

**THE IMPLEMENTATION OF ROLE PLAY TECHNIQUE IN
TEACHING SPEAKING AT SMA BAKTI PONOROGO**

THESIS



By:

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ABSTRACT

Ni'mah, Khurotun. 2024. *The Implementation of Role Play Technique in Teaching Speaking at SMA Bakti Ponorogo.* Sarjana's Thesis, English Language Teaching Department, Faculty of Tarbiyah and Teacher Training, State Islamic Institute of Ponorogo. Advisor: Dr. Dhinuk Puspita Kirana, M.Pd.

Keywords: *Role Play, Speaking, Teaching*

Speaking is one of the skills in learning English that must be mastered individually. In order to speak fluently, a person must be confident in conveying their ideas and thoughts. Self-confidence arises from encouragement both from within and from outside. One of the right techniques to improve ability and confidence in speaking English is the usage of role play technique. Role play technique is a learning technique by dividing the class into several groups and then using these groups to play drama.

The objectives of this research were: (1) describe the implementation of the role play technique in teaching speaking at SMA Bakti Ponorogo; (2) find the problems in implementing the role play technique in teaching speaking at SMA Bakti Ponorogo; and (3) find out what the teacher overcame in implementing the role play technique in teaching speaking at SMA Bakti Ponorogo.

This research used a qualitative approach and used a case study as a research design. The data of the research was a class XI MIPA with a total of 23 students. The object of the research at SMA Bakti Ponorogo. Data was collected through observation, interviews, and documentation. To analyze data, researcher use data reduction, data display, and conclusion.

The results of the research show that: (1) the application of role play technique in class XI MIPA SMA Bakti Ponorogo has been carried out well in accordance with the stages of role play technique, namely preparation, dramatic action, and evaluation taken from the theory of Mark Chesler and Robert Fox; (2) problems that occur when applying role play technique in class are problems that arise are selecting role play groups, there are some students whose pronunciation is not good, and there are students who lack confidence in playing roles in front of the class; and (3) the ways to overcome problems that occur when applying role play technique in the classroom are that teacher must be able to act as mediator for their student, teacher must teach her students by teaching students to speak intensively, and teacher must be able to motivate her students so they can become more confident.

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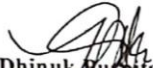
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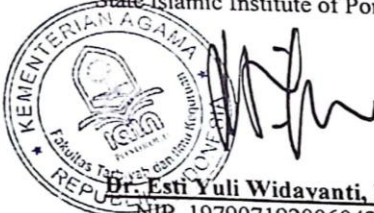
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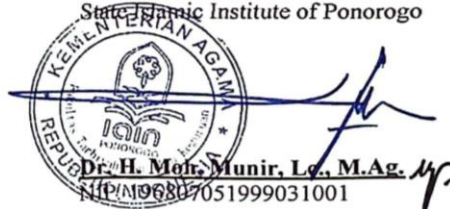
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LETTER OF AUTHENTICITY

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I hereby that declare that the submitted thesis is entirely my original work. Any assistance and sources used in the preparation of this thesis have been acknowledged and appropriately cited.

I confirm that this thesis, in whole or in part, has not been submitted for assessment to any other degree or diploma in any other institution or university. Furthermore, I declare that this work has not been published or submitted for publication elsewhere.

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Thank you for your attention to this matter.

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Sincerely,


Khurotun Ni'mah

CHAPTER I

INTRODUCTION

A. Background of the Study

Speaking is one of the skills that students must master in learning English. Success in learning English can be measured by mastering English speaking skills. As a foreign language, English has different rules from Indonesian, such as differences in pronunciation, grammar, intonation and vocabulary. As an international language, English is a necessity for most people to communicate with each other. Speaking is an activity that involves speaking orally. Speaking requires oral performance, which includes things like how well the speaker uses speech intonation, returning and emphasizing important points, structuring material in a way that can be understood.¹ This implies that in conversational activities, speakers must use spoken language to communicate with other people. Therefore, choosing the right technique for studying material is very necessary to get the best results in speaking English.

In this research, the researcher focuses on the process of students' understanding of speaking skills through role play techniques in the learning process. This technique is expected to improve students' speaking skills regarding aspects of speaking English according to correct rules. As time goes by, science will continue to develop. However, along with this development, various problems also emerged, especially in delivery and

¹ Komariah, E., Erdiana, N., & Mutia, T. (2020). Communication strategies used by EFL students in classroom speaking activities. *International Journal of Language Studies*, 14(3), 27-46

teaching techniques in the classroom so that existing knowledge could be easily accepted by students. To solve this problem, an in-depth discussion is needed by referring to methods and techniques that are appropriate to the theme in the learning material.

There are of course many methods and techniques in learning English. The methods and techniques in TEFL must also be adapted to the theme and skills to be improved. So, to become a teacher, you must be clever in determining methods and techniques that suit the theme or material the teacher is conveying. So the methods or techniques used can help students improve several skills in learning English.

Schools not only act as educational institutions, but also as a place for students to hone and develop their potential. This is proven by the presence of students who are good at speaking English. And finally the student takes part in an event or competition and wins it. That's where students see that they have potential that is honed through the learning process in class. So that the material delivered by the teacher in class using the right techniques will be very beneficial for students. Students not only use theory for school exams, but can also become talented students in speaking English. The technique that is suitable for learning to speak is the role play technique.

Role play technique is a learning model where individuals act out imaginative situations with the aim of helping to achieve self-understanding, improve skills, analyze behavior, or show others how one behaves or how one should behave. Role Play Technique is learning that requires students to play someone's character in the form of drama. Apart from that, students are

also required to be able to explore these characters starting from body language, thoughts and expressions by studying them.

Based on the results of initial observations at the of SMA Bakti Ponorogo, researcher found something satisfactory was achieved by the students there. Namely, in the 2023-2024 academic year there were three types of English language competitions which were successfully won by student of SMA Bakti Ponorogo. The competitions are storytelling competitions, English news reading competitions, and also English science competitions. And after conducting further interviews with English language teachers, the teacher said that he often used role play technique in the process of learning to speak in the classroom.²

From this background, the researcher is interested and intends to conduct research which the researcher will discuss in the form of a thesis with the title "*The Implementation of Role Play Technique in Teaching Speaking at SMA Bakti Ponorogo*".

B. Research Focus

The researcher focused this research on the implementation of role play technique in English language learning as an effort to improve the English speaking skills of class XI MIPA students at SMA Bakti Ponorogo in the 2023/2024 academic year.

² Mrs Ima Nurhidayati, S.S., 2024, Interview Trancript No. 001

C. Statements of the Problem

The study is focused on the following questions:

1. How is the implementation of the role play technique in teaching speaking at SMA Bakti Ponorogo?
2. What are the problems in implementing the role play technique in teaching speaking at SMA Bakti Ponorogo?
3. How does the teacher overcome the problems in implementing the role play technique in teaching speaking at SMA Bakti Ponorogo.

D. Objectives of the Study

According to the research, the study's aims are as follows:

1. To describe the implementation of the role play technique in teaching speaking at SMA Bakti Ponorogo.
2. To find the problems in implementing the role play technique in teaching speaking at SMA Bakti Ponorogo.
3. To find out what the teacher overcame in implementing the role play technique in teaching speaking at SMA Bakti Ponorogo.

E. Significances of the Study

1. Theoretical Significance

Teachers, students and other education stakeholders anticipate that this research will advance the conversation around student learning. Apart from that, this research is also expected to increase understanding that improving speaking skills using role play technique is a crucial educational component that must be considered in all educational components. These findings should be useful to students, teachers, and all readers.

2. Relevance in Practice

a. For Students

The findings of this research can help students better understand their individual learning preferences and techniques.

b. For Teachers

Researcher hope that teachers will be able to understand that improving speaking skills using role play technique is very important as well as the differences between students' ability levels, enabling them to choose the best approach and create material that suits students' learning preferences.

c. For Readers

This research is expected to improve readers' understanding, especially students at SMA Bakti Ponorogo, to improve their English speaking skills by using role play technique.

d. For Researchers

It is hoped that this research can contribute and expand the knowledge of researchers, especially prospective teachers like them prepare yourself to enter the world of education.



F. Organization of the Thesis

The organization of the study is to ease the readers in understanding the content of the thesis research. The organization of this study is given as follows:

Chapter I is the introduction. The introduction covers background of the study, research focus, statement of the problems, objectives of the study, significances of the study, and organization of the thesis.

Chapter II is the literature review. The literature review includes theoretical background and previous research findings. As for the theoretical background, it discussed speaking skill and role play technique.

Chapter III is the research methods. Research methods include research design, place and time research, data sources, data collection technique, data analysis technique, and research validity check.

Chapter IV is the findings and discussion. The data presented is field data found by researcher which is presented in this chapter for analysis related to the implementation of role play technique in teaching speaking at SMA Bakti Ponorogo, the problems that occur when applying role play technique, and the solutions to overcome problems that occur when applying role play technique.

Chapter V is the closing. This chapter which is the end of the entire series discussion in the thesis. This chapter contains the researcher conclusions and recommendations regarding the matters discussed in this research.

CHAPTER II

REVIEW OF LITERATURE

A. Theoretical Background

1. Speaking Skill

a. Definition of Speaking

Speaking is a form of oral communication that primarily consists of the speaker and the listener. A speaker and listener interact during oral communication, which requires the useful ability of comprehension. In conversations between two or more people, the objective is to ponder on what has been said and utilize language to transmit ideas.³ Speaking is the act of conveying information or conveying one's opinions and thoughts through spoken language; it is the act of making sounds or uttering words that people use to communicate their opinions and thoughts.⁴ Speaking skill involves more than just applying grammar rules and pronouncing words correctly, it also consists of creating conversation in a second language in a way that is acceptable for both social and professional settings.ⁱ

Speaking is one of the skills that students must master in learning English, one of the successes in learning English can be measured by mastering English speaking skill. As a foreign language, English has rules that are different from Indonesian language, such as differences in pronunciation, grammar, intonation, and vocabulary. As an

³ Donn Byrne, *Teaching English through English*. Journal (London: Longman 1981), p. 112

⁴ Webster's Comprehensive Dictionary. *The New International Webster's Comprehensive Dictionary of the English language* (Trident press international. 1982), p. 58.

international language, English is a necessity for most people to communicate to each other. Speaking is an activity that involves speaking orally. Speaking needs oral performance, which includes things like how well the speakers use the intonation of speech, repeat and stress key points, arrange material in an understandable manner, etc. This implies that in conversational activities, speakers must use spoken language for communicating to others.

