IMPROVING STUDENT'S SPEAKING ABILITY BY USING ROLE PLAY OF THE SECOND YEAR STUDENT AT SMP NEGERI SATAP NIAN IN ACADEMIC SCHOOL YEAR 2021/2022

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Abstract
The aim of this research was to improve Student's Speaking Ability by Using Role Play of The Second Year Student at SMP Negeri Satap Nian in the School Year 2021/2022. This research was categorized into class action research (CAR). The stepsof the research were, planning, action, observation and reflection. The data were in the form of quantitative data. The participants of this research were second grade students at SMP Negeri Satap Nian. The total was 20 students chosen as the subject. There were two types of instruments that were used in this study, a test and non-test. The test instruments included the pre-test and post-test. Non-test instruments include interview guidelines and observation checklist. The result of this research showed that role play significantly improve the students speaking ability. It was proven by the mean score of each test. It can be seen from the mean score of the students in pre-test got 57.65 to 74.85 in posttest. The gained score between the mean of pre-test and post-test was 17,2. It indicated that the student's achievement was satisfactory enough. The post-test score was better than pre-test score. Based on the result of this research, the researcher signified at using role play a better result in students' speaking ability.

Keywords: improving, speaking ability, role play

Introduction

Many students find speaking as one of the most difficult skills in English. Siahaan (2012). One of language skill aspects which is very important in yielding creative, critical and smart future generation is speaking ability. By mastering speaking ability, the students will be able to express their thought and feeling intelligently based on the situation and context when they speak about something the language.

As an international language, English becomes the important language that mostly should be mastered by all people from different countries, Purnamawati et al. (2015). English is a language that can be used to communicate with foreigners. Especially when seeing the potential of Bali as one of the tourist attractions in Indonesia that are visited by many foreigners. This condition makes English being more important to be learned by all groups, specifically for students. The basic purpose of learning English is to use and communicate the language as a human communication tool. As a learner in learning a language, to be able to communicate correctly in English, students must be introduced to four basic skills in English, such as listening, speaking, reading, and writing. Actually, all of those basic skills are important.

However, the fact shows that in communication, speaking is the most important skill. From those four skills, speaking becomes the harder skill to be mastered. Purnamawati et al. (2015) defined speaking as an interactive process of oral communication in expressing an idea, feeling and sharing information with the other. Then, it makes English becomes a skill which important to teach to the students. As we know that the aim of studying English is to make the learner being understand and fluently in speaking.

Introduce students earlier about this skill is important to make them familiar with this skill. Towards a good speaking ability, students are expected to be able in applying and using English in their daily life as well as they communicate in the learning process (Arif et al. 2019). Furthermore, learners also allow getting a lot of practices and drills to grow a good habit in speaking. However, those expectations run together with several problems faced by the learners in the learning process. The fact shows that in speaking class, students face several problems in the teaching and learning process.

Suryani (2015), She stated that students show a low enthusiastic and motivation in learning English and the effectiveness of role play in teaching speaking.

Inline Arham et al. (2016) mention that students in learning this skill, they often show that they are afraid and shy to participate in the speaking class. Arif et al. (2019) stated that students also lack in vocabulary, which makes them confused in communicating. Those main problems arise because of some factors. As mention by Arham et al. (2016), firstly student can not to high interest in speaking. Second is the material which hard to be understood. The third is the implementation of inappropriate teaching techniques. To overcome this problem, it needed a solution.

Theoretical Framework
Skills in Language Learning

The students are hoped to have skills in mastering English. The students translate the target language into their mother tongue and speak only in parent language. Those students find difficulty to speak in target language, because of lack of practice skills in second language (Siahaan, 2022). There are four skills that must master in learning English as stated below:

1. Reading Skill
   Reading as one of the most important skills to be learnt even it is difficult to understand (Siahaan, 2021). It is important because in reading the learners will be able to prove their knowledge from several written texts or books (Siahaan, 2022).
2. Writing Skill
   Writing is an activity that communicate with other people by using written language.
3. Listening Skill

