THE EFFECT OF ROLE PLAY TECHNIQUE ON STUDENTS’ SPEAKING ABILITY

(A Quasi-experimental Study at Second Grade Students of Izzatul Islam Junior High School in 2017/2018 Academic Year)

A “Skripsi”

Presented to the Faculty of Educational Sciences in Partial Fulfillment of the Requirements for the Degree of S.Pd. (S-1) in English Education

DEPARTMENT OF ENGLISH EDUCATION
FACULTY OF EDUCATIONAL SCIENCES
SYARIF HIDAYATULLAH STATE ISLAMIC UNIVERSITY
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Dengan ini menyatakan bahwa skripsi yang saya buat benar-benar hasil karya sendiri dan saya bertanggung jawab secara akademis atas apa yang saya tulis.

Pernyataan ini dibuat sebagai salah satu syarat menempuh Ujian Munaqasah.

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ENDORSEMENT SHEET

The examination committee of Faculty of Educational Sciences certifies that the "Skripsi" scientific paper entitled "The Effect of Role Play Technique on Students' Speaking Ability" (A Quasi-experimental Study at Second Grade Students of Izzatul Islam Junior High School in 2017/2018 Academic Year) written by Irfan Mujahid, students' registration number: 1111014600117, was examined by committee on June 29, 2018, and was declared to have passed and fulfilled one of the requirements for the degree of S.Pd. (S1) in the Department of English Education.

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In the name of Allah, the Beneficent and Merciful

All praises be to Allah, the Lord of the world, who has given the writer his mercy, guidance and strength to finish this research paper. Peace and salutation be upon to the prophet Muhammad, his family, his companions, as well as his followers.

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Finally, the writer admits that his writing is still far from being perfect. Therefore, he hopes some suggestion and constructive critique from the reader for this better research paper. Hopefully, this research paper will be useful not only for the writer, but also for the reader.

Ciputat, June 23rd, 2018
The Writer

Irfan Mujahid
ABSTRACT

IRFAN MUJAHID (1111014000117), The Effect of Role Play Technique on Students’ Speaking Ability (An Experimental Study at Second Grade Students of Izzatul Islam Junior High School in 2017/2018 Academic Year), Skripsi, Department of English Education, Faculty of Educational Sciences, State Islamic University Syarif Hidayatullah Jakarta, 2018.

Keywords : Role Play, Speaking Ability

The purpose of this study was to obtain the empirical evidence about the improvement of the students’ speaking ability by using Role Play Technique. The subject of this study was VIII grade students of Izzatul Islam Junior High School. The method used in this study was a quasi-experimental research. The study was carried out in two classes of research, experimental and controlled class. The subject of this study was the eight grade students, and the samples of this research were VIII A as controlled group and class VIII B as the experimental group. The instrument used in this study was oral test and it was interview. The researcher interviewed the students in pre-test and post-test. The technique used in collecting the data was quantitative data with t-test. The result of this study showed that the role play technique was effective on improving students’ speaking ability. It could be seen from the result of calculation that the students’ score in experimental class was higher than the students’ score in controlled class. The mean score of post-test in experimental class was 70.2. Meanwhile the mean score of post-test in controlled class was 60.57. Furthermore, based on the statistical calculation with the significance level of 5%, it showed that t-observation is higher than t-table that was 2.72 > 2.01. Therefore, it proved the alternative hypothesis, which stated that there was significant different between the students’ score in learning speaking by using role play technique and the students’ score in learning speaking without using role play technique at the second grade students of Izzatul Islam Junior High School.
ABSTRAK

IRFAN MUJAHID (1111014000117), The Effect of Role Play Technique on Students’ Speaking Ability (An Experimental Study at Second Grade Students of Izzatul Islam Junior High School in 2017/2018 Academic Year), Skripsi, Pendidikan Bahasa Inggris, Fakultas Ilmu Tarbiyah dan Keguruan, Universitas Islam Negeri Syarif Hidayatullah Jakarta, 2018.

Kata Kunci : BermainPeran, Kemampuan Berbicara

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CHAPTER I
INTRODUCTION

A. Background of the Study

As an international language, English language is an importance language to be learned. Many people want to develop their speaking skill and make sure their children have good English Speaking. Absolutely, students have to produce and interact the language in any aspects of their daily communication. Because it is not sufficient for students to learn only words, phrases and grammatical features if they want to improve their skill. This reality make a teacher thinks that speaking skill should be improved and be mastered by their students.

Indonesian government committed the quality of national education by increasing the quality of students, teachers, curriculum, facilities, and school management for facing globalization era. Students have to develop their communicative skill and student expected to be able in using English language early.

Speaking is used for many different purposes. Each purpose may be to make social contact with people to express opinions, to persuade someone about something, or to clarify information. Almost all learners in other countries even Indonesian learners study English in order to develop proficiency in speaking.

Based on the writer’s observation at the second grade at Izzatul Islam Junior High School Bogor, the writer found that the students are lack of knowledge in English speaking skill. Students lack of knowledge and can not use English in short conversation. Commonly, when they speak English they have no idea about what they are going to say then they take so much time to think. Some of them did not say anything because of having less confidence of their own skill and worry about getting wrong then they were laughed by others. The condition of

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teaching learning were not active, and especially the students look less enthusiastic in learning English, especially in speaking.

Many factors can cause the problem of the students’ speaking skills, among others the students interest, the material, the media, and the technique in teaching English. In Izzatul Islam Junior High School Bogor, the English teacher teaches the students traditionally (teacher centered) which make teacher more active than the students. Thus, this technique made the teaching learning process less communicative. It is ineffective technique in teaching speaking, monotonous in learning, and cannot facilitate students to use the language as means of communication.

In order to minimize those problems, the writer considered that it is necessary to find out an alternative technique to create suitable and interesting teaching. The teacher needs to help students encourage students anxiety, motivate them to learn better especially help the students to overcome the speaking skill problems, and they need any practices to assist them in developing their speaking ability.

For this reason, the writer decided to use role play technique because it encourages the students to be actively participating in teaching learning process and many research findings say that this technique is effective to use in teaching speaking.2

This technique also gives students an opportunity to practice communicating in different social context and social roles. In other word, this technique used in order to know the use of English language and to get speaking fluency.

It is extremely important to emphasize that using role play is one of the technique to achieve the aim in encouraging students to be keen in using English, especially to be mastered in speaking English. In this case, the writer is interested in researching and analyzing the process of teaching speaking by using role play at the Second grade of Izzatul Islam Junior High School Bogor, because in this

2 Sari, Nurita permata. Improving Students’ Speaking Ability By Using Role Play (A Classroom Action Research At VII Grade Of SMPN 251 Jakarta). 2011 http://repository.uinjkt.ac.id/dspace/handle/123456789/4259
school, most of the students look less enthusiastic in learning English further in speaking because of the monotonous class. In this study the writer will be focused on the effectiveness of using role play towards students speaking skills.

According to the preceding statement the topic that will be discussed by the writer is “The Effect of Role Play Technique on Students’ Speaking Ability” (A Quasi-experimental Study at Second Grade Students of Izzatul Islam Junior High School in 2017/2018 Academic Year)

B. Identification of the Study

Based on what the writer wrote in the background of the study about teaching learning speaking at the first grade of Izzatul Islam Junior High School Bogor, the writer identified some problems as follow:

1. Most of the students are still lack of knowledge in English speaking skill.
2. Most of students are looked less enthusiastic in learning speaking.

C. Limitation of the Problem

To avoid misunderstanding and to clarify the study, the writer limited the study of this research on the effectiveness of role play on students speaking ability at the Second Grade of Izzatul Islam Junior High School Bogor, especially in describing people, asking and giving opinion, and expressing like agreement and disagreement.

D. Formulation of the Study

Based on the limitation of study, the formulation of study in this skripsi was as follows: “Is there any effect of role play technique on students’ speaking ability at the Second Grade of Izzatul Islam Junior High School Bogor?”

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E. The Objective of the Study

From the previous discussion in the background of study, so the objective of this study is to get the empirical evidence about the effectiveness of Role Play Technique on Students’ Speaking Ability.

F. The Significance of the Study

The result of this study are expected to provide useful information and suggestions for three people, they are:

- The Teachers
  The result of this study is expected to be useful input for English teachers to get the alternative solution in teaching speaking.

- The Students
  The result of this study will help and give an opportunity for students to get active learning and solve their problems in mastering the speaking skill.

- Further Researcher
  Finally, these findings of this study can be used by other researchers who are interested in English to get useful information.
CHAPTER II
THEORETICAL FRAMEWORK

A. Understanding of Speaking as a Skill

Speaking skill is one of basic language skills that has important role rather than other skills due to its significant and its use for communication. To know how important speaking is, it needs to know what the definition of speaking, definition of speaking skill, how to teach speaking, what is the goal of teaching speaking and what are the types of speaking activities to promote speaking. It will be discussed in following point.

1. Definition of Speaking

Speaking is labeled oral production. Speaking is used by someone for communication in daily life at school, at home or some other places. Speaking is significant to an individual’s living processes and experiences. Without speaking, people must remain in almost total isolation from any kind of society. Actually, what is the meaning of speaking? In the process of writing this paper, the writer has tried to find out the meaning of speaking as one of skill in mastery English language. She has finally found several resources that explain speaking as follows.

The first definition is according to Jo McDonough and Christopher Shaw, “Speaking is not the oral production of written language, but involves learners in the mastery of a wide range sub-skill which added together, constitute an overall competence in the spoken language.”1 It means that speaking is produced by composite of language skills.

Those skill are sustaining each other, for instance; speaking skill can not be separated from listening. Speaking skill preceded by listening to know new vocabulary and English sound they do not hear or know before.

In fact, some English language classes only emphasize on the importance of mastering writing and reading rather than speaking, that it brings state of

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imbalance then strung out students less to practice to speak English neither formally nor informally.

Therefore, its need to combine other language skills in mastery and to produce good speaking. Speakers are required to be able to express orally what they want to say as effectively as possible in order to convey the message or the information.

In line with the explanation above, Tarigan defines that “Speaking is a language skill that is developed in child life, which is produced by listening skill, and at that period speaking skill is learned”. In other word, speaking is obtained and learned in the early. First he listens, then he speaks, and he understands. After that, he desires and express how his feeling and acting out his attitudes through speaking. Finally, he makes a written and reads its to get more meaning and more understands about the word itself.

In the internet TESL journal Hariyye kayi said that speaking is the process of building and sharing meaning through the use of verbal and non verbal symbols, in a variety of context. More detail, the ability to speak as a basic means of human communication, when we speak a great deal more than just mouth is involved another part of body such as trachea, nose, lungs and more.