This is why choosing the right way of learning the material is very necessary to get the best results in speaking English. According to Richards in Lim, when speaking we tend to finish something, explore ideas, work on some aspect of the world, or just get together. Speaking skill is the ability to fluently, clearly, and effectively express something verbally in a certain language. This ability is essential in everyday social, academic, and professional communication. The point is that speaking English is one of the skills that can help students access the latest information in various fields. Such as in the fields of science technology, and health. So that students can master all the components of speaking skills.⁵

Speaking Competency is a term used in language learning and teaching to describe an individual's ability to communicate effectively through spoken language in a particular language. It covers various aspects of oral communication, including pronunciation, vocabulary,

⁵ Crisianita, Sintya, And Berlinda Mandasari. "The Use Of Small-Group Discussion To Improve Students' Speaking Skill." *Journal Of English Language Teaching And Learning* 3, No. 1 (July 1, 2022): 61–66. <https://doi.org/10.33365/Jeltl.V3i1.1680>

grammar, fluency, and the ability to express ideas clearly and precisely in different contexts. Speaking competency measures how well someone can use spoken language to convey their thoughts, ideas, and messages. Speaking competency refers to an individual's ability to communicate effectively using spoken language. It covers various aspects of oral communication, including pronunciation, vocabulary, grammar, fluency, and the ability to convey ideas clearly and precisely in different contexts. Speaking competence is essential for effective communication in personal and professional settings.⁶

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⁶ Heather Freya Abenti, "How Do I Teach You? An Examination of Multiple Intelligences and the Impact on Communication in the Classroom," *Language & Communication* 73 (July 2020): 29–33, <https://doi.org/10.1016/j.langcom.2020.04.001>.

in different contexts. Speaking competence is essential for effective communication in personal and professional settings.⁷

To improve language skills through role play technique include:⁸ School is second after home education, where children's physical, motor, discussion, cognitive, and social development will be formed. One way to guide children in developing their language is through storytelling and listening to stories, enabling children to learn new words.⁹ Stories for children can enrich their imagination, develop their intelligence, clear their emotions, and adjust to anxiety when faced with the search for a way out. Teachers must be creative in arranging space and providing tools so that role play activities always attract their children and will improve or develop children's language skills, such as family themes. In this theme are mother and father clothes, hats, ties, small suitcases, dolls, blankets, mother shoes, father and so on. Themes can be adapted to school situations or events, such as Kartini Day, welcoming Christmas, and New Year.

⁷ Anne Burns, "Concepts for Teaching Speaking in the English Language Classroom," *LEARN Journal: Language Education and Acquisition Research Network* 12, no. 1 (2019): 1–11.

⁸ Prima Sari and Br Sembiring, "Improving Students' English Speaking Skill Through the Implementation of Talking Stick Method to the Fifth Grade Students of State Primary School 028226 Binjai."

⁹ Universitas Terbuka and Morita Panduwangi, "The Effectiveness of Task-Based Language Teaching to Improve Students' Speaking Skills," *Journal of Applied Studies in Language* 5, no. 1 (June 5, 2021): 205–14, <https://doi.org/10.31940/jasl.v5i1.2490>.

b. Speaking Aspects

Fulcher and Davidson suggest five aspects of speaking skill, namely:¹⁰

1). Accuracy

Accuracy refers to the ability to pronounce words and sentences grammatically and phonetically correctly. This aspect includes:

a). Pronunciation

The ability to pronounce the sounds of the language clearly and correctly.

b). Grammar

The ability to use proper sentence structure appropriate to the situation.

c). Vocabulary

The ability to choose words that are appropriate to the situation.

2). Fluency

Fluency refers to the ability to speak fluently and without interruption. This aspect includes:

a). Fluency

The ability to speak smoothly and without interruption.

b). Tempo

The ability to speak at a tempo appropriate to the situation.

¹⁰ Fulcher, G., & Davidson, F. (2007). *Language Teaching and Learning: A Framework for Analysis*. London: Routledge.

c). Pauses

The ability to use pauses appropriately to provide emphasis and clarify meaning.

3). Clarity

Clarity refers to the ability to speak in a way that is easily understood by the listener. This aspect includes:

a). Articulation

The ability to pronounce the sounds of language clearly and emphatically.

b). Intonation

The ability to use intonation appropriately to emphasize and clarify meaning.

c). Volume

The ability to speak at the right volume for easy listening.

4). Appropriacy

Appropriacy refers to the ability to speak appropriately to the situation and the audience. This aspect includes:

a). Level of formality

The ability to adjust the level of formality of the language to the situation and the audience.

b). Relevance

The ability to speak on topics that are relevant to the situation and audience.

c). Politeness

The ability to speak politely and courteously.

5). Engagement

Engagement refers to the ability to grab the listener's attention and keep them interested in what is being said. This aspect includes:

a). Eye contact

The ability to maintain eye contact with the listener
Body language: The ability to use body language appropriately to clarify meaning and draw the listener's attention.

b). Variation

The ability to use variety in speaking to avoid monotony.

c. Teaching Speaking

Teaching is guiding and supporting learning, which helps the student to discover how to do something, give instructions, guide the study of something, and provide with knowledge leading to comprehend or understand.¹¹ It indicates that a process or activity that aids students in acquiring knowledge from the surrounding system provides the condition of teaching. The system of the environment is made up of the lesson's goal, the information presented, policies, the facilities, the teacher, and the students.

Speaking teaching methods can vary depending on the student's skill level, learning goals, and teacher or instructor preferences. To have some access to improve your speaking skills, you can follow these

¹¹ Brown, H. Douglas. (2000). Principles of Language Learning and Teaching. New York: San Francisco State University, p. 7.

steps: determine your language goals, language resources, language resources, immerse yourself, language exchange partners, online language learning platforms, join a class or conversation group, use flashcards and vocabulary, shadow, record yourself, set goals, pronunciation and intonation, learn useful phrases, get involved in real life situations, take language courses, and seek feedback. Remember that consistency is the key to improving your speaking skills. Regular practice and exposure to the language will help you become a more confident and proficient speaker over time.¹²

1). Teaching Formal Speaking

The nature of formal speaking means that the effectiveness of the learner's performance must be focused on the successful communication of information. Thus, formal speaking opportunities in class are carried out with an audience interested in the speaker's message. The physical arrangement of the room is one of the things that influences this. The speaker must face the audience sitting in rows or otherwise. Students can present prepared talks in front of the class or in their groups. It's best to set a time limit for speaking but let people ask as many questions as they want. If other students know the theme of the talk, they can prepare questions before the talk begins. If students work in small groups, group members can help each other prepare their talks. During each class, one or two people

¹²Jonathan M. Newton and I. S. P. Nation, *Teaching ESL/EFL Listening and Speaking* (Routledge, 2020),

may give the lecture. These discussions can be used to report outside of the reading. Two people may be talking about the same topic. One supports the subject, and the other opposes it, like a petty debate. It is good if students do not write down their lectures and read them but use short notes to remind themselves of what they want to say.

2). Teaching Informal Speaking

Informal speaking usually involves conveying information, not just maintaining friendly relations. Brown in Yan Li, calls interactional talk the opposite of transactional talk. Speaking interactions can be supported by support that enables learners to produce what they usually would not be able to produce. According to Holmes and Brown, students can be taught conversation strategies that can help keep the conversation going.

A beneficial technique for doing this is called Q→SA+EI. The meaning of this formula is that a question (Q) must be followed by a short answer (SA) and then some additional information about the answer (EI). This additional information allows the person asking the question to continue. Having a supportive partner in the conversation, repeating tasks, and speaking may be difficult at first, but it will become easier with repetition. Being prepared to talk informally and using more multi-word units than written language can all make speaking easier.¹³

¹³ Yan Li and Hui Sun, "Methods for Cultural Rapport in Teaching English as a Foreign Language (TEFL)," in *2021 The 7th International Conference on Frontiers of Educational*

Specific approach or strategy should be used while presenting the material in order to accomplish the objectives of the teaching process. Teachers are expected to carry out three key tasks independent of the grade level, subject matter, or kinds of educational institutions they work in. They foster oral fluency, which is the capacity to communicate clearly. Yet, improving communicative effectiveness is the aim of teaching speaking skill. Students should be able to communicate effectively using their actual level of proficiency. They should make an effort to minimize miscommunication caused by poor pronunciation, grammar, or vocabulary, and they should follow any relevant social or cultural principles.

According to the above mentioned statements made by the experts, the researcher came to the conclusion that teaching speaking involves teaching about speaking learning, which is a process to assist students in learning about the surroundings and effective to inform, try to convince the aim, demonstrate the idea, interact, and as communication with a human being in social interactions.

According to Penny in Huynh Thi Anh Tram, four factors that make speaking difficult for second or foreign language students are:¹⁴

a). Inhibition

Learners are often worried about making mistakes or fearful of criticism.

b). Nothing to Say

Even if students are not inhibited, they cannot think of anything to say or have no motive to express themselves;

c). Mother-tongue Use

In speaking classes, there are a number of the learners sharing the same mother tongue, so they tend to use it, because it is easier to speak to other people in a foreign language, and they feel less 'exposed' if they are speaking their mother tongue.

d). Low Participation

This problem is compounded by the tendency of some learners to dominate, while others speak very little or not at all.

¹⁴ Huynh Thi Anh Tram, Problems Of Learning Speaking Skills Encountered By English Major Students At Ba Ria-Vung Tau University, Vietnam. European Journal Of English Language Teaching - Volume 5 | Issue 4 | 2020 Doi: 10.46827/Ejel.V5i4.3144

d. Techniques to Teach Speaking

Brown in Leffi Noviyenty provides some principles for designing speaking techniques as follow:¹⁵

- 1). Techniques should cover the spectrum of learner needs from language based focus on accuracy to message-based focus on interaction, meaning and fluency.
- 2). Techniques should be intrinsically motivating.
- 3). Techniques should encourage the use of authentic language in meaningful contexts.
- 4). Provide appropriate feedback and correction
- 5). Capitalize on the natural link between speaking and listening.
- 6). Encourage the development of speaking strategies.

According to Fahmi Farizi and Sakhi Herwiana, there are several techniques in teaching speaking:¹⁶

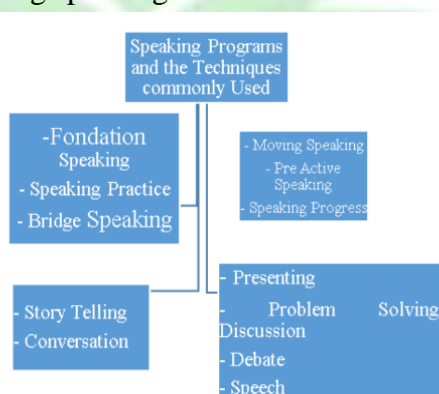


Figure 2.1

Technique Applied in Speaking Program

¹⁵ Leffi Noviyenty, Strategies in Learning and Techniques in Teaching English Speaking, journal Vol. 2, No. 1, 2018, STAIN Curup P-ISSN 2580-3670, E-ISSN 2580-3689. [the article strategies.pdf \(iaincurup.ac.id\)](#)

¹⁶ Fahmi Farizi And Sakhi Herwiana In A Study Of Teaching Speaking Techniques Used At Peace English Course Pare, Kediri. Journal Pioneer: Journal Of Language And Literature Volume 14, Issue 1, June 2022: 43–57. <https://doi.org/10.36841/Pioneer.V14i1.1382>

1). Foundation Speaking Class

The techniques are used because these techniques are considered to be more effective in teaching a basic speaking class. These techniques would make learners gradually practice and in the long run, learners are expectedly able to produce simple sentences and make their confidence built up. In this program, tutors would help their learners practice vocabulary and how to make a sentence. Thus, conversation and storytelling are the technique applied to make the learners dare try to speak.

