**Chapter I**

**Introduction**

**I.1 Background of the Study**

This chapter deals with the introductory of the research. The first to explain is about background of the study. Second will be the identification of the problem. The third is research problems and the limitation of the problem. While the fourth is explain about objective and significance of the study.

Language is the most essential for everyone to communicate to each other. In language, people from all over the world can talk, listen, and think of their own special language that have been shaped by their own culture, character, personality, experiences, profession, and attitude.

English is an international language that almost all of people around the world use it, whether it is for business, social, economy, education or any other utilizing. It is genuinely the most popular language in the universe. Therefore, in this Globalization era, we need to learn this language so we would not be left behind in these days. Because many of school, university and corporation are set off their students and employees to be able to use English, even it is just for daily use.

English learning as a foreign language has four skills to be mastered, those are speaking, listening, reading and writing. Each skill is genuinely important, whether for what it is for its own usage. These four skills are divided into two groups. First, productive skills are speaking and writing. Second, receptive skills are reading and listening.

Speaking is one of the skills in learning English as a foreign language. As we make a conversation, we speak as we do practice it. Since speaking is a skill, it needs to be practice. Because practice does not make you perfect, but practice makes you in progress, to get a better, and then finally becomes perfect in any way. Like that words “we can do because we used to”.

There are many techniques to use for teaching English, like using pictures, photographs, ball, doll/puppets, poems/songs, stories, games, plays and many more. In this paper the writer will concentrate in using a short plays in teaching English in improving student’s speaking skills. A short plays itself sounds interesting to make students to be interested and to motivate them in learning English by using this technique. The reason for choosing the topic is because teaching speaking by using a short plays is very interesting. For the youngster, “have fun” is what really matter for them, even though when they are learning. That is why the writer want to apply this technique – using a short plays in teaching speaking.

In this part, the writer will try to put an analysis of the implementation of using an English short plays in improving student’s speaking ability at one senior high school. Here, the writer has made some researched about this matter.

**1.2 Identification of the Problem**

In every research, there must be difficulties to face. There are several problems in teaching speaking common happen in the class. These are those problems.

There are some countries like in Japan, Indonesia or Egypt where English is not a major language of commerce and education. That is why this problem often happened because to live in a non-speaking English country to learn English – a language that the students did not often hear outside the walls of their classroom, it would be difficult to get a good pronunciation. To deal with this particular problem, the teacher shall keep telling students the right pronunciation if they get it wrong until they get it right.

Students often to have a low self-esteem or just genuinely lazy, there are lots of type of learner who is shy, unconfident, or even lazy and many more. To deal with this kind of problem, the teacher must encourage them to be more confident and brave to speak up. As for those whose lazy we have to find the solution what makes them so and how to deal with it.

Students are afraid of making or creating mistakes especially in pronunciation – afraid of being laughed by others. This kind of problem often happened in the class. Sometimes students are not enjoyed of being laughed at by others – their classmate if they’re making any kind of mistakes. It may cause some decrease of self-esteem, unconfident, or embarrassment. To deal with this kind of problem, as the teacher we have to told them that it is okay if you are making a mistake every once in awhile. But the important thing is, you have learned from your mistakes.

Choosing the right topic may have an important role. If you chose wrongly, the students may end up not interested and become lazier than ever when they are learning. But if you chose correctly, the students may have been interested and actually pay attention of what you say, write or after all of what you taught them.

Determining the allocation of time in doing students’ speaking session, sometimes when we’re teaching speaking, we can’t manage our time precisely and end up unfinished. In order to make our time as effective and efficient as we can, trying to set an order of what we are going to do in class and make sure you have prepare any plans if things are not going as you planned. When you have done that, then it is all goes down to hope for the best and prepare for the worst.

There are always problems in every aspect of life, including in teaching speaking. But in every problem there must be a solution. In this paper, the writer is willing to solve the problem in teaching speaking using a short plays solution.

**1.3 Research Problems**

In this research, the writer would like to analyze portrait of teaching speaking English by using a short plays in a senior high school, case scenario:

1. What is the procedure of using short plays in teaching speaking?

2. How is the learning material of short plays in teaching speaking?

3. What is the teaching media of short plays itself in teaching speaking?

4. How is the teacher and student’s role in teaching and learning speaking by using short plays?

5. How is the evaluation and result of teaching speaking using short plays?

6. How is the respondents’ opinion towards learning speaking using this short plays?

**1.4 Limitation of the Problem**

The case study of this research is the tenth grade of SMAN 15 Bandung – Bandung 15th Senior High School and it focuses on developing their speaking skill using this short plays which covered their pronunciation, accuracy and fluency also all of other aspects in speaking English. The kind of short plays the writer is going to use is basically daily conversations – where the set and the situation often happen in a real life. The writer is focused more on the form of lesson plan, the sets of equipment, procedures and the result of teaching speaking using a short plays. The writer is adjusted the topic of the learning technique based on the syllabus that will be used in teaching the learning material; which in this case is a narrative text.

**1.5 Objective of the Study**

1. To find out the procedure of using short plays in teaching speaking.

2. To find the lecturer and student’s role in teaching speaking by using a short plays.

3. To find the media of short plays itself in teaching speaking.

4. To find the learning material of short plays in teaching speaking.

5. To find out the respondent’s opinion towards learning speaking using this short plays.

6. To find out the evaluation and result of teaching speaking using short plays.

**1.6 Significance of the Study**

In this section significance of study is divided into theoretically and practically, they are:

* Theoretically

The writer wishes this research can actually expand the theory of teaching and learning English, in this case especially for teaching and learning speaking by using a short plays.

* Practically

The writer wishes that this research will improve his knowledge in teaching English and can give information of how to teach speaking English to students using a short plays. The writer also wishes that this paper can be used and added into a collection of, give contribution and make the most benefit out of it to education research, especially in English Department of Pasundan University.

**1.7 Subject of the Research**

To get hand of the data, the writer chooses the population of SMAN 15 Bandung – Bandung 15th Senior High School addressed in Jl. Sarimanis I Telp. (022) 2011975 Sarijadi Bandung 40151. As for the sample, the writer chose the class MIA 4 – Math Science 4. All the purposive reason of choosing this population and sample has been decided upon which the characteristics of it beforehand

**Chapter II**

**Theoretical Foundation**

This chapter provides some theories underlying the current study. The first, explain about language as a tool of communication. Second, explain about four skills. Third, explain about speaking. Fourth, explain about teaching speaking method. From all of them, one section explains about CLT, two sections explain about teaching using technique or media, and three sections explain about short plays.

**2. 1 Language as a Tool of Communication**

Language is the most essential for everyone to make a communication with other. The main function of language is as a communication tool, or a means to convey information, thoughts, ideas or feelings. Like Plato said, that language is essentially a statement of one’s mind by means onomata (name objects or something) and rhemata (speech), which is a reflection of the idea of someone in the flow of air through the mouth.

Likewise in Brown (2001:6) in his book explain about 8 definition of language in point 5 that language is a tool of communication. The point is Language is a tool of communication, is that one of the function from language. It is true that human using language as a vital tool in this life. Language belongs to human. Language is one of different characteristics of human that differentiate human with the other creature in this world. Language is the important tools to make communication, relation and cooperation with each others.

**2. 2 Four Skills in Language Teaching and Learning**

In learning English as a foreign language, there are four skills to be mastered: listening, speaking, reading, and writing. According to Scrivener in (1994: 20), Listening and reading are called ‘receptive skills’ (the reader or listener receives information but does not produce it); speaking and writing, on the other hand, are the ‘productive skills’.

Speaking, it is the first skill. Speaking is one of the most significant skills that the students have to master it. It is where all begin. In learning English, it is the way we communicate with each other that is important. As we know Speaking is a skill, that is why it needs to be practice, because practice it is not makes you perfect, but practice makes you in progress, to be better, then perfect at last. To practice our speaking skill, we need to keep practice it as much as we can. For example just say something and make a simple conversation with other people can really makes getting used to it.

According to Kurniasih (2011: 76), there are three main types of speaking activities that can be used in a classrooms; the first type is songs, chants and poems – which are very effective to encouraged young learners to mimic the model they hear on the cassette or video. The second type of speaking activities is the games and pair work activities. They are commonly based on a given model; they do encourage young learners to begin to manipulate the language by presenting them with a certain amount of choice, albeit within a fairly controlled situation. The third type of speaking activities used in primary schools is oral report and discussions on books the students have finished reading. Children need to talk to each other about what they‘re reading and share their ideas and insights with others. In this way, the stories come to life, students gain insight and ideas from others, and language learning is enhanced. Zang (2009, p. 34) in Kurniasih (2011: 77) also shows that integrating speaking and reading skills deepens students‘ understanding of the reading material, reveals any problem they have understanding a text, and, most importantly, lets them apply the information they have read into authentic speaking practice that improves their fluency. Burns (2012) also add speaking is a complex and dynamic skill. It involves use of several simultaneous processes – cognitive and physical, challenging aspect of language learning because knowledge and skills have to be activated in a real-time. Therefore, practicing by using a plays will be their authentic speaking practice to improve their fluency in speaking in real-time as they experienced it.

Listening, it is the second skill. Listening is one of the most significant skills that must be learnt by the students. Listening is like figure out what we heard. From listening, we can hear, share and tell any kind of different voices as well as variation of accents. What is more, beside that Listening is also one way to learn English. For example if we listen to a song, watch a TV show or movies. We will get to hear what does it says right, so that is when we listen then we can share and tell afterwards.

Kurniasih (2011: 73) said that although speaking is the most common form of communication, due to several reasons, listening is the first skill to master in order to be proficient in a language. First, no one can say a word before listening to it. Thus, the teacher must take into account that the level of language input (listening) must be higher than the level of language production (speaking). Smith (1975, pp. 98-99) in Kurniasih (2011: 73) emphasizes that: *“…good listeners often speak more exactly and more creatively than poor listeners; they have more words at their command.”*

Smith (1975, p. 65) in Kurniasih (2011: 73-74) to add further that second, in a conversation, one can respond accurately only after listening precisely. Our daily interactions prove that poor listening can lead to unnecessary arguments and problems. Third, listening constitutes half of the communication process. Fourth, children get the majority information through listening. Finally, children spend more than half the time they are in the classrooms by listening. Realizing these reasons, we can see how important it is for the learners.

Reading, it is the third skill. Reading is one of the most significant skills as well as the other ones to be learned by the students. In this particular skill, we can explore more and more our skill because when we were reading we’re not just read, we also learning. For example when we read a text, we don’t just finding out the main topic or idea of the text, we also learn the vocabularies, punctuation and grammatical of the text.

Talks about reading, as Kim (2002) in Kurniasih (2011: 77) said that: *“Reading is a very complicated process involving a variety of factors that interact with one another”*. The factors involved in reading include sub-reading skills (such as word recognition, skimming, scanning, sentence comprehension, getting the topic, etc.) and background knowledge.

