CHAPTER IV
FINDING & DISCUSSION

A. Research Results

To find out the implementation of role play to enhance EFL students' speaking skills in new normal era at MTs Al-Alawiyah Karangrandu, the researcher collected data through interview, observation, and documentation. Based on the data collection, the researcher obtained the following research results.

1. School Profile

a. The History of MTs Al-Alawiyah Karangrandu Pecangaan Jepara

Madrasah Tsanawiyah Al-Alawiyah Karangrandu Pecangaan Jepara was established in 1994 under the Al Alawiyah Foundation, which received a license to provide junior islamic level education by the Ministry of Religion of Central Java Province dated September 30, 1994 number Wk/5.c/PP.00.6/2896/1994. The early establishment of MTs Al-Alawiyah Karangrandu was led by Drs. H. Abdullah Adzim.

The factors behind the establishment of Madrasah Tsanawiyah Al-Alawiyah Karangrandu Pecangaan Jepara are as follows:

1) To accommodate elementary school graduate students who are not accommodated in state schools.
2) Due to the abundance of SD/MI graduates from Karangrandu village and neighboring villages, who did not continue because of the distance and high costs.
3) Responding to and participating in assisting the government in the success of the nine-year compulsory education which was proclaimed by the President of the Republic Indonesia, Mr. Soeharto, on May 2, 1992.
4) The community urges the management to establish an Islamic school[1].

b. Institutional Profile of MTs Al-Alawiyah Karangrandu Pecangaan Jepara

1) Name of Institution : MTs Al-Alawiyah Karangrandu
2) NSM / NPSN : 121233200062 / 20364285
3) Address : Jl. Raya Pecangaan - Kedung Km. 2.75 Karangrandu Village RT.004

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[1] Documentation by the researcher, june 20, 2022.

/ RW.005 Pecangaan District, Jepara Regency.

4) Province : Central Java
5) Founded Year : 1994
6) Operation Year : 1994
7) Study Time : Morning
8) Type of School : Private
9) NSM : 121233200062
10) SK : No. 18/BAP-SM/II/2014[2]

c. **Geographical Location of MTs Al-Alawiyah Karangrandu Pecangaan Jepara**

MTs Al-Alawiyah Karangrandu is one of the islamic junior high school-level institutions located in a lowland environment with an altitude between 5-10 meters above sea level in a rural area with an agricultural (paddy) environment. To be precise, it is in Karangrandu Village on the street of Pecangaan–Kedung Km.2.75 in the southern part of the Pecangaan sub-district, Jepara Regency. The geographic data of MTs Al-Alawiyah Karangrandu are as follows:

− Building Area : 900 M2

− Land Area : 1800 M2

− Southern boundary : Rice fields and housing

− East boundary : Field, Market, and Housing

− Northern boundary : Fields and Rice Fields

− West boundary : Residents' Rice Fields[3]

d. **Vision and Mission of MTs Al-Alawiyah Karangrandu Pecangaan Jepara**

In organizing learning activities at MTs Al-Alawiyah Karangrandu, it aims to realize the vision and mission of the school that has been set, namely:

1) Vision

Terwujudnya Madrasah Islami, disiplin, dan berprestasi unggul.

2) Mission

a) Growing the environment and religious behavior by practicing and living the values of islamic teachings in real terms.

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[2] Documentation by the researcher, june 20, 2022.
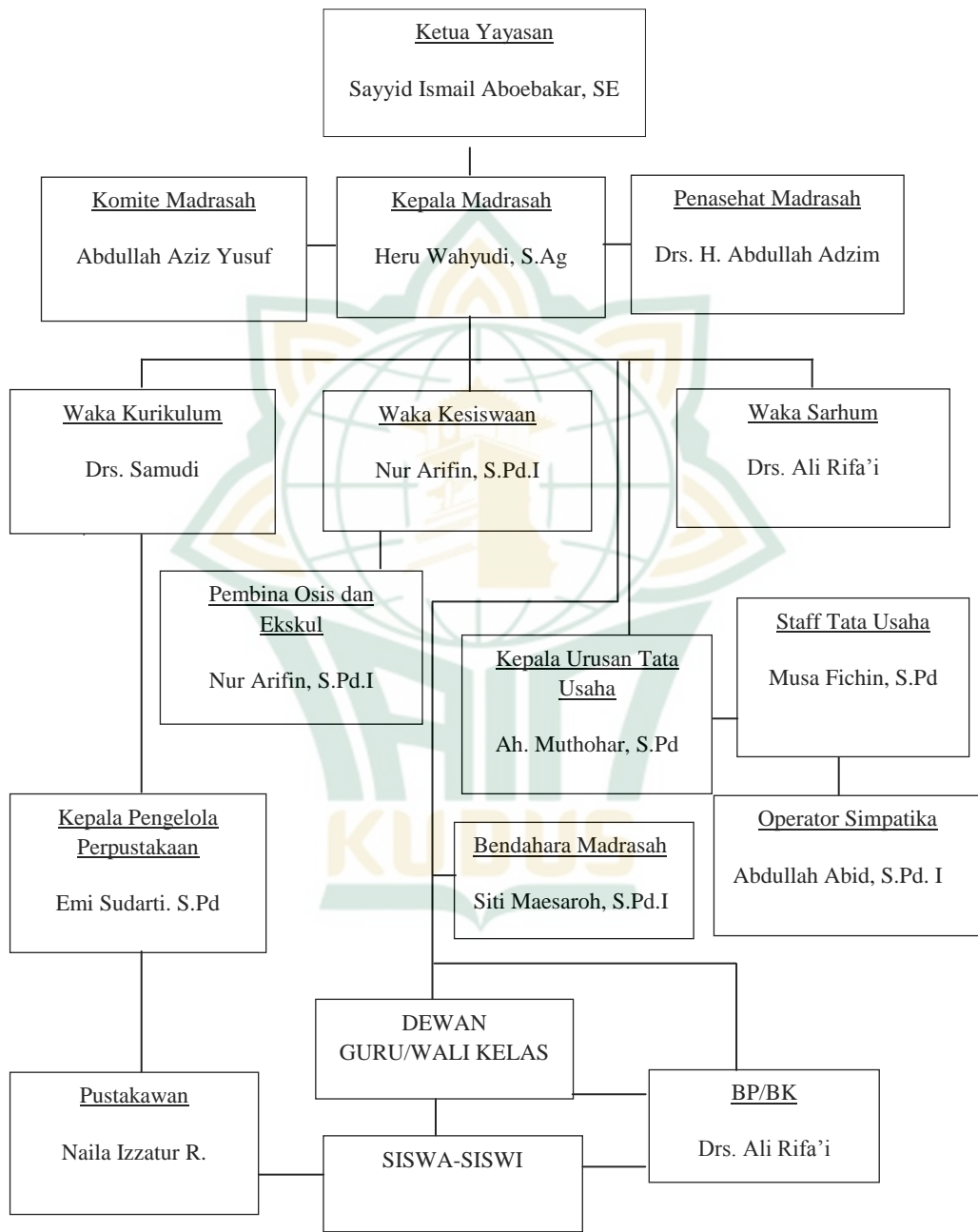[3] Observation by the researcher, june 16, 2022.

