

CHAPTER 4

DISCUSSION

In this chapter, the researcher would like to analyze the data gathered from the research. Then, this chapter presents the data that had been analyzed related to the statements of the problem that had been decided by the researcher. The researcher would like to explain the data was obtained from observation, questionnaire, and documentation result. The subject in this research was at the nine grade students of MTs Negeri 1 Jepara. There were 36 students consisted of 13 boy students and 23 girl students. This research is a descriptive study and the research method in this study is qualitative. This study had been conducted twice specifically it had been conducted on 26th July 2019 and 2nd August 2019.

Before teaching, the teacher made lesson plan before the teacher teach in the classroom. The teacher makes a lesson plan to organize the learning activities in the class. From the lesson plan the teacher are able to manage the steps in the learning activity. In this section, the researcher analyzed the lesson plan to make sure the aspect of lesson plan is synchronized with syllabus from government, such as core competencies, basic competencies, indicators and evaluation. The result is all the aspects of lesson plan is synchronized.

4.1 The Implementation of Role Play Technique in Teaching English

This study was conducted by the researcher at MTs Negeri 1 Jepara on Jl. Tahunan-Batealit Km.4 Ds. Bawu, Kec. Batealit, Kab. Jepara Kode Pos 59461 in academic years 2019/2010. Especially it was conducted at ninth grade E in which 36 students in a class. The researcher did the research twice in two meetings and the researcher got the answer of the

statement of the problem about how the implementation of Role Play Technique in Teaching English was. Here was the explanation of the two meetings, they were:

4.1.1. First Meeting

The first meeting was conducted on Friday, 26th July 2019 at 08.30 a.m. to 09.30 a.m. In the first meeting, the researcher prepared the observation sheet about the activities that would be done by the English teacher. The English teacher was bu Lis Mutmainnah S.S., who is the English teacher at ninth E grade student of MTsN 1 Jepara.

Before going to the class, the researcher also had a little discussion with the English teacher and talking about the materials that would be explained to the students. Then, the English teacher also gave the lesson plan of the meeting to the researcher as the document. The first meeting of the research, the English teacher was explaining about ‘Congratulation and Hope’. Here, the researcher was trying to understand the material whether the material was explained in teaching learning process and material that was written in lesson plan was same.

Tabel 4. 1 Schedule of Observation

Observation	Time
First observation	Friday, 26 th July 2019
Second observation	Friday, 2and August 2019

In this part, the researcher describes the result of the data that had collected and analyzed. The description is described below:

4.1.1.1. Observation Result of Teacher

Tabel 4. 2 Teacher Observation Sheet of the First Meeting

No.	Aspect of Observation	Check Mark	Explanation
1	The teacher prepare the material before teaching.	√	The teacher has brought LKS book as the materials that are going to be explained to the students.
2	The teacher prepare media for teaching.	√	The teacher brings several stuffs such as bold marker and paper book as the preparation in doing teaching process
3	The teacher make a good situation in the class.	√	The teacher greets and stimulates the students to keep spirit by giving a little joke.
4	The teacher engages the students.	√	The teacher gives easy questions to the students related to the materials that are going to learn.
5	The teacher explains the material.	√	The teacher explains the materials in detail and always repeats the explanation clearly.
6	The teacher uses Role play		The teacher puts Role Play

	technique same as what is written in lesson plan.	√	technique in the middle of teaching learning process after giving the explanation of the materials to the students and it is same as in lesson plan.
7	The teacher applies Role Play technique procedure.	√	The teacher applies and ask the students with groups to practice the dialog congratulation and hope in the class.
8	The teacher gives conclusion of the material.	√	The teacher reviews the materials and ask the students to make it group to practice Role Play in the class for next meeting
9	The teacher closes the class by praying.	√	Teacher closes the class by reciting hamdalah and salam.
10	Teacher teaching process appropriates with lesson plan.	√	Teacher's activities appropriates to the lesson plan.

