

**THE EFFECT OF USING ROLE PLAY TECHNIQUE TOWARD  
SPEAKING ABILITY OF THE SECOND YEAR STUDENTS  
AT MA HASANAH PEKANBARU**



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## ABSTRACT

### **Juliana (2013): The Effect of Using Role Play Technique toward Speaking Ability of the Second Year Students at MA Hasanah Pekanbaru.**

This research was conducted in order to solve some problems in speaking faced by the second year students at MA Hasanah pekanbaru. There were some problems that had been identified, so the writer limited the problems on the students' speaking ability which has five indicators: pronunciation, vocabulary, fluency, accuracy, and comprehension.

There are three objectives of the research, they are to find out the students' speaking ability before being taught by using role play technique, the students' speaking ability after being taught by using role play technique and whether there is a significant effect of using role play technique toward the students' speaking ability of the second year at MA Hasanah Pekanbaru or not.

The design of this research was experimental research, in which pre-experimental design was used. The writer took one group pretest-posttest design, thus a single group was pre-tested, exposed to a treatment, and post-tested. The population of the research was the second year students at MA Hasanah pekanbaru, which consisted of two classes. In taking the sample, the writer used purposive sampling technique, in which social class became the sample of the research, which consisted of 21 students. The technique of collecting the data was test. Then, the writer analyzed the data by using T test for non independent sample.

After analyzing the data, the writer found that  $t_{\text{obtained}}$  was 11.677, then  $t_{\text{table}}$  was 2.09 at level 5% and 2.84 at level 1%, it can be written  $2.09 < 11.677 > 2.84$ . Thus, it means that  $H_a$  was accepted and  $H_o$  was rejected. Finally, the writer concluded that role play is an effective technique that gave the students an opportunity to use the language in different situation and role which improves their speaking ability.

## ABSTRAK

**Juliana (2013): Dampak Penggunaan Teknik Bermain Peran terhadap Kemampuan Berbicara Siswa Kelas Dua MA Hasanah Pekanbaru.**

Penelitian ini dilaksanakan untuk menyelesaikan permasalahan dalam berbicara bahasa Inggris yang dihadapi siswa kelas dua MA Hasanah Pekanbaru. Ada beberapa masalah yang telah diidentifikasi, oleh karena itu penulis membatasi masalah hanya pada kemampuan berbicara siswa yang memiliki lima indikator: pengucapan, kosakata, kelancaran, ketepatan, dan pemahaman.

Terdapat tiga tujuan dalam penelitian ini, yaitu untuk mengetahui kemampuan berbicara siswa sebelum diajarkan menggunakan teknik bermain peran, kemampuan berbicara siswa setelah diajarkan menggunakan teknik bermain peran, dan apakah ada dampak yang signifikan penggunaan teknik bermain peran terhadap kemampuan berbicara siswa kelas dua MA Hasanah Pekanbaru atau tidak.

Desain penelitian ini adalah penelitian eksperimen, penulis menggunakan pre-experimental desain. Peneliti menggunakan one group pretest-posttest design. Populasi dari penelitian ini adalah siswa kelas dua MA Hasanah Pekanbaru, yang terdiri dari dua kelas. Dalam mengambil sampel, penulis menggunakan teknik purposive sampling, dimana kelas ips merupakan sampel, yang terdiri dari 21 siswa. Teknik pengumpulan data adalah tes. Kemudian, penulis menganalisis data menggunakan T test for non independent sample.

Setelah menganalisis data, penulis menemukan bahwa that  $t_{obtained}$  adalah 11.677, kemudian  $t_{table}$  adalah 2.09 pada level 5% dan 2.84 pada level 1%, dan bisa ditulis  $2.09 < 11.677 > 2.84$ . jadi, hal ini berarti bahwa  $H_a$  diterima dan  $H_o$  ditolak. Akhirnya, penulis menyimpulkan bahwa bermain peran merupakan teknik yang efektif memberikan siswa kesempatan menggunakan bahasa dalam situasi dan peran yang berbeda yang meningkatkan kemampuan berbicara mereka.

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Finally, the writer really realizes that there are many weaknesses on this thesis. Therefore, constructive critiques and suggestion are needed in order to improve this thesis.

Pekanbaru, September 18<sup>th</sup> 2013

The writer

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# CHAPTER I

## INTRODUCTION

### A. The Background of the Problem

Speaking is an important skill in English which is often considered as a measurement of knowing a language. It is done in communication process either on transactional or interpersonal purpose, which enables the people to interact, share ideas, give information, maintain relationships, or persuade the others. As stated by Brown and Yule that, the primary functions of spoken language are to interact, to establish and to maintain relationship.<sup>1</sup>

The term of speaking, cannot be separated from communication which involves two sided process (listening and speaking). In learning speaking especially in the school, the students are not merely expected to produce some sentences accurately, but they have to be able to use the language in appropriate ways and contexts. As stated by Freeman that true communication is purposeful.<sup>2</sup> Thus, the teacher needs to consider how the students can acquire communicative competence is.

Relating to the goal of language learning itself, some aims also made in KTSP as the guidance in teaching English in Indonesia, they are as follows<sup>3</sup>:

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<sup>1</sup> Gillian Brown, and George Yule. *Teaching the Spoken Language*. (Cambridge: Cambridge University Press, 1999), p. 23

<sup>2</sup> Dian Larsen Freeman. *Techniques and Principles in Language Teaching, Second Edition*. (Oxford: Oxford University Press, 2000), p. 129

<sup>3</sup> Depdiknas. *Kurikulum Tingkat Satuan Pendidikan (KTSP) 2006*. (Jakarta: Unpublished, 2006)., p. 307

1. Developing communicative competence in oral and written form to achieve information level,
2. Having awareness about the sense and the significance of English in order to increase national competence in global society,
3. Developing understanding of students about the relationship between language and culture.

At MA Hasanah Pekanbaru, School based curriculum (KTSP) is applied as the guidance of the teaching and learning process, especially in teaching speaking. The main concern is also on the students' ability in doing conversation either on transactional or interpersonal purpose which is related to the aim of language learning of KTSP itself. It can be seen from the syllabus used in Senior High School that there are two competences that should be achieved in learning speaking, they are standard competence and basic competence. Standard competence refers to the ability to express meaning from transactional and interpersonal conversation in the context of daily life. Meanwhile, basic competence of speaking refers to the ability to express meaning from transactional and interpersonal conversation accurately, fluently, and acceptably by using various simple oral language in daily life context.

At MA Hasanah Pekanbaru, the four language skills of English (listening, speaking, reading, and writing) are taught integratedly. In which English is taught 2 meetings a week, one meeting consists of two periods in which each period is within 45 minutes. In teaching English subject, the teacher uses English textbook which provides monologue and dialogue. Then, the passed score standard of MA Hasanah Pekanbaru is 75 point.

In order to fulfill the pass score standard and also basic competence and standard competence of learning speaking, the teachers need to consider the teaching strategy used during the teaching process. The teacher of English at MA Hasanah Pekanbaru uses various techniques during teaching learning process, especially in speaking the teacher uses some techniques such as think pair share, three phase technique, etc. Ideally, the second year students of MA Hasanah Pekanbaru are able to speak English.