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b) Growing and developing commendable behavior and being a role model for friends and society.
c) Improving cooperative relations between school residents and the community environment through various positive activities.
d) Improve discipline for all school residents.
e) Implement the rules that apply to all school residents.
f) Guiding and developing the interests and talents of students through extracurricular activities effectively.
g) Improve the effectiveness of learning and guidance optimally.
h) Improving the professionalism and competence of educators and education staff.
i) Improving optimal services for all school residents, both educational facilities and infrastructure.
j) Motivate and produce high-achieving students.
k) Fostering the spirit of excellence of school citizens in their work and dedication.[4]

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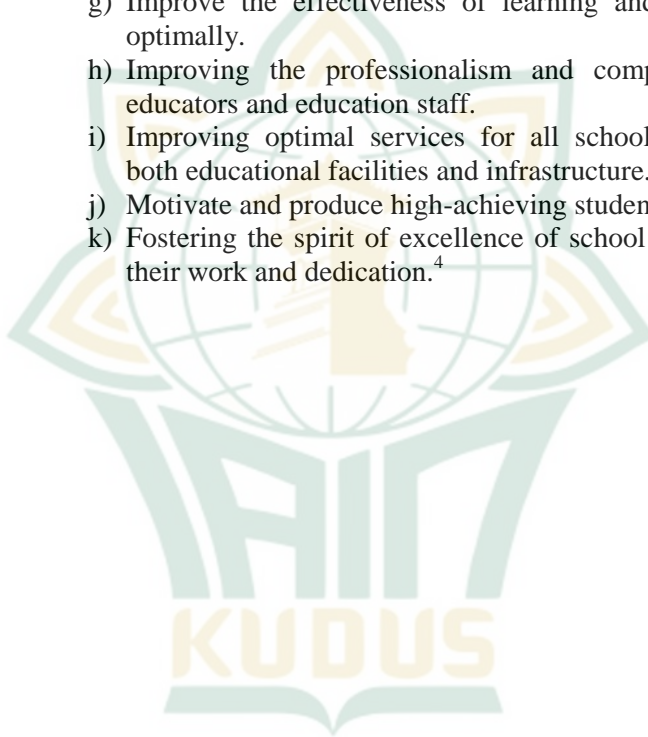
[4] Documentation by the researcher, june 20, 2022.

e. Organization Structure of MTs Al-Alawiyah Karangrandu Pecangaan Jepara[5]

Ketua Yayasan

Sayyid Ismail Aboebakar, SE

Komite Madrasah

Abdullah Aziz Yusuf

Kepala Madrasah

Heru Wahyudi, S.Ag

Penasehat Madrasah

Drs. H. Abdullah Adzim

Waka Kurikulum

Drs. Samudi

Waka Kesiswaan

Nur Arifin, S.Pd.I

Waka Sarhum

Drs. Ali Rifa'i

Pembina Osis dan Ekskul

Nur Arifin, S.Pd.I

Kepala Urusan Tata Usaha

Ah. Muthohar, S.Pd

Staff Tata Usaha

Musa Fichin, S.Pd

Kepala Pengelola Perpustakaan

Emi Sudarti. S.Pd

Bendahara Madrasah

Siti Maesaroh, S.Pd.I

Operator Simpatika

Abdullah Abid, S.Pd. I

Pustakawan

Naila Izzatur R.

DEWAN GURU/WALI KELAS

BP/BK

Drs. Ali Rifa'i

SISWA-SISWI

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[5] Documentation by the researcher, june 20, 2022.

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f. Teacher and Staff of MTs Al-Alawiyah Karangrandu Pecangaan Jepara[6]

Name	Position	Subject	Last Education
Heru Wahyudi, S. Ag.	Kepala Madarsah	Seni Budaya	S1
Drs. H. Abdul Adhim	Guru	Aqidah Akhlaq	S1
Nurul Khasanah, S. Pd.	Guru	Matematika	S1
Abdullah Abid, S.Pd.I.	WakaKur	Quran Hadits, BTQ	S1
Miswatun Roekah, S. Pd	Wakasis	Bahasa Jawa	S1
H. Umar Faruq, S.Pd.I.	Guru	Aqidah Akhlaq	S1
Drs. Masluri, S.Pd.	Guru	IPS	S1
Musa Fichin, S.Pd.	Guru	Matematika	S1
Drs. Samudi	WakaKur	Bahasa Inggris	S1
Drs. Ali Rifa'i, S. Pd.	Wakasarhum	Bahasa Inggris	S1
Emy Sudarti, S. Pd.	Ka. Perpus	Bahasa Indonesia	S1
Imam Santoso, S. Pd.	Guru	Penjaskes	S1
Nur Khafid, S.Ag.	Guru	IPS	S1
Nur Arifin, S.Pd.I.	Wakasis	SKI, Ke-NU-an	S1
Joko Ahmad Junaidi, S.Pd.I.	Guru	IPS	S1
Anas Maemun, S.H.I.	Wakasarhum	Bahasa Arab, Fiqih	S1
Nova Azkiyah, S.Pd.	Guru	IPA Fisika	S1
Mailul Mursyidah, S.Pd.	Guru	IPA Biologi	S1
Silakhul Habibi, S. Pd.I.	Guru	IPA Fisika	S1
Siti Maesaroh, S. Pd.I.	Bendahara	Prakarya	S1
Ahmad Sya'roni	Guru	Tahfidz, IPS	SLTA
Akhmad Haifan	Guru	Bahasa Arab	Ponpes
Naila Izzatur Rohmah, S.Pd	Pustakawan	Seni Budaya	S1
Ahmad Muthohar, S.Pd	Ka. TU	Kutubus Salafiyah	S1
Siti Fatimah	Penjaga Kantin		SD
Mustaji	Penjaga Sekolah		SD

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[6] Documentation by the researcher, june 20, 2022.

g. **Number of Sudents of MTs Al-Alawiyah Karangrandu Pecangaan Jepara in Academic Year 2021/2022**[7]