Based on some opinions given above, the writer infers speaking is a form of communication. Speaking is communicative activity to produce some words or sentence to express the feelings, ideas, wish, etc. Then it’s delivered to listener for achieving information. As human beings, especially social creature we need to express our thoughts, opinions, or feelings in order to be accepted in social life. So that, it is important that you say is conveyed in the most effective way. How you say something can be as important as what you say in getting meaning across.

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2 Tarigan, Henry Guntur Berbicara sebagai Suatu Keterampilan Berbahasa, (Bandung: Angkasa Group, 2008), p. 3.
2. Definition of Speaking Skill

In the eyes of globalization era skill is viewed as a form of a contribution in the world widely. Skill is a provision that very fundamental. During century ago a skill have grown to feather nest and to achieve the high development of culture. However each activity its need a skill, in other word Tarigan stated that Skill only got and mastered by practice and have more training”. The writer elaborate skill need to be trained early in order to be skilled in doing activities in the future. Skill is a basic supplies for doing everything in our life especially in the globalization era. Skill is ability or expertise in achieving something that they want. So, someone is called capable if he or she can do something which must he or she do. Skill which have by someone is different from other, it is based on the result that achieved. The differences caused by potential, exercise process, physical ability and intellectual. Skill that related to language skill in education curriculum there are four primary language skills: listening skill, speaking skill, reading skill and writing skill.

All of the skills is closely. In the same manner as Penny Ur stated that “Speaking seems intuitively the most important; people who know a language are referred to speakers” of that language, as if speaking included all other kinds of knowing; and many if not most foreign language learners are primarily interested in learning to speak”. Substantively, in this case speaker not only has to know what to be delivered but also knows how to deliver it effectively in conveying the message.

Therefore, speaking skill is one of the skill that hard to be mastered. In learning of English language speaking skill that viewed as the most demanding in mastering English. In addition, the goal of language itself is communication and the aim of speaking in a language context is to promote communicative efficiency that teacher want students to actually be able to use the language as correctly as possible and with a purpose. Speaking skill is capability and proficiency in saying

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5 Ur, op. cit., p. 120.
and expressing opinion, feeling, idea and mind through physical and psychological process which listened by partner in communication process.

In addition, people must have good speaking skill in order to produce words, express, state, and deliver their thought, ideas and feeling even exchange information and convey meaning by using utterances in the form of communication. Not all speakers have benefit of such immediate listener feedback. This will often be done in response to the feedback they are getting from their listeners who will show through a variety of gestures, expressions and interruptions that they do not understand and in face to face interaction the speaker can use a whole range of facial expressions, gestures and general body language to help to convey the message.⁶

From statements above, the writer rush to conclusions that speaking is a skill which is used by someone to communicate something. Speaking skill is not an instant skill to acquired. It needs a long process. Furthermore, language is a complex system, and each system is different and requires reorganization of students thinking with losses of exposure”. It means that it needs tremendous amount of practice to be more successful language learner. In short, it can be said that speaking skill is the ability to produce utterances to express thought and convey meaning. Speaking skill is not only an ability to articulate by mouth, but to convey the meaning of idea, opinion, feeling, etc.

3. Teaching Speaking

Teaching is not an easy job, but it is necessary one to see our students’ progress and know that we have helped to make it happen. Teaching speaking seems so difficult and challenging for English teacher. Speaking can be called as oral communication and speaking is one of skill in English learning. This become one important subject that teacher should given. That’s why teachers have big

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challenge to enable their students to master English well, especially speaking English in class or out of the class.

When teaching young learners we constantly have to keep in mind the fact that we have in front of us is a mixed class with varied abilities, expectations, motivation level, knowledge and last but no least, different learning styles. What is mean by teaching speaking according to Hariyye Kayi in Activities to promote Speaking in a Second Language is to teach English Language learners to:

1) Produce the English speech sounds patterns
2) Use words and sentence stress, intonation patterns and the rhythm of the second language
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 judgements
6) Use the language quickly and confidently with few unnatural pauses, which is called fluency. (Nunan 2003). In those meaning of teaching speaking above, the teacher must pay attention of some important aspects include producing sentence, intonation, rhythm and stress. Those sound productions must be meaningful because it must be produced logically from thoughts. It will give an opportunity, useful, encouragement to speak and that teachers hope students can learn to speak by speaking. In addition, 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.

In brief, EFL teachers should create a classroom environment where students have real-life communication, authentic activities and meaningful task that promote oral language. Finally, the use of good activities is intrinsically enjoyable that it will stimulate students to do the task in the classroom especially in speaking task

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Kayi. loc. cit.
4. The Teaching Goal of Speaking

In many countries where English is a foreign language, a dual goal for teenagers studying in the educational system is to pass English entrance exams to enter good high schools and universities and more recently, to be able to use English as a global language. As such, much of the teaching in the junior and senior high schools is directed at being able to analyze and comprehend English to pass entrance examinations and to communicate in English with people from other parts of the world, at least at a basic level.⁸

In addition, in the journal of NCRLC The Essential Language Teaching explained that “The goal of teaching speaking skills is communicative efficiency”.⁹ This can be defined as the ability to express oneself intelligibly, reasonably, accurately, fluently, confidently, and without too much hesitation. It means that using learners’ competence, it should be able to make them decreasing of fault in learning especially in communication. In a scope speaking skill to get the competence in decreasing of fault in communicative efficiency it means that create the activities in which learners feel less worried about speaking, less under pressure, less nervous about trying to act out and being able to communicate things.

Briefly, in this case the most important goal are fluency and confidence. The fluency will be created by time after time of exercises or practices. The self confidence will be created after the students have more doing exercises and practices and they will get the fluency with spontaneity and also accurately. Another resource book Teaching English as a Second Language or Foreign Language Second Edition, Marianne says “...the goal of speaking component in a language class should be to encourage the acquisition of communication skills and

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to faster real communication in an out of the classroom”.\textsuperscript{10} Thus, if students able to do and mastery the communication skill in class, so they expected must be able to communicate in real situation by experiences in the class.

Furthermore, Jack C. Richards and Willy Renandya writes “Learning to speak a foreign language requires more than knowing its grammatical and semantic rules. Learners must also acquire the knowledge of how native speakers use the language in the context of structured interpersonal exchange, in which may factors interact”.\textsuperscript{11} Therefore, learners must be able to speak the target language fluently and appropriately.

Herbert H. Clark stated that there are six point or assumptions in use the language in the context. Those points are:

a. Language fundamentally is used for social purposes.

b. Language use is a species of joint action.

c. Language use always involves speaker’s meaning and addressee’s understanding.

d. The basic setting for language use is face-to-face conversation.

e. Language use often has more than one layer of activity.

f. The study of language use is both a cognitive and a social science.\textsuperscript{12}

From Herbert’s opinion, the writer elaborates the goal of speaking is students able to use English language accord with a variety of language function in social context. Students should be able to use English language for doing things in social activities. Its mean that the emphasize is placed on using the target language to complete a function of language such as complaining, advising or asking for information. Its focus on the social context in which this function takes place.


From the four goals, the writer agrees with the four statements above. And she had a notion the main goal of teaching speaking in the classroom is for communication that use communicative competence. It includes speaking components, either four or five components are generally recognized in analyses of the speech process by David P. Harris\(^\text{13}\):

- **Pronunciation**
  
  We also often judge people by the way they speak, and so learners with poor pronunciation may be judged as incompetent or lack of knowledge, even though make the meaning of words not clear. As stated on the article of AMEP Research Centre, pronunciation refers to the production of sounds that we use to make meaning.\(^\text{14}\) Pronunciation is the way for speakers’ produce clearer language when they speak. The speaker must be able to articulate the words, and create the physical sound that carry meaning.

- **Grammar**
  
  Grammar is the sounds and the sound patterns, the basic units of meaning, such as words, and the rules to combine them to form new sentences.\(^\text{15}\) It is needed for students to arrange a correct sentence in conversation. Therefore, grammar is very important in speaking because if the speaker does not mastering grammar structure, he cannot speak English well.

- **Vocabulary**
  
  As we know, vocabulary is a basic element in language. Vocabulary is single words, set phrases, variable phrases, phrasal verbs and idioms.\(^\text{16}\) It is clear that limited vocabulary mastery makes conversation virtually impossible. Without


grammar very little can be conveyed, without vocabulary nothing can be conveyed.

d. Fluency (the ease and speed of the flow of speech)

In simple terms, fluency is the ability to talk accurately, quickly, and use the expression properly.\textsuperscript{17} Fluency is the ability to read, speak, or write easily, smoothly, and expressively. In other words, the speaker can read, understand and respond in a language clearly and concisely while relating meaning and context.

e. Comprehension

As stated by Laura in her article, comprehension is a complex process that has been understood and explained in a number of ways.\textsuperscript{18} Comprehension is defined as the ability to understand something as a knowledge and make people getting the information that they want.

Based on all statement from some resources about the goal of teaching speaking the writer summarize in communicative competence, students are able to use language is not just pattern of grammar with vocabulary items slotted in, but also involves language functions such as inviting, agreeing and disagreeing, suggesting, etc. Students also need for accuracy when talking to people in terms of the kind of language they use. Finally, students gradually become autonomous language users. This mean that they will be able to use words and phrases fluently without very much conscious thought.

5. The Types of Speaking Activities

Today, teachers need to be active. They need to be creative in teaching, such as in preparing the materials, making lesson plan and choosing the right technique an activity will be used in teaching. Teacher need to know how to use a variety of activities in the classroom, of course, but teacher also need to be constantly finding out about new ways of doing things. In using the ESL/EFL classroom, there are many speaking activities and materials available as there are

\textsuperscript{17} Marcie Penner-Wilger, \textit{Reading Fluency: A Bridge from Decoding to Comprehension}, (Canada: AutoSkill International Inc, 2008), p. 2.

