

**THE EFFECTIVENESS OF ROLE-PLAY METHOD  
IN TEACHING SPEAKING  
(The Experimental Study at the Eighth Grade of MTs Darul Ulum  
Srikandang 2016/2017)**

**A THESIS**



**Submitted in Partial Fulfillment of the Requirements for the Degree of  
Sarjana Pendidikan Bahasa Inggris (S.Pd)**

by

**RINDA UMI NASRIYAH  
NIM 13132000003**

**DEPARTMENT OF ENGLISH LANGUAGE EDUCATION  
TARBIYAH AND TEACHER SCIENCES FACULTY  
ISLAMIC UNIVERSITY OF NAHDLATUL ULAMA  
(UNISNU) JEPARA**

**2018**



**UNIVERSITAS ISLAM NAHDLATUL ULAMA (UNISNU) JEPARA**  
**FAKULTAS TARBİYAH DAN ILMU KEGURUAN**

- |   |  |
|---|--|
| • Program Studi Pendidikan Agama Islam (PAI)<br>Akreditasi BAN-PT : Peringkat B<br>Nomor : 180759/BAN-PT/Akad/16/2013 | • Program Studi Pendidikan Bahasa Inggris (PBI)<br>Akreditasi BAN-PT : Peringkat B<br>Nomor : 180759/BAN-PT/Akad/16/2017 |
| • Program Studi Pendidikan Guru PAUD (PGPAUD)<br>di Penyelenggaraan Keputusan Menteri RI<br>Nomor : 24/107/102016     | • Program Studi Pendidikan Guru Sekolah Dasar (PGSD)<br>di Penyelenggaraan Keputusan Menteri RI<br>Nomor : 4708/PT/2016  |

**PAGE OF APPROVAL**

Title of Thesis :  
**THE EFFECTIVENESS OF ROLE-PLAY METHOD IN TEACHING SPEAKING  
(THE EXPERIMENTAL STUDY AT THE EIGHTH GRADE OF MTs. DARUL  
ULUM SRIKANDANG 2016/2017)**

Name : **RINDA UMI NASRIYAH**  
Registration Number : **131320000003**  
Place and Date of Birth : **Jepara, 05 Februari 1991**  
Faculty : **Tarbiyah and Teacher Sciences**  
Department : **English Language Education**

This thesis has been approved by the board of examiners of Tarbiyah and Teacher Sciences Faculty of Islamic University of Nahdlatul Ulama Jepara on:

**March 29th 2018**

and can be accepted as one of the requirements for acquiring Sarjana Pendidikan degree of English Language Education Department.

Jepara, March 29th 2018

Board of Examiners,

Chairperson

**Drs. H. Mahalli, M.Pd.**

Secretary

**Taufiqurrohman, S.S., M.Hum.**

Examiner 1

**Drs. H. Mahalli, M.Pd.**

Examiner 2

**Husni Mubarak, M.Pd.**

Advisor

**Taufiqurrohman, S.S., M.Hum**

## ADVISOR'S APPROVAL

*Assalamu'alaikum Wr. Wb.*

After analyzing and having revision, I send your final project:

Name : Rinda Umi Nasriyah  
NIM : 131320000003  
Program of Study : English Language Education  
Title : THE EFFECTIVENESS OF ROLE-PLAY  
METHOD IN TEACHING SPEAKING  
(The Experimental Study at the Eighth Grade of  
MTs Darul Ulum Srikandang 2016/2017)

This thesis has been approved by the advisor and ready to be examined by the board of examiners Tarbiyah and Teacher Sciences Faculty Islamic University of Nahdlatul Ulama (UNISNU) Jepara.

Hopefully, it can be knowledgeable.

*Wassalamu'alaikum Wr. Wb.*

Jepara, March 23<sup>rd</sup> 2018

Advisor,



Taufiqurrohman, S. S., M. Hum.

## STATEMENT OF ORIGINALITY

Student who was signed below:

Name : Rinda Umi Nasriyah  
NIM : 131320000003  
Program of study : English Language Education

I state honestly and full of responsibility that this final project which I arranged as one of requirement for getting the degree of sarjana I (S.I) Islamic University of Nahdlatul Ulama Jepara is my own work and never be submitted in partial fulfillment of the requirement for getting the degree of Sarjana from other universities.

In certain part of this final project that I took from other works have been written the sources clearly with norm, rule, and etiquette of scientific writing.

Then I am ready getting punishment from Tarbiyah and Teacher Sciences Faculty UNISNU Jepara if there is un-originality of this statement.



**RINDA UMI NASRIYAH**

**NIM: 131320000003**

## ABSTRACT

Rinda Umi Nasriyah. 2018. **The Effectiveness of Role Play Method in Teaching Speaking (The Experimental Study at the Eighth Grade of MTs Darul Ulum Srikandang 2016/2017). University of Nahdlatul Ulama (UNISNU) Jepara.** Advisor : Taufiqurrohman, S. S., M. Hum.

**Keywords:** The Effectiveness of Method, Method, Role-play Method, Speaking, Teaching Speaking

This thesis is aimed at analyzing role-play method in teaching speaking whether it influences the progress of the eighth grade students' speaking achievement of MTs Darul Ulum Srikandang or not. The researcher used quasi-experimental designs to conduct the research. For the instruments, this study used test those are pre-test, post-test and observation to collect the data. The researcher used time-series designs where it needs three times pre-test and post-test. In the first pre-test, the researcher could take conclusion that their speaking skill is still low. As mentioned in the table, after data analyzed, it shows that the mean is 43, the median is 44, the highest score is 48, the lowest score is 40. In the second pre-test, the students were able to increase their grammar. It was proven when they made an example of dialogue about asking and giving information and only one student that could not increase the score. As mentioned in the table, after data analyzed, it shows that the mean is 50, the median is 52, the highest score is 52, the lowest score is 48. In the last pre-test, the students were able to increase their comprehension and fluency. As mentioned in the table, after data analyzed, it shows that the mean is 58, the median is 56, the highest score is 60, the lowest score is 56. After the students were given instruction about role play method, they could increase their speaking skill especially in vocabulary and pronunciation. But there were three students that could not increase their score. As mentioned in the table, after data analyzed, it shows that the mean is 46, the median is 48, the highest score is 48, the lowest score is 44. The result of the second post-test, the students were able to improve their speaking skill. Their grammar was better but there were three students that could not increase their score. As mentioned in the table, after data analyzed, it shows that the mean is 54, the median is 52, the highest score is 56, the lowest score is 52. In the last post-test, the students were able to increase their comprehension and fluency. It showed that they gave good improvement after doing the role-play method. As mentioned in the table, after data analyzed, it shows that the mean is 67, the median is 68, the highest score is 72, the lowest score is 64.

Based on the descriptive quantitative, it showed that role-play method influenced the progress of students' speaking achievement. It means that role-play method in teaching speaking is effective to improve the students' speaking. The result showed that on the analysis that has been done, the writer found that there is significant difference on the students' speaking achievement after being taught by using Role-play method. The result showed that in the mean of students' score of pre-test was 150,38. Then, in the mean of students' score of post -test was 167,14. Beside the result of data, the researcher also got the result based on the observation. It showed that the students became active, confident, and enjoyable after taught by using role-play method. So, it can be concluded that using Role-play method is effective in teaching speaking for eighth grade of junior high school.

**MOTTO**

**IF YOU THINK YOU CAN OR YOU THINK YOU CAN'T  
YOU'RE RIGHT**

**Henry Ford**

## ACKNOWLEDGEMENT

*Assalamualaikum Wr.Wb*

*Alhamdulillahirabbil 'alamin*, finally, the researcher said as praise and thanks to Allah SWT for the blessing till this thesis could be completed.

May *shalawat* and *salam* always be given to our prophet Muhammad SAW, who has been a good example for all *ummah*.