NO	Class	Number Of Class	Number Of Students		Total students
			Boy	Girl	
1.	VII	2	35	19	54
2.	VIII	2	42	31	74
3.	IX	2	28	17	45

h. **Facilities in MTs Al Alawiyah Karangrandu Pecangaan Jepara**[8]

No	Room	Total room
1.	Classroom	6
2.	Library	1
3.	Multimedia Room	1
4.	Headmaster Room	1
5.	Teacher's Room	1
6.	Administration Room	1
7.	Guidance and Counseling Room	1
8.	Auditorium	1
9.	School Medical Room	1
10.	Toilet	6
11.	Warehouse	1
12.	Sports Field	1
13.	Students Organization Room	1

2. **The Speaking Skills of Seventh Grade Class A Students at MTs Al-Alawiyah Karangrandu Pecangaan Jepara**

Seventh-grade students may already be familiar with English lessons, and surely students have learned four skills in English lessons, namely speaking, reading, writing and listening. English lessons that students get in elementary school can be a provision for them to study English to a higher level of education. In the reality, most of the students in seventh grade class A are still unfamiliar with English lessons especially to speak English. According to the headmaster, he revealed that the students' speaking skills in seventh grade class A are quite low. Students can understand English vocabulary but they still lack to speak English. It can be seen from the headmaster utterance:

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[7] Documentation by the researcher, june 20, 2022.
[8] Observation by the researcher, june 16, 2022.

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"For the ability to speak, I'm sure because it has been supported from elementary school which currently has English lessons as far as I know. For the vocabulary, they can follow it, but I can't say high because to speak English they are still lacking. So the ability to speak English is still in a quite low category".[9]

Based on the results of interview with the English teacher. He also revealed the same thing that, students speaking skills are low. Students are still not able to speak English well. English in Indonesia, which incidentally is studied in a foreign language context makes most of students find it difficult to convey their idea. It can be seen from the English teacher utterance:

"I would say that speaking skills is still low, because English is a foreign language, so children still find it difficult to speak English".[10]

Based on the results of the documentation on the students' English scores, information was obtained that the average score of students' English has not been able to reach the standard criteria for the minimum completeness score (KKM) that has been set by the school. The KKM score set at MTs Al-Alawiyah for English subjects is 70. This KKM score becomes a measure of student success in learning. In addition, this score is also to find out how far students understand about the learning given. The data obtained showed that from 24 students only 7 students scored above 70. 2 students scored 70, and 15 other students scored below 70. This means that from 24 students there were only 7 students who scored above KKM. 2 students got a score of reaching KKM. While the 15 other students scored below the KKM. This shows that most of the students in class 7 A or around 62.5% of students have difficulty learning English.

From the results of observations, it was found that most of the students in seventh grade A had difficulties in learning English, especially in speaking skills. The problem of speaking English in the classroom encountered by the researcher is that students are afraid of making mistakes in speaking English and

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[9] Heru Wahyudi, Interviewed by the researcher, june 16, 2022, interview 1, transcript.

[10] Samudi, Interviewed by the researcher, june 11, 2022, interview 2, transcript.

they are not confident. This can be seen when the teacher asks questions in English and asks students to answer the question in English. None of the students dared to answer. Finally, the teacher appointed a student to answer it. The student looked scared and nervous when the teacher asked him. So the response given by the student was just silent and did not say a single word. When the student is asked the reason, he said that he was afraid to speak because he was afraid to make mistakes. So the student prefers to be silent. Another problem that arises is that there are still many students who do not know how to pronounce English words correctly. students in the class are still pronouncing words according to their writing. Moreover, in English between writing and pronunciation are very much different. For example, the pronunciation of the word "Now" which is sometimes spelled by students with /noʊ/ while, the correct pronunciation of the word is /naʊ/. In addition, the limited vocabulary of students makes it difficult for them to express ideas, thoughts and arrange sentences in English. This vocabulary is very important for students to have. Because the more vocabulary a person has, the easier it is for someone to arrange a sentence. So that these problems have an impact on the low students' speaking skills.

The observations results are in line with the results of interviews with the English teacher. He also said the same thing that there were several problems that students experienced that caused students to have difficulty speaking English. According to him, the students' difficulty to speak English is that students have not been able to speak English with correct pronunciation. And most of the students also still pronounce vocabulary according to the writing. In addition, the limited vocabulary makes students feel not confident and afraid of making mistakes when they speak English. The English teacher often meet students who say something like "what if I make a mistake, sir." This indicates that students are not confident in their abilities. So that this hinders them in developing their English language skills. It can be seen from the English teacher utterance:

> "The difficulty is usually they are still not able to speak English with the correct pronunciation. And the average of them also still pronounce the word according to the writing. Then the limited of vocabulary, the student is still not confident and afraid of making mistakes. I often meet in

class students say something like "what if I make a mistake, sir".[11]

The low English students' speaking skills are influenced by several factors. These factors are students learning motivation and students' interest. Motivation and interest in learning greatly affect students' English speaking skills. The greater the motivation and interest of students to learn, the greater the success. Therefore, students who have high motivation and interest in learning will study hard, and practice to improve their speaking skills. On the other hand, students who have low motivation and interest in learning appear indifferent, lazy to study, easily discouraged, their attention is not focused on the lessons, and often do not attend school. As stated by English teacher:

> "Basic from the students themselves such as the motivation to learn then the intentions and interests of the students themselves. For example, it is very difficult for students to attend school, let alone be asked to be active. So in quotation marks, students attend school, alhamdulillah. for the target result later, wallahua'lam".[12]

This finding indicate that students who have high motivation and interest have a great opportunity to develop and improve their English speaking skills. On the other hand, students who have low motivation and interest in learning will have difficulty in speaking English.

3. **The Implementation of Role Play to Enhance EFL Students' Speaking Skills in New Normal Era at MTs Al-Alawiyah Karangrandu Pecangaan Jepara**

The implementation of role play in English subject that focuses on speaking skills is carried out on 7th grade class A students. Based on the results of observations, learning activities in the new normal era has re-implemented face-to-face learning with a capacity of 100 percent of students in the classroom. Besides, Learning activities have also returned to normal because the rules have begun to be loosened. Since the rules have begun to

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[11] Samudi, Interviewed by the researcher, june 11, 2022, interview 2, transcript

[12] Samudi, Interviewed by the researcher, june 11, 2022, interview 2, transcript.