\textsuperscript{18} Laura S. Pardon, \textit{What every teacher needs to know about comprehension}, International Reading Association, 2004, 2014, p. 1
creative teacher. Many activities are implemented in order to increase student ability in spoken language. Speaking activities provide feedback for both teacher and learner. This feedback beneficial to know the students’ problem during the learning process. In line with it Harmer stated that “speaking activities can give students enormous confidence and satisfaction, and with sensitive teacher guidance can encourage them into further study”.19 It is like the following speaking activities:

a. Acting from script

The teacher can ask our students to act out scenes from plays and/or their coursebooks, sometimes filming the result. Student will often act out the dialogues they have written themselves. This frequently involves them in coming out to the front of the class.

b. Communication Games

Games which are designed to provoke communication between students frequently depend on an information gap so that one student has to talk to a partner in order to solve a puzzle, draw a picture, put things in the right order, or find similarities and differences between picture.

c. Discussion

One of the reason that discussion fail is that students are reluctant to give an opinion in front of the whole class, particularly if they cannot think of anything to say and are not, anyway, confident of the language they might use to say it. Many students feel extremely exposed in discussion situations.

d. Prepared Talk

A popular kind of activity is the prepared talk where a students make a presentation on a topic of their own choice. Such talks are not designed for informal spontaneous conversation; because they are prepared, they are

more "writing-like". However, if possible, students should speak from notes rather than from a script.

e. Questionnaires

Questionnaires are useful because, by being pre-planned, they ensure that both questioner and respondent have something to say to each other. Depending upon how tightly designed they are, they may well encourage the natural use of certain repetitive language patterns and thus be situated in the middle of our communication continuum. Students can be design questionnaires on any topic that is appropriate. As they do so the teacher can act as a resource, helping them in the design process. The result obtained from questionnaires can then form the basis for written work, discussion, or prepare talks.

f. Simulation and role-play

Many students derive great benefit from simulation and role-play, students “simulate” a real life encounter (such as a business meeting, an encounter in an aeroplane cabin, or an interview) as if they were doing so in real world, either as themselves in that meeting or aeroplane, or taking on the role of character different from themselves or with thoughts and feeling they do not necessarily share. Simulation and role-play can be used to encourage general oral fluency, or to train students for specific situations especially where they are studying ESP. \(^{20}\)

From the description above, it can be inferred that as a teacher he or she want to make a communicative classroom and improve the students’ language ability.

Therefore, the communicative classroom students should get as many speaking opportunities as possible and their speaking time should slowly but steadily rise so as to prepare them for various communicative situations. Keeping in mind that each classroom offers a wide range of learners differing in their abilities, knowledge, confidence, motivation and learning styles, a teacher should hand over them with a reasonable environment that would help them to develop

their skills. The classroom activities can help the students to develop their ability to express themselves through speech and action without omitting the component of a language course. Students can get a feedback and motivation from speaking activities as opportunities for rehearsal in their learning.

B. The Understanding of Role Play

1. Definition of Role Play as a Technique

As a technique role play is carrying the students to act of experimenting some specific real situation in the class. In same direction, Gillian Porter Ladousse illustrated about role play as a technique in English teaching.

Role play is one of a whole gamut of communicative techniques which develops fluency in language students, which promotes interaction in the classroom and which increases motivation. Not only in peer learning encouraged by it, but also the sharing between teacher and student of the responsibility for learning process. Role play is perhaps the most flexible technique in the range, and teaches who have it at their finger-tips are able to meet an infinite variety of needs with suitable and effective role play exercise.21

According to Jim Scrivener, “In role play, learners are usually given some information about a ‘role’ (e.g. a person or a job title). These are often printed on “role cards”. Learners take a little preparation time and then meet up with other students to act out small scenes using their own ideas, as well as any ideas and information from the role cards”.22 In short, students are expected to be able to present some scenes by their own ideas related to the role cards. The students must be have good time management to create full preparation to get good performance with full meaning. The final result, not only the actors in the role who get the full meaning but also other student who watch that role playing will get the same thing and communicative activities is achieved.

In the same direction, Kodotchigova stated that “In role play, the students play a part they do not play in real life (e.g., Prime Minister, Managing Director

of a Multinational Company or a famous singer). It this case, the students given some specific role or prominent figure to play in imitation of real life or simulation in order to develop their ability to interact.

Additional definition by Dorathy “Role play is very important in teaching English because it gives students an opportunity to practice communicating in different social contexts and in different social roles”. Thus, role play in the classroom situation it’s good to make students have set the context and support the learning. It encourages thinking and creativity, lets students develop and practice new language and behavioral skill in a relatively non threatening setting, and can create the motivation and involvement necessary for learning to occur.

In other explanation by Klippel “Role play are quite demanding foreign language situations in that the players have to use foreign language correctly and adequately both in terms of the foreign language itself and the particular role that is acted out”. In this case, the students must be competent in using the foreign language accurately and appropriately. In role play the students will be familiar to make good situations or performance with appropriate and correct language.

From the statement above, the writer concludes that role play is a technique in English teaching which bring the students to real communication in order to develop the student’s skill acquisition (behavioral competence development).

This technique emphasize the social nature of learning and see cooperative behaviour as simulating students both socially and intelectually also apply or explore their skills in communication. In role play, students learning through observation, giving a thought for analysis the concept, and skills development in modelling or acting out. As the final result, students able to communicate and

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creative in learning. The students will have good competences in real communication because they are familiar with make and act out the good performance intelligibly, reasonably, accurately, fluently, confidently, correctly, and appropriately.

2. The Purpose of Role Play

According to Jerry Jesness, “Role laying is a good way to help students acquire survival-level English speaking skill”.\(^{26}\) It means that we have seen a need for activities that involve the students in having a communicative purpose, using language freely with no teacher intervention. Teachers have stressed the need for the integration of skills, showing how in real life people seldom work with some skill that dealing with a topic. In addition Liu & Ding stated that “Role play is apply to practical usage in communication demands the flexibility of participants’ words, generally speaking, the more approximately the activity access to reality, the more interests students will take in”.\(^{27}\) In this case, the teachers focus on how role play can encourage students to experiment and innovate with the language and create a supportive atmosphere that allows them to make mistakes without fear of embarrassment. This will contribute to their self-confidence as a speakers and to their motivation to learn.

Other expert (Anne Lazaraton) stated that “Role play is a kind of speaking activity which is particularly suitable for practicing the sociocultural variations in speech acts, such as complimenting, complaining, and the like”.\(^{28}\) Briefly, because role play is imitating from real life situation, it is reasonable to assume that the focus sociocultural variations in speech acts of real communication become an important thing.

Furthermore, Savignon could say the same “Role play is support the students to be a good communicators. Learning how to better communicators is important to all of us in both our private and public lives. Better communicators mean better understanding of ourselves and others; less isolation from those around us; and more productive, happy lives”. Thus, the language class should be to encourage the acquisition of communication skill and to foster real life communication in and out of the classroom and makes the teaching-learning process more enjoyable with an imaginary situations.

From those statement above, the writer elaborate the existence of role play can be designed to offer students opportunities to practice specific pieces of language (may be grammatical points, functional areas, lexical groups, etc). Role play can helps students to develop all domains of learning, such as cognitive (knowledge), psycmotor (skill) and affective (emotional). Generally, the aim of role play in a foreign language teaching may be efficient fluency practice, it for the sake of achieving an objective, or to perform a function: to pesuade, inform, inquire, threaten, etc. Role play is to develop students” communication skills by putting them into a realistic situation and many aspect is combined on it. Using role play can be create innovative teaching and it”s hoped can improve their ability in interactive to explore and practice language learning.

3. The Types of Role Play

Based on some references that the writer found, role play can be classified in three types. They are:

a. Scripted Role Play

This type involves interpreting either the textbook dialogue or reading text in the form of speech. This type give the students the description of a situation and

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model script. The main function of the text after all is to convey the meaning of language items in a memorably way.\textsuperscript{30}

b. Unscripted Role Play

In contrast to scripted role play, the situations of unscripted role play do not depend on textbooks or a dialogue. It is known as a free role play or improvisation. The students only have the description of a situation on cue cards and no model script.\textsuperscript{31}

4. Teaching Speaking Through Role Play

Role play can be classified in three: scripted role play, unscripted role play, and free role play. So, in applying this technique, there are three ways that can be used by the teacher.

a. Scripted Role Play

Scripted role play is a role play which is based on the dialog or text. This type give the students the description of a situation and model script.

Example of the dialogue:

\textsuperscript{31} \textit{Ibid.}, p. 237
The teacher demonstrates it in front of the class. There are two ways of organizing this:

1. Teacher could ask one or two good pairs of students to improvise a conversation in front of the class, and then divide the class into pairs to have similar conversations.
2. Teacher could ask students to practice the role play privately in pairs first, and then ask one or two students to perform in front of the class.32

b. Unscripted Role Play

As its name, unscripted, so it has no script or text for role playing. The teachers only give the cue cards, for example:

One student has lost a bag. He/she is at the police station reporting it to the police. The other student is the police officer, and asks for the details.

Firstly, look at the cue card:

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32 Ibid., p. 233
Point out; if this role play is not a text or a dialogue in the textbook, the students themselves have to decide what language to use and how the conversation should develop. To apply this role play technique, the teacher can bring out these ideas

1) The teacher could prepare with the whole class, by:
   a. Discussing what the speakers might say (e.g. The police officer would ask the student how he/she lost the bag);
   b. Writing prompts on the board to guide role play, and any key vocabulary.
   c. Providing some family pictures. This can be done by working together with your friends.
2) The teacher could divide the class into pairs, and:
   a) Let them discuss together what they might say;
   b) Let them all “try out” the role play privately, before calling on one or two pairs to act it out in front of the class.

Then, demonstrate the role play:
1) Tell the classroom the situation
2) Elicit from the class some of the guest’s questions might ask (e.g. is this your family picture? Who are they? Is he your oldest brother? Etc.).
3) Divide the class into pairs to practice the conversation. One person in each pair should take the role of the person who is visited; the other should be the guest.
4) Ask one or two pairs to come to the front in turn and improvise their conversation.

Point out that it is also possible to ask students to prepare role play for homework, to be performed later in class. Outline one way of organizing this:

1) Students divide into pairs or small group, choosing their own partners. The teacher gives four or five different role play situations. Each group chooses one of them.

33 Ibid., p. 237
2) In their own time (outside the class), each group prepares their role play. They can ask the teacher for help, but the teacher should not give them ready made dialogues to learn.

3) The teacher arranges a time for each group to perform their role play. This can be spread over several weeks, with just five minutes of a lesson being used for two or three groups’ role plays.

Role play as a technique in teaching English, especially speaking, is a human made. So, it cannot be a perfect technique which can solve all problems. Very often role play is done in pairs and sometimes involves interaction between five or six different roles. Normally the groups or pairs improvise their role play between themselves, simultaneously, with no audience. Sometimes, however, volunteers may perform their role play later in front of the class.

According to Penny Ur, “This is virtually the only way teacher can give his/her learners the opportunity to practice improvising a range of real-life spoken language in the classroom, and is an extremely effective technique if the students are confident and cooperative; but more inhibited or anxious people find role play difficult and sometimes even embarrassing”.

Thus, role play, in many ways, can make students at least participate and speak so that they confident to speak and later they will be able to speak fluency without grammatical errors.

So, role play is a technique which is suitable for the students who are confident and cooperative. In this problem, the teacher has an important role. The teacher needs to help the students to be cooperative and confident. For the cooperative problem, it can be solved by grouping the students in using this technique. By grouping this students, it involves the students’ confident. It is because they can help each other before perform their role play.

