

CHAPTER I INTRODUCTION

A. The Background Of Study

One of the language skills that have to be mastered by students in learning of foreign language like English is Speaking. Many students find difficulties in Speaking English. Some factors are fear of making mistakes, fear of being laugh by their friends, and having less confidence of their own ability.

Our government realizes that English is important for the country's development, especially in the effort of human resource development, so it has been decides as one of the subjects to be given from elementary school until University level.

Because English is an international language, its skill are significant for everyone to be master, and in Indonesia English involves into education curriculum which every school runs, and as further explanation of English curriculum it can be found in *Standar Kompetensi* (SK) and *Kompetensi Dasar* (KD). Consequently, the government revealed the policy that includes English subject into national exam standard as some special subject such as *Bahasa Indonesia*, IPA and Mathematics are included.

The curriculum that progresses now what it is called A *Kurrikulum Tingkat Satuan Pendidikan* (KTSP) or as issued in 2006 curriculum. In this curriculum, English divided as it has four skills, Listening, Speaking, Reading and Writing. listening and reading are receptive skills which are the ways in which people extract meaning from the discourse they see or hear¹. In

¹ Jeremy Hermer, *The Practice of English language Teaching* (Third Edition), (longman; Edinburgh: 2001), p. 199.

English curriculum of *KTSP* , each skill has *Standar Kompetensi* (SK) and *Kompetensi Dasar* (KD) .

In this study, the writer only explains *Standar Kompetensi* and *Kompetensi Dasar* of speaking in class VIII of the second semester of class VIII has 2 SK's and 4 KD's. Sk of Speaking is in the ninth and tenth number in English sillabus that involves: ²

S.K.9. Mengungkapkan makna dalam percakapan transaksional lisan pendek sederhana untuk berinteraksi dengan lingkungan sekitar (to deliver meaning in oral simple short transactional to be applied in the environment).

K.D. 9.1. Mengungkapkan makna dalam percakapan transaksional dan interpersonal (bersosialisasi) pendek sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan terdekat yang melibatkan tindak tutur: meminta, memberi,menolak barang,meminta,memberi dan mengigkari informasi, meminta ,memberi, dan menolak pendapat, dan menawarkan/ menerima/ menolak sesuatu.(to deliver meaning in oral simple short transactional and interpersonal with oral language be accurate, fluency and giving to be interacting with the environment which involved : asking, giving, information, giving thanks, and apologizing,)

K.D.9.2. Mengungkapkan makna dalam percakapan transaksional (to get things done) dan interpersonal (bersosialisasi) pendek sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan terdekat yang melibatkan tindak tutur: meminta, memberi persetujuan , merespon pernyataan, memberi perhatian terhadap pembicara, mengawali, memperpanjang, dan menutup percakapan, serta mengawali, memperpanjang dan menutup percakapan telepon. .(to deliver meaning in oral simple short transactional and interpersonal with oral language be accurately, fluently and giving to be interacting with the environment which involved : asking, giving, information, giving thanks, and apologizing, and to clouse telephon conversation)

²Direkorat Pendidikan Nasional, *Silabus Bahasa Inggris Kelas VIII*.

S.K.10. Mengungkapkan makna dalam teks lisan fungsional dan monolog pendek sederhana berbentuk *recount*, dan *narrative* untuk berinteraksi dengan lingkungan sekitar. (to deliver meaning in teks oral fungsional and simple short monolog such as *recount* and *narrative* to be applied in the environment).

K.D.10.1 Mengungkapkan makna dalam teks lisan fungsional pendek sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan sekitar. . (to deliver oral meaning of simple short fungsional text in oral such as instruction accurately, fluently, accepted to be applied in the environment).

K.D.10.2 Mengungkapkan makna dalam monolog pendek sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan sekitar dalam teks berbentuk *recount* dan *narrative*. (to deliver meaning in simple short monolog in oral such as instruction accurately, fluently, to be applied in the environment in *recount* and *narrative* text).

From those 2 SK's emphasized that short transactional, interpersonal conversation, oral simple short functional text and simple short monologs are necessary to be taught in the classroom. The teacher has to get them involved in delivering those expressions in speaking activities, if not the teaching and learning activity doesn't achieve SK's target.

According to the explanation of English curriculums above that Speaking is productive skill which has 2 SK's to be achieved, the teacher must bring the students in rehearsing their speaking ability in their learning,

The students will focus more in speaking rather than other aspect when they communicate even though another is significance too, it is said that, "success is measured in terms of the ability to carry out a conversation in the target language". So, students' English skill can be measured in their utterances because it is the last result of the whole English skills. In the other hand conversational activity must be life as a product of this skill as Roger Rowers says "if the teacher know what a natural conversation involves, he or

she will be in better position to assess whether their learners are succeeding in developing their conversational that they need in order to be effective speakers of the target language.”³

The teacher needs technique to solve the class problem because it is a practical method or art applied to some particular task.⁴ The classroom will be life, students will be more active in study, and the problem will be easily covered by applying technique. So that, it can measure and lead the students to the better improvement and when one strategy doesn't work, the teacher just need to improve that strategy or to change into suitable strategy which fits with students' condition or the material being taught.

In this research, the writer offers the teacher role. which can lead the students to speak English forthrightly, bravely and confidently because it is used to express students' action normally.

Moreover Role play has useful thing for introducing students of some importance aspects such sociocultural variations which have benefit for them and also in providing its material, role play is based on the students' level and it gained from instruction or discussion of the speech act and its variations prior to the role plays themselves.⁵ Levelling in role play is important because every stage of learners have different comprehension and study achievement. It makes the teacher easy finding situation to be given four tile students.

Therefore, teacher should help the students to overcome this problem by motivating them to speak for this reason, teacher should use effective teaching methods that and encourage students to take part actively in the class. The teaching-learning process should involve not only between teacher and students, but also between students and students.

³ Roger Bowers, *Applied Linguistics and English language Teaching*, (Macmillan publishers limited; London:1991), pp. 66-67.

⁴ Free dictionary, Technique, <http://www.thefreedictionary.com/Tecnique>, (accessed at 30 June 2009)

⁵ Marian Celce-Murcia, *Teaching English as A Second or Foreign Language* (Third Edition), (Thomson Learning; USA: 2001), pp.107-108

According to Brown and Yule, “ Teaching the spoken language is the most difficult problem, much more than the other skills (reading, listening and writing). The students have difficulties expressing their ideas in English. They often feel ashamed or even scare while trying to speak and communicate in English. This can abstract the students to make good progress in their oral ability. The problem is not only found in the beginner but also in the higher – level students. They can understand English indeed but when they are asking to speak, they can not perform well”.⁶

In learning speaking skill, the student often find some problems. The problem frequently found is that their native language causes them difficult to use the foreign language. Other reason is because of lack motivation to practice the second language in daily conversation. They are also too shy and afraid to take part in the conversation Many factors can cause the problem of the students’ speaking skill namely the students’ interest, the material, and the media among others including the technique in teaching English. Many techniques can be applied including role play because many research findings say that this technique is effective to use in teaching speaking.