Listening is an activity that acquire information from spoken language. (Sulaiman et all, 2022)

4. Speaking Skill

Neno, Y. B., & Siahaan, D. G. (2021) said speaking is an activity that involves two or more people where the participants are listener and speaker must act on what they hear and make their contribution. Speaking skills have to practice in daily life (Bouk, 2021). Speaking is one of the most difficult skills in learning (Pangaribuan, 2022)

Theory of Speaking

Speaking skill is the most difficult skill to be master among students in both Junior and Senior High School. Students feel anxiety when they try to speak. It caused of students lack of motivation in learning English and inappropriate techniques used by the teacher in teaching. Speaking skill (Nopiani, 2014:1). In addition, the problem also come from the use of media (Hadi, 2015:13). But, in speaking skill students also have to consider about the grammatical usage or the structure of the sentence. This is in line with Kusnierek (2015:78) that students must learn which structures are appropriate to the situations they are in and the people they are talking to. In this case, students use English to speak in the classroom atmosphere. Therefore, students are expected to be able to speak fluently by considering grammatical aspects.

From the definition above, it can be concluded that speaking is expressing ideas, opinions, or feelings for others using words or sounds to inform, persuade, and entertain that can be learn by using some teaching learning methodologies. Element of speaking:

Both of four or five components are generally recognize in analyzing speech processed by B. Heaton in Hidayati (2015).

1. *Pronunciation*

As stated by Harmer in Hiadayati (2015), if students want to be able to speak fluently in English, they must be able to pronounce phonemes correctly, using appropriate intonation pressures and patterns and speaking in connected speech. The speaker must be able to articulate words, and create physical sounds that carry meaning.

2. *Grammar*

According to Victoria and Robert in Hidayati (2015), Grammar is sound and sound patterns, the basic units of meaning, such as words, and the rules for combining them to form new sentences. Therefore, grammar is very important in speaking because if the speaker does not master the grammatical structure, he cannot speak English well.

3. *Vocabulary*

According to Keithi in Baihaqi (2016), vocabulary is a basic element in language. Vocabulary is a single word, set phrase, variable phrase, verb phrase, and idiom. It is clear that mastery of limited vocabulary makes conversation almost impossible.

4. *Fluency*

Lambardo in Baihaqi (2016) define fluency as the way a person talk normal speed like native speakers or men who have language because of it people who have language can get rid of language well. His fluency can define as the ability to speak fluently, accurately, fluently and easily. That one from the main element of the ability to speak

to make the other person understand both about the idea or message that the speaker wants to convey.

5. *Comprehension*

Comprehension is the ability to fully understand and become familiar with situations or facts. Meanwhile, Hornby in Baihaqi (2016) claims that that understanding the power of understanding and practice aimed at improving or testing someone understanding of language (written or oral). Moreover, understanding can also mean the main capacity to understand and comprehend; power to be understood ideas; the ability to know. In short, understanding is important to avoid misunderstanding between speaker and listener.

Classroom Speaking Activities

According Ermelinda (2021) Activities that promote speaking in the classroom. To develop speaking skills students definitely need intensive practice. As an ESL teacher, I absolutely think that the students achieve the speaking skill by interacting on topics of real-life situations. The answer is definitely the engagement of activities that promote speaking in the classroom. After all, the final aim of learning a second language is for students to be able to communicate in the target language in a variety of contexts and express themselves without being strained. To teach speaking is to teach students to organize their thoughts.

In a meaningful and logical sequence instead of leading them to pure memorization of patterns. Thus, teachers must stick to a methodology that creates a classroom environment. Here, students take part in authentic activities that promote speaking in the classroom.

Role Play Method

1) The Definition of Role Play

Role-play is one of teaching technique in the 21st century. According to Umam (2011), role-play can be defined as a simulation or an action in imitating a character, mostly student play act being someone else in the real world. Suryani (2015) stated that role-play is a technique which can promote students to speak in the classroom. Role-play is a teaching technique in which students are given specific roles and they must speak and behave based on the roles they receive. Arham et al., (2016) stated that the implementation of role-play technique improves students' both in speaking ability and self-confidence.