From the table 4.2 above could be described that the first and second points that the teacher had already prepared all of what her needs for teaching learning process such as learning materials and stuffs or media. The third point, the teacher made a good situation in the class. Teacher greeted students by giving good morning and how are you to students. The fourth point, the teacher engages the students. The teacher gave easy

questions to the students related to the materials that are going to learn. The teacher said “What do you want to say when your friend become the winner in class meeting?”.

In Fifth point, teacher told the students the material about Congratulation and Hope as the materials that would be taught. The way teacher explained the material in this meeting really fun. The teacher with a funny and friendly face gave students explanation and the example of the materials that made students enjoyed the class. Moreover when teacher checked students understanding about the materials, students answered bravely although sometimes it was wrong answer. In sixth and seventh points, the teacher was using Role Play technique in this meeting. After teacher explained the material, teacher asked students to make some groups. Every group consists of 2 persons. In every group must performance dialog Congratulation and Hope in front of the class. In applying Role Play technique the English teacher had made some properties to make sure that the technique was applied related to the plans and procedures. In eighth point, the teacher reviewed all materials and asked the students to make groups again for next meeting. In every group consisted of 4 persons to perform dialog Congratulation and Hope by using media around the class. Then, in ninth and tenth points, teacher closed the class by salam and hamdalah. From that description above the researcher got the point where the first meeting was conducted well.

4.1.1.2. Observation Result of Students

Tabel 4. 3Students Observation Sheet of the First Meeting

No.	Aspect of Observation	Check Mark	Explanation
1	The students are engaged by the teacher.	√	The students are stimulated to answer the teacher question about their condition.
2	The students give good Responses.	√	Students give responses in their teacher instruction and questions.
3	The teacher follow role play technique.	√	The students do the instructions that are given by the teacher.
4	The students are interested in following in the class.	√	The students want to be called to go in front of the class.
5	The students are active more.	√	The students want to be the fastest to answer the questions from the teacher.
6	The students respond the teacher.	√	Students give responses in their teacher instruction and questions.
7	Students have good	√	The students want to be called

interaction with their teacher and classmate.	to go in front of the class.
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From the table 4.3 above could be explained. The first and second points, the students were engaged and they could respond the teacher meant. It was proved by the instructions and questions that were done by the students. The next point, all of the students were able to follow the roles of the technique which was used by the teacher. It was proved by the students which looked interested in following the English class.

The fourth point, the students' interesting was proved in which they wanted to be called to practice English in Role Play. Another proof was in the next point, in which the students looked active more to be the fastest in answering the questions from the teacher. Then, most of students had good interaction to the teacher as seventh point. It could be come out by them in being able and ready to do what the teacher instructed to. From the descriptions above meant that the Role Play applied by the teacher was successfully.

4.1.2. Second Meeting

The second meeting of conducting research was on Friday morning, 2nd August 2019 at 08.30 a.m. and the meeting was ended at 10.00 p.m.. In this part the researcher describes about what happened in the class during teaching learning process in the second meeting.

4.1.2.1. Observation Result of Teacher

Tabel 4. 4 Teacher Observation Sheet of the Second Meeting

No	Aspect of Observation	Check Mark	Explanation
1.	The teacher prepares the materials before teaching.	-	-
2.	The teacher makes a good situation in the class.	√	The teacher greets and stimulates the students to keep spirit by giving a little joke.
3.	The teacher engages students.	√	The teacher gives good interaction such as asking a help students to gather with their groups.
4.	The teacher explains the materials.	-	-
5.	The teacher uses Role Play technique same as what is written in lesson plan.	-	The teacher ask the student to prepare to perform Role Play.
6.	The teacher applies Role Play technique procedures.	√	The teacher applies and modifies Role Play technique by asking

			students to practice dialog in the class by using media. Such as bag, book and etc.
7.	The teacher uses the media prepared.	√	The teacher utilizes the stuffs that have been bringing.
8.	The teacher gives good feedback for students.	√	The teacher always answers the students' question clearly.
9.	The teacher appreciates students.	√	The teacher always gives applause and good words when the students have a brave to ask questions.
10.	The teacher gives good conclusion.	√	The teacher reviews the materials from the first explanation for the students.