2). Speaking Practice Class

The techniques used in this program are storytelling and conversation. The reasons behind it are because this class is focused on making a simple sentence and it is time to make them fully practice it. This class priority is only to make the learners practice more. So based on the purpose of the program, conversation and storytelling are considered to be suitable techniques to use. Because debate, presenting, and speech are still too difficult for basic learners.

3). Bridge Speaking Class

The techniques applied are debate, discussion, problem-solving, and presentation. Those techniques are used because this class focus on making the learners speak based on their own opinion.

4). Moving Speaking Class

The techniques used in this program are the same as Bridge speaking program. They are debate and presentation. The techniques are used because this is an advance level speaking program that focuses on fluency.

5). Pre-Active Speaking Class

The techniques used in this program are speech and presentation. The techniques are used because this program does not only aim to improve speaking fluency like in moving speaking class but also emphasizes structural or grammatical words used when the learners produce sentences.

6). Speaking Progress Class

The techniques used in this program are debate and presentation. Those techniques are used because this class is the perfection of another class which will make the learners frequently and actively speak English based on their opinions with correct grammar and understandable English.

2. Role Play Technique

a. Definition of Role Play Technique

Role play is one small part of the CLT method that teachers can use to teach students how to speak English. According to Umam, role play can be defined as a simulation or an action in imitating a character. Mainly, students act as someone else in the real world. Suryani stated that role play is a technique that can encourage

students to speak in the classroom. Role play is a teaching technique in which students are given specific roles and must communicate and behave based on the roles they receive. Arham et al. stated that implementing the role play technique improves students' speaking ability and self-confidence. The point is that role play is a technique teachers can use to package students speaking learning so that progress occurs in students.¹⁷

According to van Ments role play is a type of communication. It is a form of communication that is simulation, not reality, and it is one particular type of simulation that focuses attention on the interaction of people with one another.¹⁸ Within role play, students can be themselves or another person, where they are asked to behave exactly as they feel that a particular person would. However, the role player is not confined to the students, and the tutor may be a participant, a position that is known as teacher-in-role. Alternatively, other staff, clinicians, practitioners or actors may be brought in to be players. Whoever the role player is, there is adoption of a role of social position (e.g. doctor, nurse, manager, patient, worker), and these roles are set in a context (e.g. home, hospital, GP surgery), to which is added the function or purpose of the individuals being there.

¹⁷ Rahimboeva Hulkar Gayratovna, "Assessment For Speaking Skill" 7, No. 2581 (N.D.).

¹⁸ [Jan Woodhouse](#), Book role play: a stage of leaning. 1st Edition CRC Press, page 10, ISBN 978013873821.

According to Ladousse in Allan Maley, role play is one of several communication techniques that develop language fluency, encourage interaction in the classroom, and increase motivation.¹⁹ Peer learning is not only encouraged by this but also by the division of responsibilities between teacher and students in the learning process.²⁰ Role play is an activity of imitating someone's character.

b. Step of Role Play Technique

Steps in general at the Role Playing Sequence in the book by Mark Chesler and Robert Fox:²¹

1). Preparation and Instruction

The first stage covers problem selection, warm-up, and general and specific instructions for participants and the audience. It involves the selection by the teacher, with or without class help, of an issue or problem to be worked on. After selecting the problem, the teacher needs to warm up or relax the students and give them practice and security in public performance and expression.

The explanation of the general problem situation should make clear the educational purposes of the drama and the relevance of the issue or problem for the entire class. The teacher is now ready to brief the actors and explain in detail the exact role each of them

¹⁹ Gillian Porter Ladousse, *Role Play: Resource Books For Teachers* (New York: Oxford University Press, 1987), 7.

²⁰ Gillian Porter Ladousse, *Role Play: Resource Books For Teachers* (New York: Oxford University Press, 1987), 8.

²¹ Chesler And Robert Fox, "Role-Playing Methods In The Classroom" Accessed From Role Play Book.Pdf , On December 2 2024 At 14.00

will play. The final step in this stage is to delineate the roles of the audience. These students are not acting out the dramatic roles. These students can observe the general interaction of actors, or they can be charged to watch for specific actors or events.

2). Dramatic action and discussion

The second major stage covers the role playing itself and the subsequent discussion and interpretation of the action. Sufficient time should be allowed during the improvisation so that students can become thoroughly immersed in the problem situation and take full advantage of the situation's promise of discovering and practising alternative ways of acting.

After the drama, it is important to bring the class back to everyday reality and to dissociate the actors clearly from the roles they play. This is important so that critics and other students can concentrate on the role behaviour and not on the actions or person of the actors. The post role playing discussion may take several forms and involve several students or groups. The role players, the audience, or both may contribute to analysing the dramatic session. A final important focus. This learning experience should be the student's ability to apply the examples and lessons of this new role behaviour to his own interpersonal experiences.

3). Evaluation

The final stage must follow the enactment and discussion of the role playing situation. In this stage, the teacher and pupils review the successes and failures of their role playing experience. The purposes, procedures, and effects of such a learning experience should be analyzed so that the teacher and class can decide on the need for additional role playing or reenactment of the scene. The teacher will certainly want to make a further personal evaluation of the experience in the light of his original diagnosis and goals, she will want to consider what verbal and behavioural evidence there is to show that the students have learned from the experience.

However, the detailed steps in the Role Playing Sequence in the book by Mark Chesler and Robert Fox are as follows:²²

a). Choosing a Role Playing Problem

The teacher will choose the topic that best suits the problem happening in the classroom.

b). Warm-up

The teacher will warm up the students before the lesson starts. However, if the teacher is experienced, then it is possible not to do any warm-up.

²² Chesler and Robert Fox, "Role-Playing Methods in the Classroom" accessed from *ROLE PLAY BOOK.pdf*, on December 2 2024 at 14.00

c). Explaining the General Situation

The teacher and his/her students briefly discussed the various problems of the middle-class members with the older children.

d). Explaining the Roles of the Participants

The teacher gives instructions to the dramatists about the roles they will perform in front of the class.

e). Explaining the Role of the Audience

The teacher explains to the audience in the classroom in general terms and does not demand a role that is too active for them.

f). Role Playing

The teacher invites the students to start role playing in front of the class according to their arguments. The teacher does not interrupt or end the scene until the conflict is over. However, in earlier sessions, the teacher will often intervene to stimulate the students' dialogue.

g). Discussion

During the discussion after the role play session, students concentrate on the roles of the other participants. The teacher can ask the whole class what they think of the other group's drama.

h). Evaluation

The teacher evaluates the role play experience. The teacher tries to find out what impact the role play had on the student's knowledge and behaviour. The teacher also uses sociometric tools and evaluation instruments to ask students to provide their solutions.

c. The Advantages and Disadvantages of Role Play Technique²³

1). Advantages of Role Play Technique

Several advantages of using role playing techniques in learning English include:

a). Increasing Student Activity

In the role play method, students are actively involved in the learning process in class. They must play a role and interact together with their respective groups, so that their learning motivation increases.

b). Practice Social and Communication Skills

In role playing, students must interact and communicate with fellow group members in a real atmosphere. This helps them practice social and communication skills that are important in everyday life at school.

²³ [Jan Woodhouse](#), Book Role Play: a stage of leaning. 1st Edition CRC Press, page 10, ISBN 978013873821.

c). Improve Understanding of Concepts

By acting as a character in a narrative text, students can understand concepts or theories better. They can see directly how these concepts are applied in real situations, so their understanding becomes deeper.

d). Foster Cooperation and Problem Solving

When role playing in front of the class, students must work together with fellow participants to find the best solution. This can foster a cooperative attitude and problem-solving abilities.

2). Disadvantages of Role Play Technique²⁴

Even though it has various advantages, learning using role play techniques also has several disadvantages, including:

a). Requires Sufficient Time and Preparation

Role playing techniques require more time for preparation, implementation and reflection than other learning methods. This can be an obstacle, especially in limited learning situations.

b). Not All Students Actively Participate

For students who feel comfortable or have the confidence to play a role in the game, perhaps the role play technique will be easy to do. However, it is also possible that there are students who are more passive in this game, so they do not get

²⁴ [Jan Woodhouse](#), Book role play: a stage of leaning. 1st Edition CRC Press, ISBN 978013873821.

the maximum benefit from using role play technique in this class.

c). Requires a Trained Facilitator

To be able to carry out role play techniques effectively, you need a facilitator who understands the concepts and techniques of this learning well. The facilitator must be able to observe, direct and provide appropriate feedback to students.

B. Review of Previous Study

To see if there were any studies that were relevant to this study, the researcher looked at previous papers. The following research findings are several studies that relevant to this research.

The first previous research study was a journal from Fifa Lestari and Fitri Andini Sridatun with the title "Analysis of Students' Speaking Skills Using the Role Play Method". In this research, investigating One of the skills that must be mastered in learning English is speaking. However, many people are not confident to speak English due to some problems, whether in grammar, vocabulary, pronunciation or fluency. One method that can improve speaking skills is role playing. The aim of the research is to find out whether role playing techniques can improve students' speaking skills or not. It turns out from several students opinions that students speaking skills can practice pronunciation and can increase vocabulary. Based on these data, it can be concluded that role play technique can improve students' speaking skills.²⁵

The second previous research study is a journal from Fenny N. Pusung,

25 Fifa Lestari and Fitri Andini Sridatun with the title "An Analysis Of Student Speaking Skill Using Role Play Method"

Donal Matheos Ratu, and Viktory Nicodemus Joufree Rotty with the title "Improving Speaking Ability through Student Role Playing Methods Class B Kindergarten Irene Tondano." The purpose of this study is to Improve Speaking Ability through the Role Playing. Method of Class B Kindergarten Students Irene Tondano. This research was conducted in Irene Class B Kindergarten. Based on the results of research and discussion, it can be stated that the role playing method can improve speaking skills in Bre Ireine Tondano class students. The role-playing method can develop motor skills previously diagnosed so that this activity is beneficial for students' motor development. These results show an increase and achievement of the expected learning completeness. In learning Indonesian, especially before learning activities using the role playing method, teacher must pay attention and consider the advantages and disadvantages of this method.²⁶

The third previous research study is a thesis from Muammar Kadafie with the title "Students' Perception of Using Role Play in Facilitating English Speaking Skills." This study aimed to investigate the Implementation of Role Play and Students' Perception of Using Role Play in Facilitating English Speaking Skills. The participants were twenty seventh of class XI MIPA of SMA Islam Al-Azhar. This study was a descriptive qualitative study in which the data were gained from questionnaire, observation, and interview. The data analysis in this research belongs to the stages of data reduction, data display, and drawing conclusions. Observations were made to obtain the answer to the first research question. Researcher also distributed questionnaires aimed at

²⁶ Fenny N. Pusung, Donal Matheos Ratu, Viktory Nicodemus Joufree Rotty. With the title "Improving Speaking Ability through Student Role Playing Methods Class B Kindergarten Irene Tondano"

answering the second research question. The researcher also conducted interviews with the aim of strengthening the research results that have been obtained from observations and questionnaires, to obtain additional information or data, and to investigate the research results obtained from observations and questionnaires. Based on the research that has been done, there are two conclusions. First, the implementation of using role play in facilitating speaking skills did very well. The students are not only enthusiastic to prepare before performing but also bring some properties to support their performance. The second conclusion is that most students have a positive perception of the use of role play in facilitating Speaking skills. Based on the results of this study, most students have a positive perception of the use of role play in class XI MIPA and role play can also provide many benefits for students. Role playing could increase their speaking ability by speaking spontaneously.²⁷

The fourth previous research study was a journal from Muhammad Safdar Bhatti with the title "Teaching Speaking Skills through Role Play at Elementary Level: An Analysis". In the present study, the focus is on this matter whether the use of role play can be beneficial in bringing a positive change in the teaching-learning process of speaking skills for elementary level learners. The collective problems of the teacher and students during speaking English were the main focus of the study. 360 students and twenty teachers of Bahawalpur region participated in this study. Pre-test, post-test, and questionnaire were used as a tool to collect the data from the respondents.