According to Osuafor (2017), mentioned that role-play teaching is technique that has many advantages:

1) Role-play emphasize on students centered.
2) Role-play can increase students' interest in learning.
3) Role-play serves many opportunities to practice the language and their social skill.
4) Role-play can help students to grow a real-world concept and get more deepenknowledge.
5) Role-play can grow a good habit for students in their social life. They learn how tobehave in a specific situation.

According to Jakob (2018), to make the role-play teaching technique run smoothly in the classroom, here are several steps of the implementation of the role-play teaching technique:

1) Explain to students about the technical implementation of the role-play.
2) Dividing students into groups.
3) Tell a story or situation to students.
4) Provide vocabulary that reflects the story or situation.
5) Give students time to prepare the dialogue from the role-play that will be present.
6) Give time to students in each group to present their role-play in front of the class.
7) Allow each student an opportunity to provide feedback among the group.

Thus, from these steps, the use of role-play in improving students' speaking skills already reflects the 4C concept of teaching technique in the 21st century. Firstly, when students are given some vocabulary in the story which is used as key words in making role-play, this clearly reflects the critical thinking concept. Second, when students make the dialogue of the role-play, it reflects creativity and innovation concept. Third, when students display the role-play that has been made, it reflects collaboration and communication concept.

Teaching Speaking Using Role Play

There are some topics which can be an application of Role-Play method, such as Transactional Text (asking and giving opinion). Here, teacher provides some pictures about 'something' to be described. Through this practice, students will think about their imagination to give response upon the problem. They will be working group and have a conversation.

Hadi (2015:42) believed that if two persons communicate face to face, they will feel more comfortable. In another activity, teacher can give scripted dialogue, so students can have an inspiration about what they will speak. Then, students will create a dialogue based on the situation given. Another topic which also can use Role-Play Method is Narrative Text. In this topic, students are fully involved to become a role or a character. Teacher may give thema story to be acted in front of the class.

Afdillah (2015:24) also suggested some topics which available for role-play purposes, such as compiling and presenting a news magazine program for radio or television. He added that role-play method can be used in some topics which involve fantasy or imagination by improvising and creating a real-world scenario.

Aspects of Speaking

There are six components of speaking to be scored; pronunciation, grammar, vocabulary, fluency, comprehension and task as Brown (2004) has stated.

Pronunciation

5 =	equivalent to and fully accepted by educated native speaker.
4 =	errors in pronunciation are quite rare.
3 =	errors never interfere with understanding and rarely disturb the native speaker. Accent may be obviously foreign.
2 =	accent is intelligible though often quite faulty.
1 =	errors in pronunciation are frequent but can be understood by a native speaker used to dealing with foreigners attempting to speak his language.

Grammar

5 =	equivalent to that of an educated native speaker.
4 =	able to use the language accurately on all levels normally pertinent to professional needs. errors in grammar are quite rare.
3 =	control of grammar is good. able to speak the language with sufficient structural accuracy to participate effectively in most formal and informal conversation on practical, social and professional topics.
2 =	can usually handle elementary constructions quite accurately but does not have thorough or confident control of the grammar.
1 =	errors in grammar are frequent, but speaker can be understood by a native speaker used to dealing with foreigners attempting to speak his language. Has to grope for a word.
2 =	has speaking vocabulary sufficient to express himself simply with some circumlocutions.

Vocabulary

5 =	speech on a level is fully accepted by educated native speakers in all its features including breadth of vocabulary and idioms, colloquialisms, and pertinent cultural references.
4 =	can understand and participate in any conversation within the range of his experience with a high degree of precision of vocabulary.
3 =	able to speak the language with sufficient vocabulary to participate effectively in most formal and informal conversations on practical, social, and professional topics. Vocabulary is broad enough that he rarely.
1 =	speaking vocabulary inadequate to express anything but the most elementary needs.

