The objective of the research was to study the effects of teaching method on the student’s speaking ability by considering the learner’s achievement motivation. The study was conducted at UIN Syarif Hidayatullah Jakarta, English Department. The study employed the experimental method with 2 x 2 factorial design. The sample of the study was forty four students from forth semester, selected from both study programs by employing the multy-stage random sampling technique.

The data were analyzed by using a two way ANOVA. The results of the research indicated that the students’ speaking ability that followed the Role Play teaching method was higher than that of those followed the expository teaching method. Furthermore, the students with high motivation achievement have higher speaking ability than those with low achievement motivation. There was an interaction effect of the teaching method used and the student’s achievement motivation on their speaking ability.

Further analysis carried out by employing the Tuckey test shows that the high achievement motivation students that were taught by using role play teaching method gained higher learning results in speaking than the learning results of the students who followed the expository teaching method. Furthermore, The speaking ability of the students with low achievement motivation that were taught by the role play teaching method gained higher learning results in speaking than the learning results of the students who followed the expository teaching method.

Both teaching method and achievement motivation affect students’ speaking ability and that there is an interaction effect of the teaching
methods and the student’s achievement motivation on the students’ speaking ability.

Key Words: Speaking Ability, Teaching Method, and Achievement Motivation

INTRODUCTION
Teaching management refers to an attempt to set the effectiveness of teaching based on concepts and principles of outlined teaching from the educational philosophy adopted. Therefore, the task of the lecturer begins from teaching planning and end by giving the assessment. Results of the assessment will be used as feedback for further improvement of teaching.

The success of teaching is said to be effective if there is efficacy in teaching in an effort to implement a dynamic balance between quality and quantity of teaching. The criteria of teaching effectiveness related to: (1) process; (2) the characteristics of the lecturer; and (3) gained results. These three criteria can be described as follows: First, the teaching process involves lecturer's behavior which is assessed based on its activities in preparing the plan, implementation, and evaluation of the implementation of the teaching plan. Second, lecturer’s characteristics associated with intelligence, decency, fluency, personality, health, and honesty. Third, expected outcomes, which is a rate of change in the behavior of students in accordance with its intended purpose in learning activities.

In addition, the effectiveness of teaching in schools can also be determined by the approaches, methods and techniques of teaching. The method is an overall plan for the presentation of language material in a neat and orderly, no parts are contradictory, and all of it is based on the approach chosen. The technique is implementation which actually plays a role in the classroom. Technique is a deception, trickery, or invention that is used to complete a direct purpose of teaching.

Accordingly, the selection of teaching methods in teaching and learning English is important to note and consider by lecturer. When the teaching methods used in accordance with the wishes of students, then certainly there will be a feeling of pleasure in themselves and will have implications on learning outcomes. However, when the method used does not comply with the wishes of students, it would be difficult for lecturers to predict the success of English language teaching itself.

No exception in terms of ability to speak, to develop speaking skills, an English lecturer must seek and find methods and techniques that are more effective. By applying the techniques vary, teachers can make learning more interesting for students and help stop the uninteresting lessons.

In addition, students are required to master the vocabulary words in the English language itself. Impossible for a student is able to speak English if he does not master the vocabulary of the language. Aside from the vocabulary, the most important factor in the ability to speak to a student is her/his achievement motivation. Achievement motivation is an inner urge of students in learning activities to get the best results. Achievement motivation is usually caused by the existence of a process that triggers the students do activities to get the best
performance. Achievement motivation may arise with the encouragement and attention in the form of praise, attention, a gift from the lecturer.

In reality, not all methods can be applied and used in the teaching of speaking. Many students in fact are still not able to speak fluently and correctly in English. This is due to ignorance of lecturers to use methods that fit in every subject matter. In addition, a lecturer in presenting the material is often not in line with the teaching methods resulting in the learning process. Moreover, achievement motivation in students learning English was minimal so it’s difficult for lecturers to invite students to speak in English.

On the basis of this fact, researcher considers the importance of a study to see and reveal the influence of methods of learning and achievement motivation toward students’ English Speaking Ability.

