**IMPROVING SPEAKING PERFORMANCE THROUGH ROLE PLAY AT THE EIGHTH GRADE STUDENTS OF SMPN 5 TENGGARONG**

**Rini Idawati**  
SMP Negeri 5 Tenggarong  
Sakinah Hubaib  
FKIP Universitas Kutai Kartanegara

**Abstract:** This study aimed at improving the students’ speaking performance using role play technique at the grade VIII-A of SMPN 5 Tenggarong. The design of this study was classroom action research (CAR), which employed quantitative approach as the basic of interpretation. It was conducted in two cycles and each cycle, consisted of four stages, namely: planning, implementing, observing and reflecting. The subject of this study was the students in class VIII A with 35 students consisting of 19 female students and 16 male students. The research revealed the following findings: The result of the study shows that using role play improves speaking performance, the students’ have chance to be active and cooperative in speaking activity. The improvement of students’ speaking performance can be seen the improvement of the students’ score. The result of the pre-test and post-test showed the improvement. The average of pre-test score was 60.23 and 22 (62.86%) from 35 students got score more than 65. The average score of post-test at the first cycle was 68.08 and 25 (71.43%) from 35 students got score more than 65. The average score of post-test at the second cycle was 76.06 and 28 (80%) from 35 students got score more than 65. Thus, it can be concluded that improving speaking performance by using role play is successful.

**Keywords:** speaking performance, role play technique, classroom action research

**ENGLISH** is one of foreign languages that become a subject in every level of school in Indonesia. It is because English is an international language that is used by all over the world in interaction and communication. In the scope of school, English has to cover four skills, including speaking, listening, reading, and writing and some components such as grammar, vocabulary, spelling, and pronunciation. Speaking is one of the skills that have to learn at school.

One of the important skills in learning English was speaking. Speaking performance involves the student’s ability on grammar, vocabulary, pronunciation, fluency, and comprehension. Student of class VIII. A of SMPN 5 Tenggarong had difficulties in speaking performance. It can be seen when the students spoke English. Their pronunciation was not good, they had not enough vocabularies even they speak English fast, the grammar was not right as a result mostly they can not speak English fluently. The worst, because of afraid of making mistake, they did not speak English at all.
The teacher could improve the communicative competence as well as motivation. We can increase communicative competence with learning style and give a practice for students. Give a motivation for student using instrument so the student can speak English. The researcher believed the problems above can be easily found the solution with class survey or role play.

Role play was a flexible technique which develops a fluency in the student’s target language to enable them to talk or play a role was considered as one of the suitable technique in the communicative approach, as Freeman (1995) believed that role play technique gives opportunity to the student to practice communicating and explain that role play, whether structured or less structured, are important in the communicative approach because they give learners an opportunity to practice communicating in different social context and in different social role.

REVIEW OF RELATED LITERATURE

1 Role Play
To clarify the description about role play as a technique of teaching, first of all, it is important to describe the definition the words “role and play” as in the following quotation which is presented by Maley (1997) as follows: “When students assume a role, they play a part (either their own or somebody else’s in specific situation, where as a play means that the role is taken in a safe environment in which students are as inventive and playful as possible.” Looking at this definition on those two words, it can be concluded that role play is an activity where the students take part to play a role as well as possible in a specific situation, while role is the expected behavior of a certain situation. In addition, Maley (1997) also describes role play is one of a whole gamut of communicative technique which develops fluency on the students’ language which promotes an interaction in the classroom, and increases motivation. Furthermore, role is perhaps the most flexible technique in the range, and the teacher who has it at his finger tips is to meet an infinite variety of needs with suitable and effective role play exercise. In other passage, Maley (1997) confirms that role play is an activity in the same way as talking or playing. Role play on the other hand, can be quite simple and brief technique to organize. It is also highly flexible, leaving much more scope for the exercise of individual variation, initiative and imagination.

