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# **THE ANALYSIS OF LEARNING ENGLISH CONVERSATION BY ROLE PLAYING AT THE FIRST GRADE STUDENTS' OF TOURISM AT SMK PARIWISATA PGRI MAJALENGKA**

## **A THESIS**

Submitted to the English Education Department of Faculty of *Tarbiyah* and Teaching  
Science Faculty of *Syekh Nurjati*  
State Institute for Islamic studies in Partial Fulfillment of the Requirements for  
Undergraduate Degree in English Education (S.Pd.I)



**Arranged By:**

**DWI YANA AYU ANGGRAENI**

**Reg. Number: 1410130010**

**THE FACULTY OF *TARBIYAH* AND TEACHING SCIENCE  
OF SYEKH NURJATI STATE INSTITUT FOR ISLAMIC  
STUDIES  
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## ABSTRACT

**DWI YANA AYU ANGGRAENI**

**Reg. Number (1410130010): THE ANALYSIS OF LEARNING ENGLISH CONVERSATION BY ROLE PLAYING AT THE FIRST GRADE STUDENTS' OF TOURISM AT SMK PARIWISATA PGRI MAJALENGKA**

This reasearch is aimed at describing the process of learning English conversation by role playing at the first grade student's of tourism at SMK Pariwisata PGRI Majalengka, describing the difficulties in learning English conversation by role playing students' of tourism at first grade of SMK Pariwisata PGRI Majalengka, and describing the teachers' effort to overcome the difficulties of problem in learning English conversation by role playing at the first grade of students' of tourism SMK Pariwisata PGRI Majalengka.

The instrument is by using qualitative research and the Technique of collecting data are observation and interview. The researcher took places at the first students' of tourism especially expertise in the field of competence of Hospitality Accommodation (AP). There are 25 students, consist of 8 men, 17 women.

Based on research, the results of planning to learn English by role playing according to the previous plan that has made the teacher or learning plan and the results showed that students responded positively, as proven in the implementation of learning students get excited when learning English conversation by role palying, they are enthusiastic and active asked, whether the atmosphere in the classroom and outside the classroom while students practice. and application of the method of role playing at the firs grade is suitable and produce a variety of role playing experience of learning because there is an increase of student learning. weakness, difficulty can be overcome by the efforts of teachers and cooperation among students to achieve success. the efforts of teachers who applied them always encourage students more creative and fluent in the English language, as well as trained to believe in themselves. teacher does not forget and always motivate the students to learn. This method also helps to role playing, prepare and equip students in fluency communication when students are placed in the world tourism industry in the future.

Key words : Learning, English conversation, Role playing



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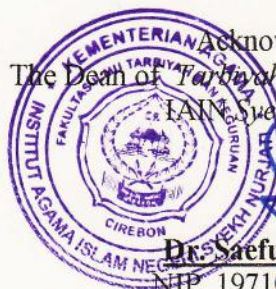
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## RATIFICATION

This thesis entitled **“The analysis of learning English conversation by role playing at the first grade students’ of tourism at SMK Pariwisata PGRI Majalengka”**, by **Dwi Yana Ayu Anggraeni** registered number **1410130010**, has been examined on July 24<sup>th</sup> 2014. It has been recognized as one of requirements for Graduate Degree in English Education Department of *Tarbiyah* and Teaching Science Faculty, The State Institute for Islamic Studies (IAIN) *Syekh Nurjati* Cirebon.

	Date	Signature
The Chairman of English Education Department <b><u>Dr. Muslihudin, M.Ag</u></b> NIP. 19700116 20312 1 001	<u>12 Juli 2014</u>	
The Secretary of English Education Department <b><u>Sumadi, SS. M.Hum</u></b> NIP. 19701005 200003 1 002	<u>12 Juli 2014</u>	
Examiner I <b><u>Dr. Hj. Huriyah Saleh, M.Pd</u></b> NIP. 19610112 198903 2 005	<u>8 Juli 2014</u>	
Examiner II <b><u>Wakhid Nashruddin, M.Pd</u></b> NIP. 19810308 201101 1 003	<u>7 Juli 2014</u>	
Supervisor I <b><u>Sumadi, SS. M.Hum</u></b> NIP. 19701005 200003 1 002	<u>8 Juli 2014</u>	
Supervisor II <b><u>Mustopa, M.Ag</u></b> NIP. 19660815 200501 1 003	<u>11 Juli 2014</u>	