FORMULATION OF THE PROBLEM
Based on the background of the problem, then the problem can be formulated as follows.
1. Are there differences in the ability to speak English among groups of students studying the method of role play with the group of students studying with expository method?
2. Students with high achievement motivation, whether there are differences in the ability to speak English with a group of students studying with role play methods with the group of students who study with the expository method?
3. Students with low achievement motivation, whether there are differences in the ability to speak English with a group of students studying with role play methods with the group of students who study with the expository method?
4. Is there an interaction effect between methods of learning and achievement motivation on students’ speaking ability?

THEORETICAL FRAMEWORK
Speaking Ability
Language is the main instrument of communication between man and man in society. Communication can take place through interaction between a person with another person to express ideas, respond to, and give their opinions. Widdowson said that speaking generally conducted face to face and occur as part of a dialogue or turn the other verbal forms (Widdowson, 1984: 58). In line with Widdowson, Finochiaro and Bonomo (1973: 109) says that :In addition to knowing the sound, structure and vocabulary system of language, the speaker (in speaking) must think of the idea he wishes to express, either initiating the conversation or responding to a previous speaker: he must change the position of tongue and jaw in order to articulate the appropriate sounds; he must be consciously aware of the grammatical features needed to express his idea; he must be sensitive to any change in the “register” or style needed by the persons to whom he is speaking to and the situation in which the conversation is taking place.

From the above opinion, it can be concluded that the ability to speak is a compilation of various skills, such as: (1) the expertise to decide if someone wants to speak; (2) the expertise to choose the form which he would use; (3) the expertise to choose the word that fits into the form and meaning; (4) expertise to use the
arrangement of sounds, voices, tones and true form; (5) the expertise to ensure that someone wanted to talk right in the situation; (6) expertise to place tongue and lips in the right position to produce linguistics sounds. Samovar and Mills (1972: 62) further refine what is meant by Finochiaro and Bonomo, ie, speaking as a two way process of communication between the speaker and the listener. They say that verbal communication does not only require the ability to speak, but it also requires mutual understanding between speaker and listener. They define verbal communication as follows: (1) communication involves more than one person in every communication activities; (2) The communication attempts to get a response; (3) the ideas and feelings are communicated material that must be specifically designed to achieve the objectives; (4) communication is a symbolic process. All communication involve the use of several types of symbols to express ideas and feelings; (5) communication is a real process of life depends on how we adapt to the environment around us as well; (6) the receiver or listener response is a test for the effectiveness of the communication. If there is no response from the listener it means that there is no communication.

Papalia (1983: 15) says that the ability to speak English does not only depend on linguistic ability alone, but also on the notions of culture, and the functions of strategic as well as the use of language interactional in a social context for success in acquiring communicative abilities depend on how the components integrate. To that end, Savignon (1983: 21) suggested that communicative ability in English teaching should be developed by providing plenty of time to listen, to give students as much as possible the opportunity to give their response; grammatical errors made considers them as a natural part of the learning process; and perform activities in a context that includes feelings and their overall involvement.

Spolsky states “Learning to speak is never simply a matter of learning a particular language or dialect .......; it also involves learning multiple registers, that is a particular ways of using language in particular setting within that community. Learn to speak involves using the language in the background and the specific situation in the community language being studied.

M. Bygate in Spolsky (1983: 63) states oral proficiency has two integrated elements: the relative accuracy and fluency. Accuracy is a dimension that related to clarity, accuracy and, truth (correctness) of the specific message related to the speaker and the hearer (interlocutors) and linguistic norms. The success of the message is influenced by the selection, formulation and comprehensibility. This dimension includes the use of grammar, pronunciation, the selection of appropriate expression, a marker of discourse and registers.

Based on the above it can be concluded that the ability to speak is a compilation of various expertise to decide when to speak, the form to be used, the word that fits into the form and meaning, using a composition of sounds, voices, tones and correct form, convinced that someone wanted to speak proper under the circumstances, and put the tongue and lips in the right position to produce linguistics sounds.