From what have been described, It can be drawn a conclusion that role play is a flexible technique of teaching which develops a fluency in students’ target language to be enable the to talk or play a role in a specifically set situation. Role play is also a simple brief technique to organize, whereas the teachers who use it in teaching will be having more exercises of individual variation, initiative and imagination in order to get a good result in understanding the subject matter.

2. Speaking Performance
Concept of speaking performance based on Finocchiaro and Bonomo (1999) is to understand and to speak, to able to hear and respond or react to the spoken words. Speaking performance through the use of a spoken language means understanding and reacting to what someone says. Speaking is the activity of giving speeches and talks,
Collins (2002). All of the four skills (listening, speaking, reading, and writing), speaking seems intuitively the most important. People who know a language are referred to speakers of that language, as if speaking included all other kinds of knowing; and many if not most of foreign learners are primarily interested in learning to speak (Ur, 1996). Furthermore, speaking seems important because its purposes. When learners use casual conversation, for example, the purposes may be to make social contact with people, to establish report, or to engage in the harmless chitchat that occupies much time learners spend with friends. When learners engage in discussion with someone, the purpose may be to seek express opinions, to persuade someone about something, or to clarify the information.

There at least five components of speaking skill concerned with comprehension, grammar, vocabulary, pronunciation, and fluency (Richard and Renandya, 2002): a) Comprehension: For oral communication certainly requires a subject to respond to speech as well as to initiate it; b) Grammar: It is needed for students to arrange a correct sentence in conversation. It is in line with explanation suggested by Scarcella and Oxford (1992) in Richards and Renandya (2002) state that grammatical competence is an umbrella concept that includes increasing expertise in grammar; c) Vocabulary: One can’t communicative effectively or express their ideas both oral and written form if they do not have sufficient vocabulary. So, vocabulary means the appropriate diction which is used in communication; d) Pronunciation: Pronunciation is the way for students’ to produce clearer language when they speak. It deals with the phonological process that refers to the component of a grammar made up of the elements and principles that determine how sounds vary and pattern in a language; e) Fluency: Fluency can be defined as the ability to speak fluently and accurately. Fluency in speaking is the aim of many language learners. Signs of fluency include a reasonably fast speed of speaking and only a small number of pauses and ‘ums’ or ‘ers’. These signs indicated that the speaker does not have spend a lot of time searching for the language items needed to express the message (Brown, 2000).

3. Teaching Speaking through Role Play

The basic aim of describing this subheading is not to discuss what the teaching itself, but how the teaching speaking through role play. So, the researcher mentions such theories of teaching in general only. Hornby (2001) states that teaching is giving an instruction to cause to know or to be able to do something, giving knowledge, a skill, etc., giving lesson of school. In addition, Brown (2000) describes that teaching is showing or helping someone to learn how to do something, providing with knowledge, causing to know or understand. These quotations describe that teaching is to give instructions, helps to make someone know or understand something. The given thing can be knowledge, a skill or a lesson. The basic aim of teaching is to familiarize something new or understand someone lese so that the one know or get knowledge.

Correspond to teaching speaking through role play, then the researcher can specify the aim of this illustration in this subheading that the teaching is attending to give help, knowledge or a skill to the students to practice using English in the teaching and learning process.
The procedure of teaching speaking is the teacher chooses a topic related to the themes provided in the textbook used for the fifth grade students of elementary school level. Then, the students are given a short dialogue as a model of communication. Before they start doing the actual role play using their own words, the teacher gives an example to practice the role play. Here are some examples of the guided role plays.

The Secretary: Good afternoon
The Guest: May/can I see Mr. Jack, please?
The Secretary: He is going out.
The Guest: Can you tell me where he is going?
The Secretary: He may go to the bank.
The Guest: May/can I wait for him?
The Secretary: Sure, you can.

Err ….. Will you write your name in the guest book, please?
The Guest: Yes, I will
The Secretary: Thank you

After presenting a guided role play, the teacher prepares the role play, but this time without a short dialogue. In doing the role play, the teacher just gives a warming up and fact sheets, and the students do the role play using their own words using the models.