Fluency

| 5 = | has complete fluency in the language such that his speech is fully accepted by educated native speakers. |
| 4 = | able to use the language fluently on all levels normally pertinent to professional needs. Can participate in any conversation within the range of this experience with a high degree of fluency. |

3 =	can discuss particular interest of competence with reasonable ease. Rarely has to grope for words.
2 =	can handle with confidence but not with facility most social situations, including introductions and casual conversations about current events, as well as work, family and auto biographical information.
1 =	(No specific fluency description. Refer to other four language areas for implied level of fluency.)

Comprehension

5 =	Equivalent to that of an educated native speaker.
4 =	can understand any conversation within the range of his experience.
3 =	comprehension is quite complete at a normal rate of speech.
2 =	can get the gist of most conversation of non-technical subjects (i.e., topics that require no specialized knowledge)
1 =	within the scope of his very limited language experience, can understand simple questions and statements if delivered with slowed speech, repetition, or paraphrase.

Task

5 =	speaking proficiency equivalent to that of an educated native speaker.
4 =	would rarely be taken for a native speaker but can respond appropriately even in unfamiliar situations. Can handle informal interpreting from and into language.
3 =	can participate effectively in most formal and informal conversations on practical, social, and professional topics.
2 =	able to satisfy routine social demands and work requirement; needs help in handling any complication or difficulties.
1 =	can ask and answer questions on topics very familiar to him. Able to satisfy routine travel needs and minimum courtesy requirements.

Method

The research design that was used by the researcher is Classroom Action Research (CAR) according to Arikunto (2012:3), classroom action research is a study of learning activities in the form of an action, which deliberately rose, and occurs in class together. Therefore, it means that classroom action research is research conducted in the classroom.

Meanwhile, according to Cresswell (2012:577), action research designs are systematic procedures done by teachers (or other individuals in educational setting) to gather information about, and subsequently improve, the ways their particular educational setting operates, their teaching, and their students learning.

The definition of CAR explained by (Shofiya et al, 2014:22) Classroom Action Research or CAR is a kind of research design conducted in cycles and it is carried out to increase the quality of teaching and learning activities in the classroom. Furthermore, in the context of

teaching English (Latief, 2011: 145) CAR is aimed at developing an innovative instructional strategy that can help to enhance the success in students' learning English.

In this study, CAR is conducted to help the students improve their skill in writing recount text. The strategy offered is by using photograph sequence. The researcher did collaborative CAR, because the researcher directly works together with the English teacher of the second-grade students at SMP Negeri Satap Nian As a collaborator, the teacher was involved in the whole process of the activities. The researcher played as the real teacher meanwhile the English teacher is assigned to be an observer.

According to Latief (2011: 145) Classroom Action Research activities involve repeated cycles, each consisting of planning, acting/implementing, observing and reflecting. The result of one cycle is used to determine the need for the following cycle, until the problems get solved by the strategy. In this study, the researcher used the procedure as suggested by Arikunto (2012:16). The model consists of four steps; Planning, Implementing/Acting, Observing, and reflecting.