Acknowledgement by,  
The Dean of *Tarbiyah* and Teaching Science Faculty  
IAIN *Syekh Nurjati* Cirebon



**Dr. Saefudin Zuhri, M.Ag**  
NIP. 19710302 199803 1 002





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## CHAPTER I

### INTRODUCTION

In this chapter, the researcher presents the discussion on the background of the problem, the formulation of the problem, the aims of the research, the use of the research, theoretical foundation, the significance of the research, and previous study of the research.

#### 1.1 The Background of the Problem

SMK PGRI Pariwisata Majalengka is one of vocational schools in Majalengka. It locates on Suma Street No. 481 Majalengka. In this school, the researcher had been conducting practice of teaching English for two months, especially at the first grade. From those activities, the researcher found a problem that are several students get difficulties when they learning English conversation by role playing, not only in the process learning English conversation by role playing but also the students sometimes have problem in responding conversation itself. In other word, the teacher have effort to overcome the problem learning conversation by role playing at the first grade students of tourism.

In this case, the researcher is interested in knowing about learning English conversation by role playing at the first grade students of tourism in dept. Therefore, the researcher decides to research about learning English conversation by role playing at the first grade students of tourism at SMK Pariwisata PGRI Majalengka. In other side, The reasons of researcher investigated first grade students of tourism because they are ready to face the world industry. That in the area there will Majalengka International Airport. For the tourism students are required to learn English well. Through learning conversation English, students are expected to master the material that has been taught.

This condition Majalengka strategic areas, for the opening of the tourism sector. certainly of the geographical conditions within easy reach of the vehicle. in addition, the condition of the area also are still beautiful mountains. So many people who visit this area. in addition, the conditions were good majalengka areas, the land is still vast, many investors are glance for developing his ideas, one of which opened the international airport. therefore, tourism students of SMK Pariwisata PGRI Majalengka taught to master skills for facing tourism in the next years.



According to Salah Wahab (1975: 55) argues the definition of tourism, namely: tourism industry is one of the new types capable of accelerating economic growth and job creation, increase in income, living standards and stimulate other productive sectors.

With the tourism aimed at the welfare of the area, we can also work with the new generation, for example in the area of tourism department majalengka school opened. And students are required to be able to master the material so that the results are better. Conducted on students who will be placed tourism practices example, first grade students who are ripe and ready for the world industry practice. Common practice is the conversation and use the English term.

first grade students should really master all the material. That researcher see when students practice conversation directly using English. All very excited although there are students who did not master, but they were able to pass through it, in order to achieve good results.

According to students who are less able to find it difficult to master because some of the terms, and memorize a few words quickly forgotten. Before entering the practice phase of conversation. However, before conversation they must know what is being taught. Once the stage has been missed, the student focused on the conversation. English conversation is not only to learn when lesson, but there are extracurricular English Club. Which aims to improve their language skills.

The Researcher's opinion, Study about English conversation it's important. Conversation analysis is a branch of sociology which studies the structure and organization of human interaction, with a more specific focus on conversation interaction.

Conversation is a form of interactive, spontaneous communication between two or more people who are following rules of etiquette. It is polite give and take of subjects thought of by people talking with each other for company.

In the researcher's opinion, Functional conversation is designed to convey information in order to help achieve an individual or group goal. English conversation activities the researchers did was in Second grade tourism students, because they are required for field practice, and must master what they learn.