RESEARCH METHODOLOGY

The design of this study was classroom action research (CAR), which employed quantitative approach as the basic of interpretation. Bodgan & Biklen (1982) in Sudrajat (2016) points out that in observational case study, the major data gathering technique is participant observation. The researcher employed a design of classroom action research proposed by Stephen Kemmis, the main concepts of action research were planning, acting, observing, and reflecting. The subject of this study is students joining speaking class of the eighth grade students of SMPN 5 Tenggarong. The subject of this study was the students in class VIII A. The main instrument of this study was direct observation. Observation was conducted to know the speaking performance of the eighth grade students of SMPN 5 Tenggarong. Identification started from the first meeting of the study up to the last time the treatments on the classroom action research was employed to support the observation, the researcher constructed some instructional material of role-plays for two cycles. First cycles consisted of three situations to have the subjects demonstrate their roles and role-play activities. Miles & Huberman (1994) confirm that data which occurred in qualitative research should be words, not numbers the data might be taken in various ways such as observation, interview, review, of record. In this study the researcher focused on the data in the form of words which describe speaking performance through role-play at conversation class of the eighth grade students of SMPN 5 Tenggarong. In order to make the observation more accurate the researcher used field note, record, and interview. To make easy for scoring, the researcher uses rank system between 16 to 99 on the proficiency rating and 6 ranks in each category from poor to excellent based on Higgs and Clifford (1982) in Richards and Renandya (2002:222 – 223).
<table>
<thead>
<tr>
<th>Proficiency</th>
<th>Level</th>
<th>Proficiency Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accent</td>
<td>1</td>
<td>Pronunciation frequently impossible to understand.</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>Frequent gross errors and a very heavy accent make understanding difficult, require frequent repetition.</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>‘Foreign accent’ requires concentrated listening and mispronunciation lead to occasional misunderstanding and apparent errors in grammar or vocabulary.</td>
</tr>
<tr>
<td></td>
<td>4</td>
<td>Marked ‘foreign accent’ and occasional mispronunciation that do not interfere with understanding.</td>
</tr>
<tr>
<td></td>
<td>5</td>
<td>Unseen mispronunciations, but would not be taken for a native speakers.</td>
</tr>
<tr>
<td></td>
<td>6</td>
<td>Native pronunciation, with no trace of ‘foreign accent’.</td>
</tr>
<tr>
<td>Grammar</td>
<td>1</td>
<td>Grammar almost entirely inappropriate or inaccurate, except in stock phrases.</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>Constant errors showing control of very few conversational microskills or major patterns, and frequently preventing communication.</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>Frequent errors showing inappropriate use of some conversational microskills or some major patterns uncontrolled, and causing occasional irritating and misunderstanding.</td>
</tr>
<tr>
<td></td>
<td>4</td>
<td>Occasional errors showing imperfect control or some conversational microskills or some patterns, but no weakness that causes misunderstanding.</td>
</tr>
<tr>
<td></td>
<td>5</td>
<td>Few errors with no patterns of failure.</td>
</tr>
<tr>
<td></td>
<td>6</td>
<td>No more than two errors during the conversation.</td>
</tr>
<tr>
<td>Vocabulary</td>
<td>1</td>
<td>Vocabulary limited of minimum consideration requirements.</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>Vocabulary limited to basic personal areas and very familiar topics (autobiographic, information, personal experiences, etc.)</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>Words choice sometimes inaccurate, limitations of vocabulary prevent discussion of some common familiar topics.</td>
</tr>
<tr>
<td></td>
<td>4</td>
<td>Vocabulary appropriate to discuss special interests and any nontechnical subject with some circumlocutions (overload in using words).</td>
</tr>
<tr>
<td></td>
<td>5</td>
<td>Vocabulary broad, accurate and sufficient to cover with complex practical problems and varied topics of general interest.</td>
</tr>
<tr>
<td></td>
<td>6</td>
<td>Vocabulary apparently as accurate and extensive as that of an educated native speaker.</td>
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</tbody>
</table>
Fluency