Role play is very important in teaching speaking because it gives students an opportunity to practice communicating in different social contexts and in different social roles. In addition, it also allows students to be creative and to put themselves in another person’s place for a while. According to Stephen D. Hattings,” based on his observation in the conversation class, the role play would seem to be the ideal activity in which students could use their English creatively and it aims to stimulate a conversation situation in which students might find themselves and give them an opportunity to practice and develop their communication skill.”⁷

For these reasons, the writer is interested in analyzing teaching speaking through the role play method for the students of the second grade in MTS Al-

⁶ Gillian Brown and George Yule, *Teaching the Spoken Language*, (Cambridge: Cambridge University Press, 1983), p. 25

⁷ Jo MC. Donough and Cristoper Show, *Material and Method in ELT: Applied Language Studies*, (Cambridge: Blackwell, 1993), p.165

Sa'adah Pondok Aren, Tangerang. Because the students in this school less active and shy to practice speaking activities such as dialogue, story telling and soon. So the writer wants to try to practice. She also wants to know the advantages and the problems encountered by learners and teachers in using it.

B. Identification, Limitation and Formulation of Problem

1. Identification of Problem

According to what the writer writes in background of the study about teaching speaking through the role play, the writer involves Identification of the problem involves:

- a. Most of the students are still clumsy in speaking
- b. Most of the students are not confident to speak forthightly in front of the class
- c. The teacher focuses more to another skill rather than speaking

2. Limitation of Problem

To clarify the study and to avoid misunderstanding the writer limit the study of this 'Skripsi' in the aplication of role play improving students speaking skill at the MTS Al-Sa'adah Pd.Aren.

3. Formulation of Problem

The formulation of study is a follows : is role play really effective in improving students speaking skill at the MTS Al-Sa'adah Pd.Aren.

C. Objective of Study

From the previous discussion in the background of study, the writer finds out that teaching speaking through the role play method is quite effective. Therefore, the writer would like to prove whether the scores of speaking taught by using role play better or not. The writer also wants to know the process of role play activities.

D. Method of Study

The method that is used in this study is a quantitative method. The study is based on a field research. In the field research, the writer collected the data by teaching and observing the subjects.

The field research is done by conducted an experiment at two class using two methods, for the experiment class the writer used role play method and in the control class the writer used drills method. Before the class is begun she gives the pre-test to the students. Finally, to know how effective the role play is applied in teaching speaking skills compared to drills. She gives the post-test after the lesson is finished.

E. Organization of Writing

This Skripsi is systematically divided into five chapters. The following is short description about what each chapter contains.

Chapter One: Introduction. It includes background of study, identification, limitation and formulation of study, objective of study, method of study, and organization of writing.

Chapter Two: Theoretical Framework. It discusses about speaking; definition of speaking, teaching speaking, activities to promote speaking, and guidance for teachers in teaching speaking. It also discusses about role play; definition of role play, types and procedures in using role play, significance of teaching speaking through the role play method , and definition of drills, type of drills and the advantages of drills, and conceptual framework.

Chapter Three: Research Methodology: It includes objective of study, place of and time study, research method, population and sample the instrument of research, the procedures of data collecting, The technique of data analysis.

Chapter Four: Research Findings: It includes the description of data and interpretation.

Chapter Five: Conclusion and Suggestion. It contains conclusion and suggestion from the writer based on the previous discussion.



THE MATERIALS FOR ORAL TEST

1. What is your name? And what do you do?
2. Do you like your job?
3. Where do you come from?
4. Tell me your family member and what do they do?
5. Where do you live? Can you describe the location of your house?
6. What is your family activities everyday?
7. What do you like to do with your family at the weekends?
8. What is your hobby? How about your family?
9. Do you like sport? What kind of exercise does your family usually do?
10. What is your favourite place?



ABSTRACT

Nur, Saini. 2010, “ Teaching Speaking Through the Role Play “ by the second grade students of MTS Al-Saadah Pondok Aren-Tangerang,” Skripsi “, Departement of English Education The Faculty of Tarbiyah and Teachers’ Training, Syarif Hidayatullah State Islamic University, Jakarta.

Advisor : Dr. Atiq Susilo.M,A.

Key word: Teaching Speaking and Role Play

The purpose of this study is to describe the objective condition of the teaching speaking through the role play at MTS A- Sa’adah Pd. Aren. It includes the students’ speaking mastery through role play, the students motivation that can be affect the students’ speaking mastery in teaching and learning in teaching speaking.

The aim of the research is to gain the information about teaching speaking through the role play, moreover it is conducted to get the effective teaching in teaching speaking at MTS Al-Sa’adah Pd. Aren. Sample of the research is as much so 56 students of second grade (28 class A used role play and 28 class B used drill) and an English teacher. This research is using experiment method in quantitative from by collecting data from observation and test.

The data collected in this research analyzed by using t-test. According to the result of statistical calculation, it is obtained the value of t_o (t observation) is 2,38 and the value of “ t_t ” (t table) from df (28) on degree of significance of 5% is 2,00, it means that null hypothesis (H_o) which says there is no significance influence or using of teaching speaking through role play rejected., it means that the alternative hypothesis (H_a) which says that there is significance influence of teaching speaking through role play is accepted.

Based on the finding of this study, it can be concluded that teaching speaking through the role play is quite success. By teaching speaking through role play students fee more interesting and enjoy doing activities in the class, it also can give the students the opportunities to be active in learning English speaking.

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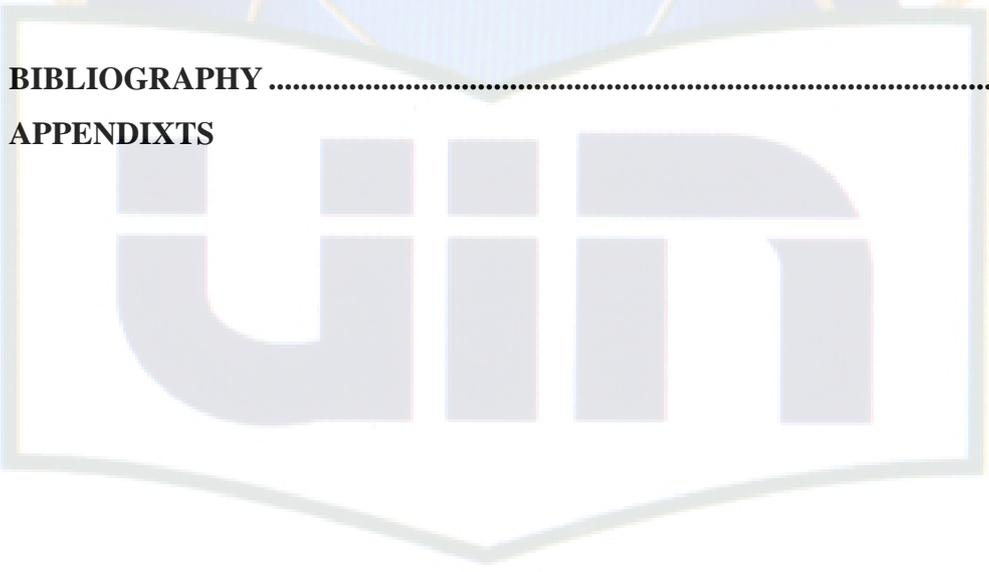
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The Writer

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CHAPTER II THEORETICAL FRAMEWORK

A. Speaking

1. Definition of Speaking

Speaking is one of the four skills, speaking is used by someone in communication in daily life at school, at home or some other places. speaking is one of the four skills that has significance role in mastering English. So that, writer will explain about the nature of speaking itself in order that given the obvious information about what speaking is.

Donald and Shaw said that speaking is not the oral production of written language, but includes learners in the mastery of a wide range sub skills which added together, then it supports speaking skill.¹ In addition, speaking is not produced without some combination of language skill, but it must be included a number of skills. So, mastering speaking is gathering skills in thought because of including some input skills in it. As the result, the mouth is delivering those skills orally.