Therefore, to communicate with English conversation is believed to increase the students' skills in a career in the modern world. In addition to increase the students' ability to communicate, other benefits of English conversation is students increase self-confidence as well as people who receive publicly development from outside. To understand the





foreign language, then indirectly demanded to know the understanding of the culture from which we learn the language because the language part of the culture. Without realizing it, our country and growing, increasingly more visited by the foreign community. Indonesian society that resulted to a variety of developments, in the field of communication, including improving English conversation well. like it or not faced with the students and the community living in the Indonesian tourist. This also causing a conversation that is very commonly used English language.

The facilities provided to the students of the school good enough. And according to local teachers have started to evolve, especially in conversation practice using English. At the beginning of learning, students should learn from the basic first, either the term or the name of various kitchen appliances, front, serving guests and so on. Later in the test one by one, by the target data, when students begin to develop well, then the teacher gives the next stage.

Thus, the relationship between tourism and English conversation interrelated. Would promote the tourism industry and increase income sector. With the practice in the school, students are required to follow the material and the rules are applied. with the aim to welcome tourists both local and inter-local with a good, fluent in English, with fluency in English, we can get to know many cultures, a variety of art, and the beauty of the country, whether it is familiar with the culture's own country or other countries. That is the purpose of the students to learn conversation English well.

## 1.2 Formulation Of The Problem

Based on the background of the problem that have described above, the researcher has tried to give close attention for the research question as follows:

### 1.2.1 The Identification of the Problem

The identification of the problem is needed to give clarification about the problem that will be investigated. The researcher arrange the identifications of the problem refer to the background above are :

1. Unconfident
2. The students sometimes have problem in responding conversation itself.
3. The teacher have effort to overcome the problem learning conversation by role playing at the first grade students of tourism.



Therefore, from the above points, the author tries to researching what has been done at the school.

Unconfident usually appear because students fear wrong when they practice in front of the class. either the sentence to be pronounced and when they appear of themselves. sometimes when they appeared still have problems in responding. lack of understanding of what is meant by his friend. for it, the teacher provides a solution by giving clues, body language, synonyms or antonyms sentence so that students easily understand what is meant.

### 1.2.2 The Limitation of the Problem

Role playing is one way on help students for speaking, because speaking is considered by many to be the single most important aspect of foreign language learning.

So, the researcher limits the discussion is just role playing for students' of tourism in English conversation to get the result as and for the place of this research is only in SMK Pariwisata PGRI Majalengka, because the researcher found the some problems. So, in this research, the researcher will limit the study under the title, The analysis of learning English conversation at the first grade students of tourism at SMK Pariwisata PGRI Majalengka.

### 1.2.3 The Questions of the Research

The researcher presents three questions as the formulated into the following questions:

1. How is the process of learning English conversation by role playing at the first grade students' of tourism at SMK Pariwisata PGRI Majalengka?
2. How are the difficulties of learning English conversation by role playing at the first grade students' of tourism at SMK Pariwisata PGRI Majalengka?
3. What are the teachers' efforts to overcome the problem in learning English conversation by Role Playing at the first grade students' of tourism at SMK Pariwisata PGRI Majalengka?

In this study, the researcher just focus on analysis the formulation of the research in the learning process based on the title of the research The analysis of learning English conversation at the first grade students' of tourism at SMK Pariwisata PGRI Majalengka.



### 1.3 Aims of The Research

Essentially, this research is conducted to find out the portrait of Teaching English for Specific Purpose for Front Office. The aims of the research are:

1. To know the process of learning English conversation by role playing at the first grade students of tourism at SMK Pariwisata PGRI Majalengka.
2. To know the difficulties learning English conversation by role playing students' of tourism at first grade of SMK Pariwisata PGRI Majalengka.
3. To know the teachers' efforts to overcome the difficulties of problem in learning English conversation by role playing at the first grade of students' of tourism at SMK Pariwisata PGRI Majalengka.

### 1.4 The Use of The Research

The researcher expects that the research have benefits in both practical and theoretical. These are the uses of this research:

1. Practical benefit
  - a. The result of the research can be used as input in teaching learning English for Specific Purpose for Akomodasi perhotelan especially first grade at SMK Pariwisata PGRI Majalengka.
  - b. The result of the research can be used as the reference for those who want to conduct a research in teaching learning English for Specific Purpose.
2. Theoretical benefit : The reader will get a large knowledge about teaching learning English Specific Purpose for Akomodasi perhotelan especially in front office.