<table>
<thead>
<tr>
<th></th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Speech is so slow and fragmentary that conversation is virtually impossible.</td>
</tr>
<tr>
<td>2</td>
<td>Speech is very slow and uneven, expect for short or routine sentences: frequently punctuated by silence or long pauses.</td>
</tr>
<tr>
<td>3</td>
<td>Speech is occasionally hesitant and jerky; sentences may be left uncompleted.</td>
</tr>
<tr>
<td>4</td>
<td>Speech is occasionally hesitant, with some unevenness caused by rephrasing and grouping for words.</td>
</tr>
<tr>
<td>5</td>
<td>Speech is effortless and smooth, but perceptibly nonnative in speed and evenness.</td>
</tr>
<tr>
<td>6</td>
<td>Speech on all general topics as effortless and smooth as a native speaker’s.</td>
</tr>
</tbody>
</table>

Comprehension

<table>
<thead>
<tr>
<th></th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Understands too little to respond to conversation initiations or topic nominations.</td>
</tr>
<tr>
<td>2</td>
<td>Understands only slow, very simple speech on topics of general interest; requires constant repetition and rephrasing.</td>
</tr>
<tr>
<td>3</td>
<td>Understands careful, somewhat simplified speech directed to him or her, with considerable repetition and rephrasing.</td>
</tr>
<tr>
<td>4</td>
<td>Understands quite well normal educated speech directed to him or her, but requires occasional repetition or rephrasing.</td>
</tr>
<tr>
<td>5</td>
<td>Understands everything in normal educated conversational, except for very informal conversational or low-frequency items or exceptionally rapid or slurred (mumbled) speech.</td>
</tr>
<tr>
<td>6</td>
<td>Understands everything in formal and colloquial (informal conversational) speech to be expected of an educated native speaker.</td>
</tr>
</tbody>
</table>

The students’ scores are tabulated into English proficiency weighting table that is mentioned by Higgs and Clifford (1982) as cited in Richards and Renandya (2002:223) that is shown on Table 2.

<table>
<thead>
<tr>
<th>Proficiency Description</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accent (Pronunciation)</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Grammar</td>
<td>6</td>
<td>12</td>
<td>18</td>
<td>24</td>
<td>30</td>
<td>36</td>
</tr>
<tr>
<td>Vocabulary</td>
<td>4</td>
<td>8</td>
<td>12</td>
<td>16</td>
<td>20</td>
<td>24</td>
</tr>
<tr>
<td>Fluency</td>
<td>2</td>
<td>4</td>
<td>6</td>
<td>8</td>
<td>10</td>
<td>12</td>
</tr>
<tr>
<td>Comprehension</td>
<td>4</td>
<td>8</td>
<td>12</td>
<td>15</td>
<td>19</td>
<td>23</td>
</tr>
</tbody>
</table>

To analyze the data, the researcher refers to flow diagram proposed by Miles and Huberman (1994) that consists of flow model including three concurrent flows activity: data reduction, data display, and conclusion drawing. Each of the flow is described below.
In the data reduction stage, the students’ utterances was produced by the students in role play was transcripts and coded. From the coded transcripts of students’ utterance, the researcher identified and selected one from each topic of the instructional material of role play in each cycle.

In the data display stage, the selected data examined to know the strategy used in role play activities. The strategies saw from the students’ elaboration of the roles from opening the conversation until closing the conversation. Then, responses of interview identified to convince the tentative conclusion.

And the last steps was conclusion, in this study the researchers made conclusion from the data that were collected and included the changing of planning of wishes from something that did not wish before. Thus the conclusion in qualitative research may be able to answer the problem formulation that is formulated from the beginning.