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be loosened, both students and teachers in the school environment do not use masks during the learning process inside and outside the classroom. In addition, schools still limit learning activities by reducing the duration of lesson hours. The time allocation in the previous year before pandemic is 40 minutes for one hour lesson with 2 breaks, whereas the time allocation in new normal era is 30 minutes for one hour lesson with 1 break. The reduction of the duration lesson hours is based on a government regulation that enforces limited face-to-face learning[13].

Based on the results of interviews with the headmaster, he revealed that the English teacher of 7th grade class A has used role play technique in teaching English subject. In role play technique students can more easily understand the material where students can use or apply the phrase from the material being learned in the form of dialogue. Using the phrase in the form of dialogue is an effective way for students to understand the material, rather than just only memorizing the phrase. Such as in the introduction material, students not only know the phrase in the introduction material but more than that, students are required to develop the phrase in the form of dialogue. Students can create a dialogue that involves the activity of asking and giving information related to identity. The phrase commonly used like what is your name? where are you from? where do you live? , etc. Students can practice the dialogue with the other students or the English teacher so, indirectly students have done a simple role play. It can be seen from the headmaster utterance:

> "If it's a simple role play, it can be said yes. When learning in the introduction chapter of self-introduction, the teacher usually introduces how to ask questions such as what is your name and so on. It is part of role play and may not be practiced between students. Usually between teachers and students. And if it is made later it will also be a role play, namely a direct conversation".[14]

According to the English teacher there are several steps in implementing role play to enhance EFL students' speaking skills, they are: First, the teacher delivers the learning material. Then the teacher divides the students into groups and conveys the steps of

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[13] Observation by the researcher, june 12, 2022.

[14] Heru Wahyudi, Interviewed by the researcher, june 16, 2022, interview 1, transcript.

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the role play. After that, the teacher gives a topic to be made into a dialogue. And then students have to make dialogues and students can freely choose and determine their roles to play according to the given topic. After everything is ready, students must practice role play in front of the class with their groups. As stated by the English teacher:

"After the material has been delivered, then the children are made in groups or pairs first, after that we convey the steps, after that we give the topic. And then just take the role. They can determine their own role according to the topic given. Next, please create dialogue and after that practice it in front of the class. So, the steps are like that. Then later we will assess, evaluation at the end".[15]

Based on the result of observation, and interview, there are three steps in the implementation of role play, namely preparation, process of implementing role play, and evaluation. The details explanations are as follows.

a. Preparation

Before teaching in the classroom, the teacher must prepare everything needed during the learning process. Teaching preparation is important for teachers to do so that learning objectives can be achieved optimally. Based on the results of interviews with English teacher, there are some teaching preparations before implementing role play in the classroom.

The first preparation that must be prepared by the English teacher made lesson plans. Lesson plan is a guide for teacher in carrying out learning activities in the classroom. Teaching preparation such as making lesson plan is very important to do. The making of lesson plan is done so that learning activities in the classroom are more systematic and directed. It can be seen from the English teacher utterance.

"Preparing administration such as making lesson plans".[16]

The next preparation is preparing the learning material. The learning material used must be adjusted to the ability and character of the students. Learning material in accordance with the character

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[15] Samudi, Interviewed by the researcher, june 11, 2022, interview 2, transcript.

[16] Samudi, Interviewed by the researcher, june 11, 2022, interview 2, transcript.

and ability of students will be easier for students to understand. The material delivered is WH question which is designed using role play technique. By using this technique, students are not only explained how to make a sentence using WH question, but students are also asked to make a dialogue using WH question. So students get a deeper understanding and learning activities become more meaningful. It can be seen from the English teacher utterance.

> "Preparing materials, then later also adjusting the students' character in the material".[17]

The last preparation made by the English teacher is preparing an assessment. It can be seen from the English teacher utterance.

> " Then later in the assessment using attitude assessment and role play performance, whether they want it or not, they have to show or practice".[18]

Assessment is a way for teacher to evaluate students' ability and students' attitude during the learning process. It means that teacher not only evaluates students' ability in role play performance but also students' attitude. Through an assessment, teacher can find out how far the students understand the material and task given by the teacher. In addition, through the assessment teacher can analyze the strength and weakness of students so the teacher can know the progress of students learning.

b. Process of implementing role play

The process of implementing the role play technique in learning English that focuses on speaking skills in 7th grade class A students starts with the teacher delivering the material, namely the WH question. Next, the teacher divides the students into 5 groups. Each group consists of 4 to 5 students. After that, the teacher explained the steps of the role play technique. Each group will get a different topic. Each group must make a dialogue based on the topic given by the teacher and they must put at least one of the WH questions in the dialogue. And then students were given rehearsal time to discuss and practice first before they practice in

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[17] Samudi, Interviewed by the researcher, june 11, 2022, interview 2, transcript.

[18] Samudi, Interviewed by the researcher, june 11, 2022, interview 2, transcript.

front of the class. The teacher gives students time for discussion with the aim that they can show their best performance. After all of the group is ready, each group will come forward in turn to practice the dialogue they made in the form of a simple role play[19].

Based on the result observation, students utilize the rehearsal time very well. Each group looks so enthusiastic in making dialogues and they help each other to make the dialogue. They also practice pronouncing the dialogues made even though there are some new words that are difficult to pronounce but, they still try to pronounce them. They didn't even hesitate to ask the teacher how to pronounce the word correctly[20].

Time to discuss was over. All groups are asked to practice role play in front of the class in turns. Group 1 got the topic of an accident on the road. The dialogue is about a mother who feels worried after receiving news from the hospital that her daughter is in the hospital due to an accident on the road. This group consists of 5 students. Group 2 got a topic about shopping in the market. The dialogue is about a mother and daughter who go shopping in the market to fulfill their daily needs. This group consists of 4 students. Group 3 got a topic about school life. The dialogue is about learning activities in class when a daily test is held where one student commits cheating but, this action is known by the teacher. Finally, the student was given a punishment. This group consists of 5 students. Group 4 got a topic about cooking class. The dialogue is about some young people who are very enthusiastic to be participants in a cooking class that is guided directly by a professional chef. This group consists of 5 students. Group 5 got a topic about lunch in a restaurant. The dialogue is about three friends who have not seen each other for a long time because of their busy lives. Finally, without a plan, they decided to meet up for lunch at a restaurant. This group consists of 5 students[21].

One by one the groups began to come forward to perform, while the other groups saw the performance of the group that was performing. The situation in the class started not conducive when they had finished performing. They feel that the task has been completed so that they can freely chat with their friends regardless of the students who are having the turn to perform in front of the

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[19] Observation by the researcher, june 12, 2022.
[20] Observation by the researcher, june 12, 2022.
[21] Observation by the researcher, june 12, 2022.