1. The Procedure of Classroom Action Research
   (Modified from Suharsini Arikunto's Model, 2012
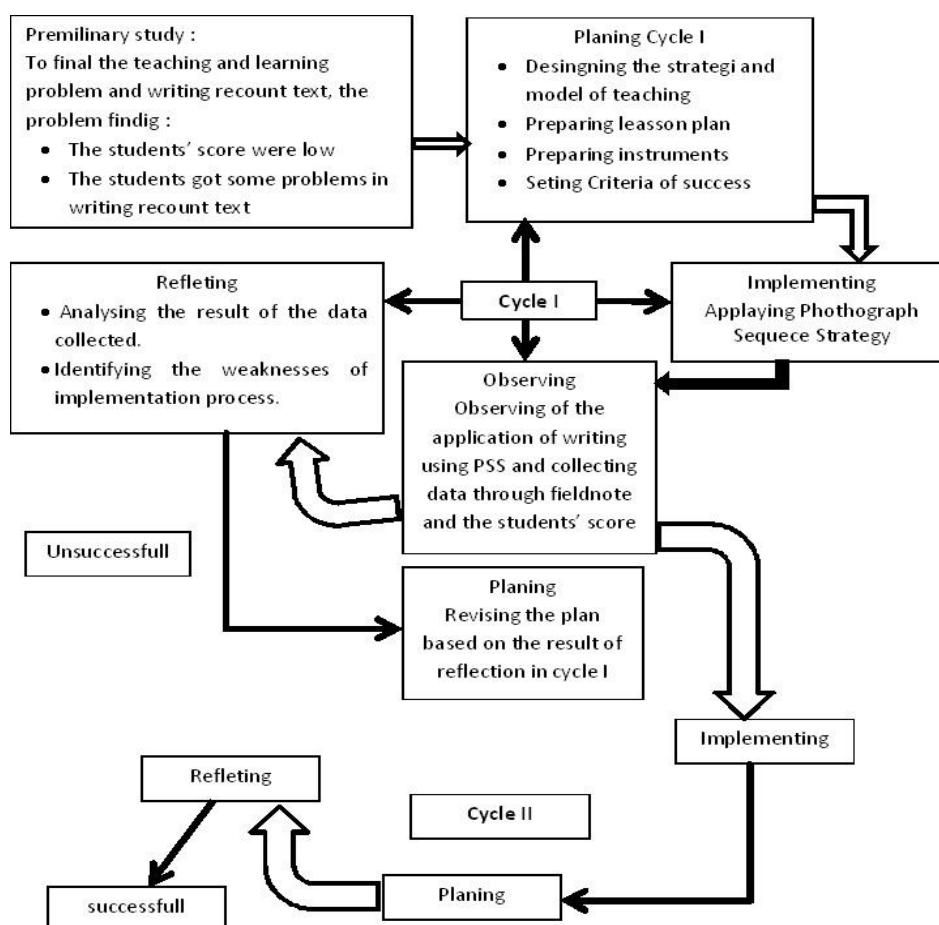
Based on the procedure as shown in modified of picture 1 above, the first step of Classroom Action Research (CAR) is planning. Before the researcher does the cycles in action, the researcher conducted the preliminary study to find out what kind of problem faced by the students in the classroom. This cycle involves the teaching preparations designed which are going to be applied. In planning the researcher socialized the research program, prepared lesson plan, criteria of success, and also prepared observation sheet used fieldnote for collecting data during teaching-learning process. The second is Implementing/Acting. In this step, the researcher implemented the prepared planning before. In this study, this step deals with the application of Photograph Sequence as the strategy used in teaching-learning process to improve students' writing skill.

During the implementation, observation is also conducted to gather the data needed. The last step is reflecting. Reflecting is deal with the process of analyzing the data collected. By doing this step, the researcher can determine if the cycle can be stopped or not. The cycle can be stopped if the criteria of success have achieved. However, the cycle should be revised if the criteria of success have not been achieved yet.

The subject of this study is the students of second class of SMP Negeri Satap Nian the number of students consists of 20 (twenty). It is chosen based upon the writer's observation at that class proving that they are not enthusiastic and not courage enough to involve in the speaking learning process. They will counter with the hesitance of practicing the material as well as the drilling conducted by the teacher in the learning process. In the other words, the students have the problems with their confidence. Therefore, they could not cope with the class material. That is why they need an appropriate strategy to help them improve their speaking.

The procedure of taking the data used by the researcher in this study are: preliminary study, planning, implementing, observing, and reflecting.

In this research the researcher used focus on dialog speaking test. The test be used to get data of the student' in speaking skill. This test was applied in pre-test and post-test. The pre-test was giving to find out student' prior knowledge about speaking skill and post-test was giving to find out the student' improve in English speaking based on one text dialog would be given.

The researcher introduced the material dialogue above and relates vocabulary items and how to pronounce it. After that the researcher gives the student time to ask what they don't understand. For the practice stage, the researcher asks them to practice dialogue it and students perform in front of the class and give their score.

The researcher would use documentation as the last instrument in this research by talking some documentation data such as the role play during the process of the research and the data of the sample's names.