From the table 4.4 above can be described that in first point was blank column because the teacher had not prepared the material but continuing performed Role Play in every group. In second point, the teacher made a good situation in the class. Teacher greets students by giving good morning and how are you to students. In third point, the teacher gave good interaction such as asking a help students to gather with their group. In fourth point was, there column that are blank. It is caused in the second meeting the teacher did not continue for the next materials but in the same last materials that had been already explained.

In fifth and sixth points, the teacher continued to ask the students to practice performance by using media such as bag, books, pen etc. In seventh point, the teacher gave applause to the students when performance in class. In ninth and tenth point, the teacher reviewed the material and teacher closed the class by salam and hamdalah. The teacher planned to use one lesson plan to one meeting, but the time was not enough, so the teacher decided to do and finish what was written in lesson plan in meeting two. That was why the teacher did not explain the materials in detail but only reviewed the materials.

4.1.2.2. Observation Result of Student

Tabel 4. 5 Student Observation Sheet of the Second Meeting

No	Aspect of Observation	Check Mark	Explanation
1.	The students are	√	The students prepared to

	engaged by the teacher.		practice dialog with their group.
2.	The students give good responses.	√	The students were listening to the teacher's explanations.
3.	The students follow Role Play technique rules.	√	The students did the instructions that were given by the teacher.
4.	The students are interested in following the class.	√	The students wanted to be called to go in front of the class.
5.	The students are active more.	√	The students wanted to more spirit when practice dialog using media in the class.

From the table 4.5 above can be explained that in first point, the students had big enthusiasm to join the English teaching learning process. Then, the students were also interested in joining the class, especially in following Role Play technique. In third and fourth points, the students were more joying than the first meeting because the meeting was focused

on implementing Role Play technique. It made the students felt no bored in the class during teaching learning process.

In fifth points, after the students got together with their team, the Teacher continued to apply the Role Play technique. The rules were same as the last meeting, in which, the students gathered with groups that was shared in the las meeting. Then, invite group that wanted to practice in front of the class. Each group practiced with their each media such as bag, pen, gift etc. The teacher gave values for each group. The students are active and enjoyed the class. But there were some of students are shamed because they shamed when performed Role Play in the class.

From that description above the researcher got the point where the second meeting was conducted well and good enough. It was shown by the good preparation of the teacher and the way the teacher used the media and managed the class. The teacher made sure that the technique was applied related to the plans and procedures. The teacher could also be able to handle the class situations or conditions. Then, the teacher utilized the stuffs or media that had been prepared before doing teaching and learning process too.

4.2 The Students' Perception of Role Play Technique in Teaching English

Close questionnaire in this research used to answer students' perception on the use of Role Play technique in teaching English. The researcher gave questionnaire to the students after they started their learning process using Role Play technique. The researcher gave 20 questionnaire indicators in a

sheet of paper for each students. Researcher used Indonesian language in the questionnaire sheet to make students easier in understanding and chose their answer. There were 20 questions that had been answered by the students by giving checklist in their choices. There were 5 options to answer the questionnaire. 5 for very agree, 4 for agree, 3 for quite agree, 2 for disagree, 1 for very disagree. The statements were:

1. The teacher has provided the material using Role Play clearly.
2. Students feel interested in learning English when doing Role Play in a class.
3. Students feel satisfied in using Role Play.
4. Students feel confident when you dive into roles.
5. Teachers can study the material very well with Role Play.
6. Students enjoy learning English with the technique of Role Play.
7. Role Play must be done based on material.
8. Role Play provides students with a broad English language practice.
9. Role Play fosters the solidarity of learners in groups.
10. Role Play develops a broad English language practice for learners.
11. Role Play provides a new experience to students.
12. Through role play, you can be more active in the classroom.
13. Students are motivated to learn English by using Role Play.
14. Role Play can improve learners ' English language skills.
15. Role Play makes learners to improve skills through practice
16. Students can measure your friends ' English skills through Role Play.

