. This comparison brought new findings and result to the researcher in which the H_a was accepted and the H_o was rejected.

Thus from the calculation and measurement above, the students whom were taught with role play strategy achieved better score than those whom did not. So, there was a significant difference of score in reading skill on narrative text between the students in experimental class and control class of the eighth grade students of MTs Ma'arif Klego.



CHAPTER V

CLOSING

Within this chapter, the researcher discusses the conclusion and the recommendation of the research. Recommendation is needed in order to make a better research in the future.

A. Conclusion

The research analysis ahead was steps to discover and prove that there were any significant different scores on students' narrative text reading skill whom taught using role-play strategies and than those who aren't. It can be proved from the post-test mean score of students from experimental class (70.62) is higher and better than controlled class (55.62). The researcher then calculated the score and got the value of $t_{\text{test}} = 2,158$. In addition, these scores are consulted to the t_{table} in significance of 5% with $df = 38$, the number which listen from the $t_{\text{table}} = 2,02$. Thus, this value is proven higher than the listed one in the t_{table} eventually this usage of role-play strategy in teaching reading skill has a significant improvement in increasing students' score especially on reading narrative text. It could be derived that there is an effect of applying role-play strategies towards the reading ability in reading narrative text of the eighth grade students of MTs Ma'arif Klego. The role-play strategies, in the other word has significant difference on students' achievement of eighth grader in their learning as well as improving their understanding especially onto reading skill.

B. Recommendation

Considering the conclusion above, this research hopefully could support and useful for English teachers, students, other readers and future researcher:

1. For the English teachers

The teacher could be helpful with role-play strategies as one of vast English teaching strategies. For, this strategies could be combined to teach and improve different skill of the students. The teacher have to do class controlling and monitoring while the discussion is on the run and confirms that all of the students are still in focusing of the material. Finally, the teacher ought to choose the appropriate and suitable strategy that are related to students' ability.

2. For the Students

The students have to pro-active about material they learn and did not depend on the material given by the teacher in the classroom. In improving their reading, the students should frequently read different kinds of text to gain vast knowledge as well as enrich their vocabulary. The students also need to understand about the generic structure, language feature and social function from any kinds of text.

3. The other readers

This research hopefully brings new knowledge to the readers and improve the readers information about role-play game and CLT (Communicative Language Teaching).

4. Future researcher

The researcher hopes the result of this research can be useful as a reference to other researchers especially about the role-play strategies.

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