²⁷ Imam Khasbani And Fenny Yutika Seli with the title "The Impact Of Role-Play On Students' Speaking Performance"

The findings of the study showed that there was a significant difference between pre-test and post-test results. It was suggested that speech practice with the help of role play should be encouraged at the elementary level.²⁸

The fifth previous research study was a journal from Efi Lutfiyah Arifin with the title "Application of role playing techniques in improving the speaking ability of students". The purpose is to determine the use of role playing techniques in improving the speaking ability of XII IPA 2 class. This research method uses 3-cycle CAR procedure including planning, action, observation, and reflection. The subjects studied were 29 students of XII IPA 2, the research location is in MAN 2 Kuningan. Data collection techniques are by using observation sheets and questionnaires sheets. Research achievement targets: Research will be declared successful if at least 70% of the number of students obtain a KKM score (75) in learning to speak on Narrative text material. While the indicators of student perception impression are shown when students answered the questionnaire statement with a percentage of at least 70%-79%. The results can be concluded that role playing method is able to improve speaking skills on narrative text.²⁹

C. Theoretical Framework

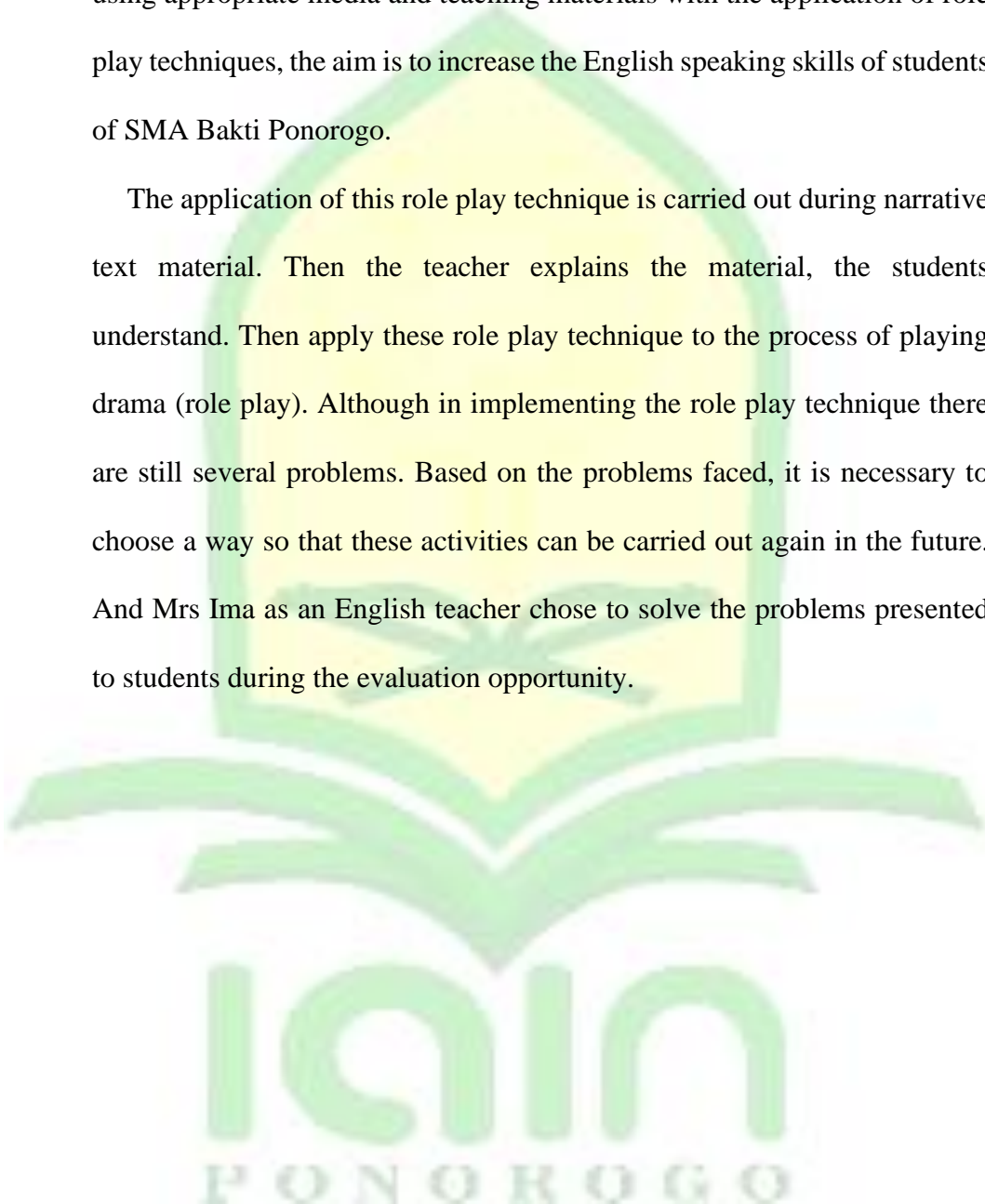
The framework for this research starts from the background, in the form of the use of role play technique in English language learning at SMA Bakti

²⁸ Muhammad Safdar Bhatti with the title "Teaching Speaking Skills Through Role Play At Elementary Level: An Analysis"

²⁹ Dina Rizkia, Hidayatur Rohmah, and Yuyun Bahtiar. With the title "The Improvement Of English Speaking Skills Using Role Playing

Ponorogo, especially in class XI MIPA. This technique has often been used by English teacher at SMA Bakti Ponorogo. Its implementation has also been designed in the RPP for the English teacher, namely Mrs. Ima. By using appropriate media and teaching materials with the application of role play techniques, the aim is to increase the English speaking skills of students of SMA Bakti Ponorogo.

The application of this role play technique is carried out during narrative text material. Then the teacher explains the material, the students understand. Then apply these role play technique to the process of playing drama (role play). Although in implementing the role play technique there are still several problems. Based on the problems faced, it is necessary to choose a way so that these activities can be carried out again in the future. And Mrs Ima as an English teacher chose to solve the problems presented to students during the evaluation opportunity.



The Implementation of Role Play Technique in Teaching Speaking
at SMA Bakti Ponorogo

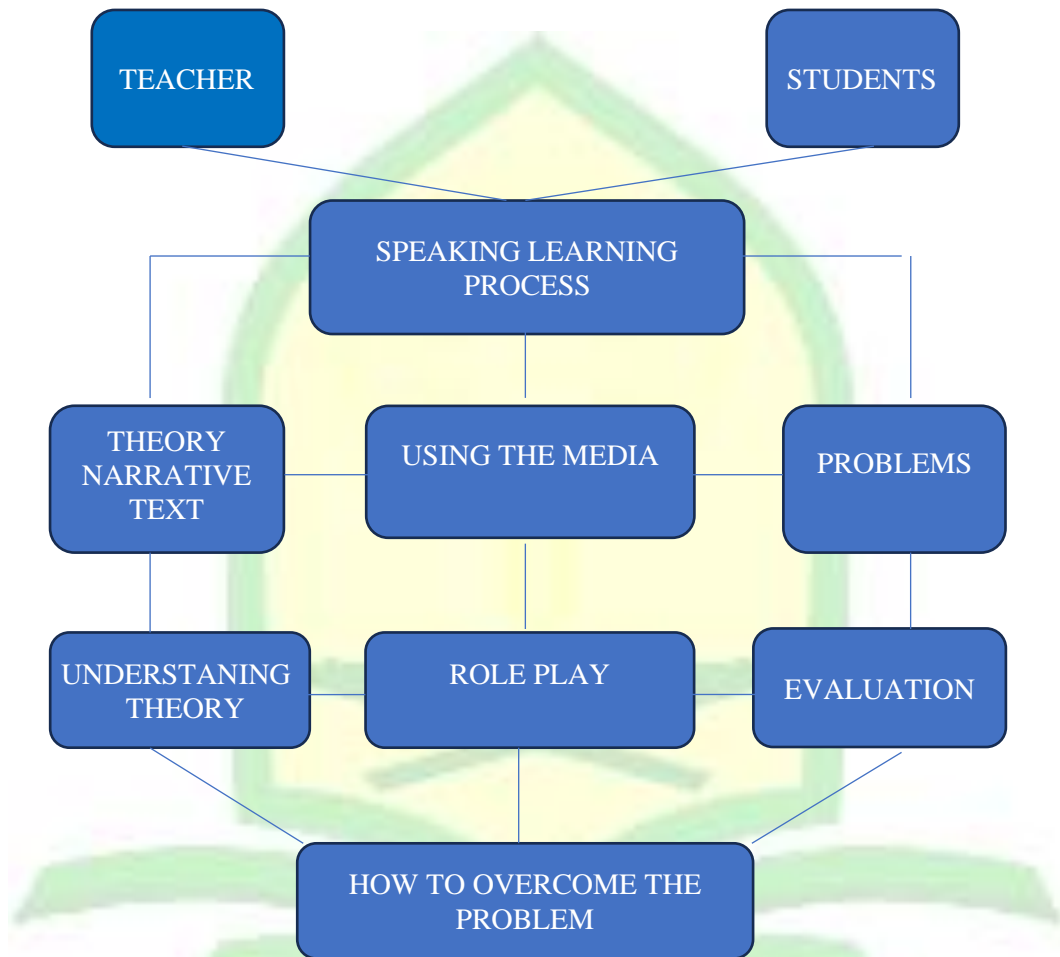


Figure 2.2
Theoretical Framework

CHAPTER III

RESEARCH METHODS

A. Research Design

The approach used in this research isuses a qualitative approach with a descriptive type of research on the grounds that the object studied is a natural object, where the object develops as it is, is not manipulated by the researcher and the presence of the researcher does not affect the dynamics of the object. Qualitative methods can be used to reveal otherwise unknown phenomena.³⁰

The type of research used by researcher in this research is a case study. A case study is in-depth research about an individual, a group, an organization, an activity program, and so on within a certain time with the aim of obtaining a complete and in-depth description of an entity by producing data which is then analyzed to produce a theory.³¹

B. Place and Time Research

1. Research Place

The research conducted by the researcher was carried out in class XI MIPA, SMA Bakti Ponorogo. The location is on Jl. Batoro Katong No. 24, Nologaten, District. Ponorogo, Ponorogo Regency, East Java 63411, Indonesia.