Speaking is a skill which deserves attention every bit as much as literally skill, in both first and second language. It is skill which the students are frequently judged. It is also the vehicle par excellent of social

¹Mc Donald and Cristopher Shaw, *Materials and Methods in ELT*, (JB Blackwell; Cambridge: 1992),p. 151

solidarity, of social ranking, of professional advancement and of business. So, speaking is global skills and has multifunction use.²

According to Chaney, speaking is “the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts.”³

From the above definition, it can be inferred that speaking is expressing ideas, opinions, or feelings to others by using words or sounds of articulation in order to inform, to persuade, and to entertain that can be learnt by using some teaching-learning methodologies.

2. Teaching Speaking

Speaking is a crucial part of second language learning and teaching. Despite its importance, for many years, teaching speaking has been undervalued and English language teacher have continued to teach speaking just as a repetition of drills or memorization of dialogues. However, today’s world requires that the goal of teaching speaking should improve students’ communicative skills, because, only in that way, students can express themselves and learn how to follow the social and cultural rules appropriate in each communicative circumstance.

a. What is Teaching Speaking?

What is meant by teaching speaking is to English language learners to:

- 1) Produce the English speech sounds and sounds patterns
- 2) Use words and sentence stress, intonation patterns the rhythm of the second language.
- 3) Select appropriate words and sentence according to the proper social setting audience, situation subject matter.
- 4) Organize their thoughts in a subject matter

² Martin Bygate, *Language Teaching: A Scheme for Teacher Education; SPEAKING*, (Oxford University Press; Oxford: 1987), p.viii

³ A. L, Chaney and T. L, Burke, *Teaching Oral Communication in Grades K-8*, (Boston: Allyn & Bacon, 1998), p. 13

- 5) Use language as a means of expressing values and judgments
- 6) Use the language quickly and confidently with few unnatural pauses, which is called fluency. (Nunan in kayi 2004)⁴

b. How to Teaching Speaking?

When teaching young learners we constantly have to keep in mind the fact that what we have in front of us is a mixed class with varied abilities, expectation, motivation level knowledge and last but not least, different learning styles. Thus, we need to vary our approaches and offer as much opportunity as possible to make the whole class find a little something to hold on to, expand and grow.⁵

Young learners are like sponges, they soak up everything we say and how we say it. Thus clear and correct pronunciation is of vital importance, since young learners repeat exactly later on. One rule that applied here is slowly and steadily through constant revision and recycling. With the help of mixed activities, such as dialogues, choral revision, chants, songs, poems and rhymes, students speaking abilities grow, their pronunciation gets better and their awareness of the language improves. When applying the above-mentioned tolls into the teaching practice, what should be kept in mind is that interaction is an important way of learning. Therefore increased oral emphasis should be included in our teaching to give the students as much speaking time as possible.⁶

Now many linguist and English as second language (ESL) teachers agree on that students learn to speak in the second language

⁴ Hayriye Kayi, *Teaching Speaking: Activities to Promote Speaking in a Second Language*, The Internet TESL Journal Vol. XII, No. November 2006 <http://iteslj.Org/Articles/Kayi-Teacing Speaking.html>.p. 1-2

⁵ Natasa Intihar Klancar, *Developing Speaking Skills in the Young Learners Classroom*, Internet TESL Journal, Vol. XII, No. 11 November <http://iteslj.Org/Articles/Kayi-Teacing Speaking.html>.p. 1

⁶ Ibid

by “interacting”. Communicative language teaching is based on real life situations that require communication. By using this method in ESL classes, students will have the opportunity of communicating with each other in the target language. In brief, ESL teacher should create authentic activities, and meaningful tasks that promote oral language. This can occur when students collaborate in groups to achieve a goal or to can occur when students collaborate in groups to achieve a goal or to complete a task.

3. Activities to Promote Speaking

There are many activities to promote speaking. As Hayriye Kayi inferred from many linguistics on her article in the internet on Teaching English as A Second Language (TESL) Journal, there are thirteen activities to promote

a. Discussion

After a contents-based lesson, a discussion can be held for various reasons. The students may aim to arrive at a conclusion, share ideas about an event, or find solutions in their discussion activity is set by the teacher. In this way, the discussion points are relevant to this purpose. So that students do not spend their time chatting with each other about irrelevant things.

b. Role Play

Students pretend they are in various social contexts and have a variety of social roles. In role-play activities, the teacher gives information to the learners such as who they are and what they think or feel. Thus, the teacher can tell the student that “You are David, you go to the doctor and tell him what happened last night..” (Harmer, 1984)

c. Simulations

Simulations are very similar to role plays but what makes simulations different than role plays is that they are more elaborate. In simulations, students can bring items to the class to create a realistic environment.

For instance, if a student is acting as a singer, she brings a microphone to sing and so on.

d. Information Gap

In this activity, students are supposed to be working in pairs. One student will have the information that other partner does not have and the partners will share their information. Information gap activities serve many purposes such as solving a problem or collecting information. Also, each partner plays an important role because the task cannot be completed if the partners do not provide the information the others need.

e. Brain Storming

On a given topic, students can produce ideas in a limited time. Depending on the context, either individual or group brainstorming is effective and learners generate ideas quickly and freely. The good characteristic of brainstorming is that the students are not criticized for their ideas so students will be open to sharing new ideas.

f. Students can briefly summarize a tale or story they heard from somebody beforehand, or they may create their own stories to tell their classmates. Story telling fosters creative thinking. It also helps students express ideas in the format of beginning, development, and ending, including the characters and setting a story to have.

g. Interviews

Students can conduct interviews on selected topics with various people. It is good idea that the teacher provides a rubric to students so that they know type of questions they can ask or ask or what path to follow. But students should prepare their own interview questions. After interviews, each student can present his or her study to the class. Moreover, students can interview each other and “introduce” his or her partner to the class.

h. Story Completion

For this activity, a teacher starts to tell a story, but after a few sentences he or she stop narrating. Then, each student starts to narrate from the point where previous one stopped. Each student is supposed to add from four to ten sentences. Students can add new characters, events, descriptions and so on.

i. Reporting

Before coming to class, students are asked to read a newspaper or magazine and, in class, they report to their what they find as the most interesting news. Students can also talk about whether they have experienced anything worth telling their friends in their daily lives before class.

j. Playing Cards

In this game, students from groups of four. Each suit will represent a topic. For instance: diamonds represent earning money, hearts represent love and relationships, spade represent an unforgettable memory, and relationships, best teacher. Each student in a group will choose a card. Then, each student will write 4 – 5 question about that topic to ask the other people in the group. For example: if the topic “diamonds: earning money” is selected, here are some possible questions: “Is money important in your life?” or “What is the easiest way of earning money?” or “What do you think about lottery?” etc.

However, the teacher should state at the very beginning of the activity that students are not allowed to prepare yes-no questions, because by saying yes or no students get little practice in spoken language production. Rather, students ask open-ended questions to each other so that they reply in complete sentences.

k. Picture Narrating

This activity is based on several sequential pictures. Students are asked to tell the story taking place in the sequential pictures by paying

attention to the criteria provided by the teacher as a rubric. Rubrics can include the vocabulary or structure they need to use while narrating.

l. Picture Describing

For this activity student can from group is given a different picture. Students discuss the picture with their groups, then a spokesperson for each group describes the picture to the learners as well as their public speaking skills.

m. Find the Differences

For this activity students can work in pairs and each couple is given two different pictures, for example, picture of playing football and another picture of girls playing tennis. Students in pairs discuss the similarities and/or differences in the pictures.⁷

B. Role Play

1. Definition of Role Play

As the writer focuses this division, she will explain about the nature of role play, as a significant thing to know in this chapter.