Yet, in preliminary research, the writer found that some of the students were unable to speak English well. The writer elaborated the symptoms in the following items:

1. Some of the students were unable to respond what the interlocutors say
2. Some of the students were unable to use vocabulary in acceptable way
3. Some of the students were unable to pronounce some words correctly
4. Some of the students were unable to use accurate sentences

From the symptoms above, it was clear that the second year students' speaking ability was still far from the expectation. Furthermore, considering one of the aims of KTSP (developing communicative competence in oral and written form to achieve informational level), two competences of speaking ability (standard and basic competence) that should be achieved and also the symptoms faced by the students, thus they need such effective teaching techniques that could be used to solve their problems, which provided them a chance to use the language in different situation and context thus they would be

able to do a conversation in daily life context accurately, fluently, and acceptably.

There was an effective technique which gives the students a chance to develop their speaking ability; it is called role play technique. Role play technique is the appropriate teaching technique which could be used to solve this problem. As part of communicative language teaching approach (CLT), role play has the main concern on how the students use the language in different situation and context. As stated by Freeman that role play is very important in CLT because it gives students an opportunity to practice communicating in different social context and social roles.<sup>4</sup> Then, it is supported by Kumaran that role play offers a sense of fun and enjoyment that encourages the students to speak English.<sup>5</sup> Thus, the writer was sure that this technique would help the students to improve their speaking ability which achieves the standard and basic competence of speaking itself and develop their communicative competence to achieve informational level as one of the aims of KTSP in teaching English as a foreign language at senior high school level.

From the explanation above, the xxxdxxwriter was interested in conducting a research entitled **“The Effect of Using Role Play Technique toward Speaking Ability of the Second Year Students at MA Hasanah Pekanbaru”**.

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<sup>4</sup> Dian Larsen Freeman. *Op. Cit.*, p. 134 sssss

<sup>5</sup> Shangeetha Rajah Kumaran, *Benefits and Shortcomings of Role-Play as a Speaking Activity in English Language Classrooms (The English Teacher Vol. XXXIX)*. (Malaysia: University Technology MARA), pp. 72-73(Retrieved on November 2012)

## B. The Definition of the Terms

### 1. Role Play Technique

According to Freeman, Role plays are very important in CLT because they give students an opportunity to practice communicating in different social context and in different social roles.<sup>6</sup> In this research, role play technique refers to the implementation of role play technique in teaching speaking of the second year students at MA Hasanah pekanbaru by applying the procedure of role play which is adopted from Freeman (to see the procedure, see page 13).

### 2. Speaking Ability

From Oxford advance dictionary, speaking is defined as know and be able to use a language.<sup>7</sup> According to Nunan, Speaking is oral interaction where the participants need to negotiate the meaning contained in ideas, feelings, and manage in terms of who is to say what, to whom, and about what.<sup>8</sup> In this research speaking ability refers to the ability of the second year students at MA Hasanah Pekanbaru in conveying messages, feeling or ideas in English. In which speaking is one of the skills which is learned in English subject.

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<sup>6</sup> *Ibid.*, p. 134

<sup>7</sup> A. S. Hornby. *Oxford Advanced Learner's Dictionary of Current English*, (Oxford: Oxford University Press, 1974), p. 827

<sup>8</sup> David Nunan, *Language Teaching Methodology: A Text Book for Teachers*. (New York: Prentice Hall, 1991), p. 40.

## **C. The Problems**

### **1. The Identification of the Problem**

Based on the symptoms explained above, the writer identified the problems faced by the students were caused by the students themselves that they had lack of vocabulary that prevent discussion and conversation on common social topics, used inaccurate choice of words, did mispronunciation in producing some words, used inaccurate language form, only knew few major language forms which prevent communication, did pauses too often, repeated a phrase too often, understand simplest type of conversation only, were not interested in the topics given, were shy to speak, and were lazy to practice speaking English.

### **2. The Limitation of the Problem**

Based on the identification of the problems above and consideration of limited time in conducting this research the writer focused on the problems of the students' speaking ability which has five indicators: accent/pronunciation, grammar, vocabulary, fluency and comprehension.

### **3. The Formulation of the Problem**

In this research, the writer formulated three research questions, they are as follows:

- a. How is students' speaking ability before being taught by using role play technique of the second year at MA Hasanah Pekanbaru?

- b. How is students' speaking ability after being taught by using role play technique of the second year at MA Hasanah Pekanbaru?
- c. Is there any significant effect of using role play technique toward the students' speaking ability of the second year at MA Hasanah Pekanbaru?

## **D. The Objectives and the Significance of the Research**

### **1. The Objective of the Research**

There were three objectives of this research based on the formulation of the problems, they are as follows:

- a. To find out students' speaking ability of the second year at MA Hasanah Pekanbaru before being taught by using role play technique.
- b. To find out students' speaking ability of the second year at MA Hasanah Pekanbaru after being taught by using role play technique.
- c. To find out whether or not there is a significant effect of using role play technique toward the students' speaking ability of the second year at MA Hasanah Pekanbaru.

### **2. The Significance of the Research**

- a. This research is expected to give such contribution to the reader about the use of role play technique in teaching speaking especially in teaching of English as a foreign language.

- b. This research is expected to give such contribution to the teachers of English on how to use role play technique in teaching speaking especially in teaching of English as a foreign language.
- c. This research is expected to give such contribution to the students about information of how important their involvement during the role play technique takes place.

## CHAPTER II

### REVIEW OF RELATED LITERATURE

#### A. Theoretical Framework

##### 1. The Concept of Role Play Technique

Role play is a technique which is considered as part of communicative language teaching approach (CLT), in which the goal of CLT is to make the students being able to communicate in acceptable way and purposeful (functional). Communicative language teaching attempts not merely on the ability of the students to produce the language which is acceptable, but to produce the language which is socially appropriate to specific situations and relationship.<sup>9</sup> This technique gives the students a chance to achieve the goal of CLT itself which is attempted on the use of the language accurately, and acceptably.

Furthermore, Harmer states that role play is a popular technique in CLT which attempts on the students' involvement in real communication by sharing information or they should have a purpose of communicating.<sup>10</sup> Then, Freeman states that Role plays are very important in CLT because they give students an opportunity to practice communicating in different social context and in different social roles.<sup>11</sup> By having an opportunity to use the language in different situation and context, the students get a chance

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<sup>9</sup> William Littlewood. *Communicative Language Teaching: An Introduction*. (Cambridge: Cambridge University Press, 2002), p. 86

<sup>10</sup> Jeremy Harmer. *The Practice of English Language Teaching, Fourth Edition*. (London: Longman, 2007), pp. 69-70

<sup>11</sup> Dian Larsen Freeman. *Op. Cit.*, p. 134

to improve their ability in doing communication that involve two sided process (listening and speaking).

Furthermore, Role play is an activity which is widely used in language teaching and learning process. Tompkins states that the term of “role play” often interchangeably with simulation, but different from simulation role play is quite simple, brief, and flexible.<sup>12</sup> Similarly, Pramela Krish states that role play is a flexible learning activity which has wide scope for creativity where students are able to perform according to their own imagination and creativity.<sup>13</sup> Then, Harmer defines “role play activities are those where students are asked to imagine that they are in different situations and act accordingly.”<sup>14</sup> Next, Scarcella and Oxford in Tompkins specifies that in role playing the participant is representing and experiencing some character type known in everyday life.<sup>15</sup> Supporting the ideas of Harmer, Scarcella and Oxford, Budden states that role play as any speaking activity when you either put yourself into somebody else’s shoes, or when you stay in your own shoes but put yourself into an imaginary situation.<sup>16</sup> Thus, in role play activity a speaker speaks in a different role or own role but in a different situation creatively by imagining the roles and situations they know in everyday life.

