CHAPTER IV

FINDINGS AND DISCUSSION

In this chapter, the researcher discussed about the research findings and the discussion. The research findings wil be discussed by presenting the data from observation. The discussion in this research present the description of the implementation of role play in teaching speaking narrative text at STKIP PGRI Sidoarjo. The second, describing about the students perception about teaching speaking narrative text using role play that the data collected from questionnaire.

4.1 Findings

The purpose of this research was to know the implementation of role play in teaching speaking narrative text and the students perceptions about teaching speaking narrative text using role play in English Education Study Program 2021C at STKIP PGRI Sidoarjo on December 1, 2021 and on December 8, 2021.

4.1.1 Finding of the Implementation of Role Play in Teaching Speaking Narrative Text

In this part, the researcher is discribing the implementation of role play in teaching speaking narrative text as the first reseacrh question. The researcher collected the data form observation checklist and observation field note. The researcher observe the proccess of teaching and learning speaking using role play. In role play technique, the lecturer give explanation about narrative text and also explains about studying using role play technique.

The first one has been held on December 1, 2021. For the first observation, the duration is 2x30 minutes, (due to pandemic conditions). In the class 2021C starting at 16.00 and ending at 18.00.

Before the class starts, the lecturer starts the lesson by opening greetings. The lecturer checks the student attendance list. The lecturer starts the lesson by giving a little introduction to the material, students are given a narrative text in the form of a fairy tale. The lecturer explains and discusses the material with the students. After that, the teacher gave an example of the material. Students identify language structures in narrative texts. The lecturer asks about the orientation and moral values in the story. The lecturer also explains about the role play technique that will be used in next meeting. At the end lesson the lecturer closed by praying together.

At the second meeting on December 8, 2021 the lecturer came into the class. The lecturer greeted students, prayer and checked attendance list. In this meeting, the lecturer would focus on role play. The teacher asks students to make groups of 5 people to make a dialogue from the story. The lecturer explains the role play rules. Students arrange conversations to show off in front of the class according to the narrative texts that have been obtained. The lecturer chooses groups randomly to play roles according to the stories and dialogues they make in front of the class.

At the end lesson, the lecturer asks the student to conclude the material. Then the teacher and students reflect on todays learning, the teacher gives feedback to the students. Then the lecturer closed the lesson by praying together.

Table 4.1.1. Observation Checklist

Form of Result Observation Checklist for Teacher

No	The Teacher Activities	Meeting I		Meeting II	
		Yes	No	Yes	No
1	Greeting students before the lesson begins.	√		√	
2.	Praying before the lesson begins.	√		√	
3.	Checking students attendance.	√		√	
4.	Giving motivation.	√			
5.	Reminding previous material.				√
6.	Giving an explanation of the material.	√			√
7.	Giving opportunity for asking question.	√		√	
8.	Help the students' difficulties in learning.	√		√	
9.	Answer student question.	√		√	
10.	Giving feedback after the lesson.	√		√	

Form of Result Observation Checklist for Students

No	The students activities	Meeting I		Meeting II	
		Yes	No	Yes	No

No.	Activity				
1.	Students welcome the lecturer.	√			
2.	Students prepare lesson materials.	√			
3.	The students respond to lecturer.	√			
4.	The students observe the lecturer teaching.	√			
5.	Students understand the tasks that must be done after the lecturer explains.	√		√	
6.	Students are asked to discuss in groups and provide feedback.			√	
8.	Students arrange conversations to show off in front of the class according to the narrative texts that have been obtained.			√	
9.	Students conclude the material that have been discussed today.			√	
10.	Students get feedback from the material.			√	

4.1.2 Students perceptions in the Implementation of Role Play Strategies in Teaching Speaking Narrative Text

Questionnaires were used to determine students perceptions to the implementation of speaking narrative text. In addition, it completed the research

data. Each students was given ten questions with several possible answers based on their opinions and experience during the teaching and learning process. The researcher asked the students to choose the appropriate answer from the options provided in the questionnaire. The following are the results of the questionnaire based on observations.