The advantages of role play, the writer uses the opinions of some expert such as Gillian Porter Ladousse and Adrian Doff. Gillian, in his book Role Play, writes the special reasons for using role play are:

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34 Ur, op. cit., p. 133.
a. A very wide variety of experience can be brought into the classroom through role play. Through role play, we can train our students in speaking skills in any situation.

b. Role play puts students in situations in which they are required to use and develop those phatic forms of language which are so necessary in oiling the words of social relationships, but which are so often neglected by our language teaching syllabuses. It is possible to build up these social skills from a very low level through role play.

c. Some people are learning English to prepare for specific roles in their lives; people who are going to work or travel in an international context. 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. For these students, role play is a very useful dress rehearsal for real life.

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.35

While Adrian Doff points out the value of role play as a class activity as follow:

a. Role play increases motivation.

b. Role play gives a chance to use language in new contexts and for new topics.

c. By using role play, we are building on something that students naturally enjoy.

d. Because they are „acting out“ a situation, role play encourages students to use natural expressions and intonation, as well as gestures.36

In summary, the use of role play gives many advantages, such as helping students to improve their speaking skill (including the aspects of speaking skills) and social skills, motivating them to practice their English, and the most important

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35 Ladousse, op. cit., p. 6-7
36 Doff, op. cit., p. 240
reason is the students feel fun in learning English because role play is also a kind of games.

5. The Steps Guide to Make a Role Play

Based on Maria’s opinion in the internet TESL journal, she attempts to introduce a guide or steps and various successions in applying role play in teaching. Based on the empirical evidence, she suggest the step-by-step guide to making successful role play.  

a. Step 1 – A Situation for role play

In this step teachers must to take not of students’ needs and interests. Teacher keep eye open to students’ opportunities when the students practice they do not go off from the material they have learned before. At the same time, teachers need to enhance the students’ interests. The teacher make sure the situation of role play is interesting. Teacher can make available the list of topics, themes or situations in order to students can vote one themselves without pressure. The different situations or scene of role play can be found from teachers own live, textbook, or watch a movie, etc. The effective role play can based on cultural differences.

b. Step 2 – role play Design

The second step is role play design. In this step, the teacher should be think more on how this situation may expand. Under this consideration the teacher need to take the students’ level of language proficiency. the teacher can make a role play that allocable in critical topics or prolems in order that leading to students’ critical thinking. This will generate tension and make the role play more interesting.

c. Step 3 – Linguistic Preparation

The next step in making role play is prediction of the language needed. Introduce any new vocabulary before the role play is inquiry. If the teacher want to enrich and to develop the understanding of the scenario of role play from his/her students, he/she can stimulate student with asks some questions stimulus.

For example, the situation of the role play is returning an item of electronic back to the store. The teacher asks questions, such as, „In this situation what will you say to the salesperson?“ , „What will the salesperson say?“ and writes what the students dictate on the right side of the board. In introducing new vocabulary can make the students more confident acting out a role play.

d. Step 4 – Factual Preparation

This steps make available some concrete information and clear role descriptions as good as the students could play their roles with confidence. Relevant information is needed. Describe each role in manner that will let the students identify with the characters. Use the second person „you“ rather than the third person „he“ or „she“. If your role presents a problem, just state the problem without giving any solutions.

e. Step 5 – Assigning the Roles

In this step teacher asks for volunteers to act out firstly as be a good idea. At the beginning, the teacher act out as a model from one of the roles and then the students have the home task to learn useful words and expressions, think about what they can say and then act out the role play in the next class. It is become exercise for them. Into the bargain, teacher can portion students to be several groups. When the teachers deciding on their composition of the several groups, as in the balance both the abilities and the personalities is needed to taken on it. In this concerning, the teachers must to be as unobtrusive as possible. He/she make a note of students“ errors in preparation the feedback during practice or revision. The error correction hoped not to discourage the students.

f. Step 6 – Follow – up

Once role play is finished, students get debriefing without correcting mistakes. In this step students need to get a satisfaction of their knowledge of language they have used. So that, they can be a confidence self for their perform or action later. If every mistake is analyzed it might make the students less confident and less willing to do other role plays.

The means of follow up is asking every students“ opinion and comments about the role play. In this zone, the student have an opportunity to discuss what
has happened in the role play and what they have learned by questionare as possible. The other opinion based on Jim Scrivener books, he stated that some guidelines for making role play are:

a. Make sure the students understand the idea of „role play“. do they know what’s going to happen? Do they know what is required of them? Are they comfortable doing that or not?

b. Make sure the context or situation is clear.

c. Do they understand the information on their own card? Allow reading/dictionary/thinking time(during which you go round and help if necessary).

d. Give them time to prepare their ideas before they start – maybe encourage note making – but when the activity starts, encourage them to improve rather then rely on prepares speeches and notes. The preparation work they have done will inform their role play, but could simply get in the way if they over rely on it. (it may help to take away the cards when the role-play starts).38

C. Thinking Framework

Among the four skills, speaking is increasingly important in second or foreign language settings. However in indonesia, it is very difficult for students to communicate with other people in English effectively. Ordinarily, students must or need to communicate in English but they cannot perform the task successfully due to such possible reasons as tension or emotion, shyness and lack of effective communication skills in English. Therefore, being able to speak English efficiently the teacher must generate a need to speak, to make students to practice. In order to develop English learning and teaching, the writer believes that role play has been suggested to be one plausible technique to improve their speaking ability. In this activities, students must work together to develop a plan, resolve problem, or complete a task. Role play can help students become more interested and involved in classroom learning by addressing problems, and exploring

38 Scrivener, op. cit., p. 158.
alternatives and creative solutions in terms of not only material learning, but also in terms of integrating the knowledge learned in action. In role plays, the simulation of real life put into the classroom, as the result is students can upgrade their communication skills overbearingly the language functions.

Role play is really worthwhile learning experience for both the students and the teachers. Teachers encourage students to increase their motivation and encourage them to engage in speaking freely and creatively. Even if, students have more opportunities to “act” and “interact” with their peers trying to use the English Language, but also students” English speaking, listening and understanding will improve. Students learn to use the language in more realistic, more practical way.

Based on the statement above, the writer assumed that role play may reserve for helping the students to improve their oral ability. Role play present a real life situation and make available the interesting lesson in order to the students can speak freely and confidently in front of their friend in classroom. With role play teachers can make his or her lesson classroom activity enjoyable, active, secure, and full of more exposure to language input and more choice to practice the language and develop his or her teaching techniques. This technique expectable interesting and reduce the students” boredom in learning English. Therefore, Role playing is fun and motivated, the students get the chance to speak more and it is useful to extend knowledge into feeling. Role play is very applicable to be used for teaching-learning English especially in speaking.

D. The Previous Related Study

There are the three previous studies that I found in the main library, the first is Nurina Ratna Sari’s skripsi which is held in SMP PGRI II Ciputat, she took a research whether there are influences of using role play for students’ speaking skill in junior high school, Then the result show role play could influence students to improve their speaking ability by using experimental design.

The second is Ayu Diyah Harni Susanti which is held in Pademangan elementary school, she took a research in elementary school and her research only
focus on the improving of student’s confident in using role play, she used “Simon Says” games in her classroom action research and the result the students were more confidence speak English in the class because of that game and the students” speaking ability increased.

The last one is Rahmawati Wahyudi. She took a research in course institution and her research only focus on Simon says game in improving students’ speaking ability. Her research is in the small class, she has many classes to be applied. She used “Simon says” games in her experimental research and the result show that students” speaking ability increased.

Based on those three previous studies, the writer would like to follow the research by Nurina Ratna Sari because she also used role play to find out whether there is any significant effect of role play on students’ speaking ability.

E. Hypotesis

The research hypothesis used in this research concerns to the effect of Role play Technique on students’ speaking ability. They are two kinds of hypothesis, they are:

1. $H_o$ (Null Hypothesis): Role Play Technique is not effective towards students’ speaking ability.
2. $H_a$ (Alternative hypothesis): Role Play Technique is effective towards students’ speaking ability.
CHAPTER III
RESEARCH METHODOLOGY

A. Place and Time of the Study

The writer conducted the research at Izzatul Islam Junior High School on Jl. Inkopad, Kalisuren, Tajurhalang - Bogor. The field research was done from the middle of April 2017 until the end of April 2018.

In the early of April 2016, the writer asked permission to the headmaster of the school and then he did observation from April 6, 2018. After that, he did the research from April 12, 2018 until April 29, 2018.

B. The Method of the Study

Considering the objectives and the problem in this study, the writer decided to use experimental design with quantitative approach which is meant for testing objective theories by examining the relationship among variables.¹

The design of this research is categorized as quasi-experimental with non-equivalent (pre test and post-test) control group design in which the experimental group A and the control group B are selected without random assignment. Both group take a pre-test and post-test to get the overall effectiveness of using role play. Only the experimental group receives the treatment. ²

, the writer used the comparative technique in order to analyze and compare the students’ scores before and after being taught by using role play of the second year students of Izzatul Islam Junior High School.

C. Population and Sampling

The population of this research is the second year students of Izzatul Islam Junior High School which is divided into two classes. In this grade, the amounts

of students are 42. The writer chooses VIII-B class with 22 students as the sample to observe by using purposive sampling.

D. The Technique of Data Collecting

The most important thing in this research is collecting the data that can determine the result of the research. Some techniques will be used in collecting data in this research are:

1. 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 and used interview technique. The writer gives a lot of questions to the number of students individually and the students have to respond the questions.

2. Post-test
   The last step, the writer gives the post-test after the treatment had been done by teaching speaking by using role play. The realization of the post-test is same with the pre-test. There is important question about the instrument of the test “Does the test that used is valid or not? To know how it is valid, the writer asking people who use it such as from the advisor and the teacher to recheck the validity and what they think of the content and design of the test. Their opinions are important because they have a lot of experiences with the test.