Role Play Methods and Expository method

Role Play Method

Role playing game is an activity that is carried out with the full dynamics. The nature of the game is not as common performances, but prefers the game of, by, and
for the students. This means that the implementation of the role played entirely in the hands of students and lecturer only has a role as a mentor, guide and companion. Playing the role of a creative dramatic pattern more leads to the ability of students to use the language fluently, good, and true. In addition, these activities can accommodate artistic talents of students. Therefore, playing the role is one part of the simulation. Here, the player displays a role that has been determined in advance. Players mimic the behavior of people who will be portraying. The purpose of playing this role is to train students to face the actual situation and provide an opportunity for students to develop communication skills, especially verbal communication. Play a role also in the classroom activities that provide opportunities for students to practice the use of language, behavior aspects (roles), and the role that may be needed beyond the classroom. (Livingstone, 1983: 6)

Furthermore, Littlewood (1972: 73) says that the role playing activity, students must put himself into a situation that requires him delusional situations / the real atmosphere. Learning process with this technique can be started with the simple example to change the seating position, sing together, to guess the image to give an answer while standing on the seat, or other activities which although seemingly simple, but psychologically very useful to loosen stiffness or banish anxiety in the face of the lesson. Besides activities for learning even this is a step that is not awkward anymore when it will play a role by using conversation with gestures and movements. In this way the patterns are abstract conversation can be closely associated with the senses, so that what is learned will be absorbed better. In line with Littlewood, Slamento suggests that playing a role is an activity that form the appearance of behavior, attitudes and specific character to create imagination that can describe the actual event. (Slamento, 1991: 101)

Then, Lee (1979: 149) says that playing the role of the other aspects of the simulation. The whole situation is simulated in the classroom, and participants take on the role it has.

(1) Activity in playing a role

According to Littlewood, there are three types of playing a role, namely: (a) play a role through dialogue. This activity is the simplest form of role-playing activities. In this activity, students have the cards printed separately as a signal / code for them. Each card has a cue, so that each student has to listen to his friend prior to formulate a specific response. These signals, also helps students to predict the large proportion of what will be delivered and to prepare a list of the public for their response. This form, help students who have difficulty in forming spontaneity; (b) play a role in signaling and information. In this activity, if a student is given a detailed cue, the others were given only the information necessary to help him respond. Thus, the main structure to interact with students coming from cue A. Students can introduce variations and additions without making the students confused. Student B responded role only. This type of framework is usually suitable for situations where there are volunteers. There are many situations in which a person requiring information or services; (c) play a role in the form of a debate. In this activity students were told to argue or discuss a real issue. Students here serve to ensure that they (1) really share
their knowledge on the issue; and (2) have different opinions or interests to survive or maintain opinions. At the end of this activity students must produce a clear decision.

**Expository Method**

Expository method in this study lead to the understanding of the conventional method in the sense as a method commonly used by lecturers in the learning process in the classroom. This method is based on the view that the state or condition of class and dissemination of knowledge is controlled and determined by the lecturer. Expository method is difficult to define because there are no boundaries or a clear understanding. Experts areas of learning such as Johnson said that expository sometimes referred to as deductive learning. (Johnson, 1979: 85). This method starts with the concepts or principles will be taught, followed by giving illustrations or examples. Learners submit material that is so, provide answers to the problems posed by the learner only receive instructional materials delivered by the learner even swallowed and memorize what is in the textbook.

Rheba (1971: 77) defines as teaching expository method describes a lecture material directly to students. Furthermore, Ausubel in Djiwandono (1989: 86) defines expository as teaching using deductive approach, which begins by introducing general concepts, and then submit examples of more specialized and there is always a link between what is already known to the students with new information. In learning with expository method, lecturers are holding the role of controlling the course process of learning by doing active activities, while the students are relatively passive accept and follow what is presented by the lecturers. Learning with expository method is a learning process that is more centered on the lecturer (teacher centered), lecturer serves as the primary conduit of information. (Jacobsen, 1989: 166) In the expository method described learning students receive less and less active role. Lecturer in learning more dominant in presenting lecture material by giving an explanation to the students about the data, facts, information to be taught.