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<sup>12</sup> Patricia K. Tompkins. *Role Playing/Simulation: The Internet TESL Journal*, Vol. IV, No. 8, August 1998. <http://iteslj.org/> (Retrieved on December 2012)

<sup>13</sup> Shangeetha Rajah Kumaran, *Benefits and Shortcomings of Role-Play as a Speaking Activity in English Language Classrooms (The English Teacher Vol. XXXIX)*. (Malaysia: University Technology MARA), pp. 72-73(Retrieved on November 2012)

<sup>14</sup> Jeremy Harmer. *How to Teach English: An Introduction to the Practice of English Language Teaching*. (London: Pearson Education Limited, 1998), p. 92

<sup>15</sup> Tompkins, Patricia K. *Op. Cit.*,

<sup>16</sup> Kumaran, Shangeetha Rajah *Op. Cit.*, p. 73

According to Ken Jones there are some characteristics of role play, they are:

- a. Reality of function: the students must not think of themselves as students, but as real participants in the situation.
- b. A simulated environment: the teacher says that the classroom is an airport check-in area, for example
- c. Structure: students must see how the activity is constructed and they must be given the necessary information to carry out the simulation effectively.<sup>17</sup>

Thus, in role play activity the students act as if they are in real situation. Then, giving information about their roles is needed in order to run role play technique well in the teaching and learning process. It is also supported by Harmer that in role play the element of giving the participants information about who they are, and what they think and feel must be added.<sup>18</sup>

Finally, the writer concluded that role play is an effective technique in teaching speaking, which provides the students the opportunity to use the language in different situation and context in order that the students are able to do conversation fluently, accurately, and acceptably. There are some considerations that a teacher should consider greatly in applying this technique. They are about the information provided to the students (about

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<sup>17</sup> Jeremy Harmer. *Op. Cit.*, p. 274

<sup>18</sup> *Ibid.*, p. 275

the students' role, what the students' think and feel) and the teacher involvement during this activity.

#### **a. Procedures of Role Play Technique**

There are some procedures of role play technique suggested by some linguists; Richard recommends six steps of role play as follows<sup>19</sup>:

- 1) Preliminary activity
- 2) A model dialogue
- 3) Decide to choose the role of role play with the help of role cards
- 4) Listen to recordings of native speakers performing the role play with role cards
- 5) Follow up
- 6) Repeat the sequence

Actually, this procedure must not be followed. Variations can be used with different types of classes or different level of students. Furthermore, Littlewood recommends some steps in applying role play technique as follows:<sup>20</sup>

- 1) The teacher asks each member of group to imagine themselves in the situation chosen
- 2) The teacher asks the students to adopt a specific role based on the situation chosen
- 3) The teacher asks the students to behave as if the situation really exists.
- 4) The teacher asks each group to perform in front of the class.

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<sup>19</sup> Patricia K. Tompkins. *Op. Cit.*,

<sup>20</sup> William Littlewood. *Op. Cit.*, p. 49

Then, Freeman specifies how to apply role play technique in the classroom, the procedures are as follows:<sup>21</sup>

- 1) The teacher divides the students into groups
- 2) The teacher gives the students information about their roles (who they are, and what they think and feel)
- 3) Before they begin, the teacher asks each group to discuss about some possibilities that will occur during their role play
- 4) The teacher asks each group to performs their role play
- 5) After all of the groups perform their role play, the teacher moves from group to group to answer questions and offer any advice on what the group can discuss
- 6) After it's over, the teacher asks the students to pose some questions (eliciting relevant vocabulary), and discuss the appropriate language forms in their role play.

In conclusion, in this research the writer only used the procedures recommended by Freeman during the treatment as long as six meetings.

## **b. Role Play in Teaching English Language Skills**

### **1) Role Play in Teaching Listening**

Richard in his writing states that restructuring activities are oral or written tasks that involve productive use of selected items from the listening text, the activity include to this activity is role play. Role plays in which

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<sup>21</sup> Diane Larsen Freeman. *Op. Cit.*, pp. 124-125

students are required to use key language from the texts.<sup>22</sup> Thus, role play is a teaching strategy that is used in teaching listening especially to facilitate restructuring activities.

## **2) Role Play in Teaching Writing**

According to Harmer that the role play can now lead into a number of possible writing tasks: a segment of the dialogue, a newspaper report on the decision, letters to the newspaper, posters, and newsletters from the anti-Taxi campaign etc.<sup>23</sup> Thus, role play is also an effective teaching strategy that is used in asking the students to write the dialogue or newspaper report.

In conclusion, in this research the writer applied role play technique in teaching speaking only in order to find out whether there is a significant effect of using role play technique toward the students' speaking ability or not.

## **2. The Concept of Speaking Ability**

Speaking has been considered as the most challenging of the four language skills of English. Nunan states that in language learning, success is measured in terms of the ability to carry out a conversation.<sup>24</sup> According to Pollard that it is hardly surprising when one considers everything that is when speaking: ideas what to say, language how to use grammar and vocabulary, pronunciation as well as listening to and reacting to the person

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<sup>22</sup> Jack C. Richard. *Teaching Listening and Speaking: From Theory to Practice*. (New York: Cambridge University Press, 2008), p. 16

<sup>23</sup> *Ibid.*, p. 93

<sup>24</sup> David Nunan. *Op. Cit.*, p. 39

you are communicating with.”<sup>25</sup> Moreover Harmer states that being able to speak fluently in English, needs to be able to pronounce phonemes correctly, use appropriate stress and intonation patterns and speak in connected speech but the more important is that being able to survive in typical functional exchange.<sup>26</sup>

Then, Esther and Martinez state that speaking involves a dynamic interrelation between speaker and hearers that results in their simultaneous interaction of producing and processing spoken discourse under time constraints.<sup>27</sup> Furthermore, Bygate states that in oral interaction participants need constantly to negotiate meaning, and generally manage the interaction in terms of who is to say what, to whom, when, and about what.<sup>28</sup>

Supporting the idea above, Brown and Yule divide the function of speaking into two; “they are interactional and transactional functions. Interactional function serves to establish and maintain social relations, and then transactional function focuses on the exchange of information.”<sup>29</sup> Similarly stated by Richard in Penny Ur that interactional uses of language are those in which the primary purposes for communication are social. The emphasis is on creating harmonious interactions participants rather than on communicating information.<sup>30</sup> Besides, transactional uses of language are

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<sup>25</sup> Lucy Pollard, *Lucy Pollard’s Guide to Teaching English: A Book to Help You through Your First Two Years in Teaching*. (London: Unpublished, 2008). p. 33

<sup>26</sup> Jeremy Harmer. *Op. Cit.*, p. 343

<sup>27</sup> Esther Uso- Juan and Alicia Martinez-flor. *Current Trends in the Development and Teaching of the Four Skills*. (Berlin: Mouton De Gruyter, 2006), p. 139

<sup>28</sup> *Ibid.*, p. 40

<sup>29</sup> Jack C. Richard, *Op. Cit.*, p. 21

<sup>30</sup> Penny Ur. *A Course in Language Teaching: Practice and Theory*. (New York: Cambridge University Press, 1999), p. 53

those in which language is being used primarily for communicating information, they are message oriented rather than listener oriented.<sup>31</sup>

Furthermore Richard used an expanded three part version of Brown and Yule's framework; "they are talk as interaction, talk as transaction, and talk as performance."<sup>32</sup> The three kinds of talks are explained as follow:<sup>33</sup>

a. Talk as interaction

The conversation is highly interactive, the interlocutor gives constant feedback, including laughter, to prompt the speaker to continue.

b. Talk as transaction

It refers to situations where the focus is on what is said or done. The message and making oneself understood clearly and accurately is the central focus, rather than the participants and how they interact socially each other.<sup>34</sup> Furthermore Burns divided it into two types, the first type involves situations where the focus is on giving and receiving information. The second type focuses on obtaining goods or services.

c. Talk as performance

It refers to public talk that transmits information before audience, such as presentation, public announcement, or speech.