Writing, it is the fourth skill. Beside speaking, listening and reading, writing is also one of the most significant skills that the students need to be learned. Writing means we produce something when we’re doing it. That is why this skill included to productive skill like speaking. If we can speak, read and listen, but can’t write it, then it won’t be completed. Writing is like saving our words that we speak, read and listen into a written form. It is where writing is important from.

A writing program in such setting is always preceded by rich, broad and meaningful program in oral expression and sensible and interesting reading activities. In contrast, since writing is less threatening than speaking in that children need not be afraid of mispronouncing an unfamiliar word, in a second or foreign language learning children can have their first experiences of producing written statements in English well before they start speaking in the language. According to Gordon (2007) in Kurniasih (2011: 79), Second language literacy experts recommend that literacy instruction should start early in the ESL classroom, before children develop full proficiency in a second language (p. 96).

**2. 3 Teaching Speaking**

Speaking is the most important skill in TEFL (Teaching English Foreign Language. Speaking) includes to the productive skill with listening, we can say that speaking and listening is the most important skills in teaching English. From a communicative, pragmatic view of the language classroom, listening and speaking skills are closely intertwined. In teaching speaking, the students have to master and speak English clearly to be able to make a conversation with other people. The writer using CLT (Communicative Language Teaching) as an approach to teaching speaking through short plays as a technique in teaching English. According to Burns (2012), there are 10 developmental for speaking materials in teaching speaking, they are:

1. Help learners to target pronunciation at suprasegmental (stress, intonation) as well as segmental (syllable/word sound) levels.
2. Put pronunciation into context – integrate practice features within relevant/motivating speaking materials.
3. Stress intelligibility and comprehensibility rather than native-speakerness.
4. Provide a balance and relationship between enabling skills and interaction skills
5. But always work towards meaning and communication.
6. Ensure preparation and scaffolding that work towards task completion.
7. Provide explicit guidance for skill and strategy development.
8. Give multiple and diverse opportunities for practicing tasks that have a logical relationship.
9. Embed feedback on various stages of task performance and on development of knowledge about spoken language, core skills and speaking strategies.
10. Show awareness of affective factors - anxiety, nervousness, embarrassment.

**2. 3.1 Communicative Language Teaching**

Communicative Language Teaching or Communicative Approach emphasizes learning a language through a genuine communication. Thus make the proponents of this approach is paying attention to the functional as well as structural aspect of language.

CLT (Communicative Language Teaching) is a set of approaches which have similar belief that the goal of language learning and teaching is CC (Communicative Competence). According to Hymes (in Kimtafsirah 1997), CC is designed based on Celce and Muria which is implemented in Indonesian context covers five components, (1) Discourse Competence; that means many kinds of texts, (2) Actional Competence; that refers to speaking and writing, (3) Socio Cultural Competence; means the use of formal and informal language, (4) Linguistics Competence; that refers to grammar, vocabulary and structure, (5) Strategic Competence; that means the way how to start a conversation. Richards (2006) stated that Communicative language teaching can be understood as a set of principles about the goals of language teaching, how learners learn a language, the kinds of classroom activities that best facilitate learning, and the roles of teachers and learners in the classroom.

CC (Communicative Competence) is the goal of learning and teaching English put forward either by Hermes or Celce and Murcia. Teachers of English should make their students have CC and its components. According to Richards (2006: 3), Communicative competence includes the following aspects of language knowledge:

* Knowing how to use language for a range of different purposes and functions
* Knowing how to vary our use of language according to the setting and the participants (e.g., knowing when to use formal and informal speech or when to use language appropriately for written as opposed to spoken communication)
* Knowing how to produce and understand different types of texts (e.g., narratives, reports, interviews, conversations)
* Knowing how to maintain communication despite having limitations in one’s language knowledge (e.g., through using different kinds of communication strategies).

The term CLT is used to refer to Communicative Approach, which is called Communicative Language Teaching, as it is said by Richards and Rodger [1986] in (Kimtafsirah, 2011:19). CLT has become an umbrella term, it is not only one approach but it is set of approaches. According to Kimtafsirah in (2011: 19-20), the 2004 and the 2006 TEFL (Teaching English as Foreign Language) high school syllabus that teachers of English should teach English based on CLT since English in Indonesia is regarded as a foreign language and the teacher should put the cultural background, the student’s need and the level of students into the teacher’s consideration so CLT which is implemented in Indonesia can be called CLT in the Indonesia context. These are the characteristics of CLT in the Indonesian Context as follow:

* It is used for teaching English as foreign language
* Students should work in the group
* One of the objectives of CLT is to make students able to speak and write in English
* CLT in Indonesian context adapts the CLT in Western context
* In CLT in the Indonesian context teachers teach CC (Communicative Competence) to students
* Teacher teaches language as communication
* Teacher teaches communicating in the target language
* Most teachers are non native speakers
* Communicative activities and tasks are underlined

According to Howard [1984] in Kimtafsirah (1997), when adopting CLT, we have to change the syllabus. The most important of the CLT language lesson is the communicative activities itself and communicative syllabus would presumably consist of a s.eries of activities organized around some central principle. Most modern courses of English as foreign or second language contain of suggestion for information gap activities, role plays, simulation, language games of various kinds. Teacher may teach students by using pictures, many kind of texts, dolls, puppets, songs, poems, photographs, dialogue, etc.

**2. 3.2 Plays as a Media in Teaching Speaking**

Teaching using media can be considered as particular things that can support teachers in presenting the lessons. By using media, the students will pay attention of our lessons and could make the students enjoy in learning English.

There are many performance activities that can be used as teaching strategies. They include various forms of drama (plays, skits, mime), role play, puppetry, simulation games and debating (Roy Killen, 1998: 159). The use of games, role plays, pair and other small group activity were recommended in the teaching of English either as a Second Language or as a Foreign Language (Savignon, cited in Silberstein, 1994: 39) in Kimtafsirah (2011: 17).

According to Killen (1998: 160), plays included into Performance Activities as a Teaching Strategy. Performance Activities are those teaching strategies in which one or more students are required to “act” a part. They may be very formal activities (such as debating), free-flowing activities (such as role play), or a mixture of structure and freedom (such as in simulation games). All of these activities have one very important common feature: the students who are participating are required to take on a “role” and to behave in ways that may not be natural to them. A second important feature is that the activity will usually involve just a few “active” participants, with the remainder of the class being required to learn through observation (and later discussion).

There are some advantages of using performance activities as a teaching strategy. According to Killen (1998: 162), when we used effectively, performance activities have a number of special advantages over other teaching strategies. These advantages includes here.

* Engaging student actively in learning, so that they appreciate the value of participation, rather than just hoping to learn by absorption. (Whitman, 1990) in Killen (1998: 162).
* Enabling students to get the “feel” of situations in ways that might be impossible in real life.
* Providing students with opportunities to develop a range of communications skills (Hudson, 1991) in Killen (1998: 162).
* Giving students opportunities to deal with complex problems in concrete ways.
* Providing students with opportunities and a safe environment in which to experiment and take risks in their interactions with others and, through these experiences, to gain a better understanding of their own values and attitudes.
* Allowing student to explore views and issues in a non-threatening and safe environment (Hughes, 1992). This encourages students to think critically and creatively.
* “Because this kind of learning involves the whole person – intellect, feeling, and bodily sense – it tends to be experienced more deeply and remembered longer” (Brookfield, 1990, p. 115) in Killen (1998: 163).

Also, Killen says that there are five main roles when using performance activities: preparing, briefing, oversight, debriefing and evaluation. These activities can be summarized as follows.

1. Preparing

Decide what learning outcomes you want the class to achieve, and satisfy yourself that they can be achieved through the use of scripted play.

1. Briefing

Tell the students that the class will be involved in presenting a play and briefly explain why you have chosen this way for them to learn.

1. Oversight

As the play progresses, you must monitor both the actors and the observers. Check that the actors are not becoming stressed, and be alert to any conflicts that might be developing or any difficulties that players might be experiencing. If these go beyond the limits of what you intended you might have to intervene. Check that the students in the audience are paying attention and not distracting the players.

1. Debriefing

This is probably the most important part of the activity. If you do not debrief both the players and the audience, the play might be seen as just a piece of entertainment rather than a valuable learning experience. It cannot be overemphasized that the debriefing is not a time to tell the students what they should have learned. It is a time when experiences, opinions and interpretations are exchanged. You should help the students to initiate questions, volunteer information and share their feelings.

1. Evaluation

Discuss with students their opinions of the activity.

On the text below, there will be an explanation of a plays or play in general and at such term that the writer use as a teaching strategy.

A plays or play is a form of literature written by a playwright, usually consisting of scripted dialogue between characters, intended for theatrical performance rather than just reading. Plays are performed at a various levels from Broadway, Off-Broadway, regional theatre, to community theatre, as well as a university or school productions. Talking about plays, productions, and performances can be difficult, especially since there’s so much overlap in the uses of these terms. Although there are some exceptions, usually plays are what’s on the written page. Likewise Killen says in (1998: 165-177) that there are two type of plays, those are Scripted Plays and Spontaneous (Unscripted) Plays, or Role Playing.

1. **Scripted Plays**

Scripted plays are an appropriate way to introduce students to the idea of learning through performance activities because they allow you to have a high level of control over what happens and they provide a clear structure for the performers. With a scripted play, the focus moves from one player to the next at fairly short intervals, giving the students time to recover before the focus is on them again. The pressure on the players can be further reduced by allowing them to carry cue cards and by emphasizing that it does not matter if they misquote a few lines. There are numerous types of short plays that can be used as vehicles for teaching knowledge, skills or attitude. They are variously referred to as playlets, skits, sketches, minidramas, or creative dramatics, and there seems to be a little consistency in the use of these terms in the literature. Scripted plays can be either rehearsed or presented without rehearsal.

According to what Killen says in (1998: 170-176) that there are some suggestions for using this type of plays; scripted plays as a teaching strategy.

1. Short plays developed by students can be an absorbing way for them to explore the history and customs of people from other cultures (e.g. Mills, 1994 in Roy Killen, 1998: 170). You can supply students with some of the resources they need, help them to locate other resources, and provide a general theme for their plays.
2. Killen also says that, with a little imagination, you can use short plays to add variety and interest to almost any subject. For example, Moore (1992 in Killen, 1998: 170) uses short student to help students grapple with Science concepts. Her article includes the dialogue for a skit in which hot and cold gas molecules are interviewed on a talk show to help students understand how these properties affect wind, rain and other weather phenomena.
3. In foreign language classes, short dramatizations can allow beginning students to use their very limited vocabulary and grammar knowledge to practice the language and build their communicative skills (e.g., Shen, 1993 in Killen, 1998: 169).
4. McCormack (1992 in Killen, 1998:170) discusses how the use of creative dramatics at the beginning, middle and end of the school year can unite, rejuvenate and motivate students. She also claims that it can improve their decision-making skills.