In this method, students are expected to capture and remember information that has been given by the lecturers and can express what has been owned by the response he gave when they are asked some questions by the lecturer. This method tends to make students passive learning as one-way communication. Students just listen, take notes, and occasionally asked about what things were delivered by lecturers. Therefore, in this expository method, teachers should be good at choosing and determining the tone of voice so that the sound is quite clear and understandable will generate and attract the interest and attention of students in learning. (Roestiyah, 1982: 68)

The learning process with expository method implemented by the lecturer in a way to explain or provide information through lectures, demonstrations, play movies, and assignments as well as through discussions, hopely students can easily learn it. Specifically expository method more contradictory to the provision of information to students as quickly and effectively as possible. In addition to what has been described above, the expository method can be performed using the data or
other information such as books, magazines, newspapers, film strips, pictures and other sources. If this method implemented properly will be able to make an effective method.

3. The nature of Achievement Motivation
A person's behavior is essentially determined by the desires, needs, drives, motion of the heart in a person who is directed to the goal. This desire will encourage someone to behave and encouragement is called motivation. (Thoha, 1986: 43) Motivation question about how to stimulate workers so that they are willing to work hard to provide all the capabilities and skills to achieve organizational goals. Motivation is important because the motivation of the expected individual willing to work hard and enthusiastically to achieve performance. (Anogora, 1995: 73) Furthermore, according to Bernardin (1993: 410) the motivation is that result from an individuals desire to satisfy these need. The point is a result of a person's desire to satisfy their needs.

According to Hasibuan (1998: 95) motivation is the driving force provision that creates the excitement of a person in order to cooperate, to work effectively and integrate with all its resources to achieve satisfaction. Furthermore it is said that the psychological aspects of human beings who will contribute to the person's level of commitment, including the factors that cause, distribute, and maintain human behavior in the direction of a certain determination. Thus motivating means a process based on knowledge of what makes people move. In harmony with these opinions, Westerman says motivation is a set of processes that encourage the person's behavior and lead to the achievement of several goals, or in other words it encourages someone to do something that should be done well and voluntarily.

Another opinion says, motivation is what makes people really try and put out energy for the sake of what they do. Motivation is also meant to move people to do something because they themselves want to do. (Denny, 1997: 2) Motivation is a means to reduce and manipulate a difference. In addition, the motivation to persuade people in a specific way that the goal is technically expressed by motivator. Naturally, this purpose as well as the system must be in accordance with the policy of the organization, motivation system must be adapted to the situation of the organization.

Furthermore, given the sense of motivation as follows: (1) personal needs; (2) the objectives and perceptions of people or groups concerned; and (3) how and to what the needs and objectives will be realized. Chris Argyrism motivation theory and Practice, 2001, p. 2. (http://www.eccel-team.com/motivation/theory-01.html). Maslow (1984: 74) classifies human needs of three kinds of needs, namely the need for achievement, the need for affiliation, and the need for power. Need for achievement (achievement motivation) Maslow defined as a passion or desire to do everything as well as possible, because they want to open a special award or prestige but to achieve satisfaction in the mind of the individual. Tafiardi (1996) defines the achievement motivation as a certain way of thinking that makes him behave aggressively to achieve something or achievement results.
According to Goleman, four motivational abilities are generally owned by the staff performers are: (1) the urge to improve or meet a standard of excellence. People with these skills: (a) a results-oriented, with high morale to achieve goals and meet the standards; (b) set challenging goals and take calculated risks; (c) seek information as much as possible in order to reduce uncertainty and find a good way; (d) continue to learn to improve their performance, (2) commitment, which is aligned with the target group or institution. People with these skills: (a) be ready to sacrifice for the fulfillment of the target institution is more important; (b) feel the encouragement in the larger mission; (c) using the group values in decision making and elaboration of options; (d) actively seek opportunities to fulfill the mission of the group, (3) initiative, which is a readiness to take advantage of the opportunity. People with these skills: (a) ready to take advantage of opportunities; (2) pursue targets more than required or expected of them; (e) Failure to comply with the limits and rules that principle if necessary so that the task can be carried out; (d) invite other people to do something unusual and nuanced adventure, (4) optimism, namely persistence in striving for goals despite obstacles and failures. People with these skills: (a) diligence in pursuing goals despite many obstacles and failures; (b) working with hope for success rather than fear of failure; (c) consider the failure as a situation that can be controlled rather than as a personal shortcoming. In connection with the three elements that can build motivation, namely (1) the motivation starts because there is a need, vision, desire to obtain something that looks, it's possible to acquire so it needs creativity; (2) need love to learn, meaningful, willing to bear the risk; and (3) desire to overcome obstacles. http://www.Motivation-tools.coms / elements / three-elements.html /

