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TEACHING ENGLISH BY USING ROLE PLAY AT ONE OF JUNIOR HIGH SCHOOL IN CIREBON
(A Case Study for Speaking English Competence)

THESIS

Submitted to the English Education Department of *Tarbiyah* Faculty of *Syekh Nurjati* the State Institute for Islamic Studies in Partial Fulfillment for the Requirements of Islamic Scholar Degree in English Education Department or S.Pd.I

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CIREBON
2012

ABSTRACT

NUR AFNI NOFIVASARI: Teaching English by Using Role Play at One of Junior High School in Cirebon (A Case Study for Speaking Competence)

In learning English the most learners get many difficulties, especially in speaking aspect. Without any exceptation the second grade learners of SMP Veteran Cirebon. They confused to express their idea through speaking. They didn't know what they should say. In this problem is needed the teacher's role. This research has purpose to know the Teaching English by Using Role Play at SMP Veteran Cirebon.

This research based on Savignon's theory (2007:26) if the world can be thought of as a stage, with actors and actresses who play their parts to the best of their ability, theater may be seen as an opportunity to experiment with roles, to try things out. Blatner (2009) defined Role playing, a derivative of a sociodrama, is a method for exploring the issues involved in complex social situations. According to Yorkey, speaking skill is a skill and like other skill, it must be practiced continuously. Leo Jones (2007:2) a student-centered classroom is a place where we consider the needs of the students, as a group and as individuals, and encourage them to participate in the learning process all the time. The teacher's role is more that of a facilitator.

In this research the writer uses qualitative research and type of the research is case study. Schreiber and Asner-Self (2011:11) Qualitative researchers tend to study things in their natural setting, attempting to make sense of or interpret phenomena in terms of the meaning people bring to them. They defined case study is a systematic collection of information about a person, group, or community; social setting; or event in order to gain insight into its functioning. A case is bounded in time and place. The technique of analysis data that used in this data descriptive analyze because the object of this research is documentation. So the writer conducts four steps to analyze the data: 1) Reading, 2) Reducing, 3) Classifying, 4) Analyzing.

This research is done in SMP Veteran Cirebon at Pemuda street no.33 Kesambi, Cirebon. From the research which is done by the researcher get the result: there are 22 (68.75%) learners get increasing in their speaking score, the average of increasing is 6.5. 8 (25%) learners stay at their scores and two learners (6.25%) were absent.

From the final research, the writer concludes the powerful technique of role play takes the fact that kids love to imitate adults and transforms it into a unique teaching method. Through role playing, the learners will get some new vocabularies from the script and they will learn about difficult or sensitive subjects. That can make the learner increase their ability in speaking competence.

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PREFACE

Bismillahirrahmanirrahim.

Praise is to Allah SWT, the God Al-Mighty, most gracious and most merciful, Lord of the universe, who has bestowed a divine gift of grace for each human being. With His mercy and permission, the writer has been able to finish her thesis. May invocation and safety always be given to our prophet, our leader, Muhammad Saw, the messenger of Allah and model provider of good who has guided us to the way that full of God's mercies.

This thesis entitled in "TEACHING ENGLISH BY USING ROLE PLAY AT ONE OF JUNIOR HIGH SCHOOL IN CIREBON (A Case Study for Speaking English Competence)" is a qualitative research presented to fulfill one of the requirements for Islamic Scholar of Tarbiyah Faculty, English Department of the State Institute for Islamic Studies Syekh Nurjati Cirebon.

In composing this thesis, there are many people who have participated, helped, and advised directly or indirectly, so in this opportunity the writer would like to convey her thankfulness to:

1. Prof. Dr. H. Maksum Mukhtar, MA. President of IAIN Syekh Nurjati Cirebon.
2. Dr. Hj. Huriyah Saleh, M.Pd, Chairwoman of English Educator Department.