17. Students can learn some of the expressions that Students' friends have been paired with.
18. Role Play can sharpen mental learners.
19. Role Play is able to give you the moral value of some stories that are in the match.
20. Learning your English has increased through Role Play.

Tabel 4. 6 Close-questionnaire for Students

Question Number	1 Very Disagree	2 Disagree	3 Quite Agree	4 Agree	5 Very Agree
1.			19,4 %	33,3 %	47,2 %
2.		5,5 %	16,7 %	47,2%	30,6 %
3.		2,7 %	25%	44,4 %	27,8 %
4.	5,6 %	5,6 %	16,7 %	30,6 %	41,7 %
5.			16,7 %	55,6 %	27,8 %
6.	2,7 %	2,7 %	16,7 %	44,4%	33,3 %
7.		5,6 %	11,1 %	38,9 %	44,4 %
8.			19,4 %	38,9 %	41,7 %
9.			5,6 %	36,1 %	58,3 %
10.			11,1 %	30,6 %	58,3 %
11.	2,7 %	8,3 %	36,1 %	52,8 %	2,7 %
12.			16,7 %	22,2 %	30,6 %

13.		5,6 %	11,1 %	66,7 %	16,7 %
14.		5,6 %	8,3 %	38,9%	47,2 %
15.		2,7 %	11,1 %	33,3 %	52,8 %
16.	2,7 %		19,4 %	30,6 %	47,2 %
17.			8,3%	58,3 %	33,3%
18.		4,6 %	2,7 %	25 %	66,7 %
19.		2,7 %	19,4 %	44,4 %	33,3 %
20.		5,6 %	22,2 %	36,1 %	36,1 %

In the first questionnaire statement, 47,2% the students chose very agree and 33,3% agree, 19,4% quite agree, and nothing students who chose disagree. It meant that most of students' perceptions were agree that English is really interesting. Second statement was about students interested in learning English after taught by using Role Play technique. High option was on third point, that there were 77.8% student who interested on it, 30,6% for very agree, 47,2% agree, 16,7% quiet agree. 5,5% answer disagree and No one answer very disagree.

In the third statement, as much as 10 students (27,8%) chose "Strongly Agree" and students (44,4%) chose "Agree" and students (25%) chose quite agree in this category. This data showed that most of the students agreed to

statement of a good role play. It showed that they had a good perception of a good role play. Meanwhile, there were 1 respondents (2,7%) who disagreed to this category. The fourth statement, 41,7 % students very agree, 30,6 % students agree and 16,7 % quite agree. It meant that most of students were confidence when doing Role Play in the class. but there were 5,6 % chose disagree and very disagree did not confidence also.

In the fifth statement, there were 27,8 % chose very agree, 55,6 % chose agree and 16,7 % chose quite agree. It meant that the students gave good perception to the teacher for giving material clearly by using Role Play in class. In the sixth statements, there were 33,3 % students chose very agree, 44,4% chose agree, 16,7 % chose quite agree in this category. In the rest of students there were 2,7 % chose disagree and very disagree. It meant that most of students were interested learning English using role play technique. Seventh statements, there were 44,4% chose very agree, 38,9% chose agree and 11,1% chose quite agree. It meant that students gave good perceptions that Role Play was based on appropriate material. Only 5,7% chose disagree for this category.

Eight statement, there were 41,7% chose very agree, 38,9% chose agree and 19,4% quite agree. It meant that Role Play provided to practice for students with extensive English. No one students chose disagree and very disagree. Ninth statement, there were 58,3% chose very agree, 36,1% chose agree, 5,6% quite agree and no one chose disagree and very disagree. It meant that students had good perceptions that Role Play grew a sense of solidarity among students in groups. Tenth statement that were 58,3% chose very agree,

30,6 % chose agree, 11,1 % chose quite agree and no body chose disagree and very disagree. It meant that student had good perceptions that role play was made developing to practice leaning English intensively.