Based on the above, it can be concluded that students' achievement motivation is the satisfaction in him to do learning activities based on what they have studied before, with the indication of: (a) strive to always be successful in learning; (b) seeks to initiate the study; (c) responsible for the learning tasks assigned to them; (d) trying to get feedback on learning activities done.

Hypotheses
1. First, the speaking ability of students who studied by the role-play method was higher than that of students who learned by expository method.
2. Second, the student who has high achievement motivation, studied by role play technique, their speaking ability was higher than that of learning with expository method.
3. Third, the student who has low achievement motivation capability, studied by role play method, their speaking ability was higher than that of learning with expository method.
4. Fourth, there is an interaction effect between methods of learning and achievement motivation on students' speaking ability.

Research methodology
The method used in this study is an experiment with a 2 x 2 factorial design. The experimental method was used to examine whether there is a causal relationship by
providing treatment of the experimental group and then the results are compared with the results of the control group. In this research given the treatment outcomes of learning to speak English with role play and expository methods.

In this study, the population is unattainable entire students of English Education of UIN Syarif Hidayatullah Jakarta. Population is the students of fourth semester of the academic year 2014-2015. Sampling was done by using multi-stage cluster random sampling. First, determine the Tarbiyah Faculty of Teacher’s Training State Islamic University Syarif Hidayatullah Jakarta as a place to study.

Second, purposive sampling, by setting the fourth semester students who are in the English Language Study Program as class research.

Third, choose one class as an experiment class by using role play method from I B class and expository method derived from class I C. Fourth, each group is divided into two groups, namely the group of students who have high achievement motivation and a group of student who has low achievement motivation. Determination of student achievement motivation members of the population carried out by using a questionnaire. Scores obtained from the questionnaire, then rated as much as 27% above stated groups as groups that have high achievement motivation, while 27% below the group declared a group that has low achievement motivation. Making 27% of each group top and bottom group based on the recommendation of Guilford.

Fifth, determine each member of each cell sample. After rating 30 students was selected as the experimental group and 30 students as a control group. Of the 30 students who have the capability of high achievement motivation, 11 students occupy a role-playing method group and 11 students who occupy group expository method. This is also true for the 30 students who have low achievement motivation, 11 students occupying the role play method group and 11 students occupying group expository method.

RESEARCH RESULT

| Table 1: Description of Data for Testing Research Hypothesis |
|-----------------|-----------------|-----------------|-----------------|
| SUMMARY         | MBP             | ME              | Total           |
| Count           | 11              | 11              | 22              |
| Sum             | 830             | 712             | 1542            |
| Average         | MBT             |                 |                 |
|                 | 75.45454545     | 64.72727273     | 70.09091        |
|                 | 5.672727273     | 6.61818182      | 35.99134        |
| Count           | 11              | 11              | 22              |
| Sum             | 722             | 782             | 1504            |
| Average         | MBR             |                 |                 |
|                 | 65.63636364     | 71.0909091      | 68.36364        |
|                 | 7.854545455     | 6.6909090      | 14.71861        |
| Total           |                 |                 |                 |
| Count           | 22              | 22              |                 |
| Sum             | 1552            | 1494            |                 |
| Average         | ME              |                 |                 |
|                 | 70.54545455     | 67.909090      |                 |
| Variance        | 31.68831169     | 16.94372       |                 |
Testing Requirements Analysis