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class. Finally, the teacher warned them and asked all groups to stay in class, remain calm, and pay attention to the group who is practicing role play in front of the class. The rule applies both to groups that have performed and groups that have not performed. This is in line with what English teacher said:

> "They are required later in turn, you will come forward with the group. So students inevitably has to wait in class and wait for their turn. So that the students are not crowded, I also require them to be calm and pay attention to the group that performs. And this applies to all students who have performed and have not performed".[22]

Finally, all of the groups completed their performance. Students look happy and enthusiastic to take part in learning activities. Each group has tried to show their ability to speak English both in pronunciation and intonation in accordance with the dialogue that has been made. A pleasant learning situation makes them enjoy and interested to participate in every learning process.

c. Evaluation

After all groups completed their performance in front of the class. The teacher gives a direct evaluation to the students' performance. There are some notes that the teacher gives such as errors in pronunciation, pronunciation that is not clear and students being shy to speak. The teacher advised the students to improve their English speaking skills by practicing as often as possible[23].

Based on the results of interviews with the English teacher. The researcher found that several aspects were used as an assessment by the English teacher to assess the EFL students' speaking skills, the first was pronunciation, how students were able to pronounce English words correctly. Second is fluency, the extent to which students are able to speak fluently without any doubts. Then vocabulary, how is the students' ability in choosing words, for example, to say thanking. There are several variations of words commonly used such as thank you, thanks and so on. And then comprehension, the extent to which students understand phrases and sentences made in dialogue form. The last one is

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[22] Samudi, Interviewed by the researcher, june 11, 2022, interview 2, transcript.

[23] Observation by the researcher, june 12, 2022.

grammar, the extent to which students can arrange sentences with proper grammar. It can be seen from the English teacher utterance:

> "We assess one from the pronunciation, then the next is fluency, vocabulary, accuracy in word selection, for example, say thanking, there are words that can be used such as thank you, thanks and so on. So vocabulary selection includes. Then comprehension, and finally the grammar".[24]

Evaluation process takes place from the beginning to the end of learning. During the learning process, the teacher not only evaluates EFL students' speaking skills but also the students' spiritual attitude. The teacher assesses and observes how students behave when invited to pray, and how students respect the teacher when teaching. Attitude evaluation is important to know how the students' attitudes before learning, during learning, and until the end of the learning activity. As stated by the English teacher:

> "Starting from the beginning to the end of the lesson. How students behave before learning, during the learning process, and how to arrive at the final closing. because the current assessment is not only about cognitive but also about their spiritual attitude. What is the students' attitude when they are invited to pray, and how do students respect when someone else is doing their job, then also when it's time for them to take action in the learning itself".[25]

In the end of the lesson, the teacher also did not forget to give appreciation to all groups because they were responsible for completing the tasks given and dared to perform in front of the class. The teacher gives appreciation in the form of words such as very good, good job, awesome, and so on. With using these words, students will feel that their work is appreciated by the teacher so it can arouse students' enthusiasm for learning.

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[24] Samudi, interviewed by the researcher, june 11, 2022, interview 2, transcript.

[25] Samudi, interviewed by the researcher, june 11, 2022, interview 2, transcript.

4. The Advantages and Disadvantages of Using Role Play to Enhance EFL Students' Speaking Skills in New Normal Era at MTs Al-Alawiyah Karangrandu Pecangaan Jepara

The implementation of role play in English lessons that focus on speaking skills has some advantages and disadvantages. Because none of the learning techniques are perfect. All learning techniques can complement each other in their use. Teachers can choose and collaborate on a learning technique that is adjusted to the needs of students and the material being taught. Based on the research result is found there are some advantages and disadvantages using role play technique. The advantages are:

a. First Role play can develop students' language skills, especially in speaking. According to the English teacher after the implementation of role play technique, the students' pronunciation was better. This is because when students finish performing, the teacher gives direct evaluations to students by correcting the wrong pronunciation and telling them how to pronounce the words correctly. So that students can find out their mistakes and can immediately correct them. Besides that, in role play students have more opportunities to interact and communicate with the other students using English. As a result of this, students can practice and enhance their English speaking skills. it can be seen from the English teacher utterance:

> "The students' speaking skills in English after implementing role play is much better. In the past, Pronunciation was very poor, but now it's better. because when students perform, the teacher can directly correct the wrong pronunciation so that students know their mistakes and can immediately correct them so I can say that the students' speaking skills in English have improved after the implementation of role play".[26]

b. Second, Involving all students can make students actively participate during the learning process. Based on the result observation the involvement of all students makes learning activities in the classroom more active and lively. All students have the same opportunity to participate actively in learning. The students' activeness can be seen when students conduct

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[26] Samudi, interviewed by the researcher, june 11, 2022, interview 2, transcript.

group discussions and when they perform in front of the class. They were very enthusiastic when they showed their performance. No student dominates in speaking because all students have the opportunity to speak according to their respective roles[27]. This is supported by the result of interview with several students. They revealed that the role play technique could make them more active. They are more active during group discussions and when practicing role play in front of class. They feel that group activities such as role play are more fun than individual tasks. It can be seen from their utterance:

"I was more active when asked to perform a role play in front of the class. It's just fun and I prefer to do activities in groups rather than individual activities that have to be done by my self". (students 1)[28]

"I was more active during group discussions, we also had time to fight over the roles we would play until finally one of them had to give in". (students 2)[29]

I was more active during discussions. Here I and my friends are practicing before come forward in front of the class". (students 3)[30]

c. Third, fun learning situation makes students more interested and enthusiastic in learning because students can freely express and act. Based on the results of students interviews, they revealed that they enjoyed every process in learning. There is a good reason why they enjoy it. According to student 1, she enjoys learning because the learning process is fun and not stressful so it makes her feel relaxed. Besides that, student 2 thinks that he enjoys it because role play makes the learning process more interesting and fun. So, it doesn't make him bored in learning. Furthermore, student 3 also expressed the same

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[27] Observation by researcher, june 12, 2022.

[28] Raya Aulia Rizki, interviewed by the researcher, june 18, 2022, interview 3, transcript.