According to Penny Ur, Role Play is all sorts of activities where learner imagine themselves in a situation outside the classroom, sometimes playing the role of someone other than themselves, and using language and appropriate to this new context.⁸

Richard A. Murphy asserted that role play is a game in the target language in which learners act out parts that have been assigned to them in well defined situation.⁹

In this case, Gillian Porter Ladousse illustrated that when students assume a 'Role', they play a part (either their own or somebody else's) in specific situation. 'play' means that taken on in a

⁷ Op.cit. p. 2 - 5

⁸ Penny Ur, *A course in Language teaching*, (Cambridge University Press; Cambridge: 1996),p.131

⁹ Richard A. Murphy, *From Practice to Performance, A Manual of Teaching Training Workshop Activities*, Vol: I,(USA : English Language Program Division, 1995), p.36

safe environment in which students are as inventive and playful as possible.¹⁰

There seem to be some agreement; however, simulation is a broader concept than role playing. Simulations are complex lengthy and relatively inflexible events. Role play, on the other hand, can be a quite and brief technique to organize. It is also highly flexible, leaving much more scope for the exercise of individual variation, initiative and imagination. And role play also included in simulation as well.¹¹

In defining role play, Donn Byrne gave comments that role play is a part of drama activity. In details, he described that there are three terms to cover the drama activities. They are mime (mimicry-memorization), role play and simulation. He distinguished the terms as follows:

- a. Mime, the participants perform actions without using words (although as we shall see, this activity leads naturally on to talk).
- b. Role play, the participant interact either as themselves in imaginary situations.
- c. Simulation, this involves role play as defines above. However, for this activity the participants normally discuss a problem of some kids with some setting that has been defines for them.¹²

Both role play and simulation are commonly used in foreign language classes to facilitate communicative competence. Whereas mime seems more appropriate as a language game. It is performing actions without using words. For instance, if someone mimes and action, the others try to guess what it is.

From those explanation above, the write views that role play is a technique which involves fantasy or imagination to be someone else or to be ourselves in a specific situations for a while, improvising dialogue and

¹⁰ Gillian Porter Ladusse, *Role Play: Resources Books for Teacher Series*, (New York: Oxford University Press, 1995), p. 5

¹¹ Op.Cit

¹² Donn Byrne, *Teaching Oral English: Longman Handbooks for English Teacher*, (Singapore Longman Group, 1986), p. 115

creating a real world in scenario. It aims at the students to encourage thinking and creativity, lets students develop and practice new language and behavioral skills in a relatively non-threatening setting, and can create the motivation and involvement necessary for learning to occur.

2. Types and Procedures in Using Role Play

In view of the persons taking an actor, Gillian explained that there are several types of role. The first is the roles which correspond to a real need in the students' lives. In this category, it involves such roles as doctors dialing with patients, or salesman traveling abroad. The second type of role is the students play themselves in a variety of situations which may or may not have direct experience. The example which include in this category is a customer complaining or a passenger asking for information. The third type is the type that few students will ever experience directly themselves, but it is easy to play because the teachers have such vast indirect experience of them. The television journalist is a good example of this type and it is very useful kind of role taken from real life. The last type is fantasy roles, which are fictitious, imaginary, and possible even absurd.¹³

In case of role play activities, according to Donn Byrne, role play can be grouped into two forms, scripted and unscripted role play. In details, those types of role play activities described as follows:

a. Scripted Role Play

This type involves interpreting either the textbook dialogue or reading text in the form of speech. The main function of the text after all is to convey the meaning of language items in a memorably way.¹⁴

For more details, Adrian Doff gave an example of scripted role play dialogue and reading text and how the process is :

Angela : Good morning I want to send a letter to Singapore

¹³ Gillian, *Op.Cit.*, p. 13

¹⁴ Don Byrne, *Op.Cit*, p. 122-123

- Clerk : Yes, do you want to send it by air mail or ordinary mail? Much does it cost?
- Clerk : To Singapore? That will be 30 pence, please
- Angela : (give the clerk 50 pence) Here you are
- Clerk : Here's your stamp, and here's 20 pence change
- Angela : Thank you. Where is the post box?
- Clerk : You want the air mail box. It's over there, by the door

To demonstrate a role play activity based on the dialogue, the procedures given by Adrian Doff is as follows:

- 1) First, the teacher guides the role play by writing these prompts:
- 2) If necessary, go through the prompts one by one, and get students to give sentences or question for each one.
- 3) Call two students to the front.
- 4) Call out a few other pairs of student in turn, and ask them to have other conversation based on the prompts.¹⁵

Based on these procedures, the writer views that the ways of organizing this dialogue can be carried out into pairs of students who would improvise a conversation in front of class, in turns. The teacher can also ask the students to practice the conversation privately with their partners before they act it out in front of the class.

b. Unscripted Role Play

In contrast to scripted role play, the situations of unscripted role play do not depend on textbooks. It is known as a free role play or improvisation. The students themselves have to decide what language to use and how the conversation should have to decide what language to use and how the conversation from teacher and students is really necessary.

¹⁵ Andrian Doff, *Teach English: A Training Course for Teachers Trainer's Handbooks*, (Cambridge: Cambridge University Press Inc. The British Council, 1988), p. 233-234

The example and procedures of unscripted role play which is adapted from Adrian Doffs book are as follows:

One student has lost a bag

He/she is at the police station

The other student is the police officer, and asks for details

To bring out his ideas

- 1) The teacher could prepare the whole class, by:
 - a. Discussing what the speakers might say (e.g. the police officer would ask the students how he or she lost the bag).
 - b. Writing prompts on the board to guide the role play, and any key vocabulary.
- 2) The teacher could divide the class into pairs, and:
 - a. Let them discuss together what they may say.
 - b. Let them all try out the role play privately, before calling on one or two pairs to act out in front of the class.

Susan House explained that there are several procedures in using role play:

 - a. Students read and familiarize themselves with the (example) dialogue.
 - b. Divide the class in pairs, A and B, give A and B roles from the dialogues.
 - c. Let students act their role play, not just say them but students should read it loudly.
 - d. Walk around correcting and checking
 - e. Students swap roles and repeat, those whose finish first can be asked to make up their own role play, using different words to fill the gaps.¹⁶

¹⁶ Susan House, *An Introduction to Teaching English to Children*, (New York: Richmond Publishing, 1997), p. 23

The above procedures do not mean an exact to be used. It is flexible; teacher can create or develop procedures which is appropriate and suitable with his/her own class.

3. Significance of Role Play in Teaching Speaking

It has mentioned before in the above discussion that role play is one of the activities to promote speaking. Through role play activities the students learn how to express ideas, opinions, or feeling to others by using words or sounds of articulation.

Larsen Freeman explained that role plays are important in the communicative approach because they give learners an opportunity to practice communicating and different social roles.

A role play is a highly flexible learning activity which has a wide scope for variation and imagination. According to Ladousse, role play uses different communicative techniques and develops fluency in the language, promotes interaction in the classroom and increases motivation. Here peer learning is encouraged and sharing of responsibility between teacher and the learner in the learning process takes place.