Many people have contributed to the various phases of this study. However, this success would not be achieved without supporting, guiding, and encouraging from individuals and institution. Therefore, let me say thanks to:

1. Dr. Sa'dullah Assa'idi, M.Ag., The Rector of Islamic University of Nahdlatul Ulama' Jepara, who gave permission to me to conduct this study.
2. Drs. H. Mahalli, M.Pd., The Dean of Tarbiyah and Teacher Sciences Faculty Islamic University of Nahdlatul Ulama' Jepara who gave me permission to conduct this research.
3. Mr. Taufiqurrohman, S.S., M.Hum., my Advisor of this thesis. Thanks for his continuous and valuable guidance, advice and encouragement in completing the thesis.
4. All lecturers and staff at the Department English Language Education of Tarbiyah and Teacher Sciences Faculty Islamic University of

Nahdlatul Ulama Jepara, who have taught, motivated, given their valuable advice and cooperation.

5. The librarians of The Central Library of Islamic University of Nahdlatul Ulama Jepara for their permission to use some valuable references in writing this thesis.
6. The last but not least, my family who have supported for doing my research.

I will never forget all the wonderful people who helped and supported me during completing this thesis.

Finally, I do realize that due to my limited ability this thesis must have shortcoming. For this, I welcome any suggestions and criticism.

*Wassalamualaikum Wr.Wb*

Jepara, March 29<sup>th</sup> 2018

The Researcher,

A handwritten signature in black ink, appearing to be 'Rinda Umi Nasriyah', written over a horizontal line.

Rinda Umi Nasriyah

## **DEDICATION**

1. My beloved father and mother (Ashadi and Imprialismiyati). My beloved grandmother (Darsini) who always pray and support for my successful.
2. My beloved husband (Amin Faesol). My beloved daughter and son (Ratu Zida Ismah and Rayyan Tamami) who become inspiration in my life.
3. My beloved sisters (Muhimmatun Nisa' S.Pd.I and Erika Putri Amanda Reta).
4. All of my friends who always give support, motivation and inspiration for me.

## TABLE OF CONTENTS

PAGE OF TITLE .....	i
ADVISOR’S APPROVAL .....	ii
PAGE OF APPROVAL .....	iii
STATEMENT OF ORIGINALITY .....	iv
ABSTRACT .....	v
MOTTO .....	vii
ACKNOWLEDGEMENT .....	viii
DEDICATION .....	x
TABLE OF CONTENTS .....	xi
LIST OF FIGURES .....	xiv
LIST OF TABLES .....	xv
LIST OF APPENDICES .....	xvi
CHAPTER I           INTRODUCTION	
A. Background of the Study .....	1
B. Statement of the Problem .....	3
C. Objectives of the Study .....	3
D. Scope of the Study .....	3
E. Significance of the Study .....	4
CHAPTER II           REVIEW OF RELATED LITERATURE	
A. Previous Researches .....	5

B. Theoretical Review.....	6
1. Teaching Speaking .....	6
1.1 What is Meant by Speaking a Second Language .....	6
1.2 Reason for Teaching Speaking .....	6
1.3 Basic Types of Speaking .....	7
1.3.1 Imitative .....	7
1.3.2 Intensive .....	7
1.3.3 Responsive .....	7
1.3.4 Interactive .....	7
1.3.5 Extensive .....	8
1.4 The Role of the Teacher in Teaching Speaking .....	8
1.4.1 Prompter .....	8
1.4.2 Participant .....	8
1.4.3 Feedback Provider .....	9
1.5 Classroom Speaking Activity .....	9
1.5.1 Acting from a Script .....	9
1.5.2 Communication Games .....	9
1.5.3 Discussion .....	10
1.5.4 Prepared Talks .....	10
1.5.5 Questionnaires .....	10
1.5.6 Simulation and Role-Play .....	10
2. Role play method .....	11
2.1 Definition of Role Play Method .....	11
2.2 Procedure of Role Play Method .....	12
2.3 Example of Role Play Method .....	14
2.3.1 Psychology of Prejudice .....	14
2.3.2 ESL Oral Communication Skills I .....	14
2.3.3 History of the Vietnam War .....	15

2.3.4 Business management practices .....	15
C. Theoretical Framework .....	16
<b>CHAPTER III RESEARCH METHODOLOGY</b>	
3.1 Type of Research .....	17
3.2 Place and Time of Research .....	18
3.3 Population and Sample of Research .....	18
3.4 Instruments of the Research .....	19
3.5 Technique of Data Collection .....	21
3.6 Technique of Data Analysis .....	23
3.7 Hypothesis of Study .....	24
<b>CHAPTER IV DISCUSSION</b>	
A. The Description of Data .....	25
1. The Results of Pre-test .....	25
2. The Results of Post-test .....	29
3. The Comparison Result of Pre-test and Post-test .....	33
B. The Analysis of Data .....	38
C. The Hypothesis of Data .....	39
D. The Interpretation of Data .....	40
<b>CHAPTER V CONCLUSION AND SUGGESTION</b>	
A. Conclusion .....	41
B. Suggestion .....	42
<b>BIBLIOGRAPHY .....</b>	<b>43</b>

## **LIST OF FIGURES**

Photos of teaching and learning process

Photos of performances

## LIST OF TABELS

Tabel 3.1	
The process of Experimental Research .....	17
Table 3.2	
Oral proficiency scoring categories .....	19
Table 4.1	
Pre-test 1 .....	25
Tabel 4.2	
Pre-test 2 .....	26
Tabel 4.3	
Pre-test 3 .....	28
Tabel 4.4	
Post-test 1 .....	29
Tabel 4.5	
Post-test 2 .....	31
Tabel 4.6	
Post-test 3 .....	32
Tabel 4.7	
Accumulation score and mean of pre-test .....	34
Table 4.8	
Accumulation score and mean of post test .....	35
Table 4.9	
Comparison score of pre-test and post-test .....	36

## **LIST OF APPENDICES**

Appendices 1 The Comparison score of pre-test and post-test

Appendices 2 The Lesson Plan of Pre-test and Post-test

Appendices 3 The Dialogues

# CHAPTER I

## INTRODUCTION

### A. Background of the study

Language is a tool for communication with one another, without language it is impossible to express ideas. English becomes an international language and also a mother tongue for some people in the world. English is used widely from many different countries for communication. So, Most of people uses English for international communication. Harmer (2007:13) stated:

By the end of the twentieth century, English was already well on its way to becoming a genuine *lingua franca*, that is a language used widely for communication between people who do not share the same first (or event second) language. And English is also a mother tongue for many people in the world, though, as we shall see, such ‘native speakers’ are increasingly out-numbered by people who have English as a second or third language and use it for international communication.

Learning English is difficult for people who do not understand well about English or never using English for communication. They will find kinds of learning problems, especially in learning of speaking. Indonesia has own language so that for people who live in Indonesia sometimes do not understand well for communication using English language. There are some ways to overcome those problems, such as the learning of the new second system, the learning of the new vocabulary items, and the learning of the unfamiliar ways of arranging the foreign words into sentences. Ramelan (2003:4) stated:

Like walking or cycling, speaking is a matter of habit. The acquisition of any habit is accomplished through repeated and untiring practice on the part of the learner. This also happens to a child in his effort to learn to speak his vernacular. Through constant imitation and repetition of the utterances produced by the people around him he succeeds in speaking the mother tongue in the same way as his elders.

Asking students to be active for speaking English in classroom is difficult enough, but as a teacher must be creative and has innovation to overcome those problems. For example, teacher can give fun or suitable topics for students so that they feel comfort in the classroom and more active in joining the class. So, a good or suitable method should be given by the teacher in order to motivate students to be more interested. Harmer (2007: 62) said:

A method is the practical realization of an approach. The originators of a method have arrived at decisions about types of activities, roles of teachers and learners, the kinds of material which will be helpful and some model of syllabus organization. Method includes various procedures and techniques as part of their standard fare.

Role play is a good method in teaching speaking to increase students' speaking. Role play gives many opportunity to demonstrate how to use English in real life situation and make them focus more on communication than on grammar. By giving the opportunity, it can help students to be fluent in speaking English.

MTs Darul Ulum is an institution of junior high school and it is the only one of junior high school in Srikandang. It is located at Jl. Srikandang, RT 01/RW 03 Bangsri – Jepara. In this school, there is a teacher who teaches English from first until third grade. In learning English, the students are getting difficulties in speaking. They are sometimes shy and unconfident with themselves to practice speaking English. It means that the teacher should find a good method for students in teaching speaking.