The learning process of this Scripted Play as a teaching strategy is first, it can be written by either a teacher or student, and other authors. Even though there are some advantages and difficulties of writing the script ourselves (teacher) which according to Killen (1998: 166) is that the play can be carefully structured to help students achieve a particular learning outcome. The obvious difficulty is that it takes some talent and practice to develop plays that will be both interesting and informative. You can use plays that require some simple props or stage sets, or use only those support materials that are normally available in the classroom.

Killen also stated if you will probably select this teaching strategy when you want students to confront some topical issue in your subject. The chances of finding a ready-made script to suit your purposes are not good, so it will be useful for you to develop some basic script-writing skills for the students by give them a chance to write their own script. The following points should get you started, after that, you can refine your approach to suit the particular needs of your students. Do not overlook the possibility of getting students involved in script-writing. This can be a very effective way to have them grapple with the ideas and share their views, as well as improving their written communication skills. The feeling of satisfaction that they will get from presenting a play that they have written can be very rewarding and encouraging.

Second, it is the rehearsal. Scripted plays can be either rehearsed or presented without rehearsal. Unless your students are very experienced and/or talented, unrehearsed presentations will be little more than “reading aloud exercises”. If you want the participants to feel reasonably comfortable in their roles, and the play to flow smoothly, some rehearsal is necessary.

1. **Role Playing: Spontaneous (Unscripted) Plays**

The education literature contains descriptions of two main types of role play. In its most common form, role playing is an unrehearsed dramatization in which individuals improvise behaviors that illustrate acts expected or persons involved in defined situations. “In role-playing activities, you present to your students a realistic or hypothetical situation and a cast of characters. The students then improvise dialogue and actions to fit their views of the situation and the character they are playing”, (Davis, 1993, p. 159 in Roy Killen, 1998: 171). According to Kimtafsirah in (2011: 25-26), role play also is one of the techniques belong to Educational Drama, and since as it is not performed on the stage or on the theatre, it is called Educational Drama, which covers one of them it’s role play. Role play is not something new most students are familiar with it. It is where the teacher commonly asks students to learn by heart the dialogue and act it out. According to Harmer in (1998: 87), to take part in a role-play allows the students to rehearse such a real-life event in the safety of the classroom. This is not the same as practice in which more detailed study takes place; instead it is a way for students to ‘get the feel’ of what communicating in the foreign language really feels like.

Killen says in (1998: 170-176) that there are some suggestions for using this type of plays; role playing: spontaneous (unscripted) plays as a teaching strategy.

1. Role playing can be a useful way to develop the skills and dispositions necessary for students to learn through other teaching strategies. For example, Barron (1993 in Killen, 1998: 176) describes a learning activity in which students play both constructive and dysfunctional roles during a group task to illustrate how group success depends on the actions and attitudes of its members.
2. Referred to Swink (1993 in Killen, 1998: 176), for some suggestions about using role play to help students integrate their learning with job performance.
3. Prestel (1994 in Killen, 1998:176) is enthusiastic about the use of role play in foreign language classes, particularly advanced classes. He claims that they provide interesting and challenging ways for students to use foreign languages and to integrate language learning with learning about other cultures.
4. Downing (1994 in Killen, 1998: 176) says that if your prime purpose for using role playing is to have students explore human relations issues and problems, then the ideas presented will be useful.

The learning process of this Spontaneous (Unscripted) Plays, or Role Playing is first, according to Killen (1998: 171) role plays are designed to acting out situations in which there is a conflict or dilemma. They provide an opportunity for students to become deeply involved in thinking about how they would react in real-world situations. For successful role playing, students assimilate information that is provide about their role and then act out the assigned role in accordance with their interpretation of how their character would behave in the fictional situation.

The other form of role playing requires students to take on specific roles over a longer period of time, frequently in order to experience what it might be like to work in a particular occupation.

**2. 3.3 Procedure of Plays in Classroom**

Killed (1998: 166) stated that the procedure of plays in the classroom starts with the preparing, briefing, oversight, debriefing and evaluation. Those are the five main roles to do when using performance activities, for such scripted plays and spontaneous (unscripted) plays/ role-playing. After that, as the teacher you need to divide the students into group or pair. The five main roles can be summarized as follows:

1. Preparing

- Decide what learning outcomes you want the class to achieve, and satisfy yourself that they can be achieved through the use of scripted plays;

- Select, or write, or help the students write the play;

- Select the students who will be directly involved;

- Select other students for roles such as video-camera operator;

- Prepare guidelines for students who will be observers so that they know what is expected of them;

- Arrange for any necessary props or support materials;

- Prepare discussion questions to use after the performance.

2. Briefing

- Tell the students that the class will be involved in presenting a play and briefly explain why you have chosen this way for them to learn;

- Brief the actors on their roles (preferably at least one day before the performance);

- Explain to other students what you expect them to do during the performance;

- Outline to students the context of the play so that they can quickly appreciate what is happening once the play starts;

- Check that all students know what is expected of them.

3. Oversight

As the play progresses, you must monitor both the actors and the observers. Check that the actors are not becoming stressed, and be alert to any conflicts that might developing or any difficulties that players might be experiencing. Check that the students in the audience are paying attention and not distracting the players.

4. Debriefing

The players and audience should be debrief, if they are not the play might be seen as just a piece of entertainment rather than a valuable learning experience. The debriefing is not a time to tell the students what they should have learned, it is time when experiences, opinions and interpretations are exchanged. You should help the students to initiate questions, volunteer information and share their feelings.

5. Evaluation

Discuss with students their opinions of the activity. Did they enjoy the strategy? Why? Could they suggest better ways of using activities such as this? Were the learning outcomes significant? Could the strategy be successfully applied to other parts of their course? Like that.

**2. 4 The Teacher’s and Students’ Role**

Using these plays as a teaching strategy, or in the term of “performance activities”, there are roles to be fulfilled both for the teacher and student. According to Killen (1998: 171) frequently, role playing involves directly just two or three students. The majority of the class observes, and analyses the interactions between the players. The teacher’s roles are to plan, structure, facilitate and monitor the role playing, and to guide the follow-up discussions. When students are engaged in performance activities, your prime role is that of director. You are not expected to take a direct part in the activity, but you must be aware at all times of what is happening and what you want to happen. You must be thoroughly conversant with all aspects of the activity including its purpose, the sequence of event that will occur, the roles the players are to take, the type of interactions that are likely to occur, the points at which conflict might occur, and the learning outcomes that are expected.

**2. 5. Assessment Technique for Speaking**

In an implementation of this performance activities, which is play or plays there are assessment technique to follows according to Brown in (2001: 267-269) based on a review of some of the current issues in teaching oral communication will help to provide some perspective to the more practical considerations which the writer thought could be included as an assessment technique as well.

1. Conversational Discourse

The benchmark of successful language acquisition is almost always the demonstration of an ability to accomplish pragmatic goals through interactive discourse with other speakers of the language. And yet, as Richards (1990: 67) in Brown (2001: 267) noted, “the conversation class is something of an enigma in language teaching.” The goals and the techniques for teaching conversation are extremely diverse, depending on the students, teacher, and overall context of the class. Historically, “conversation” classes have ranged from quasi-communicative drilling to free, open, and sometimes agenda-less discussions among students. Recent pedagogical research on teaching conversation has provided some parameters for developing objectives and techniques. It is been discovered that techniques for teaching students conversation rules for topic nomination, maintaining a conversation, turn-taking, interruption, and termination. Our pedagogical storehouse has equipped us with ways to teach sociolinguistic appropriateness, style of speech, nonverbal communication, and conversational routines (such as “Well, I’ve gotta go now.” “Great weather today, huh?” “Haven’t I met you somewhere before?”). Within all these foci, the phonological, lexical, and syntactic properties of language can be attended to either directly or indirectly.

1. Teaching Pronunciation

There has been some controversy over the role of pronunciation work in a communicative, interactive course of study. The answer to a question should a language program that emphasizes whole language, meaningful contexts, and automatically of production focus on these tiny phonological details of language is “yes”, but in a different way from what was perceived to be essential a couple of decades ago. But still, this should be considered as one of the assessment in speaking. Although, Burns (2003) stated the importance of pronunciation in language learning, it is important that speakers of English can achieve:

* Intelligibility (the speaker produces sound patterns that are recognizable as English)
* Comprehensibility (the listener is able to understand the meaning of what is said)
* Interpretability (the listener is able to understand the purpose of what is said).
1. Accuracy and Fluency

It is now very clear that fluency and accuracy are both important goals to pursue in CLT. While fluency may in many communicative language courses be an initial goal in language teaching, accuracy is achieved to some extent by allowing students to focus on the elements of phonology, grammar, and discourse in their spoken output.

1. Affective Factors

One of the major obstacles learners have to overcome in learning to speak is the anxiety generated over the risks of blurting things out that are wrong, stupid, or incomprehensible. Because of the language ego that informs people that “you are what you speak”, learners are reluctant to be judged by hearers. Our job as teachers is to provide the kind of warm, embracing climate that encourages students to speak, however halting or broken their attempts may be.

1. The Interaction Effect

The greatest difficulty that learners encounter in attempts to speak is not the multiplicity of sounds, words, phrases, and discourse forms that characterize any language, but rather the interactive nature of most communication. Conversations are collaborative as participants engage in a process of negotiation of meaning. So, for the learner, the matter of what to say-a tremendous task, to be sure-is often eclipsed by conventions of how to say things, when to speak, and other discourse constraints.