[29] Fadli Akbar, interviewed by the researcher, june 18, 2022, interview 4, transcript

[30] M.Rizki Aditya, interviewed by the researcher, june 18, 2022, interview 5, transcript.

thing that he enjoyed role playing because the learning process was fun so it didn't make him sleepy. It means that role play can make students more enthusiastic and attract students' interest in learning. It can be seen from their utterance:

> "Yes I enjoy, it because the learning is fun and not stressful". (Student 1)[31]

> "I enjoy, the learning becomes more interesting and fun so I don't get bored." (student 2)[32]

> "I enjoy it because the learning activities are fun. So I don't fall asleep." (student 3)[33]

d. Fourth, role play can Improve students' self-confidence, role play is just playing and not real. Students can act out to be someone else's character according to the topic they get. With act out to be someone else character students can freely express themselves. Students are also given a freedom to choose and create their own language so that students can speak anything they want so it can assist students to improve their self-confidence. Based on the result of interview with several students. They revealed that they were more confident when doing role play in group. According to student 1 she is more confident, because she has prepared everything before performing such as reading the script of role play so that she can perform and use the language confidently. Moreover student 2 states that role play which is practiced in groups can make him perform confidently. Furthermore, student 3 revealed that he is a shy person and by doing group activities such as role play, the level of self-confidence increased. It can be seen from their utterance:

> "Role play makes me more confident. Because I have prepared everything before performing like reading and studying the script". (student 1)[34]

[31] Raya Aulia Rizki, interviewed by the researcher, june 18, 2022, interview 3, transcript.

[32] Fadli Akbar, interviewed by the researcher, june 18, 2022, interview 4, transcript.

[33] M.Rizki Aditya, interviewed by the researcher, june 18, 2022, interview 5, transcript.

[34] Raya Aulia Rizki, interviewed by the researcher, june 18, 2022, interview 3, transcript.

"Yes, because we perform together so, I'm more confident if I perform with other friends". (student 2)[35]

"Yes fairly confident, because I'm the shy person". (student 3)[36]

e. The last, students become more creative where students can develop stories the drama based on their creativity. In role play students ask to create a script of role play. The students' creativity can be seen when they are able to develop the topic given by the teacher. As stated by the English teacher.

"And then students also become more creative, students can make stories based on their creativity". [37]

The result of interview is in line with result observation, the researcher found that each group was able to develop the topic given by the teacher and they can express the creative idea in the dialogue. Besides that, the topic has been made into coherent dialogue. So that the role play shown can understand and enjoyed by the audience[38].

Apart from advantages, role play also has disadvantages. The disadvantages are:

a. First, Shy students will be pressured when they ask to perform in front of the class. Not all students can perform confidently in front of class. Every student has a different level of self-confidence. There is a student who has a high level of self-confidence and there is also a student who have less self-confidence. There are some students who have less self-confidence and are embarrassed when they are asked to perform in front of class. They are not confident in their abilities because they are afraid to make mistakes. So this makes them feel uncomfortable and pressured. It can be seen from the English teacher utterance:

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[35] Fadli Akbar, interviewed by the researcher, june 18, 2022, interview 4, transcript.

[36] M.Rizki Aditya, interviewed by the researcher, june 18, 2022, interview 5, transcript.

[37] Samudi, interviewed by the researcher, june 11, 2022, interview 2, transcript.

[38] Observation by researcher, june 12, 2022.

> "Sometimes role play makes shy students feel pressured because not all students can perform confident in front of class."[39]

b. Second, Role play takes a long time to prepare, make dialogues, practice, until perform in front of the class. Before students practice role play in front of class. Students are asked to do preparations such as making dialogues, discussing and practicing with their groups. To make a script of role play, students usually need a long time because students usually have to think aloud to come up their creative idea. In addition, students also have to work together with other students to make a dialogue. After the script of role play is finished, they have to learn the script and learn to pronounce English words. Besides that, when students are asked to practice in front of class, there are some students who are reluctant to come forward and it takes time for the teacher to persuade and motivate these students to come forward so this role play technique takes a relatively long time[40].

c. Third, role play will not run well if it is not well prepared. Before implementing role play in the classroom, the teacher must design material and prepare a topic of role play that will be practiced in the classroom. In addition, the teacher must understand the steps of role play technique so, when the role play technique is implemented in the classroom the teacher can convey these steps coherently and students can understand it. In addition to the preparation of the teacher, the preparation of the students is also needed. Because in this role play technique students have to practice role play in groups. So that each group must make preparations before practicing role play in front of class. Lack of preparation from teachers and students can cause learning activities become chaotic and disorganized. It can be seen from the English teacher utterance.

> "Furthermore, it requires good preparation from both teachers and students. Because of what? if not prepared well, role play will not run well".[41]

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[39] Samudi, interviewed by the researcher, june 11, 2022, interview 2, transcript.

[40] Observation by researcher, june 12, 2022.

[41] Samudi, interviewed by the researcher, june 11, 2022, interview 2, transcript.

d. Fourth the crowded learning situation such as students' applause and student voices when practicing dialogue will disrupt the learning activities in other classes. Role play is done in group and each group has to practice it in front of class. Each group definitely wants to show the best performance and be the best group. So there is a competition between groups to be the best. This competitiveness triggers the enthusiasm of the students to keep practicing. Students' voices that are too loud when practiced in group, and students' applause when expressing their support for the group that performs can disrupt the learning process in the other classes. It can be seen from the English teacher utterance:

> "Then the students' applause and the voices of students during practice will make the class crowded and disrupt the learning activities of the other classes". [42]

Based on the explanation above, it is known that role play has several advantages in its use. On the other hand, role play also has some disadvantages.

B. Discussion

1. The Speaking Skills of Seventh Grade Class A Students at MTs Al-Alawiyah Karangrandu Pecangaan Jepara

Referring to the research result stated above, it is known that the students' speaking skills of 7th grade class A are categorized as low. This can be seen from the results of interviews conducted by the researcher with headmaster and English teachers. They revealed that the 7th grade class A students still feel unfamiliar with English subjects, especially to speak English. Besides that, learning English in the foreign language context makes it difficult for students to speak English. As stated by Nunan that there is a difference between language learning in the foreign and second language context[43]. In Indonesia, English is studied in the foreign language context. So that, English is not used as the main language to communicate in daily life. It means that students rarely or never use English to communicate outside

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[42] Samudi, interviewed by the researcher, june 11 2022, interview 2, transcript.

[43] David Nunan, *Practical English Language Teaching*, (New York: McGraw Hill. 2003), 54.

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the classroom. So learning English in a foreign language context is more complicated.

Online learning is very different from face-to-face learning. Online learning is distance learning using the help of the internet network. Online learning is usually carried out through various platforms such as Google Meet, Google Classroom, WhatsApp, and others. Based on the research from Eni & Marisa, they revealed that online learning during the COVID-19 pandemic was the first experience so, it was quite surprising and became a new challenge for teachers and students. Students cannot practice their English speaking skills directly, as during face-to-face learning[44]. During the online learning process, many teachers only provide material and assignments, without providing opportunities for students to interact with each other and practice their English language skills. Limited interaction and lack of practical activities during online learning make students rarely communicate using English. Consequently, in the new normal era when they have to return to face-to-face learning, their speaking skills have decreased.