Through this study, the researcher decides to conduct a research for exploring **the Effectiveness of Role-play Method in Teaching Speaking by Students of MTs Darul Ulum Srikandang**. Hopefully, teacher can find the effective solution for the students dealing with students' speaking performance after knowing about the effectiveness of role-paly method in speaking.

## **B. Statement of the Problem**

Based on the background of the research above, the researcher determines the statement of the problem. The main statement of the problems are:

1. How is the students' speaking achievement of eighth grade before using role play method in teaching speaking?
2. How is the students' speaking achievement of eighth grade after using role play method in teaching speaking?
3. Does a role-play method in teaching speaking influence the progress of eighth grade students' speaking achievement of MTs Darul Ulum Srikandang?

## **C. Objectives of the Study**

Based on the problem statements above, the main objective of the research are as follows:

1. To know the students' speaking achievement of eighth grade before using role play method in teaching speaking.
2. To know the students' speaking achievement of eighth grade after using role play method in teaching speaking.
3. To know the influence of role-play method in teaching speaking of eighth grade students' speaking of MTs Darul Ulum Srikandang.

## **D. Scope of the Study**

The effectiveness of role-play method at the eighth grade of MTs Darul Ulum Srikandang has many problems that can be analyzed and discussed related to its implementation. Therefore, the researcher will limit this research to determine the work zone. This research is limited by the following aspect:

1. This research analyzes how the students' speaking achievement of eighth grade before using role play method in teaching speaking.
2. The research analyzes how the students' speaking achievement of eighth grade after using role play method in teaching speaking.

3. This research analyzes does role-play method in teaching speaking influence the progress of eighth grade students' speaking achievement of MTs Darul Ulum Srikandang.

#### **E. Significance of the Study**

The researcher hopes that the result of this research will be useful. The significance of the research can be stated theoretical and practically.

##### **1. Theoretically**

It is expected that it can give information and knowledge about the effectiveness of role-play method in teaching speaking at the eighth grade of MTs Darul Ulum Srikandang.

##### **2. Practically**

- 2.1. For the students, this study is hoped to motivate them to practice speaking English with their partners in daily life confidently.
- 2.2. For the English teacher, the result of the study can give effective solution for the students dealing with student's speaking performance after knowing about the effectiveness of role play method in teaching speaking.
- 2.3. For the institution, this study will be one of additional references about the effectiveness of role play method in teaching speaking.
- 2.4. For further researcher, these findings of the study can be used by other researchers who are interested in English to get useful information especially in teaching speaking.

## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

#### **A. Previous Researches**

In this study, there are many previous studies which are similar to this present study. First, Harni Diyah Susanti (2007) this study had title Using Role Play in Teaching Speaking. The result of the analysis of the research, it is proven that the students' score of speaking taught by using role play is better. This result has answered the research question that the use of role play in teaching speaking is quite effective.

Second, it was written by Sari Irianti (2011). The title of her thesis is "Using Role Play in Improving Students' Speaking Ability "This research uses classroom action research for knowing whether students' speaking ability can be improved by role play technique. The writer conclude that role playing activity can improve students' speaking ability showed by the score they get and students seemed braver and more confident in speaking.

Third, it was written by Ayu Fitriana (2014), in titled The Effectiveness of Role Play on Students' Speaking Skill. The writer used pre-experimental study and the result of the research show that the students' score of speaking taught by using role play is increase. In other words, role play technique is effective in teaching speaking.

Fourth, it was written by Nurzafira Swandayani (2015), the title of her thesis is Improving Students' Speaking Ability through Role Play Technique of VIII-D Students at SMP Wahid Hasyim Malang. This research used classroom action research to cope with the students' problem related to the speaking ability. The result of this research showed that role play technique helped the students to cope with the speaking problem in English.

Although role-play method is rarely used in the school, but on previous studies above, the writer conclude that improving students' speaking skill can be done by role play method. Role play method is about encouraging

students and building their self-confidence. Besides, it can be a lot of fun however a class full of shy students may reluctant to participate.

This research was written for analyzing role-play method in teaching speaking whether it influences the progress of eighth grade students' speaking achievement of MTs Darul Ulum Srikandang or not. The writer would use different way for this research because the writer uses camera recorder for scoring. Camera recorder is really useful media because it can be a real documentation for the writer.

## **B. Theoretical Review**

### **1. Teaching Speaking**

#### **1.1 What is Meant by Speaking a Second Language**

According to Harris (1969:81-82), there are four or five components in analyzing speech process, they are Pronunciation, Grammar, Vocabulary, Fluency and Comprehension. Sometimes when the students practice to speak English, we really give attention of their speaking skill to communicate informally so that the listener give attention and understand enough about the speaker says. Thus in our test of speaking ability we are not only primarily interested in foreign students' control of the signaling system of English such as; his pronunciation, grammar, vocabulary and also not with the idea content or formal organization of the message that he conveys.

#### **1.2 Reason for Teaching Speaking**

Before starting the activity, teacher must set up the activity so that it can run well and give feedback for their works in order to make them feel satisfied, more confident in speaking English and also it can motivate them to practice more.

According to Harmer (2007:123), there are three main reasons for getting students to speak in the classroom. Consist of:

- Speaking activities give chance to students for practicing their speaking, such as talking about their real-life, their experiences and others.

- Speaking activities can give feedback for both teacher and students because they can control each other. Besides that, they will know how successful they are speaking.
- Students can share their experiences during the time of their class so that they become confident more and get new language to improve their speaking skill and having much vocabulary.

### **1.3 Basic Types of Speaking**

According to Brown (2007:140), the basic types of speaking includes imitative, intensive, interactive, responsive and extensive.

#### **1.3.1 Imitative**

First types of speaking performance is the ability for imitating a word, phrase or sentence. It usually only focuses on pronunciation and do not see the meaning, student's understanding or student's participation in an interactive conversation.

#### **1.3.2 Intensive**

A second types of speaking performance is the production of oral language that designed to demonstrated competence in a narrow band of grammatical, phrasal, lexical, or phonological relationship (such as prosodic elements-intonation, stress, rhythm, juncture). The intensive assessment tasks include directed response tasks, reading aloud, sentence and dialogue completion; limited pictured-cued tasks including simple sequences; and translation up to the simple sentence level.

#### **1.3.3 Responsive**

Responsive assessment tasks include interaction and test comprehension in very short conversations, standard greeting and small talk, simple requests and comments.

#### **1.3.4 Interactive**

The difference between responsive and interactive speaking is in the length and complexity of the interaction.

Interaction can take the two form of transactional language, which has the purpose of exchanging specific information, or interpersonal exchanges, which have the purpose of maintaining social relationships. In interpersonal exchanges, oral production can become pragmatically complex with the need to speak in a casual register and use colloquial language, ellipsis, slang, humor, and other sociolinguistic convention.

### **1.3.5 Extensive**

Extensive oral production tasks include speeches, oral presentations, and storytelling. Language style must be planned before delivering the speech.

## **1.4 The Roles of the Teacher in Teaching Speaking**

According to Harmer (2007:347), teachers need to play a number of different role during different speaking activities. However, three have particular relevance if we are trying to get students to speak fluently.

### **1.4.1 Prompter**

In speaking practice, they sometimes have some mistakes like getting lost or cannot think of what to say next on their speeches. As teachers, we can leave them to struggle out of such situations on their own or we may be able to help them and giving suggestion for their next performances.

### **1.4.2 Participant**

Teacher may participates in discussion or speaking activity directly so that students have more motivation and active in joining the activity or classroom. Teacher should be a good educator, motivator and animator like introduce new information to help the activity along, ensure continuing students engagement and generally maintain a creative atmosphere when asking students to practice in speaking English. In other hands, teachers may engage in direct

conversation with their students so that they may talk together communicatively as near-equal participants.

### **1.4.3 Feedback Provider**

Giving feedback for student's work must be given by teachers because it can motivate them to practice more active and confident. In giving feedback, teacher should respond positively and encouragingly to the content of what the students have spoken.

When students are in the middle of a speaking task, teachers may consider the appropriate situation in giving feedback, teachers do not need to give helpful and gentle correction because it gets students out of difficult misunderstandings and hesitations.

When students have completed an activity, it is vital that we allow them to assess what they have done and that we tell them what, in our opinion, went well. We will respond to the content of the activity as well as the language used (Harmer, 2007:348).