Table 4.1.2. The Result of Questionnaire Answer

SA : …..

A: …..

D: …..

SD: ….

No.	Statement	Perceptions			
		SA	A	D	SD
1.	Role play is interesting	(5)	(14)	(1)	(0)
2.	Role play improves my thinking creativity	(11)	(8)	(1)	(0)
3.	Role play provides an opportunity to express thoughts freely	(11)	(9)	(0)	(0)
4.	Learning with role play makes me understand the material better	(5)	(12)	(3)	(0)
5.	Role play activities can improve my speaking skills	(10)	(10)	(0)	(0)

6.	Role play method is important in learning speaking	(10)	(8)	(2)	(0)
7.	I enjoy learning with role play	(6)	(13)	(1)	(0)
8.	Narrative text material is useful for me	(8)	(11)	(1)	(0)
9.	Narrative text material is interesting to learn	(7)	(12)	(1)	(0)
10.	Do you like learning speaking with narrative text?	(8)	(12)	(0)	(0)
	Total F	81	109	11	0
	%	40%	55%	5%	0

Percentage of questionnaire results the researcher:

1. The first question was "Role play interesting" and the students answered strongly agree were 5 students, answered agree were 14 students, answered disagree were 1 students, and answered strongly disagree were 0 students. It means that all of the students like role play.

2. The second question was "Role play improves my thinking creativity" and the students answered strongly agree were 11 students, answered agree were 8 students, answered disagree were 1 students, and answered

strongly disagree were 0 student. It means that all of students can show their creative thinking with the role play method.

3. The third question was "Role play provides an opportunity to express freely" and the students answered strongly agree were 11 students, answered agree were 9 students, answered disagree were 0 students, and answered strongly disagree were 0 students. It means all of students can expres their thought freely with role play method.

4. The fourth question was "Learning with role play make me understand the material better" and the students answered strongly angree were 5 students, answered agree were 12 students, answered disagree were 3 students, and answered strongly disagree were 0 students. It means all of the students understand about learning with role play.

5. The fifth question was "Role play activities can improve my speaking skills" and the students answered strongly agree were 10 students, answered agree were 10 students, answered strongly disagree were 0 students, and answered strongly disagree were 0 students. It means that all of the students speaking ability with role play is better.

6. The sixth question was "Role play methods is important in learning speaking" and the students answered strongly agree were 10 students, answered agree were 8 students, answered disagree were 2 students, and answered strongly disagree were 0 students. It means that all of the students want a role play method in learning speaking.
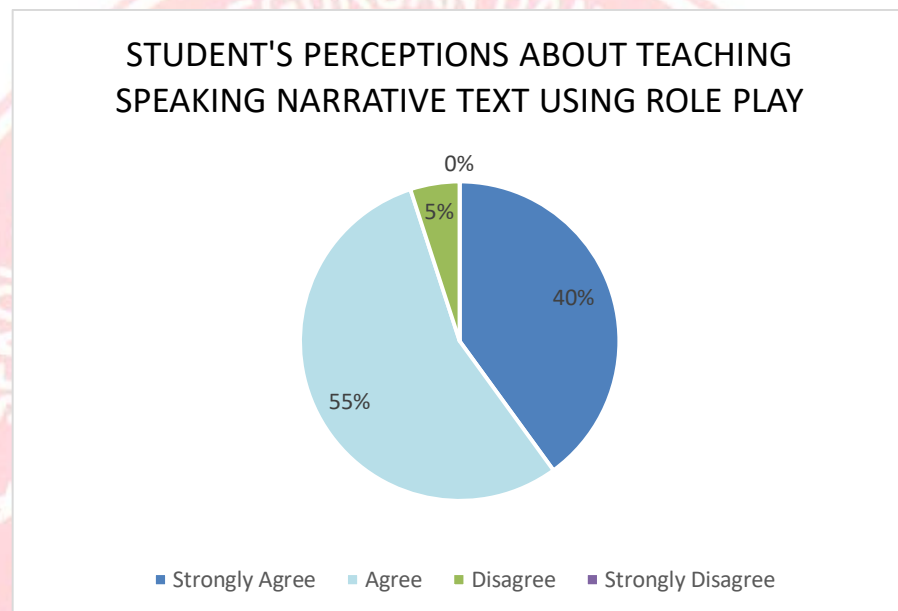
7. The seventh question was "I enjoy learning with role play" and the students answered strongly disagree were 6 students, answered agree were 13 students, answered disagree were 1 students, and answered strongly disagree 0 students. It means that all of the student feel comfortable and happy learn with role play.