In the new normal era, learning activities were initially conducted online at home, now it can be conducted offline at schools while still implementing health protocols. Based on the research from Muthiya & Yasyir the application of online learning causes speaking learning in English subjects to be less effective. Unstable internet network disruption makes communication often cut off and hinders the interaction process between students and teachers[45]. The lack of interaction between students and teachers makes learning speaking online not optimal. Learning speaking should be able to take place interactively and be practiced directly by students. During the online learning process, both of these cannot be obtained optimally by students. So it is not surprising that students have difficulty speaking English when they back to learning at school. When they back to learning at school, students'

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[44] Eni Suriyah & Marisa Fran Lina, "Perspektif Siswa SMA Negeri 1 Tengaran Tentang Pembelajaran Bahasa Inggris Online Selama Pandemi COVID-19: Masalah dan Tantangan", *Media Informasi Penelitian Kabupaten Semarang (SINOV)* 5, no. 1 (2022): 74, https://journal.sinov.id/index.php/sinov/article/view/216.

[45] Muthiya Farida & Yasyir Fahmi Mubaraq, "WhatsApp Video Conference: Alternatif untuk Pembelajaran Speaking Pada Kelas Bahasa Inggris Daring", *Prosiding Webinar Nasional IAHN-TP Palangka Raya,* no. 3 (2021): 188, https://prosiding.iahntp.ac.id/index.php/seminar-nasional/article/view/106.

difficulties in speaking English can be overcome by providing interesting and interactive speaking learning activities. With learning activities like this, students can train and improve their English speaking skills.

The factors that affect the low students' speaking skills are motivation and interest in learning. According to Bestari et al in their research, it was found that the higher the students' motivation to learn, the higher the students' speaking skills in English. And the higher the student's interest in learning, the higher the ability to speak English. Consequently, motivation and interest in learning have a big impact on determining the level of students' speaking skills[46].

Speaking skill is a skill that must be practiced frequently. Because English speaking will be improved if it is often practiced. Many techniques can be used to improve EFL students' speaking skills in the classroom. Students-centered learning can be used by the English teachers to train students' speaking skills. Because it can make students participate actively during the learning process so that students have more opportunities to speak using English as the target language. According to Parupalli, role play is one of the techniques that teachers can use to make EFL students more interested and can stimulate EFL students to improve their speaking skills[47]. Role play is a learning technique where students can play a role in different social roles and situations. Students must be made in pairs or groups. Then the teacher gives a different topic to be practiced in front of the class. The teacher gives time to make preparations and then the students are asked to complete the assigned task. So that group activities like this can be a place for students to improve their speaking skills.

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[46] Bestari Laia, Kaminudin Telaumbanua, Sesilianus Fau, "Kontribusi Motivasi dan Minat Belajar Terhadap Kemampuan Berbicara Bahasa Inggris Mahasiswa Program Studi Bimbingan Konseling STKIP Nias Selatan". *Jurnal Education and development* 6, no. 1 (2018): 76.

[47] Parupalli Srinivas Rao, "The Importance Of Speaking Skills In English Classrooms, *Alford Council of International English & Literature Journal(ACIELJ)* 2, issue. 2 (2019): 13-14 https://www.researchgate.net/publication/334283040_THE_IMPORTANCE_OF _SPEAKING_SKILLS_IN_ENGLISH_CLASSROOMS

2. **The Implementation of Role Play to Enhance EFL Students' Speaking Skills in New Normal Era at MTs Al-Alawiyah Karangrandu Pecangaan Jepara**

Role play is a learning technique that invites students to be directly involved in learning. Role play gives chance students to pretend somebody else[48]. By playing other person's characters, students can feel they are in the world that is being played. So role play can make students interested to participate in learning. Because for students act out like others is a new experience for them.

Role play can also expand social interaction and develop social skills where in role play students can imitate real-life situations in the classroom. As we know that role play is done in groups and students play roles based on social activities in daily life. Such as shopping in the market, lunch in restaurants, and accident on the road. Thus, students can communicate and interact with each other in different social roles and different social situations. In this case, students can learn how to cooperate, tolerate, respect other people's opinions, and learn to interact before they do in a social environment. This is in line with the theory of Qing in Jonathan defined role play as the portrait in a real-life context while engaging in social activities [49].

Based on the research results that have been explained previously, it is known that the teacher uses role play techniques to teach English subject which focuses on speaking skills. Before starting the learning process, the teacher prepares the learning administration by arranging lesson plans, learning material, and students' assessments. This teaching preparation indicates that the teacher is ready to carry out the learning process in the classroom. The teaching preparation is done so that learning activities become systematic and focused. With good preparation, the learning process in the classroom can run well as expected. This is in line with the opinion of Abdul Gafar. According to him good teacher preparation, great student motivation, and adequate instructional

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[48] H. Douglas Brown, *Language*… 174.

[49] Jonathan Lara Castro & Claudio Díaz Larenas, "Students' willingness to Participate in Speaking Activities Through The Use of Scripted Role-Plays", *Comunicación* 28, no. 2 (2019): 73, https://www.scielo.sa.cr/scielo.php?pid=S1659-38202019000200071&script=sci_arttext

resources can all contribute to a successful teaching-learning process[50].

In implementing the role play the teacher divides the students into groups. Each group consists of four to five students. Then students are given a topic and each student is free to choose the role they want according to the topic they get. This is in line with the theory proposed by Penny ur in chapter two where students are given instructions about the situation or problem, and each individual can take on the identity of the other person, even if just for a few moments. It is frequently done in pairs and sometimes needs five or six different roles for interaction[51].

Moreover, students are also given time to discuss the text of dialogue they made and practice first before they perform in front of the class. Rehearsal time can help students reduce the level of nervousness. This is because before performing in front of the class, they have an amount of time to prepare themselves and plan out what they going to speak in front of class. With the rehearsal time, students are also more prepared and understand the roles and storylines they made. As a result, students can speak confidently when perform in front of the class. As stated by brown in chapter two, provides an amount of time to practice before doing role play, it can help students to plan out what they will say so, it can reduce students' anxiety levels[52].