**FINDINGS OF THE STUDY**

In this research, the researcher arranged pre-test and post-test orally. The test was aimed to measure the students’ speaking performance. The test was making a role play about introducing my self and friend. They came in front of class. After knowing that the students’ speaking performance was low that can be seen in the result of pre-test score was 60.23 from all of the students, and 22 (62.86%) students got scores more than 65, their score was under completeness criteria was 75% from 35 students. So the researcher prepared cycles. Each cycle consisted of four steps; they were planning, acting, observing and reflecting. After cycle was done the researcher conducted post-test, to know the improvement of students’ speaking performance. The result of the implementation of the four steps in cycle 1 and 2 are as follow:

**1 Planning**

Before acting the role play in teaching speaking in class, the researcher made some preparations. The preparations were in the form of lesson plans containing the instructional objectives, material and media, teaching learning activities and the leaving tasks. The material of role play was concerned with familiar topic was introducing friend. After finding that the students’ speaking ability was low in cycle 1, the researcher planned to next cycle. The researcher planned the strategies of the research by preparing lesson and selecting the appropriate material. The lesson was buying clothes. The researcher asked the students made role play. The cycle 2 was carried out to solve the problems in cycle 1, which were student still low in speaking ability. In this cycle, the researcher tried to ask the students making role play by the title buying clothes.

**2 Acting**

At the beginning of the class the researcher told the students the objective of the lesson of that day. Then the researcher explained about the role play in teaching speaking that would be implemented in front of the class to help them improve their speaking. Then, the researcher began to activate the students’ knowledge by showing the expression to introducing friend. And tried to practice in front of class with the collaborator. The students were given time to read the topic and made the draft of conversation individually and chose their own partner for this role play activities. After the subject had practiced in
pairs, they were asking to perform their role plays in pairs and the utterance produced were recorded, to be analyzed in observation of cycle 1. The example of the role play was:

John wish to introduce his cousin, Smith to his friend whose name is Ann. Smith is a student at Junior High School in other town. Today is Ann’s birthday party in her home.

John : Good evening, Ann.
Ann : Good evening John. How are you?
John : I’m fine, thanks. And you?
Ann : Very well, thank you.
John : Ann, I would like to introduce you to my cousin, this is Smith.
Smith : Hi, Ann how do you do?
Smith : Nice to meet you!
Ann : Nice to meet you, too.
      Well John and Smith, would you like to drink? I’ll prepare it.
Smith : We would like to drink orange juice ice.
Ann : You have the same favorite drink, is it right?
John : Yes, we do.
Ann : All right, I will take it. Just a minute.
John & Smith: Thank you.

In this post speaking activities they were assigned to review the role play by speaking the important expression to introducing friend. In this research, the researcher took a few minutes in the end of the lesson to give some comments. The researcher gave comments and corrected the students’ pronunciation. Most of students tried to be active and looked unconfident to speak up. The aim of this activity was increased the students’ speaking ability. The researcher gave correction and commented to students’ performance, giving some advice and information about what will learn tomorrow. The researcher also encouraged them always to practice English, not to be shy in speaking English because practice made perfect.

In this step, the researcher conducted the teaching learning process in the cycle 2 to get better result that was improving speaking ability by role play. As stated in planning, the researcher tried to focus the students’ attention on the goal of learning process. The researcher came to class, greeted and asked the students’ condition. The researcher used role play and gave the new topic about buying clothes. They did the role play in groups. The aim of this activity made the students creative and had big confidence, practiced their memorizing and imagination. They came in front of the class doing the role play. The researcher pointed the students’ randomly to speak up in front of the class. The researcher measured the students’ speaking ability individually. The role play was:

You want to buy some clothes. You go into wear shop to buying clothes and ask to shop assistant (SA)

SA : Good morning, may I help you?
You : Yes, I’m looking for a pair of blue trouser and white t-shirt!
SA : What size?
You : Twenty seven for trouser and small size for t-shirt.
SA : Ok, I will find it for you.
Here you are.
You : Can I try it on?
SA : Sure, please. There are the pas rooms.
You : Thank you.
How much is it price?
SA : Rp.125.000 for trouser and Rp.55.000 for t-shirt, the total price is Rp.180.000
You : Can I get a discount, please?
SA : Sorry, if you buy clothes for Rp.200.000 up I will give you a discount.
You : Ok, thank you. Here you are.
SA : You are welcome.