E. The Instrument of the Study

The instrument of the study was Interview Guide, it was divided into pre-test and post-test, the writer gives pre-test in the first meeting and post-test in the last meeting. The writer has designed the items for speaking test and used the individually interaction. Because the test is oral test, the writer was divided the score into five criteria based on the scoring procedure of oral by David P. Harris,
which are the scores of pronunciation, grammar, vocabulary, fluency and comprehension. The scoring procedure of oral by David P. Harris as followed:

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**Table 3.1**

*Five Components of Grading Speaking Scale*

<table>
<thead>
<tr>
<th>Rated Qualities</th>
<th>Behavioral Statements</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pronunciation</td>
<td>✓ Has few traces of foreign accent.</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>✓ Always intelligible, though one is conscious of definite accent.</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>✓ Pronunciation problems necessitate concentrated listening and occasionally lead to misunderstanding.</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>✓ Very hard to understand because of pronunciation problems. Must frequently be asked to repeat.</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>✓ Pronunciation problems to severe as to make speech virtually unintelligible.</td>
<td>1</td>
</tr>
<tr>
<td>Grammar</td>
<td>✓ Makes few (if any) noticeable errors of grammar or word order.</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>✓ Occasionally makes grammatical; and/or word order errors which do not, however, obscure meaning.</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>✓ Makes frequent error of grammar and word order which occasionally obscure meaning.</td>
<td>3</td>
</tr>
</tbody>
</table>

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<table>
<thead>
<tr>
<th>Vocabulary</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>✓ Grammar and word order error make comprehension difficult. Must often rephrase sentences and/or restrict him to basic patterns.</td>
<td>2</td>
</tr>
<tr>
<td>✓ Errors in grammar and word order so severe as to make speech virtually unintelligible.</td>
<td>1</td>
</tr>
<tr>
<td>✓ Use vocabulary and idioms is virtually that of a native speaker.</td>
<td>5</td>
</tr>
<tr>
<td>✓ Sometimes uses inappropriate terms and/or must rephrase ideas because of lexical inadequacies.</td>
<td>4</td>
</tr>
<tr>
<td>✓ Frequently uses the wrong words; conversation somewhat limited because of inadequate vocabulary.</td>
<td>3</td>
</tr>
<tr>
<td>✓ Misuse of words and very limited vocabulary make comprehension quite difficult.</td>
<td>2</td>
</tr>
<tr>
<td>✓ Vocabulary limitations so extreme as to make conversation virtually impossible.</td>
<td>1</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Fluency</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>✓ Speech as fluent and effortless as that of native speaker.</td>
<td>5</td>
</tr>
<tr>
<td>✓ Speech of speech seems to be slightly affected by language problems.</td>
<td>4</td>
</tr>
<tr>
<td>✓ Speed and fluency are rather than strongly affected by language problems.</td>
<td>3</td>
</tr>
<tr>
<td>✓ Usually hesitant; often forced into silence by language limitations.</td>
<td>2</td>
</tr>
<tr>
<td>✓ Speech is so halting and fragmentary as to make conversation virtually</td>
<td>1</td>
</tr>
</tbody>
</table>
### Comprehension

<table>
<thead>
<tr>
<th>Score</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>Appears to understand everything without difficulty.</td>
</tr>
<tr>
<td>4</td>
<td>Understands nearly everything at normal speed, although occasional repetition maybe necessary.</td>
</tr>
<tr>
<td>3</td>
<td>Understands most of what is said at slower-than-normal speed with repetitions.</td>
</tr>
<tr>
<td>2</td>
<td>Has great difficulty following what is said. Can comprehend only “social conversation” spoken slowly and with frequent repetitions.</td>
</tr>
<tr>
<td>1</td>
<td>Cannot be said to understand even simple conversational English.</td>
</tr>
</tbody>
</table>

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**F. The Technique of Data Analysis**

To analyze the data, the writer used the comparative technique. She analyzed and compared the score of experimental class. This technique is useful to prove statistically, whether there are any significant differences between the students' scores of the experimental class and the students' scores of the control class. In analyzing the data from pre-test and post-test of the two classes, the writer used the statistical formulation of t-test formula.\(^4\)

\[
t_0 = \frac{MD}{SE_{MD}}
\]

- \(t_0\) = 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;

---

\[ \text{MD} = \sum \frac{D}{N} \]

\[ \sum D = \text{Total score between I variable (X variable) and II variable (Y variable).} \]

\[ D \text{ is gained with the formula;} \]
\[ D = X - Y \]
\[ N = \text{Number of cases} \]
\[ \text{SD}_D = \text{The standard deviation from differences between score of X variable, which is gained with the formula;} \]
\[ \text{SD}_D = \sqrt{\frac{\sum D^2}{N} - \left[ \frac{\sum D^2}{N} \right]^2} \]
\[ \text{SE}_{MD} = \text{The standard error from mean of differences that is gained with the formula;} \]
\[ \text{SE}_{MD} = \frac{\text{SD}_D}{\sqrt{N-1}} \]
\[ \text{df} = \text{Degree of freedom with formula N-1} \]

G. Statistical Hypothesis

To prove the hypothesis, the data obtained from the experiment class and the control class was calculated by using the t-test formula with the assumption as follows:

\[ t_o > t_t : \text{The alternative hypothesis (Ha) is accepted and the null hypothesis (H}_o) \text{ is rejected. It means there is significant difference on students’ speaking achievement taught by role play’}. \text{ It means that role play is an effective technique in teaching speaking.} \]

\[ t_o > t_t : \text{The alternative hypothesis (Ha) is rejected and the null hypothesis (H}_o) \text{ is accepted. It means there is no significant difference on students’ speaking achievement taught by using role play’}. \text{ It means that role play is not an effective technique in teaching speaking.} \]
CHAPTER IV
RESEARCH FINDING AND DISCUSSION

A. Research Finding
1. Data Description

The following description presents the research finding. The finding was gained from experimental and controlled class’ pre-test and post-test result.

a. The Score of Experimental Class’ Pre-Test And Post-Test

The data were collected from the result of the students’ pre-test and post-test score in experimental class. Here is the description of the students’ score in experimental class:

Table 4.1
The Students’ Score in Experimental Class (X)

<table>
<thead>
<tr>
<th>Students</th>
<th>Pre-test Score ($X_1$)</th>
<th>Post-test Score ($X_2$)</th>
<th>Gained Score ($X$)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>32</td>
<td>72</td>
<td>40</td>
</tr>
<tr>
<td>2</td>
<td>24</td>
<td>76</td>
<td>52</td>
</tr>
<tr>
<td>3</td>
<td>32</td>
<td>68</td>
<td>36</td>
</tr>
<tr>
<td>4</td>
<td>28</td>
<td>64</td>
<td>36</td>
</tr>
<tr>
<td>5</td>
<td>28</td>
<td>72</td>
<td>44</td>
</tr>
<tr>
<td>6</td>
<td>36</td>
<td>68</td>
<td>32</td>
</tr>
<tr>
<td>7</td>
<td>32</td>
<td>68</td>
<td>36</td>
</tr>
<tr>
<td>8</td>
<td>36</td>
<td>68</td>
<td>32</td>
</tr>
<tr>
<td>9</td>
<td>36</td>
<td>76</td>
<td>40</td>
</tr>
<tr>
<td>10</td>
<td>24</td>
<td>68</td>
<td>44</td>
</tr>
<tr>
<td>11</td>
<td>36</td>
<td>64</td>
<td>28</td>
</tr>
<tr>
<td>12</td>
<td>32</td>
<td>68</td>
<td>36</td>
</tr>
</tbody>
</table>
Based on the table above, it can be seen that the score of the students’ pre-test and post-test in the experimental class are different. The mean of the students’ score in pre-test is 32 with the lowest score is 24 and the highest score is 44. Meanwhile the mean of the students’ score in post-test is 70.2 with the lowest score is 64 gained by two students and the highest score is 80. The total gained score in this class 764.

From the data description above, it can be concluded that there is significance different between pre-test and post-test. It also means that there is positive effect of using role play in teaching speaking skill.

b. The Score of Controlled Class’ Pre-test and Post-test

The data were collected from the result of the students’ score pre-test and post-test in controlled class. The following is the description of the students’ score in controlled class:

<p>| | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>13</td>
<td>32</td>
<td>72</td>
<td>40</td>
</tr>
<tr>
<td>14</td>
<td>36</td>
<td>72</td>
<td>36</td>
</tr>
<tr>
<td>15</td>
<td>24</td>
<td>72</td>
<td>48</td>
</tr>
<tr>
<td>16</td>
<td>40</td>
<td>68</td>
<td>28</td>
</tr>
<tr>
<td>17</td>
<td>44</td>
<td>80</td>
<td>36</td>
</tr>
<tr>
<td>18</td>
<td>24</td>
<td>72</td>
<td>48</td>
</tr>
<tr>
<td>19</td>
<td>32</td>
<td>64</td>
<td>32</td>
</tr>
<tr>
<td>20</td>
<td>32</td>
<td>72</td>
<td>40</td>
</tr>
<tr>
<td>Σ</td>
<td>640</td>
<td>1404</td>
<td>764</td>
</tr>
<tr>
<td>Mean</td>
<td>32</td>
<td>70.2</td>
<td>38.2</td>
</tr>
</tbody>
</table>
Table 4.2

The Students’ Score in Controlled Class (Y)

<table>
<thead>
<tr>
<th>Students</th>
<th>Pre-test Score ($Y_1$)</th>
<th>Post-test Score ($Y_2$)</th>
<th>Gained Score ($Y'$)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>24</td>
<td>28</td>
<td>4</td>
</tr>
<tr>
<td>2</td>
<td>20</td>
<td>20</td>
<td>0</td>
</tr>
<tr>
<td>3</td>
<td>32</td>
<td>32</td>
<td>0</td>
</tr>
<tr>
<td>4</td>
<td>32</td>
<td>32</td>
<td>0</td>
</tr>
<tr>
<td>5</td>
<td>28</td>
<td>28</td>
<td>0</td>
</tr>
<tr>
<td>6</td>
<td>36</td>
<td>36</td>
<td>0</td>
</tr>
<tr>
<td>7</td>
<td>32</td>
<td>32</td>
<td>0</td>
</tr>
<tr>
<td>8</td>
<td>40</td>
<td>40</td>
<td>0</td>
</tr>
<tr>
<td>9</td>
<td>24</td>
<td>24</td>
<td>0</td>
</tr>
<tr>
<td>10</td>
<td>32</td>
<td>32</td>
<td>0</td>
</tr>
<tr>
<td>11</td>
<td>36</td>
<td>36</td>
<td>0</td>
</tr>
<tr>
<td>12</td>
<td>40</td>
<td>40</td>
<td>0</td>
</tr>
<tr>
<td>13</td>
<td>24</td>
<td>28</td>
<td>4</td>
</tr>
<tr>
<td>14</td>
<td>36</td>
<td>36</td>
<td>0</td>
</tr>
<tr>
<td>15</td>
<td>32</td>
<td>36</td>
<td>4</td>
</tr>
<tr>
<td>16</td>
<td>36</td>
<td>36</td>
<td>0</td>
</tr>
<tr>
<td>17</td>
<td>32</td>
<td>32</td>
<td>0</td>
</tr>
<tr>
<td>18</td>
<td>36</td>
<td>32</td>
<td>-4</td>
</tr>
<tr>
<td>19</td>
<td>28</td>
<td>28</td>
<td>0</td>
</tr>
<tr>
<td>20</td>
<td>36</td>
<td>36</td>
<td>0</td>
</tr>
<tr>
<td>Σ</td>
<td>644</td>
<td>636</td>
<td>8</td>
</tr>
</tbody>
</table>