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3. Dr. Ilman Nafi'a, M.Ag as the first supervisor who has given his valuable guidance, motivation, suggestion, and help to the writer during the process of writing this thesis.
4. Nur Antoni, ET.,SSM.Hum, as the second supervisor who has given his valuable guidance, motivation, suggestion, and help to the writer during the process of writing this thesis.
5. All of the staff and lectures of IAIN Syeh Nurjati Cirebon.
6. Headmaster and all staff of SMP Veteran Cirebon.
7. The English lectures and the students of PBI-B

The writer realized that the thesis is still far for being perfect and there are many mistakes either in the arrangement or in the content. So, all mistakes available in this thesis are becoming her responsibility.

Finally, the writer hopes this thesis will be useful to the readers especially, for himself and for the English Department of the State Institute for Islamic Studies (IAIN) Syekh Nurjati Cirebon.

Cirebon, on October 25th 2012

The writer,

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CHAPTER 1
INTRODUCTION

A. Background Of the Problem

There are many people in this world. In the daily live they will meet and interact with each other. To reach the good interaction the people need language as tool of communication. People had learnt about language since long time ago because with language, they can communicate with the other people around them. They can life form a group because they had a supply for communicating. According to AS Hornby (1995:662) stated the language is the system of sounds and words used by human ti express their thoughts and feelings.Without language, we cannot express our feeling, emotions, and we cannot communicate with others. That is because language permeates every aspect of human experience, and creates as well as reflects images of that experience. Akmajian:2010 said that it is almost impossible to imagine human life without language.

According Cameron (2003:40) speaking is the active use of language to express meaning so that others people can make sense of them. Speaking needs a language to express our idea. In fact, the world doesn't has one language only. There are many languages in every side of area. Each region has own lamguage. For example in indonesia it self, there are more than five languages. They usually use their territory language. For example: Sudanese who wants to

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communicate with the other Sudanese, so they will use Sunda language. The problem is when someone who wants to communicate with the other people who come from different region, they usually use the national language for communicating because if they use their own territory language, it can be misunderstanding. Even so if we want to communicate with the other people who come from different nation, of course we will not use our national language because they are not definite yet understand about our language.

According to Oxford Advanced Learner's Dictionary (362) English is the language of England, used in Britain, most countries in the British Commonwealth, the USA and more others countries. And now, English become international language. Because English is one of communication language in international world, almost there is no nation which does not learn about English. One of the nations which learn about English is Indonesia. Moreover English go in for the compulsory subject and national examination / Ujian Ahir Nasional (UAN). Because of that, a teacher should use the effective method for teaching English in order to can make the students easily in understanding materials.

English itself consists of four language skills and four language elements; including listening, speaking, reading and writing. Speaking one's native language is a natural and carried out with great speed and ease. Even young children can do it with little conscious efort. From this, it is commonly concluded that a side from a few rules of grammar and pronunciation there is nothing.

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English is taught all over the world, by all sorts of teachers to all sort of learners. School and classrooms vary enormously in their wealth and their provision of equipment. Learners are very different from place to place. But, whatever the conditions in which you are working, there is one resource which is universal and unlimited: the human mind and imagination.

Valerie Coultas (2009:13) stated:

> *English in the National Curriculum* (DES, 1990) allocated a prominent role to talk in the primary and secondary classroom. While there were many debates among teachers about the Coxian literary canon (an implicit one at this stage) potentially restricting the choice of texts, and controversies over the importance of Standard English, the new document did validate at least some of the arguments that had been made for including oracy as part of the English curriculum. Speaking and Listening became first among equals as Attainment Target One in the documentation. An integrated approach to planning for speaking and listening, reading and writing was advocated.

English is non-Native language of Indonesian; it should be tought as clear as possible. Especialy in speaking aspect. Becouse one of way to communicate and to express our idea is trought saying or speaking it. According to Thornbury (:1)Speaking is so much a part of daily life that we take it for granted. The average person produces tens of thousands of words a day, although some people like auctioneers or politicians-may produce even more than that. So natural and integral is speaking that we forget how we once struggled to achieve this ability-until that is, we have to learn how to do it all over again in foreign language.

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Hadfield (2000:3) stated that a speaking lesson is a kind of bridge for learners between the classroom and the world outside. In learning English the most learners get many difficulties, especially in speaking aspect. Without any exceptation the second grade learners of SMP Veteran Cirebon. They confused to express their idea through speaking. They didn't know what they should say. In this problem is needed the teacher's role. The teacher has to have a very clear plan and structure for their lessons to initiate small group talk successfully. The teacher should choose the appropiate methods in teaching speaking.