### 1.5 Theoretical Foundation

The researcher uses several theories as the basis in this study is a the field of study English spesific purpose.

Learning is essentially an attempt to direct the students into the learning process so that they can obtain the learning objectives in accordance with what is expected. Learning should be consider the condition of the individual child as they will learn. The students are individuals who different from each other, each one unique are not the same as everyone else. Therefore learning should be pay attention to individual differences of the child, so



that learning can truly changed the condition of the child not knowing to knowing, of who do not understand and be aware of the less wellbehaved to be good. Real condition of a child like this, so far less attention among educators.

Learning is less attention to individual differences in children and is based on the wishes of teacher, it will be difficult for students to be able to deliver towards the achievement of learning objectives. These conditions generally occur in conventional learning. The consequences of such a learning approach is the real gap between intelligent and less intelligent children in the achievement of learning objectives. These conditions are the result of not obtaining mastery learning, so the learning system completely neglected. This proves the occurrence of a failure in the learning process in schools.

Sometimes the situation is caused the weakness of the failure in communication. ie communication between themselves friends, friends with teachers, and etc.. part of a communication can be called a conversation. Conversation analysis is the study of recorded, naturally, and occuring talk in interaction, to discover how participants understand and respond to one another in their turns at talk, with a central focus beeing on how sequence of actions are generated. (Woofitt, 1998: 14).

Based on the explanation analysis conversation of the above is a natural occurrence that is not another aim to interact with each other, provide information to enable the response that can be understood by his interlocutor. for more details, between learning with conversation are interrelated, especially in learning English conversation using role playing, especially at the first grade students' of tourism SMK Pariwisata PGRI Majalengka.

Behavioristic learning theory explains that learning is a change of behavior that can be observed, measured and assessed concretely. Change occurs through the stimulation (stimulus) that cause relationships reactive behavior (response) based on mechanistic laws. Stimulus is none other than the child's learning environment, both internally and externally that causes learning. While the response is the result or effect, in the form of reaction to stimulus. Learning means the strengthening of ties, associations, properties and behavior tendencies SR (stimulus-response).

According to Thorndike (1949), studying the formation of an event associations between events called stimulus (S) and response (R). The stimulus is a change of of the external environment that became a sign to activate the organism to act or acts while the response is a behavior that is raised because of the stimulus (S).





This relates to the learning process at the first grade students' of tourism at SMK Pariwisata PGRI Majalengka in learning English conversation by role playing in order to achieve the relationship between stimulus and response, there needs to be the ability to choose the appropriate response as well as through the efforts or exercises (trials) and failures (error) first. The most basic form of learning is "trial and error learning or selecting and connecting learning" and takes place according to certain laws. Therefore, learning theory proposed by Thorndike is often called the theory or theories of learning connectionism association. This theory is also used to proving the application of the method to learn English conversation by role playing and how the results of students who have been following the learning.

Each response can be explained lead to new stimulus, then this will lead to a new stimulus response again, so the next, so it can be described as follows:

S → R → S1 R1 → dst →

Learning conversation English by role playing has been applied by previous classes. Thorndike concluded that the study is the relationship between stimulus and response. According to Thorndike, learning is a process of interaction between stimulus and response. Stimulus is what stimulates the learning activities such as thoughts, feelings, or other things that can be captured through sensory organs. While the response is a reaction that raised learners when learning, which can also be thought, feeling, or movement / action. So a change in behavior as a result of learning activities can be either concrete, which is observable, or not concrete is unobservable. Although behaviorism is flow prioritizing measurement, but it can not explain how to measure the behavior can not be observed. Thorndike's theory is also called the (Slavin, 2000: 20).