Eleventh statement, there were 2,7% chose very agree, 52,8% chose agree, 36,1 % chose quite agree, 8,3% chose disagree, and 2,7% chose very disagree.

It meant that students had good perceptions that students had new experience after learning English by using Role Play technique. Twelfth statement that were 30,6% chose very agree, 22,2% chose agree, 16,7% quite agree, and no one chose disagree and very disagree. It meant that students had good perceptions that by using Role Play technique, the students were more active in the class. Thirteenth statement that were 16,7% chose very agree, 66,7% chose agree, 11,1 % chose quite agree, 5,6% chose disagree and no one chose very disagree. It meant that most of students had good perception that by using Role Play technique, the students were motivated to learning English.

Fourteenth statement, there were 47,2% chose very agree, 38,9% chose agree, 8,3 chose quite agree, % 5,6 % chose disagree and no one chose very disagree. It meant that Student had good perception that Role Play increased student ability in learning English. Fifteenth statement, there were 52,8% chose very agree, 33,3% chose agree, 11,1% chose quite agree, 2,7% chose disagree and no one chose very disagree. It meant that Student had good perceptions that Role Play improved the student ability through practicing. Sixteenth statement, there were 47,2% chose very agree, 30,6% chose agree, 19,4% chose quite agree, only 2,7% students chose very disagree, and no one

chose disagree. It meant that students had good perceptions that students could measure their friend's English skills through Role Play.

Seventeenth statement, there were 33,3% students chose very agree, 58,3% chose agree, 8,3% chose quite agree and no one chose disagree and very disagree. It meant that students had good perceptions that students learnt some expressions that have been played by their friends. Eighteenth statement, there were 66,7% students chose very agree, 25% chose agree, 2,7% chose quit agree 4,6% chose disagree, and one one chose very disagree in this category. It meant that students had good perception that students could be mentally sharpen by using Role Play.

Nineteenth statement, that were 33,3% students chose very agree, 44,4 % students chose agree, 19,4% students chose quite agree, 2,7% students chose disagree and no one chose very disagree. It meant that students had good perceptions that students got the moral value of some of the stories being played. Twentieth statement, there were 36,1% students chose very agree, 36,1% students chose agree, 22,2% students chose quite agree, 5,6% students chose disagree and no one students chose very disagree. It meant that students had good perception that student ability had increased by using Role Play in learning English.

4.3 Advantage and Disadvantage of the Technique

Every single thing is made with its goodness and badness. In education also has good and bad side. For example is in applying strategies for teaching as well as approaches, methods or techniques. Here, in students perception on the use of role play technique in teaching English, there were also good side

and bad side or it was called advantage and disadvantage of the technique.

Here they are:

4.3.1. Advantage of the Technique

Related to the data that had been analyzed by the researcher, there were several advantages of implementation of Role Play technique in teaching English. First, it could make the students of ninth grade E was interested in learning English. It was proved by data of observation and questionnaire result in which most of students were interested in learning English by using Role Play technique. Second, the advantage was the Role Play technique made the students were active more. It was proved by the observation and questionnaire results in which the students wanted to go in front for showing their performances, through the dialog of Role Play. Third, Role Play technique could make students had good interaction and communication with others. It was proved by the observation and questionnaire results, in which the students were enthusiastic to follow English learning process. It was proved by the students in which were ready to make groups without waiting for the teacher to give instruction. Fourth, Role Play technique could train students for being initiative and creativity more.

4.3.2. Disadvantage of the Technique

There was a disadvantage in implementing Role Play technique in teaching English at ninth grade E. Related to the data that had been collected and analyzed by the researcher, the disadvantage was Role Play has many

time-consuming or hours of study because it took and wasted times. It was proved by documentation results.