As for the evaluation of this performance activities, as it said that this plays technique is a ‘performance activities’ that using as a media in teaching speaking, then the evaluation for it would be a performance as well. Means that the students will have to perform the plays itself so that it will give the result of an evaluation of how far they succeed in doing it. The writer believe that the best way to evaluate or assessed a speaking skill exercise is by using this particular way which is a ‘performance’, likewise according to K. Harnadi in his paper, stated that:

*“Unjuk Kerja (Performance) adalah penilaian yang dilakukan dengan cara melakukan observasi atau pengamatan pada kegiatan siswa dalam melakukan suatu kegiatan berbahasa. Penilaian ini cocok digunakan untuk menilai ketercapaian kompetensi yang menuntut siswa melakukan tugas tertentu.”*

He also stated that this method of assessment is more appropriate because it giving an authentic result for the speaking skill competence rather than writing test because what has been assessed is more reflecting the real capability of a student. To observe the learner with this method assessment which is a performance, there are these instruments that can be used as follows:

1. Check-list

Performance assessment can be done with using the check-list tool (Good/ Not-good). With using this check-list, the students will get the score if the criteria of certain competences-mastered can be assessed by the assessor. In the using of check-list, the assessor will going to have just two valid choices, for example is right-wrong or good-not good. Thus, the assessor can’t give any mid-score because it only has two choices in to do so. The check-list is more practical to be used to asses subject in a large number

1. Rating Scale

The assessment of a performance can also be done with using the rating scale. The advantages of this tools, is that the assessor can give a mid-score within any certain competences-mastered, because giving the score is in continuum which the choices have its categories more than two choices. Rating scale started from bad to excellent. Like for example: 1 = Bad, 2 = Fair, 3 = Good, 4 = Excellent.These are the examples of assessment table that will be used in this performance evaluation technique.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| No | Name | Aspects | Pre-Test | Post-Test |
| Pronunciation | Accuracy | Fluency | Grammar | Comprehension |
|  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |
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|  |  |  |  |  |  |  |  |  |

|  |  |  |  |
| --- | --- | --- | --- |
| No | Assessments | Informationof the Assessments | Per Grade |
| 1. | Pronunciation | 1. Too much mistake until it is hard to understand
2. Lots of mistake and disturbing the meaning
3. There is a mistake but does not disturbing the meaning
4. Nearly perfect
 | 1234 |
| 2. | Accuracy | 1. Too much mistake until it is hard to understand
2. Lots of mistake and disturbing the meaning
3. There is a mistake but does not disturbing the meaning
4. Nearly perfect
 | 1234 |
| 3. | Fluency | 1. Too much mistake until it is hard to understand
2. Lots of mistake and disturbing the meaning
3. There is a mistake but does not disturbing the meaning
4. Nearly perfect
 | 1234 |
| 4. | Grammar | 1. Too much mistake until it is hard to understand
2. Lots of mistake and disturbing the meaning
3. There is a mistake but does not disturbing the meaning
4. Nearly perfect
 | 1234 |
| 5. | Comprehension | 1. Too much mistake until it is hard to understand
2. Lots of mistake and disturbing the meaning
3. There is a mistake but does not disturbing the meaning
4. Nearly perfect
 | 1234 |
| 6. | Attitude | 1. Never been honest
2. Rarely being Honest
3. Often being Honest
4. Always been Honest
 | 1234 |
|  |  |  |  |

**4 = Excellent | 3 = Good | 2 = Fair | 1 = Bad**

**Note 1 – Accounting:**

Total Score = V + G + C + P + F (Value) x 10

 20 (Ideal Score)

**Note 2 – Description of the Values:**

4 = 89 – 100

3 = 79 – 80

2 = 69 – 70

1 = < 59 – 60

In that conclusion, there are some reason why plays helpful in teaching learning process. First, in used of plays, we have to know about the role of plays:

1. Plays can motivate the students and make them to pay attention and want to take part of it.
2. Plays contribute to the context in which the language is being used. It brings the world outside –those real-life events into the safety of the classroom.
3. Plays can be describes as an objective way or interpreted or responses to subjectively.
4. Plays can stimulate and provide information to be referred to in a conversation, discussion or story-telling.

Beside those roles in using short plays – plays, there are six reasons why plays helpful in teaching learning process. These are the reasons why using plays material:

1. Plays are useful for presenting new grammatical and vocabulary items.
2. Plays material allows for meaningful practice of vocabulary and structure presented by the teacher.
3. Plays material provides a stimulus for using the language at the reproduction and manipulation stage to speak, read and write.
4. Plays material can be used as supplement.
5. Plays can be fun and entertaining for the whole class.

With that conclusion, I can summarize that short plays – plays as the type of technique that can be used in teaching English to help the students and the teacher in teaching and learning English. Also, short plays – plays is kind of media that can be made by the teacher and the students themselves quite easily. They can either make it by themselves or find and get the plays from the internet for free.

**Chapter III**

**Research Methodology**

In this chapter discusses some aspects of research methodology that will be applied in the research. There are four parts of explanation has been divided in this chapter. The first, explain about the research design. The second, explain about the method of the research. The third, explain about the technique of collecting data. The fourth explain about the technique of analyzing data. In this research, the writer uses the qualitative research method.

**3.1 Research Design**

The writer uses qualitative research method and classroom action research in this research. In this study, the writer prepares all the steps needed that related to the research. There are three steps in the research as follows:

* + 1. **Preparation**

In every research, preparation is an important thing to do because without preparation we can’t be sure to be able to manage things that we want to do well. Things will be a lot well-worked if we well-prepared it. Preparation is the very first step in each research should do because a research will become successful if the writer makes a good preparation for the research beforehand. The writer does these activities as a preparation before do the research such as:

1. The writer proposes a proposal.
2. The writer asks for permission to the Headmaster in school for doing the research.
3. The writer asks one of the English teachers at school to getting to know the type of process or operation in teaching speaking English.
4. The writer prepares all of the things required that related to the research.
	* 1. **Implementation**

After doing the planning, the writer is going to do the next steps and that is an implementation. At this stage, the writer does the observation steps. He will observe the tenth grade of senior high school – SMAN 15 Bandung in gaining the data that he needs. So basically, the implementation of this research is to improve students’ speaking ability.

The implementation is the step for the writer to conduct the observation at the school related. There are several issues that the writer has found in this research, therefore the writer implements the Classroom Action Research (CAR). The purpose of Classroom Action Research (CAR) is to solve the problem in the class, to correct the teaching quality all at one research of science and the answer of how it can be solved by this action. The classroom action research is employed since it is directed to develop strategy in order to solve the classroom problems. According to Burns (2010) Action research (AR) can be a very valuable way to extend our teaching skills and gain more understanding of ourselves as teachers, our classrooms and our students.

In collecting the data, the writer uses at least two cycles or more. In the Table 1, the cycle of classroom action research can be seen below.

**Table 1**

**The Cycle of Classroom Action Research**



1. Plan – Planning The Action

Plan is the first step of the research procedure. This activity covers the problems identification. This is the most important step in conducting action research as by knowing the problems, the writer and collaborator can find a good solution to solve the problem emerge. Burns (2010) stated that the starting point for AR is identifying a problem you want to focus on. Another aspect of planning for AR is considering the resources and materials you will need, such as access to literature you might want to read or participants you might want to include.

1. Act – Putting the plan into Action

After recognizing the possible cause of problem faced by the students of 15th Bandung the chosen class has medium score of spoken test, the action is decided in advance. The action was aimed to solve the problem. Burns (2010) says you might say that all good teachers are interested in information about their classrooms and students but, remember, in AR it is important to collect data in a *systematic* way. By reflecting on the data – the information or evidence you have before you – your understanding and insights about teaching issues will get much deeper.

1. Observe – Observing the result of the plan

Observation is the activity of collecting data to supervise to what extent the result of “acting” reaches the objective. The data covers the students’ progress (the students’ score) and comprised to students’ interest, class management. In short, at this phase, the writer or collaborator elaborates kinds the data, the procedure of collecting data and instruments (observation, questionnaire, and so forth) attach on the appendix. Burns (2010) added that first you collect the data and then, when they are all collected, you analyze them. But in AR nothing could be further from the truth. We’ve already noted that AR is a recursive spiral or cycle of action and reflection, and that means you start examining and analysing the data in a dynamic way right from the very beginning.

1. Reflect – Reflecting and planning for further action

Reflection is the activity of evaluating critically about the progress or change of the students, class, and also the teacher. In this step, the writer and collaborator could observe whether the “acting” activity has any progress, what progress has happened, and also about the positive and negatives, and so on. In the planning steps before, the writer wants to improve the students’ speaking skill. The writer will use practice method for improving the students’ achievement in speaking. There would be some steps like pre-test, the teaching learning activities, and post test. Burns (2010) stated that eventually, you will reach a point where you want to bring the process to an end, draw out your overall conclusions and interpretations, and make statements about your research as a whole. This point involves thinking about the entire ‘story’ of the research and deciding where it will lead you next. Burns also point it out that reflection in AR is much more dynamic than simply being the last phase in the cycle. Reflection involves creative insights, thoughts and understandings about what you have been doing and finding, and it happens right from the beginning. For action researchers, reflection flavors and

moulds the whole AR experience.

Furthermore, plan of research result on first cycle will be discuss with collaborator and also the adviser for making the next lesson plan. The thing is done in the second cycle. If it takes an extra cycle repeated until the whole issues were solved in this research. The results of the cycle that has been taken will be compared.

* + 1. **Reporting**

Reporting is the last thing in the research that the writer has to do. In reporting, the writer will write and reports all activities starting from the first activities until the last activities the research did in details. It means that the writer reports all the process, evaluates and concludes the research. The writer do reporting such as the writer writes the process and give an evaluation and conclusions from the result of the observation that the writer do in the school in form of a paper.

**3.2 Method of the Research**

In conducting every research, of course deciding an appropriate method is one of a great importance. Qualitative research is not a unitary construct but a cluster or continuum of approaches that generally seek contextualized, naturalistic, holistic understandings and interpretations of phenomena that occur in particular types of contexts (Duff, 2002b) in Duff (2007). Duff (2007) also added that importantly, the guidelines underscore the need to situate research within a theoretical context, to select an issue of wider relevance and significance to the field, plus the need to collect and analyze data appropriate to the research questions being asked. Finally, sufficient evidence (e.g., data) must be provided for the interpretations and conclusions that are drawn and counter-examples, if any, should be explained.

According to Bogdan and Biklen “*Qualitative Research for Education*” (1982: 2) Qualitative research for education takes many forms and is conducted in many settings. They also stated that qualitative research is use as an umbrella term to refer several research strategies that share certain characteristics. The data collection has been termed soft that is rich in description of people, places, and conversations, and not easily handled by statistical procedures. The major focus of action research is on concrete practical issues of immediate concern to particular social groups or communities. It is conducted in naturally occurring settings, primarily using methods common to qualitative research (Nunan 1992; McKernan 1996) in Burns (1999), such as observing and recording events and behaviors. Bailey (1998) in Burns (199) added, its approaches are essentially ‘participatory’, in that they are conducted by and with members of the actual community under study. Because of its practical nature and focus on immediate concerns, it holds particular appeal for classroom teachers and a promising direction for the building of theories related to teaching and learning.

Based on Bogdan and Biklen in “*Qualitative Research for Education*” (1982: 27-30) as they define, the characteristics of qualitative research are as follows:

1. Qualitative research has a natural setting as the direst source of data and the writer is the key instrument.
2. Qualitative research is descriptive. The data collected is in the form of word of pictures rather than numbers.
3. Qualitative research is concerned with the process rather than simply with outcome or product.
4. Qualitative research tends to analyze its data inductively.
5. “Meaning” is of essential to the qualitative approach.

The writer uses qualitative method in this research because that will be supports these research. Qualitative methods are way to collecting data which are concerned to describe something and more emphasize the process more than result.