According to Thorndike (in Ben Wagito, 1997) suggests three laws of learning, namely:

1. Law of readiness, the readiness of a person to do to smooth the the relationship between stimulus and response.
2. Law of exercise, namely the presence of repetition is always done then the relationship between the stimulus and the response will be smooth
3. Law of effect, namely the relationship between the stimulus and the response would be better if it could cause things are fun, and it will likely always is repeated.



More details are :

Law of readiness, is an organism that is increasingly ready to obtain a change in behavior, then the behavior of the implementation will lead to the satisfaction of the individual so that the association tends to be reinforced.

The first principle theory of connectionism is learning an activity formed an association (connection) between the sensory impression of a tendency to act. For example, if students feel excited or interested in learning conversation English by role playing, they will practice. If this is successfully done, the students were satisfied and learn conversation English by role playing will produce satisfactory results.

Law Practice (law of exercise), which is more often is repeated behavior / training (used), then the association will be stronger.

Law principle of exercise is the connection between the condition (which is a stimulant) with action will be stronger because of the exercises, but it will be weakened if the connection between the two was not continued or discontinued. The principle suggests that the main principle of learning is replay. The more often repeated, the subject matter will be overpowered.

If the first grade students' of tourism experiencing difficulty in learning English conversation by role playing, and then they keep trying, practice and asking of course the results will be different with students who do not want to try. students will also increase their knowledge when they do not want to and asking practice. every material that has been studied continuously is repeated then the result will be better than the students do not follow the recommend repetitions training of teachers. Law of exercise law teachers and students often do when faced with difficulties in the learning process

Law of effect, that is the stimulus response relationship tends to be be strengthened. This law refers to the stronger or more weak connections as a result of the act. An act which tends to be maintained with a pleasant result and will be repeated next time. Conversely, an act followed by unpleasant consequences tend to be stopped and will not be repeated. the intent of writer's explanation if learning English conversation by role playing, students are more active, brave and confident, it will be maintained for the purpose of a better future. but if a condition of learning conversational English through role playing is still not mastered by the student, then the fact that they think much of the material presented by the teacher forced'll stop. and replacing the material easier to understand students.



Implementation in learning English conversation by role playing at the first grade students' of touris at SMK Pariwisata PGRI Majalengka is good. Because in learning English conversation is analysis of Conversation for studies the order/organization/orderliness of social action, particularly those social actions that are located in everyday interaction, in discursive practices, in the sayings/tellings/doings of members of society (1995: 8) George Psathas.

In various ways or methods, analyzing conversation very interesting, especially in English lessons by role playing method. other than that, good conversation when students can develop an ongoing topic. Conversation itself continues to expand the range of studies, have Implications for areas such as social or environmental psychology (sociology), communications, ect.

Furthermore, a way of teaching with simulation or using drama in the form of behavior in social relationships (Sudjana 2009: 89). on this method of role playing, learning process focused on emotional involvement and observation senses into a real problem situations encountered, either the teacher or the student. the term role playing usually called dramatization, only difference, the two media are not prepared beforehand text.

According to Alhafidzh (2010: 1) role playing has an important role in the learning process, and can be used if:

1. Lesson is intended to train and instill understanding feelings.
2. Lesson is intended to increase social solidarity and a sense of responsibility to assume the trust that has been entrusted.
3. If it is intended to get certain skills that students are expected to receive supplies valuable experience, as they a plunge in the community in the future.
4. Can eliminate the embarrassment, in which the student was embarrassed and afraid in facing with each other for communicating to fade away, become get used and open to adjust to the environment.
5. To develop the talents and potential of the students that make it useful for the life to come, especially talented in drama, artists and so on.

Adding that learning English conversation activities by role playing to explore her abilities, have a sense of empathy for others, and using his personal experience to be able to perform great acts, role playing can add to learning abilities, good communication with the master, improve collaboration and increase the sense of affective.



Behavioristic theory application to conversational English language learning by role-playing in which students tourism students must be considered in applying the theory behavioristik are strong characteristics underlying namely:

1. Attach importance to the environmental influence.
2. Attach importance the parts.
3. Attach importance the role of reaction.
4. Prioritize the formation mechanism of learning outcomes by stimulus response procedures.
5. Concerned with the role of ability that has been formed from the previous.
6. Concerned with the formation of habits through practice and repetition.
7. Learning outcomes are achieved is the emergence of the desired behavior.