In conclusion, the function of speaking is related to the purpose in doing conversation; it depends on the situation where the conversation takes place.

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<sup>31</sup> *Ibid.*, p. 53

<sup>32</sup> *Ibid.*, p. 21

<sup>33</sup> *Ibid.*, p. 21

<sup>34</sup> *Ibid.*, p. 24

Furthermore, Nation divides the kind of speaking into two. The first is that interpersonal speaking which is called informal speaking. It typically involves task where conveying information is not as important as maintaining friendly relationships.<sup>35</sup> The second is that transactional speaking which is called formal speaking. It focuses on the successful communication of information.<sup>36</sup>

Language learners need to consider how to develop their speaking ability, so that they can speak English fluently, accurately and acceptably. Then, Understanding the dimensions of communicative competence enable them to achieve the communicative competence of a language. According to Swain that there are four dimensions of communicative competences, they are grammatical competence, sociolinguistics competence, discourse competence, and strategic competence. Grammatical competence refers to linguistics competence that includes vocabulary, pronunciation, etc.<sup>37</sup> Next, Shumin in Richard states that grammatical competence is an umbrella concept that includes increasing expertise in grammar (morphology and syntax), vocabulary, and mechanics.<sup>38</sup> Then, Widiati and Cahyono state that “In the case of speaking activities, grammatical competence enables speakers to use and understand English language structures accurately, which in turn contribute to their fluency.” Developing fluency in speaking

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<sup>35</sup> I. S. P. Nation and Jonathan Newton. *Teaching ESL/EFL Listening and Speaking*. (New York: Routledge Taylor and Francis Group, 2009), p. 120

<sup>36</sup> *Ibid.*, p. 123

<sup>37</sup> Jack C. Richards and Theodore S. Rodgers. *Approaches and Methods in Language Teaching: A Description and Analysis*. (New York: Cambridge University Press, 1986), p. 71

<sup>38</sup> Jack C Richards, Willy A. Renandya. *Methodology in Language Teaching: An Antology of Current Practice*. (New York: Cambridge University Press, 2002), p. 207

can be done through rehearsal activities. As stated by Nation that repeating an activity that was previously done with a language learning goal is a useful way of developing fluency.<sup>39</sup>

Sociolinguistic competence is required an understanding of the social context in which language is used: the roles of participants, the information they share, and the function of interaction.<sup>40</sup> According to Cahyono in speaking activity strategic competence refers to the ability to keep the conversation going.<sup>41</sup> Then, Richard states that strategic competence refers to the coping strategies that participants employ to initiate, maintain, or redirect communication.<sup>42</sup> Supported by Flor et al that the key role of the speaking skill in developing learners' communicative competence has also become evident, since this skill required learners to be in possession of knowledge about how to produce not only linguistically correct but pragmatically appropriate utterances.<sup>43</sup>

The communicative competences of communication that is considered as the desired goals of speaking as part of communication skill has some characteristics. Richards and Rogers view that there are four characteristics of language, as follows:<sup>44</sup>

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<sup>39</sup> I. S. P. Nation. *Op. Cit.*, p. 162

<sup>40</sup> Utami Widiati and Bambang Yudi Cahyono. *The Teaching of EFL Speaking in the Indonesian Context: the State of the Art*, Tahun 34, Nomor 2, Agustus 2006, p. 274

<sup>41</sup> *Ibid.*, p. 275

<sup>42</sup> Jack C. Richards and Theodore S. Rodgers, *Op. Cit.*, p. 71

<sup>43</sup> Alicia Martinez Flor, et al. *Current Trends in the Development and Teaching of the Four Language Skills*. (New York: Mouton De Gruyter, 2006), p. 139

<sup>44</sup> Jack C. Richards and Theodore S. Rodgers, *Opcit.*, p. 71

1. Language is a system for the expression of meaning
2. The primary function of language is for interaction and communication
3. The structure of language reflects its function and communicative uses
4. The primary units of language are not merely its grammatical and structural features, but categories of functional and communicative meaning as exemplified in discourse.

Furthermore, the four dimensions of communicative competence (grammatical competence, sociolinguistics competence, discourse competence, and strategic competence) are important to be understood in order to achieve the communicative competence in speaking.

In conclusion, speaking is a complex oral interaction in which there are some elements involve, it is used as a tool to send messages, share ideas, feelings, or thoughts. It is an important skill to be mastered of a language. Then, this ability is always used as the measurement of knowing a language.

There are some elements and aspects that are used to assess or measure a person's ability in speaking. The elements and assessment aspects involved in speaking are elaborated as follows:

#### **a. The Element of Speaking**

There are two elements involve in speaking, they are language feature and mental/social processing. The explanation of both elements is as follows:<sup>45</sup>

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<sup>45</sup> Harmer, Jeremy., *Op. Cit*, p. 269

## 1) Language Features

In speaking, language features are the necessary for spoken production, the elements are the following:

- a. Connected speech: effective speakers of English need to be able not only to produce the individual phonemes of English (as in saying *I would have gone*) but also to use fluent connected speech (as in *I'd ve gone*). In connected speech sounds are modified, omitted, added, or weakened.
- b. Expressive devices: the use of these devices contributes to the ability to convey meanings. They allow the extra expression of emotion and intensity.
- c. Lexis and grammar: spontaneous speech is marked by the use of a number of common lexical phrases, especially in the performance of certain language functions. Teacher should therefore supply a variety of phrases for different functions such as agreeing or disagreeing, expressing surprise, shock, or approval.
- d. Negotiation language: effective speaking benefits from negotiatory language we use to seek clarification and to show the structure of what we are saying.

## 2) Mental/ Social Processing

The success of a speaker's productive ability also depends on rapid processing skills, they are as follows:

- a. Language processing: effective speakers need to be able to process language in their own heads and put it into coherent order so that it comes out in forms that are not only comprehensible, but also convey the meanings that are intended.
- b. Interacting with others: effective speaking also involves a good deal of listening, an understanding of how the other participants are feeling, and a knowledge of how linguistically to take turns or allow others to do so.
- c. Information processing (on the spot): instant response is very culture-specific, thus we need to be able to process the information they tell us the moment we get it.

## **b. The Assessment of Speaking Ability**

In assessing speaking, there are two skills that should be considered based on the types of speaking, they are as follow:<sup>46</sup>

1. Micro skills
  - a. Produce differences among English phonemes and allophonic variants.
  - b. Produce chunks of language of different lengths.
  - c. Produce English stress patterns, words in stressed and unstressed positions, rhythmic structure, and information contours.
  - d. Produce reduced forms of words and phrases.
  - e. Use an adequate number of lexical units (words) to accomplish pragmatic purposes.
  - f. Produce fluent speech at different rates of delivery.
  - g. Monitor one's own oral production and use various strategic devices-pauses, fillers, self-corrections, backtracking to enhance the clarity of the message.