**3.3 Population and Sample**

**3.3.1 Population**

According to Arikunto (2006: 130) population is all individuals who are played as the subject in the study. In the research, the writer will examine all the data and its sources that have been planned beforehand. For all the data and information that has been assessed, the result of it expected to be as accurate as possible.

In this research, to get hand of the data, the writer chooses 15th Bandung senior high school. The population in this research is the students of the 10th grade population of senior high school – SMAN 15 Bandung addressed in Jl. Sarimanis I Telp. (022) 2011975 Sarijadi Bandung 40151.

**3.3.2 Sample**

Sample is the part of population that more specific from it. Sample can explain the circumstances of a population at the specifics population. Sample is the object of the research that can give information that the writer needed.

For this research the writer is chooses random sampling. Random sampling is a sampling technique in which select a group of subject by random. With that, the characteristics of a sample are based on the research purposes. This sample had a good intention because the writer considered it could be a representative of the population. As for the sample, the writer chooses the tenth grade of the class MIA 4 – Math Science 4 in SMAN 15 Bandung. On the learning process, the teacher divided students into several group. One group consisted of five students. All the purposive reason of choosing this population and sample has been decided upon which the characteristics of it beforehand.

**3.4 Technique of Collecting Data**

In this research the writer need some data they are teaching procedures, teaching media, learning material of teaching speaking in English, the result and evaluation of teaching speaking as well as the respondents’ which is the student’s opinions. To get sort of data that has been mentioned before, the writer uses some technique among other observation, test and interview.

1. Observation

The writer is observes population and samples directly to find out the result in classroom activity that focused on teaching speaking of class Math Science 4 of tenth grade in 15th Bandung senior high school.

The writer will conducts at least two cycles, to knowing the improvement of students’ ability in teaching speaking class. The writer will record every cycle of the research doing. It means all the process from the beginning until the end of the observation research by using a video camera. Also, taking a few photos will be a necessary thing to do while the interaction of teaching and learning activities for the needs of research documentation. The number of cycle itself adapts to the needs in retrieving the necessary data of research.

The writer is also does the observation to find out the teaching procedures that teacher used to teach speaking by using series kind of plays. The writer will do some activities. First, the writer will ask permission to the teacher to ask for the form of a lesson plan that teacher possibly can be used to teach speaking using series kind of plays and its syllabus that the teacher uses. After that the writer will do the observation in the class that chooses before. The writer will analyze by checking the lesson plan that teacher made by match the lesson plan with the implementation the teacher in the class start from when the teacher enter the class until the teacher close the class.

To get the data about the procedures of teaching speaking using series kind of plays, the first that the writer will enter the class as a writer before the teacher enter the class, stay at the back of the class, observes. While the writer does that, the writers record all the things that happen in the class start from the teacher enter the class until the teacher close the class by using recorder. All instruments that the writer uses to do observation enclosed.

The writer also did the observation to find out the media and learning material that teacher used to teach speaking by using series kind of plays. The writer will do these followings activities. First, the writer did a little internet searching about the media and learning material of plays. And then, after it is been adjusted with the syllabus, the writer develop the media and learning material himself. After that like for the previous data collecting, the writer will do the observation in the class that chooses before to see how is the situation and condition in the class whether it’s supported the media and learning material or not.

The writer here are just become an observer not including as a participant. Because of the research does not getting involve in teaching and learning activity. The writer observes all the activities in a classroom, even how the teacher teaches, also the instruction that teacher gives to the students and how their response is. This technique would be used to observe the process of teaching and learning process, to find out teacher and student’s role, and to find out kinds of learning media that used in the classroom.

1. Test

The test technique that used in this research is the test of students’ speaking ability. As a matter of fact, this technique is actually divided into two sections, there are pre-test and post-test.

The writer does the test to know the result of students’ speaking ability before and after treatment. The teacher gives a pre-test to the students to know students’ ability when the first time using series kind of plays in teaching speaking without saying to the students that there will be a research about the series kind of plays. The first that the teacher does to do the pre-test are the teacher asks the student to make a group or pair and then the teacher gives a series of kind plays. In this test the teacher using series kind of plays as an instrument to know the speaking ability of the students. Pre-test conducted to the test the concept and the execution of the plan and performed before learning process in the classroom take place. It was conduct to find out of students’ basic speaking ability. The teacher asks the student to discuss about the plays with their group. After that the teacher asks the students to perform the plays, after that the students may do a little bit improvisation of the story in a plays. The teacher gives score to the students in form that the writer has made before.

The next step is doing a cycle system. In the first cycle, it held the test at the end of learning process. Then the second cycle and so on, if it is needed more cycle. Meanwhile, post-test will be held to look at the achievement. Post-test will take place to find out the final result in the learning process, the writer will be conducted post-test to know the improvements of students’ speaking ability. The instrument that the writer used in the pre- and post-test has the same material.

1. Interview

The writers do the interview to get more data includes an information and opinion around the students about teaching speaking using series kind of plays, which later on we can have the result and make an evaluation out of it. The writer does some activities to get the data, as such the writers prepare list questions to make easier and make short time when give the question to the students. The writer chooses some student by random to know impression among the students after learning English by using series kind of plays. The writer gives some questions that writer have prepared beforehand. The writer uses Indonesia language for the questions to make it easier to students to answered, also to get more accurate data. After that, it can be sure that we already have ourselves all of the data we needed including an information and opinions around the students about teaching speaking using series kind of plays, so by that means we have the result and able to make an evaluation from it. All instruments that the writer uses to do the interview enclosed.

This technique will be carried out for knowing teacher and student’s roles in the classroom activity. It is also to find out respondents’ opinion towards the series kind of plays method. The writer uses this method to measure how practice method influences of the students’ speaking ability improvement is.

**3.5 Technique of Analyzing Data**

In this section, the writer will explain the technique of analysis the data. The data previously has been collected from observation, test and interview. And the whole instruments of this research will attach in the appendix. There are few data will be analyzed by the writer. It covers the whole problems and issues that found in this research before.

This first issue is teaching and learning procedures by using a series kind of plays. The writer would like to describe whole of teaching and learning process, from the beginning until the end. He will capture every moments which is happened in the classroom activities. The data collected by observation. And then, there is teaching media and learning material of teaching speaking in English as well that will be analyzed by the writer with doing this observation.

The second, finding out how the teacher’s and students’ roles in a series kind of plays activity are. There are two ways to get a second data those are by collecting from observation and interview. The role of teacher is to be a facilitator for the students’ in the teaching and learning process. Then the students are expected to be more active in the learning process. Their roles’ seen during the teaching and learning process in the classroom that observed by the writer. Then the interview will collect from the sample which is chose randomly. Last but not least, there will be the result or the learning evaluation of teaching speaking as well as the respondents’ which is the students’ opinions that will be analyzed in this research.

In this research, the writer will analyze these following data as it mentioned above. Those data are; teaching procedures, teaching media, learning material of teaching speaking in English, the result or the learning evaluation of teaching speaking as well as the respondents’ which is the students’ opinions.

In the process of analyze the data from observation the writer does some activities to get the data 1, which is the teaching procedure and form of a lesson plan is gained by doing an observation. The data is being analyzed by processing the first data about procedures of teaching speaking by using series kind of plays; the writer writes down all activities in the class in a paper form that the writer has made before. And then, the writer analyzes the procedure of teaching speaking using series kind of plays that teacher do in the class start from enter the class until close the class. The writer compares the procedure that teacher do in the class with lesson plan that teacher made. The writer checks all activities in the class. After getting the procedures and checking form of lesson plan the writer does the discussion with the teacher about RPP – lesson plan and the procedure in the class about teaching speaking using series kind of plays.

In the process of analyzing the data from research the writer does some activities to get the data 2, which is about the media and learning material of using series kind of plays. To process this second data, the writer gathers all the data of media and learning material using series kind of plays in one convenient place. And then, the writer analyzes the media and learning material of teaching speaking by using series kind of plays that the teacher has often been applied in the classroom. After that, the writer compares the media and learning material from each and every source. The writer developed the media and learning material of series kind of plays to be adjusted with the syllabus that will be used. After having the media and learning material needed, the writer does the discussion with the teacher about it whether it would be fit to be applied in the class or not.

As to get the data 3, which is about the result or learning evaluation of teach speaking in English. The writer prepared a two test that will take place, the pre-test and post-test. After the teacher get the result of pre-test and post-test, the writer compared the score and count up the score. The writer uses form of percentage in counting the score. That is when the writer can get the result of all learning activity after get the final score we can know if there are an enhancements or degradation. To make a learning evaluation, the writer will put up a table which there will be the names of a student and a score they get for each competency grade in which used a speaking test evaluation form.

In the process of analyzing the data from interview the writer does some activities about opinion from the students such asinterviewing them, chose it by random. The writer will interview them by asking them a couple of question that related to the subject matter, in which the technique that used in this research. All of it has been done into a paper form. The writer analyzes the answer and then makes a classification of the answer. After have a classification of the answer from the students, the writer make conclusion about the answer from the students. So, we can see if there are the students whose more understand or not by using series kind of plays in teaching speaking.

**Chapter IV**

**Data Analysis and Findings**

This chapter describes the data analysis and findings of the experimental research that has been conducted, it describes the data analysis and discussions of the research based on the data and deals with the data obtained from the observation, test, questionnaire and interview.

This data analysis will be divided into few parts analysis, are as follows: the data analysis of the procedure of teaching and learning, the data analysis of the test – pre-test and post-test, the advantages and disadvantages of the short plays/role-playing from the respondents’ point of view, also the teacher and students’ opinion about the short plays/role-playing. This observation was conducted in X Math Science – X Mia 4, at SMAN 15 Bandung for three meeting.

**4.1 The Analyze of the Data**

**4.1.1 The Procedure of Teaching and Learning Using Short Plays**

The things that will be described at this stage include the description of planning, acting, observing and reflecting in first cycle, it also the data analysis of observational studies, and the result of students’ speaking ability. This study was conducted in the tenth grade of X Math Science 4 – X Mia 4 of SMAN 15 Bandung. The study conducted 2 cycles, each cycle took time 45x2 minutes.

Based on the observation and discussion with English teacher, it is derived a description that supported in conducting the research. There will be problems to come across during the process of teaching and learning activities, including the methods that used in teaching speaking. The problems posed by the teacher to use more interesting and fun methods of learning which was the student is being the active one, so that students will become more relevant in the classroom as participants, as in student-centered. The communication between students and teacher is only from one direction. Teacher explained the method of teaching and students pay attention and listening more, but then students implemented it.

After doing the research, the writer has been able to find the information that process of teaching and learning English is given the students once a week. Before doing the teaching and learning process, preparation of syllabus and lesson plan is the first step in the process of teaching and learning. This is a reference to a teacher for teaching and learning activities could run well. Therefore, because in this research the writer will act as an observer, those thing are prepared by the teacher whom the writer had been communicate with beforehand to help with it.