The choice of research location was also adjusted because there were role play technique applied during learning to improve students English

³⁰ Dr.Sandu Siyoto, “Dasar Metode Penelitian” (Yogyakarta: Literasi Media Publising, 2015), 121.

³¹ H. Zuchri Abdussamad, Metode Penelitian Kualitatif (Makassar: CV. Media Syakir Press, 2021,90).

speaking skills, based on previously selected topics, are related to the teacher's efforts to improve students' speaking skills.

2. Research Time

This research is in accordance with the targets set by the researcher. The research time that has been achieved is as follows:

Table 3.1
Research Time

Timeline	Progres
December 2023	Prepare a proposal until you receive approval to conduct research with that title.
January 2024	Manage permits for research.
February 2024	Carrying out research in the field and collecting data.
February - March 2024	Analyze data and conclude research results.
March - April 2024	Compile a thesis research report.

So the research carried out at SMA Bakti Ponorogo until the completion of this thesis was for 2 months, starting from 29th February to 29th April 2024.

C. Data Sources

The data sources used by researcher in this qualitative research are primary data and secondary data. Primary data is data that is directly and immediately obtained from data by researcher for specific research purposes or can be said to be data obtained directly from the first source, either through interview observations. Meanwhile, secondary data is complementary data that can be

used to enrich data or as reinforcement of primary data.

1. Primary Data

Primary data is information obtained directly from initial source, be it individual or group and recorded on when the first observation was made. Here's the information obtained by researcher through:

- a. Mrs Ima Nurhidayati, S.S. as a English teacher at SMA Bakti Ponorogo.
- b. Class XI MIPA students, SMA Bakti Ponorogo.

2. Secondary Data

Secondary data is data obtained from a second source, which is the result of further processing of primary data or additional data required in research. The secondary data needed are documentation, lesson plans, direct observations and so on.

D. Data Collection Technique

1. Observation

Observation as a data collection technique has unique characteristics when compared to other techniques, namely interviews and questionnaires. Basically when conducting interviews and questionnaires, they are always communicating with people. Observations or research carried out are not only carried out on humans, but can be carried out on other natural objects. Observation aims to describe the environment observed, the activities that occur, the individuals involved in the environment and the meaning of events based on the perspective of the individuals involved.³²

³² Sugiyono, “-Metode-Penelitian-Kuantitatif-Kualitatif-Dan-r-D” (Bandung: Alfabeta, 2016)

Researcher observed the application of role play technique during English learning in improving the speaking skills of class XI MIPA students at SMA Bakti Ponorogo. Observation is a complex process, a process composed of various biological and psychological processes. The two most important are the processes of observation and memory. Observation data collection techniques are used if the research is related to human behavior, work processes, natural phenomena and if the number of respondents observed is not too large.

2. Interview

Data collection techniques using interviews are used by researcher when conducting preliminary studies to find a problem that must be investigated, as well as to explore various information from respondents more clearly and in depth. This interview technique can be conducted face to face, or using the telephone and in a structured manner. According to Esterberg, an interview is a meeting of two people to exchange various information and ideas through questions and answers, so that meaning can be constructed on a particular topic.

By conducting interviews, a researcher obtains deeper knowledge and information about participants in interpreting situations and phenomena that occur, which cannot be found through observation. In the research conducted by the researcher, interviews were used to obtain various information regarding the profile of the institution, infrastructure, institutional structure, number of students and teachers at SMA Bakti Ponorogo, as well as specific data that the researcher had. What the

researcher want to ask is how the teacher's efforts are to improve the speaking skills of class XI MIPA students through learning English at SMA Bakti Ponorogo.

3. Documentation

Documentation is a method of collecting data that produces important notes related to problems or topics that are appropriate to the research to be carried out, so that complete, valid and predictable data is obtained. Documentation is a record of past events in the form of pictures, writing, or someone's monumental work. Document studies were carried out as a complement to the use of interview and observation methods in qualitative research. The next documentation technique, namely recording English learning activities at SMA Bakti Ponorogo, was carried out to make it easier for researcher to obtain clear information. The researcher also recorded interviews and observation activities in class by following class lessons. With this, researcher obtained data regarding the school profile, vision and mission, school goals, lesson plans, and other data.³³

E. Data Analysis Technique

Data analysis is an effort to thoroughly search for and organize systematic records of the results of observations, interviews, etc. to increase the researcher's understanding of the cases studied and present them as findings for others. Meanwhile, to improve understanding, the analysis needs to be continued by trying to find meaning so that the resulting findings can be

³³ 2 MA Dr. Umar Sidiq, M.Ag Dr. Moh. Miftachul Choiri, Metode Penelitian Kualitatif Di Bidang Pendidikan, Journal of Chemical Information and Modeling, vol. 53 (Ponorogo: CV. Nata Karya, 2019) .

communicated to others, as well as summarizing the data to produce conclusions.

According to Miles, Huberman and Saldana these stages consist data collection, data condensation, data presentation, withdrawal conclusion.³⁴

The flow of qualitative data analysis is as follows:

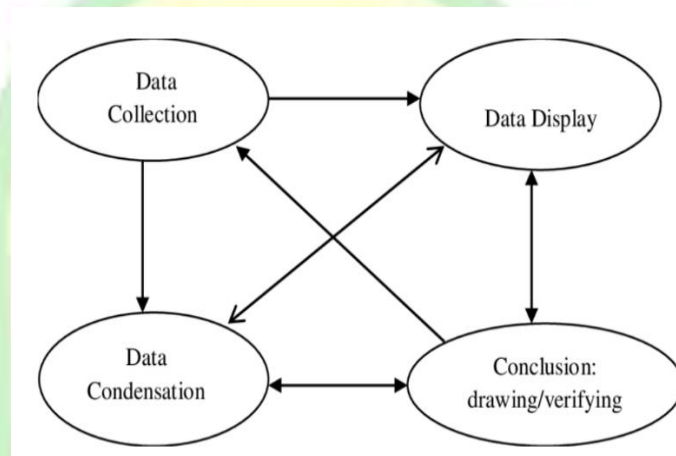


Figure 3.2
Interactive Analysis Techniques

1. Data Collection

Data collection Data collection is the part of analysis that sharpens, categorizes, directs, removes unnecessary data, and organizes data in such a way that conclusions can finally be drawn and verified. Thus, qualitative data can be simplified and transformed in various ways through strict selection. Through a summary or brief description, classifying them into a broader pattern, and so on. The selection process focuses on simplifying, abstracting and transforming data that emerges from field notes. Each researcher will be guided by the goals to be

³⁴ Miles, B. Matthey, Huberman, Michael: Saldana Johnny, Qualitative Data Analysis: Edition 3, Sage Publication, Los Angeles, 2014.

achieved. The main aim of qualitative research is findings. Therefore, if researcher when conducting research, find anything that is considered foreign, unknown, or does not yet have a pattern, that is precisely what the researcher should pay attention to when collecting data.

2. Data Condensation

Data condensation is the process of selecting, focusing on simplifying, abstracting and transforming rough data that emerges from written notes in the field. This process continues throughout the research, even before the data is actually collected as seen from the conceptual framework of the research, the study problem, and the data collection approach chosen by the researcher.

3. Data Presentation

The presentation that Miles and Huberman mean, a collection structured information that provides the possibility of drawing conclusions and taking action. The presentation most often used for qualitative data in the past was narrative text. The text is scattered, part by part rather than simultaneous, poorly organized, and very redundant. In such conditions, it becomes easy for researcher to make mistakes or act inappropriately careless and rashly drawing conclusions that are biased, arbitrary and unfounded.

4. Drawing conclusions

The initial conclusions put forward are still temporary, and will change if strong supporting evidence is not found at the next stage of data collection. However, if the conclusions put forward at the initial

stage are supported by valid and consistent evidence when the researcher returns to the field to collect data, then the conclusions put forward are credible conclusions. Conclusions are the essence of the research findings that describe final opinions based on previous descriptions or, decisions obtained based on inductive or deductive thinking methods. The conclusions made must be relevant to the research focus, research objectives and research findings that have been interpreted and discussed.

F. Research Validity Check

In research, it is necessary to check the correctness of research findings in the field according to the actual situation. Checking the validity of the data is as follows:

1. Extended Observation

Extended observation is the researcher returns to the field, carries out observations and interviews. By expanding observations, the relationship between researcher and sources will become more intimate, established, open and trusting, so that the information is clearer and its truth is guaranteed.

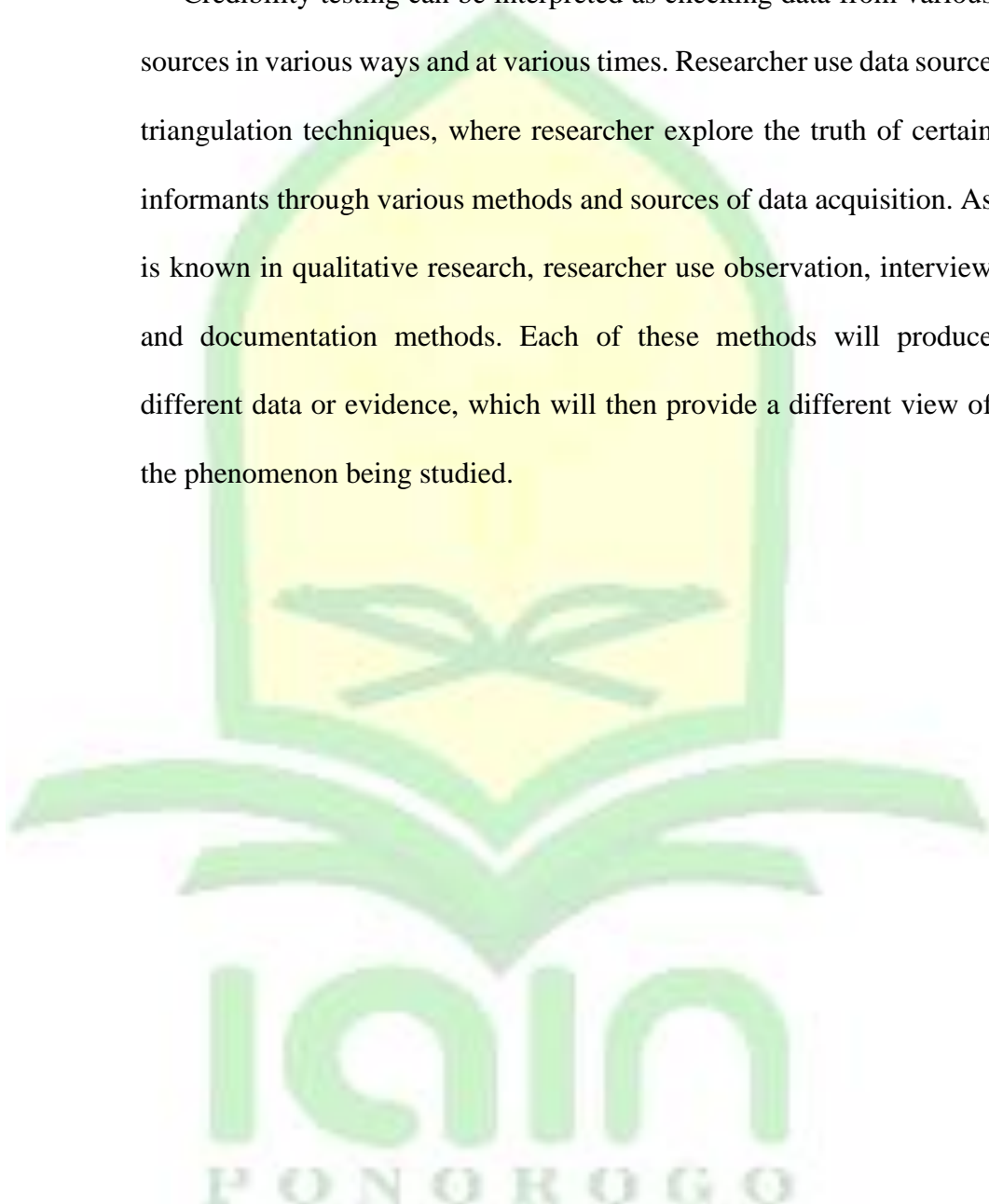
2. Improvement

Perseverance Increasing persistence is the same as making more careful and continuous observations. As a provision for a researcher to increase perseverance, here are various reference books, as well as research results or various documentation related to the findings studied.