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<sup>46</sup> H. Douglas Brown. *Language Assessment: Principles and Classroom Practices*. (California: Longman, 2003), p. 142

- h. Use grammatical word classes (nouns, verbs, etc), systems (e.g. tense, agreement, and pluralization), word order, patterns, rules, and elliptical forms.
  - i. Produce speech in natural constituents: in appropriate phrases, pause groups, breathe groups, and sentence constituents.
  - j. Express a particular meaning in different grammatical forms.
  - k. Use cohesive devices in spoken discourse.
2. Macro skills
- a. Appropriately accomplish communicative functions according to situations, participants, and goals.
  - b. Use appropriate styles, registers, implicature, redundancies, pragmatic conventions, and conversation rules, floor-keeping and yielding, interrupting, and other sociolinguistic features in face to face conversations.
  - c. Convey links and connections between events and communicate such relation as vocal and peripheral ideas, events and feelings, new information, generalization and exemplification.
  - d. Convey facial features, kinesics, body language, and other nonverbal cues along with verbal language.
  - e. Develop and use a battery of speaking strategies, such as emphasizing key words, rephrasing, providing a context for interpreting the meaning of words, appealing for help, and accurately assessing how well your interlocutor in understanding you.

Then, Brown suggests five indicators of speaking that should be assessed they are grammar, vocabulary, comprehension, fluency, and pronunciation.<sup>47</sup>

In conclusion, speaking requires not only knowing the elements of a language such as grammar, pronunciation and vocabulary, but also understanding the social context where it takes place. It is a complex skill that the speakers must have five components of speaking, including grammar, vocabulary, fluency, pronunciation, and comprehension. Thus, in

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<sup>47</sup> *Ibid.*, p. 157

this research the writer used the assessment adopted from Adam and Frith in Hughes.

### 3. The Use of Role Play Technique in Teaching Speaking

Role play is widely used in teaching speaking which has great advantage to encourage the students to speak English, as supported by Kumaran that role play offers a sense of fun and enjoyment that encourages them to speak English.<sup>48</sup> Next, Kumaran states that acting out a role is usually fun and enjoyable. When an activity is interesting it often increases learner participation.<sup>49</sup> Next, Moulding in Kumaran states that role play is a curative for the frustration which facilitates acquisition of the target language as a result.<sup>50</sup> Then, Van Ments states “Learners often become involved in role play because it is enjoyable and learners remember it long after they have forgotten much of the learning which they obtained in other ways”.<sup>51</sup> Getting enjoyment in learning speaking encourages the students to speak English.

There are many advantages of using role play in teaching speaking, which not only improve the students’ English language but also their motivation, self confident and self esteem. It is supported by oxford that Role plays, drama activities, games, simulations, and structured communication exercises can increase learners’ confidence in their oral

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<sup>48</sup> Kumaran, Shangeetha Rajah *Op. Cit.*, p. 75

<sup>49</sup> *Ibid.*, p. 75

<sup>50</sup> Kumaran, Shangeetha Rajah *Op.Cit.*, p. 74

<sup>51</sup> *Ibid.*, p. 76

communication skill.<sup>52</sup> Actually, role play not merely has advantage on the students' fluency of speaking but also accuracy. It is supported by Kumaran that the communicative approach (role play) puts a lot of stress on fluency competency, accuracy can also be achieved through practicing the language.<sup>53</sup>

Furthermore, Harmer states that there are three basic reasons to give students speaking tasks which provoke them to use all the language such as role play, as follows:<sup>54</sup>

- a. Rehearsal, having them to take part of role play allows them to rehearse such a real-life event in the safety of the classroom.
- b. Feedback, speaking task where the students can use all the language they know provides feedback both the teacher and the students.
- c. Engagement, if the students are participating fully the teacher can set up the activity which makes them enjoy during the learning process.

In other word, role play is an interesting activity that decreases the students' fear and shyness, gives the students enjoyment and fun which encourages them to speak English as the result.

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<sup>52</sup>Rebecca L. Oxford, *Language Learning Strategies* (New York: Newbury House Publisher, 1990), p., 77.

<sup>53</sup> Kumaran, *Op. Cit.*,

<sup>54</sup> Jeremy Harmer, *Op. Cit.*, p. 87

## B. The Relevant Research

The writer found the researches that have relevancy to this research, the first was conducted by Nurlaili, entitled “The Effect of the Use of Role Play Strategy toward Speaking Ability of the Second Year (MAN) Selat Panjang of Meranty Regency”.<sup>55</sup> It was conducted by Nurlaili in 2011. The research was experimental research, she used Quasi experimental design in which there were two variables involved. They were the use of role play strategy as the independent variable and students’ speaking ability as the dependent variable. She found that role play is an effective strategy that could be applied at the second year students of MAN Selat Panjang in increasing the students’ speaking ability.

Then, the second relevant research was a research journal conducted by Shangeetha Rajah Kumaran entitled “Benefit and Shortcomings of Role Play as a Speaking Activity in English Language Classrooms”<sup>56</sup>. Kumaran found that role play does encourage students to speak in English. The respondents like the activities carried out in the role play very much and can practice speaking in English among their peers freely in role play activities.<sup>57</sup>

This research was not merely focused on the advantages of role play technique toward the students’ speaking ability, but also concerned on the effect on the students’ motivation, self esteem, and shyness.

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<sup>55</sup> Nurlaili. The Effect of the Use Of Role Play Strategy Toward Speaking Ability of the Second Year (Man) Selat Panjang Of Meranti Regency. (Pekanbaru: Unpublished, 2011), p. 54

<sup>56</sup> Shangeetha Rajah Kumaran, *Op. Cit.*,

<sup>57</sup> *Ibid.*, p. 85

### **C. The Operational Concept**

In order to avoid misunderstanding and misinterpreting of this research, the writer explains two variables used in this research. They are the use of role play technique as independent variable (X variable), and speaking ability as the dependent variable (Y variable).

The theoretical concepts of this chapter are still general in measuring each variable of this research, thus the indicators of each variable is needed to make this research clear. Therefore, the operational concept of the use of role play technique as the independent variable (X variable) can be seen as follows:

1. The teacher divides the students into groups.
2. The teacher gives the students information about their roles (who they are, and what they think and feel).
3. The teacher asks each group to discuss about some possibilities that will be done during their role play, before they begin.
4. The teacher asks each group to performs their role play.
5. The teacher moves from group to group to answer questions and offer any advice on what the group can discuss, after all of the group perform their role play.
6. The teacher asks the students to pose some questions (eliciting relevant vocabulary) and discuss the appropriate language forms in their role play.

Then, the indicators of students' speaking ability as the dependent variable of this research (Y variable) are as follows:

1. The students are able to produce acceptable pronunciation in speaking (pronunciation/accent).
2. The students are able to use the correct grammar (grammar).
3. The students are able to use the right words in speaking (vocabulary).
4. The students are able to speak fluently or without some pauses while speaking (fluency).
5. The students understand how to rephrase and know speech on different conversations (comprehension).

#### **D. The Assumption and the Hypothesis**

##### **1) The Assumption**

In this research, the writer assumed that the students' speaking ability is varied. Then, role play Technique can help the students to improve their ability in speaking.

##### **2) The Hypothesis**

Based on the review of related literature, the writer hypothesized that:

###### **a. Null Hypothesis (Ho)**

There is no significant effect of using role play technique toward students' speaking ability of the second year at MA Hasanah Pekanbaru.

b. Alternative Hypothesis ( $H_a$ )

There is a significant effect of using role play technique toward students' speaking ability of the second year at MA Hasanah Pekanbaru.