In the last steps, the researcher commend the students’ performance, gave some advices. The researcher also encouraged the students to always practice their English, not to be shy in speaking English because practice made perfect. As the bell ringing, the time was over for English subject, and the post-test 2 was finished, before the researcher closed the meeting. The researcher said to the student if she had a mistake please apologize her.

3. Observing
Observation was done during the teaching and learning process in the classroom of the cycle 1. The researcher observed and made some notification during the teaching learning process. The students still looked ashamed, confused and afraid when they asked to speak up. The students still felt difficult to memorize and spoke correctly and pay less attention to the lesson.

From the previous section, observation was done to get the data from the students’ progress during their activity when teaching learning process occurred. It was expected that the result in the cycle 2 would be better than which had been achieved in the cycle 1. Most of students understood the material given and could implicate in the assignment. Consequently, they were active in the class. They could explore their ideas and had initiative to ask. But there were some students who didn’t have good performance in speaking. In order words, there was no serious problem in teaching learning activity.

4. Reflecting
During the teaching learning activity, the students didn’t look joyful. Some weakness found, such as: (1) The students performance looked confused and afraid, (2) The researcher should give more attention and keep approaching to the students in order to make them braver and more confident to speak English. After analyzing the data, the researcher evaluated the result of observation in cycle one. The students’ average score in cycle 1 was 68.08 where 25 (71.43%) of students got more than 65. The result shown that the students’ speaking performance was not successful. Because the researcher still wanted 75% from 35 students. So, the researcher wanted to continue the next cycle to get the improvement from the students.

After doing the one lesson plan in cycle 2, the researcher conducted post test. The researcher asked the students made dialogue about buying clothes. It was effective to
increase their enthusiasm because the topic was familiar to them. Thus, they had enough background knowledge about it. The researcher gave clearer explanation about how to make a simple dialogue. It was effective that the students could make a dialogue correctly. Moreover, it was provided by an example of how to make a dialogue from the researcher. The result was that the students’ enthusiasm in doing it. It was to know the improvement of students’ speaking mastery after treatment in cycle 2. Their speaking score in post-test were 76.06 where 80% from 35 students was 28 students that got score more than 65.

Based on the result of the observation, the researcher evaluated the students’ speaking as well as the action procedures of teaching learning process that she carried out. Cycle two was better than cycle one. They were braver, easy to understand, easy to memorize, full of concentration and confident. But eight students have problems to get minimum score because they talk less and misunderstanding with the topic. Based on the result of post-test, the researcher comes to discussion that by using role play in improving speaking ability, students could improve their speaking mastery. All of students score can be seen clearly in the next point.

DISCUSSION

There were the problems faced by the eighth grade students of SMPN 5 Tenggarong in speaking. First, the students had limited vocabulary and understanding to speak English and can cause miscommunication and low confident. It could be proven by the students’ average pre-test score that was 60.23. Second, the students had difficulty to memorize the dialogue or arrange. Of course, the students’ speaking was low. The average of pre-test score before the treatment was 60.23. Whereas the average scores after the treatment in cycle 1 was 68.08. The average score after treatment in cycle 2 was 76.06. It showed that improving speaking performance using role play was significant improvement.

After the problem was analyzed. It was determined to use role play to overcome the problems. The use of role play especially makes group and used role play can make the students’ speaking mastery improved. Then the classroom action research was held. The researcher had done two cycles. The problems found in the first cycle had been solved in cycle 2. Each cycle consisted of three meetings. After knowing that the students’ speaking was low in pre-test. The researcher planned a lesson and the material was about introduction friend. The researcher asked the students made it and presented in front of the class. After the all of group presented, the researcher gave comments and corrected the students’ pronunciation. They looked unconfident to speak up. They also looked confused, ashamed and afraid when they were asked to speak up. The researcher reflected that the post-test 1 was only 22 student got more than 65 (62.86%). So, the researcher wanted to do the test again because the completeness criterion was still low that was under 75% from 35 students. After one cycle was done, it aimed to know the students’ improvement. The researcher conducted a post test.