On the text below, there are the tables to reflecting the first observation in the first cycle as well as the second observation and the second cycle.

**Table 4.1.1 The First Observation – Cycle 1**

|  |  |
| --- | --- |
| **Activity** | **Time** |
| Introducing Activities:* The teacher gives the greeting
* The teacher asks the chairman to lead the prayers
* The teacher checks the presence of students
* The teacher preparing students to learn
* The teacher gives warming up
 | 5 Minutes |
| The Main Activity:* The teacher explains the plays – spontaneous (unscripted) plays
* The teacher gives an example of plays – spontaneous (unscripted) plays
* The teacher gives the exercise to the students
 | 30 Minutes |
| Pre-test Activity* The teacher asks students to perform the plays – spontaneous (unscripted) plays one by one in front of the class
 | 50 Minutes |
| Closing* The teacher gives the reflection of the material
 | 5 Minutes |

**Table 4.1.1 The Second Observation – Cycle 2**

|  |  |
| --- | --- |
| **Activity** | **Time** |
| Introducing Activities:* The teacher gives the greeting
* The teacher asks the chairman to lead the prayers
* The teacher checks the presence of students
* The teacher preparing students to learn
* The teacher gives warming up
 | 5 Minutes |
| The Main Activity:* The teacher review the material that has been given
* The teacher applies the plays – scripted plays into the learning process
* The teacher observed and assessed them in place

Note: The theme of media were adjusted beforehand | 30 Minutes |
| Post-test Activity* The teacher asks students to perform the plays – scripted plays one by one in front of the class
 | 50 Minutes |
| Closing* The teacher gives the reflection of the material
 | 5 Minutes |

**4.1.2 The Learning Material of Using Short Plays in Teaching Speaking in the First Cycle**

Before students did the activity of performing the plays, the teacher explained about the plays itself, about the rules and the goal of learning in order to give a motivation to the students. Then, the teacher gave a situation and condition of a short plays simulation activity. Furthermore, the teacher guided the students to divide into groups (work in pairs) work bench with a friend as partner. One group consists of two people. After the teacher give some random situation and character to make the short plays/role-playing out of it for each group. Then, the students were told to make a conversation spontaneously as an unscripted plays associated with the situation and character that has been given to them previously. This kind of plays were called Role-playing or Spontaneous (Unscripted) Plays, where the students must make the play by themselves from a certain situation and character, actions and improvised the dialogue, of course with the help from the teacher if it is needed.

After all of the groups have finished make the plays, each group would be encouraged to perform it in front of the class and each will be given 3-4 minutes max, depends on how long the plays they made. The group that came forward was asked to perform the play while the rest of the students pay attention and watch, and will be questioned of what they are the ones in front of the class talks about. They, if possible and would be better if they could doing so, were forbid to read the play that they have made, so it would completely pure performing the play and improvised. Then, one by one the group is take turn in performing their plays in front of the class. It goes on until the last group had performed. So the students’ role here is to be the main participants of the whole activity. There are two students in pair required to play the role-play, while the majority of the class observes and analyzes the interaction between the players, while doing so the students will also watch and enjoy the performance and it is continues till the last pair of students were performed in front of the class.

During the lesson, some students were enthusiastic and excited, some were not really. There were also some students ignored and did not pay attention to the teacher’s instruction. This condition is probably affected by a study carried in the midday where the weather is quite hot. The teacher often reminds the students to focus on learning. Based on the observation of the activity, the teacher derived the following data:

1. The class conditioning on the first cycle is quite good
2. The management of time is still all over the place
3. The teacher is too quick in delivering the materials

The students’ observation result during the learning activity derived the following data, and those are:

1. The students look quite happy and enjoyable during the learning process
2. Students are enthusiastic about work and looking for another reference source to help them solve problems in their command
3. Some students did not pay attention the teacher
4. It is only a minority of students who are actively asking to the students if there is something that they did not understand about the task
	* 1. **The Learning Material of Using Short Plays in Teach Speaking in the Second Cycle**

In the second cycle of this class’s activity of using this short plays technique, like in the previous one, the teacher explained about the plays itself, about the rules and the goal of learning in order to give a motivation to the students. Only the different here is to using a play that is already been made, or it is called a scripted plays. Therefore, first of all the teacher guided the students to make a pair with their classmate as a partner. One group consists of two people. After the teacher showed some of the scripted plays that is already have been made, the students are free to choose which one they would like to play in front of the class with their own partner is pair. This kind of play is called a scripted plays, it is where the students played the plays that already have been made in a written form. With using this kind of plays, as it explained before, the pressure on the players can be further reduced by allowing them to carry cue cards and by emphasizing that it does not matter if they misquote a few lines. Then, when the students were told to memorize the text-play, and if they are forgot in a few parts of the play, just told them to improvised a little bit is allowed. To make this one part easier, the teacher shall give the students a clue of the text-play at least a week before the lesson will take place. If there is something that the students did not understand, the teacher is there to help.

 After all of the groups have decided and choose the plays, each group will be encouraged to perform it in front of the class and each will be given 3-5 minutes max, depends on how long the plays they have chosen. The group that came forward was asked to perform the play while the rest of the students have to pay attention and watch, and that is why they will be questioned of what they are the ones in front of the class talks about. They were expected to play the scripted plays without looking or reading at the text, but if they are really stuck it is okay to covers up a little bit doing an improvisation. Then, one by one the group is take turn in performing the plays in front of the class. It goes on until the last group had performed. As well as in the previous cycle, the students’ role here is to be the main participants of the whole activity. There are two students in pair required to play the role-play, while the majority of the class observes and analyzes the interaction between the players, while doing so the students will also watch and enjoy the performance and it is continues till the last pair of students were performed in front of the class.

During the lesson, some students were enthusiastic and excited, some were not really. Again, there were also some students ignored and did not pay attention to the teacher’s instruction. This condition is probably affected by a study carried in the midday where the weather is quite hot. The teacher often reminds the students to focus on learning. Based on the observation of the activity, the teacher derived the following data:

1. The class conditioning on the second cycle is good
2. The management of time is quite well-ordered
3. The teacher is too quick in delivering the materials

The students’ observation result during the learning activity derived the following data, and those are:

1. The students look very happy and enjoyable during the learning process
2. Students are enthusiastic about work and looking for another reference source to help them solve problems in their command
3. Some students did not pay attention the teacher
4. It is only a minority of students who are actively asking to the students if there is something that they did not understand about the task

Based on the speaking assessment criteria specified, writer analyzes the performance of each student in a group of their pairing to obtain a score of their speaking ability. The writer takes the result with a record performance of students scoring each group. Analysis of the research is conducted to determine the developing in students’ speaking ability, beside that is to know the mistakes and action of improvements to the students itself in each cycle.

* 1. **The Teaching Media of Short Plays in Teaching Speaking**

Plays as the teaching media that used in teaching speaking, there are two types of them. Those are Scripted Plays and Spontaneous (Unscripted) Plays or Role-Playing. At this stage, to analyzes each of these types of plays as follows:

* + 1. **Scripted Plays**

Scripted Plays like what it is called is a play that was written as in the script. The plays here has already been made beforehand, therefore the students are just going to pick one of the play, memorize it and then performed it in front of the class. In this kind of play, the pressure on the players can be further reduced by allowing them to carry cue cards and by emphasizing that it does not matter if they misquote a few lines, if they do just ask them to improvised a little bit is allowed. For the media of this scripted plays itself, it usually in the form of a piece of paper filled in with all the text-play required to make it a play in which the students are free to choose. As for the pages it depends on how long the play duration is.

* + 1. **Spontaneous (Unscripted) Plays – Role-Playing**

Spontaneous (Unscripted) Plays or Role-Playing is the other type of plays that was not written as in the script because it played spontaneously. The plays here hasn’t been made, therefore the students are given the certain situation and the character in which they have to make a play out of it by themselves, then they have to improvised the dialogue they made and make an action to fit their views of the situation and character that has been given beforehand. For the media of this role-playing itself, it usually only the certain situation and character written in the form of a piece of paper, there can be seen any kind of situation and character in which the students are free to choose, for them to make a play out of it. As for the pages, it does not have to be too long since it is played as an unscripted but then it depends on it as well.

**4.3 The Teacher’s and Students’ Role in Teaching and Learning Using Short Plays**

In teaching and learning activity, there must be the teacher’s and students’ role in it, including in this using short plays. First, the teacher’s role here is to be a facilitator, planner to monitoring the whole activity from the beginning to the end as well as to structuring these followings activity as such guiding the follow-up discussions, giving suggestion - correcting the pronunciation, grammar and concluding the lesson. Second, the students’ role here is mainly as the participants. At this stage is to analyze further about this matter which is the teacher’s and students’ role in both cycles, as follows:

* + 1. **The Teacher’s Roles**

Teacher as the facilitator is the role where a teacher is helping the students whenever they have some difficulties regarding the learning materials to make them easier to learn. The teacher is there to help when it is needed. E.g.: If there are any students who asked a question regarding the material where there is something they did not understand and not clear enough about the material, the teacher is there to answer their question and helping them any way they can.

Teacher as the planner is the role where a teacher is clearly planned to whole class activity, starting with began the class with a little game to boost the students’ mood in study, delivered the learning material as well closing the class. The whole class activity must be well-planned by the teacher. E.g.: Opened the class, checked on the absence, into the main activity, while in the main activity, and closed the class. Those activity are must be planned beforehand, to be going on smoothly without any mistakes.

Monitoring is the role where a teacher just simply observing if there are any students who pay attention to the material and instructions or not, starting from beginning of the class the teacher will have to look through to monitor the entire class. This role is important to decide that the class is conducive or not. E.g.: When the teacher is looking through of the students in the class from each table and every corner of the class to make sure everyone does their task.

Structuring is the role where a teacher simply instructed the students to focus on the subject and structured the following activity that usually take place at the end of the lesson as such guiding the follow-up discussions, giving suggestion - correcting the pronunciation, grammar and concluding the lesson. This role is also important to decide that the outcome of the learning activity is being understood or not. E.g.: To basically guiding the follow-up discussion, making suggestion, correcting any mistakes if there is any in the pronunciation, grammar and in the end concludes the lesson. Those activity are must be structured to be well-done.

* + 1. **The Students’ Role**

The role of the students in both cycles here is mainly, as the participants. In both cycles, they were asked to make a pair and required to playing the plays. Then, the majority of the class observes and analyzes the interactions between the players. Also, they will watch and enjoy the performance from the players too. At last, another pair, they will have to take turn to playing the plays until the whole pair in a class is done. Judging from all of that activity, it can be concluded that the students’ role here in this teaching and learning using short plays is as the main participants.

