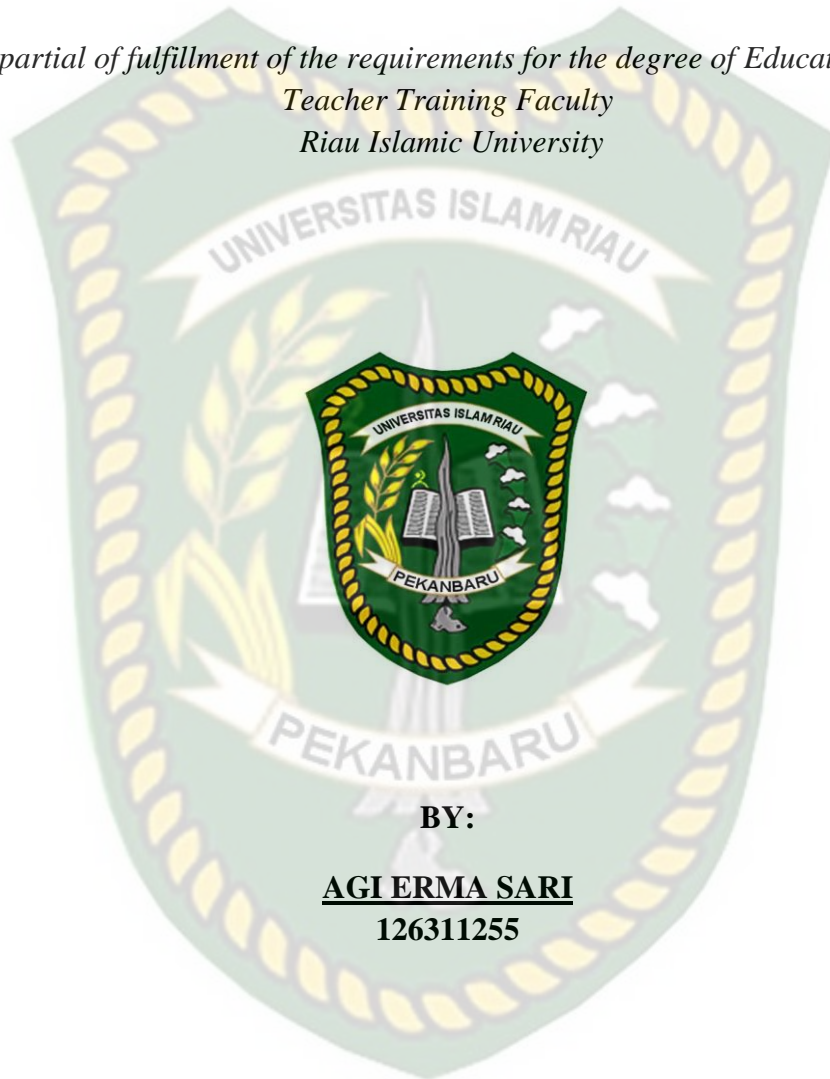# THESIS

THE EFFECT OF ROLE PLAY TOWARDS STUDENTS SPEAKING SKILL OF THE FIRST GRADE AT SMP N 26 PEKANBARU

In partial of fulfillment of the requirements for the degree of Education and Teacher Training Faculty
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The researcher

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ABSTRACT

Agi Erma sari, 2017. The Effect Of Role Play Towards Students Speaking Skill of the Firsr Grade at SMP N 26 Pekanbaru.

Keyword: Role Play Technique, Speaking Skill, Junior High School.

This study is designed to know the significant effect of Role Play Technique toward Students' Spekaing skill. It aims at finding out how applying Role Play Technique can be used to see the significant effect towards speaking skill of the first grade students at SMP N 26 Pekanbaru.

The sample of this research were 64 the first grade students at SMP N 26 Pekanbaru, in the 2016/2017 academic year. This study was conducted in 8 meetings, followings the procedure of pre-tes, treatment, and post-test. The data of this study was obtained through (1) oral test (speaking) (2) documentation. Thet were taken during the implementation of the action as the dialogue.

The finding show that applying Role Play Technique is able to give significant changed towards speaking. The result of t_obs (6.41) was higher thatn t_table (2.000) for the level significant 5% and also t_table (2.660) for the level significant 1%. Then, the null hypothesis was rejected and the alternative hypothesis was accepted. So, there was a significant effect of Role Play towards students' speaking skill of the second year students at SMPN 26 Pekanbaru.

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CHAPTER I

INTRODUCTION

1.1 The Background of the Problem

Speaking skills is important in education, family, school, and society. The process of transfering of knowledge to students is generally transmitted orally. In social manners, values, norms, and costums in society are also many first taught orally. This is true in traditional and modern societies. The skill to speak is very important in human life because most of activities of human life requires support speech. Speaking skills, especially speaking in front of people.

Speaking skill is very important to be mastered but lack of teachers' ability to improve their students speaking ability makes speaking skill hard to be mastered. Besides that, many teachers use Indonesia language when they teach English in classroom. Some teachers also teach speaking only by reading some dialogues and asking their students to read and make some dialogues. Students are lack of practice in speaking skill because teacher usually teach English class by doing exercise, inappropriate choosing method that make students are not interested in activity, lack of mastering the aspects of oral proficiency: fluency pronunciation, grammar and vocabulary and educational cultural difference. Those methods can make students are not accustomed to use English actively and assume that learning English is not interesting.

According to Brown (2001 : 183), mentions two requirement of role play in classroom assigning role to class member and determining objective.

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Furness (1976 : 19) in Huang (2008) also stated can improve communication skills and creativy with role play, increase social awareness, independent thinking, verbalization of opinions, development of values, and appreciation of the art of drama.

Role play can make students practice more speaking, over time students will be accustomed with these activities and students will not be hesitated when asked to speak. Role play can make students act and place themselves as another person such as, a policeman, a receptionist, a doctor, and many more. Role play also can make students more active and creative to speak in different conditions and situations. Role play is proper technique to teach speaking. Because role play not only make students speak, poetry and speeches. Role play also teaches students to be able to talk or communicate well with the speaker, so that the message can be received. Students must think of interlocutors, whether they understand or not.

Speaking is one of four skills that have to be mastered by students in junior high school, junior high school students are demanded to improve their speaking skill. However, there are some problems in improving students speaking skill, especially in English. The problems are lack of teachers ability in teaching speaking and the confidence of students to speak in English, students had lack knowledge about vocabulary, rarely practice English in their activity, low motivation to study, do not understand simple English common or phrases. To make successful teaching leraning activities, especially in improving students speaking skill, good and effective method should be found in teaching speaking.

Role play method is believed as one method which can be used in teaching speaking skill, using this method, can make students more active and braver to speak in English. It can also make the students able to act in different situations.

Exposure to above background, the researcher will conduct a study entitled "The Effect of Role Play Towards Students Speaking Skill of the First Grade at SMP N 26 Pekanbaru"

1.2 Setting of the Problem

Based on the background of the study mentioned above, the identification of the problem of the research the students had lack knowledge about vocabulary, the students rarely practice English in their daily activity, and the students have low motivation to study.

First, they do not understand simple English common words or phrases, such us "*how are you today?, did you eat? Raise your hand please*". When we are asked about simple sentences, they do not know meaning of these words, they do not take action on what is being said. With using body language they are still difficult to undrestand.

Second, students have problem with numbers and letters also. They are still difficult to pronounce the pronunciation of numbers and letters in English. They are difficut to countinue on the numbers and letters that previously mentioned. For example, one, two, three, to connect to four they are still difficult.

Third, students show no respond when asked, frequently by joking respond that not related to the question. Their respond are very less to general questions. Students not understand at all, any students but can't pronounce his respond, and there is also answered perfunctorily.

1.3 Limitation of the Problem

Based on identification of the problem mentioned above, not all problems will be carefully considering the limited funds, time and effort. The reasearcher on this research is focused on comprehension and pronunciation. To the writer, limitation of problem the influence of role play technique to develop the speaking skill of the first grade at SMA N 26 Pekanbaru.

1.4 Formulation of the Problem

Is there any significant effect of role play toward speaking skill of the first grade at SMP N 26 Pekanbaru?"

1.5 Objective of the Research

This researcher is to find out whether or not there is any significant effect of role play technique towards students speaking skill of the first grade at SMP N 26 Pekanbaru.

1.6 The Hyphothesis

The hypothesis based on the assumption above that there is significant improvement on students speaking skill after being taught through role play.

1.6.1 Ho= Null Hypothesis

There is no significant effect of role play toward speaking skills of the first grade students of SMP N 26 Pekanbaru.