As a consequence of this theory, teachers who use the paradigm of behaviorism to prepare teaching materials in a form that is ready, so the learning objectives that must be mastered students presented in their entirety by the teacher. Teachers do not much give a lecture, but a brief instruction followed yng examples by themselves or by simulation. Study materials are arranged in a hierarchy from simple to the complex.

Behavioristic method is very suitable for the acquisition of skills requires practice and habituation which contains elements such as:

Speed, spontaneity, flexibility, reflexes, durability and so on, for example: conversational foreign languages, typing, dancing, using a computer, swimming, sports and so on. This theory is also suitable to be applied to train the children who still need the dominance of adult roles, like repeated and should be socialized, happy with the imitative and other forms of direct rewards such as candy or praise given.

The learning objectives are divided into small sections marked by the achievement of a certain skill. Oriented learning outcomes that can be measured and observed. Mistakes must be corrected immediately. Repetition and practice are used so that the desired behavior can become a habit. The expected result of the application of this theory is the formation of a Behavioristic desired behavior. Desired behavior gets positive reinforcement and behavior are not appropriate negative awarded. Evaluation or assessment based on the behavior looks.

Critics of Behavioristic is student-centered learning teacher, mechanistic, and only results-oriented that can be observed and measured. This criticism is unfounded because the use of theory has persyaratan Behavioristic accordance with certain characteristics that





arise. Not every subject can use this method, so the foresight and sensitivity to the situation of teachers and learning conditions are very important to apply Behavioristic conditions.

The application of the theory behavioristic that mistake in a learning situation also resulted in the learning process very unpleasant for students that teachers as a central, being authoritarian, one-way communication takes place, teacher training and determine what students should learn. The students deemed passive, needs motivation from the outside, and is strongly influenced by the reinforcement provided by the teacher. Students only listen to the teacher's explanation and orderly premises memorize what is heard and seen as an effective way of learning. The use of highly avoidable penalties enumerated Behavioristic figures are considered to be the most effective method to discipline students.

### 1.6 The Significance of The Research

There are three significance of this research. That are theoretically and practically that contribution to English students, English teachers, and language researchers.

#### 1. For English students

This research encourages students to learn English conversation in which they will deal by role playing.

#### 2. For the teachers

This research encourages English teacher to know the contribution role playing in the learning process of english especially in English conversation to their students improvement in English conversation. Here, teachers should role play as an additional power to gear students' ability in improving their English conversation ability and should help students to move toward a new skills, concept, or level of understanding by considering their current ability.

#### 3. For other researchers

The finding of the study will be useful for further study and some efforts of some kind of study.



## 1.7 The Method of The Research

### 1.7.1. The Objective and of The Research

The objective of the research is to describe the process of learning English conversation by role playing at the first grade students of tourism, To describe the difficulties learning English conversation by role playing students of tourism at first grade, to describe the teachers effort to overcome the problem learning English conversation by role playing at the first grade of tourism students' difficulties in learning English conversation, especially in SMK Pariwisata PGRI Majalengka.

### 1.7.2. The Place and time of the research

The researcher takes the data from first grade students of tourism in SMK Pariwisata PGRI Majalengka that is located on Suma street number 481, Majalengka. The researcher has chosen Akomodasi Perhotelan (AP) major. That class consist of 25 students in which 8 students are men, and 17 students are women.

The researcher began taking the data on April 1<sup>st</sup> and end on May 31<sup>th</sup>, 2014. The researcher took the data when the respondents interact in the class as well as in their free interaction. The researcher takes the data when students are doing practice, both in the classroom and out the classrom which aims to investigate the phenomenon that occurs in particular situations that have been determined from several materials.