Procedure of Data Collection

Technique of collecting data in this research using qualitative data and quantitative data. The quantitative data consist of observation. Meanwhile, the quantitative data uses questionnaire pretest and posttest. The completely explanation as follow: Cycle 1 and Cycle 2

1) Cycle 1

   Planning

   a. Choose the appropriate material and topic related to the syllabus
   b. Make the lesson plan
   c. Prepare the observation checklist for the teacher and the students
   d. Prepare cycle 1

   Acting
   a. Give expression and vocabularies needed
   b. Explain the instruction for practicing
   c. Practice role play activity
   d. Students perform role play in the front of the class
   e. Evaluate and give general conclusion

   Observing

   a. Observe the students' participation
   b. Observe the students' achievement

   Reflecting

   a. Evaluate the teaching and learning process
   b. Analyze the students' achievement
   c. Revise the lesson plan for the next cycle

2) Cycle 2
   Planning

   a. Revise lesson plan and modify the technique
   b. Reselect the material
   c. Prepare the observation checklist for the students and teacher
   d. Prepare questionnaire and cycle 2

   Acting

   a. Review the previous material
   b. Give the new topic
   c. Group work (practice role play)
   d. Students perform role play in the front of the class
   e. Evaluate and give general conclusion

   Observing

   a. Observe the students' achievement
   b. Observe the students' participation

   Reflecting

   a. Analyze the students' progress in speaking based on the score they get in cycle 2

b. Analyze the students' response based on
   the questionnaire results

The technique of Data Analysis

The technique for analyzing data as follows. Firstly, the data were classified according to the kinds of data source. The data taken from observation (using fieldnote) would be analyzed descriptively.

1. Analyzing the result of the test
   In analyzing of numerical data, first the researcher tries to get the average of students spiking ability per action within one cycle. It is used to know how well students score as a whole on speaking skill. It uses the formula:

$$\bar{X} = \frac{\sum x}{n}$$

$\bar{X}$ = Me an

X = Individual Score

n = Number of students

Sudjana, (2002) Statistical Metode

2. The researcher tries to get the class percentage of pass the KKM 65. It will use the formula:

$$P = \frac{F}{N} X \quad 100\%$$

P = the class percentage

F = total percentage score

N = number of students

3. After getting mean of students score per action, the researcher identified whether or not there might have students' improvement score on speaking skill from pretest and post test score in cycle 1 and cycle 2. In analyzing that, the researcher will use the formula:

$$P = \frac{Y1 - Y}{Y} X \, 100\%$$

P = percentage of students' improvement

y = pretest result

y1 = posttest 1

$$P = \frac{Y2 - Y}{Y} X \, 100\%$$

P   = percentage of students' improvement

y   = pretest result

y2 = posttest 2

4. Analysis Students Response
   Beside analysis the result of the test and observing the activity during classroom action research, the researcher also uses questionnaire to find out student response toward role play technique in speaking. In analyzing the students' response, the researcher uses the formula:

$$P = \frac{F}{N} X \ 100\%$$

P: the percentage

F: frequency of the percentage is being calculate

N: number of students

David E. Meltzer (2008)

5. Next base the result of the percentage of the students' response, the researcher also uses the criterion of score interpreting as follow:
   Strongly agree: 4

   Agree   : 3

   Disagree   : 2

   Strongly Disagree:1

6. After tabulating all answers, the researcher calculates the percentage the strength of the response. Researcher uses the formula:

$$P = \frac{\text{total of agree and strongly agree answer}}{\text{total of ideal score}} X \ 100\%$$

7. After each answer is calculate, the score is process base on the criterion of interpretation score as follow:
   Percentage: 0% - 25% = very low

   Percentage: 26% - 50%   = low

   Percentage: 51% - 75%= strong

   Percentage: 76% - 100% = very strong

8. The Criteria of action Success
   Based on the school agreement between the researcher and the teacher, classroom action research can be called the successful if it can exceed the criteria that have been determine, that is when there is 75% of students can achieve the target score. It means that during CAR students have to achieve.

Findings and Discussion

Findings
1. Students' Score on Pre-Test
   To know the results of the student's Cycle 1 and Cycle 2, the researcher presented them in the following tables.

