

USING ROLE PLAY IN TEACHING SPEAKING

(A Pre-Experimental Study at Islamic Junior High School Soebono Mantofani
Jombang-Ciputat)

This Paper (Skripsi)

Has Fulfilled the Requirement for the Degree of Sarjana (S1)

At the English Department in the Faculty of Tarbiyah and Teachers Training



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**ENGLISH DEPARTMENT
FACULTY OF TARBIYAH AND TEACHERS TRAINING
SYARIF HIDAYATULLAH JAKARTA
STATE ISLAMIC UNIVERSITY
2007 M / 1428 H**

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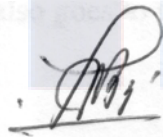
Presented to the Faculty of Tarbiyah and Teachers Training in a Partial Fulfillment of
the Requirements for the Degree of Sarjana (S1)

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LEGALIZATION OF EXAMINATION COMMITTEE

A 'skripsi' titled **“USING ROLE PLAY IN TEACHING SPEAKING (A Pre-Experimental Study at Islamic Junior High School Soebono Mantofani Jombang-Ciputat)”** was examined at examination session of the Faculty of Tarbiyah of Syarif Hidayatullah State Islamic University, Jakarta on 11 June 2007. This 'skripsi' has fulfilled the requirements for the Degree of Strata-1 (S1) at the English Education Department.

Jakarta, 11 June 2007

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The Writer

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CHAPTER I

INTRODUCTION

A. Background of Study

English becomes the most essential language in the world. Almost all the people from many different countries around the world use it to communicate. The area of English has always become a special interest. It's because of the importance of English in any scope of our lives.

Julian Edge said: "Since British trade, followed by colonial and imperial expansion, English spread around the world. Then the military and economic dominance of the United States of America has confirmed English as the international language of present historical period. As a consequence, English serves for many times many more people as a barrier between themselves and those some fields of interest, many people in their own countries will not be able to become doctors, for example if they cannot learn enough English."¹

In the international relationship, English speaking ability is very important to be able to participate in the wider world of work. The speaking skill is measured in terms of the ability to carry out a conversation in the language. This reality makes teachers and parents think that speaking ability should be mastered by their students and children.

Based on the reasons above, in recent years, English language teaching has focused on teach the English language rather than teach about the English language. The emphasis is not only on linguistic competence of the language

¹ Julian Edge, *Essential of English Language Teaching*, (Longman: 1993), P. 25

learners but also on the development of their communicative ability. In order to develop the learners' communicative ability, the teacher needs to create a scenario to teach the target language in a vibrant, active and interesting manner.

In learning speaking skill, the students 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 motivation lack 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 skills 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.²

For these reasons, the writer is interested in analyzing the use of role play in teaching speaking for the students of the ninth grade in Islamic Junior High School Soebono Mantofani Jombang-Ciputat, Tangerang. 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

There are many problems of language teaching that can be identified as research subjects. In this case, the writer would like to discuss about:

- a. What is speaking?
- b. What is role play?
- c. What are the problems encountered by students in practicing speaking?

2. Limitation of Problem

To clarify the problem, the writer limits those problems in the use of role play activities in teaching speaking, the basic concept of speaking, some types and procedures in using role play.

² Jo MC. Donough and Christopher Show, *Material and Method in ELT: Applied Language Studies*, (Cambridge : Blackwell, 1993), p. 165

3. Formulation of Problem

Are the scores of speaking taught by using role play better or not?

C. Objective of Study

From the previous discussion in the background of study, the writer finds out that using role play in teaching speaking 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 both library and a field research. In the field research, the writer collected the data by teaching and observing the subjects.

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, and significance of role play in teaching speaking.

Chapter Three: Research Methodology. It includes objective of study, place and time of study, research method, population and sampling, instrumentation, procedures of data collecting and technique of data analysis.

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

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

CHAPTER II

THEORETICAL FRAMEWORK

A. Speaking

1. Definition of Speaking

In Oxford Advanced Dictionary the definition of speaking is “to express or communicate opinions, feelings, ideas, etc, by or as talking and it involves the activities in the part of the speaker as psychological, physiological (articulator) and physical (acoustic) stages.”³

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.”⁴

While another expert, Theodore Huebner said “Language is essentially speech, and speech is basically communication by sounds”. And according to him, speaking is a skill used by someone in daily life communication whether at school or outside. The skill is acquired by much repetition; it primarily a

³ Oxford Advanced Dictionary, p. 13

⁴ A. L. Chaney and T. L. Burke, *Teaching Oral Communication in Grades K-8*, (Boston: Allyn & Bacon, 1998), p. 13

neuromuscular and not an intellectual process. It consists of competence in sending and receiving messages.⁵

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 teachers 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.

1. What is Teaching Speaking?

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

- 1) Produce the English speech sounds and sounds patterns.
- 2) Use words and sentence stress, intonation patterns and the rhythm of the second language.

⁵ Theodore Huebner, *Audio Visual Technique in Teaching Foreign Language*, (New York: Cambridge University Press, 1960) p. 5

- 3) Select appropriate words and sentences according to the proper social setting, audience, situation and subject matter.
- 4) Organize their thoughts in a meaningful and logical sequence.
- 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 2003)⁶

B. How to Teach 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, expectations, 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.⁷

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 what they hear. What has been learned at an early stage is difficult to change 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

⁶ Hayriye Kayi, *Teaching Speaking: Activities to Promote Speaking in a Second Language*, The Internet TESL Journal, Vol. XII, No. 11, November 2006. <http://iteslj.org/Articles/Kayi-TeachingSpeaking.html>. p. 1 - 2

⁷ Natasa Intihar Klancar, *Developing Speaking Skills in the Young Learners Classroom*, Internet TESL Journal, Vol. XII, No. 11, November 2006. <http://iteslj.org/Techniques/Klancar-SpeakingSkills.html>. p. 1

the above-mentioned tools 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.⁸

Now many linguistics and English as second language (ESL) teachers agree on that students learn to speak in the second language by "interacting". Communicative language teaching and collaborative learning serve best for this aim. 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 teachers should create a classroom environment where students have real-life communication, authentic activities, and meaningful tasks that promote oral language. This 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 speaking, which are:

⁸ Ibid.

a. Discussion

After a content-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 groups. Before the discussion, it is essential that the purpose of the 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, and..." (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. Storytelling

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 has to have.

g. Interviews

Students can conduct interviews on selected topics with various people. It is a good idea that the teacher provides a rubric to students so that they know what type of questions they can 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 stops narrating. Then, each student starts to narrate from the point where the 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 friends 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 should form groups of four. Each suit will represent a topic. For instance: diamonds represent earning money, hearts represent love and relationships, spades represent an unforgettable memory, and card represent best teacher. Each student in a group will choose a card. Then, each student will write 4-5 questions 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? Why?" 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 structures they need to use while narrating.