As we may know that the teacher has evaluated the students. Evaluation is carried out from the beginning to the end of the lesson. The teacher evaluates EFL students' speaking skills when the students perform in front of the class. When students perform in front of the class, the teacher can assess students' English speaking skills from several aspects such as vocabulary, grammar, pronunciation, comprehension, and fluency. This is in line with the theory stated by Brown, there are several aspects to assess EFL students' speaking skills such as pronunciation, grammar, comprehension, fluency, and vocabulary[53]. These

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[50] Abdul Gafur Marzuki, "Developing Speaking Skill through Oral Report in an EFL Class in Indonesia", *Al- Ta'lim Journal* 24, no. 3 (2017): 244, http://dx.doi.org/10.15548/jt.v24i3.330

[51] Penny Ur, *A Course in Language Teaching* (New York: Cambridge University Press, 1991), 132.

[52] H. Douglas Brown, *Language Assesment: Principles and Classroom Practices* (New York: Longman, 2004), 174.

[53] H. Douglas Brown, *Language Assesment: Principles and Classroom Practices* (New York: Longman, 2004), 172-173.

aspects must be possessed by students if they want to have good English speaking skills like native speakers.

3. **The Advantages and Disadvantages of Using Role Play to Enhance EFL Students' Speaking Skills in New Normal Era at MTs Al-Alawiyah Karangrandu Pecangaan Jepara**

Based on the research findings described previously. There are several advantages and disadvantages of using role play. The following are the advantages and disadvantages of role play.

a. Advantages of Role Play

1) Developing Students' Speaking Skills

As we know that role play is done in groups. So that students can communicate and interact each other using English as the target language. As stated by Nunan, teachers should provide more opportunities for students to talk during learning. Activities like pair work and group work can be utilized to improve students' speaking skills and give students the amount of time to practice in the target language[54].

2) Being More Active

The use of role play as a learning technique in speaking skills can make students more active. Students are required to perform role play in front of the class along with other group members. Before performing in front of the class, students are given time to discuss and prepare all the things needed, such as making dialogues and determining the roles they will play. With activities like this students become more active. As stated by Ratminingaih that role play can help students who tend to be passisve in the classroom become more active[55].

3) Creating a Fun Learning

In role play, students can learn in a pleasant learning situation where students can freely express their ideas and thoughts. A pleasant learning situation makes students more interested and enthusiastic in learning. As stated by Norazmi Yusof & Yabit that role play assists students in

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[54] David Nunan, *Practical English Language Teaching*, (New York: McGraw Hill. 2003), 54.

[55] Ni Made Ratminingsih, *Metode dan Strategi Pembelajaran Bahasa Inggris*. (Depok: Rajawali Pers, 2017), 122.

learning a second or foreign language in a fun and enjoyable situation[56].

4) Improving Students' Self Confidence

During role play students can imagine themselves as if they were doing it in the real life, and they can say anything they want according to the role. It really helps them to use the language confidently. As they know that this is just a play and not real. So role play helps students increase their self-confidence. As stated by Mavlonova that role play can assist students by creating a mask, where students with difficulty in conversation feel free to speak[57].

5) Being More Creative

In role play students are asked to create the dialogue or script of role play according to the topic given by the teacher. Students' creativity can be seen when student able to develop the topic given . As we know that students are able to make dialogue and develop the topic given based on their imagination and creativity. Besides that, students can also improvise the language they used as creative as possible according to the role played. As stated by Nurhamimi & Haliza Role play is an opportunity for students to explore themselves, and be as creative as possible to play the role[58].

b. Disadvantages of Role Play

1) Feeling pressured

Not all students can perform confidently in front of the class. Students who tend to be shy will find it difficult and pressured when they perform in front of the class. As stated by Marcy & Deana that role play can put pressure on learner to perform, which can create embarrassment and

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[56] Norazmie Yusof & Yabit Alas, "Benefits and Students Perception on Role-Play Teaching Technique: Progressive & Fun Learning Experience in Brunei", *IJOLAE: Indonesian Journal on Learning and Advanced Education* 3, no. 3 (2021): 229-230, DOI: 10.23917/ijolae.v3i3.12364

[57] Mavlonova Ugiloy Khamdamovna, et.al, "Role Play As A Method of Developing Speaking Skill", *Scientific reports of Bukhara State University* 3, issue. 1 (2019): 255, https://uzjournals.edu.uz/buxdu/vol3/iss1/13.

[58] Nurhamimi Togimin & Haliza Jaafar, "Role Play Activities: An Innovative Approach to Teaching Speaking Skills in an ESL Classroom", *LSP International Journal* 7, issue. 2 (2020): 21, https://doi.org/10.11113/lspi.v7.16310.

even resistance[59]. So that, teacher motivation is needed to arouse students' willingness to participate in role play.

2) Taking a Long Time

According to Marcy & Deana role play takes a relatively long time starting from preparation until follow-up work[60]. Usually, students take a long time to conduct discussions. Here, each group must make a dialogue text, determine the role, and practice as best as possible to perform in front of the class. So that teacher must be smart in time management.

3) Disrupting learning activities in other classes

The crowded learning situation such as students' applause and student voices when practicing dialogue will disrupt the learning concentration from other classes. According to Rika Kurnia Sari in her research, she revealed that role play makes the classroom situation noisy, and the noise can disrupt learning activities in other classes[61]. So the role of teacher is very important in controlling students so that the situation in the class remains under control and does not disrupt the learning activities in other classes.

4) Requiring good preparation of both teacher and students

Role play will not run well without the preparation of both teachers and students. Lack of preparation from teachers and students can cause chaos in the learning process. As stated by Marcy & Deana that role play can lack focus unless well planned, orchestrated, and monitored[62]. So, good preparation is needed from both teachers and students so that role play activities can run well and learning objectives can be achieved.

From the description above, it is known that although role play technique has many advantages. Role play technique also has disadvantages. There is no one perfect

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[59] Marcy Osgood & Deana M. Richter, *Designing Learning That Lasts: An Evidence- Based Approach to Curriculum Development* (Albuerque, NM: Teacher & Education Development, University of New Mexico, School of Medicine, 2006), 35.

[60] Marcy Osgood & Deana M. Richter, *Designing Learning ...*35.

[61] Rika Kurnia Sari, "Efektifitas Penggunaann Model Pembelajaran Role Playing terhadap Keterampilan Berbicara Pada Bahasa Indonesia Tingkat SD", *JPdK: Jurnal Pendidikan dan Konseling* 2, no.1 (2020): 66, https://journal.universitaspahlawan.ac.id/index.php/jpdk/article/view/582.

[62] Marcy Osgood & Deana M. Richter, *Designing Learning ...*35.

learning technique. Each learning technique has advantages and disadvantages in its use. Because of this, teachers can choose and collaborate a learning technique that is adjusted to the needs of students and the material being taught.