Role play can improve learners speaking skills in any situation, and helps learners to interact. As for the shy learners, role play helps by providing a mask, where learners with difficulty in conversation are liberated. In addition, it is fun and most learners will agree that enjoyment leads to better learning.

Several reasons for using role play in teaching speaking quoted from Ladousse as follows:

- a. A very wide variety of experience can be brought into classroom and we can train our students in speaking skill in any situations through role play.
- b. Role play puts students in situation in which they are required to use and develop those phatic forms of language which are so necessary in oiling

the works of social relationships, but which are so often neglected by our language teaching syllabuses.

- c. Some people are learning English to prepare for specific roles in their lives. It is helpful for these students to have tried out and experimented with the language they will require in the friendly and safe environment of a classroom
- d. Role play helps many shy students by providing them a mask
- e. Perhaps the most important reason for using role play is that it is fun¹⁷

In conclusion, role play is a technique can develops students fluency in target language, promotes students to speak or interact with others in the classroom, increases motivation and makes the teaching learning process more enjoyable.

C. Drills

1. Definition

Drill means listening to a model, provided by the teacher, or a tape or other student, and repeating what is hear. This is a repetition drill, a technique used by many teachers when introducing new language items to their students. The teacher says (models) the word or phrase and the students repeat it.¹⁸ So drilling students is listening to the teacher or tape or another students and repeating it.

According to Richard theory, drill is a technique commonly used in language teaching for practicing sounds or sentence patterns in a language, based in guided repetition or practices some aspect of grammar or sentence formation is often known as pattern practice.¹⁹

¹⁷ Gillian, *Op.Cit*, p 6-7

¹⁸ Tice, *Drilling Methodology*p.1

¹⁹ J.C. Richard .et al *Longman Dictionary of Language Teaching and Applied Linguistic*, (England, Pearson education Limited,1992), p. 117

There are four kind of drills, such as :

a. Speech drills

Speech drills is essentially movement. It consists of stress, rhythm and intonation that should be considered as a whole of a single aspect of the language.

1) Stress and rhythm

When English is spoken, learners can hear that some syllables stand out above the others. This can be quite an objective feature of speech, since it is just as marked when reading a list of words from a dictionary as when they are engaged in conversation. Learners can also give special point to our ideas by stressing certain vital words as they speak. In print learners put words specially stressed in this way in italics, or in writing a personal letter they can underline such words when they wish to be sure that the reader has exactly the shade of meaning they wish to express. This special stress for emphasis, unlike the natural stress of words in an objective setting, usually affects the intonation.

Spoken English shows a marked contrast between its stressed (strong) and unstressed (weak) syllables, a fact which largely accounts for its characteristic rhythmic pattern. Stress and rhythm is placed before a syllable or word having stress, e.g. be 'fore, 'take it a 'way, in a 'book.

2) Intonation

By intonation is meant the “melody” of speech, the changing pitch of the voice. It is to a certain extent controlled by stress, for important changes of pitch occur only on stressed syllables. Practically any phrase or sentence can be spoken in a number of ways, each carrying a different shade of meaning; consequently any given sentence appears in more than one set of exercises.

A person may speak with sounds very different from those of his hearer and yet be clearly intelligible to all of them, as for instance when a Scotsman or an American addresses an English audience with clear articulation. Their speech cannot be described as other than 'good'. But if a speaker with an accent similar to that of his hearers articulates in a muffled way so that they cannot readily catch what he says, his way of speaking must be considered 'bad'.

b. Pronunciation drills

Pronunciation is one of the most difficult areas of the English language. For many students, the English speech sounds appear confusing. And, the difficulty of pronouncing correctly is often discouraging and demotivating.²⁰

English pronunciation is a comprehensive pronunciation course. It is designed to assist students in enhancing their speaking skill in general and their pronunciation in particular.

There are two main reasons for reaching pronunciation : students need to understand and be understood. If they cannot understand English well they are cut off from the language, except in printed form. If they cannot be understood easily they are cut off from conversation with native speakers. This concept of intelligibility is central in pronunciation teaching, in deciding which elements of pronunciation to teach and in what order.

c. Vocabulary drills

The purpose of the vocabulary drills is to develop a real sensitive to the language. Vocabulary learning will help the students to learn a lot of new English words. But in order for the new words to

²⁰ Dra.M.I. Indriani *English Pronunciation; The English Speech Sounds, Theory and Practice*, (Jakarta PT. Gramedia Pustaka Utama:2001),p.13

become 'fixed' in their mind, the students need to test themselves again and again.

2. Type of Drills

According to the RELC Journal vol.10 no:1, The seven drill types mentioned repetition, expansion, reduction, substitution, comment, question-answer and rhyming are presented here in further details and an example is given for each. These drills form the basis of the discussion which follows.

- a. Repetition; includes only utterances which are repeated in their entirety, e.g. that's an Indian (2x).
- b. Expansion; is divided into two types of utterances. In the first type "direct"; the final utterance of a set shows the addition of at least one element which serves to expand in earlier utterance, e.g. Get on it. In the second type "sequential"; the final utterance does not show the complete expansion of an initial utterance. The expansion is made of only one part of an earlier utterance, and the complete expansion can be seen only by looking at the sum total of utterance set, e.g. I want milk.
- c. Reduction; is the opposite of expansion. Here the second part of an utterance shows the loss of at least one element present in the first part, e.g. I get in this car.
- d. Substitution drills; a later utterance shows the substitution of an element present in an immediately preceding utterance, e.g. Smell it (2x), Uncle smell it (2x).
- e. Comment drills; have been divided into four types: commands, negatives and reasons and associations. In general, in this type of drill the child is making a comment or a series of comments about a particular theme, e.g. "I'm afraid", "Meriah, there's an ant", "A mosquito", "I'm tired" (2x).

- f. Question-answer drills are of three types : those that are initiated by the child herself, those that are drilled following an initial suggestion in the conversation, and those that form an on-going part of the conversation. In each case the child is participating in both the asking and answering of question as part of the same utterance set. The following example is a self-initiated drill; “My shoe”.
- g. Rhyming; included the completely and partially invented utterances, e.g. “Mama fell”, “O, Mama fell”.²¹

Raymond C. Clark (1987), (in his book “Language Teaching Techniques”) described Six kinds of drill ;

- a). Substitution drill. The purpose is to help the students get a feeling for a particular sentence pattern of grammatical construction by forcing the repetition of the basic sentence while at the same time producing semantic variations of the sentence by changing some part of it. E.g. single-slot: I have a book, multiple slot: The rain in Spain stays mainly on the plain.
- b). Expansion drill. The purpose is to give the students the opportunity to make more complex sentences. This technique is especially useful for helping the students learn how to add modifying words, phrases and clauses. E.g. Mrs. Jackson is always busy.
- c). Chart pattern practice. The purpose is to practice a sentence pattern through repetitions of the pattern. The sentences are constructed by the students from visual cues.
- d). Utterance-Response drill. The purpose is to have the students repeat a sentence pattern or a special expression several times. By changing the words, the repetition is less tiresome. Idioms and formulaic speech can also be practiced in the context of this drill. E.g.:

²¹ RELC Journal. *Evidence of Self Drilling Techniques in the Acquisition of a First Language*. vol. 10 no. 1 June 1979

A : How would you like to play tennis?

B : Sure, I'd love to. Playing tennis is great fun.