## **1.5 Classroom Speaking Activities**

According to Harmer (2007:348), there are some categories of speaking activity, and will start by looking at them before going on to specific speaking example.

### **1.5.1 Acting from a Script**

We can ask our students to act out scenes from playing and/or their course books, sometimes filming the results. Students will often act out dialogues they have written themselves.

### **1.5.2 Communication Games**

There are two particular categories for students to speak quickly and fluently, they are: information-gap games, television and radio games.

### **1.5.3 Discussion**

Discussion range from highly formal, whole-group staged events to informal small-group interactions. It includes buzz group, instant comment, formal debates, unplanned discussion and reaching a consensus.

### **1.5.4 Prepared Talks**

One popular kind of activity is the prepare talk, where a student (or 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' than this. However, if possible, students should speak from notes rather than from a script.

### **1.5.5 Questionnaires**

Students can 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 results obtained from questionnaires can then form the basis for written work, discussions or prepared talks.

### **1.5.6 Simulation and Role-Play**

Simulation and role-play can be used to encourage general oral fluency or to train students for specific situations, especially where they are studying English for specific purposes (ESP).

When students are doing simulations and role-plays, they need to know exactly what situation is, and they need to be given enough information about the background for them to function properly. Of course, we will allow them to be as creative as possible, but if they have almost no information, they may find this very difficult to do.

## 2. Role Play Method

### 2.1 Definition of Role Play Method

According to Brown (2004:174), role playing is a popular pedagogical activity in communicative language teaching classes. Within constraints set forth by the guidelines, it frees students to be somewhat creative in their linguistic output. In some versions, role play allows some rehearsal time so that students can map out what they are going to say. And it has the effect of lowering anxieties as students can, even for a few moments, take on the persona of someone other than themselves.

According to Barkley, Cross and Major (no year:150), role play is a created situation in which students deliberately act out or assume characters or identities they would not normally assume in order to accomplish learning goals. Role playing provides an action environment for students to experience the emotional and intellectual responses of an assumed identity or imagined circumstance. At its essence, role play is an example of “*learning by doing*.” Many teachers ask students to become involved in simulation and role-plays. In simulations, students act as if they were in a real life situation. Role-plays simulate the real world in the same kind of way, but the students are given particular roles – they are told who they are and often what they think about a certain subject. They have to speak and act from their new character’s point of view.

According to Rose (1982:307), Role- playing also provides a good beginning method in helping students to recognize a variety of language levels for each person and turn – taking of dialogue to have a role-playing experiences and get students in role so that they can increase their understanding and attention from others.

Many students derive great benefit from simulation and role-play. Students simulate a real-life encounter (such as a business meeting, an interview or a conversation in an airplane cabin, a hotel foyer a shop or a cafeteria) as if they were doing so in the real world.

They can act out the simulation as themselves or take on the role of a completely different character and express thoughts and feelings they do not necessarily share. When we give students these roles, we call simulation a role-play (Harmer, 2007:352).

Role playing is like a dramatization. Dramatization is done by group of students with teacher's instruction. Simulation is about memorizing or recreating past situation that will be happened in future situation or a real event and meant for now. Simulation becomes a challenging for students to do analysis of information and making important decision in solving some mistakes or problem (Putra, 2013:31-33).

According to Khoiri (2010:45), role playing is a method that focuses on practicing a dialogue. Role means imitating or pretending a human real life.

Based on those explanation, role play method is an activity in communicative language by giving opportunity to the students for speaking English so that students be more active, confidence and braver in doing the role of the dialogue and simulate a real life from their new character's point of view.

## **2.2 Procedure of Role Play Method**

According to Barkley, Cross and Major (no year:151), there are seven procedures of role play, consists of:

- Ask student to form groups with enough members in each group to assume each stakeholder role.
- Present the scenario and allow time for discussion of the problem situation. It is important to allow sufficient time for students to ask questions on any aspects of the scenario that are unclear.
- Assign or ask students to each assume a stakeholder role. If assigning group process roles such as moderator or observer, make sure students are clear on their tasks.
- Inform students of the time limit or other parameters that will signify the end of the activity.

- Instruct students to enact the role play. The role play should run only until the proposed behavior is clear, the targeted characteristic has been developed, or the skill has been practiced.
- Follow the role play with discussion within the small groups and/or with the whole class. Discussion should focus on the students' interpretations of the roles and the motivations for and consequences of their actions.
- Consider asking students to reenact the role play, changing characters or redefining the scenario and then holding another discussion.

According to Putra (2013:33), there are three technique in doing role play or simulation method, they are:

- First, role playing. This technique can be called dramatization where it can be done by group of students with teacher's instruction.
- Second, drama. This learning technique can be done by doing role play for solving social problems that involve human relationship. For example, relation between children and parents, drugs, fighting and so on. This technique can give understanding for students about social problems and increase students' ability to solve it.
- Third, simulation game. Simulation game is a role play where the students have a competition for getting their aims but the students must obey the rules that have agreed.

According to Khoiri (2010:46-47), for doing the process of role play method, there are some procedures must be set, they are:

- Determine the appropriate materials for teaching.
- Make written text or scenario.
- Ask the students to play the scenario.
- Practice the scenario well before performing.
- Do the performance with the procedures below:

- Set the place for the players and audiences.
  - Do performance.
  - Audiences give attention then, comment to the performance.
- Teacher controls, gives score and comment to the students who have done the role play method.

Those three techniques of role play or simulation is possibly for students in order to be more active in teaching and learning process.

### **2.3 Examples of Role Play Method**

According to Barkley, Cross and Major (no year:151-153), there are some example of role play method for making sure the effectiveness of role play method, they are:

#### **2.3.1 Psychology of Prejudice**

In order to increase the students' awareness of the nature of prejudiced interactions as well as help them to identify the appropriate ways to respond, Professor Watts D. Matta uses Role Play frequently in his class. Professor Matta typically organizes his students into groups of three and assigns group members one of three roles: prejudiced speaker, responder, or social observer. Throughout the academic term, he craft a variety of simulated situations and creates character representing multiple perspectives that his students assume (such as ethnic, racial, gender, socioeconomic background, and physical disabilities).

#### **2.3.2 ESL Oral Communication Skills I**

Professor Ann Glish knew that many students were self-conscious about speaking in her beginning ESL class because they came from countries around the world, and feared that they would mistake. Then, she discovered that if she asked students to pretend they were someone else, it ameliorated some of their anxiety. She created scenario such as ordering dinner at restaurant, or asking for directions to the main campus library, that emphasized everyday English. She

then formed small groups so that students had more opportunities to practice speaking and so that the context would be less threatening than speaking in the whole class.

### **2.3.3 History of the Vietnam War**

In this Hybrid class on the Vietnam War, the professor believed it was important to use classroom time for lecture. Each student selected a role then adopted an appropriate name. He retained for himself the role of moderator so that he could intervene if exchanges became too emotional or inappropriate. He provided students with the option of entering the VRE anonymously, but if they wished to earn participation credit, they messaged him privately with the moniker they had assumed in the role play. At regular, scheduled intervals throughout the term, he devoted class time to discussion of the themes that emerged.

### **2.3.4 Business management practices**

A professor teaching an online course decided to use a role play game to teach concept and content. He formed six groups of four students each, with each group representing a company and with each student assuming one of the following roles: CEO, financial officer, operation chief, or marketing executive. The companies competed against each other, completing the game that extended for three passes of the companies' life cycles (start-up growth, and independence). The simulated nine years during nine weeks of the course. Each year the students "employed" in each company established crucial input data, such as price, advertising, purchase, production, size of sales force, and so on. The instructor collected data compiled them for the game, creating output data for each company that consisted of units sold, back orders, market share, operating income, income tax, net income, and so forth. The professor evaluated the

companies based on results after nine years. Each company met in regular conference, during with the employees discussed data. In another conference called managers' corner, the students participated in management-related discussions.

### **C. Theoretical Framework**

This research is a month with three topics where students will do pre-test for three meetings and post-test for three meetings in order to know the students' speaking achievement of eighth grade before and after using role play method in teaching speaking and to know the influence of role-paly method in teaching speaking of eighth grade students' speaking of MTs Darul Ulum Srikandang.