1.6.2 Ha= Alternative Hypothesis

There is a positive significant effect of role play toward students speaking skill of the first grade students of SMP N 26 Pekanbaru.

1.7 The Need of the Research

This research finding is expected to give input and contributions in:

1. giving contribution to the students of the first grade students at SMP N 26 Pekanbaru abo us speaking skill by using role play to increase students skill in speaking

2. enlarging students knowledge about the speaking technique

3. making students more active and creative in English, especially in speaking skill

4. giving information to the English teacher of the first grade students at SMP N 26 Pekanbaru in teaching speaking by using role play technique

1.8 Definition of Terms

To avoid misinterpretation and misunderstanding, terms used in this study are defined as follows:

Effect : Effect is a result or conduction produced by a cause, something that happens when one thing act and another (Longman, 1987). In this research, effect is defined as the result of teaching speaking bg using role play.

Role play : Brown (2001: 183), mentions two requirement of role play in classroom assigning role to class member and determining objective. Role-playing controlled through cued dialogues asa technique in this research. In this activity, the students are given cues printed on separate cards. The cues will encourage and guide the students what they need to say. This makes students easier to draw on language forms. Therefore, the teacher can use the cued dialogues to elicit the forms that has been discussed.

Speaking skill : Speaking skill is the skill to express, and use the English language orally with the use of English vocabulary and the idea / nation conveyed properly (Nunan, 2003:48). There are four aspects to assess a person success in speaking: pronunciation, comprehension.

CHAPTER II

THEORITICAL FRAMEWORK

2.1 Role Play

2.1.1 Definition

Role play in a communicative language teaching plays an important role as form of interaction. Brown (2001:183) mentions two requirement of role play in classroom assigning role to class member and determining objective. Littlewood (1981: 49) explains what learners should do when this technique is implemented.

1) They are asked to imagine themselves in a situation which could occur outside the classroom. This could be adjusted to the level of the learners.

2) They are asked to adopt a specific role in this situation. They can act as someone or themselves according to what the activity requires.

3) They are asked to behave as if the situation really existed, in accordance with their role.

Littlewood explains more that this technique can be implemented as controlled, pre-communicative practice and it can be extended becoming communicative practice. In controlled, pre-communicative practice, students are asked to imagine a situation in order to "make suggestions and express

preferences". At even more superficial level, students are asked to perform a dialogue which has been memorized before. Meanwhile, in a communicative practice:

1) the students focus should be more firmly on the communication of meanings, rather than on practice of the language.

2) students must identify with their roles in the interaction more deeply than during controlled language practice.

3) students must create the interaction themselves, on the basis of their roles and the meanings that arise, rather than perform in ways that have been predetermined by the teacher.

As the activity focus on the communication of meaning, it depends on the learners to identify the role and meaning. However, teacher can adjust to control the activity whether he will allow for lesser or greater scope of learners creativity.

2.1.2 Kinds of Role Play

Littlewood (1981: 51-58) suggests several role plays that can be implemented creatively. They are explained in the following:

1) Role-playing controlled through cued dialogues

In this activity, the students are given cues printed on separate cards. The cues will encourage and guide the students what they need to say. This makes students easier to draw on language forms. Therefore, the teacher can use the cued

dialogues to elicit the forms that has been discussed. This is the example of cued dialogues.

Learner A	Learner B
You meet B in the street.	You meet A in the street
A: Greet B.	A:
B:	B: Greet A.
A: Ask B where he is going.	A:
B:	B: Say you are going for a walk.
A: Suggest somewhere to go together.	A:
B:	B: Reject A's suggestion. Make a different suggestion
A: Accept B's suggestion.	A:
B:	B: Express pleasure.

Three factors that can be used appropriately in dialogue cues to determine the need:

1. The cues control the functional meanings that learners have to express.

2. which determine the type of appropriate language to express this sense is the relationship and social situatons

3. it is unlikely that the learners repertoire in early stages will contain a wide variety of alternative forms to express a particular communicative function.

So, to prepare activities suitable form, teacher are no longer experiencing difficulties. There are two main ways, teacher may vary the learners scope for creativity:

1. The cues may be more or less detailed in the functional meanings they specify.

2. students be able to make some variety, not only use gestures as a basis for interaction. Where the assignment of teacher to motivate and ancourage students.

2) Role-playing controlled through cues and information

In this activity, detailed information in the cues given to learners. Learners can select option whatever they wants. So, students have a more flexible role. Here is the example of the activity. Two learners share their roles as a guest and a hotel manager.

Student A: you arrive at a small hotel one evening. In the foyer, you meet the manager and:

Ask if there is a room vacant.

Ask the price, including breakfast

Say how many nights you would like to stay.

Ask where you can park your car for the night.

Say how many nights you would like to stay.

Ask where you can park your car for the night.

Say what time you would like to have breakfast.

Student B: You are the manager(ess) of a small hotel that prides itself on its friendly, homely atmosphere. You have a single and a double vacant room for

tonight. The prices are: $8.50 for the single room, $15.00 for the double room. Breakfast is $1.50 extra person. In the street behind the hotel, there is a free car park. Guests can have tea in bed in the morning, for 50p.

Using role play learners will get some information that they need and use of language is determined by learners. They must use English as the primary interaction to acheive goals. Learners can start a conversation with the way they want but must be related to the situation when the conversation takes place. In this activity is applied then the conversation must be in accordance with the level of students. This make the learning activities are more creative and have activities to encourage students to talk. Lower teacher in controlling the activity. If the activity gets learners scope to enhance creativity, there are several important pedagogic consequence that must be realized by the teacher:

1) difficult for teachers to equip learners with language forms required by them, so teachers are less able to predict in detail what the learner wants to say. It means that learners can determine what they want to say in accordance with their speaking skills. But this should not be a burden or a problem in doing this activity. Teacher and students can review and provide a solution to this problem. Then the teacher can arrange a controlled activity which aims to improve the things that students do not have.

2) each pair or group will produce a different language. It means that teacher can not give the same feedback for all learners. Teachers will find

it difficult to observe individual learners. So there is the possibility of errors can not be corrected learners.

3) Role-playing controlled through situation and goals

In this kind of role play, the teacher provides students with situation and goals that should be achieved the learners. The example of the activity is illustrated below.

Student A: You wish to buy a car. You are in showroom, looking at a second hand car that might be suitable. You decide to find out more about it, for example how old it is, who the previous owner was, how expensive it is to run and whether there is guarantee. You can pay up to about $900 in cash.

Student B: You are a car salesman. You see a customer looking at a car in the showroom. The car is two years old and belonged previously to the leader of a local pop group. It does about twenty miles to the gallon. Your film offers a three-month guarantee and can arrange hire purchase. The price you are asking fot the car is $1,400.

The example above shows that the students are asked to accomplish the goal by buying and selling a car. Each learner will negotiate using their communicative acts and strategies.

4) Role-playing controlled in form of debate or discussion

Learners are asked to believe in their opinions and argue, for his activities in the form of a debate. Before learners are required to have adequate shared

knowledge about the problem and the need to defend or a different opinion. So, the first activity undertaken in this activity are reading and listening, prepare students for debate. Whereas for discussion, the initial activity of the same during the debate, after which students participate in groups to discuss anything related to the topic. Learners have their respective roles, so they should provide the suitable solition.

2.1.3 Step in Teaching Role Play

For the role play activities in classroom, there are six steps in the procedure of role play:

1. Decide on the Teaching Materials
2. Select Situations and Create Dialogs
3. Teach the Dialogs for Role Plays
4. Have Students Practice the Role Plays
5. Have Students Modify the Situations and Dialogs
6. Evaluate and Check Students' Comprehension

2.2 Speaking

2.2.1 Definition of Speaking

English has different characteristics to the exact sciences or social sciences, which lies in the function of language as a communication tool. This indicates that learning English is not only learning vocabulary and grammar in the sense of knowledge, but seeking to apply and use in their daily activities as a

means of communication (Hansen: 1984). In daily life, people usally judge a person English language abilities of speech. Those learners or anyone who are able to express their ideas in English are considered proficient in English (Eroz, Aydan: 2000).

The speaker must have the skill and skill to convey information to others is the purpose of conversation. It says something that the speaker must understand exactly how to speak a coherent and effective that other people (listeners) can capture the information conveyed effectively speaker anyway.

Talking is the primary vehicle for fostering mutual understanding, mutual communication, using language as a medium. There are aspects of two-way communication between the speakers to the listener on a reciprocal basis in learning activities in the classroom language. For beginners and intermediate level students training goal is to communicate in simple english spoken. So, the lesson should be able to provide motivation for students to talk and have a courage to practice.