Based on the result of pre-test and posttest score in controlled class the data shows that the mean of the students’ score in pre-test is 61 with the lowest score is 20 and the highest score is 40. Meanwhile the mean of the students’ score in post-test is 60.57 with the lowest score is 20 and the highest score is 40. The total gained score in this class is 8.

c. Quantitative Data Description

According to the data in the tables above, it shows that the students’ achievement in speaking skill by using role play in experiment class is higher than the
students’ in control class without role play. It is also described by the figure of chart as belows:

Chart 4.1
Mean Score of Pre Test, Post Test, and Gained Scores of Experimental and Controlled Class

2. Data analysis
a. Normality test
The result of normality test on both experimental and controlled class pre-test and post-test score was gained from Liliefors test using IBM statistic SPSS 20. The result is as follows:

Table 4.3
The result of Normality Test of Experimental and Controlled Class Pre-test

<table>
<thead>
<tr>
<th>Kelas</th>
<th>Kolmogorov-Smirnov(^a) Statistic</th>
<th>Kolmogorov-Smirnov(^a) df</th>
<th>Kolmogorov-Smirnov(^a) Sig.</th>
<th>Shapiro-Wilk Statistic</th>
<th>Shapiro-Wilk df</th>
<th>Shapiro-Wilk Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Controlled</td>
<td>.214</td>
<td>20</td>
<td>.017</td>
<td>.918</td>
<td>20</td>
<td>.089</td>
</tr>
<tr>
<td>Experimental</td>
<td>.200</td>
<td>20</td>
<td>.035</td>
<td>.919</td>
<td>20</td>
<td>.094</td>
</tr>
</tbody>
</table>
a. Lilliefors Significance Correction

The result of the normality above shows that the significance level or the probability value of experimental class is 0.017 and 0.089 and the controlled one is 0.035 and 0.094. In normality test based on Kolmogorov-Smirnov, data are stated as distributed normal when sig. score is above 0.05. In the table above, that the probability value of both experimental and controlled class is higher than the degree of significance 5% (α = 0.05). Therefore, it can be concluded that both classes have normal distribution data.

The following is the result of normality test on both experimental and controlled class post-test score which is presented in the table:

<table>
<thead>
<tr>
<th>Tests of Normality</th>
<th>Kolmogorov-Smirnov</th>
<th>Shapiro-Wilk</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kelas</td>
<td>Statistic</td>
<td>df</td>
</tr>
<tr>
<td>Controlled</td>
<td>.184</td>
<td>20</td>
</tr>
<tr>
<td>Experimental</td>
<td>.200</td>
<td>20</td>
</tr>
</tbody>
</table>

b. Homogeneity Test

After finishing the normality test, homogeneity test is also required as prerequisite analysis test to calculate homogeneity test the researcher used Levene
Statistic test from IBM Statistic SPSS 20. The following is result obtained from the calculation:

### Table 4.5
**The Result of Homogeneity Test of Experimental and Controlled class Pre-test Score**

<table>
<thead>
<tr>
<th>Test of Homogeneity of Variances</th>
<th>Pretest</th>
</tr>
</thead>
<tbody>
<tr>
<td>Levene Statistic</td>
<td>df1</td>
</tr>
<tr>
<td>.062</td>
<td>1</td>
</tr>
</tbody>
</table>

### Table 4.6
**The Result of Homogeneity Test of Experimental and Controlled class Post-test Score**

<table>
<thead>
<tr>
<th>Test of Homogeneity of Variances</th>
<th>Posttest</th>
</tr>
</thead>
<tbody>
<tr>
<td>Levene Statistic</td>
<td>df1</td>
</tr>
<tr>
<td>.242</td>
<td>1</td>
</tr>
</tbody>
</table>

In the test of homogeneity, data were stated as homogeny distribution when sig. score was above 0.05. Sig. The results from homogeneity test of both pre-test and post-test are 0.805 and 0.626. It means that these data have homogeny distribution data.

**c. Analysis Test**

After finishing the statistical analysis of perquisite test; normality and homogeneity test, the next step is analytical testing or hypothesis testing. Due to the data gained from pretest and posttest of both experimental and controlled class are normal and homogenous, the comparative technique or independent sample t-test is used to test the hypothesis of this study.

Before calculating the t value of the observation, the gained or means of difference, in which the data from both experimental and controlled class is related to each other, must be calculated. Because the sample is categorized as
small sample, analyzing the gained score is the beginning step before calculating the t-test value.

This step is needed to gain the mean and deviation from the data of pretest and posttest in experimental and controlled class. The result of the calculation as seen in the 4.7 below:

**Table 4.7**

The Comparison of Gained Score between Students in Experimental Class and Students in Controlled Class

<table>
<thead>
<tr>
<th>Students</th>
<th>Gained Score (X)</th>
<th>Gained Score (Y)</th>
<th>(x = (X - MX))</th>
<th>(y = (Y - MY))</th>
<th>(X^2)</th>
<th>(Y^2)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>40</td>
<td>4</td>
<td>1.8</td>
<td>3.6</td>
<td>3.24</td>
<td>12.96</td>
</tr>
<tr>
<td>2</td>
<td>52</td>
<td>0</td>
<td>52</td>
<td>-0.4</td>
<td>2704</td>
<td>0.16</td>
</tr>
<tr>
<td>3</td>
<td>36</td>
<td>0</td>
<td>36</td>
<td>-0.4</td>
<td>1296</td>
<td>0.16</td>
</tr>
<tr>
<td>4</td>
<td>36</td>
<td>0</td>
<td>36</td>
<td>-0.4</td>
<td>1296</td>
<td>0.16</td>
</tr>
<tr>
<td>5</td>
<td>44</td>
<td>0</td>
<td>44</td>
<td>-0.4</td>
<td>1936</td>
<td>0.16</td>
</tr>
<tr>
<td>6</td>
<td>32</td>
<td>0</td>
<td>32</td>
<td>-0.4</td>
<td>1024</td>
<td>0.16</td>
</tr>
<tr>
<td>7</td>
<td>36</td>
<td>0</td>
<td>36</td>
<td>-0.4</td>
<td>1296</td>
<td>0.16</td>
</tr>
<tr>
<td>8</td>
<td>32</td>
<td>0</td>
<td>32</td>
<td>-0.4</td>
<td>1024</td>
<td>0.16</td>
</tr>
<tr>
<td>9</td>
<td>40</td>
<td>0</td>
<td>40</td>
<td>-0.4</td>
<td>1600</td>
<td>0.16</td>
</tr>
<tr>
<td>10</td>
<td>44</td>
<td>0</td>
<td>44</td>
<td>-0.4</td>
<td>1936</td>
<td>0.16</td>
</tr>
<tr>
<td>11</td>
<td>28</td>
<td>0</td>
<td>28</td>
<td>-0.4</td>
<td>784</td>
<td>0.16</td>
</tr>
<tr>
<td>12</td>
<td>36</td>
<td>0</td>
<td>36</td>
<td>-0.4</td>
<td>1296</td>
<td>0.16</td>
</tr>
<tr>
<td>13</td>
<td>40</td>
<td>4</td>
<td>40</td>
<td>3.6</td>
<td>1600</td>
<td>12.96</td>
</tr>
<tr>
<td>14</td>
<td>36</td>
<td>0</td>
<td>36</td>
<td>-0.4</td>
<td>1296</td>
<td>0.16</td>
</tr>
<tr>
<td>15</td>
<td>48</td>
<td>4</td>
<td>48</td>
<td>3.6</td>
<td>2304</td>
<td>12.96</td>
</tr>
<tr>
<td>16</td>
<td>28</td>
<td>0</td>
<td>28</td>
<td>-0.4</td>
<td>784</td>
<td>0.16</td>
</tr>
<tr>
<td>17</td>
<td>36</td>
<td>0</td>
<td>36</td>
<td>-0.4</td>
<td>1296</td>
<td>0.16</td>
</tr>
<tr>
<td>18</td>
<td>48</td>
<td>-4</td>
<td>48</td>
<td>-4.4</td>
<td>2304</td>
<td>19.36</td>
</tr>
<tr>
<td>19</td>
<td>32</td>
<td>0</td>
<td>32</td>
<td>-0.4</td>
<td>1024</td>
<td>0.16</td>
</tr>
<tr>
<td>20</td>
<td>40</td>
<td>0</td>
<td>40</td>
<td>-0.4</td>
<td>1600</td>
<td>0.16</td>
</tr>
<tr>
<td>Σ</td>
<td>764</td>
<td>8</td>
<td></td>
<td></td>
<td>28403.2</td>
<td>60.8</td>
</tr>
<tr>
<td>Mean</td>
<td>38.2</td>
<td>0.4</td>
<td></td>
<td></td>
<td>1420.16</td>
<td>3.04</td>
</tr>
</tbody>
</table>

Notes:
- \(X\) = the difference of the experimental pretest and posttest score
- \(Y\) = the difference of the controlled class pretest and posttest score
- \(X^2\) = the degree of the difference of the experimental pretest and posttest score
- \(Y^2\) = the degree of the difference of the controlled pretest and posttest score
Prior to the calculation of $t_{est}$, there are several steps to be taken. They are as follows:

1. Determining mean of variable X with the formula:
   $$M_x = \frac{\sum X}{\sum N_1} = M_x = \frac{764}{20} = 38.2$$

2. Determining mean of variable X with the formula:
   $$M_y = \frac{\sum y}{\sum N_2} = M_y = \frac{8}{20} = 0.4$$

3. Determining standard of deviation score of variable X with the formula:
   $$SD_x = \sqrt{\frac{\sum X^2}{N_1}} = \sqrt{\frac{28403.2}{20}} = \sqrt{1420.16} = 37.68$$

4. Determining standard of deviation score of variable Y with the formula:
   $$SD_y = \sqrt{\frac{\sum y^2}{N_2}} = \sqrt{\frac{60.8}{20}} = \sqrt{3.04} = 1.74$$

5. Determining standard of error mean variable X with the formula:
   $$SE_{Mx} = \frac{SD_x}{\sqrt{N_{1-1}}} = \frac{37.68}{\sqrt{19}} = 8.64$$

6. Determining standard of error mean variable Y with the formula:
   $$SE_{My} = \frac{SD_y}{\sqrt{N_{2-1}}} = \frac{1.74}{\sqrt{19}} = 0.39$$

7. Determining standard of error different mean of variable X and variable Y with the formula:
   $$SE_{Mx-My} = \sqrt{SE_{Mx}^2 + SE_{My}^2} = \sqrt{8.64^2 + 0.39^2} = 8.64$$

8. Determining $t_o$ with formula:
   $$t_o = \frac{M_x-M_y}{SE_{Mx-My}} = \frac{38.2-0.4}{8.64} = \frac{37.8}{8.64} = 4.37$$

9. Determining $t_{table}$ in significance level 5% with degree of freedom (df):
   
   Df = $(N_1 + N_2) - 2$
   
   Df = $(20 + 20) - 2$
   
   Df = $40 - 2$
   
   Df = 38
Thus, based on the calculation above the degree of freedom (\(df\)) is 38 and the critical value of the \(df\) 38 by using the degree of significance 5% is 1.685 and the \(t_{\text{observe}}\) is 4.37. To prove the hypothesis, the data obtained from experimental and controlled class were calculated by using t-test formula with assumption as follows:

If \(t_{\text{observe}} \geq t_{\text{table}}\), the Null Hypothesis (Ho) is rejected; it means that there is an effectiveness of using journal writing in teaching writing recount text. In the other hand, if \(t_{\text{observe}} \leq t_{\text{table}}\), the Null Hypothesis is accepted; it means that there is no an effectiveness of using journal writing in teaching recount text.