## CHAPTER III RESEARCH METHOD

### A. Type of Research

This research has been conducted in experimental study in order to test the hypothesis, exactly to find the effectiveness of role play method in teaching speaking. Scott, Usher (2011:61) explained that “Experimental researchers use methods that are essentially deductive and involve the testing of hypotheses”. Therefore, the writer use Quasi Experimental design to answer the research problem as written in the first chapter.

According to Mubarok (2015:90), Quasi experimental designs is the development of true experimental design which is difficult to implement. This design has control group, but cannot function fully to control external variables that affect the implementation of treatment.

In this study, the researcher used time series design where the group is given pre-test three times before given treatment, with the aim to determine the stability and clarity of the group before being treated. Then the result of the pre-test for three times vary, it means that the group is unstable and inconsistent. The process of the study can be presented as in the table below.

**Table 3.1**

The process of Quasi Experimental Research

O1 O2 O3 X O4 O5 O6
---------------------

O1 = Pre-test

O2 = Pre-test

O3 = Pre-test

X = Treatment given (independent variable)

O4 = Post-test

O5 = Post-test

O6 = Post-test

## **B. Place and Time of Research**

The research has been conducted at MTs Darul Ulum Srikandang which is located on Blimbing Rejo Rt 01 / Rw 03 Srikandang, Bangsri, Jepara. The school has some classrooms, an office, a library, a computer's room and three rest room.

The research was conducted in a month where the researcher divided in three meetings for pre-test and three meetings for post-test with three topics in order to measure the validity of the effectiveness of role play method in teaching speaking.

The researcher conducted pre-test in the first until third meeting. Then, the researcher gave treatment with different topics. After that, the researcher gave post-test three times to be compared with pre-test.

## **C. Population and Sample of the Research**

Population is a unit of the object or subject that has certain qualities and characteristics which are studied by the researcher then be deduced (Mubarok, 2015:31). In this research, the population of the research is the eighth grade students of MTs Darul Ulum Sikandang. There are about 32 students at the eighth grade in VIII A.

Therefore, in this research, the researcher used non-probability sampling. Non-probability sampling is a sampling technique that does not provided equal opportunities for every individual or element or to be taken as sample. Researchers use these technique because they have their specific intention and pugrpose (Mubarok, 2015:38). It means that the writer do not need any type of random selections from a population. In determining the sample, the writer intended to use purposive sampling in selecting the group to be treated. In purposive sampling, the researchers take samples based on the objectives and the specific intent that is predetermined (Mubarok: 2015:40).

The writer took 32 students in VIII A as a population and the population was treated by using role play method in getting the validity of the effectiveness of role play method. The experimental group was given pre-test before being treated and the results of the treatment was determined more

accurately, because it compared with the situation before being treated and after being treated.

#### **D. Instruments of the Research**

The instrument has three elements: the first is the degree of the control the researcher exerts over the observational. The second refers to when the focus of the observation is determined; whether, for example: pre-test, flexible or post-test. The third concerns the type of closure involved in the analysis of data (Scott and Usher, 2011:109)

The use of the instrument of the research should be made as appropriate as possible in order to get correct data. For the instrument, this study used test those pre-test, post-test and observation to collect the data.

##### 1. Test

To answer the problem, a test was administered to experimental group while the score relates to teacher's criteria of speaking score that includes pronunciation, grammar, vocabulary, fluency and comprehension based on the oral proficiency scoring categories by Brown, 2001:406-407 as followed:.

**Table 3.2**

**Oral Proficiency Scoring Categories**

1. Fluency	1	: No specific fluency description
	2	: Can handle with confidence
	3	: Can discuss particular interest of competence with reasonable ease
	4	: Able to use the language fluently on all levels and participate in any conversation
	5	: Has complete fluency in the language
2. Grammar	1	: Error in grammar are frequent
	2	: Can usually the constructions accurately
	3	: Control of grammar is good
	4	: Able to use the language on all levels
	5	: Equivalent to that of an educated native

	speaker
3. Pronunciation	<p>1 : Error in pronunciations are frequent</p> <p>2 : Accent is intelligible though often quite faulty</p> <p>3 : Errors never interfere with understanding and rarely disturb the native speaker</p> <p>4 : Errors in pronunciation are quite rare</p> <p>5 : Equivalent to and fully accepted by educated native speakers</p>
4. Vocabulary	<p>1 : Speaking vocabulary inadequate</p> <p>2 : Has speaking vocabulary sufficient</p> <p>3 : Able to speak the dialogue with sufficient vocabulary</p> <p>4 : Can understand and participate in any conversation</p> <p>5 : Speech on all levels is fully accepted by educated native speakers</p>
5. Comprehension	<p>1 : Within the scope of his very limited language experience</p> <p>2 : Can get the gist of most conversations of non-technical subjects</p> <p>3 : Comprehension is quite complete at a normal rate of speech</p> <p>4 : Can understand any conversation within the range of his experience</p> <p>5 : Equivalent to that of an educated native speaker</p>

Both the application of test and the scoring of the students' achievement in speaking were administered by the writer. Mubarok (2015: 60) stated that "test is a series of questions or exercises that are used to measure knowledge, skills, intelligence or ability possessed by individuals or groups".

a. Pre-test

In this research, the pre-test was used to find the students' speaking achievement by giving oral test. It was conducted to VIII A class as an experimental group.

The pre-test was done in three times with different topics. The pre-test was given before implementing the role play method (see in appendices 3)

b. Post-test

Afterward, the post-test was done in three times with different topics in order to measure the influences of role play method in teaching speaking before and after being treated in experimental group.

2. Observation

According to Mubarok (2015:52), observation is one of data collection techniques that are very common in qualitative research methods. Observation essentially an activity by using the senses; sight, smell, and hearing, to obtain the information needed to answer the research problems. The results of observations can be in the form of activity, events, objects, conditions or certain atmosphere and emotions of a person.

In tis research, the researcher observed the students' activity in the class like the students' participation, students' feeling and active in joining the class. Then, the researcher collect the data of observation to support the result of pre-test and post-test.

### **E. Technique of Data Collection**

According to Mubarok (2015:28), techniques and tools of data collection must be determined precisely so that the data obtained are valid and reliable. The amount of the data collection is used to decide the variables to be studied. The score of the data was taken by five criteria

namely pronunciation, grammar, vocabulary, fluency and comprehension. Then, to get the mean, the scores from all criteria are sum and divided into twenty five based on the oral proficiency scoring categories by Brown.

The procedures of the data collection techniques are presented below:

1. Pre-test

In this research, the pre-test was used to find the students' speaking achievement by giving oral test. It was conducted to VIII A class as an experimental group. The pre-test was done in three times with different topics. The score was taken by five criteria namely pronunciation, grammar, vocabulary, fluency and comprehension. Then, to get the mean, the scores from all criteria are sum and divided into twenty five.

2. Post-test

Afterward, the post-test was conducted to measure the influences of role play method in teaching speaking after being treated in experimental group. The post-test was done in three times with different topics. The realization of the post-test is same with the pre-test.

3. Observation

In this research, the participant observation was applied to collect the research data. Participant observation is data collection method which is used to collect research data through observation where researchers are involved in everyday participant. In this observation, researchers participate in each activity done by subject of the research. By participating in activities, researchers will observe subject of research in more detail and knowing the meaning of the activities (Mubarok, 2015:53).

The data of observation has been got by joining the activities during the teaching and learning process. It included the students' participation, feeling and condition.

## F. Technique of Data Analysis

Data analysis was used to answer the research question stated in problem statements. The type of data analysis will be depended on technique in collecting the data, for example analysis of interview, observation, test and others. If in the test consists of hypothesis, the writer should examine the hypothesis by using statistical analysis. (Mubarok 2015:28)

According to Mubarok (2015:23), Hypothesis is temporary answer to the formulation of research problems. It is said to be temporary because new answers given are based on theory and not facts. Therefore, research done must have a hypothesis or a temporary answer to the research to be conducted. The hypothesis will be further research to prove whether the hypothesis is true or not true.