There are several stages in the training speech. Early stages to speaking exercise is same with listening exercise. Previously said that there are stages in the practice of listening and imitating. The combination of basic training for the ability to hear and speak is the practice of listening and imitating.

2.2.2 Speaking Skills

According to Brown (2001), speaking skills is a complex skill and is the associated with the micro skills, such us:

1. Produce utterances varied languages

2. Generating phonemes and variants of different oral allophones in English

3. Generate pressure patterns, words that have and do not get pressure, rhythmic atructure and intonation

4. Produce other forms of words and short phrases

5. Use words to achieve pragmatic objective

6. Produce a fluent conversation in a variety of different speeds

7. Observing the resulting oral language and use different strategies, including suspension, correcting hismself, repitition, for clarity of message

8. Using word class, systems, sorting words, patterns, rules and forms of ellipsis

9. Produce speech using natural elements in a sentence, stop, breath, proper sentense

10. Using specific meanings in different grammatical forms

11. Using the forms cohesive oral discourse

12. Complete the communication function according to the circumstances, participants, and objective

13. Using list, rules of pragmatic and sociolinguistic features of the right in direct communication

14. Shows the relationship between the main idea, supporting ideas, new information, old information generalization, and examples

15. Using the language of the face, kinetic, body language and non verbal language of others along with verbal language to convey meaning

16. Develop and use various strategies to speak, such as putting pressure on the key words, paraphrase, provides a context for interpreting the meaning of words, ask for help and assess how well interlucutors.

2.2.3 Function of Speaking

Richard (2006), devide the talk into three function as follows:

1. Talk as interaction

Function of the speaking is an interaction that refers to the usual activities and conversations related to social functioning. Speaker as its main focus, and then they show themselves to others. Everyday conversations are often used in discussions or formal language in ordinary conversation. To engage in talk as interaction, one of the capabilities that come are:

1. Opening and closing the conversation

2. Choose the topic

3. Make small conversation / mild

4. Joking

5. Telling the events and personal experiences

6. Do alternately

7. The interrupt / interrupt a conversation

8. Reacting to one another

9. Using the appropriate style of speaking

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2. Talk as transaction

Speaking activities as transaction focus to the message to be conveyed in speaking activities. There are two types of activity as an interaction that is:

1) Give and receive information as the main focus af activities. Participants say how they interact with others in order to make them understand clearly and accurately to the message delivered. Accuracy rather than the main focus for successful information is communicated and understood.

2) Acquiring goods or services is the main focus for the second activity, converstaion someone when orderinh food at a restaurant is an example.

3. Talk as perfomance

Speaking activities here means to convey information in public or participants. More conversation than in written language, the main characteristic is the advent of speaking activities:

1) Focus on the message and to participants

2) Emphasis on form and precision of speech

3) The language used seemed like a written language

4) More frequent monologues

5) Structure and squence can be predicted

According Bygate (1995: 5-6) there are two basic ways that we often do in learning the language, that is the skill category:

1) Motor-perceptive skills include interpreting, generating, utter sounds and language structures correctly

2) Interaction skill here is on developing communication in accordance with its intended by others, say what and how to say

Knowing how to use grammar correctly in order to communicate effectively and have the skills to generate a speech grammar, this is a function of learning English (Harmer, 1983:13). Students will be trained to use the language fluently, but students are more likely to be careful in studying the language in the classroom. Exercises in the classroom during a lesson has the following reasons (Baker and Westrup, 2003:5):

1) Acquisition of vocabulary, grammar and functional language will be stronger with the speaking activities

2) Students are given the opportunity to study the language used

3) For more advanced students are given the opportunity to try out the different situations and topics

4) Provides the opportunity for more advanced students to try a language they already know the topic of different situations and thus, to facilitate teachers in designing good teaching program in order to acheive the purpose of communication, the teachers are required to know the function of language that will be used to interact with students in communication

2.3 Factors Supporting the Effectiveness of Speaking

When a speaker is able to give the impression that he or she had covered the issues that are being discussed then it is said to be a good speaker. Courage will grow if the speaker mastered a topic. In addition, the speaker must pronounce the sounds of language spoken clearly and preciesly. Improper pronunciation sound will distract the listener. To be a good speaker, there are several factors to consider. Those factors ate the factors of verbal and non-verbal factors. (Arsjad Maidar, 1988: 24)

2.3.1 Factor Verbal

1. The accuracy Verbal

Speaker must get used to pronounce the sound right language. To district the listener, pronunciation should sound quite right. If it deviates too far from the usual range of verbal, very few are interested in, and disrupt communications or speaker considered odd, then the sound of spoken language are considered disabled.

2. Placement pressure,tone, joints, and duration

Which became the main attraction and sometimes a determining factor in speaking are conformity pressure, tone, joints, and duration. Although the prolems discussed is ess attractive, with the placement of stress, tone, joints, and the corresponding duration will cause the problem to be interesting. Conversely, if the delivery flat, almost certainly will lead to boredom and effectiveness would be

reduced. Placements stress on words or syllabels should fit, if not it will produce irregularities. The listeners attention will turn to how to talk the speaker, so that the main subject or the message delivered less attention and effectiveness of communication would be disrupted.

3. Choice of words

A speaker must choose words with precise, clear and varied. Communication will be more effective to use popular words rather than using turgid words. Using words that are rarely or unknown will hamper fluency communication. The speaker should be aware of who the audience, what the topic, the choice of costume and tell the listener is subject. If the speaker speaks clearly and master the language of the audience will be more interested and happy to listen. This involves the use of the phrase. Listeners will catch the conversation if the speaker uses effective sentence. Speaker must be able to develop an effective sentence, a sentence that hit the target, so can give effect and leaves an impression, cause and effect.

2.3.2 Factor Nonverbal

1. A reasonable attitude, calm, and not rigid

Listeners will give the impression of a less attractive if speaker are not quiet, lethargic and stiff. Authority and integrity can be demonstrated through the natural attitude of a speaker. This attitude is determined by the situation, place, and control of matter. If the speaker over matter properly it will eliminate jitters.

However, this attitude takes practice, if used in the long term, the jitter will be disappear.

2. The view should be directed to the listener

A speaker must direct his view to all listeners. If you set your eyes on one direction, it will cause the listener to feel ignored. Many speaker look upwards, sideways, downwards, and did not see the audience when talking. As a result the listener's attention will be reduced. The listener's attention should be drwan so that they feel involved.

3. A willingness to appreciate other peoples opinions

Speaker should have an open attitude in presenting the contents of the conversation, its mean willing to accept the opinion of others, accepting criticism, and change his mind if wrong. Speaker should also be able to convince others and to hold his. The opinion of the speaker should be stronger arguments and believed to be true.

4. The movements and the exact expression

The effectiveness of the speech can be supported by move and proper expression. Facial expression and movements can make the communication that is not rigid. However, the effectiveness of the speech will be disrupted if the speaker using excessive movements. The listener's attention will focus on movements and excessive expression, so the message is poorly understood.

5. The sound loudness

A speaker must be able to adjust the level of loudness with the situation, place, and the number of listeners. To note is do not yell. Speaker should set the loudness so that the audience can hear clearly.

6. The smooth

Fluent speaker will make the listener capture conversations. Listeners often feel distrubed when the speaker sound tuck ee, oo, aa, and forth in conversation, speaker also often speaks haltingly. However, the speaker should not be too quick to speak because it would complicate the listener catch topic.

7. Relevance / reasoning

Relationship from one idea to another idea must logically (to arrive at a conclusion, the thought process must be logical). Context with other sentences must be logical and relevant to the subject.

8. Control Topics

Speaker must have arrangements in formal talks. The aim is for speaker really mastered the topic. If the topic has been mastered it will foster courage. So, mastery of the topic is very important and a major factor in speech.

2.4. Past Study

The writer takes past studies from the other graduating paper as comparison. The writer use the graduating paper as the past study with the title is *"Teaching Speaking Skill Through Role Play To The Seventh Grade Students of SMP Negeri 1 Payangan in Academic Year 2013/2014"*.