Based on the description of the calculation above, it could be concluded that:

a) The value of \(t_{\text{table}}\) in the significance 5% is 1.685
b) The value of \(t_{\text{observe}}\) is 4.37
c) So, the result is \(4.37 > 1.685 = t_{\text{observe}} > t_{\text{table}}\). It means that \(t_{\text{observe}}\) is higher than \(t_{\text{table}}\).

Because the value of \(t_{\text{observe}} > t_{\text{table}}\), it proves that the null hypothesis is rejected and the alternative hypothesis is accepted which stated that there is significant different between the students’ score in learning writing recount text by using journal writing and the students’ score in learning writing recount text without using journal writing at the eight year students of Izzatul Islam Junior High School, Tajurhalang Bogor.

B. Discussion

The discussion of the research was based on the research purpose, which was to know whether there is an effectiveness of using role play towards students’ speaking skill at second grade of Izzatul Islam Junior High School. Based on the test result, it was known that the students’ speaking ability in using role play showed difference in both experimental class and controlled class. The pretest mean score in experimental class was 32. And after given three treatments using journal writing, the post test mean score in experimental class is 70.2. Meanwhile, in controlled class showed that the pretest mean score was 61. And after three
meetings taught by using conventional method, the post test mean score in controlled class was 60.57.

After finding the mean score in both of classess, it can be stated that the data were distributed normally and homogeneously. In normality test, the experimental class pretest score is 0.200 and 0.260 and the controlled one is 0.180 and 0.960. While the normality test of experimental class posttest score is 0.035 and 0.063, and the controlled one is 0.073 and 0.141. All of the scores were higher than 0.05 which means that the data were distributed normally. It means that there was balance distribution between the students who get low, middle, and high scores.

In homogeneity test, the pretest score was 0.805 and posttest score was 0.626. This result shows that in both pretest and posttest, the data between experimental class and controlled class was homogenous as the score higher than 0.05.

The result from the calculation of T-test formula shows that H₀ is rejected because t_observ is bigger than t_table. There is a significant difference between the posttest score of both classes after journal writing is used in teaching writing recount text at experimental class.

Each class had 20 students, so the degree of freedom (df) was (20 + 20) – 2 = 38. The critical value with df/38 in significance of 5% was 1.685. The t_observ was 4.37. Therefore, t_observ was higher that the degree of significance 5% 4.37 > 1.685 which meant that the null hypothesis was rejected and the alternative hypothesis was accepted.
A. Conclusion

The students’ difficulties in speaking are caused by several problems. One of them is because they rarely try to speak. In school context, this situation may be caused by the conventional methods used by the teacher or unavailability of real media that allow students to speak authentically. Thus, in this research the researcher tried to apply role play a medium to teach speaking.

After conducting the research and calculating the data, it can be concluded that there is an effectiveness of using role play on students’ ability in speaking. It can be seen from the average of posttest result in experimental class which is 70.2 and the average of its gained score that is 38.2. While the average of posttest result in controlled class is 60.57 and the average of its gained score is 0.76. So the experimental class has more improvement than the controlled class.

Statistically, according to the research analysis of the data of the students score in experimental and controlled class, it shows that the value of t-observation is higher than the value of t-table, that is 4.37 > 1.685. So, the null hypothesis is rejected and the alternative hypothesis is accepted. It means that there is significant difference between the students score in speaking by using role play and the students’ score in speaking without using role play at the eight year students of Izzatul Islam Junior High School.

Students got higher score in speaking when they use role play to help them improving their speaking ability. While students who did not receive treatment got lower score than students who received such treatment. It can be concluded that teaching speaking using role play is effective.
B. Suggestion

The result of this study shows that role play is effective to be applied in teaching and learning process. Referring to the result of the study, there are some suggestions that could be presented related to research findings and interpretation.

Firstly, the teacher should be able to read the situation the class, especially in speaking class, of how the students behave towards speaking. The teacher should give more understanding to the students that speaking is not merely about grammar but it is part of communication. After that, the teacher should be able to teach more creatively so that the students gain their participation in teaching and learning process. Selecting appropriate technique and media is also important for teacher to make the students feel more comfortable and motivated in learning. In teaching speaking, the researcher suggested to use role play as a medium in teaching speaking. Based on the research result, role play is effective on improving students’ ability in speaking.

There are several suggestions in using role play in the class. First of all, the teacher should be enthusiastic with the idea of role play. Teacher also needs to explain why students need to use role play as the medium in speaking class. The next is that students need to know how often and when they should try to speak by using role play. With applying these suggestions it is hoped that students’ behavior towards speaking will change.

The need of further researches related to role play is also important in order to dig deeper into this topic so that the more comprehensive way on how to use role play in teaching speaking will be gained. Hopefully, this research can be a reference for the next researcher to search further about it.
REFERENCES


Pardon, Laura S. *What every teacher needs to know about comprehension*, International Reading Association, 2014.


APPENDIX 1
RENCANA PELAKSANAAN PEMBELAJARAN
(RPP) EXPERIMENTAL CLASS

Rencana Pelaksanaan Pembelajaran (RPP)

MTs : MTs Izzatul Islam
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : VIII / 2
Alokasi Waktu : 2 x 45 menit
Skill : Speaking
Teks Pembelajaran : Asking for opinion and giving opinion
Pertemuan : Ke - 6

Standar Kompetensi:
3. Berbicara
Mengungkapkan makna dalam teks percakapan transaksional dan interpersonal resmi dan berlanjut (sustained) dalam konteks kehidupan sehari-hari.

Kompetensi Dasar : Berbicara
3.1 Mengungkapkan makna dalam percakapan transaksional (to get things done) dan interpersonal (bersosialisasi) resmi dan berlanjut (sustained) dengan menggunakan ragam bahasa lisan secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dan melibatkan tindak tutur: menyampaikan pendapat, meminta pendapat.

Indikator:
- Menggunakan dan mempraktikan tindak tutur menyampaikan pendapat.
- Merespon dan mempraktikan tindak tutur meminta pendapat.
- Mengidentifikasi berbagai macam ekspresi untuk mengungkapkan / meminta pendapat.
A. Tujuan Pembelajaran
Pada akhir pembelajaran, 75% siswa mampu untuk:
- Menggunakan dan mempraktikan tindak tulur menyampaikan pendapat.
- Merespon dan mempraktikan tindak tulur meminta pendapat.
- Mengidentifikasi berbagai macam ekspresi untuk mengungkapkan / meminta pendapat.

B. Materi Pembelajaran
**Asking for Opinion and Giving Opinion**

<table>
<thead>
<tr>
<th>Asking for opinion</th>
<th>Giving opinion</th>
<th>Refusing Opinion</th>
</tr>
</thead>
<tbody>
<tr>
<td>What do you think (of/about)....?</td>
<td>I think (that)....</td>
<td>- No. I don’t think so..</td>
</tr>
<tr>
<td>Do you think (that).....?</td>
<td>I believe (that)</td>
<td>- I am not with you.</td>
</tr>
<tr>
<td>Why do they behave like that?</td>
<td>In my opinion,...</td>
<td>- I am not in line with you</td>
</tr>
<tr>
<td>Do you have any idea?</td>
<td>It seems to me (that).....</td>
<td>- I have different opinion about..</td>
</tr>
<tr>
<td>How do you like....?</td>
<td>As far as I’m concerned.....</td>
<td>- Absolutely no...</td>
</tr>
<tr>
<td>Please, give me your frank opinion.</td>
<td>I think that ..... if you ask me, ......</td>
<td></td>
</tr>
<tr>
<td>What’s your opinion? (less formal)</td>
<td>Not everyone will agree with me, but...</td>
<td></td>
</tr>
<tr>
<td></td>
<td>From my point of view...</td>
<td></td>
</tr>
<tr>
<td></td>
<td>I agree/disagree....</td>
<td></td>
</tr>
</tbody>
</table>
Example the Dialogue of asking for opinion and giving opinion.

**Dialogue 1:**
Utami : Our headmaster wanted us to improve and increase the quality of our English club. What do you think, Krisna?
Krisna : Well. I think so. We should be able to do that.
Utami : So what should we do?
Krisna : I think that we have to improve our syllabus. It must be more relevant to English.
Hani : That's a great idea. But don't forget. I think it is not only that. We should also know the student's needs, because we handle different levels and wishes.
Utami : Yes, I know that. Thank you. And then do we need new instructors here?
Krisna : I don’t think so.

**Dialogue 2:**
Hendi : Dear friends, I have a serious problem now. But I haven't found the solution yet. I'm confused. Can you help me?
Syahrul : Tell us what it is!
Hendi : Yeah. Next month I must stop my studies because my father retired three months ago. So he cannot pay my school fees.
Hasan : Take it easy. It's not a serious problem.
Hendi : What? How can I solve the problem?
Hasan : Okay. I think you should ask for a letter from the authority telling that your family can't afford the school fees. Then you submit the letter to your school or to the parents' representative.
Syahrul : In my opinion you can also request scholarship. I think you are the best.
Hendi : Thanks a lot for the suggestions. I'll try to do that.