**4.4 The Evaluation of Teaching Speaking Using Short Plays**

**4.4.1 Cycle 1**

Cycle 1 was conducted in the first meeting to measuring students’ speaking ability. It was conducted on August 29, 2014. The pre-test conducted orally. Students were given a random situation or condition in which they have to make a short play/role-playing (unscripted plays) out of it, and then students are asked to perform it in front of the class one by one while the rest of students are pay attention and watch.

**4.4.2 Cycle 2**

Cycle 2 was conducted in the first meeting to measuring students’ speaking ability. It was conducted on September 5, 2014. The post-test conducted orally. Students were given a chance to choose a situation or condition in which they have to make a short play/role-playing (unscripted plays) out of it, and then students are asked to perform it in front of the class one by one while the rest of students are pay attention and watch.

**Table 4.4.3 The Students’ Pre-Test and Post-Test Scores Combined**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| No | Name | Pronunciation | Accuracy | Fluency | Grammar | Comprehension | TotalScore |
| C1 | C2 | C1 | C2 | C1 | C2 | C1 | C2 | C1 | C2 | Cycle 1 | Cycle 2 |
| 1. | Sb. 01 | 2.5 | 3 | 2.5 | 3 | 2.5 | 3 | 2.5 | 3 | 2.5 | 3 | 6.25 | 7.5 |
| 2. | Sb. 02 | 2.5 | 3 | 2.5 | 3 | 2.5 | 3 | 2.5 | 3 | 2.5 | 3 | 6.25 | 7.5 |
| 3.  | Sb. 03 | 2.5 | 2.5 | 2.5 | 2.5 | 2.5 | 2.5 | 2.5 | 2.5 | 2.5 | 2.5 | 6.25 | 62.5 |
| 4.  | Sb. 04 | 2.5 | 2.5 | 2.5 | 2.5 | 2.5 | 2.5 | 2.5 | 2.5 | 2.5 | 2.5 | 6.25 | 6.25 |
| 5.  | Sb. 05 | 2.5 | 2.5 | 2.5 | 2.5 | 2.5 | 2.5 | 2.5 | 2.5 | 2.5 | 2.5 | 6.25 | 6.25 |
| 6.  | Sb. 06 | 2.5 | 2.5 | 2.5 | 2.5 | 2.5 | 2.5 | 2.5 | 2.5 | 2.5 | 2.5 | 6.25 | 6.25 |
| 7. | Sb. 07 | 2.5 | 2.5 | 2.5 | 2.5 | 2.5 | 2.5 | 2.5 | 2.5 | 2.5 | 2.5 | 6.25 | 6.25 |
| 8. | Sb. 08 | 2.5 | 2.5 | 2.5 | 2.5 | 2.5 | 2.5 | 2.5 | 2.5 | 2.5 | 2.5 | 6.25 | 6.25 |
| 9. | Sb. 09 | 2.5 | 2.5 | 2.5 | 2.5 | 2.5 | 2.5 | 2.5 | 2.5 | 2.5 | 2.5 | 6.25 | 6.25 |
| 10. | Sb. 10 | 2.5 | 3.5 | 2.5 | 3.5 | 2.5 | 3.5 | 2.5 | 3.5 | 2.5 | 3.5 | 6.25 | 8.75 |
| 11. | Sb. 11 | 2.5 | 3.5 | 2.5 | 3.5 | 2.5 | 3.5 | 2.5 | 3.5 | 2.5 | 3.5 | 6.25 | 8.75 |
| 12. | Sb. 12 | 2.5 | 3.5 | 2.5 | 3.5 | 2.5 | 3.5 | 2.5 | 3.5 | 2.5 | 3.5 | 6.25 | 8.75 |
| 13. | Sb. 13 | 2.5 | 3.5 | 2.5 | 3.5 | 2.5 | 3.5 | 2.5 | 3.5 | 2.5 | 3.5 | 6.25 | 8.75 |
| 14. | Sb. 14 | 2.5 | 3.5 | 2.5 | 3.5 | 2.5 | 3.5 | 2.5 | 3.5 | 2.5 | 3.5 | 6.25 | 8.75 |
| 15. | Sb. 15 | 2.5 | 3.5 | 2.5 | 3.5 | 2.5 | 3.5 | 2.5 | 3.5 | 2.5 | 3.5 | 6.25 | 8.75 |
| 16. | Sb. 16 | 3 | 3.5 | 3 | 3.5 | 3 | 3.5 | 3 | 3.5 | 3 | 3.5 | 7.5 | 8.75 |
| 17. | Sb. 17 | 3.5 | 3.5 | 3.5 | 3.5 | 3.5 | 3.5 | 3.5 | 3.5 | 3.5 | 3.5 | 8.75 | 8.75 |
| 18. | Sb. 18 | 3 | 3.5 | 3 | 3.5 | 3 | 3.5 | 3 | 3.5 | 3 | 3.5 | 7.5 | 8.75 |
| 19. | Sb. 19 | 2.5 | 3.5 | 2.5 | 3.5 | 2.5 | 3.5 | 2.5 | 3.5 | 2.5 | 3.5 | 6.25 | 8.75 |
| 20. | Sb. 20 | 2.5 | 3.5 | 2.5 | 3.5 | 2.5 | 3.5 | 2.5 | 3.5 | 2.5 | 3.5 | 6.25 | 8.75 |
| 21. | Sb. 21 | 2.5 | 2.5 | 2.5 | 2.5 | 2.5 | 2.5 | 2.5 | 2.5 | 2.5 | 2.5 | 6.25 | 6.25 |
| 22. | Sb. 22 | 2.5 | 2.5 | 2.5 | 2.5 | 2.5 | 2.5 | 2.5 | 2.5 | 2.5 | 2.5 | 6.25 | 6.25 |
| 23. | Sb. 23 | 2.5 | 3 | 2.5 | 3 | 2.5 | 3 | 2.5 | 3 | 2.5 | 3 | 6.25 | 7.5 |
| 24. | Sb. 24 | 2.5 | 2.5 | 2.5 | 2.5 | 2.5 | 2.5 | 2.5 | 2.5 | 2.5 | 2.5 | 6.25 | 6.25 |
| 25. | Sb. 25 | 2.5 | 2.5 | 2.5 | 2.5 | 2.5 | 2.5 | 2.5 | 2.5 | 2.5 | 2.5 | 6.25 | 6.25 |
| 26. | Sb. 26 | 2.5 | 2.5 | 2.5 | 2.5 | 2.5 | 2.5 | 2.5 | 2.5 | 2.5 | 2.5 | 6.25 | 6.25 |
| 27. | Sb. 27 | 2.5 | 2.5 | 2.5 | 2.5 | 2.5 | 2.5 | 2.5 | 2.5 | 2.5 | 2.5 | 6.25 | 6.25 |
| 28. | Sb. 28 | 2.5 | 2.5 | 2.5 | 2.5 | 2.5 | 2.5 | 2.5 | 2.5 | 2.5 | 2.5 | 6.25 | 6.25 |
| 29. | Sb. 29 | 2.5 | 3.5 | 2.5 | 3.5 | 2.5 | 3.5 | 2.5 | 3.5 | 2.5 | 3.5 | 6.25 | 8.75 |
| 30. |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 31. | Sb. 31 | 3 | 3.5 | 3 | 3.5 | 3 | 3.5 | 3 | 3.5 | 3 | 3.5 | 7.5 | 8.75 |
| 32. | Sb. 32 | 2.5 | 3.5 | 2.5 | 3.5 | 2.5 | 3.5 | 2.5 | 3.5 | 2.5 | 3.5 | 6.25 | 8.75 |
| 33. | Sb. 33 | 2.5 | 3.5 | 2.5 | 3.5 | 2.5 | 3.5 | 2.5 | 3.5 | 2.5 | 3.5 | 6.25 | 8.75 |
| 34. | Sb. 34 | 2.5 | 3.5 | 2.5 | 3.5 | 2.5 | 3.5 | 2.5 | 3.5 | 2.5 | 3.5 | 6.25 | 8.75 |
| 35. | Sb. 35 | 2.5 | 3.5 | 2.5 | 3.5 | 2.5 | 3.5 | 2.5 | 3.5 | 2.5 | 3.5 | 6.25 | 8.75 |
| 36. | Sb. 36 | 2.5 | 3.5 | 2.5 | 3.5 | 2.5 | 3.5 | 2.5 | 3.5 | 2.5 | 3.5 | 6.25 | 8.75 |
| 37. | Sb. 37 | 2.5 | 3.5 | 2.5 | 3.5 | 2.5 | 3.5 | 2.5 | 3.5 | 2.5 | 3.5 | 6.25 | 8.75 |
| Total | 231.25 | 197.5 |
| Average | 62.5 | 87.5 |

**4 = Excellent | 3 = Good | 2 = Fair | 1 = Bad**

**Note 1 – Accounting:**

Total Score = V + G + C + P + F (Value) x 10

 20 (Ideal Score)

**Note 2 – Description of the Values:**

4 = 89 – 100

3 = 79 – 80

2 = 69 – 70

1 = < 59 – 60

**4.5 The Respondents’ Opinions in Teaching and Learning Speaking Using Short Plays**

After the writer gets the data from the pre-test and post-test, he also did the data collection with the questionnaire which is intended to find out the opinions of students about the short plays/role-playing itself. As for the interview data obtained from the teacher, who teaching the learning material on both cycles. And the questionnaire data obtained from the whole class. This is done by interpreted and analyzed both the teacher’s interview result and the students’ questionnaire answers.

**4.5.1 The Data Analysis of Questionnaire from the Students**

From the answers to the questions, all of the students stated that the English language is very important to learn, because English is basically the most used language in the world as it is an International language. In the era of globalization, English is indispensable to be able to make a communication with people around the world, also it is often to require in the working world. But in learning English, especially speaking for the students is not that easy.

According to all of the students, using the technique of short plays in the learning of speaking becomes easier. The influence of using this technique which is a short play/role-playing is that they would be easier to practice speaking as they learning by doing it. As it recall, speaking is a skill, it need to be practice more and more for the students to able to become better at it. Not to mentioned, as they make the play themselves it stimulating their creativity, discovered a new vocabularies, increased the confidence also felt by the students when they interact or speak with other students as a pair while they are performing in front of the class.

The results of questionnaire with students, the writer found that students expressed the opinion that they are still having some difficulties in learning English, especially in this case it is speaking, such as: lack of accuracy or fluency, difficulty in pronunciation, nervous and did not understand what was said. Writer also found that students expressed the opinion that many students would prefer learning in groups like in this short play/role-playing. Some students also stated that the short play/role-playing can be helpful in improving their speaking ability, students showed the improvements in a various ways, such as: gaining new vocabularies, increased their accuracy and fluency in speaking, and boost their confidence.

The result of the interview, the writer found some advantages and disadvantages of a short play/role-playing from students’ point of view. The advantages of a short play/role-playing technique are: fun, stimulating creativity, increase vocabularies, improves self-confidence, a lot of interactions, and a lot of practice in speaking. If there is any disadvantages of a short play/role-playing technique are: could a little bit boring, and less conducive.