The present classroom action study dealt with teaching speaking skill through role play to the seventh grade students of SMPN 1 Payangan in academic year 2013/2014. The present classroom action study was basically triggered by the fact that the subjects under study still faced problem in speaking skill. The subjects' problem should be instantaneously solved. The implementation of role play was expected to be an effective way to improve speaking skill of the seventh grade students of SMPN 1 Payangan. In this classroom action study, the teaching and learning process were divided into two cycles and each cycle consisted of two successive sessions. The obtained data of the present classroom action study were collected through the administration of pre-test, post-test, and questionnaire which was analyzed descriptively. The present classroom action study was started with administering the initial reflection or pre-test to the subjects under study. It was designed for the purpose of diagnosing pre-existing the subjects' achievement in speaking skill. After the treatment of pre-test, the reflection or post-test was administered. The grand mean figure of the reflection or post -test scores obtained by the subjects under study in cycle I was 72.58 and in cycle II was 79.67. These findings clearly showed that the speaking skill of the subjects under study could be improved through role play. The result of the data analysis from the

administration of questionnaire showed the positive changing attitude and motivation of students' in learning speaking skill through role play.

CHAPTER III

RESEARCH METHODOLOGY

3.1 Research Design

The design in this is an experimental research and research aims to find out way to solve that problem using role play technique to develop the speaking skill of the first grade at SMP N 26 Pekanbaru. According to Gay (2003: 603), the action experimental is type of practitioner experimental that is used to improve the practitioners practice. The action experimental is treatment process where all of the activities until the result of experimental done systematically consist of four phase, they are:

Table 3.1 The Research Design

Group	Pre-test	Treatment	Post-test
A	Y1	X	T2
B	Y2	-	T2

E= Experimental group

C= Control group

X= Treatment

T1= Pre-test

T2= Post test   (Hatch and Farhady 1982;20)

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Table 3.2 The Experimental Design

Group	Pre-test	Treatment	Post-test
Experimental	Before conduction treatment, experimental group is given the pre-test.The purpose of the pre-test to know the students skill in speaking skill	After conduction pre-test the students in treatment class have to use role play to increase speaking skill in teaching and learning process. The purpose is to find out significant effect using role play to improving speaking skill	After finishing the treatment the writer give test to the students. The purpose is to know the skill of students by using role play in descriptive text to increasing technique in technique learning process
Control	The students in control group is gives pre-test the purpose of pre-test is to know of the students in speaking skill	After conducting pre-test, the will have ordinary ways in teaching and learning process. In order word control group does not using role play to improving speaking skill	The writer gives to the students pre-test. The test is the same with treatment test

3.2 Location and Time of the Research

This research conducted from April – September. The location of this research at SMP N 26 Pekanbaru. Kenanga street. Tenayan Raya. Pekanbaru city.

- **Table 3.3** The Schedule of Research Activity

No	Week	Month / Year	Class	Activities
1	1st week	July 2016	VII 4	Pre-test
2	1st week	July 2016	VII 5	Pre-test
3	1st to 5th week	August 2016	VII	Applying role play technique for the different topic based on the curriculum 2004 for vocation school in teaching of the first grade at SMP N 26 Pekanbaru to improve speaking skill
4	2nd week	August 2016	VII4 – VII 5	Post-test

3.3 The population and Sample of Research

3.3.1 Population

The population of this research is all students at the grade SMP N 26 Pekanbaru in academic year 2016/2017. The population is 294 students.

3.3.2 Sample

The number of population is very limited. So, it is not necessary to limit the sample. It means that the sample of this research all students of first grade of SMP N 26 Pekanbaru in academic year 2016/2017. The total population is 64 students

Table 3.4 The Sample of the Research

Class	Sample		Total
	Female	Male	
VII 4	15	17	32
VII 5	21	11	32

3.4 Research Instrument

3.4.1 Speaking test

One of the research instrument in this research is speaking test with used dialogue and conversation test. The test will apply for pre-test and post-test. The pre-test aimed at finding out the prior speaking of the students. While post-test aimed finding out the students speaking after treatment will give teaching with using role play. This activity also to find out whether the students skill kept holding of the material after treatment. In control class, students only the test and there is without treatment. The test adopted from textbook for SMP N 26 Pekanbaru.

After the score of pre test was calculating, the authors will engage students in improving speaking skill at SMP N 26 Pekanbaru. The following are teachers activities in applying role play. In control class, there is no treatment when teaching learning process in control class, there is no treatment when teaching learning process in control class. The students will stsudy in class depend on

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subject from the teacher by using their textbook. The material is same experimental class.

1. Pre – teaching

   1) The teacher greet the students

   2) The teacher check the students attendance list.

   3) The teacher ask about home work or list material

   4) The teacher did warm-up that guides to the topic would be discussed

2. Whilst Teaching

   1) The teacher explain about the topic of speaking skills

   2) The teacher explain about speak fluently, pronunciation, comprehension and vocabulary in speaking English

   3) The teacher give example of speaking well formed to students

   4) The teacher explain about role play in speaking

   5) The teacher explain step in role play

   6) The teacher ask to students to speak a topic based on role play

Table 3.5 The schedule of Teaching Learning

No	Meeting	Activity	Treatment
1	1st	Pre-test	
2	2nd	Explanation	
3	3nd	Giving example	Role play
4	4nd	Explanation	

| 5 | 5nd | Explanation | |
| 6 | 6nd | Post-test | |

3. Post – test

After treatment had been doing, the writer gives post test to the students in experimental class and control class. It aims to know there is increase on students on speaking. It is done to figure out whether there is any significant or result between these group. They are experimental and control group.

3.4.2 Instrument of the Experimental Group

1. Pre – test

Pre-test will be conducted to determine the students skills on speaking skills. The writer has done pre-test before using role play in teaching learning process. The writer gives pre-test to both experimental nd control groups. Its used to know students speaking

2. Conventional Speaking Skills (No Treatment)

In this case, control group did not used the treatment as experimental group. The writer taught the students by using the following steps.

a. Helping students to find the meaning of difficult words from the conversation or dialogue

b. Ask students to answer question based on a conversation or dialogue

c. Gathering exercise tests students speaking

3. Post - test

After fourth meetings learning process, the post-test was administered. It means the post-tes is given in fourth meetings. Post-test ws doing here as the same as experimental group.

3.5 Research Activity

3.5.1 Control class

1. Pre-test

The writer was give pre-test to VII 5 as control class. Pre-test is give to know the previous students in speaking skills. In pre-test, the students will be begged to speak. The speaking gives the same topic for the pre-test. It would be similar to the experimental group in the pre-test.

2. Non Treatment

There will no treatment in control class that writer given. Students will be taught by their English Teacher. Students have ordinary ways in speaking. In other word, control class will active debate in speaking.

3. Post Test

The post test was so it after doin pre-test. It have aim to know is there significant effect in speaking analytical exposition. The speaking gives the same

topic for the post-test. It would be similat to the experimental group in the pre-test. This topic was same with experimental class in post test.

3.5.2 Experiment Class

1. Pre – Test

Students was gove pre-test before they get treatment. The writer was give pre-test to VII 4 as experimental group. The aim for giving test ois to know the previous students activity in speaking. In pre-test, the students will be begged to speaker based on the topic. The speaking gives the same topic for the pre-test. Before treatment the students in experimental group give pre-test. The purposeis to know students speaking skills.

2. Treatment

After givig pre-test, the writer will don treatment using role play to improving speaking skill. This treatment will be taken in order to know is there significant effect on students in speaking skill after usinng role play. Treatment will be done for fourth meetings. The treatment is given experimental class only. The steps are:

Meeting 1 : The first meeting on treatment is the second meeting on the research. In this meeting, the teacher will be learn. The teacher will explain about Vocabulary, Fluency, Pronunciation, and Comprehension

Meeting 2 : The teacher will give more example of speaking and give some exercises that has related with the speaking

Meeting 3 : Teacher will introduction about role play to the students. The teacher will show the procedure of role play and relation with their material. After the teacher, will explain how to develop a topic becoming speaking test using role play

Meeting 4 : In this meetings, teacher will explain about simple present tense, which is one language feature of the topic. Then the teacher will give some exercise that related the material

Meeting 5 : In this meetting, teacher ask the students to conversation bg role play

Meeting 6 : This is the best last meeting in treatment. The teacher ask the students to conversation or dialogue with different topic before. The students has to do it by self

3. Post – Tes

The purpose of giving post-test is to find the effect on students in speaking skill after role play. Post-test was give to experimental and control class. This topic will be same with control class in post test.

3.6 The Technique of the Data Collection

3.6.1 The Procedure of Collection Data for Control Group

1. Pre – Test

    The writer was pre-test to VII 5 as control gropu. Pre-test is give to know the previous students speaking skill. In pre-test, the students will be begged to speak. This will be same with exppeprimental group in pre-test.

2. Non Treatment

    There will no treatment in control group that writer given. Students will be taught bg their English Teacher. Students have ordinary ways in speaking. In other word, the control group not use role play.