In many studies, the hypothesis with such formulation are called Null (zero) hypothesis. Null hypothesis ( $H_0$ ) always represents theories that have been put forward.  $H_0$  is a statement about population parameter that is assumed to be true. This hypothesis becomes a starting point that is used by researcher to test whether the value stated in the null hypothesis is likely to be true. Alternative hypothesis ( $H_a$ ) is an opposite of null hypothesis. It is a statement that contradict a null hypothesis by stating the actual value of population is less than, or not equal to the value stated in null hypothesis. This hypothesis is wrong what we think about null hypothesis.

The data of the study were the scores of the students' speaking test. These scores were collected through pre-test and post-test in order to know the differences of the students' achievement that before and after being taught by using role-play method.

To analyze the data, t-test was used under the following steps:

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

$t_o$  : Test observation

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

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

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

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

N : Number of cases

$SD_D$ : The standard deviation from differences between score of X variable and

Y variable, which is gained with the formula;

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

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

Df : degree of freedom with formula:  $N-1$

### G. Hypothesis of the Study

The researcher's hypothesis is there is significant after taught by using role-play method in teaching speaking at the eighth grade of MTs Darl Ulum Srikandang.

**BAB IV**  
**DISCUSSION**

**A. THE DESCRIPTION OF DATA**

The data that the researcher used in this study is oral proficiency scoring categories (Brown, 2001, 406-407) which explaining about five criteria in scoring students' speaking skill through role-play method. In this chapter, the researcher shows the result of test. There are two kinds of test, namely pre-test and post-test.

**1. The results of pre-test**

**a. Pre-test 1**

**Tabel 4.1**

No	Name	Criteria					score
		Grammar	Vocabulary	Comprehension	Fluency	pronunciation	
1	Ahmad Noor Rizal	2	2	2	2	2	40
2	Ahmad Yusuf Maulana	2	2	2	2	2	40
3	Anggah Rosailah	2	3	2	2	2	44
4	Cahaya Maulida Dewi	2	2	2	3	2	44
5	Dewi Masitoh	2	3	2	2	2	44
6	Dimas Adi Pratama	2	3	2	2	2	44
7	Eva Noviani	2	2	2	2	2	40
8	Evira Nor Miftakhilda	2	2	2	2	2	40
9	Faila Suffa Maghdalena	2	2	2	2	2	40
10	Faiz Nur Faizal	2	3	2	2	2	44
11	Ibnu Malik	2	2	2	3	2	44
12	Lisa Malikhatin	2	2	2	2	2	40
13	Maulida Yunitasari	2	2	3	2	2	44
14	Muhammad Alamul Huda	2	2	3	2	2	44
15	Muhammad Jeri Purwanto	42	2	2	2	2	40
16	Muhammad Khasan	2	3	2	2	2	44

	Luthfi						
17	Muhammad Ubaidillah	2	3	2	2	2	44
18	Mutiara Yanuar	2	3	2	2	2	44
19	Nella Masmiya Sari	2	3	2	2	2	44
20	Nur Ilmiah	2	2	2	2	2	40
21	Ovyana Fransisca	2	2	2	2	2	40
22	Rifkiana Rohmania	2	3	2	2	2	44
23	Rizki Eka Aditya Saputra	2	3	2	2	2	44
24	Sabila Rizqiyyah	2	2	2	2	2	40
25	Sahal Irfan	2	3	2	2	2	44
26	Santini	2	2	3	2	2	44
27	Sariyatul Inayah	2	2	2	2	2	40
28	Sefya Ayu Rizkiyani	2	3	2	2	3	48
29	Siti Aisyah	2	2	3	2	2	44
30	Sukma Surya Kusuma	2	2	2	2	2	40
31	Syinta Zulaikha	2	2	3	2	2	44
32	Vira Ila Nabilatir Rohmaniyah	2	2	2	2	2	40
N=32	Total						1360
	Mean						43

In the first pre-test, the researcher could take conclusion that their speaking skill is still low. As mentioned in the table, after data analyzed, it shows that the mean is 43, the median is 44, the highest score is 48, the lowest score is 40.

#### b. Pre-test 2

**Tabel 4.2**

No	Name	Criteria					Score
		Grammar	Vocabulary	Comprehension	Fluency	pronunciation	
1	Ahmad Noor Rizal	2	3	2	2	3	48
2	Ahmad Yusuf Maulana	2	3	2	2	3	48
3	Anggah Rosailah	3	3	2	2	3	52
4	Cahaya Maulida Dewi	2	3	2	3	2	48

5	Dewi Masitoh	3	3	2	2	3	52
6	Dimas Adi Pratama	3	3	2	2	3	52
7	Eva Noviani	2	3	2	2	3	48
8	Evira Nor Miftakhilda	2	3	2	2	3	48
9	Faila Suffa Maghdalena	2	3	2	2	3	48
10	Faiz Nur Faizal	3	3	2	2	3	52
11	Ibnu Malik	2	3	2	3	3	52
12	Lisa Malikhatin	2	3	2	2	3	48
13	Maulida Yunitasari	3	3	3	2	2	52
14	Muhammad Alamul Huda	2	3	3	2	3	52
15	Muhammad Jeri Purwanto	2	3	2	2	3	48
16	Muhammad Khasan Luthfi	2	3	2	2	3	48
17	Muhammad Ubaidillah	3	3	2	2	3	52
18	Mutiara Yanuar	3	3	2	2	3	52
19	Nella Masmiya Sari	3	3	2	2	3	52
20	Nur Ilmiah	2	3	2	2	3	48
21	Ovyana Fransisca	2	3	2	2	3	48
22	Rifkiana Rohmania	3	3	2	2	3	52
23	Rizki Eka Aditya Saputra	3	3	2	2	3	52
24	Sabila Rizqiyyah	2	3	2	2	3	48
25	Sahal Irfan	2	3	2	2	3	48
26	Santini	3	2	3	2	3	52
27	Sariyatul Inayah	2	3	2	2	3	48
28	Sefya Ayu Rizkiyani	3	3	2	2	3	52
29	Siti Aisyah	2	3	3	2	3	52
30	Sukma Surya Kusuma	2	3	2	2	3	48
31	Syinta Zulaikha	2	3	3	2	3	52
32	Vira Ila Nabilatir Rohmaniyah	2	3	2	3	3	52
N=32	Total						1604
	Mean						50

In the second pre-test, the students were able to increase their grammar. It was proven when they made an example of dialogue about asking and giving information and only one student that could not increase the score. As mentioned in the table, after data analyzed, it

shows that the mean is 50, the median is 52, the highest score is 52, the lowest score is 48.

**c. Pre-test 3**

**Tabel 4.3**

No	Name	Criteria					Score
		Grammar	Vocabulary	Comprehension	Fluency	pronunciation	
1	Ahmad Noor Rizal	3	3	3	2	3	56
2	Ahmad Yusuf Maulana	3	3	3	2	3	56
3	Anggah Rosailah	3	3	3	3	3	60
4	Cahaya Maulida Dewi	3	3	2	3	3	56
5	Dewi Masitoh	3	3	3	3	3	60
6	Dimas Adi Pratama	3	3	3	2	3	56
7	Eva Noviani	3	3	3	2	3	56
8	Evira Nor Miftakhilda	3	3	3	2	3	56
9	Faila Suffa Maghdalena	3	3	3	2	3	56
10	Faiz Nur Faizal	3	3	3	3	3	60
11	Ibnu Malik	3	3	3	3	3	60
12	Lisa Malikhatin	3	3	3	2	3	56
13	Maulida Yunitasari	3	3	3	3	3	60
14	Muhammad Alamul Huda	3	3	3	3	3	60
15	Muhammad Jeri Purwanto	3	3	3	2	3	56
16	Muhammad Khasan Luthfi	3	3	3	2	3	56
17	Muhammad Ubaidillah	3	3	3	2	3	56
18	Mutiara Yanuar	3	3	3	3	3	60
19	Nella Masmiya Sari	3	3	3	3	3	60
20	Nur Ilmiah	3	3	3	2	3	56
21	Ovyana Fransisca	3	3	3	2	3	56
22	Rifkiana Rohmania	3	3	3	3	3	60
23	Rizki Eka Aditya Saputra	3	3	3	2	3	56
24	Sabila Rizqiyyah	3	3	3	2	3	56
25	Sahal Irfan	3	3	3	2	3	56

26	Santini	3	3	3	3	3	60
27	Sariyatul Inayah	3	3	3	2	3	56
28	Sefya Ayu Rizkiyani	3	3	3	3	3	60
29	Siti Aisyah	3	3	3	3	3	60
30	Sukma Surya Kusuma	3	3	3	2	3	56
31	Syinta Zulaikha	3	3	3	3	3	60
32	Vira Ila Nabilatir Rohmaniyah	3	3	3	3	3	60
N=32	Total						1848
	Mean						58

In the last pre-test, the students were able to increase their comprehension and fluency. As mentioned in the table, after data analyzed, it shows that the mean is 58, the median is 56, the highest score is 60, the lowest score is 56.