The teacher should apply the appropriate methods. There are some methods of teaching. The teacher sometimes feels confuse to choose the teaching method that is suitable with the learners needs. Choosing inappropriate method of teaching can cause the learning process does not reach the goal of learning. Larsen (2003:1) said that it is important to recognize that methods link thoughts and action because teaching is not entirely about one or other. Djamarah (2010:3) the method has big role in learning and teaching activities. According to Harmer (2001:78), Method is the practical realization of an approach; the originators of a method have arrived at decision about types of activities, roles of teacher and learners. The kind of material which is helpful, and some models of syllabus organization, methods include various procedures and techniques as part of their standard fare.

"Who is the most important person in the classroom?", Holmes (2004) answered, "The student is the most important person, because the university and

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the teacher are there to serve the student's need to learn, just as the hospital is there to treat the patients, or the police to protect the security of the citizens". The student are hoped can understand what the teacher tought. It is better for the teacher not to barden the student with the obligation to understand and master every material. But the teacher should be a wise teacher who give the best guidence by the appropiate methode, specially in speaking learning. The students face some problems in spaeking aspect. It is becouse of English in not their dialy language.

Jill and Charles Hadfield (2000:13) stated that: It is especially important in speaking activities, when learners are often working in pairs or small groups. This is a good activity to use at the beginning of a course or school year when, especially if the class is large, they may not know one another well. This activity as well as needing a lot of space, can get quite noisy, so if you can, do it outside. Jill and Charles Hadfield (2000:5) defined that role play is when learners act out an imaginary situation. The learners either use a dialogue, or the teacher gives them instructions about what to say. The power of role play is incredible. It is such a successful method of learning because children are naturally drawn to the magical art of imitation and make belief.

Based on the statement above, the writer argues that the method of role play for teaching speaking English can stimulate and motivate the students' improving, interesting in learning English especially in learning speaking aspect.

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The problem is how to apply the role play method in the classroom. The learners have difference ability in English. Can they be good participator in learning process?

For the reason above the writer is interesting in applying the role play method in English class activity. So in this thesis the writer create a title is ”Teaching English by Using Role Play at One of Junior high School in Cirebon (a Case Study for Speaking Competence)”

B. Formulation of the Problem

1. The Identification of the Problem

From the background of the problem above can be identified the research problems as follows:

a. The Field of Research

The field of the research of this thesis is “method of teaching”.

b. The approach of the research

In this approach of the research, the writer uses a qualitative approach that is collecting, organizing, presenting and analyzing the data to be systematic and rationale.

c. The Main Problem

The main problem of this thesis is the students’ difficulties in speaking competence. The oral skills of many pupils are often much more developed than their reading or writing. Pupils’ oral ability often shows their real potential and can support them in developing their reading and

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writing skills. Knowing language and being able to speak it are not synonymous. It is needed the appropriate method to teach English. There are many factors that can appear the difficulties in speaking English, they are:

1) The method for teaching English is not appropriate and uninteresting
2) The students have limited vocabularies
3) The students feel bore to take place in Learning English
4) The students don't have any interest in Learning English

2. The Limitation of the Problem

To avoid misunderstanding and misinterpretation towards, the problem that wants to be explored in this thesis is "Teaching English by Using Role Play at One of Junior high School in Cirebon". The writer tries to apply Hadfield's' five steps of role play.

C. The Questions of the Research

In this research, the writer has three questions which will be discussed. They are:

1. How is the application of role play in the classroom?

2. How is the learners' ability in speaking competence?

3. How is the learners' achievement?

D. The Aims of the Research

The aims of the research that will be obtained are as follows:

1. To know the application of role play method.

2. To know the learners' ability in speaking competence.

3. To know the learners' achievement.

E. The Use of the Research

The result of this research hoped to be able to;

1. Increase developing of English learning, especially in learning speaking English.
2. Build up the students' self confidence
3. The students can master the English as the foreign language

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