Table 1. Students' Scores on Pre-Test

Students Number	Score of Pretest	Cycle 1	Cycle 2
1	55	64	74
2	57	63	76
3	65	65	75
4	55	58	74
5	54	57	76
6	56	65	76
7	56	58	74
8	58	66	76
9	67	70	70
10	56	66	75
11	56	65	76
12	65	64	74
13	58	66	76
14	53	65	74
15	65	64	76
16	54	70	75
17	57	70	76
18	56	65	75
19	54	66	74
20	56	57	75
Mean	**57.65**	**64.2**	**74.85**

To compare the test result between pretest and posttest of each cycle, the writer used some steps. Those are calculating the class percentage and calculating the students, improvement score from pretest to Cycle 1 and 2 into percentage.

In analyzing the data of pretest, the first step is to get the mean score of the class. It is calculated as following:

$$\bar{X} = \frac{\sum x}{n}$$

$$\bar{X} = \frac{1153}{20}$$

$$\bar{X} = 57.65$$

Based on the result of pretest, the data showed that the mean score of pretests was 57.65. It means that the students speaking mean score before using role play or before implementing CAR is 57.65.

The second step is to know the percentage of students score who passing grade is (65). It is calculated by using as follows.

$$P = \frac{F}{N} X \quad 100\%$$

P = the class percentage

F = total percentage score

N = number of students

$$P = \frac{4}{20} X \, 100\%$$

P = 20%

From that computation, the students score percentage in the pretest is 20%. It means that there are 3 students who pass the KKM and there are 17 students are still below the passing grade.

Next, in cycle 1 of CAR the writer calculates the result of posttest 1 to know the students score improvement from the pretest to posttest 1 result. There are three steps to get this improvement. Those are calculating the students mean score of class, calculating the student's improvement score into percentage and calculate the class percentage.

In analyzing the data of cycle 1, the first step is to get the mean score of the class. It is calculated as following:

$$\bar{X} = \frac{\sum x}{n}$$

$$\bar{X} = \frac{1284}{20}$$

$$\bar{X} = 64.2$$

Based on the result of cycle 1 above, the mean score of the class derived 64.2 in which there were 12 students who passing grade is (65). It is showed there are some improvements from the pre-test's mean score. It can be seen from the pretest mean score (57.65) to the

mean score of cycle 1 (64.2). It Improves 6.55 (64.2-57.65). The second step is the calculating to get the percentage of student's improvement score from pretest to the cycle 1. The writer used computation as follow:

$$P = \frac{Y1 - Y}{Y} X \ 100\%$$

$$P = \frac{64.2 - 57.65}{57.65} X \ 100\%$$

$$P = \frac{6.55}{57.65} X \ 100\%$$

$$P = 11\%$$

The third step is to know the percentage of students score who passed the passing grade (65) in Cycle 1. It is calculated by using as follow:

$$P = \frac{F}{N} X \ 100\%$$
$$P = 60\%$$

From that calculation the class percentage which pass the passing grade is 60%. It meant that in the cycle 1 of CAR, there were 12 students who passed the passing grade and there were 8 students whose score were below the passing grade. The students' improvements which pass the passing grade is 50% (60%-11%).

Furthermore, in the cycle 2 of CAR the writer also calculated the result of posttest 2 to know further the score improvement either from the result of pretest or posttest 1. There are three steps to know this improvement. Those are to calculate the mean score of the class, to percentage of the students' improvement score, and to calculate the class percentage which pass the passing grade (65).

Firstly, is to calculate the mean score of the class in cycle 2. The calculation using as follow:

$$\bar{X} = \frac{\sum x}{n}$$

$$\bar{X} = \frac{7485}{20}$$
$$\bar{X} = 74.85$$

From the calculation the mean score of cycle 2 is 74.85. It means that there were some students improvement score (10.65) from the mean of posttest 1 (64.2).