The data were analyzed by analysis of variance with Two Way Interaction (ANOVA). Prior to the test the hypothesis first tested the analysis requirements that include (1) the test for normality using Lilliefors test and (2) homogeneity test using Bartlett test. Normality test results can be seen in the following table:

<table>
<thead>
<tr>
<th>No.</th>
<th>Speaking Ability</th>
<th>( L_0 )</th>
<th>( L_{0.05} )</th>
<th>( L_{0.01} )</th>
<th>Conclusion</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>MBP</td>
<td>0,153</td>
<td>0,249</td>
<td>0,284</td>
<td>Normal</td>
</tr>
<tr>
<td>2</td>
<td>ME</td>
<td>0,127</td>
<td>0,249</td>
<td>0,284</td>
<td>Normal</td>
</tr>
<tr>
<td>3</td>
<td>MBT</td>
<td>0,161</td>
<td>0,249</td>
<td>0,284</td>
<td>Normal</td>
</tr>
<tr>
<td>4</td>
<td>MBR</td>
<td>0,099</td>
<td>0,249</td>
<td>0,284</td>
<td>Normal</td>
</tr>
<tr>
<td>5</td>
<td>MBP + MBT</td>
<td>0,142</td>
<td>0,267</td>
<td>0,311</td>
<td>Normal</td>
</tr>
<tr>
<td>6</td>
<td>MBP + MBT</td>
<td>0,175</td>
<td>0,267</td>
<td>0,311</td>
<td>Normal</td>
</tr>
<tr>
<td>7</td>
<td>ME + MBR</td>
<td>0,144</td>
<td>0,267</td>
<td>0,311</td>
<td>Normal</td>
</tr>
<tr>
<td>8</td>
<td>ME + MBR</td>
<td>0,180</td>
<td>0,267</td>
<td>0,311</td>
<td>Normal</td>
</tr>
</tbody>
</table>

The table above shows that the result of Liliefors in all groups study design \( \alpha \) turned out to be smaller than the critical value at level table significant \( L_0 \). It can be concluded that the data sample is from a population \( \mu < 0.05 \) (Lo that is normally distributed.

Tests conducted by the homogeneity of variance Bartlett's test with a significance \( = 0.05 \). Bartlett test analysis results are presented in the following table:

<table>
<thead>
<tr>
<th>( S^2_{gab} )</th>
<th>B</th>
<th>( \chi^2_0 )</th>
<th>( \chi^2_1 )</th>
<th>Conclusion</th>
</tr>
</thead>
<tbody>
<tr>
<td>24,316</td>
<td>27,717</td>
<td>0.96</td>
<td>3.48</td>
<td>Homogen</td>
</tr>
</tbody>
</table>

From the calculation of the homogeneity test was obtained 0.96 while \( X^2 \) t at significance level \( = 0.05 \) is 3.48. This figure shows that the result \( X^2_t = 0.96 \) less than the result of \( X^2 = 3.48 \). This means that the null hypothesis is accepted. The conclusion was that the population distribution is homogeneous.
Research Hypothesis Testing
ANOVA results of data analysis are presented in the following table

Table 4: Summary Calculation Results of ANOVA 2 Lane

<table>
<thead>
<tr>
<th>Varian Source</th>
<th>db</th>
<th>JK</th>
<th>RK = JK/db</th>
<th>( \frac{F_{\text{observed}}}{\text{RK/RKD}} )</th>
<th>( F_{\text{table}} )</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>( 0.05 )</td>
<td>( 0.01 )</td>
</tr>
<tr>
<td>Between Line</td>
<td>1</td>
<td>32,818</td>
<td>32,818</td>
<td>4,891*</td>
<td>4,085</td>
</tr>
<tr>
<td>Between Column</td>
<td>1</td>
<td>76,454</td>
<td>76,454</td>
<td>11,395**</td>
<td>7,31</td>
</tr>
<tr>
<td>Interaction (I)</td>
<td>1</td>
<td>720,090</td>
<td>720,090</td>
<td>720.090</td>
<td></td>
</tr>
<tr>
<td>In Group</td>
<td>40</td>
<td>268,363</td>
<td>6,709</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Total</td>
<td>43</td>
<td>1097,727</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
</tbody>
</table>