- e). Transformation drill. The purpose is to give the students practice in producing major sentence types. Attention is focused on the structural relationships between sentences types, and the changes (transformations) that are necessary to convert one type of sentence to another. E.g. Change the verb to the future tense:

“He's working at the store” → “He'll work at the store tomorrow”.

- f). Grid drill. Tile purpose is to review various sentence types and verb tenses. The grid can be used as a cumulative review exercise, repeating the exercise and expanding on it as a new form is introduced.²²

The example procedure of drill:

1. The students should show the card picture available in the teacher's desk based on the teacher instruction. “ Which one is a tiger ?”
2. The students should mention the name of animal is the picture that show by the teacher.
3. The students should pronounce the name of animal in the picture correctly.

3. The Advantages of Drills

- a. It requires creative thinking on the part of the student, rather than ordinary mimicry, because the stimulus cannot merely be repeated.
- b. It also requires action. This puts the exchange on the basis of context conversational style in most cases.
- c. Involve the student actively.
- d. The drill is self-correcting; that is the student is enabled to compare his/her initial response with the correct native response.
- e. Provide for reinforcement.

²² Raymond C. Clark, *Language Teaching Techniques*,(USA ProLingua Associates Publishers, 1987) p. 63

f. Self-Evaluation; the student must determine whether he has answered correctly.²³

The different between role play and drill:

In role play students more active to speak and interaction with another students so teacher just be monitoring but in drill teacher must be active than students because students just be object.

D. Conceptual Framework

Like other skills, speaking is a Complex Skill requiring the simultaneous use of a number of different abilities that often develop at the different rates. To develop fluency, the teacher must generate a need the different rates. To develop fluency, the teacher must generate a need to speak, to make students want to speak.

Communicative output activities allow students to practice using all of the language they know in situations that resemble real setting. In these activities, students must work together to develop a plan, resolve problem, or complete a task. One of the most common types of communicative output activity is role plays.

In role plays, students are assigned roles and put into situations that they may eventually encounter outside the classroom. Because role plays imitate life, the range of language functions that may be used expands considerably. Also, the role relationships along the students as they play their parts call for them to practice and develop their sociolinguistic competence. They have to use language that is appropriate to the situation and to the characters.²⁴

One of popular approaches used by the teacher to encourage students to speak is to assign a topic and require them to discuss it or come up with a short talk. Through role play activities the students learn how to express ideas, opinions, or feeling to others by using words or sounds of

²³ Edward M. Stack (1996), *op.cit.* p.114-117

²⁴ <http://www.necre.org/essentials/speaking/developspeak.htm>

articulation.²⁵

Role play is really worth while learning experience for both students and the teacher. Not only can students have more opportunities to “act “ and “interact” with their peers trying to use the English language, but also students’ English speaking, listening, and understanding will improve. Role play lightens up the language in more realistic, more practical way. Thus they can become more aware of the usefulness and practicality of English.

E. Hypothesis

The hypothesis of this skripsi are:

4. Null Hypothesis (Ho)

“ There is no a significance after the role play is used to teach speaking,”

2. Alternative Hypothesis (Ha)

“ There is a significance after the role play is used to teach speaking,”

²⁵ Sarah Thomas & Thomas Hawes, *Teaching Spoken English for Informative Purposes*, English Teaching Forum Vol:31,(April:1994),p.23

CHAPTER III

RESEARCH METHODOLOGY

A. Objective of study

The objective of study is to know whether the score of speaking taught by using role play better or not by comparing the students' scores before and after being taught by using role play.

B. Place and Time of Study

This research was taken in MTS Al-Saadah Pondok Aren Tangerang, on January- Maret 2009.

C. Research Method

In this research, the writer used pre- experiment method by using “one pre-test and post-test design “, where the writer did an experiment class used role play and in the control class used drills.

D. Population and Sampling

The population of this research is the students of eight grade in Islamic Junior High School (MTs) Al-Sa'adah Pondok Aren – Tangerang which are divided into two classes, namely VIII^A and VIII^B with twenty eight students in every class. So, total population of this research is 56 students.

E. Instrument of Research

Based on the data, the instrument used test in order to measure their speaking ability. The test was divided into pre-test and post-test the writer gives pre-test in the first meeting and post-test in the last meeting. And to get the validity of the test result, the writer used scoring procedure of oral test by J.B. Heaton as follows:.

Table 3.1
Scoring Procedure of Oral Test

Description of criteria			
Score	Accuracy	Fluency	Comprehensibility
6	Pronunciations is only very slightly influenced by the mother –tongue Two or three minor Grammatical and lexical errors.	Speaking without too great an effort with a fairly wide range of expression. Search for words occasionally one or two unnatural pauses	Easy for the listener to understand the speaker's intention and general meaning very few and clarifications required the speaker's intention and general meaning are fairly clear a few interruption by the listener for the sake of clarification are necessary.
5	Pronunciations is only very slightly influenced by the mother-tongue. Two or three minor grammatical and lexical errors but most utterances are correct.	Has to make an effort at times to search for words nevertheless, smooth delivery on the whole and only a few unnatural pauses.	
4	Pronunciation are still moderately influenced by the mother –tongue but not serious phonological errors. A few grammatical and lexical errors but only one or two major errors	Although he has to make an effort and search for words, there are not too many unnatural pauses. Fairly smooth delivery mostly. Occasionally fragmentary but succeeds in conveying the general meaning. Fair	Most of what the speaker says is easy to follow. His intention is always clear but several interruptions are necessary the message or to seek clarification.

3	<p>causing confusion. Pronunciations is influenced by the mother tongue but only few serious phonological errors. Several grammatical and lexical errors, some of which cause confusion.</p> <p>Pronunciations is seriously influenced by the mother tongue with errors causing a breakdown in communication. Many basic grammatical and lexical errors.</p>	<p>range of expression.</p> <p>Has to make an effort for much of time. Often has to search for the desired meaning. Rather halting delivery and fragmentary range of expression often limited.</p>	<p>The listener can understand a lot of what is said, but the must constantly seek clarification cannot understand many of the speaker's more complex or longer sentences.</p>
2	<p>Serious Pronunciation errors as well as many basic' grammatical and lexical errors no</p>	<p>Long pauses when he searches for the desired meaning. Frequently fragmentary and halting delivery. Almost gives up making the effort at times. Limited range of expression.</p>	<p>Only small bits (usually short sentences and phrases) can be understood and then with considerable effort by someone who is used to listening to the speakers.</p>
1	<p>evidence of having mastered any of the language skills and areas practices in the course.</p>	<p>Full of long and unnatural pauses. Very halting and fragmentary delivery. At times gives up making the effort. Very limited range of expression.</p>	<p>Hardy anything of what is said can be understood even when the listener makes a great effort or interrupts, the speaker is unable to</p>

			clarify anything he seems to have said. ¹
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In order to ease the computation the writer converts the small score of J. B.Heaton to the scale of 100 as follow:

6=95-100

5=85-94

4=75-84

3=65-75

2=55-64

1=Below 55

F. Procedures of Data Collecting

One important things in this research is to collect the data that can determine the result of the research. The procedures of data collecting used in this research are:

1. Greeting

On this occasion, teacher greets and asks about the students' condition. The teacher also reviews their previous lesson. These are done in order to warm up the situation. After that the teacher tells the students what they are going to learn or to do on that day.

2. Pre-Test

The writer gives the pre-test to the students. The pre-test is in oral test form. The test consists of 10 questions. The scores are taken in five criteria, which are the scores of pronunciation, grammar, vocabulary, fluency and comprehension. Then, to get the mean, the scores from all criteria are sum and divided into five.