### 1.7.3. The Method of the Research

The method of the research is qualitative research. It will use to analyze the data because the goal of this method is to Analysis English conversation by role playing. Fraenkle, et al, states (2002: pp.426-427) that there are five features of qualitative method:



- 1) The natural setting is the direct source of data and the researcher is the key instrument in qualitative research.
- 2) Qualitative data are collected in the form of words or picture rather than numbers.
- 3) Qualitative researchers are concerned with process as well as product.
- 4) Qualitative researchers tend to analyze their data inductively.
- 5) How people make sense of their lives is a major concern to qualitative researches.

The researcher takes this method for some reasons:

- a) First, the qualitative method fits for what are the problems the research wants to investigate, that the use of role playing is to help students to increase their motivation in English conversation.
- b) Secondly, the researcher needs to analysis the data of the research in the form of descriptive explanation.

#### 1.7.4. The Source & Type of Data

In this research, the researcher collects the data in the forms of primary source data and secondary source data. That are:

1. Primary source data is the data that the researcher takes the data of the research directly in the field of the problems the researcher concerns. It is as the first source data that will be analyzed and discussed. According to Kothari (2004 : 95) that points out that the primary data are those which are collected a fresh and for the first time, and happen to be original in character. The process to conduct the data, the researcher will:
  - a. Monitoring the respondents in the class to get the data of naturalistic observation. To know the basic ability of the participants before materials giving by the teacher in the learning process by the students' of tourism at first grade at SMK Pariwisata PGRI Majalengka. The purpose of naturalistic observation is to study the behavior of an organism (including a human) in natural setting (Cambridge University Press).
  - b. Interviewing the English teacher is the last step of primary source of data to know about aspects (strategies) that can measure success of role



playing for students' of tourism in English conversation & to analysis role playing application, students' of tourism practice in English conversation, it is effective technique for students motivation in English conversation or not.

2. The secondary data can be taken from the reading study in the form of books, journal, and the other sources that may give the additional data that support the research.

#### 1.7.5. Instrument of the Research

The instrument of this research is qualitative research whereas the researcher herself as a key in this qualitative research who analyze the investigation data by using own words and connecting with the relate theory.

Some techniques which will use the researcher are observation and interview to get the data of the reasearch. It is including of:

1. The Criterias which will the researcher observe of naturalistic observation not only in the learning process but also in environment at first grade students' of tourism at SMK Pariwisata Majalengka.
2. The researcher also will take the data by interview the teacher. There are some questions that will inquired the researcher interview and investigate the teacher.

#### 1.7.6 The Technique of Collecting Data

The present study applies some ways in collecting data in order to result deeper and wider comprehension on the research problems. Therefore the researcher is conducted with :

##### 1. Observation

The observation technique is committed to acquire the main idea of using role playing in the learning process English conversation at first grade of SMK Pariwisata PGRI Majalengka. The researcher takes place in the class, in the learning process by using role playing at first grade students' of tourism. Than investigate & observe the learning motivation in the





learning process by using role playing in English conversation. The kind of observation that the research takes is naturalistic observation in which the researcher interacts with respondents naturally in their environment.

## 2. Interview

The second technique used to collect data is interview. The researcher uses this technique in order to collect the data of clarification, verification about what is in their mind regarding to the problems that being investigated (the first and the second of formulation point).

- a) The first, the researcher will interview the teacher about how does the teacher apply role playing for students' of tourism in English conversation by good.
- b) The second, the researcher will interview & investigate about some aspects (strategies) that can measure success of role playing for students' of tourism in English conversation at first grade of SMK Pariwisata PGRI Majalengka.

In this research, the interview is taken to collect the data in the form of information of the teacher's assumption and perspective, as well as the teacher that may give additional information.

### 1.7.6. The Technique of Analysis Data

"Data analysis in qualitative research is an interactive and continuously comparative process that involves reducing and retrieving large amounts of pictorial information." (Fraenkel, et al, 2012, p.436). The researcher will:

- 1) Reduce the data firstly. Only the data that can significantly contribute to the research problems the researcher.
- 2) In the second, the researcher will categorize in grouping the data acquired into some point of English conversation by role playing (from Low to High based on the students practice by using role playing) it is will describe the analysis and the practice of English material.
- 3) And the third, after grouping the data, the researcher will have clarification data in rating of the success of role playing for students' of tourism in English conversation (success, less, or fail) based on the



analysis of it at first Grade students of SMK Pariwisata PGRI Majalengka.