Note: * = significant; ** = Very significant

The first hypothesis; the ANOVA tables gained 11.395 \( F_{\text{observed}} \) is greater than the \( F_{\text{table}} = 7.31 = 0.01 \). \( F_{\text{table}} = 7.31 \) (\( \alpha \) = 0.01) \( F_{\text{observed}} = 11.395 \) significance level. This means that the null hypothesis is rejected while working hypothesis is accepted. This proves that the students’ speaking ability who studied with role play method is better / higher than the group of students who studying with expository method.

The second hypotheses; the ANOVA tables gained 107.330 \( F_{\text{observed}} \) greater than the \( F_{\text{table}} = 0.01 \) (\( \alpha \) = 7.31 significance level) \( F_{\text{observed}} = 5.45 \) \( F_{\text{table}} = 0.01 \). This means that the null hypothesis (H0) is rejected working \( \alpha = 7.31 \) (Hypothesis (H1) is accepted. This proves that there is interaction between methods of learning and achievement motivation on the students’ speaking ability. Based on test results of ANOVA to see the interaction between the methods of learning and achievement motivation on the ability to speak, then to prove there are differences in the effect of the interaction between method learning and achievement motivation on student speech testing continued by using the Tuckey test.

1. The third hypothesis; based on further testing of the speaking ability of students with a role play group in comparison with the group of students who studied with expository method to a group of students who have high achievement motivation (A1B1 A2B1 appeal), obtained \( Q_{\text{observed}} \) value = 13.73 is greater than the \( Q_{\text{table}} \) value = 3.70 at the significance = 0.01. It means that reject null hypothesis (H0) and receive a working level hypothesis (H1). Thus the students’ speaking ability who are learning by role play method was better than the group of students who study by expository method who have high achievement motivation.

2. The fourth hypothesis; Advanced testing of the students’ speaking ability who learn by role play method in comparison with the group of students who study by the expository method for groups of students who have low achievement motivation (A1B2 A2B2 appeal), obtained the result \( Q_{\text{observed}} = 6.98 \) is smaller than the value \( Q_{\text{table}} = 3.70 = 0.01 \). It means that accept null hypothesis (H0) \( \alpha \) at the significance...
level and reject the working hypothesis (H1). It can be concluded there is a significant difference between the students’ speaking ability who studying by role play method with the group of students who study the expository method on a group of students who have low achievement motivation.

**Discussion**

Through descriptive analysis obtained an average score of students’ speaking ability who taught by role play method gained different scores from student’s speaking ability who taught by expository method respectively 70.55 and 67.91. This fact is supported by the results of inferential analysis which states there is a very significant difference between the speaking ability of students who obtain a method of role play with expository method. Judging from the amount of the average scores produced by the two methods of learning it, it can be said that the method of role play that resulted in a score higher than the expository teaching method. Thus, the overall method of role play is more effectively than the expository teaching methods in improving the speaking ability of students, especially those who become subjects in this study.

The amount produced by the standard deviation method of learning to play a role and expository teaching methods respectively 5.629 and 4.116. Of the magnitude of the resulting standard deviation appears that the expository method produces a smaller standard deviation compared to playing a role. This means, that the score of students’ speaking ability produced by the expository teaching methods have variations in the value of the smaller and more focused on the relative values greater than the variation value produced by methods play a role. For it is said that the scores produced by the method of learning to play the role of a more stable compared with the scores of speaking ability generated by expository teaching method.