l. Picture Describing

For this activity students can form groups and each group is given a different picture. Students discuss the picture with their groups, then a spokesperson for each group describes the picture to the whole class. This activity fosters the creativity and imagination of 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 boys playing football and another picture of girls playing tennis. Students in pairs discuss the similarities and/or differences in the pictures.⁹

4. Guidance for Teachers in Teaching Speaking

Here is some guidance for English language teachers while teaching oral language:

- a. Provide maximum opportunity to students to speak the target language by providing a rich environment that contains collaborative work, authentic materials and tasks, and shared knowledge.
- b. Try to involve each student in every speaking activity; for this aim, practice different ways of student participation.
- c. Reduce teacher speaking time in class while increasing student speaking time. Step back and observe students.
- d. Indicate positive signs when commenting on a student's response.
- e. Ask eliciting questions such as "What do you mean? How did you reach that conclusion?" in order to prompt students to speak more.
- f. Provide written feedback like "Your presentation was really great. It was a good job. I really appreciated your efforts in preparing the materials and efficient use of your voice..."
- g. Do not correct students' pronunciation mistakes very often while they are speaking. Correction should not distract student from his or her speech.
- h. Involve speaking activities not only in class but also out of class; contact parents and other people who can help.
- i. Circulate around classroom to ensure that students are on the right track and see whether they need your help while they work in groups or pairs.
- j. Provide the vocabulary beforehand that students need in speaking activities.
- k. Diagnose problems faced by students who have difficulty in expressing themselves in the target language and provide more opportunities to practice the spoken language.¹⁰

⁹ *Op. Cit.* p. 2 – 5

¹⁰ *Ibid.* p. 5-6

B. Role Play

1. Definition of Role Play

In Cambridge International Dictionary of English, role defined as the person whom an actor represents in a film or play, while role play is a method of acting out particular ways of behaving or pretending to be other people who deal with new situations. It is used in training courses language learning and psychotherapy.¹¹

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 is taken on in a safe environment in which students are as an inventive and playful as possible.¹²

According to Crookal and Oxford, there is a little consensus on the terms used in the role playing and simulation literature. A few of the terms often used interchangeably are, simulation, games, role play, simulation-game, "role play simulation, and role playing game."¹³

There seem to be some agreement; however, simulation is a broader concept than role playing. Simulations are complex lengthy and relatively

¹¹ Paul Procter (Ed.), *Cambridge International Dictionary of English*, (New York: Cambridge University Press, 1996), p. 123

¹² Gillian Porter Ladousse, *Role Play: Resources Books for Teacher Series*, (New York: Oxford University Press, 1995), p. 5

¹³ Crookal, D. and Oxford, R. L., *Linking Language Learning And Simulation/Gaming*. In D. Crookal and R. L. Oxford (Eds.), *Simulation, Gaming, and Language Learning*, (New York: Newbury House, 1990), p. 3

inflexible events. Role play, on the other hand, can be a quite simple 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.¹⁴

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 defined above. However, for this activity the participants normally discuss a problem of some kind with some setting that has been defined for them.¹⁵

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.

Another definition is stated by Joanna Budden in British Council Teaching English (BBC) on her article with the title 'Role Play'. She said that role-play is any speaking activity when you either put yourself into somebody

¹⁴ *Op. Cit.*

¹⁵ Donn Byrne, *Teaching Oral English: Longman Handbooks for English Teacher*, (Singapore: Longman Group, 1986), p. 115

else's shoes, or when you stay in your own shoes but put yourself into an imaginary situation.¹⁶

What is meant by imaginary people is that students can become anyone they like for a short time. The President, the Queen, a millionaire, a pop star..., the choice is endless. Students can also take on the opinions of someone else. 'For and against' debates can be used and the class can be split into those who are expressing views in favour and those who are against the theme.¹⁷

Functional language for a multitude of scenarios can be activated and practiced through role play in imaginary situations. 'At the restaurant', 'Checking in at the airport', 'Looking for lost property' are all possible role-plays.¹⁸

From those explanation above, the writer views that role play is a technique which involves fantasy or imagination to be someone else or to be ourselves in a specific situation for a while, improvising dialogue and creating a real world in scenario. It aims at the students to encourage thinking and creativity, lets students develop and practice new language and behavioural skills in a relatively non-threatening setting, and can create the motivation and involvement necessary for learning to occur.

¹⁶ Joanna Budden, *Role Play*, (BBC – British Council Teaching English)

¹⁷ *Ibid.*

¹⁸ *Ibid.*

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 dealing 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.¹⁹

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:

¹⁹ Gillian, *Op. Cit*, p. 13

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.²⁰

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.
Clerk : Yes, do you want to send it by air mail or ordinary mail?
Angela : I think I'll send it air mail. I want it to get there quickly. How much does it cost?
Clerk : To Singapore? That will be 30 pence, pleas.
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.
(Adapted from living English book 2 : A.G. Abdalla et al)

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: (where? / air mail / how much? / post box? / thanks). Talk as you write to show what the prompts mean.
- 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: one play the role as Angela and the other one is the post office clerk. They should improvise the conversation using the prompts to help them. Point out that the conversation should be similar to the one in the textbook, but not exactly the same; the conversation can be shorter than the presentation dialogue. It should just cover the main points indicated by the prompts.
- 4) Call out a few other pairs of students in turn, and ask them to have other conversation based on the prompts.²¹

²⁰ Don Byrne, *Op. Cit*, p. 122-123

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 develop. In order to do this activity, good preparation from teacher and students is really necessary.

The example and procedures of unscripted role play which is adapted from Adrian Doff's 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 these 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.

²¹ Adrian Doff, *Teach English: A Training Course for Teachers' Handbooks*, (Cambridge: Cambridge University Press Inc. The British Council, 1988), p. 233 - 234

- 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 out 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.²²

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 been 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 in different social contexts 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

²² Susan House, *An Introduction to Teaching English to Children*, (Richmond Publishing, 1997), P. 23

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 the 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 with a mask.
- e. Perhaps the most important reason for using role play is that it is fun.²³

In conclusion, role play is a technique which 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.

²³ Gillian, *Op. Cit*, p. 6 - 7

CHAPTER III

RESEARCH METHODOLOGY

A. Objective of Study

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

B. Place and Time of Study

This research was taken in Islamic Junior High School Soebono Mantofani at Jl. Sumatera No. 75 Jombang – Ciputat, Tangerang, on September 20th to December 14th 2006.

a. School's Profile

MTs. Soebono Mantofani is the first formal education institute in Soebono Mantofani Foundation. Besides MTs., this foundation has also established Islamic Kindergarten (RA) and Islamic Senior High School (MA). In informal education, it has been established an Islamic Boarding School, Madrasah Diniyah, Majelis Taklim and Computer Education Institute. Soebono Mantofani Foundation was established by Hj. Titi Sri Sulaksmi Soebono Mantofani in memory of her loving husband Brigjen. Soebono Mantofani S. H. on 7th May 1994.