¹ J.B. Heaton, *in Writing English Tests* (Longman, 1988),p. 100

3. Presentation Stage

In the presentation stage, the teacher assigns roles to the students and divides them into three groups. Then, the teacher explains their roles, the situation that the students have to do in the role play and the goal or outcome that they have to get. The teacher also must not forget to clarify the cues and gives the example/model of the roles that the students play. Finally, the teacher sets the time limit and encourages students to be creative and use their own language resources.

Below are the brief explanations of the presentation stage activities.

Table 3.2

Activities of Presentation Stage

No.	Teacher Activities	Students Activities
1.	Teacher tells the students about what they are going learn or to do on that day such as following: "Today we are going to practice our speaking by using role play activities. The title of our role play is <i>consequences role play</i> ."	Students listen carefully to the teacher and ask if there is something they don't understand such as following: "What is role play Miss? And why does it call consequences role play?"
2.	Teacher asks the students to prepare a piece of paper. On this paper, the teacher asks them to write the following things : a. The name of a celebrity or an idol (movie star, singer, model, or public figure) that they don't like most with the same gender to themselves. b. The name of their favourite celebrity or their idol but the opposite gender to themselves. c. A number between 1 to 9. d. The names of fruits, the same number as mentioned in the number above.	Students prepare a piece of paper and write eight points that the teacher has told them.

	<p>e. A job they don't like.</p> <p>f. Their favourite job that they would like to do.</p> <p>g. A description of their dream sea side, in the mountain, or near by the river, etc.</p> <p>h. Finally, they describe what country they would really like to live in.</p>	
3.	<p>Teacher ask the students to change character to the person they have described on the piece of paper. Here are the points above mean:</p> <p>a. This is their name.</p> <p>b. This is their husband's or Wife's first name.</p> <p>c. This indicates the number of children they have.</p> <p>d. This indicates the children's names.</p> <p>e. This is their job.</p> <p>f. This is their husband's or wife's job.</p> <p>g. This describes the family house and tells the listener where it located.</p> <p>h. This last point tells what country they come from.</p>	<p>The students change character to the person they have described on the piece of paper and try to remember it.</p>
4.	<p>The teacher divides the class into three groups. Then, the teacher tells them to read through the points and asks them to act as if they were in a party where they are meeting famous people. In the party they have to introduce themselves to several people as this person. They have to practice it when the role play has started.</p>	<p>Students separated into three groups. Each group has 10 pupils. They read through the text and listen to the teacher's explanations about what they have to do with their character.</p>
5.	<p>Teacher tells the students the goal of this role play, which is to get as much as information about the people in the party. All these activities are done in each group.</p>	<p>Students listen carefully and take notes about the goal of the role play.</p>
6.	<p>The students need to share the conversation and be interactive to reach the goal. Therefore, the</p>	<p>Students take notes about the cues, study and memorize it.</p>

	teacher gives them cues by giving them vocabulary, grammar, idiomatic expressions and sentences that might be used in the conversation.	
7.	The teacher demonstrates how the conversation might occur such as following: “Hello, allow me to introduce my self I’m Paris Hilton, how do you do?”	Students pay attention to the teacher.
8.	The teacher gives the students some time to prepare and let them work individually to outline their ideas and the language they will need to express.	Students work individually to prepare themselves in the role play.
9.	The teacher sets the time limit for the role play. For this role play the teacher limits the time 20 to 30 minutes.	Students take notes the time limit and remember it.
10.	The teacher reminds the students to use their own English language resources and try to act as natural as possible.	Students prepare themselves to use their own English language resources and also prepare their mental to act as natural as possible in the role play.
11.	Before the role play begins, the teacher asks the students whether they understand clearly or not about what they have to do in the role play activity.	Students answer the teacher’s question whether they understand or not and ask to the teacher if they don’t understand.

The method that was used in this presentation stage is discourse method that is submitting information or description concerning with the root of matter verbally.

4. Practice Stage

In this stage, the teacher asks the students to begin the role play while she goes around the class checking and giving help as the students needed. Here are the brief explanations of the activities.

Table 3.3
Activities of Practice Stage

No.	Teacher Activities	Students Activities
1.	Teacher goes around the class coming to each group checking and giving help as the students needed.	Students begin the role play as the teacher has explained before.
2.	While checking the students, the teacher only gives help to the students if it really necessary or when the students ask for it.	Students do the role play by themselves and only ask for help to the teacher if they really need it.
	Teacher does not correct the student's error in grammar or pronunciation if the others can still understand what they mean.	Students help each other in each group if one of them is having trouble in speaking.
4.	Teacher lets the students do the role play without her interfere.	Students do their best in the role play by using their own language resources.

The method that was used in this stage is experiment method. It was used to make the students able to communicate with others by using their own language based on the cues that had been given by the teacher before.

5. Production Stage

In this stage, the teacher asks the students about the outcome of their role play. Next, the teacher gives feedback on grammar or pronunciation problems that she heard. Below are the explanations of this stage:

Table 3.4
Activities of Production Stage

No.	Teacher Activities	Students Activities
1.	Teacher asks one of them to represent his/her own group to	Each group sent their representation to report the information or the goal

	report all information that he/she gets from the role play.	that he/she gets from the role play.
2.	Teacher giving feedback on grammar or pronunciation problems that she herds during the role play.	Students pay attention, listen carefully, and take notes to the teacher's explanations.

The method that was used in this final stage is dialogue method. It was used to know the student's speaking ability and their understanding concerned with the subject.

6. Post-Test

The writer gives the post-test to the students. The test is similar with the pre-test. However, the post-test is given after the treatment had been done by teaching speaking using role play. The scores are taken in five criteria, which are the scores of pronunciation, grammar, vocabulary, fluency and comprehension. Then, to get the mean, the scores from all criteria are sum and divided into five.

7. Closure

In this final stage, the teacher concludes the lesson on that day. The teacher also has to find out the student's response according to the role play that they have done and closes the lesson by saying "Alhamdulillah" together.

G. Technique of Data Analysis

In this research, the technique of data analysis is statistic calculation of the T-test with significance degree 0,05. With degree 0,05 the writer can prove that her experiment class is effective in teaching speaking skill or not. If t account is more than 0,05 SO the experiment is accepted and the other hand if t account is more less degree 0,05 so the experiment is rejected. Whether the experimental class is more effective than die control class. The formula is as follow :

M = the average score of the result of learning from each student's group
(that is difference the result of both pre-test and post-test).

a = experiment class

b = control class

N = total of students

X = the value deviation a_1 and a_2

The value deviation of b_1 and b_2

$$M_a = \frac{\sum x_a}{N} \quad M_b = \frac{\sum x_b}{N}$$

$$x_b^2 = \sum x_a^2 - \frac{(\sum x_a)^2}{N}$$

$$x_b^2 = \sum x_a^2 - \frac{(\sum x_a)^2}{N}$$

df = degree of freedom

$$df = N_1 + N_2 - 2^{37}$$

CHAPTER IV RESEARCH FINDINGS

A. The Description of Data

As mentioned before, the writer took the field research by including the experiment. She got the data from pre-test and post-test of teaching speaking. This study is supported by library research to complete this study to found out the theories bearing on.