8. The eighth question was "Narrative text material useful for me" and the students answered strongly agree were 8 students, answered agree were 11 students, answered agree were 1 students, and answered strongly disagree were 0 sudents. It means that all of the students understand the narrative text material.

9. The nineth question was "Narrative text material is interesting to learn" and the students answered strongly agree were 7 students, answered agree were 12 students, answered disagree 1 students, and answered strongly disagree 0 students. It means that the narrative text material is interesting for students.

10. The tenth question was "Do you like leraning speaking with narrative text?" and the answered strongly agree were 8 students, answered agree were 12 students, answered disagree were 0 students, and answered strongly disagree were 0 students. It means that all of the student like leraning speaking with narrative text.

The researcher analyzed the questionnaire using percentage technique based on the data above. The formula could be seen as follow:

$$Questionnaire = \frac{The\ sum\ students'responses\ of\ one\ question}{The\ number\ of\ students} x100\%$$

Based on the result of questionnaire above, the researcher concluded the data by using average for each result in the chart:

Table 4.1.3. The Result of Questionnaire Answer

STUDENT'S PERCEPTIONS ABOUT TEACHING SPEAKING NARRATIVE TEXT USING ROLE PLAY

0%
5%
40%
55%

■ Strongly Agree ■ Agree ■ Disagree ■ Strongly Disagree

4.2 Discussion

In this part, the researcher discusses the findings of the observation checklist, observation field notes and questionnaire at English Education Study Programs 2021C at STKIP PGRI Sidoarjo. The first problem was findings the implementation of Role Play in teaching speaking narrative text. The teaching and learning process in the 2021C speaking class is divided into Pre-Assignment, During-Assignment, and Post-Assignment.

In the Pre-Assignment, the lecturer gives a little introduction to the material,

students are given a narrative text in the form of a fairy tale. The teacher explains and discusses the material to the students so that student understand the material to be discussed. They are together analyze what kind of the text. The lecturer guide the students to read the text and find what the contents of the text, and guess what the function of the text, and also identify what the language feature that uses in the text and how many generic structure in the text. After all students know about the text, the lecturer gives an ice breaker related to the material. When working on assignments, the lecturer asks students to make groups from the dialogues that are given. Then the lecturer gives time for students to practice before appearing in front of the class.

In the Post-Assignment, the lecturer analyzes the students' assignments, then concludes the material and the teacher and students reflect on the learning that has been obtained. Some students find it helpful and easier to speak narrative texts by using role play. And students also become active in speaking English and almost all students are happy if they get feedback from the assignments they have done, because they can find out what the strengths and weaknesses are.

Some researcher have shown that the implementation of role play in teaching speaking narrative text improved students speaking skills. Therefore, the hypotheses of this study were accepted. Dwi (2019); Dian Faqih (2017); Sari Irianti (2011) conducted similar studies to investigate students problem and challenges in speaking. The purpose of this study was to determine the implementation of role play in teaching speaking narrative text and describing students perceptions of the application of role play. The result of this study is

indicate that role play is the right technique in teaching speaking to increase student's motivation to speak English.

Based on the questionnaire that has been given to determine student perceptions in the implementation of narrative text speaking learning using role play. Most of the students were interested in talking about what they saw. It can be seen that 95% of students who like to speak narrative text using role play because they feel happy and understand, and 5% of students who don't like to speak narrative text using role play because they feel they can't focus. The researcher found that the students' perception to speaking narrative speaking using role play was good