The Second Step is to know the calculation of the percentage of student's improvement score. Here the researcher computed by using the formula:

$$P = \frac{Y2 - Y}{Y} X\ 100\%$$

$$P = \frac{74.85 - 57.65}{57.65} X\ 100\%$$

$$P = \frac{17.2}{57.65} X\ 100\%$$

$$P = 29.83\%$$

Based on computation, the researchers' calculation or it could be seen that the cycle 2 improves 29.83%. Therefore, the result of all the test is significant different.

The researcher also explained about any ways on Cycle 1 and cycle 2 to get criteria of students score.

Planning

Before start the class, the first researcher chose the appropriate material and topic related to the syllabus about of speaking and makes the lesson plan, then prepare the observation checklist for the teacher and the students for Prepare cycle one.

Acting

The second, researcher gave expression and vocabularies needed to improve their vocabulary and explain the instruction for practicing dialog speaking. The researcher also taught and explained practice about role play activity. And then Students performed role play in the front of the class to practicing until the researcher evaluated and gave general conclusion for students.

Observing

After researcher made a mini teaching, the researcher observed the students' participation of students and researcher observe the students' achievement what they get or understand.

Reflecting

Researcher evaluated more again the teaching and learning process, analyze the students' achievement of speaking and researcher revise the lesson plan for the next cycle.

Cycle 2

   a. *Planning*

The researcher revised lesson plan and modify the technique if in cycle 1 not get the criteria. So researcher modify in another technique to students when researcher teaching. Researcher must reselect the simple material of speaking for students, prepare the observation checklist for the students and teacher and the last researcher prepare questionnaire and cycle 2.

b. Acting

Before start a teaching, the researcher reviewed the previous material about of speaking. The researcher also gives the new topic about of speaking and students make a group work (practice role play), students perform role play in the front of the class and researcher valuates again and gives general conclusion about speaking topic.

c. Observing

After acting of the class researcher observed the students' achievement or not and the researcher observe the students' participation.

d. Reflecting

In this section the researchers have know skill what they get and improve their speaking or not to get the criteria. Researcher analyze the students' progress in speaking based on the score they get in cycle 2 until analyze the students' response based on the speaking test.

Discussion

Based on the findings of the study, it was shown that the appropriate procedure of role-playing technique gives beneficial contribution both in improving the students' speaking ability and improving students' self-confidence during the instructional process. Role-playing technique implemented in this study consists of seven steps. Those are deciding on the teaching materials, organizing the group of the students, providing the situation and dialogue to be role played, teaching the dialogue for role plays, having the students practice the role plays, having students modify the situation and dialogue, and having the students perform the dialogue in front of the class. The findings of this research show that the students' skill in speaking had improved significantly from one meeting to the next meeting, from one cycle to the following cycle. This can be seen from the result of each cycle. The students' speaking performance improved from 57.65% of all students who could reach at least good level at the first cycle to 64.2% of all students in the second cycle. Another finding shows that the students enjoyed performing role-play because of its challenging nature. It could be seen from their performance in front of the class. The classroom atmosphere became more alive and all the students were actively involved in teaching and learning process. They seemed relaxed and excited during the performance period. This means that there is an improvement on the students' self-confidence. . In pre-test the student was get 57.65 but the score increased in cycle one and two they got 64.2 and cycle two 74.85 automatically the mean score of pre-test and post-test was different too. The post- test score was better than pre-test score. It concluded that using role play technique increasing student speaking ability.

From the result of the research analysis showed that role play significantly improved and result explained that score is higher. Based on the result of this research, the researcher signified at using role play a better result in students speaking ability. So, it can be said that implementation of role-playing technique was successful and met the criteria of success.

Conclusion

It could be concluded that total score of pre-tests was different with post-test score. In pre-test the student got 57.65 but the score increased in cycle one and two they got 64.2 and cycle two 74.85 automatically the mean score of pre-test and post-test was different too. The post- test score was better than pre-test score. It could be concluded that using role play technique increasing students speaking ability.

From the result of the research analysis, it showed that role play significantly improved and result explained that score is higher. Based on the result of this research, the researcher signified at using role play a better result in students' speaking ability.

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