

## CHAPTER IV

### RESEARCH FINDINGS AND DISCUSSION

In this chapter, the researcher discusses about the research findings and the discussion. The research findings will be discussed by presenting the data from observation. The discussion in this research presents the description of the Implementation of Role-Play in Teaching Narrative Text to The Ninth Grade Students at SMP Sepuluh Nopember Sidoarjo”.

#### A. Research Findings

After doing the research, the researcher got research findings. The researcher got research findings from observation during the teaching and learning process.

##### 1. The Data from Observation

The researcher conducted the observation on May, 1<sup>st</sup>- 3<sup>rd</sup>2019 in IX-B class. The researcher conducted the observation on two meetings each class.

##### a. First meeting in IX-B class (Wednesday, May 1<sup>st</sup>2019 at 08.35– 10.35 AM)

In the first meeting in IX-B class, the researcher saw that the teacher gave the narrative text in the opening and main activities of the lesson. It can be seen from this explanation, as follow:

### 1) Opening

The teacher opened the lesson by greeting the students and the students also greeting the teacher, the teacher checked the students' attendance list. There were 37 students in the classroom. The teacher began the lesson by giving a little introduction to the meeting material and the students guess what type of the text given.

### 2) Main Activities

The students are given narrative text in the form of fable or fairy tale. While, reading the narrative text that has been given, students identify the structure of narrative text. The teacher explained and discussed the material with the students. After explained and discussed, the teacher gave examples about the material. The students identify language elements or language structures in narrative text.

The teacher ask students about the orientation and moral values in the stories. The students answer the teacher questions about the orientation and moral values in the stories. The students in group analyze structure of the text and moral values that are in the narrative texts that is obtained. The students in group make a dialogue from the stories.

### 3) Closing

In the end of the lesson, the teacher asked the students to conclude the material. Teacher and students reflect to today's lesson, the teacher gave feedback to students. And then, the teacher closed the lesson by praying together.

#### b. Second meeting in IX-B (Friday, May 3<sup>rd</sup> 2019 at 07.50 – 09.10 AM)

In the second meeting in IX-B class, it was previous meeting. The teacher came into the class. The teacher greeted students, prayer and checked the attendance list. In this meeting, teacher would focus on role-play. It can be seen from this explanation, as follow:

##### 1) Main Activities

The second meeting was presenting phase, the teacher implemented the role-play. Teacher explains the rules of the Role-Play. The students work groups consisting of 5 or 6 students make a dialogue from the situation based on narrative text that has been obtained previously. Students write the moral values and structural elements from the text obtained. The students arranged the conversation to show off in

front of class according to the narrative text they have obtained. Teacher selects groups randomly to play roles according to the stories and dialogues they have made in front of the class. After they had performed, teacher gave them comments students.

## 2) Closing

In the end of the lesson, the teacher asked the students to conclude the material. And then, teacher and students reflect to today's lesson, the teacher gave feedback to students. And then, the teacher closed the lesson by praying together.

Based on the explanation above, the teacher can to achieve the students understanding, the teacher also made activities which related to the role-play. The activities is elaborated below.

- a. The students were divided into group to discuss the material. This action would helped the students to work together so that it could make them easier to overcome the problems. The researcher hoped that they would discuss every material in the worksheet. They were allowed to choose their partner freely.
- b. Each group made its own dialogue based on the situation, the problems, and the role to be played. They were accompanied by worksheet and dictionary. Most of the students were very comfortable as they were allowed to have discussion.

- c. The teacher asked them to play the role in front of the class. The activities implemented in the presenting phase since teacher use scientific method in the teaching and learning process. All the students had the same opportunity to present their performances. In this step, group by group, performed in front of the class. They were allowed to use the scripted as it was the scripted Role-Play.
- d. The teacher assessed the students' performance and gave feedbacks to them. It was in order to make correction to their performance. Here, students hoped to be aware on their speaking.

## B. Discussions

The researcher discusses the research finding in this part. The research begins on May, 1<sup>st</sup> until 3<sup>rd</sup> 2019. The result of this research mentioned about has collected data about how is Implementation of Role-Play in Teaching Narrative Text to The Ninth Grade Students at SMP Sepuluh Nopember Sidoarjo.

No	Action	Results
1.	The implementation of The Role-Play Technique	- The use of the role-play technique in the teaching and learning made some changes to the students. They were motivated to join the teaching and learning process due to the role that was played by the students.

		<ul style="list-style-type: none"> <li>- They seemed to enjoy the process of making dialogue and performing the role in front of the class.</li> <li>- However, there were grammatical error, miss pronounce word, and pauses during the presentation</li> <li>- The class changed to be more active due to the activities in the role-play technique</li> </ul>
2.	The use media ( Narrative Text) to teaching and learning Process	The use Narrative text to deliver the material significantly increased the students understanding the material.
3.	Implementing team work to make students had more opportunity to practice to speak.	<ul style="list-style-type: none"> <li>- The paired work increase their confidence to speak. They also had opportunity to practice to speak with their partner.</li> <li>- They could discuss the material with their partner</li> </ul>

The table above described the result of the implementation of the actions to the Ninth grade students of SMP Sepuluh Nopember Sidoarjo. It can be concluded that the use of the role-play technique was effective on teaching narrative text of teaching and learning process. The researcher knew from their

attitude in teaching and learning process. Referring to the theory that states by Brown (2001:270), the researcher also found the students' problem. They had problem in fluency, vocabulary mastery, and pronunciation. The problem appeared because of the lack of learning resources for the students to personalize such as modules or handouts. It influenced the students' enthusiasm the teaching and learning process of speaking. In the class, the lack of the students' enthusiasm during the teaching and learning process of speaking proved by the lack of the students' active participation in asking questions and giving ideas during the teaching and learning process. They seemed to be bored in the class. To overcome the problem, the researcher applied the role-play technique. using the role-play can be very useful in teaching speaking. Ladousse (2009:05) proposes several reasons for using role-play. Role-play gives a very high variety of experience which can be brought into the classroom. It means that the students can express their thought. The range of functions and structure, and the areas of vocabulary that can be introduced, inserted beyond the pair or group activities, such as conversation, communications games, or humanistic exercise. The students had also more activities in speaking.

They had students' vocabulary practice, pronunciation drilling and expression drilling. They were used to improve the students' speaking skills. Through Role-play, the researcher could train the students in speaking skills in any situation. This explanation makes us understand that the Role-play is very flexible. Teacher can set the material beyond the students and they can learn

from the material given. That's why, they were given various stories. During the implementation of the role-play technique the students were happy and enjoyed the teaching and learning process. They could be performing in front of the class and acted freely. These activities make the class more and more active. They had been given much opportunity to have practice in speaking. Moreover, the researcher also gave them feedbacks after having performance. As stated by Brown (2001:269) the teacher should provide appropriate feedback and correction.

It is due to the role of teacher in teaching speaking. Teachers should give appropriate feedback. This can make the students still motivating during the lesson. In the action, the researcher was always given feedbacks to the students' presentation. Implementing the role-play technique led the students to have more speaking practice practices, provided them with more opportunities to apply the speaking in the class and implemented the knowledge they already had. Indeed, it helped them improve their speaking. After being accustomed to speaking activities, the students seemed to have better performance in speaking. It was easier for them to find ideas to speak than before.