About a year later this foundation established MTs. Soebono Mantofani. It was established on 11th March 1995 and has acted to assist the government in giving equal education opportunity to every child since the early year. The first students' acceptance was started in 1995/1996 academic year and succeeded to get 42 students at the age of 12 to 13 years.

At the early year, it didn't have a building yet. The students studied inside the Soebono Mantofani Mosque and in the mosque hall. This is one unfortunate thing that the first year students have to face. But thanks to Allah, by the end of year 1996 this school has owned a luxury building with three floors right next to the gateway of Soebono Mantofani campus.

In 1997/1998 academic year, the students of MTs. Soebono Mantofani got the first rank for the average score of National Final Test (EBTANAS) in Tangerang Regency level. This EBTANAS was the first that this school ever follows. It is an outstanding achievement that an education institute can get at the early age of its birth.

MTs. Soebono Mantofani had succeeded to get various achievements in the field of academic and creativity and also supported by teaching – learning activities which conducive. Based on these reasons, Religion Department accredited MTs. Soebono Mantofani with statistic number 21.2.32.19.06.109 and got equal status. Until now, this school has established for 12 years.

The vision of Soebono Mantofani Education institute is poured in a basic framework formulation which is called Tri Matra Visi. It contains IMAN, IPTEK and IHSAN. While its missions are to improve Islamic knowledge and apply it, to create qualified and democratic education system and climate, to increase qualified human resources and to create an integrated curriculum between Islamic education and science technology.

The amount of students in 2006/2007 academic year is 341 students. There are 9 classes in this school, 4 classes in 7th grade, 2 classes in 8th grade and 3 classes in 9th grade. Here is the detail based on the gender.

Table 1

No.	Class	Male	Female	Total
1.	VII.1	22	20	42
	VII.2	20	22	42
	VII.3	21	21	42
	VII.4	19	24	43
2.	VIII.1	16	18	34
	VIII.2	19	15	34
3.	IX.1	17	19	36
	IX.2	20	14	34
	IX.3	20	14	34
Total		174	167	341

There are 22 teachers and employee in MTs. Soebono Mantofani. They come from different education backgrounds. Here is the list based on their position in this school and their education background.

Table 2

No.	Name	Education Background	Position	Duty
1.	Dra. Siti Abidah Thohayah	IIQ	Principal	Aqidah Akhlak
2.	Drs. Sutarto M.Pd.	IKIP	Vice Principal	MTK
3.	Syaefullah	UIN	Vice Principal	SKI
4.	Nurul Khoiriyah S.Pd.	UNJ	Homeroom Teacher	IPS
5.	Suyatno S.Pd.	UTP	Homeroom Teacher	Penjas
6.	Ike Handayani S.Ag.	IAIN	Homeroom Teacher	Fiqh/Qurdits
7.	Dra. Tuty Rahayu	IAIN	Homeroom Teacher	B. Inggris
8.	Ida Farida	STKIP K	Homeroom Teacher	PPKN
9.	Wadi'in S.Pd.	UIN	Homeroom Teacher	B. Arab
10.	Sumardi S.Ag.	IAIN	Teacher	B. Indonesia
11.	Ahmad Baihaqi S.H.I.	PTIQ	Homeroom Teacher	Mulok
12.	Heriyanto S.Pd.	UIN	Homeroom Teacher	IPA
13.	Abdul Azis S.Pd.	UIN	Homeroom Teacher	MTK
14.	Djayadi	UIN	Head of the Lab.	TIK
15.	Rina Fakhriyani S.Pd.	UPI	Teacher	B. Indonesia
16.	Yumaenah S.Pd.	IAIN	Teacher	B. Inggris/IPS
17.	Ayu Diyah Harni Susanti	UIN	Teacher	B. Inggris
18.	Mustain S.Ag.	UIN	Teacher	KTK
19.	Suryati	UIN	Administration	T.U. Keu
20.	Iman Darojah	UIN	Administration	T.U. Keu
21.	Dashwira Nofiandi	UNPAM	Administration	Sekretaris
22.	Sudarnoto	-	Cleaning Service	Cleaning Service

b. School's Facilities

Soebono Mantofani Foundation's land area was bought in 1991. It is 17, 238 of square meters large. While the width of MTs. building is 48 x13 square meters. It was built in 1996. Below is the specification of MTs. Soebono Mantofani facilities.

Table 3

No.	Facilities	Total
1.	School Building	1
2.	Classroom	9
3.	Praying Room/Mosque	2
4.	Principal's Room	1
5.	Teachers' Room	1
6.	Library	1
7.	Teacher's Restroom	2
8.	Students' Restroom	4
9.	Hall	1
10.	Computer Lab.	1
11.	Science and Biology Lab.	1
12.	School Yard	1
13.	Canteen	1
14.	Announcement Board	5
15.	Administration Room	2
16.	Securities' Room	1
17.	OSIS Room	1
18.	Flagpole	1

C. Research Method

In this research, the writer used pre-experiment method by using “one group pre-test and post-test design,” where the writer did an experiment in a single group only.

D. Population and Sampling

The population of this research is the students of ninth grade in Islamic Junior High School (MTs.) Soebono Mantofani Jombang – Ciputat. There are three classes in this grade and the amount of students is 104. The writer

chooses IX.1 class with 30 students as the sample to observe by using cluster random sampling.

E. Instrumentation

To know the effectiveness of teaching speaking by using role play, the writer gives oral test to the students. Because the test is oral test, the writer divided the score into five criteria, which are the scores of pronunciation, grammar, vocabulary, fluency and comprehension. Each criteria, then, is rated into five scale of rating scores, it is based on David P. Haris' scale rating scores.²⁴

After that, to get the mean, the scores from all criteria are sum and divided into five. The pre-test had been given before the treatment was given. Moreover, the post-test was given after he had given the treatment to the class.

F. Procedures of Data Collecting

One important thing 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

²⁴ David P. Haris, *Testing English as a Second Language*, (New York: Mc. Graw Hill Book Company, 1969), p. 84-85

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.

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 4

No.	Teacher Activities	Students Activities
1.	<p>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>.”</p>	<p>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?”</p>
2.	<p>Teacher asks the students to prepare a piece of paper. On this paper, the teacher asks them to write the following things:</p> <ol style="list-style-type: none"> 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 favorite 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. e. A job they don’t like. f. Their favorite job that they would like to do. g. A description of their dream house, for example is by the sea side, in the mountain, or near by the river, etc. h. Finally, they describe what country they would really like to live in. 	<p>Students prepare a piece of paper and write eight points that the teacher has told them.</p>
3.	<p>Teacher ask the students to change character to the person they have described on the piece</p>	<p>The students change character to the person they have described on the piece of paper and try to</p>

	<p>of paper. Here are the points above mean:</p> <ol style="list-style-type: none"> 1. This is their name. 2. This is their husband's or wife's first name. 3. This indicates the number of children they have. 4. This indicates the children's names. 5. This is their job. 6. This is their husband's or wife's job. 7. This describes the family house and tells the listener where it located. 8. This last point tells what country they come from. 	remember it.
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 teacher gives them cues by giving them vocabulary, grammar, idiomatic expressions and sentences that might be</p>	<p>Students take notes about the cues, study and memorize it.</p>

	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 5

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.
3.	Teacher does not correct the students' 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 6

No.	Teacher Activities	Students Activities
1.	Teacher asks one of them to represent his/her own group to report all information that he/she gets from the role play.	Each group sent their representation to report the information or the goal that he/she gets from the role play.
2.	Teacher giving feedback on grammar or pronunciation	Students pay attention, listen carefully, and take notes to the

problems that she herds during the role play.	teacher's explanations.
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The method that was used in this final stage is dialogue method. It was used to know the students' 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 students' response according to the role play that they have done and closes the lesson by saying "Alhamdulillah" together.