In the group who have high achievement motivation, through a descriptive statistical approach gives the difference in average scores between groups of students speaking skills taught with method of learning to play a role with the group of students who were taught with expository teaching method. The average size of the score is 75.45 and 64.73. Seen both scoring average this gives a considerable margin, so descriptively it can be said they are different. From the test results strengthen the hypothesis that difference, which produced that there are significant differences speaking skills of students who are taught by the teaching method play a role, and students are taught with expository teaching method. With these facts, it can be said that the method of learning to play the role better than the expository teaching method in improving the speaking ability of students who have high achievement motivation.

Different things shown in the group that have low achievement motivation, where the score ability to speak of students taught by the method of learning to play a role is less than the expository teaching method, respectively 65.64 and 71.09. The second difference in average scores is evidenced by the results of inferential test, which resulted in a very significant difference. The result represents the effectiveness of methods play a role compared to expository.
Something similar can be seen from the interaction between learning method used by the achievement motivation in improving the speaking ability of students, demonstrated by the results of testing the hypothesis in which it was decided to reject the $= 0.01$, which means there is significant hypothesis $H_0$ at significance level influence of the interaction between learning method achievement motivation on student speaking ability. This fact indicates that the grouping of students based on achievement motivation effect or has significant impact on the effectiveness of teaching method.

From all the results of the analysis that has been well described by the descriptive analysis and the inferential analysis, it is reasonable to say that the use of methods of learning to play a role is more effective in improving the speaking ability of students compared to the use of expository teaching method. In applying the method of learning to play a role to note the characteristics of their students based on achievement motivation, because this method gives more effective results at a group of students who have higher achievement motivation. This is proven by the very significant differences of speaking ability generated between the groups of students who have high achievement motivation or who have low achievement motivation.

CONCLUSIONS, IMPLICATIONS, AND RECOMMENDATIONS

Based on the findings and discussion on the above results, the following will be presented conclusions, implications, and suggestions.

Conclusion

Based on the results of hypothesis testing and discussion in Chapter IV, obtained the following findings:

1. Role play method is better than the expository method in improving the speaking ability of students. That is, if you want to improve speaking skills of students so teachers can use the method of role play.

2. There is an interaction between methods of learning and achievement motivation on the speaking ability. It means that lecturers can determine what materials and methods that can be used to enhance the ability to speak has been known to student achievement motivation.

3. Improving speaking skills of students who have high achievement motivation is through the application of methods role play compared to expository method.

4. Improving speaking skills of students who have low achievement motivation can be done through a method of role play and expository method.

Implication

Based on the research that has been described above, it is necessary to have implications for the results of this study. The implications of this are expected to make a positive contribution to improving the speaking ability of students, the application of various methods of learning and student achievement motivation. The implications are outlined below.

1. Efforts to Improve Speaking Skills Through Learning Methods
2. Efforts to Improve Speech Through Achievement Motivation
Lecturers should be aware of the importance of achievement motivation, which is expected to know this, the lecturer will work to improve the ability to speak the students in various ways including the following:

a. Prepare teaching speaks so well that felt important and interesting by the students
b. Provide a variety of learning experiences
c. Pengertikan give to students that talking is something that should be studied as soon as
d. Provide recognition of the success of student learning.

**Suggestion**

After obtaining the results, conclusions, and pay attention to the implications, here are some suggestions.

1. Learning methods play a role needs to be taught to students in English Language Study Program at UIN Syarif Hidayatullah Jakarta especially for Speaking subject.
2. In applying this method need to be considered to play the role of a student who has high achievement motivation as well as students who have low achievement motivation so if it is considered at the time to minimize the lecturer teaching the student achievement motivation and may have implications for their speaking ability.
3. the findings of this study that states the student achievement motivation can determine speaking ability, then these findings may be advisable also to the leadership of the college from the Chairman of the study program, the chair person of English Department, Dean and Rector. The university leaders can implement and determine the appropriate learning methods to enhance the speaking ability of the students. Not only that, should the leadership of the college to be able to use a variety of alternatives to improve student achievement motivation for instance by providing training on motivation, and others.
4. need to conduct further studies by using larger subjects and more perfect methodology.
BIBLIOGRAPHY