3. Post – Test

    The post-test was do it after doing post-test. It have aim to know is there significant effect in speaking skill. This topic will be same with experimental group in post-test

Table 3.6 Blue print of Research Procedure

Meeting 1	Meeting 2 –5	Meeting 6
Pre-test (experimental and conrol group)	Treatment (role play) Speaking	Post-test (experimental group and control group)

3.6.2 The Procedure of Collection the Data for Experimental Group

1. Pre – Test

Students was give pre-test before ther get treatment. The writer was give pre-test to VII 4 as experimental group. The aim for giving test is to know the previous students activity in speaking. In pre-test, the students were begged to writer based on the topic. This topic will be same with control group in pre-test. Before treatment the students in experimental group give pre-test. The purpose is to know students speaking skill

2. Treatment

After giving pre-test, the writer will do the treatment using Active Debate Technique to speak the conversation. This treatment will be taken in order to know is there significant effect on students speaking skills after using role play. Treatment was do it fourth meetings. The treatment is given experimental group only.

3. Post – Test

The purpose of giving post-test is to find the effect on students speaking skills after using role play. Post-test will be given to experimental and control group. This topic was same with control gropu in post-test

3.7 The Technique of Data Analysis

In analyzing test data, the researcher using mean score of experimental class, by using the following formula: In analyzing test data, the researcher used score of pre-test and post-test of the students. The first formula was to find out means of each group.

1. Mean scores

$$\overline{x} = \frac{\Sigma x}{N}$$

Where:

N   : The number of individual score

Σx   : Sum of raw score

$\overline{x}$: The average scores

2. Individual scores

Individual score (X) = P+V+F+C

Where:

P   : Pronunciation score

V   : Vocabulary score

F   : Fluency score

C   : Comprehension score

3. Standard Divation

Formula was used to find out the result of the standard deviation of each group.

$$S = \sqrt{\frac{\Sigma\chi - \overline{x}}{N-1}}$$

Where:

$\Sigma\chi - \overline{x}$: Sigma of individual deviation of students score

S : Standard deviation

N : The number of students

I : Constant group

4. Variance Scores

Variance was used to variskill of each group

Variance $(S)^2 = \frac{\Sigma\chi - \overline{x}}{N-1}$

In order to check whether the scores are significantly differences or not, the first formula is used to find the standard error or difference between the means:

$$S(\overline{x}_1 - \overline{x}_2) = \sqrt{\frac{(s_1)^2}{s_2} + \frac{(s_2)^2}{\sqrt{N_2}}}$$

5. Hypothesis Testing

After knnowing the standard error the means score, the write calculated the test by using formula:

$$t\_\mathrm{obs} = \frac{x_{1-} \ \overline{x}}{s(x_{1- \ x^2)}} \ 2$$

Where:

t   : the value statistic significant of mean difference will be judged

N_1 : the number of students in experimental group

N_2 : the number of students in control group

S_1 : standard deviation of experimental group

S_2 : standard deviation of control group

$\overline{x}_1$: mean score of experimental group

$\overline{x}_2$: mean score of control group

6. Degree of Freedom

$$d\!\!\int = (N_1 + N_2) - 2$$

Where:

$d\!\!\int$: the degree of freedom of two group

N   : The number of individual in the two group

ESL Composition Profile		
Score	Level	Critria
Pronunciaton	5	Has few traces og foreign accent
	4	Always inteligible though one is concious of a definite accent
	3	Pronunciation problems necessite concentrated listening and occasionally lead to misunderstanding
	2	Very hard understand because of pronunciation problems must frequently be asked to repeat pronunciation problems too severe as to make
	1	speech virtually un intelligible
Comprehension	5	Appears to understand everything without difficulty
	4	Understand nearly everything as normal speed although ococcasionally repetition may be necessary
	3	Understand most of what is said al lowers that normal speed with repetition
	2	Has great dificullty following what is said can Comprehend only social conversation at spoken with frequent repetition
	1	Can not be said to understand even simple conversation of English

CHAPTER IV

THE PRESENTATION OF RESEARCH FINDINGS

4.1. Data Presention

The researcher has conducted research that has been done in SMPN 26 Pekanbaru. There were two classes in the research, they were experimental and control class, VII 4 as experimental and VII 5 as control class. The researcher gave two test : pre – test and post – test for each of class, pre – test for the experimental class was given before the researcher applied the Role Play while the control class was given before the lesson begins. During in the trestment, the resercher apllying the Role Play in teaching conducted for six meetings. At the end of the treatment, the students were given post-test, in the post – test there was improvement of the students' score in listening comprehension.

4.1.1. The Result of Pre – Test

The score of the pre – test was used by the researcher as the data of the research. The purpose of the pre – test was to find out initial skill of the students. The result will be used to know the improvement was made by the students after giving the treatment and also from the score of the students' pre – test.

The pre – test of the students' score, both result from the experimental and control class are showed as table below :

Table 4.1.

The Result of Students' Pre-Test Score in Experimental Class

No	Name	X_1	X	X_1-X	$(X_1-X)^2$
1	Abib Samfaitullah	62.5	49.6	12.9	166.41
2	Aryanda Prasetyo	37.5	49.6	-12.1	146.41
3	Bayu Eka Pratama	50	49.6	0.4	0.16
4	Farhan Fadilah	37.5	49.6	-12.1	146.41
5	Ferdi Aidinata	37.5	49.6	-12.1	146.41
6	Haris Pandu Winata	62.5	49.6	12.9	166.41
7	M. Yodi Syahputra	37.5	49.6	-12.1	146.41
8	Rendi Prayoga	62.5	49.6	12.9	166.41
9	Ridho Kharisma	25	49.6	-24.6	605.16
10	Surya Darma	37.5	49.6	-12.1	146.41
11	Hidayatul Habibi	50	49.6	0.4	0.16
12	Zaki Rifaldi	62.5	49.6	12.9	166.41
13	Anisa Rahmadani	62.5	49.6	12.9	166.41
14	Annisa Ulhusna	37.5	49.6	-12.1	146.41
15	Fadilah Nike Lesari	37.5	49.6	-12.1	146.41
16	Julia Safitri	50	49.6	0.4	0.16
17	Mela Sandayani	87.5	49.6	37.9	1436.41
18	Melda Puspita	75	49.6	25.4	645.16
19	Muji Putri Hasanah	50	49.6	0.4	0.16

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20	Nadia Melfita Sari	62.5	49.6	12.9	166.41
21	Nia Ramadani	100	49.6	50.4	2540.16
22	Nurrahma Zulianti	37.5	49.6	-12.1	146.41
23	Putri Rahmadani	50	49.6	0.4	0.16
24	Rara Dwi Jayanti	25	49.6	-24.6	605.16
25	Reza Dwi Indriani	62.5	49.6	12.9	166.41
26	Revika Tantri Ayu	37.5	49.6	-12.1	146.41
27	Rima Melinda	37.5	49.6	-12.1	146.41
28	Riska Rahmadhani	37.5	49.6	-12.1	146.41
29	Sahrury Rahmadhani	37.5	49.6	-12.1	146.41
30	Selviani Br Purba	37.5	49.6	-12.1	146.41
31	Syakira Amelia Hasanah	50	49.6	0.4	0.16
32	Zizi Anisa Syeikina	50	49.6	0.4	0.16
		1587.5			8901.37

Based on the table 4.1. showed that the calculation of students' score for the pre – test of experimental class was 1587.5, the mean score of experimental class was 49.6. The data variance was 287.14 and standard deviation was 16.94 there were 32 students in experimental class.