G. Technique of Data Analysis

Having got the data from pre-test, they were analyzed and processed by using statistic calculation of T-test formula with significance degree 5% and 1%.²⁵ The formula as follows:

²⁵ Prof. Dr. Sugiyono, *Statistik Penelitian*, (Bandung: Alfabeta, 2004) lampiran

$$t_o = \frac{MD}{SE_{MD}}$$

t_o : Test observation

MD : Mean of differences; the average score from the differences gained scores between I variable and II variable, which are calculated with the formula;

$$MD = \frac{\sum D}{N}$$

$\sum D$: Total score between I variable (X variable) and II variable (Y variable).

And D is gained with formula; $D = X - Y$

N : Number of cases

SD_D : The standard deviation from differences between score of X variable and Y variable, which is gained with the formula;

$$SD_D = \sqrt{\frac{\sum D^2}{N} - \left[\frac{\sum D}{N} \right]^2}$$

SE_{MD} : The standard error from mean of differences that is gained with the formula;

$$SE_{MD} = \frac{SD_D}{\sqrt{N-1}}$$

df : Degree of freedom with formula: $N-1$

CHAPTER IV

RESEARCH FINDINGS

A. Description of Data

After conducting the research, the writer obtained two kinds of data; the scores of pre-test and the scores of post-test.

1. The Pre-Test Scores

The data of the pre-test scores can be seen in the table 7 below:

Table 7

No.	Pronunciation	Grammar	Vocabulary	Fluency	Comprehension	Total
1.	60	60	62	60	60	302
2.	66	60	70	65	70	331
3.	84	75	80	83	80	402
4.	62	62	65	60	64	313
5.	78	70	77	75	80	380
6.	75	70	76	73	78	372
7.	80	72	78	75	80	385
8.	65	60	63	63	65	316
9.	70	65	70	70	70	345
10.	90	85	90	90	90	445
11.	73	68	70	70	75	356
12.	68	65	70	70	70	343
13.	62	62	68	63	66	321
14.	83	86	85	80	90	424
15.	73	73	75	70	75	366
16.	60	60	63	62	63	308
17.	68	70	78	65	75	356
18.	70	69	74	73	70	356
19.	80	74	77	82	80	393
20.	70	70	75	70	78	363
21.	77	80	80	75	80	392
22.	64	60	70	62	67	323

23.	60	60	65	60	64	309
24.	67	66	70	65	70	338
25.	85	80	90	84	85	424
26.	72	70	80	70	75	367
27.	63	70	70	64	77	344
28.	75	70	78	76	75	374
29.	72	75	75	70	75	367
30.	60	60	64	62	65	311

After the data is analyzed, it shows that the mean (\bar{x}) is 357,53 the standard deviation is 37,540 the median is 356 the highest score is 445 and the lowest score is 302.

2. The Post-Test Scores

The data of the post-test score can be seen in the table 8 below:

Table 8

No.	Pronunciation	Grammar	Vocabulary	Fluency	Comprehension	Total
1.	60	60	65	62	65	312
2.	66	63	73	65	75	342
3.	85	80	82	85	86	418
4.	63	63	68	62	66	322
5.	80	73	80	75	82	390
6.	78	70	80	73	80	381
7.	80	75	80	75	85	395
8.	67	63	65	66	65	326
9.	70	70	70	75	74	359
10.	92	90	90	95	90	457
11.	73	70	70	73	75	361
12.	70	67	70	70	73	350
13.	62	62	70	65	68	327
14.	83	86	88	83	90	430
15.	73	73	80	73	75	374
16.	60	60	65	65	63	313
17.	70	73	78	70	75	366
18.	70	74	75	75	75	369
19.	80	75	80	85	83	403

20.	72	74	75	72	80	373
21.	80	80	80	77	80	397
22.	65	62	70	62	69	328
23.	60	62	65	60	65	312
24.	70	68	70	66	70	344
25.	85	85	90	86	86	432
26.	72	70	80	75	78	375
27.	64	70	70	65	77	346
28.	75	74	80	76	77	382
29.	72	75	80	70	78	375
30.	60	61	65	62	65	313

After the data is analyzed, it shows that the mean (\bar{x}) is 365,73 the standard deviation is 38,813 the median is 367,50 the highest score is 457 and the lowest score is 312.

3. The Comparison of the Test Result

The comparison of the test result can be seen in the table below:

Table 9

No.	Score of Pre-Test (X)	Score of Post-Test (Y)	$D = (X-Y)$	$D^2 = (X-Y)^2$
1.	302	312	-10	100
2.	331	342	-11	121
3.	402	418	-16	256
4.	313	322	-9	81
5.	380	390	-10	100
6.	372	381	-9	81
7.	385	395	-10	100
8.	316	326	-10	100
9.	345	359	-14	196
10.	445	457	-12	144
11.	356	361	-5	25
12.	343	350	-7	49
13.	321	327	-6	36
14.	424	430	-6	36
15.	366	374	-8	64

16.	308	313	-5	25
17.	356	366	-10	100
18.	356	369	-13	169
19.	393	403	-10	100
20.	363	373	-10	100
21.	392	397	-5	25
22.	323	328	-5	25
23.	309	312	-3	9
24.	338	344	-6	36
25.	424	432	-8	64
26.	367	375	-8	64
27.	344	346	-2	4
28.	374	382	-8	64
29.	367	375	-8	64
30.	311	313	-2	4
N= 30	$\sum X = 10726$	$\sum Y = 10972$	$\sum D = -246$	$\sum D^2 = 2342$

Based on the data in table 9, the researcher calculated the result of $\sum D = -246$ and $\sum D^2 = 2342$. Then, she tried to find out the standard deviation of differences (SD_D) with the formula:

$$SD_D = \sqrt{\frac{\sum D^2}{N} - \left[\frac{\sum D}{N} \right]^2}$$

$$SD_D = \sqrt{\frac{2342}{30} - \left[\frac{-246}{30} \right]^2}$$

$$SD_D = \sqrt{78,07 - (-8,2)^2}$$

$$SD_D = \sqrt{78,07 - 67,24}$$

$$SD_D = \sqrt{10,827}$$

$$SD_D = 3,29$$

To find out the mean of differences (MD) between variable X and Y, the researcher used the formula:

$$MD = \sum \frac{D}{N}$$

$$MD = \frac{-246}{30}$$

$$MD = -8,2$$

After gaining the result of $SD_D = 3,29$ the researcher calculated the standard error from mean of differences (SE_{MD}) between variable X and Y:

$$SE_{MD} = \frac{SD_D}{\sqrt{N-1}}$$

$$SE_{MD} = \frac{3,29}{\sqrt{30-1}}$$

$$SE_{MD} = \frac{3,29}{\sqrt{29}}$$

$$SE_{MD} = \frac{3,29}{5,38}$$

$$SE_{MD} = 0,611$$

The last calculation is determining the result of t observation (t_o) of the test with formula:

$$t_o = \frac{MD}{SE_{MD}}$$

$$t_o = \frac{-8,2}{0,611}$$

$$t_o = -13,420$$

The result -13,420 indicated that there was a difference of degree as much as -13,420. Regardless the minus, it doesn't indicate negative score.