## 2. The results of post-test

### a. Post-test 1

**Tabel 4.4**

No	Name	Criteria					Score
		Grammar	Vocabulary	Comprehension	Fluency	pronunciation	
1	Ahmad Noor Rizal	2	3	2	2	2	44
2	Ahmad Yusuf Maulana	2	3	2	2	2	44
3	Anggah Rosailah	2	3	2	2	3	48
4	Cahaya Maulida Dewi	2	2	2	3	2	44
5	Dewi Masitoh	2	3	2	2	3	48
6	Dimas Adi Pratama	2	3	2	2	3	48
7	Eva Noviani	2	3	2	2	2	44
8	Evira Nor Miftakhilda	2	3	2	2	2	44
9	Faila Suffa Maghdalena	2	3	2	2	2	44
10	Faiz Nur Faizal	2	3	2	2	3	48
11	Ibnu Malik	2	3	2	3	2	48
12	Lisa Malikhatin	2	3	2	2	2	44
13	Maulida Yunitasari	2	3	3	2	2	48

14	Muhammad Alamul Huda	2	3	3	2	2	48
15	Muhammad Jeri Purwanto	2	3	2	2	2	44
16	Muhammad Khasan Luthfi	2	3	2	2	3	48
17	Muhammad Ubaidillah	2	3	2	2	3	48
18	Mutiara Yanuar	2	3	2	2	3	48
19	Nella Masmiya Sari	2	3	2	2	3	48
20	Nur Ilmiah	2	2	2	2	3	44
21	Ovyana Fransisca	2	3	2	2	2	44
22	Rifkiana Rohmania	2	3	2	2	3	48
23	Rizki Eka Aditya Saputra	2	3	2	2	3	48
24	Sabila Rizqiyah	2	3	2	2	2	44
25	Sahal Irfan	2	3	2	2	2	44
26	Santini	2	2	3	2	3	48
27	Sariyatul Inayah	2	3	2	2	2	44
28	Sefya Ayu Rizkiyani	2	3	2	2	3	48
29	Siti Aisyah	2	2	3	2	3	48
30	Sukma Surya Kusuma	2	3	2	2	2	44
31	Syinta Zulaikha	2	3	3	2	2	48
32	Vira Ila Nabilatir Rohmaniyah	2	3	2	3	2	48
N=32	Total						1480
	Mean						46

After the students were given instruction about role play method, they could increase their speaking skill especially in vocabulary and pronunciation. But there were three students that could not increase their score. As mentioned in the table, after data analyzed, it shows that the mean is 46, the median is 48, the highest score is 48, the lowest score is 44.

## b. Post-test 2

Tabel 4.5

No	Name	Criteria					Score
		Grammar	Vocabulary	Comprehension	Fluency	pronunciation	
1	Ahmad Noor Rizal	3	3	2	2	3	52
2	Ahmad Yusuf Maulana	3	3	2	2	3	52
3	Anggah Rosailah	3	3	3	2	3	56
4	Cahaya Maulida Dewi	2	3	2	3	3	52
5	Dewi Masitoh	3	3	3	2	3	56
6	Dimas Adi Pratama	3	3	2	2	3	52
7	Eva Noviani	3	3	2	2	3	52
8	Evira Nor Miftakhilda	3	3	2	2	3	52
9	Faila Suffa Maghdalena	3	3	2	2	3	52
10	Faiz Nur Faizal	3	3	3	2	3	56
11	Ibnu Malik	3	3	2	3	3	56
12	Lisa Malikhatin	3	3	2	2	3	52
13	Maulida Yunitasari	3	3	3	2	3	56
14	Muhammad Alamul Huda	3	3	3	2	3	56
15	Muhammad Jeri Purwanto	3	3	2	2	3	52
16	Muhammad Khasan Luthfi	2	3	3	2	3	52
17	Muhammad Ubaidillah	3	3	2	2	3	52
18	Mutiara Yanuar	3	3	3	2	3	56
19	Nella Masmiya Sari	3	3	3	2	3	56
20	Nur Ilmiah	3	3	2	2	3	52
21	Ovyana Fransisca	3	3	2	2	3	52
22	Rifkiana Rohmania	3	3	3	2	3	56
23	Rizki Eka Aditya Saputra	3	3	2	2	3	52
24	Sabila Rizqiyyah	3	3	2	2	3	52
25	Sahal Irfan	3	3	2	2	3	52
26	Santini	3	3	3	2	3	56
27	Sariyatul Inayah	3	3	2	2	3	52

28	Sefya Ayu Rizkiyani	3	3	3	2	3	56
29	Siti Aisyah	3	3	3	2	3	56
30	Sukma Surya Kusuma	3	3	2	2	3	52
31	Syinta Zulaikha	3	3	3	2	3	56
32	Vira Ila Nabilatir Rohmaniyah	3	3	2	3	3	56
N=32	Total						1720
	Mean						54

The result of the second post-test, the students were able to improve their speaking skill. Their grammar was better but there were three students that could not increase their score. As mentioned in the table, after data analyzed, it shows that the mean is 54, the median is 52, the highest score is 56, the lowest score is 52.

### c. Post-test 3

**Table 4.6**

No	Name	Criteria					score
		Grammar	Vocabulary	Comprehension	Fluency	pronunciation	
1	Ahmad Noor Rizal	3	3	3	4	3	64
2	Ahmad Yusuf Maulana	3	3	3	4	3	64
3	Anggah Rosailah	4	4	3	4	3	72
4	Cahaya Maulida Dewi	3	3	3	4	3	64
5	Dewi Masitoh	4	3	3	4	3	68
6	Dimas Adi Pratama	3	3	3	4	3	64
7	Eva Noviani	3	3	3	4	3	64
8	Evira Nor Miftakhilda	3	3	3	4	3	64
9	Faila Suffa Maghdalena	3	3	3	4	3	64
10	Faiz Nur Faizal	4	4	3	4	3	72
11	Ibnu Malik	4	3	3	4	3	68
12	Lisa Malikhatin	3	3	3	4	3	64
13	Maulida Yunitasari	3	3	4	4	3	68
14	Muhammad Alamul Huda	3	3	4	4	4	72

15	Muhammad Jeri Purwanto	4	3	4	3	3	68
16	Muhammad Khasan Luthfi	3	4	3	3	3	64
17	Muhammad Ubaidillah	3	4	3	3	4	68
18	Mutiara Yanuar	4	4	3	3	3	68
19	Nella Masmiya Sari	4	4	3	3	4	72
20	Nur Ilmiah	3	3	3	4	3	64
21	Ovyana Fransisca	3	4	3	4	3	68
22	Rifkiana Rohmania	4	3	4	3	4	72
23	Rizki Eka Aditya Saputra	3	3	3	3	4	64
24	Sabila Rizqiyyah	3	3	3	3	4	64
25	Sahal Irfan	3	4	3	3	3	64
26	Santini	3	4	4	3	3	68
27	Sariyatul Inayah	3	3	3	4	3	64
28	Sefya Ayu Rizkiyani	4	3	3	4	4	72
29	Siti Aisyah	3	3	4	3	4	68
30	Sukma Surya Kusuma	4	3	3	3	3	64
31	Syinta Zulaikha	4	4	4	3	3	72
32	Vira Ila Nabilatir Rohmaniyah	3	4	3	3	4	72
N=32	Total						2148
	Mean						67

In the last post-test, the students were able to increase their comprehension and fluency. It showed that they gave good improvement after doing the role-play method. As mentioned in the table, after data analyzed, it shows that the mean is 67, the median is 68, the highest score is 72, the lowest score is 64.