## CHAPTER III

### THE METHOD OF THE RESEARCH

#### A. The Design of the Research

The type of the research was an experimental research. According to Cresswell Experiment is you test an idea (or practice or procedure) to determine whether it influences an outcome or dependent variable.<sup>58</sup> The design of this research was a pre-experimental design, in which the writer used one group pretest-posttest design. According to Gay and Airasian “One group pretest-posttest design is a design that involves a single group in which it is pretested, exposed to treatment and posttest.”<sup>59</sup> Thus, before applying the treatment, the writer administered pretest, and then posttested the students’ speaking ability. In order to know the effect of using role play technique toward the students’ speaking ability, the writer compared the students’ speaking score before and after getting the treatment. The description of this design can be seen as follows:<sup>60</sup>

**Table. III.1**  
**One Group Pre-test Post-test Design**

Pretest	Independent	Posttest
Y1	X	Y2

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<sup>58</sup> John W Cresswell. *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research, Third Edition* . (New Jersey: Pearson Education,2008), p.295

<sup>59</sup> L.R. Gay and Peter Airasian. *Educational Research Competencies for Analysis and Application*. Sixth Edition. (New Jersey: Prentice-Hall, Inc, 2000), p. 389

<sup>60</sup> Donald Ary et al. *Introduction to Research in Education, Eighth Edition*. (Canada: Wadsworth, Cengage Learning, 2010), p. 304

The variables involved in this research were two, the first was the use of role play technique as independent variable (X variable), and the second was students' speaking ability as dependent variable (Y variable). The description of the variables of the research can be seen as follows:

The use of Role Play technique  $\implies$  Students' Speaking Ability

### **B. The Time and Location of the Research**

This research was conducted on August 19<sup>th</sup> until September 10<sup>th</sup> 2013, in academic year 2013/2014 at MA Hasanah Pekanbaru. Pre-test was conducted on August 19<sup>th</sup> and post-test was conducted on September 10<sup>th</sup>, the treatment was done as long as six meetings that was on August 20<sup>th</sup> till September 9<sup>th</sup>. It is located at Cempedak street number 37, Marpoyan Damai.

### **C. The Subject and the Object of the Research**

The subject of this research was the second year students of MA Hasanah Pekanbaru that was group of students in social class. The object of this research was the use of role play technique and students' speaking ability.

### **D. The Population and Sample**

The population of this research was the second year students at MA Hasanah Pekanbaru which consisted of two classes, they were science and social class. The number of the students in social class was 21 students, and in

science class was 24 students. Because the writer used one group pretest-posttest design, thus the sample of this research should be a single group.

In taking the sample, the writer used purposive sampling technique. As stated by Gay that purposive sampling refers to a judgment sampling, in which the researcher selects a sample based on his or her experience or knowledge of the group to be sampled.<sup>61</sup> Thus, the writer used experience and prior knowledge by interviewing the teacher of English of this school to determine the sample group of the research, in which social class was the sample of this research. The description of the population and sample of this research can be seen in the following table:

**Table. III.2**  
**The Number of Population and Sample**

No	Class	Population	Sample
1.	Social class	21 students	Purposive sampling 21 students
2.	Science class	24 students	

#### **E. The Technique of Collecting Data**

Considering the objectives of the research were to find out the students' speaking ability either before and after being taught by using role play technique, thus the writer administered test before and after applying role play technique. The technique used in collecting the data was test, this instrument was used to find out the students' speaking ability as the

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<sup>61</sup> L. R. Gay and Peter Airasian. *Op. Cit.*, p. 138

dependent variable. According to Brown test is a method of measuring a person's ability, knowledge or performance in a given domain.<sup>62</sup>

In this research the writer conducted two tests, they were pretest and posttest. The students' speaking ability was recorded and assessed by two raters, then it was measured by using oral language scoring rubric which was adopted from Adams and Frith in Hughes as follows:<sup>63</sup>

**Table III.3**  
**The Level of Speaking Ability**

<b>Proficiency</b>	<b>Level 6</b>	<b>Level 5</b>	<b>Level 4</b>	<b>Level 3</b>	<b>Level 2</b>	<b>Level 1</b>
Accent	6	5	4	3	2	1
Grammar	6	5	4	3	2	1
Vocabulary	6	5	4	3	2	1
Fluency	6	5	4	3	2	1
Comprehension	6	5	4	3	2	1

Then, the description of five indicators of speaking above is explained by Adam and Frith in Hughes as follow<sup>64</sup>:

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<sup>62</sup>H. Douglass Brown. *Op. Cit.*, p.3

<sup>63</sup> Arthur Hughes. *Op. Cit.*, pp.131-132

<sup>64</sup> Arthur Huges. *Testing for Language Teachers: Second Edition*. (New York: Cambridge University Press, 2003), pp. 131-132

**Table III.4**  
**Aspect Description for Accent**

<b>Accent</b>	
6	Native Pronunciation, with no trace of “foreign accent”
5	No conspicuous mispronunciation, but would not be taken for a native speaker
4	Marked “foreign accent” and occasional mispronunciation which do not interfere with understanding
3	“Foreign accent” requires concentrated listening, and mispronunciation lead to occasional misunderstanding and apparent errors in grammar or vocabulary
2	Frequent gross error and very heavy accent make understanding difficult, require frequent repetition
1	Pronunciation frequently unintelligible

**Table III.5**  
**Aspect Description for Grammar**

<b>Grammar</b>	
6	No more than two errors during the interview
5	Few errors, with no patterns of failure
4	Occasional errors showing imperfect control of some pattern but no weakness that causes misunderstanding
3	Frequent errors showing some major patterns uncontrolled and causing occasional irritation and misunderstanding
2	Constant errors showing control of very few major patterns and frequently preventing communication
1	Grammar almost entirely inaccurate except in stock phrases

**Table III.6**  
**Aspect Description for Vocabulary**

<b>Vocabulary</b>	
6	Vocabulary apparently as accurate and extensive as that of an educated native speaker
5	Professional vocabulary broad and precise, general vocabulary adequate to cope with complex practical problems and varied social situations
4	Professional vocabulary adequate to discuss special interest, general vocabulary permits discussion of any non-technical subject with some circumlocution
3	Choice of words sometimes inaccurate, limitations of vocabulary prevent discussion of some common professional and social topics
2	Vocabulary limited to basic personal and survival areas (time, food, transportation, family, etc)
1	Vocabulary in adequate for even the simplest conversation

**Table III.7**  
**Aspect Description for Fluency**

<b>Fluency</b>	
6	Speech on all professional and general topics as effortless and smooth as a native speaker
5	Speech is effortless and smooth, but perceptively non-native in speed and evenness
4	Speech is occasionally hesitant, with some unevenness caused by rephrasing and grouping for words
3	Speech is frequently hesitant and jerky, sentence may be left uncompleted
2	Speech is very slow and uneven except for short or routine sentence
1	Speech is so halting and fragmentary that conversation is virtually impossible

**Table III. 8**  
**Aspect Description for Comprehension**

<b>Comprehension</b>	
6	Understand everything in both formal and colloquial speech to be expected of an educated native speaker
5	Understand everything in normal educated conversation except for very colloquial or low-frequency items, or exceptionally rapid or slurred speech
4	Understands quite well normal educated speech when engaged in a dialogue, but requires occasional repetition or rephrasing
3	Understand careful, somewhat simplified speech when engaged in a dialogue, but may require considerable repetition and rephrasing
2	Understands only slow, very simple speech on common social and touristic topic; requires constant repetition and rephrasing
1	Understand to little for the simplest type of conversation