Then, to complete the result of the research, the writer finds out the degree of freedom (df) with the formula:

$$df = N - 1$$

$$= 30 - 1$$

$$= 29$$

df = 29 (see table of "t" value at the degree of significance of 5% and 1%)

At the degree of significance 5% = 2,045

At the degree of significance 1% = 2,756

The result is $2,045 < 13,420 > 2,756$

The result of analyzing the data by using the above formula shows that the coefficient is 13,420. It means that there is a significance increase after the role play is used to teach speaking.

B. Interpretation

Having analyzed the data of pre-test and post-test by using t-test formula, the result shows that the coefficient is 13,420. It means that there is a significance increase in teaching speaking by using role play.

From the result of calculation, it is obtained the value of the t observation (to) is 13,420 the degree of freedom (df) is 29 (obtained from $N-1 = (30 - 1 = 29)$). The writer used the degree of significance of 5% and 1%. In the table of significance, it can be seen that on the df 29 and on the degree of significance of 5% and 1%, the value of degree of significance are 2,045 and 2,756. If the to compared with each value of the degrees of significance, the result is $2,045 <$

13,420 > 2,756. Since the score obtained from the result of calculating, the alternative hypothesis (H_a) is accepted and the null hypothesis (H_0) is rejected.

1. If the result of t observation is higher than t table ($t_o > t_t$), the null hypothesis (H_0) is rejected and alternative hypothesis (H_a) is accepted. It means that there is a significance difference between variable X and variable Y .
2. If the result of t observation is lower than t table ($t_o < t_t$), the null hypothesis (H_0) is accepted and alternative hypothesis (H_a) is rejected. It means that there is no significance difference between variable X and variable Y .

Based on the result of the data analysis, it is proven that the students' score of speaking taught by using role play is better. It means that the use of role play in teaching speaking is quite effective. Another reason based on the students' responses is because most students find that role play is enjoyable. This reason leads to better attention in learning and stimulate them to participate in role play activities.

But the problem that they faced mostly is lack of confidence and lack of vocabulary. In the early stages of the role play the students were uncomfortable and uncertain. This led to initial lapses of silence. But soon they began helping one another to decide who should speak. Towards the end, their shyness left them and they began prompting each other with ideas.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the research, the writer concludes that:

1. From the result of the analysis of the research, it is proven that the students' score of speaking taught by using role play is better. This result has answered the research question that the use of role play in teaching speaking is quite effective.
2. The use of role play makes the speaking and learning activity more enjoyable and interesting. It's because role play helps the shy students by providing a mask, where students with difficulty in conversation are liberated. In addition, it is fun and most students will agree that enjoyment leads to better learning.
3. In role play, the world of the classroom is broadened to include the outside world. This offers a much wider range of language opportunities. So, the students can be anyone and in any situation they wish.
4. The use of role play makes the class more active and alive. Students are willing to participate without any forces from the teacher.
5. The use of role play makes the students more motivated in learning and easier to grasp the lesson.

6. Problems that the students faced mostly in role play are lack of confidence and lack of vocabulary.

B. Suggestion

The success in teaching doesn't depend on the lesson program only, but more important is how the teacher presents the lesson and uses various techniques 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:

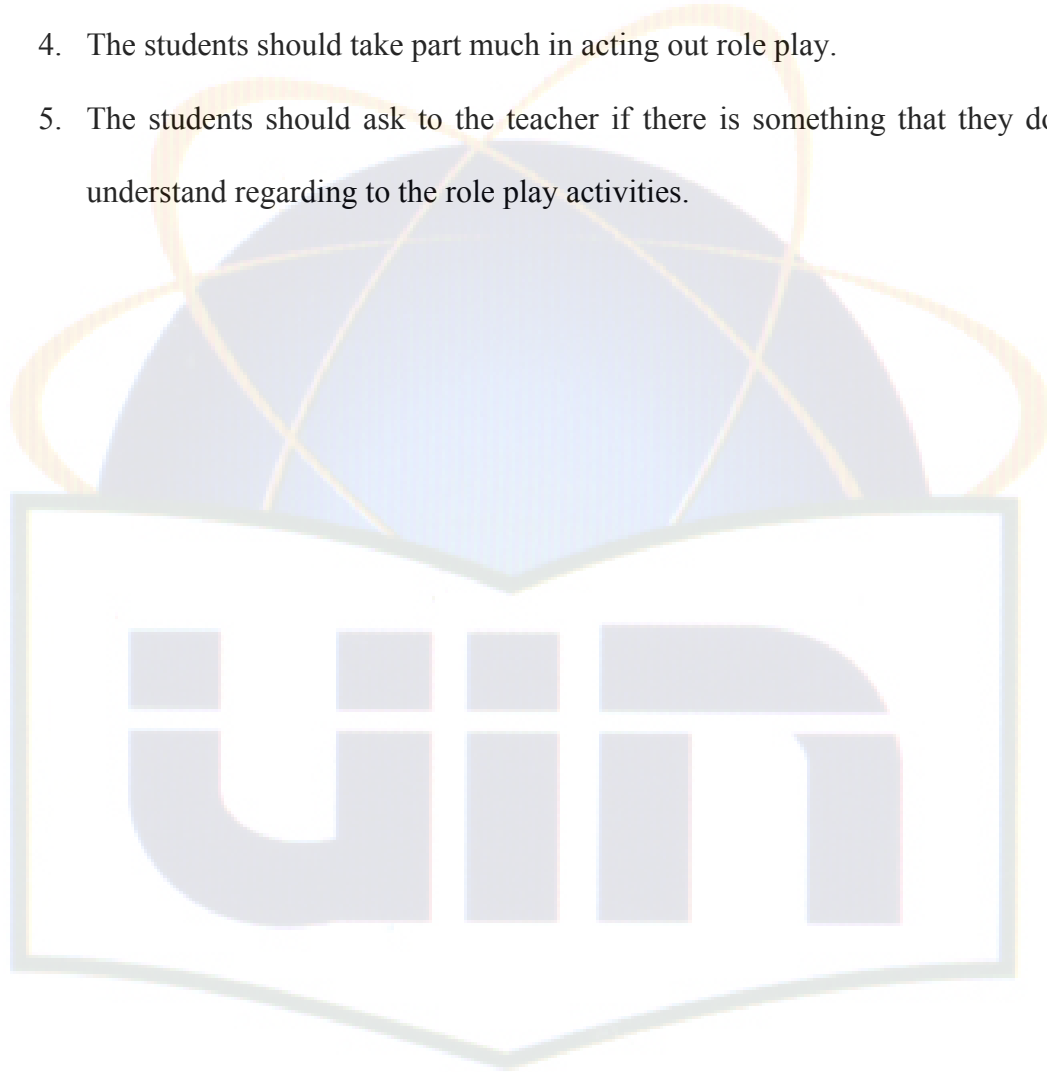
For the teacher:

1. The teacher should choose the materials that are appropriate and not too difficult for the students.
2. 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.
3. The teacher should keep control the students' activities.
4. The teacher should present the language in an enjoyable, relaxed and understandable way.

For the students:

1. The students are hoped not to be shy in acting out their role.
2. The students are hoped to be active and creative 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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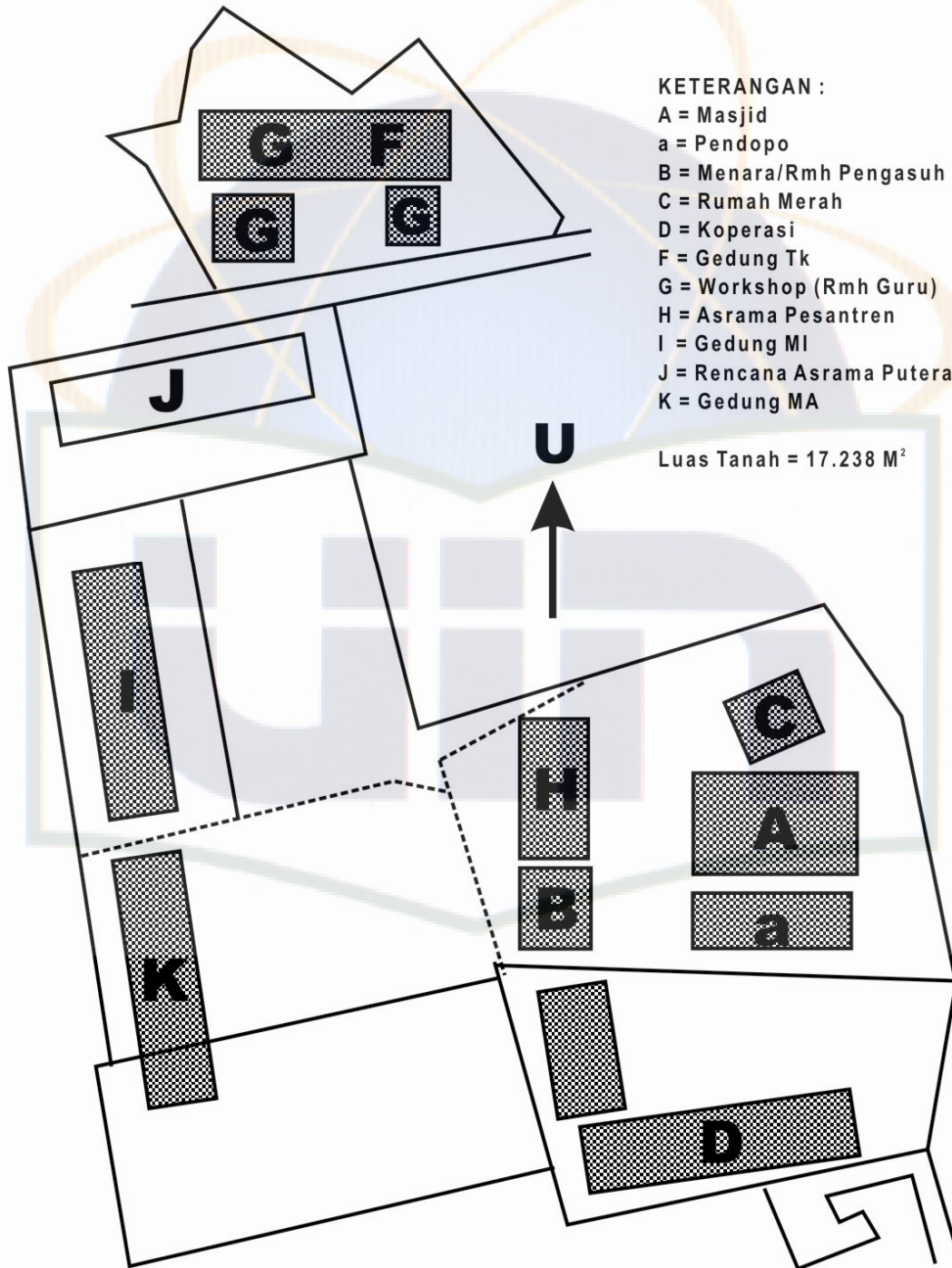
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DENAH TANAH DAN GEDUNG YAYASAN SOEBONO MANTOFANI



**THE AMOUNT OF STUDENTS
IN 2006/2007 ACADEMIC YEAR**

No.	Class	Male	Female	Total
1.	VII.1	22	20	42
	VII.2	20	22	42
	VII.3	21	21	42
	VII.4	19	24	43
2.	VIII.1	16	18	34
	VIII.2	19	15	34
3.	IX.1	17	19	36
	IX.2	20	14	34
	IX.3	20	14	34
Total		174	167	341

**TEACHERS' DESCRIPTION BASED ON
THEIR EDUCATION BACKGROUND AND THEIR POSITION**

No.	Name	Education Background	Position	Duty
1.	Dra. Siti Abidah Thohayah	IIQ	Principal	Aqidah Akhlak
2.	Drs. Sutarto M.Pd.	IKIP	Vice Principal	MTK
3.	Syaefullah	UIN	Vice Principal	SKI
4.	Nurul Khoiriyah S.Pd.	UNJ	Homerom Teacher	IPS
5.	Suyatno S.Pd.	UTP	Homerom Teacher	Penjas
6.	Ike Handayani S.Ag.	IAIN	Homerom Teacher	Fiqh/Quridits
7.	Dra. Tuty Rahayu	IAIN	Homerom Teacher	B. Inggris
8.	Ida Farida	STKIP K	Homerom Teacher	PPKN
9.	Wadi'in S.Pd.	UIN	Homerom Teacher	B. Arab
10.	Sumardi S.Ag.	IAIN	Teacher	B. Indonesia
11.	Ahmad Baihaqi S.H.I.	PTIQ	Homerom Teacher	Mulok
12.	Heriyanto S.Pd.	UIN	Homerom Teacher	IPA
13.	Abdul Azis S.Pd.	UIN	Homerom Teacher	MTK
14.	Djayadi	UIN	Head of the Lab.	TIK
15.	Rina Fakhriyani S.Pd.	UPI	Teacher	B. Indonesia
16.	Yumaenah S.Pd.	IAIN	Teacher	B. Inggris/IPS
17.	Ayu Diyah Harni Susanti	UIN	Teacher	B. Inggris
18.	Mustain S.Ag.	UIN	Teacher	KTK
19.	Suryati	UIN	Administration	T.U. Keu
20.	Iman Darojah	UIN	Administration	T.U. Keu
21.	Dashwira Nofiandi	UNPAM	Administration	Sekretaris
22.	Sudarnoto	-	Cleaning Service/Office Boy	Cleaning Service/Office Boy