By reading, researcher insights become broader and sharper, so they can be used to check whether the data found is valid or reliable or not.

3. Triangulation

Credibility testing can be interpreted as checking data from various sources in various ways and at various times. Researcher use data source triangulation techniques, where researcher explore the truth of certain informants through various methods and sources of data acquisition. As is known in qualitative research, researcher use observation, interview and documentation methods. Each of these methods will produce different data or evidence, which will then provide a different view of the phenomenon being studied.



CHAPTER IV

FINDINGS AND DISCUSSIONS

A. General Data

1. The History of SMA Bakti Ponorogo

SMA Bakti Ponorogo is one of the favourite private secondary schools in the Ponorogo district, East Java, prioritising learning based on students' talents and interests. In 1945, an association of Ponorogo batik craftsmen who were members of the Bakti Ponorogo Batik Cooperative built a building that was used as a school building. When the school building was completed in 1957, at the request of the Regent of Ponorogo, Mr Dasuki lent the school building to be used by Ponorogo State High School.

In 1983, Ponorogo State High School moved to Jalan Budi Utomo, north of Ponorogo Muhammadiyah University. Seeing such conditions, the BAKTI Batik Cooperative established a school called SMA Bakti Ponorogo, which the Bakti Ponorogo Education Foundation manages. The establishment of SMA Bakti Ponorogo was signed in a notarial deed by S.S. Sinilingga, S.H number 37 stairs, 19th April 1983. Meanwhile, new student registration opened on 1th July 1983 and were placed in 11 classrooms.

In 1998, SMA Bakti Ponorogo received Sanctal accreditation status. This status shows that the position of SMA Bakti Ponorogo is the same as that of other state high schools, it has full authority to manage its household, such as carrying out State Examinations every year.

During its development, the status of SMA Bakti Ponorogo was accredited A the highest accreditation status, both for public and private schools. Since 2017, SMA Bakti Ponorogo has been designated as an Environmental Care and Culture School (ADIWIYATA). When the Government launched the On-Line National Examination (UNBK) and the On-Line School Examination (USBN BK), Bakti Ponorogo High School participated in the program. Implement UNBK and USBN BK.

Since the 2019/2020 academic year, SMA Bakti Ponorogo has established an Islamic boarding school named Bakti Ummah Islamic Boarding School of SMA Bakti Ponorogo. It consists of female students and female students from all corners of Ponorogo district. This is the realization of the mandate of the Founding Fathers (Founders) of Bakti High School that SMA Bakti Ponorogo is also a high school and a cottage.

2. Vision, Mission, and Objective of SMA Bakti Ponorogo

a. Vision

Excellence in science and technology, faith and purity, independence, upholding the nation's culture, and caring for the environment. Education Unit Vision Indicators:

- 1). The realization of an effective and efficient learning process.
- 2). The realization of smart and competitive graduates.
- 3). The realization of character education based on faith and piety.
- 4). The realization of independence through entrepreneurship and self-development activities.

- 5). The realization of learning citizens who uphold the nation's culture.
- 6). The realization of the preservation of the school environment, pollution-free, and prevention of environmental damage.

b. Mission

- 1). Implement effective and efficient learning.
- 2). Implementing learning according to the demands of the times.
- 3). Improving character education based on faith and piety.
- 4). Fostering independence through entrepreneurship and self-development activities.
- 5). Cultivating the potential of school citizens optimally towards the nation's culture.
- 6). Realizing the preservation of the school environment, pollution-free, and prevention of environmental damage.

c. Objective

The objective of National Education is to educate the nation's life and develop the whole Indonesian human being, namely a human being who believes and is devoted to God Almighty and has noble character, knowledge and skills, physical and spiritual health, a steady and independent personality and a sense of community and national responsibility. Meanwhile, the purpose of secondary education is to increase intelligence, knowledge, personality, noble character, and skills to live independently and follow further education.

3. Profile of SMA Bakti Ponorogo

a. School Identity

- 1). School Name : SMA Bakti Ponorogo
- 2). NPSN : 20510142
- 3). Education Level : HIGH SCHOOL
- 4). School Status : Private
- 5). School Address : Jl. Batorokatong,
RT/RW : 3/1, Postal Code : 63411
Village : Nologaten
Sub-district : Ponorogo
District/City : Ponorogo
Province : East Java
- 6). Geographical Position : Latitude -7.86137 Longitude
111.47695

b. Complete Data

- 1). School Establishment Decree : 25044/104.7.4/1988
- 2). Date of Establishment Decree: 1988-09-08
- 3). Ownership Status : Foundation
- 4). Operational License Decree : 24/18.02.10/02/V/2021
- 5). Date of Operational Permit Decree: 2021-05-19
- 6). Special Needs Served : -
- 7). Account Number : 0202594662
- 8). Bank Name : Bank Jatim
- 9). Branch KCP/Unit : -

- 10). Account on behalf of : SMA Bakti
- 11). MBS : -
- 12). Collecting fees : Yes (Annual)
- 13). Amount/Student : 120,000
- 14). Name of Taxpayer : SMA Bakti Ponorogo
- 15). NPWP : 025174806621000

c. School Contact

- 1). Phone Number : 481374
- 2). Fax Number : -
- 3). Email : smabakti_ponorogo@yahoo.com
- 4). Website : <http://www.sma-bakti.sch.id>

B. Data Description

The research results presented in this subchapter were obtained at the research location through data collection techniques such as observation, interviews and documentation. Based on the findings of research conducted at SMA Bakti Ponorogo regarding improving speaking skills using role play technique in class XI MIPA, the researcher will describe the data that has been obtained as follows:

1. The Implementation of Role Play Technique in Teaching Speaking at SMA Bakti Ponorogo

Implementing the role play technique in the classroom is one of the teacher's strategies, and it is used as a tool to facilitate the tactics of a teacher to improve students' skills. The XI MIPA English teacher at SMA Bakti Ponorogo has deliberately used this role play technique to improve

students' speaking skills. Coincidentally, the KD this semester has material about a narrative text. As a teacher, Mrs Ima Nurhidayati S. S. can take advantage of this to keep them from getting bored while learning in class and increase their confidence level.

As in the RPP designed by Mrs. Ima, the narrative text material has two meetings. Mrs. Ima has designed the learning process. Namely, the first meeting is used to introduce narrative text material and divide student work groups in preparation for implementing a drama play. Ima used this opportunity for pre-teaching in the form of Preparation and Instruction, namely Problem Selection, Warm-up, Explain the General Situation, Explain the Role of Participants, Explain the Role of the Audience. And the second meeting was used for Sentiment Activity (Dramatic Action and Discussion) and Evaluation.³⁵

The first meeting was on on Friday, 1st March 2024. Mrs Ima taught narrative text material, explaining in detail, explaining the purpose of narrative text, describing the elements of narrative text, and giving examples. As for the examples Mrs Ima gave, she conveyed using Powerpoint media. So that these efforts make students interested in the material. In addition, Mrs Ima also gave a narrative text, told all students to read and then asked several students to come forward and take turns explaining the elements in the narrative text contained in the reading example of the narrative text that Mrs Ima Nurhidayati, S.S. had delivered.

After explaining the core material, namely text, she also explained the

³⁵ Chesler And Robert Fox, "Role-Playing Methods In The Classroom" Accessed From Role Play Book.Pdf , On December 2 2024 At 14.00

learning techniques that would be used in the next meeting, namely the role play technique, which aims to hone their English speaking skills. The narrative text material is well utilized in Mrs Ima's class. So today, after the students understand the technique that will be used. So immediately, Mrs Ima Nurhidayati, S.S. told the students to divide the group according to the attendance order. Mrs Ima Nurhidayati, S.S. obtained five play groups from the class attendance data by dividing them by attendance order. The five groups consist of two groups of 4 children. And three groups consisting of 5 people. However, it turned out that some students did not agree with the division. So finally, Mrs. Ima gave students the freedom to choose their group members. And for the second meeting was on Wednesday, 6th March 2024, on which day role playing and evaluation were conducted.

Steps for applying role play technique according to the theory of the book *The Role Playing Sequence* by Mark Chesler and Robert Fox in Mrs Ima Hidayati is as follows:³⁶

a. Pre-Activities (Preparation and Instruction)

1). Problem Selection

In learning that has a theme, it must have a goal, and before that goal is achieved, the teacher also has to prepare many things. For example, when determining an appropriate theme, the teacher will look for methods and techniques that suit the learning they will carry out. The themes and techniques used are when, in class,

³⁶ Chesler and Robert Fox, "Role-Playing Methods in the Classroom" accessed from *ROLE PLAY BOOK.pdf*, on December 2 2024 at 14.00

Mrs Ima has chosen a problem and adapted it to the students' character so that they can carry out the learning process well during the learning process.



Figure 4.1
Learning About Narrative Texts

2). Warm-up

Before learning narrative text material using role play technique, Mrs Ima Nurhidayati, S.S. gave several trigger questions to provide a little feedback to students regarding the learning material. This is so students can understand the material they will receive and learn.



Figure 4.2
Answering Questions from the Teacher

3). Explain the General Situation

Mrs. Ima Nurhidayati, S.S. explained to all students of class XI MIPA about the narrative text learning that would be carried out today according to the plan that had been planned at last week's meeting. So that all students are also ready to carry out today's learning, which is carried out as the implementation of drama playing and also evaluation.

4). Explain the Role of Participants

When explaining the role of the participants, Mrs Ima Nurhidayati, S.S. explained to the students who acted as players. The player's role is that of a student who appears in front of the class to play a character in a selected narrative story text.