After knowing that students’ score was low in cycle 1. The researcher planned a lesson about buying clothes. The researcher asked the students look for their pairs which was suitable for them. The students made a role play and presented in front of the class. After all of the students did it, the researcher gave comments and corrected their
pronunciation. After that, the researcher conducted the post-test 2. The material was about buying clothes, the topic was easy, because it was so familiar to them. So, the students were enthusiastic in doing it. From the result in post-test 2, the researcher got that the student got improvement from the test. It’s shown that 28 students got more 65 (80%). The students looked that they liked this method and did not feel bored, but more attractive to learn in speaking. The students began extending and master their speaking performance and they could explore their ideas to perform role plays well. They became active and also motivated to speak English.

The researcher concluded that the research is successful and role play can improve the students’ speaking ability, it can be seen in the improvement of the result of pre-test and post-test. Moreover, most of students use the good pronunciation and could improve their fluency and motivation in exploring their ideas confidently in learning English speaking.

CONCLUSION

The result of the study shows that using role play improves speaking performance, the students’ have chance to be active and cooperative in speaking activity. The improvement of students’ speaking performance can be seen the improvement of the students’ score. The result of the pre-test and post-test showed the improvement. The average of pre-test score was 60.23 and 22 (62.86%) from 35 students got score more than 65. The average score of post-test at the first cycle was 68.08 and 25 (71.43%) from 35 students got score more than 65. The average score of post-test at the second cycle was 76.06 and 28 (80%) from 35 students got score more than 65. Thus, it can be concluded that improving speaking performance by using role play is successful.

In this research, after knowing that the students’ speaking was low in pre test, the researcher conducted the cycle 1. The topic was about introduction friend. Then all of group must do role play in front of the class. Even a few students looked confused, ashamed and afraid when they were asked to speak up. After that, the researcher gave comments and corrected the pronunciation. And the students performance the similar patterns of structure and situational expressions. They could perform simple communicative tasks such as greeting, introducing, offering help, and thanking. The researcher analyzed the students’ score where the students got score still under the minimal completeness. It was shown that 25 students got minimal completeness criteria. After analyzing it, the researcher conducted cycle 2 with different topic that was about buying clothes to improve the students’ speaking ability. The students’ responses were better than before. They were enthusiastic, braver and confident to speak. The students could use the appropriate expressions to explore the ideas confidently with good pronunciation. From that test was shown that 28 students got minimal completeness criteria and got improvement in doing it. So, using role play can improve the students’ speaking performance of class VIII.A of SMPN 5 Tenggarong.

SUGGESTIONS

Based on the implication of the research, below were the suggestions that can be offered to the students, teacher and the researcher as an effort to enhance the teaching and learning speaking and English in general.

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1. For the students
   To conclusion of the study, the researcher gives suggestions for students:
   a. To have a good result in speaking activities, the students need a lot of practice into
      their daily activities with her or his friend. They should prepare themselves
      especially before joining to the class; they should prepare themselves related to the
      material.
   b. They must pay attention to the lesson and teacher explain related to the material
   c. They should be more active in the class.
2. For Teacher
   The teacher should learn how to enhance their ability in teaching English and to
   establish a good atmosphere in the class, so that the students feel happy and enthusiastic
   in learning English. He/she must develop and to be more selective in choosing the
   teaching material. He/she must be creative to apply various technique in teaching
   speaking in order that the students are interested in learning speaking.
3. For the researcher
   To conclusion of the study, English teacher and self-preparation is appropriate for the
   future researcher of the same field.
   a. Enough preparation is necessary to support the students’ competence and
      performance in role play activity. The researcher asks the students for prepare
      themselves before, so they can reduce their nervousness.
   b. Variations in teaching are suggested to use various techniques in teaching English,
      so that avoid a boring atmosphere in the classroom.
   c. If the problem still existed after cycle 1 had been conducted, the planning, acting,
      observation, and reflecting of action revised in cycle 2. The next cycle will
      conducted if the problems remained to appear and the goal of communicating
      English confidently and fluently had not been reached yet.

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