From the description above, it is clear that level 6 only given to the native speaker, and the score given to the students were from level 1 till level 4, and level 5 is not given to the senior high school students. To collect the data, the students' speaking results were evaluated by using five components and each component has score or level. Each indicator has 20 points as the highest score. Thus, in this research the writer took 80 as the highest score, It

was gotten by multiplied level 4 by 20 point. The description of scoring system was as follows:

$$\text{Final score} = \frac{\text{Total score}}{\text{Maximum Score}} \times 80$$

After getting the students' speaking ability, then the score was interpreted into the following categories:<sup>65</sup>

1. 80 – 100 = A (Very good)
2. 66 – 79 = B (Good)
3. 56 – 65 = C (Enough)
4. 40 – 55 = D (Less)
5. 30 – 39 = E (Bad)

Before constructing the instrument of the test, the writer considered about the validity and reliability of the instrument of the test itself, it was done in order to get the valid and reliable instruments and result of the research itself. The validity and reliability of the tests are elaborated as follows:

### **1) The Validity of Test**

In this research, oral test was given to the students in order to find out their speaking ability. Content validity was used in constructing the instrument of the test. According to Henning “content validity is concerned

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<sup>65</sup> Suharsimi Arikunto. *Dasar-Dasar Evaluasi Pendidikan : Edisi Revisi*. (Jakarta: Bumi Aksara, 2009), p. 245

with whether or not the content of the test is sufficiently representative and comprehensive for the test to be valid measure of what it is supposed to measure.”<sup>66</sup> From the statement above, it is clear that there are two considerations that should be made in this test. The first was that the content of the test should be representative for the test itself, the second was that it should measure what it is supposed to measure. The purpose of conducting the test was to find out the students’ speaking ability, thus the students were asked to speak in English within 2 until 3 minutes. Then, they were asked to speak based on the topics related to their materials (content of the tests) which can be seen from the instrument of pre-test and post-test (to see the instrument of tests, see appendix 1).

Thus, the material of the tests were taken from the textbook used by the second year students of MA Hasanah Pekanbaru. The syllabus (To see the syllabus, see appendix 2) used in MA Hasanah Pekanbaru was the guidance in determining the materials either on pre-test, post-test and also in giving the treatment which was done as long as six meetings (to see the materials of each meeting, see lesson plans in appendix 3)

## **2) The Reliability of Test**

In this research the writer used inter rater reliability. According to Henning, inter rater reliability is another procedure for estimating reliability when scores on the test are independent estimates by two or more judges or raters. This is usually used to measure composition in writing ability and

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<sup>66</sup> Grant Henning. *A Guide to Language Testing: Development, Evaluation and Research*. (Tokyo: Heinle and Heinle/ Thompson Learning Asia, 1987), p. 94

speaking ability.<sup>67</sup> Thus, there were two raters rated the students' speaking ability. As explained by Brown that inter rater reliability occurs when two or more scores yield inconsistent score of the same test, possibly of lack of attention to scoring criteria, inexperience, inattention, or even preconceived biases.<sup>68</sup> Then, the formula used to find out relationship between two raters and reliability of the test was spearman brown prophecy formula as follows:<sup>69</sup>

$$r_{tt} = \frac{nr_{A.B}}{1 + n - 1 r_{A.B}}$$

Where:

$r_{tt}$  = Inter rater reliability

$n$  = The number of raters whose combined estimates the final mark for the examines

$r_{A.B}$  = The correlation between the raters, or the average correlation among all raters if there are more than two.

Before processing the data through spearman brown prophecy formula, it is needed to find out the correlation between two raters in rating the students' speaking ability ( $r_{A.B}$ ). The writer found out the correlation between two raters in rating the students' speaking ability through SPSS by using Pearson product moment. The interpretation of reliability used to determine the level of reliability of the speaking test was as follows:

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<sup>67</sup> *Ibid.*, p. 82

<sup>68</sup> H. Douglas Brown. *Op. Cit.*, p. 22

<sup>69</sup> Grant Henning. *Op. Cit.*, p. 85

**Table III.9**  
**The Level of Reliability**

No	Reliability	Level of Reliability
1	0.0 – 0.20	Low
2	0.21 – 0.40	Sufficient
3	0.41 – 0.70	High
4	0.71 – 1.0	Very high

(Taken from Tinambunan in Meltiawati in Zelly)

After getting the score of speaking test either in pre-test or post-test from rater 1 and 2, the writer find out find out the reliability of test through SPSS by using spearman brown prophecy formula (to see the process of obtaining reliability, see appendix 4)

The writer found the correlation between rater 1 and 2 in rating the students speaking ability in pre-test was 0.677 and in post-test was 0.484. Then, the reliability of speaking test in pre-test was 0.81 and in post-test was 0.65. It can be concluded that the reliability level of pre-test was very high and the reliability level of post-test was high.

#### **F. The Technique of Analyzing Data**

After finding out pre-test and post-test score of the students' speaking ability, the writer found out mean of each test then analyzed the data by using inferential statistic, it was analyzed through SPSS by using T test for non independent sample, the formula was as follows:<sup>70</sup>

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<sup>70</sup> L. R. Gay. *Op. Cit.*, p. 489

$$t = \frac{\bar{D}}{\frac{\sum D^2 + \frac{\sum D^2}{N}}{N(N-1)}}$$

Where:

$$t = t_{\text{obtained}}$$

$\bar{D}$  = Mean scores of Pre-test and Post-test

$\sum D$  = The Sum of Difference or Gain

$\sum D^2$  = The Square of the Summarization of Difference

$N$  = Number of Respondents

Then,  $t_{\text{obtained}}$  was compared with  $t_{\text{table}}$ , to find out  $t_{\text{table}}$  it was needed to find out the degree of freedom. To find out the appropriate degree of freedom for non independent T test the formula was as follows:<sup>71</sup>

$$df = N - 1$$

Where:

$Df$  = degree of freedom

$N$  = Number of cases or respondents

Then,  $t_{\text{obtained}}$  compared with  $t_{\text{table}}$ , Statistically the hypotheses were as follows:

$$H_a: t_{\text{obtained}} \geq t_{\text{table } 0.05}$$

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<sup>71</sup> Hartono. *Statistik Untuk Penelitian*. (Yogyakarta: Pustaka Pelajar, 2008), p. 191

$H_a$  is accepted if  $t_{\text{obtained}} \geq t_{0.05}$  or there is a significant effect of using role play technique toward students' speaking ability of the second year at MA Hasanah Pekanbaru.