5). Explain the Role of the Audience

After explain the role of participants, Mrs. Ima also explains to the students who are the audience. the audience are students who remain in their seats, and their job is to pay attention to the other groups who are playing the drama (role playing) in front of the class.

b. Whilst Activity (Dramatic Action)

A group of role players come to the front of the class to act out a drama related to the narrative text they have chosen to perform. In class XI MIPA, there are 23 students. Researcher saw that in group

division, each group contained five people.³⁷



Figure 4.3
Role Playing

There are five groups with the following details :

1). Group 1

This first group displays a narrative text entitled The Legend of Prambanan Temple.

This group contains one man and three women. They played Bandung Bondowoso, Roro Jonggrang, Aunt Emban, and village girls. They convey narrative stories smoothly and compactly. The English they use is also following the rules. There are no visible deficiencies when playing roles in front of the class.

This group contains one man and three women. They played Bandung Bondowoso, Roro Jonggrang, Aunt Emban, and village girls. They convey narrative stories smoothly and compactly. The English they use is also based on the rules. There are no visible deficiencies when playing roles in front of

³⁷ See Observation Result Number 01/O/05-04." March 2024

the class.

2). Group 2

This second group presented a drama from a narrative text entitled The Legend of Rawa Pening.

This group contains two men and three women. They act out the story according to their respective characters. Some become a magical child named Rawa Pening, some become an old woman, some become an evil witch, a giant snake demon (Baru Klinting), and a citizen. They acted out the story fluently in their English and fulfilled the speaking aspects. However, there was one student who was very insecure and pessimistic. So when he came forward, he was a bit shy and lacked confidence. So this reduces the results of their group's work performance.

3). Group 3

This third group presented a drama from a narrative text entitled Bawang Putih and Bawang Merah.

This group contains four women. They played the characters Bawang Putih, Bawang Merah, stepmother, and old grandmother. They played their roles perfectly. The English they use is also appropriate to the aspects of speaking. And all of their members are very confident.

4). Group 4

This fourth group presented a drama from a narrative text entitled The Sangkuriang.

This group contains two men and three women. They played the characters from the Sangkuriang story, namely Dayang Sumbi, Sangkuriang, Prabu Galuga, Wayung Hyang, and Tumang. The results of their drama performance are good. The English used is also entirely appropriate. But if they practice more. Surely, the results of their group work are perfect.

5). Group 5

This fifth group presented a drama from a narrative text entitled The Legend of Maling Kundang.

This group contains three men and two women. They play the characters as Malin Kundang, Mande Rubiyah (Malin Kundang's mother, Malin Kundang's wife, ship captain, and ship worker. They have played their roles well, but one of their members' pronunciation is not good. So, it reduces the performance of playing the drama. However, the other members are all excellent in appearance and speaking English according to the aspects of speaking.

c. Post Activity (Evaluation)

1). Evaluation from the Audience

This evaluation by students is carried out directly after the drama playing process is completed. So after the group members present their story drama, the group will stop for a moment and listen to the evaluation results or a few comments from other groups regarding things that might not have been right while the

group was playing the drama. or you can also convey suggestions to groups that have progressed. This is as Mrs. Ima said:

“After one group finishes performing their drama, I ask the students sitting at the table or other groups to give comments or suggestions to those who have performed earlier.”³⁸

2). Evaluation from the Teacher

After other groups have provided comments or suggestions to groups that have progressed, the next step is the teacher who provides comments and suggestions. and for performance assessment, as stated by the teacher during the interview, Mrs Ima said:³⁹

"I used non-test or non-objective evaluation instruments for material that uses role-playing techniques. By using non-test instruments, I will evaluate student performance results. And I have included the instruments in the lesson plans"⁴⁰

So apart from providing comments and suggestions, teacher also assess students' work results using non-test instruments.

2. The Problems that Occur When Applying Role Play Technique

When implementing role play technique in class XI MIPA at SMA Bakti Ponorogo, several problems arose in the class. The researcher discovered this when conducting observations in the classroom and at the same time from the results of interviews with the teacher who taught. the problem is as follows:

³⁸ Mrs Ima Nurhidayati, S.S., 2024, Interview Trancript No. 001/7

³⁹ See Observation Result Number 01/O/05-04." March 2024

⁴⁰ Mrs Ima Nurhidayati, S.S., 2024, Interview Trancript No. 001/6

a. Definity the Group

After class time was over, the researcher interviewed students regarding the obstacles that occurred when using role play technique, Mrs. Ima said:⁴¹

"The first problem arose when selecting group members. This happened after I intended to divide the role playing groups according to the order of their attendance list. However, there were several students who refused and asked to choose their own groups."⁴²

The first problem is a problem that has been raised from the start, namely when selecting group members. If you share group members alone, students will fight and also have difficulty organizing. They will tend to choose members of the same group and will not want to play roles with other friends who they think are not the same. Mrs Ima initially admitted that she was confused because it was easier to divide the groups using the order of class attendance. However, many students do not agree with that and want to choose their own group.

b. Lack of pronunciation

In the next answer regarding the second problem, Mrs Ima said:

"There are some children who have difficulty pronouncing vocabulary which is considered difficult. I see this due to lack of practice and lack of preparation to read the English vocabulary material in their story scripts."

The second problem is when role playing takes place, In practice, Mrs. Ima's preference is for students to be able to speak fluently with

⁴¹ See Observation Result Number 01/O/05-04." March 2024

⁴² Mrs Ima Nurhidayati, S.S., 2024, Interview Trancript No. 001/6

good pronunciation. However, there are still many of them who are not very good at pronunciation. There are many factors that can cause this problem to occur. There were two children from different groups who were clearly less able to speak English using correct pronunciation.

c. Insecurity

The last problem as Mrs Ima said was:

"There are some children who lack confidence when performing, coming forward in front of the class to deliver a drama from the narrative text they chose. So this can reduce the results of their group role playing. Even the less confident children before coming forward said I'm nervous ma'am, I'm afraid "⁴³

The third problem is that there are students who are not confident in themselves to come to the front of the class to deliver a drama game together with their group. Then when performing there were several students who were nervous. There were also those who were still at the back of the class and had not yet appeared, but some admitted they were embarrassed. There is something immediately visible from the expression on his face which is supported by the words I don't want to go forward, I'm nervous and so on. Then there are also those whose members in one group cannot be united with each other. So when they are not united, the results of their role play will also be less than satisfactory.

⁴³ Mrs Ima Nurhidayati, S.S., 2024, Interview Trascript No. 001/6

3. The Solutions to Overcome Problems that Occur When Applying Role Play Technique

a. Teacher as Mediator

To solve the first problem, Mrs Ima said:

"I must be able to mediate for my students in the class. And finally I free them to choose their own members."⁴⁴

For group division, Mrs Ima as a teacher has to be able to be the mediator between them. Because each student is also different, the teacher must be fair in dividing the group. With that, Mrs Ima can even allow students to choose their groups. And they will get a comfortable atmosphere when working in groups. Can be compact in acting out the drama. Then after practicing Mrs Ima will provide feedback or the term reflection of what has been done. The reflection does not have to wait for the next week, usually I do it immediately. So that students still remember what material, practices, and roles they have conveyed. This should be like this so that it can make improvements from their shortcomings when practicing the characters in the drama text earlier.

b. Teach Students Directly

Mrs Ima's answer to overcome the second problem was:

"I will teach students directly. Starting from understanding difficult words, reading, and understanding their meaning. Then after that I order students to repeat speaking vocabulary that they think is difficult. So they will become more used to it and finally become proficient in pronouncing language vocabulary. English".⁴⁵

⁴⁴Mrs Ima Nurhidayati, S.S., 2024, Interview Transcript No. 001/8

⁴⁵ Mrs Ima Nurhidayati, S.S., 2024, Interview Transcript No. 001/8

To overcome the problem of students whose pronunciation is not good, Mrs Ima will teach students directly related to how to pronounce words that students find difficult. As for students who feel wrong, they must practice speaking English more often. And with the habit of speaking English, they will become fluent. So Mrs Ima as a teacher must teach one by one to record which ones are difficult, then do drills, repeatedly, together first one class, then Mrs Ima approaches students who really can't later there are additional vocabulary drills.

c. Provide motivation

The answer to solving the last problem is:

"I will provide motivation to students so that students believe that they can, especially with the support of their group friends."⁴⁶

To overcome the problem of students when performing some students are nervous. Even before performing, they already said they were nervous, which was shown by their facial expressions and by saying I don't want to go forward, I'm nervous, and others. Then some are not compact in one group. Then Mrs Ima will provide motivation and encouragement that they can and that they do not advance alone still with other friends who help.

⁴⁶ Mrs Ima Nurhidayati, S.S., 2024, Interview Trascript No. 001/8

C. Discussion

After the researcher obtained the data in the field and explained it in the previous chapter. Then in this chapter the researcher tries to present, explain and answer the problem formulation based on data that the researcher has found in the field, both the results of observations, interviews and documentation. From the results of the data acquisition, the researcher tried to describe the data that had been obtained and strengthen it with existing theories.

1. The Implementation of Role Play Technique in Teaching Speaking at SMA Bakti Ponorogo

This section explains the application of learning techniques used to improve students' speaking skills. Based on observations, the researcher found that the classroom atmosphere is a place where students feel safe to express their opinions. Learning begins by choosing a discussion topic with a clear and relevant topic so that it is easy for students to understand. using role playing technique may be less intimidating and provide more opportunities for students to talk. Therefore, this can help them improve their interpersonal communication skills with other group members

Meanwhile, the application of role play technique in English classes in class XI MIPA is carried out through three steps. The first step is the Preparation and Instruction stage, the second step is dramatic action and discussion, and the last step is evaluation. The steps implemented by Mrs. Ima in this class are in accordance with the theory according to Mark Chesler and Robert Fox in their book entitled "Role Playing Methods in

the Classroom".

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To encourage students to speak, teachers and students provide constructive input to their friends. It helps students develop their speaking skills by focusing on areas of improvement. After each role play, teachers reflect on their opinions about their performance and identify strengths and areas they would like to achieve. A wide variety of topics keeps discussions interesting and relevant to students' interests and experiences. This can also help them expand the vocabulary they want to speak.

⁴⁷ Mark Chesler and Robert Fox, "Role-Playing Methods in the Classroom" accessed from ROLE PLAY BOOK.pdf , on December 2 2024

So that the application of role play technique is good, teachers also provide support for students who may experience difficulties in speaking skills. Teachers may also provide additional practice sessions, one-on-one coaching, or additional resources as needed. Last, but not least, provide constructive feedback on student performance to help them identify areas for improvement. By implementing it, this technique can improve student's speaking skills.