In the last analysis the researcher will give descriptive conclusion about the research of “The analysis of learning english conversation by role playing at the first grade students of tourism at SMK Pariwisata PGRI Majalengka.” after analyzing and discussing it.

## 1.8 Previous Study Of The Research

According Rani Triyana Dewi (2012), that the aims of her research are to know the students’ response on the application of role playing in learning speaking, to know the students’ achievement in learning speaking and to know the influence of role playing in speaking to the stuents’ achievement in learning speaking.

The method of this research is quantitative approach which is the research approved statistically. The technique for collecting data in this research are observation, test, and questionnaire. Then , the writer computes the data using product moment by Pearson.

After the data has been analyze, the writer conclude that the students’ response on the data application of role play in learning speaking is 30.40. the result of the students’ achievement is 68.22. then, the value of  $r_{xy}$  (0.55) is available between 0.400-0.600, it indicates that is medium relation. In the others hand, that there is significance influence of role play on the students’ achievement in learning speaking at the second year of SMA Negeri 4 Cirebon.

According Juju Jumaroh (2012), stated the aims of this research is to find out the data about the application of role playing model, to find out the data about the students’ achievement in speaking, to find out the influence of the application of role playing model on the students’ achievement speaking.

The technique of collecting data used by the researcher are observation, test, interview and questionnaire. All of these kinds of techniques of collecting data are used to collect the data are categorized as the quantitative data.

There are three important things found in this research. First, the application of role playing model is 81.7. the second is the students’ achievement in speaking is 85.9. the third is the learning of the application of role playing model gives contribution towards the students’ achievement in speaking as big as 86% and 14% as determined by other factor.



And the application of role playing model is influence positively, it is supported by the value  $t_{\text{observation}} (15,49) > t_{\text{table}} (2.021)$  or  $H_a > H_o$ .

According to Ladousse (2004), stated that role play is a communicative technique developing fluency in language students.

The use of role playing is strongly supported by evidence from all three of these sources. This goal of the research has been to help readers gain a broader perspective of the different roles they can play in using various forms of role playing, more frequently employ role playing in their classrooms, and thereby improve students' of tourism in English conversation.

Elena Pham (2012) in using unscripted role play to Improve Speaking Ability of Thai EFL Students. The unscripted role play is a commutainment activity, and you feel comfortable discussing any topic and the unscripted role play helps students gain confidence. role play is a commutainment activity that makes the students feel comfortable discussing any topic and role play make a creative thinking and creates opportunities for learners to interact with one another. From the results of this study, the use of unscripted role play technique can improve speaking abilities of EFL students. The study also revealed that the students were extremely satisfied with this technique. It enables the students to formulate their turns and give them a better opportunity to improve their English speaking.

The position of this research is not to follow up those findings, but to put it-self in another position. According to Northcott (2002), the length of time spent in a role play may also influence its success or failure because students may find the role play exhausting and they may lose interest in performing if the role play is too short or too long. So, from Northcott's recommendation, teachers should get students involved in role plays for between five and 10 minutes. According to the period of one-hour computer lab class as introduced in the research method in the present study, the researcher limited the time for performing each role play to 10 minutes, so that there were 30 minutes for students to work on three different role plays. Moreover, there were another 30 minutes for students to get involved in proposing questions, interacting with the teacher and other classmates, and providing feedback towards the implementation of e-learning constructive role plays, which served as one part of scaffolding in the present study. Only in this way could students get enough training on how to effectively carry out e-learning constructive role plays within an appropriate time.



This research will analyse about role playing for students' of tourism in English conversation in order to find out the student's of tourism in learning English conversation by role playing. Measure the success of students' of tourism by using role playing in English (are High, Middle, or Low) in the learning process and after the learning process.







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