In this part, the writer gives the report concerning the data description according to the pre-test and post-test from excrement class and control class, the writer does not mention the student's name, she explains only their scores as follow :

1. The result of pre and post test at class VIII A or Experiment Class

Table 4.1

The test score of class VIII A or experiment class

Students	Pre – test score	Post – test score
1	60	70
2	50	65
3	60	75
4	50	60
5	45	60
6	55	65
7	60	70
8	65	75

9	60	80
10	50	70
11	55	75
12	60	70
13	60	80
14	45	70
15.	55	60
16	60	70
17	55	75
18	45	65
19	40	60
20	55	70
21	45	60
22	40	70
23	45	65
24	50	75
25	50	70
26	60	80
27	60	75
28	50	80
28	1420	2085
	Mean : 50,7	Mean : 74,5

2. The result of pre and post test at class VIII B or Control Class

Table 4.2

The test score of class VIII B or control class

Students	Pre – test score	Post – test score
1	50	60
2	50	65
3	40	50
4	45	60
5	40	50
6	50	60
7	60	65
8	60	70
9	65	70
10	40	55
11	40	50
12	40	60
13	40	55
14	40	50
15	40	60
16	50	60
17	55	65
18	55	60
19	45	55
20	45	60
21	60	70
22	65	75
23	55	70
24	45	50
25	55	65
26	40	60

27	45	50
28	50	70
28	1375	1690
	Mean : 49,1	Mean : 60,4

B. Interpretation

From the data description's above she can analyze it to prove that there is difference between the students who are taught by Role Play Method and the students who are taught by Drills – Method. To prove the research the writer uses two tests in each class, the tests are pre-test and post-test. She uses the pre-test before Role Play/Drills Method is taught to score student ability in speaking skill, and after Role Play/Drills Method is taught, she gave post-test to prove whether there is different from their ability in speaking skill because it's influencing student score average, and so do T test. Because T test use $\sum x_a^2$ and $= \sum x_a^2$ to prove this experiment is effective or not.

Table 4.3

Comparison score of test in both experiment and control class

EXPERIMENT CLASS					CONTROL CLASS				
Std (N)	Pre-test (a1)	Post-Test (a2)	(Xa)	(Xa) ²	Std (N)	Pre-test (b1)	Post-Test (b2)	(Xb)	(Xb) ²
1	60	70	+10	100	1	50	60	+10	100
2	50	65	+15	225	2	50	65	+15	225
3	60	75	+15	225	3	40	50	+10	100
4	50	60	+10	100	4	45	60	+10	100
5	45	60	+15	225	5	40	50	+5	25
6	55	65	+10	100	6	50	60	+10	100
7	60	70	+10	100	7	60	65	+15	25
8	65	75	+10	100	8	60	70	+10	100
9	60	80	+20	400	9	65	70	+5	25
10	50	70	+20	400	10	40	55	+15	225

11	55	75	+20	400	11	40	50	+10	100
12	60	70	+10	100	12	40	60	+20	400
13	60	80	+20	400	13	40	55	+15	225
14	45	70	+25	625	14	40	50	+10	100
15	55	60	+15	225	15	50	60	+10	100
16	60	70	+10	100	16	50	60	+10	100
17	55	75	+20	400	17	55	65	+10	100
18	45	65	+20	400	18	55	60	+5	25
19	40	60	+20	400	19	45	55	+10	100
20	55	70	+15	225	20	45	60	+15	225
21	45	60	+15	225	21	60	70	+10	100
22	40	70	+30	900	22	65	75	+10	100
23	45	65	+20	400	23	55	70	+15	225
24	50	75	+25	625	24	45	50	+5	25
25	50	70	+20	400	25	55	65	+10	100
26	60	80	+20	400	26	40	60	+20	400
27	60	75	+15	225	27	45	50	+5	25
28	50	80	+10	900	28	50	70	+20	400
28	1420	2085	475	9325	28	1375	1690	315	4075

$$Ma = \frac{\sum Xa}{N}$$

$$\frac{475}{28} = 16,9$$

$$Mb = \frac{\sum Xb}{N}$$

$$\frac{315}{28} = 11,2$$

$$\sum x_a^2 = \sum x_a^2 - \frac{(\sum x_a)^2}{N}$$

$$\sum x_b^2 = \sum x_b^2 - \frac{(\sum x_b)^2}{N}$$

$$\begin{aligned}
 &= 9325 - \frac{(475)^2}{28} &= 4075 - \frac{(315)^2}{28} \\
 &= 9325 - \frac{225625}{28} &= 4075 - \frac{99225}{28} \\
 &= 9325 - 8058 &= 4075 - 3546 \\
 &= 1267 &= 529
 \end{aligned}$$

$$t = \frac{M_a - M_b}{\sqrt{\left(\frac{\sum x_a^2 + \sum x_b^2}{N_a + N_b - 2}\right)\left(\frac{1}{N_a} + \frac{1}{N_b}\right)}}$$

$$t = \frac{16,9 - 11,2}{\sqrt{\left(\frac{1267 + 529}{28 + 28 - 2}\right)\left(\frac{1}{28} + \frac{1}{28}\right)}}$$

$$t = \frac{5,7}{\sqrt{\left(\frac{1796}{54}\right)(0,036 + 0,036)}}$$

$$t = \frac{5,7}{2,39} = 2,38$$

$$df = N_1 + N_2 - 2$$

$$df = 28 + 28 - 2$$

$$df = 54 \text{ (see table of values at significance degree } 0,05)$$

$$t \text{ table} = 2,00$$

The statistic hypothesis states :

If $t_o > t_t$ significance = there is difference between Role Play Method and Drills Method so experiment class (Role Play Method) is accepted. It's means that Role Play Method is effective in teaching speaking skill.

If $t_o > t_t$ not significance = there is no difference between Role Play Method and Drills Method or the same and experiment class (Role Play Method) is rejected or it is nor accepted. It's means

Role Play Method is not effective in teaching speaking skill.

It means “there is significance difference of student’s achievement in speaking skill between those who are taught by using Role Play Method than those who are taught by other method. Difference between the average of score from the result of learning in experiment class with the average of score from the result of learning in control class, that the average of score from the result of learning in experiment class is higher than control class so experiment class is accepted.

Base on the data analysis and the discussion above, the writer can interpret that Role play is one of the effective ways and which is applicable to be used in teaching- learning activity especially in teaching English Speaking skill.



CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. Conclusions

With reference to the data analysis and the discussion in the previous chapter, the writer would like to make a conclusion.

Based on the data which has been processed, the writer can see that there is significant difference between English pre-test and post-test score of the seven grade students of MTS Al-Sa'adah. Finally the writer come to the conclusion that teaching speaking through the role play is effectiveness to improving the students ability an achievements in English speaking at the MTS Al-Sa'adah.

B. Suggestions

The success in the teaching doesn't depend on the lesson program only, but more important is how the teacher presents the lesson and uses various technique to manage the class more lively and enjoyable. Regarding to the teaching speaking by using role play, the writer gives some suggestion for the teacher and students as follow :

For the teacher:

1. Before assigning the role play to the students, the teacher should make sure that the students have fully understood and have the information they need.

2. The teacher should keep control the students' activities.
3. The teacher should present the language in an enjoyable, relaxed and understandable way.

For the students:

1. The students are hope not to be shy in acting out their role.
2. The students are hope to be active in enriching their vocabularies.
3. The students are hoped to use English when they practice role play activities although it is hard for them.
4. The students should take part much in acting out role play.
5. The students should ask to the teacher if there is something that they don't understand regarding to the role play activities.



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