The improvement in students' speaking skills after using the role play technique is based on Jan Woodhouse's theory in his book *Role play a stage of leaning*, stating that one of the advantages of applying the role play technique is training social and communication skills. In role playing, students must interact and communicate with fellow group members in a real setting. This helps them practice social and communication skills that are important in everyday life at school. And increasing understanding of concepts, by acting as characters in narrative texts, students can understand concepts or theories better. They can see directly how these concepts are applied in real situations, so their understanding becomes deeper. This is proven by several SMA Bakti Ponorogo students who succeeded in winning English competitions, such as story telling, reading English news, and also high school level English competitions.⁴⁸

⁴⁸ [Jan Woodhouse](#), Book *Role Play: A Stage Of Leaning*. 1st Edition CRC Press, ISBN 978013873821

2. Problems that Occur When Applying Role Play Technique

There are problems in the implementation of learning using the role play technique:

a. Definity the group

The first problem is a problem that has been raised from the start, namely when selecting group members. If you share group members alone, students will fight and also have difficulty organizing. They will tend to choose members of the same group and will not want to play roles with other friends who they think are not the same. Mrs Ima initially admitted that she was confused because it was easier to divide the groups using the order of class attendance. However, many students do not agree with that and want to choose their own group.

b. Lack of pronunciation

In practice, Mrs. Ima's preference is for students to be able to speak fluently with good pronunciation. However, there are still many of them who are not very good at pronunciation. There are many factors that can cause this problem to occur. There were two children from different groups who were clearly less able to speak English using correct pronunciation.

Based on the theory of Jan Woodhouse in his book *Role play: A Stage of Learning*, states that one of the disadvantages of applying role play technique is that not all students participate actively. For students who feel comfortable or confident in playing roles in games, perhaps the role play technique it will be easy to do. However, it does not rule

out the possibility that there are students who are more passive in this game and therefore do not get maximum benefits from using roleplay techniques in this class. This theory is in accordance with the problems that occur in the application of role play techniques in class XI MIPA SMA Bakti Ponorogo.⁴⁹

This second problem is also in accordance with the theory according to Penny in Huynh Thi Anh Tram, one of the four factors that make speaking difficult for second or foreign language students is Low Participation, this problem is exacerbated by the tendency of some learners to dominate, while others speak very poorly. Little or not at all.⁵⁰ this could indeed happen. This was because one of the students was a bit lazy about participating in the drama group, so that when the student was supposed to study and prepare himself, the student didn't. So that when appearing in front of the class playing a drama students cannot speak English with the correct pronunciation.

c. Insecurity

The third problem is that there are students who are not confident in themselves to come to the front of the class to deliver a drama game together with their group. Then when performing there were several students who were nervous. There were also those who were still at the back of the class and had not yet appeared, but some admitted they were

⁴⁹ Jan Woodhouse, Book role play: a stage of leaning. 1st Edition CRC Press, ISBN 978013873821

⁵⁰ Huynh Thi Anh Tram, Problems Of Learning Speaking Skills Encountered By English Major Students At Ba Ria-Vung Tau University, Vietnam. European Journal Of English Language Teaching - Volume 5 | Issue 4 | 2020 Doi: 10.46827/Ejel.V5i4.3144

embarrassed. There is something immediately visible from the expression on his face which is supported by the words I don't want to go forward, I'm nervous and so on. Then there are also those whose members in one group cannot be united with each other. So when they are not united, the results of their role play will also be less than satisfactory.

Still based on the theory of Jan Woodhouse in his book *Role play: a stage of leaning*, states that the weakness of applying other role play technique is that it requires sufficient time and preparation. Role play technique require more time for preparation, implementation and reflection than other learning methods. This can be an obstacle, especially in limited learning situations. This is in accordance with the problems that occur in implementing role play techniques in class XI MIPA SMA Bakti Ponorogo. With a lack of preparation by students, it is very likely that students will have difficulty pronouncing English vocabulary correctly.⁵¹

3. Solutions to Overcome Problems that Occur When Applying Role-Play Technique

a. Teacher as Mediator

For group division, teachers must be able to act as mediator for her students. Mrs Ima as a teacher has to be able to be the mediator between them. Because each student is also different, the teacher must be fair in dividing the group. With that, Mrs Ima can even allow students to

⁵¹ [Jan Woodhouse](#), Book *role play: a stage of leaning*. 1st Edition CRC Press, ISBN 978013873821

choose their groups. And students will get a comfortable atmosphere when working in groups. Can be compact in acting out the drama. Then after practicing Mrs Ima will provide feedback or the term reflection of what has been done. The reflection does not have to wait for the next week, usually I do it immediately. So that students still remember what material, practices, and roles they have conveyed. This should be like this so that it can make improvements from their shortcomings when practicing the characters in the drama text earlier.

b. Teach Students Directly

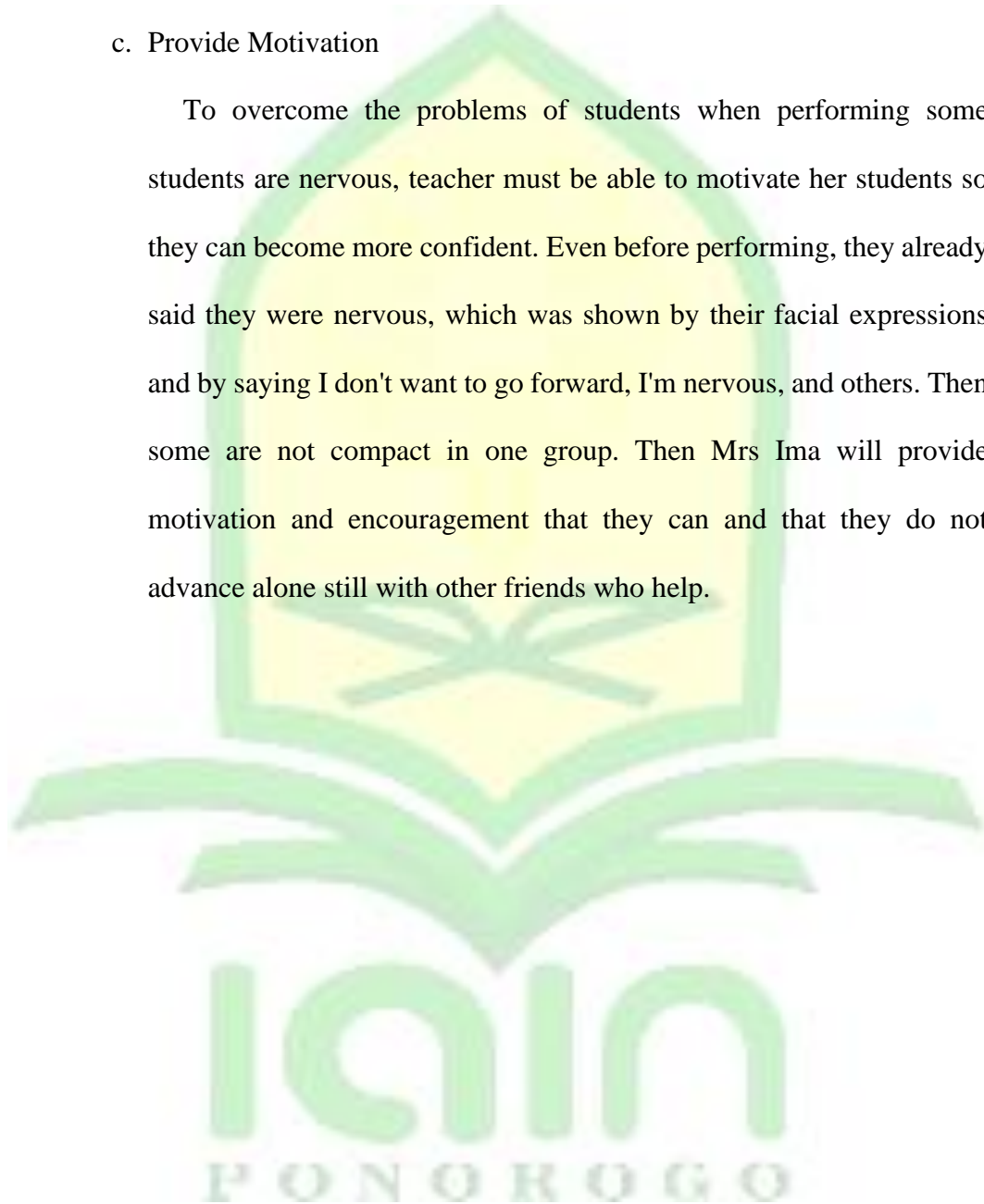
To overcome the problem of students whose pronunciation is not good, teacher must teach her students by teaching students to speak intensively. Mrs Ima will teach students directly related to how to pronounce words that students find difficult. As for students who feel wrong, they must practice speaking English more often. And with the habit of speaking English, they will become fluent. So Mrs Ima as a teacher must teach one by one to record which ones are difficult, then do drills, repeatedly, together first one class, then Mrs Ima approaches students who really can't later there are additional vocabulary drills.

This is in accordance with the theory mentioned above that one of the shortcomings of the role play technique is that it requires a trained facilitator To be able to implement role play techniques effectively, facilitators are needed who understand the concepts and techniques of this learning well. The facilitator must be able to observe, direct and

provide appropriate feedback to students.⁵² From this the researcher can conclude that one of the shortcomings of the role play technique can be overcome by the English teacher at SMA Bakti, Mrs. Ima.

c. Provide Motivation

To overcome the problems of students when performing some students are nervous, teacher must be able to motivate her students so they can become more confident. Even before performing, they already said they were nervous, which was shown by their facial expressions and by saying I don't want to go forward, I'm nervous, and others. Then some are not compact in one group. Then Mrs Ima will provide motivation and encouragement that they can and that they do not advance alone still with other friends who help.



⁵² [Jan Woodhouse](#), Book role play: a stage of leaning. 1st Edition CRC Press, ISBN 978013873821

CHAPTER V

CLOSING

A. Conclusion

The application of role play technique in class XI MIPA SMA Bakti Ponorogo has been carried out well in accordance with the stages of role play technique, namely preparation, dramatic action, and evaluation taken from the theory of Mark Chesler and Robert Fox.

Problems that occur when applying role play technique in class are problems that arise: (1) selecting role play groups; (2) there are some students whose pronunciation is not good; and (3) and there are students who lack confidence in playing roles in front of the class.

The ways to overcome problems that occur when applying role play technique in the classroom are that: (1) teacher must be able to act as mediator for their students; (2) teacher must teach her students by teaching students to speak intensively; and (3) teacher must be able to motivate her students so they can become more confident.

B. Recommendations

Considering the above conclusions, the researcher would like to make suggestions:

1. For Students

The understudy should be committed to bringing diction to every English class, the understudy should be dynamic in developing the experience and not be shy to show their work. It is a good idea for the understudies to keep sharing so that when they learn together, they will

receive each other and give an outline of their understanding.

2. For Teachers

Teachers should be imaginative in choosing the best strategies to apply in the educational experience so that students are interested in imitating, and teachers should introduce language in a fun, loose, and accountable way, teachers are not only data providers but also facilitators. They need to provide direction and guidance to students on how to create texts, and teachers should help use appropriate techniques to show students and make a variety of strategies in each meeting.

3. For Readers

It is hoped that this research can improve readers understanding, especially students at SMA Bakti Ponorogo, to improve their English speaking skills by using role play technique.

4. For Researchers

This study can be used as a guide for previous relevant research to be further researched by future researchers. How can the role play technique be used to implement English-speaking learning in the next class, namely in high school grades X, XI, and XII or even at the junior high school level.

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