**4.5.2 The Data Analysis of Interview from the Teacher**

To complement the data that have not been collected, the writer conducted the interview to the teacher and student. This interview was obtained from the teacher and one of the students as the representative of Math Science 4 class in the 15senior high school Bandung. This interview was conducted to obtain the data on the advantages and disadvantages of a short play/role-playing from the teacher and student’s point of view. These are the transcript of the interview with the teacher and student:

* **These are the questions prepared for the Teacher:**
1. **Bagaimana menurut anda tentang teknik pengajaran menggunakan plays ini?**

**(What do you think of this learning technique of using plays?)**

**Answer:** I think using plays in teaching English is very good, and effective. Many students intended to learn in fast way, during the plays. And me, as the teacher know how to assessed them, beside how they’re stressed the words, how they use the sentence, how they know the interrogative sentence, and I know they use the daily use of the exact words.

1. **Apakah efektif untuk diaplikasikan?**

**(Is it effective to apply?)**

**Answer:** (It’s already been answered in the first question, yes it’s effective)

1. **Apakah menurut anda dengan menggunakan teknik plays ini dapat meningkatkan semangat belajar siswa?**

**(Is using this learning technique of plays could increased the students’ learning spirit/mood?)**

**Answer:** Of course, they’re looks so excited when I told them, “Ok, today we’re going to do the dialogue, or role-play”, but some of them were not too excited about it. But still, with this I want to know how they’re good at speaking.

1. **Apakah menurut anda dengan menggunakan teknik plays ini dapat meningkatkan kemampuan speaking bahasa Inggris mereka?**

**(Is using this learning technique of plays could improved the students’ speaking ability?)**

**Answer:** Of course, this one is how I assessed their speaking ability, their speaking skills, during the role-play, how they’re express, using the correct expression of speaking, the words and the phrases, and how they stressed the words, how they speak, how they act as a real speaker, it’s like that.

1. **Sebagai pengajar, apa rekomendasi anda untuk teknik plays ini kedepannya?**

**(As a teacher, what is recommendation for this learning technique of plays further?)**

**Answer:** For further, yeah I think the theme should be more spread up, not too narrow. Because today if it’s too narrow, alright (not too interesting). But, I think we should have to invite the native speaker, so they would know they are really speaks so the students could understand what they are speaking in the conversations.

1. **Sebagai pengajar, menurut anda apa kelebihannya tentang belajar bahasa Inggris menggunakan teknik permainan peran tadi?**

**(As a teacher, what is the plus point of learning English using that role-playing technique?)**

**Answer:** A plus point, I think for teacher is more easier to assessed. And for the students, also to make them more creative to speaks in a conversations.

1. **Sebagai pengajar, menurut anda apa kekurangannya tentang belajar bahasa Inggris menggunakan permainan peran tadi?**

**(As a teacher, what is the minus point of learning English using that role-playing technique?)**

**Answer:** The minus point, if we have a test for the class, the others will be pay attention, and some others were not. So we as the teacher’s role is how to make them interested in it.

**Note: The interview recorded on October 10th, 2014**

After the writer get the data from the interview, the writer have interpreted and classified from the teacher which is in the opinion of the teacher, the advantages of short play/role-playing are fun and exciting because they could learn while performing, also it is entertaining. It also stimulating creativity as they are making the conversation themselves in which it makes a short plays/role-playing, discovered new vocabularies, and more practice speaking, add the courage to speak as the learning is fun they did not feel the tense when doing so. Disadvantages of short plays/role-playing, from the teacher’s point of view is that some students will pay attention and some were not, such as: make the students feel less conducive in the classroom, students have difficulty in finding the vocabularies or making the sentences, because there are many students who did not know what is the words for this and that part, students having trouble to making the sentences for the play in the correct grammar and tenses.

**4.6 Findings**

Based on the observation that has been done for two meetings, where the teacher teaching speaking by implementing a short plays/role-playing technique for improving students’ speaking ability. The teacher presents the material, the students practice it, and the students produce it.

In the procedure of teaching and learning speaking English by using a short plays/role-playing technique, the writer found that the procedure of this activity is more likely to be like any other learning activity. Have a discussion with English teacher about how it is going to take place – the learning activity, preparation of syllabus and making the lesson plan is the steps that must be going through in the process of teaching and learning.

About the learning material of short plays in teaching speaking, in the case there will be two of types of learning material those are scripted plays and spontaneous (unscripted) plays – role-playing. Each of the plays were implemented in every meeting for both cycles, one spontaneous (unscripted) plays is implemented in the first meeting for the first cycle, two scripted plays is implemented in the second meeting for the second cycle. In this part, the writer found in the first meeting on first cycle the class conditioning is quite good, although the management of time in the class still all over the place, also the teacher is too quick in delivering the material, that the result some students did not pay attention to the teacher, but those were covered by the fact the students looks quite happy and enjoyable during the lesson, as well as they are enthusiastic about it, although it is only a minority of students who are actively asking to the students if there is something that they did not understand or not clear enough. In the second meeting on second cycle, some things improved. The class conditioning to be more conducive, in a way it is good. Have learned from the previous one, the management of time is quite well-ordered. As the result the students looks very happy and enjoyable during the lesson, as well as they are enthusiastic about it.

As for the teacher media in teaching speaking, which a short plays itself, as it explained before in this research there are two types of the short plays that are used. First, it is the scripted plays. Second, it is the spontaneous (unscripted) plays. The writer found that both teaching media are well-made, and in a proper form in teaching speaking for the students.

In the teacher’s and students’ role in teaching and learning speaking using this short plays, the writer found that the teacher’s role as facilitator of the students through the process of learning, teacher is there for the students whenever they needed. Teacher as the planner where the teacher open the class, checked on the absence, preparation into the main activity, and at last closed the class. Teacher is monitoring, as the teacher look through in each tables and every corner of the class in which monitored the students whether they are doing their task or not. Teacher is structuring, as the teacher become a supervisor during the process of learning takes place, instruct the students to focus on the subject that the teacher gives, and in the end to evaluate the students’ work and give correction when students make mistakes, teacher become resources when students need the information currently in the process of learning. In the learning process, the writer noticed that students are more active when learning speaking by using a short plays, students get excited when learning speaking by using this technique, students more often to speaking, and students often to practice with each other.

In the evaluation and result of teaching speaking using short plays, from the analysis of pre-test and post-test, writer found the progress in students’ speaking ability of students after participating in learning process through short plays/role-playing technique. It can be seen from the result of pre-test and post-test. The writer found a significant number of improvements of the students – as seen on the table in this part.

As for the respondents’ opinion towards this learning speaking using short plays, from the result of the interview the writer found some advantages and disadvantages of a short plays from the teacher and student’s point of view. The advantages of a short plays technique are: fun, entertaining, stimulating creativity, increases vocabularies, improves self-confidence, a lot of interaction, and a lot of practice speaking. And the disadvantages of a short plays are: make the class less conducive, and perhaps a little bit boring if the theme of the play is monotonous. The suggestion here is that if there is the next teacher is out there want to use this short plays technique make sure to improves the theme of the plays to keep it up-to-date and fresh. And from the result of questionnaire with students, writer found the students expressed the opinion that they are still having some difficulties in learning English, especially speaking, including: lack of practice, difficulty in pronunciation, trouble with vocabularies, tenses, nervousness and did not understand what was said. The writer also found that students expressed the opinion that many students who prefer learning in group or pair like in a short plays/role-playing technique. Students also stated that the short plays/role-playing can be helpful for them to improve their speaking ability, students feel the improvement in many ways, such as: discovered new vocabularies, increase accuracy or fluency in speaking, and also boost their confidence.

**Chapter V**

**Conclusions and Suggestions**

In the last chapter, the writer would like to summarize the results of the study. And the suggestions from this study are also presented briefly addressed to teachers, students, the next writer and the reader.

**5.1 Conclusion**

Speaking is one of the four language skills that must be mastered by the students. However, speaking in a foreign language is not very easy, such as speaking English. Many students experience difficulties when speaking. The problems frequently encountered are: they lack of vocabulary, pronunciation, grammar, fluency. There are so many ways to improve speaking, and one of the ways is using a plays – role-playing.

In this study, writer used a plays – role-playing technique to improve students’ speaking ability. And in this section is intended to prioritize answer the research problem that has been proven by the research. There are the two major research problems presented in the beginning of the discussion: the result of learning speaking English through a short plays, the students’ opinion of learning speaking English through a short plays.

To find out the results of teaching speaking by using a short plays – role-playing that is implemented in the classroom, the writer used a pre-test and post-test. The result of pre-test and post-test students showed that there was an increase of in the students’ speaking ability after treatment. It can be seen from the overall score of 36 students from the pre-test was 231.25 and the average score of 62.5 and an overall score of 36 students from post-test was 197.5 and the average score of 87.5 - see page 54 to 56 for the table. It means that the technique of short plays/role-playing is good and effective to improve students’ speaking ability.

This short plays/role-playing has advantages and disadvantages based on student point of view. After doing an interview to one student, the writer can concludes the advantages of a short plays are: fun, stimulating creativity, increasing vocabulary, improves self-confidence, a lot of interaction and a lot of practice speaking, which is all good for learning speaking English. And the disadvantages of a short plays are: make the class less conducive, and could possibly be boring – if the theme were not improved.

Then, to find out the opinions of the respondents in using the technique in teaching speaking short plays/role-playing that is implemented in the classroom, the writer have given to the students a questionnaire sheet to collect this opinion. For the results of the questionnaire with the students, the writer found that students expressed the opinion that many students who would prefer learning in groups because it was fun like a short plays. Students also stated that the short plays/role-playing can help them to improve their speaking ability, students feel the improvements in a various ways, such as: reproduce new vocabulary, fluency in speaking and boost their confidence.

**5.2 Suggestions**

**1. For the new teachers**

* Try to use other materials or technique in teaching speaking can build students’ interest.
* Short Plays – Role-playing can be applied in teaching speaking further.
* Teachers should be creative and innovative in the delivering of the subject to make students not feel bored with the subject.
* Teachers always give motivation to the students to make them more motivated to learn English, especially in Speaking.
* In the learning process the teacher should explain the material clearly.

**2. For the students**

* More practice is necessary needed to be able to communicate in English very well.
* Practice English in every opportunity, whether in class or home, with friend or teacher. With anyone, in everywhere.
* More often to read some books or listening to music, watching a movie or TV show to see the conversation in English in it will add more vocabulary into your dictionary.
* Do not be shy to ask if there is material that cannot be understood, also do not be embarrassed if you are making any mistakes. Be confident.

**3. For further the writer**

* The writer hopes that this research can be useful as a reference for the other writer.