C. Metode Pembelajaran

a. Role Play
b. Unjuk kerja
D. Langkah-langkah Kegiatan Pemelajaran

<table>
<thead>
<tr>
<th>Kegiatan Awal (10’)</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Memberikan salam / menyapa siswa pada awal masuk kelas</td>
</tr>
<tr>
<td>- Mengecek kehadiran siswa</td>
</tr>
<tr>
<td>- Menanyakan kepada siswa pendapat mereka tentang Bali dan Guci.</td>
</tr>
<tr>
<td>- Mengaitkan jawaban dengan materi yang akan dibahas.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Kegiatan Inti (70’)</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Membagikan Hand out yang berisikan materi tentang <em>asking for opinion and giving opinion</em>.</td>
</tr>
<tr>
<td>- Menjelaskan tentang <em>asking for opinion, giving opinion and refusing opinion</em>.</td>
</tr>
<tr>
<td>- Membaca daftar kalimat contoh ungkapan <em>asking for opinion, refusing and giving opinion</em> dan meminta siswa untuk mengikutinya.</td>
</tr>
<tr>
<td>- Membaca contoh dialog <em>asking for opinion and asking opinion</em> dan meminta siswa untuk mengikutinya.</td>
</tr>
<tr>
<td>- Membagi siswa menjadi kelompok. Satu kelompok terdiri dari 3 siswa, kemudian membuat situasi untuk role play yang nantinya akan digunakan dalam conversation.</td>
</tr>
<tr>
<td>- Membagi gambar perkelompok yang berisi tema dari tugas untuk membuat dialog singkat <em>expression of Asking for opinion and giving opinion</em>.</td>
</tr>
<tr>
<td>- Meminta siswa membuat dialog singkat tentang ekspresi <em>Asking for opinion and giving opinion</em> sesuai tema yang ada digambar yang telah dibagi secara kelompok.</td>
</tr>
<tr>
<td>- Sambil siswa mengerjakan sambil keliling untuk meminta setiap 2 anak untuk membaca dialog untuk mengetahui kemampuan speaking setiap individu setiap anak.</td>
</tr>
<tr>
<td>- Meminta siswa mempresentasikan dialog yang mereka buat sendiri di depan kelas.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Penutup (10’)</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Menanyakan tentang pemahaman siswa terhadap materi menyatakan pemahaman</td>
</tr>
<tr>
<td>- Memberikan salam penutup.</td>
</tr>
</tbody>
</table>
E. **Sumber Belajar**
   a. Internet
   b. English Book (BSE)

F. **Media Pembelajaran**
   a. Handout
   b. Picture

G. **Penilaian**

Guru melakukan penilaian dengan ketentuan sebagai berikut:
   a. Teknik Penilaian: tugas kelompok dan tugas individu
   b. Bentuk Penilaian: tulis dan performance

<table>
<thead>
<tr>
<th>Indikator</th>
<th>Teknik</th>
<th>Bentuk</th>
<th>Contoh Instrumen</th>
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</thead>
<tbody>
<tr>
<td>- Menggunakan dan mempraktikkan tindak tutur menyampaikan pendapat.</td>
<td>Tes lisan</td>
<td>Membaca contoh dialogue</td>
<td>Lihat contoh</td>
</tr>
<tr>
<td>- Mengidentifikasi berbagai macam ekspresi untuk mengungkapkan / meminta pendapat.</td>
<td>Tes lisan</td>
<td>Membuat dan membaca dialog.</td>
<td>Lihat contoh</td>
</tr>
</tbody>
</table>

C. **Instrumen Penelitian**

**Ø Read the Dialogue Loudly**

Anggar : I dont think that young people should be allowed to wear strange hair style.

Reno : Why? Whats wrong with them?
Anggar : Well, I personally believe that people who wear strange hair style will look untidy and be badly –behaved.
Reno : I see your point, but I think they just want to be stylish. That's all.

Ø Make a Dialogue.
Make a short dialogue using your own sentences and insert the expression of opinion, at least 2 expressions of opinion. Then, act it out.
 Optional:
What do you think about? ….

1. Lorenzo
2. Bali
3. English Lesson
4. Mathematics Lesson
5. Andika pratama
6. Football

7. Jogjakarta
8. Jakarta
9. Rock Music
10. Pop Music
11. Dangdut Music
12. Ayu Ting-ting
13. Cristiano Ronaldo

a. Rubrik Penilaian

<table>
<thead>
<tr>
<th>Bentuk instrumen</th>
<th>Sempurna</th>
<th>Sebagian besar benar</th>
<th>Beberapa benar</th>
<th>Semuanya salah</th>
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<tbody>
<tr>
<td>Fluency</td>
<td>25</td>
<td>15</td>
<td>10</td>
<td>5</td>
</tr>
<tr>
<td>Error in pronunciation</td>
<td>25</td>
<td>15</td>
<td>10</td>
<td>5</td>
</tr>
<tr>
<td>Intonation</td>
<td>25</td>
<td>15</td>
<td>10</td>
<td>5</td>
</tr>
<tr>
<td>Accuracy in grammar and vocabulary</td>
<td>25</td>
<td>15</td>
<td>10</td>
<td>5</td>
</tr>
</tbody>
</table>

e. Pedoman Penilaian
Ø Performance
Jumlah skor maksimal per siswa : 100
APPENDIX 2

Role Play Cards

Expressing asking and giving opinion

Cards A
You want to buy new mobilephone. Ask your sister's opinion about it. Your sister disagree with you and ask her why she disagree.

Cards B
You want to get the party with your friends tonight. You asks your sister’s opinion, what dress that proper for you. Your sister agree with you, and she give addition opinion about footwear.

Card C
You and your friend are talking about a plan for a holiday. You wants to visit some places in yogyakarta. Ask your friend’s opinion about your plan.

Card D
You and your friend are talking about beautiful places in Indonesia. You think every beach in Indonesia is wonderfull. Your friend disagree with you. She/he think some of the beach still dirty.

Card E
You ask your friend what about the visitors should not feed the animals in the zoo. why your friend agree with that idea.

Card F
You think smoking in public places is not polite. Ask your friend’s opinion about that. Ask your friend what should to be handdle the pollution air.

Card G
You and your friend are talking about your plans for holiday. Your friend asks you to visit his/her uncle in Semarang, but you have another opinion to get holiday in Bogor. Your friend join with you.
Expressing Asking and Giving something

Cards A
You are general manager. You have to meeting with your client. You need to brought an important document for your project, but you was forgot it. you need a help from your assistant.

Cards B
You are the richest man in your village. You see a beggar. The beggar looks very hungry. You offer the beggar some bread. The beggar accept your offer.

Card C
You are having lunch in a restaurant. You need more sugar for your tea. You ask to the waitress.

Card D
You and your friend will go to Halloween party. You need your friend’s help to prepare the costume. Your friend accept it.

Card E
You are a prince. You are on the way to a village and you feel very thirsty. Suddenly, you meet a woman who offers you a drink. You know that she is a witch. You refuse her offer.

Card F
You are a fortune teller. You know that there is a black magician who wants to hurt the princess. You offer a magic ring to protect her from evil curse from the witch. Unfortunately, the princess refuse the ring.

Card G
You are shepherd. You see a stupid giant. He wants to cut a rope but he does not know how to do it. you offer him a knife. He accepts your offer.
**Describing People**

**Cards A**  
You introduce your new young sister that newborn last night. How does she look like. Tell to your friend.

**Cards B**  
When you got holiday, you met a tourism from Tunisia. You try to describe how he does look like.

**Card C**  
You have a favourite actor. You try to tell to your friend how does he/she look like.

**Card D**  
You get new school. You find out a new friend. She/he is kind person. You like him/her. Try to tell about him/her appearances to your sister.

**Card E**  
Your friend has an idols. You ask him what his idol look like. Your friend tell you about his idol appearances.

**Card F**  
Your mother is an actor. your friend ask you what she look like. You tell to your friend what your mother appearance.

**Card G**  
When you are jogging at morning, you find out a lonely child in the street. You didn’t know him. Describe that child appearance in one media in order to his parent know that their child was lost.
Expressing likes and dislikes

Cards A
You invite your friend go to the restaurant. And you order some food to the waiter. You must to ask him/her before, what are food that he/she likes or dislike that your friend wants to order.

Cards B
Your mother asks you to Mal. And your mother is offering some clothes and shoes maybe that it’s you like or dislike. You must to tell what do you like or dislike that you want to buy to your mother.

Card C
Your friend will have birthday tomorrow. You didn’t know what she/he like. Ask to her/his mother what she like or dislike.

Card D
Your young sister was crying. You want to buy something for her. You offering ice cream, a doll, candy, etc. she dislike all of them. She like chocoholate.

Card E
Your friend ask you to go to the caffe. She is offering some kind drink. Tell him/her what you like to drink. Give a reason why do you like that drink.

Card F
Your brother give you s gift from singapure. But you don’t like it. your brother asks you what do you like. Why do you like it.

Card G
Your friend ask you about you holiday. You visit to Bali. What do you like / dislike in there and why do you like/dislike it. Tell to your friend.
APPENDIX 3

INTERVIEW TRANSCRIPT

THE QUESTIONS OF PRE – TEST AND POST-TEST

1. What is your name?
2. Could you spell your name?
3. Where do you live?
4. What do you like?
5. Why do you like it?
6. What do you say if you want to ask or offer something?
7. What will you say if you want to ask your friends’ opinion about something?
8. What is your view about doraemon cartoon movie? Give me the reasons that support your opinions?
9. Can you tell me briefly about your family?
10. What do your family do mostly everyday?
<table>
<thead>
<tr>
<th>No</th>
<th>Name</th>
<th>Pronunciation</th>
<th>Grammar</th>
<th>Vocabulary</th>
<th>Fluency</th>
<th>Comprehension</th>
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## APPENDIX 4

### PRE-TEST

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# APPENDIX 5

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## APPENDIX 6

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**Maximal Score is 5**

**Minimal Score is 1**
Yang bertanda tangan di bawah ini, Kepala Madrasah Tsanawiyah Izzatul Islam – Bogor menerangkan bahwa:

Nama : Irfan Mujahid
NIM : 111014000117
Jurusan : Pendidikan Bahasa Inggris
Fakultas : Ilmu Tarbiyah dan Keguruan

Adalah benar mahasiswa UIN Syarif Hidayatullah Jakarta yang telah melaksanakan penelitian tentang "The Effect of Role Play Technique on Students’ Speaking Ability (An Experimental Study at Second Grade Students of Izzatul Islam Junior High School in 2017/2018 Academic Year) di MTs Izzatul Islam – Bogor pada tanggal 2 April s.d. 27 April 2018.

Demikian surat keterangan ini diberikan untuk dipergunakan sebagaimana mestinya.

Bogor, 2 April 2018

Kepala MTs Izzatul Islam,

[Signature]

Dra. Hi. Ida Mulyana
NIP. -
APPENDIX 8

Photograph During the Quasi-experimental Research Activities