Table 4.2

The Result of the Students' Pre- Test Score in Control Class

No	Name	X_1	X	X_1-X	$(X_1 - X)^2$
1	Abel Marco. S	25	52.34	-27.34	747.50
2	Bima Ramadani	37.5	52.34	-14.84	220.20
3	Fadli Hamzah	62.5	52.34	10.16	103.20
4	Fakhrul Ahmad Zaki	37.5	52.34	-14.84	220.20
5	Iqbal Thaldi	62.5	52.34	10.16	103.20
6	Zheky Syaputra. I	25	52.34	-27.34	747.50
7	M. Syauqy Arsyah	37.5	52.34	-14.84	220.20
8	M. Ridho Elmust	50	52.34	-2.34	5.50
9	Reza Awai. R	12.5	52.34	-39.84	1587.20
10	Suryo Dimas Sugio	50	52.34	-2.34	5.50
11	Syandy Andika	62.5	52.34	10.16	103.20
12	Ainun Nisa	87.5	52.34	35.16	1236.20
13	Amelia Utami	62.5	52.34	10.16	103.20
14	Bintang Sadeva. A	50	52.34	-2.34	5.50
15	Dara Dayang Sumbi	50	52.34	-2.34	5.50
16	Dea Tri Ananda	62.5	52.34	10.16	103.20
17	Deswinta Melitul. C	37.5	52.34	-14.84	220.20
18	Dian Arini Setiati	87.5	52.34	35.16	1236.20
19	Helena Lilyani	50	52.34	-2.34	5.50

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20	Jemima Haiqa, H				
		62.5	52.34	10.16	103.20
21	Mayshara				
		75	52.34	22.66	513.50
22	Muharalni Nurul Arifah				
		75	52.34	22.66	513.50
23	Niken Pradia Sadila				
		62.5	52.34	10.16	103.20
24	Nurhaliza Adriyeni				
		37.5	52.34	-14.84	220.20
24	Raudhatul Qolbi				
		50	52.34	-2.34	5.50
25	T. Aprilia Dwi Wanda. Y				
		37.5	52.34	-14.84	220.20
26	Ulfa Thulhasanah				
		87.5	52.34	35.16	1236.20
27	Winda Natalia Sari				
		25	52.34	-27.34	747.50
28	Winda Erna Wati				
		62.5	52.34	10.16	103.20
29	Rena Sri Dewita				
		50	52.34	-2.34	5.50
30	Zahra Dzakira				
		62.5	52.34	10.16	103.20
31	Intan Mustika Sari				
		37.5	52.34	-14.84	220.20
32	Abel Marco. S				
		25	52.34	-27.34	747.50
		1675			11074.22

Based on the table 4.2, it can be seen that the calculation of the students' score for the pre-test of control class was 1657. The mean score was 52.34. The variance of the data was 357.23 and standard deviation was 18.9 there were 32 students in control class.

Data calculation of pre – test

1. Mean score of pre-test

a. Mean score of experimental class :   b. Mean score of control class :

$$\bar{X} = \frac{\sum X}{N} \qquad\qquad\qquad \bar{X} = \frac{\sum X}{N}$$

$$= \frac{1587.5}{32} \qquad\qquad\qquad = \frac{1675}{32}$$

$$= 49.6 \qquad\qquad\qquad\qquad = 52.34$$

2. Variance of pre – test :

   a. Variance of experimental class   b. Variance of control class

$$\text{Variance } (S)^2 = \frac{\sum (X - \bar{X})^2}{N-1} \qquad \text{Variance } (S)^2 = \frac{\sum (X - \bar{X})^2}{N-1}$$

$$= \frac{8901.37}{32-1} \qquad\qquad\qquad = \frac{11074.22}{32-1}$$

$$= \frac{8901.37}{31} \qquad\qquad\qquad = \frac{11074.22}{31}$$

$$= 287.14 \qquad\qquad\qquad = 357.23$$

3. Standard deviation of pre – test :

   a. experimental class :   b. control class :

$$S = \frac{\sqrt{\sum (X - \bar{X})^2}}{N-1} \qquad\qquad S = \frac{\sqrt{\sum (X - \bar{X})^2}}{N-1}$$

$$= \sqrt{\frac{8901.37}{32-1}} \qquad\qquad = \sqrt{\frac{11074.22}{32-1}}$$

$$= \sqrt{\frac{8901.37}{31}} \qquad\qquad = \sqrt{\frac{11074.22}{31}}$$

$$= \sqrt{287.14} \qquad\qquad\qquad = \sqrt{357.23}$$

$$= 16.94 \qquad\qquad\qquad\qquad = 18.9$$

4.1.2. Treatment Process

In this sub – chapter, the researcher try to discuss about teaching and learning proccess. The activities of the other findings and phenomenon during the research was conducting which can show the Role Play may give the significant effect for the stduents' speaking skill. it will be discussed from the first until the eight meetings on the experiment class. The first and the last meeting was test for the students, then the second until seventh meetings were the activities of teaching and learning proccess by using the Role play Techhnique in experiment class. The teaching and learning proccess can be seen as following as :

1. **The First Meeting**

    The first meeting the researcher directly gave the pre – test to the students without giving any explanation about what the students did. The researcher only asked them to speak through group. Each group was called to come forward and then they make conversation based on the topic already given. On the pre – test the researcher found that the result of the students' pre – test need improvement. Most of students are do not know how to use gesture and the grammar still worse. On this session the researcher need about 1 our 40 minutes. Each group spent about 5 minutes for the test.

2. **The Second Meeting**

    In the second meeting, the researcher gave some explanation about what they did on the previous meetings. Researcher gave them explanation about

what is speaking skill, the components of speaking skill and other topics that related to the speaking skill. In this meetings the researcher try to give some comprehension in order to build the prior knowledge of the students which is the target is to make the students more concern and pay attantion to the speaking skill activity.

Also, in this meeting the researcher introduced to the students about speaking skill components like grammar and pronunciation They got many knowledge about the English speaking. Because it was the new session the students look enthusiasm follow the classroom activity. The activity spend about 1 hour 45 minutes. Many question that was asked by the students and needeed to be discussed.

3. **Third Meeeting**

In this meeting the researcher gave the students some handbook and finished the excercise that have been prepared. The students asked to make a groups and practiced it by using role play with the topic that already given. Then the researcher evaluated the result of the excercise in order to know how was the understanding of the students about the topic and how deep the students played their role which affected their skill in speaking . In this session most of students were really enthusiasm followed the process and the conversation began smoothly event not like native speaker at least their conversation can be recognized as English sounds. For this session the

activity only spent about 1 hour because this session only to find out how was the students' ability in speaking.

4. **Fourth Meeting**

In this section the researcher tried to measure the students, ability in speaking by using role play technique. Base on the result most of students began to used the gesture to express their idea that related to the topic that already given event some of them still need improvement.

5. **Fifth Meeting**

In this meeting most of students had better improvement on verbal communication which means that most of them already not awkward anymore when they spoke in front of the classroom. Most of them became smooth in speaking activity, and also in teaching and learning process they are not lazy, shy, and speak spontaneous in the classroom activity. Which mean that beside better improvement in speaking skill, role play also build students' courage in perform in public at least in front of the classroom. It was only the matter of time to make speaking English become their habbit.

6. **Sixth Meeting**

This was the last meeting for this research. This meeting the researcher gave the students a performance test in order to find out how were the improvement of the students itself in speaking skill whether there was an improvement or not. In this section the researcher make a group and asked them to perform in form the classroom then the researcher recorded and

observed their ability in speaking. Result that already seen by the researcher in the field was almost all of students were able to speak English well whether it is in grammar and gesture aspects.

4.1.3. The Result of the Students' Post – Test

Post – test was conducted after all of the treatments were implemented. The experimental class was given the treatment using role play technique, meanwhile the control class not using the treatment in teaching and learning proccess of listening comprehension. The score of the test would be taken as the data of the

research and than the score wuold be compared with the pre – test score. The students'post – test score of experiment and control class were showed below :

Table 4.3

The Result of the Student's Post – Test Score in Experimental Class

No	Name	X_1	X	X_1-X	$(X_1$-X$)^2$
1	Abib Samfaitullah	100	78.51	21.50	461.60
2	Aryanda Prasetyo	87.5	78.51	8.98	80.70
3	Bayu Eka Pratama	87.5	78.51	8.98	80.70
4	Farhan Fadilah	50	78.51	-28.50	813.14
5	Ferdi Aidinata	75	78.51	-3.50	12.35
6	Haris Pandu Winata	87.5	78.51	8.98	80.70

7	M. Yodi Syahputra				
		62.5	78.51	-16.01	256.50
8	Rendi Prayoga				
		87.5	78.51	8.98	80.70
9	Ridho Kharisma				
		37.5	78.51	-41.01	1682.30
10	Surya Darma				
		37.5	78.51	-41.01	1682.30
11	Hidayatul Habibi				
		100	78.51	21.50	461.60
12	Zaki Rifaldi				
		100	78.51	21.50	461.60
13	Anisa Rahmadani				
		87.5	78.51	8.98	80.70
14	Annisa Ulhusna				
		75	78.51	-3.50	12.35
15	Fadilah Nike Lesari				
		50	78.51	-28.50	813.14
16	Julia Safitri				
		75	78.51	-3.50	12.35
17	Mela Sandayani				
		100	78.51	21.50	461.60
18	Melda Puspita				
		100	78.51	21.50	461.60
19	Muji Putri Hasanah				
		87.5	78.51	8.98	80.70
20	Nadia Melfita Sari				
		87.5	78.51	8.98	80.70
21	Nia Ramadani				
		100	78.51	21.50	461.60
22	Nurrahma Zulianti				
		87.5	78.51	8.98	80.70
23	Putri Rahmadani				
		87.5	78.51	8.98	80.70
24	Rara Dwi Jayanti				
		62.5	78.51	-16.01	256.50
25	Reza Dwi Indriani				
		75	78.51	-3.50	12.35
26	Revika Tantri Ayu				
		75	78.51	-3.50	12.35
27	Rima Melinda				
		75	78.51	-3.50	12.35
28	Riska Rahmadhani				
		50	78.51	-28.50	813.10

29	Sahrury Rahmadhani				
		100	78.51	21.50	461.60
30	Selviani Br Purba				
		75	78.51	-3.50	12.35
31	Syakira Amelia Hasanah				
		87.5	78.51	8.98	80.70
32	Zizi Anisa Syeikina				
		62.5	78.51	-16.01	256.50
		2512.5			10698.24

Based on the table 4.3. the calculation of students' score for pre-test in experiment class was 2512.5. the mean score was 78.51. The variance of the data was 345.10 and standard deviation was 18.57. It was also found that there were 32 students of experiment class in post – test activity.