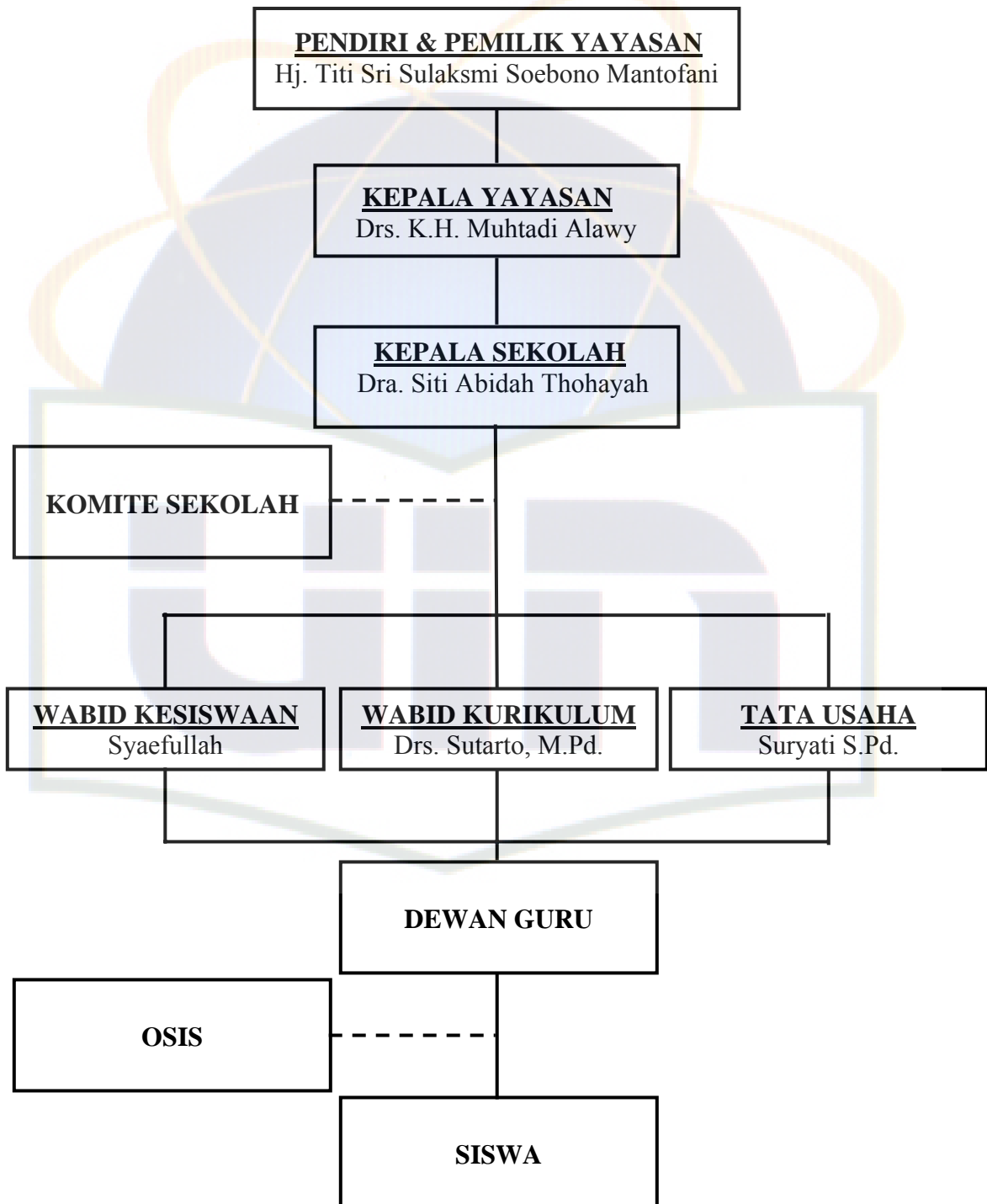
SCHOOL FACILITIES IN MTS. SOEBONO MANTOFANI

2006/2007

No.	Facilities	Total
1.	School Building	1
2.	Classroom	9
3.	Praying Room/Mosque	2
4.	Principal's Room	1
5.	Teachers' Room	1
6.	Library	1
7.	Teacher's Restroom	2
8.	Students' Restroom	4
9.	Hall	1
10.	Computer Lab.	1
11.	Science and Biology Lab.	1
12.	School Yard	1
13.	Canteen	1
14.	Announcement Board	5
15.	Administration Room	2
16.	Securities' Room	1
17.	OSIS Room	1
18.	Flag pole	1