### 3. The comparison result of pre-test and post-test

After getting the result of pre-test and post-test, the researcher accumulated all the results of pre-test in three days and post-test in three days then compared them. The accumulation score and mean of the test results can be seen in the tabel 4.7 and tabel 4.8 and the comparison result can be seen in the tabel 4.9

**a. The accumulation score and mean of pre-test**

**Tabel 4.7**

No	Pre-test 1	Pre-test 2	Pre-test 3	Total
1	40	48	56	144
2	40	48	56	144
3	44	52	60	156
4	44	48	56	148
5	44	52	60	156
6	44	52	56	152
7	40	48	56	144
8	40	48	56	144
9	40	48	56	144
10	44	52	60	156
11	44	52	60	156
12	40	48	56	144
13	44	52	60	156
14	44	52	60	156
15	40	48	56	144
16	44	48	56	148
17	44	52	56	152
18	44	52	60	156
19	44	52	60	156
20	40	48	56	144
21	40	48	56	144
22	44	52	60	156
23	44	52	56	152
24	40	48	56	144
25	44	48	56	148

26	44	52	60	156
27	40	48	56	144
28	48	52	60	160
29	44	52	60	156
30	40	48	56	144
31	44	52	60	156
32	40	52	60	152
N=32	TOTAL			4812
	MEAN			150,38

**b. The accumulation score and mean of post-test score**

**Tabel 4.8**

No	Post-test 1	Post-test 2	Post-test 3	Total
1	44	52	64	160
2	44	52	64	160
3	48	56	72	176
4	44	52	64	160
5	48	56	68	172
6	48	52	64	164
7	44	52	64	160
8	44	52	64	160
9	44	52	64	160
10	48	56	72	176
11	48	56	68	172
12	44	52	64	160
13	48	56	68	172
14	48	56	72	176
15	44	52	68	164
16	48	52	64	164

17	48	52	68	168
18	48	56	68	172
19	48	56	72	176
20	44	52	64	160
21	44	52	68	164
22	48	56	72	176
23	48	52	64	164
24	44	52	64	160
25	44	52	64	160
26	48	56	68	172
27	44	52	64	160
28	48	56	72	176
29	48	56	68	172
30	44	52	64	160
31	48	56	72	176
32	48	56	72	176
N=32	TOTAL			5348
	MEAN			167,14

**c. The comparison score of pre-test and post-test**

**Tabel 4.9**

The explanation of the symbols in the table are:

X : Pre-test result

Y : Post-test result

No	(X)	(Y)	$D=(X-Y)$	$D^2=(X-Y)^2$
1	144	160	-16	256
2	144	160	-16	256
3	156	176	-20	400
4	148	160	-12	144
5	156	172	-16	256

6	152	164	-12	144
7	144	160	-16	256
8	144	160	-16	256
9	144	160	-16	256
10	156	176	-20	400
11	156	172	-16	256
12	144	160	-16	256
13	156	172	-16	256
14	156	176	-20	400
15	144	164	-20	400
16	148	164	-16	256
17	152	168	-16	256
18	156	172	-16	256
19	156	176	-20	400
20	144	160	-16	256
21	144	164	-20	400
22	156	176	-20	400
23	152	164	-12	144
24	144	160	-16	256
25	148	160	-12	144
26	156	172	-16	256
27	144	160	-16	256
28	160	176	-16	256
29	156	172	-16	256
30	144	160	-16	256
31	156	176	-20	400
32	152	176	-24	576
	$\sum X = 4812$	$\sum Y = 5348$	$\sum D = -536$	$\sum D^2 = 9216$

The table shows that the test result is  $\sum D = -536$  and  $\sum D^2 = 9216$

## B. THE ANALYSIS OF DATA

In analysing the data, the researcher tried to find out the standard of differences ( $SD_D$ ) with the formula:

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

$$SD_D = \sqrt{\frac{9216}{32} - \left[\frac{-536}{32}\right]^2}$$

$$SD_D = \sqrt{288 - [-16,75]^2}$$

$$SD_D = \sqrt{288 - 16,75}$$

$$SD_D = \sqrt{271,25}$$

$$SD_D = 16,47$$

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

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

$$MD = \sum \frac{-536}{32}$$

$$MD = -16,75$$

After gaining the result of  $SD_D = 16,47$  the researcher calculated the standard error from the mean of differences ( $SE_{MD}$ ) between variable X and Y:

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

$$SE_{MD} = \frac{16,47}{\sqrt{32-1}}$$

$$SE_{MD} = \frac{16,47}{\sqrt{31}}$$

$$SE_{MD} = \frac{16,47}{5,57}$$

$$SE_{MD} = 2,96$$

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

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

$$t_o = \frac{-16,75}{2,96}$$

$$t_o = -5,66$$

The result -5,66 indicated that there was a difference of degree as much as -5,66. Regardless the minus it does not indicate negative score.

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

$$df = N - 1$$

$$df = 32 - 1$$

$$df = 31$$

df = 31 (see the table "t" value at the degree of significance of 5 % and 1%)

at the degree of significance 5% = 2,042

at the degree of significance 1% = 2,750

the result is  $2,042 < 5,66 > 2,750$

the result of analyzing the data by using above formula shows that the coefficient is 5,66. It means that there is significance after the role-play is used for teaching speaking.

### **C. THE HYPOTHESIS OF DATA**

Having analyzed the data of pre-test and post-test by using t-test formula, the result shows that the coefficient is 5,66. It means that there is significance increase in teaching speaking by using role-play method.

From the result of calculation, it is obtained the value of the t observation ( $t_o$ ) is 5,66 the degree of freedom (df) is 31 (obtained from N-1) ( $32-1=31$ ).

The researcher used the degree of significance of 5% and 1%. In the table of significance, it can be seen the df is 31 and the degree of significance of 5% and 1% the value of degree of significance are 2,042 and 2,750. If compared with each value of the degrees of significance, the result is  $2,042 < 5,66 > 2,750$ .

The statistic hypothesis of this research is:

1. The Alternative Hypothesis ( $H_a$ ) is an opposite of null hypothesis. It is a statement that contradict a null hypothesis by stating the actual value of population is less than, or not equal to the value stated in null hypothesis. This hypothesis is wrong what we think about null hypothesis.
2. Null Hypothesis ( $H_o$ ) always represents theories that have been put forward.  $H_o$  is a statement about population parameter that is assumed to be true. This hypothesis becomes a starting point that is used by researcher to test whether the value stated in the null hypothesis is likely to be true.

#### **D. THE INTERPRETATION OF DATA**

Based on the result of data analysis, it is proven that the students score of speaking taught by using role-play method at MTs Darul Ulum Srikandang has increased. It means that the use of role-play method in teaching speaking is effective. Another reason based on the students response is because most students find that role-play is enjoyable. The reason leads to better attention in learning and stimulate them to participate in role-play activity.

## **BAB V**

### **CONCLUSION AND SUGGESTION**

#### **A. CONCLUSION**

Based on the finding of data analysis above, the researcher conclude that:

1. It is proven that the students' speaking achievement before using role-play method is low because the students still feel unconfident when having conversation with some friends in front the class.
2. It is proven that the students speaking achievement after using role-play method is better. The students are more active and confident when having conversation with some friends in front of the class.
3. It is proven that role-play method in teaching speaking influences the progress of student speaking achievement it can be explained that:
  - a. Role-play method is effective for developing the students' score of speaking skill. It is answered on the result of the students' post-test which given by the writer.
  - b. Role-play method can make teaching and learning process more fun and interesting because all of students feel enjoyable and interested in participating to do the role, not only for the confident students but also for the shy students. They were together in doing the role.
  - c. Role-play method makes the shy students become confident and active in practicing speaking English in the classroom.
  - d. Role-play method gives strong impression to the students' memories.
  - e. Role-play method is interesting for students' so the class such enthusiast and dynamic.

## **B. SUGGESTION**

After doing the research, the researcher would like to give a suggestion to be considered by English teacher in applying of role-play method in teaching speaking. The suggestions are:

1. Technique in teaching and learning process should be interesting so that students feel enjoyable. Role-play method can be a good technique in teaching and learning process, especially for developing students' speaking skill.
2. This method needs long time so teachers should manage the time before using the method to the class so that it can be effective for students.
3. Teachers should prepare all of the concept maximally so that the scenario can run well.