Table 4.4.

The Result of the Students' Post – Test Score in Control Class

No	Name	X_1	X	X_1-X	$(X_1 - X)^2$
1	Abel Marco. S				
		25	52.34	-27.34	747.50
2	Bima Ramadani				
		37.5	52.34	-14.84	220.20
3	Fadli Hamzah				
		62.5	52.34	10.16	103.20
4	Fakhrul Ahmad Zaki				
		37.5	52.34	-14.84	220.20
5	Iqbal Thaldi				
		62.5	52.34	10.16	103.20
6	Zheky Syaputra. I				
		25	52.34	-27.34	747.50
7	M. Syauqy Arsyah				
		37.5	52.34	-14.84	220.20
8	M. Ridho Elmust				
		50	52.34	-2.34	5.50

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9	Reza Awai. R	12.5	52.34	-39.84	1587.20
10	Suryo Dimas Sugio	50	52.34	-2.34	5.50
11	Syandy Andika	62.5	52.34	10.16	103.20
12	Ainun Nisa	87.5	52.34	35.16	1236.20
13	Amelia Utami	62.5	52.34	10.16	103.20
14	Bintang Sadeva. A	50	52.34	-2.34	5.50
15	Dara Dayang Sumbi	50	52.34	-2.34	5.50
16	Dea Tri Ananda	62.5	52.34	10.16	103.20
17	Deswinta Melitul. C	37.5	52.34	-14.84	220.20
18	Dian Arini Setiati	87.5	52.34	35.16	1236.20
19	Helena Lilyani	50	52.34	-2.34	5.50
20	Jemima Haiqa, H	62.5	52.34	10.16	103.20
21	Mayshara	75	52.34	22.66	513.50
22	Muharalni Nurul Arifah	75	52.34	22.66	513.50
23	Niken Pradia Sadila	62.5	52.34	10.16	103.20
24	Nurhaliza Adriyeni	37.5	52.34	-14.84	220.20
24	Raudhatul Qolbi	50	52.34	-2.34	5.50
25	T. Aprilia Dwi Wanda. Y	37.5	52.34	-14.84	220.20
26	Ulfa Thulhasanah	87.5	52.34	35.16	1236.20
27	Winda Natalia Sari	25	52.34	-27.34	747.50
28	Winda Erna Wati	62.5	52.34	10.16	103.20
29	Rena Sri Dewita	50	52.34	-2.34	5.50

30	Zahra Dzakira				
		62.5	52.34	10.16	103.20
31	Intan Mustika Sari				
		37.5	52.34	-14.84	220.20
32	Abel Marco. S				
		25	52.34	-27.34	747.50
		1587.5			8901.37

Based on the table 4.4. that the calculation score of students' post test in control class was 1587.5. the mean score was 49.6. the variance of the data was 287.14 and standard deviation was 16.94. it was also found that there were 32 students of control class in post – test activity.

Data calculation of post – test

1. Mean Score Of Post – Test

a. Mean Score Of Experimental Group b. Mean Score of Control Clas

$$\bar{X} = \frac{\sum X}{N} \qquad\qquad\qquad \bar{X} = \frac{\sum X}{N}$$

$$= \frac{2512.5}{32} \qquad\qquad\qquad = \frac{1587.5}{32}$$

$$= 78.51 \qquad\qquad\qquad\qquad = 49.6$$

2. Variance of Post – Test :

a. Variance of experiment class   b. Variance of control class

$$\text{Variance } (S)^2 = \frac{\sum(\bar{X}-X)^2}{N-1} \qquad \text{Variance } (S)^2 = \frac{\sum(\bar{X}-X)^2}{N-1}$$

$$= \frac{10698.24}{32-1} \qquad\qquad = \frac{8901.37}{32-1}$$

$$= \frac{10698.24}{31} \qquad\qquad = \frac{8901.37}{31}$$

$$= 345.10 \qquad\qquad\qquad = 287.14$$

3. Standard Deviation of Post – Test

a. Experimental class   **b. Control class**

$$S = \frac{\sqrt{\sum(\bar{X}-X)^2}}{N-1} \qquad\qquad S = \frac{\sqrt{\sum(\bar{X}-X)^2}}{N-1}$$

$$= \frac{\sqrt{10698.24}}{32-1} \qquad\qquad = \sqrt{\frac{8901.37}{32-1}}$$

$$= \frac{\sqrt{10698.24}}{31} \qquad\qquad = \sqrt{\frac{8901.37}{31}}$$

$$= \sqrt{345.10} \qquad\qquad\qquad = \sqrt{287.14}$$

$$= 18.57 \qquad\qquad\qquad = 16.94$$

4.2. The Increasing Pre – Test To Post – Test

Both of classes which were taught by the same teacher, materials, and times as well as the post – test, they got different result.

The produce differences result of these two classes can be seen in the table below :

Table 4.5 The Result Of Pre Test

Data analysis	Experiment class	Control class
Score	1587.5	1675
Mean	49.60	52.34
Variance	287.14	357.23
Standard deviation	16.94	18.9
High	100	87.5
Low	25	12.5

Table 4.5. aboved showed that differences between experiment class and control class for the result of pre – test. Here, it can be differentiated between experiment and control class in term of mean, variance, and standard deviaton.

Table 4.6 The Result Of Post – Test

Data analysis	Experiment class	Control class
Score	2512.5	1587.5
Mean	78.51	49.6
Variance	345.10	287.14
Standard deviation	18.57	16.49
High	100	100
Low	37.5	25

Table 4.6. showed that differences between experiment and control class for the result of the pre- test. Here, it can be differentiated between experiment and control class in term os mean, variance, and standard deviation.

After knowing the students' score of pre and post – test between experiment and control class. Now it can be seen the increasing of students' result by using Role Play towards students' Speaking skill based on mean score, variance, and standard deviation, as table below :

Table 4.7 The Increase Of Experimental Score

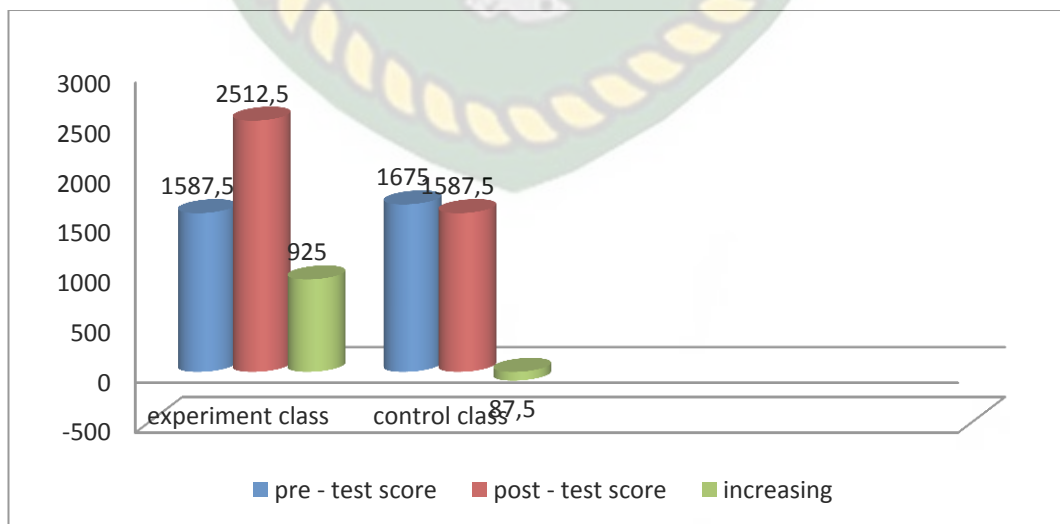| Data Analysis	Pre – test	Post – test	Increasing
Score	1587.5	2512.5	925
Mean	49.6	78.51	28.91
Variance	287.14	345.10	57.96
Standard Deviation	16.94	18.57	1.63
High	100	100	0
Low	25	37.5	12.5

Diagram 4.1. The Increasing of Students Pre and Post - Test

The analysis aboved only experimental class. Therefore, the resaarcher compared between pre and post – test score. In the diagram aboved showed that there was an increasing of students' test result. the score of pre test was 1587.5 and the score of post test was 2512.5, the mean average of students pre – test score was 49.6, while the mean of students' post – test was 78.51. so, there was increase point about 28.91 from pre – test to post – test. Variance of pre – test was 287.14, and the variance of the post – test was 345.10. So, there was increase about 57.96. meanwhile, standard deviation of pre – test was 16.94, while standard deviation of post – test 18.57. here, there was increase about 1.63 from pre – test to post – test.