STRUKTUR ORGANISASI MTS. SOEBONO MANTOFANI

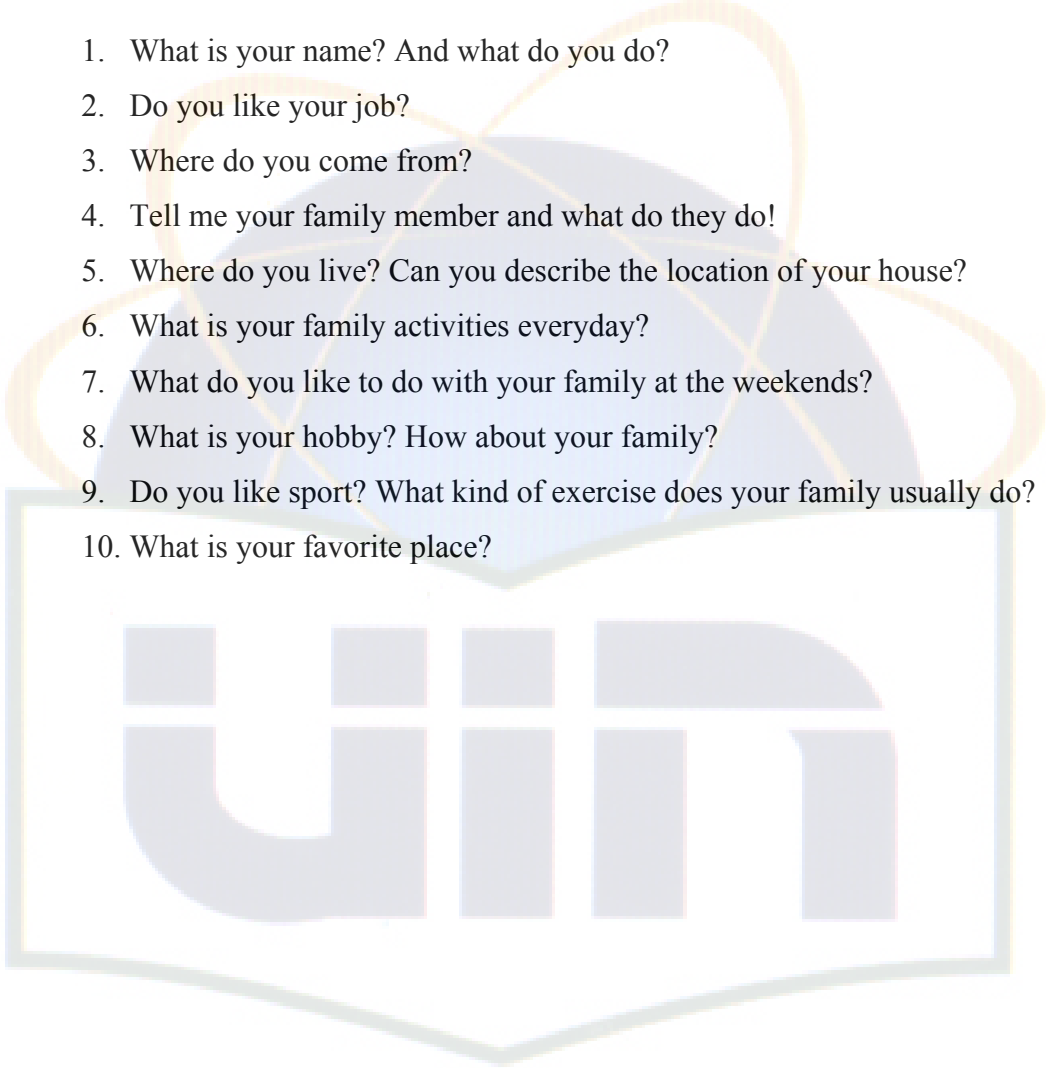
2006/2007



THE MATERIALS FOR ORAL TEST

These materials are given in pre-test and post-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 favorite place?



U H

Tabel Uji t
NILAI-NILAI DALAM DISTRIBUSI t

α untuk uji dua pihak (two tail test)						
	0,50	0,20	0,01	0,05	0,02	0,01
α untuk uji satu pihak (one tail test)						
dk	0,25	0,10	0,05	0,025	0,001	0,005
1	1,000	3,078	6,314	12,706	31,821	63,657
2	0,816	3,886	2,290	4,303	6,695	9,925
3	0,765	3,638	2,353	3,182	4,541	5,841
4	0,741	1,533	2,132	2,776	3,747	4,604
5	0,727	1,476	2,012	2,776	3,365	4,032
6	0,718	1,440	1,943	2,571	3,143	3,707
7	0,711	1,415	1,896	2,447	2,998	3,499
8	0,706	1,397	1,860	2,365	2,896	3,355
9	0,703	1,383	1,853	2,306	2,821	3,250
10	0,700	1,372	1,812	2,262	2,764	3,169
11	0,697	1,369	1,796	2,228	2,718	3,106
12	0,695	1,365	1,782	2,201	2,681	3,055
13	0,692	1,350	1,771	2,179	2,650	3,012
14	0,691	1,345	1,761	2,160	2,624	2,977
15	0,690	1,341	1,753	2,145	2,602	2,947
16	0,689	1,337	1,746	2,131	2,583	2,921
17	0,688	1,333	1,740	2,120	2,567	2,898
18	0,688	1,330	1,734	2,110	2,552	2,878
19	0,687	1,328	1,729	2,096	2,539	2,861
20	0,687	1,325	1,725	2,086	2,528	2,845
21	0,686	1,323	1,721	2,080	2,518	2,831
22	0,686	1,321	1,717	2,074	2,508	2,819
23	0,685	1,319	1714	2,069	2,500	2,807
24	0,685	1,318	1,711	2,064	2,492	2,797
25	0,684	1,316	1,708	2,060	2,485	2,787
26	0,684	1,315	1,706	2,056	2,479	2,779
27	0,684	1,314	1,703	2,052	2,473	2,771
28	0,683	1,313	1,701	2,048	2,467	2,763
29	0,683	1,311	1699	2,045	2,462	2,756
30	0,683	1,310	1,697	2,042	2,457	2,750
40	0,681	1,303	1,684	2,021	2,423	2,704
60	0,679	1,296	1,671	2,000	2,390	2,660
120	0,677	1,289	1,658	1,980	2,358	2,617
∞	0,674	1,282	1,645	1,960	2,326	2,576

Rating Scores of Oral Test (Courtesy of David P. Haris)

No.	Criteria	Rating Scores	Comments
1.	Pronunciation	95 - 100	Have few traces of foreign accent.
		85 - 94	Always intelligible, though one is conscious of a definite accent.
		75 - 84	Pronunciation problems necessitate concentrated listening and occasionally lead to misunderstanding.
		65 - 74	Very hard to understand because of pronunciation problems. Must frequently be asked to repeat.
		Below 65	Pronunciation problems to severe as to make speech virtually unintelligible.
2.	Grammar	95 - 100	Makes few (if any) noticeable errors of grammar and word order.
		85 - 94	Occasionally makes grammatical and or word order errors which don't, however, obscure meaning.
		75 - 84	Makes frequent errors of grammar and word order which occasionally obscure meaning.
		65 - 74	Grammar and word order errors make comprehension difficult. Must often rephrase sentences and or restrict him to basic pattern.
		Below 65	Errors in grammar and word order as severe as to make speech virtually unintelligible.
3.	Vocabulary	95 - 100	Use of vocabulary and idioms is virtually that of native speaker.
		85 - 94	Sometimes uses inappropriate terms and or must rephrase ideas because of lexical inadequate vocabulary.
		75 - 84	Frequently uses the wrong words; conversation somewhat limited because of inadequate vocabulary.
		65 - 74	Misuse of words and very limited vocabulary makes comprehension quite difficult.
		Below 65	Vocabulary limitations so extreme as to make conversation virtually impossible.
4.	Fluency	95 - 100	Speech as fluent and effortless as that of a

			native speaker.
		85 - 94	Speed of speech seems to be slightly affected by language problem.
		75 - 84	Speed and fluency are rather strongly affected by language problem.
		65 - 74	Usually hesitant; often forced into silence by language limitation.
		Below 65	Speech is as halting and fragmentary as to make conversation virtually impossible.
5.	Comprehension	95 - 100	Appears to understand everything without difficulty.
		85 - 94	Understand nearly everything at normal speed, although occasionally repetition may be necessary.
		75 - 84	Understand most of what is said at slower than normal speed without repetition.
		65 - 74	Has great difficulty following what is said. Can comprehend only "social conversation" spoken slowly and with frequent repetition.
		Below 65	Can not be said to understand even simple conventional English.