Based on expalanation aboved, it can be seen that there was a significant increase of the students' speaking skill through role play tecnique . It can be seen in the post - test score that higher than pre – test score. In other word, Role Play giving the significant effect for students' speaking skill.

4.3. The Result Of Hypothesis

According to hatch and farhady (1982), the null hypothesis is accepted if the value of *t*-calculated is less or same than the value of *t*-calculated (t0<tl). However, if t-calculated is greater than the value of t-table (t0>tl), the null hypothesis is rejected.

After calculated the mean score, variance, and standard deviation, the researcher found the null hypothesis was rejected or accepted based on the formula below :

$$S (X_e - X_c) = \sqrt{\left[\frac{S_e}{\sqrt{N_1}}\right]^2 + \left[\frac{S_c}{\sqrt{N_2}}\right]^2}$$

$$= \sqrt{\left[\frac{18.57}{32}\right]^2 + \left[\frac{16.94}{\sqrt{32}}\right]^2}$$

$$= \sqrt{\left[\frac{18.57}{5.6}\right] + \left[\frac{16.94}{5.6}\right]}$$

$$= \sqrt{(3.35)^2 + (3.025)^2}$$

$$= \sqrt{11.22 + 9.15}$$

$$= \sqrt{20.37}$$

$$S = 4.51$$

After knowing standard error of mean score, t_obs could be calculated by this following formula :

$$t\_obs = \frac{\bar{X}_e - \bar{X}_c}{S(\bar{X}_e - \bar{X}_c)}$$

$$= \frac{78.51 - 49.6}{4.51}$$

$$= \frac{28.91}{4.51}$$

$$= 6.41$$

Degree of freedom → df =(n1-1 + n2-1)

Df= (32-1 + 32-1)

Df = (31 + 31)

Df = 62

It was found that t_obs was 6.41 and t_table was on the level of significant 1% with degree of freedom (df)= 62 was 2.660 and on siginificant level 5% with degree of freedom (df) = 62 was 2.00. its mean that by using Role Play gave positive improvement to the students' speaking skill.

Therefore, the null hypothesis was rejected and the alternative hypothesis was accepted. It means that there was significant effectt of Role play towards students' speaking skill at 2nd year students of SMPN 26 Pekanbaru .

4.4. Data Interpretation

The researcher found result and data analysis of Role Play towards students' speaking skill of the second year students at SMPN 26 Pekanbaru, wich was taken from pre – test and post – test. The experiment class was taught using Role Play as the treatment, meanwhile there was no treatment for control class.

Therefore, there was no found that the mean score in post – test of experimental class was higher than the conttrol class pre – test score. The result of t_obs (6.41) was higher thatn t_table (2.000) for the level significant 5% and also t_table (2.660) for the level significant 1%. Then, the null hypothesis was

rejected and the alternative hypothesis was accepted. So, there was a significant effect of Role Play towards students' speaking skill of the second year students at SMPN 26 Pekanbaru

1.6 . Role PlayGives Positive Effect Towardss Students English Speaking skill

In this sub-chapter, the researcher would like to gave explanation how the Role Play gave significant effect towards students' speaking skill. as the post – test in experimental class which used Role play technique, score of students was increased significantly. Based on the result of the post – test of control class, there was not significant effect because there was nott treatment using Role play tecnique. Its mean that Role Play had important role for students speaking skill performance progressed. It can be seen on the proccess during the research in SMPN 26 Pekanbaru, most of students were still had bad speaking skill, event they can not speak well, the grammar still need improvement and the gestured also most of them were not use those speaking aspects at all. That is caused by their seldom event never practice their English. By using role play technique, the students will practice English because by using role play will make the students were more often practice. They will not feel shy because they were working in group with their classmates which make the process more fun and interesting.

So, through Role Play speaking skill have better improvement, their tongue will habitually pronouunce English word well and the grammar will better.

More you practice, more you get, Then of course the result was the speaking skill

will better and having good progress than before.

CHAPTER V

CONCLUSION AND SUGGESTION

5.1. Conclusion

This section will discuss about the conclusion of this research. After analyzed the data in Chapter IV, the researcher can make the conclusion which were related to the research. The conclusion involved the theoretical conclusion and practical which is presented the conclusion the the research's result. However, this study also for the teacher especially using Role Play towards Students' Speaking skill.

5.1.1. Theoretical Conclusion

From the theory, Role Play is one the good technique that is suitable for teaching and learning Speaking skill (Senel. 2006). By using Role play technique, students' speaking skill can be more better event not like native speaker, at least the pronounce of the word can be understood. Role play is incessantly proccess of activity to reach better skill and created a habbit from something new that unfimiliar, will more familiar.

5.1.2 Practical Conclusion

This research is an experimental research. It was done in two groups : an experimental group and control group. The experimental group used Role Play and the control group does not used Role play Technique. The location of this research was at SMPN 26 Pekanbaru. Target population of this research was

second grade students of SMPN 26 Pekanbaru in academic year 2016/2017. Population was consist 160 students and sample consist of 64 students.

Based on data analysis in the previous chapter, the result of the research can be concluded as follows :

1. The application of the Role Play is suitable for junior high school and gave good effect for the students' speaking skill. Their speaking skill more better and more intelligible than before.

2. The score of observed statistic (t_0) was as greater than t_t (table) in significant of 5% (2,000) andd also in siginificant of 1% (2.660). The result based on the formulation of the problem in the first chapter is alterntive hyphotesis was accepted and the null hyphothesis was rejected.

So, the result of teaching speaking skill used Role Play in experimental group was better than the control group which is not used Role play Technique. Therefore, there was significant and positive effect used Role Play towards students' speaking skill of the second grade students at SMPN 26 Pekanbaru.

5.2. Suggestion

From the explanation of the previous chapters, the researcher whould like to gave some suggestion that related to the thesis, English language teaching and teaching and learning proccess of English speaking skill can be increased.

5.2.1. Suggestion for English Teachers of Junior High School

Teaching English in Junior High School had to suitable and related to the students needs, situation, grade and the material,technique, strategy,approach, media that can be seperated one another. Which is the purposes are to make the teaching and learning proccess running well, can reach the competences that is needed, make teaching and learning proccess more active, and the most important is students feel comfortable in teaching and learning proccess. Role Play is one of the good techniques that can be applied in the class room in many skills and aspect of teaching materials. Using Role play Technique, make students more active, and interesting in teaching and learning proccess. They have a chance to practice what they learnt and from the practice it will beecome a habbit for them, then it would creates the students center. So, by using role play teachnique the students who have difficulties and confused to pronounce the words or sentences whould have good progress in pronouncing words or sentences.

5.2.2. Suggestion for Students of Junior High School

When teaching and learning proccess students keep the enthusiasm to following the lesson no wheter you like it or not. Because, learning is not about how much you like it but, how much it will be useful for you. What ever academic subject you going to choose, all need English. So, just follow the English lesson as much as you can, love what you do, do what you love, then the good result and score going to following. Remember that its not about the perfection, but progress.

5.2.3 Suggestion for the Next Researchers

This system can be applied by using any topic, strategy, approach, media, and sub topic that related to the curriculum at the school. Role Play able to help to entriching the students' speaking skill. Therefore, other researchers might be developed the use of the Role play Technique. Beside that, for other researchers who are interested in carrying similar topics and activities might be discussed for the next time. Hopefully, the next researcher do better than the research that have been done. Finally, the researcher also expect the exsistence of this thesis writing could provide significant contribution and reference for those who will carry out the research in smilar topics.

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