$H_o$ :  $t_{\text{obtained}} < t_{\text{table } 0.05}$

$H_o$  is accepted if  $t_{\text{obtained}} < t_{0.05}$  or there is no significant effect of using role play technique toward students' speaking ability of the second year at MA Hasanah Pekanbaru

Then, the writer used coefficient effect formula ( $K_p$ ) to find out the percentage of coefficient effect ( $K_p$ ) of the use of role play technique toward the students' speaking ability of the second year at MA Hasanah Pekanbaru, the formula was taken in Iqbal as quoted in Offie as follows:<sup>72</sup>

$$K_p = r^2 \times 100\%$$

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<sup>72</sup> Offie Trisia. The Effect of Using Sociodrama toward Students' Interest in Learning Speaking English of the Second Year at State Senior High School 12 Pekanbaru. (Pekanbaru: Unpublished, 2013), p. 26

## **CHAPTER IV**

### **DATA PRESENTATION AND ANALYSIS**

#### **A. The Description of the Data**

This research was conducted to explore the students' speaking ability taught by using role play technique. The data of this research was obtained from the students' pre-test and post-test scores. The writer gave pre-test of speaking to the students before giving the treatment that was role play technique. After giving the treatment to the students, then the writer post-tested their speaking ability and evaluated based on five components of speaking which was adopted from Adam and Frith in Huges as explained on previous chapter, they are: accent/pronunciation, grammar, vocabulary, fluency and comprehension.

#### **B. The Data Presentation of the Students' Speaking Ability**

The data of y variable (students' speaking ability) was obtained by administering pre-test and post-test of speaking to the students. The students were asked to do oral presentation either in pre-test or post-test based on the instruction and the topics given, and they were recorded and scored by two raters (to see the score from rater 1 and 2, see appendix 5). The students' speaking ability score obtained were scaled by using five categories as explained on chapter 3, then the writer obtained the final score of each students by adjusting score from rater 1 and 2 then divided by 2 (to see the final score, see appendix 6).

The students' speaking score of pre-test and post-test can be seen as follows:

### 1) Students' Speaking Score of Pre-Test

The description of students' speaking score in pre-test can be seen in the following distribution frequency below:

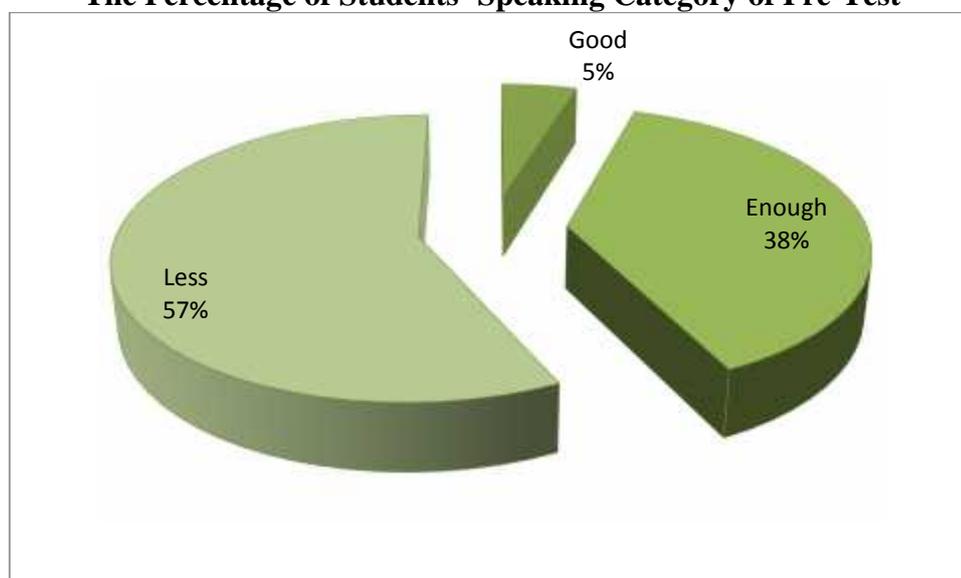
**Table IV.1**  
**The Distribution Frequency of Students' Speaking Score of Pre-Test**

		Pretest Score			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	44	1	4.8	4.8	4.8
	46	1	4.8	4.8	9.5
	48	3	14.3	14.3	23.8
	50	2	9.5	9.5	33.3
	52	3	14.3	14.3	47.6
	54	2	9.5	9.5	57.1
	56	4	19.0	19.0	76.2
	58	2	9.5	9.5	85.7
	60	1	4.8	4.8	90.5
	62	1	4.8	4.8	95.2
	68	1	4.8	4.8	100.0
Total		21	100.0	100.0	

From the table above, it can be seen that there were 1 student got score 44 (4.8%), 1 student got score 46 (4.8%), 3 students got score 48 (14.3%), 2 students got score 50 (9.5%), 3 students got score 52 (14.3%), 2 students got score 54 (9.5%), 4 students got score 56 (19.0%), 2 students got score 58 (9.5%), 1 student got score 60 (4.8%), 1 student got score 62 (4.8%), and 1 student got score 68 (4.8%).

The table above shows that the lowest score gotten by the student was 44 and the highest score was 68. Based on the description of the students' speaking ability score above, the writer categorized their ability based on categorization provided on chapter 3 which can be seen in the following chart:

**Chart IV.1**  
**The Percentage of Students' Speaking Category of Pre-Test**



The chart above shows that, 57% of the students had less speaking ability, 38% of the students had enough speaking ability, and 5% of the students had good speaking ability.

## 2) Students' Speaking Score of Post-Test

The description of students' speaking score in post-test can be seen in the following distribution frequency below:

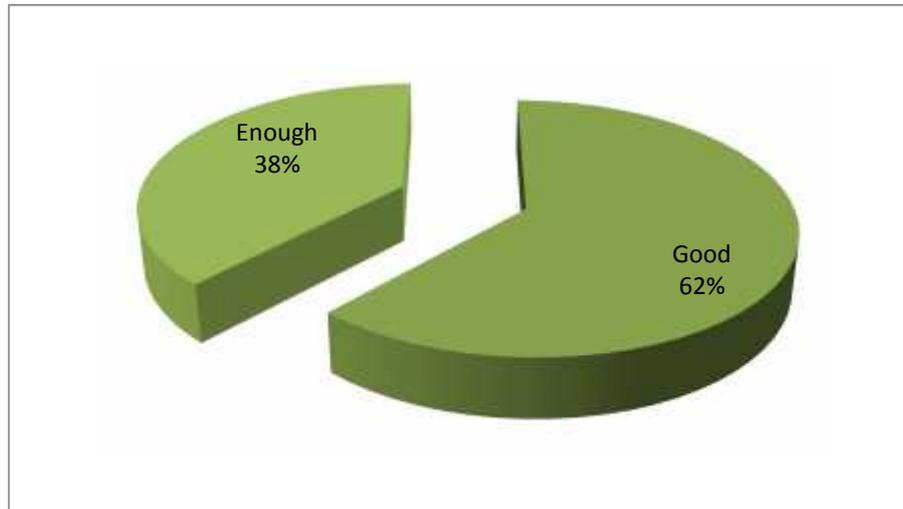
**Table. IV.2**  
**The Distribution Frequency of Students' Speaking Score of Post-Test**

		Post Test Score			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	60	2	9.5	9.5	9.5
	62	1	4.8	4.8	14.3
	64	5	23.8	23.8	38.1
	66	4	19.0	19.0	57.1
	68	2	9.5	9.5	66.7
	70	4	19.0	19.0	85.7
	74	2	9.5	9.5	95.2
	76	1	4.8	4.8	100.0
	Total	21	100.0	100.0	

The table above shows that 2 students got score 60 (9.5%), 1 student got score 62 (4.8%), 5 students got score 64 (23.8%), 4 students got score 66 (19.0%), 2 students got score 68 (9.5%), 4 students got score 70 (19.0%), 2 student got score 74 (9.5.8%), and 1 students got score 76 (4.8).

The lowest score gotten was 60 and the highest score was 74, in which the highest frequency of the students' speaking ability was 5 students at score 64 (23.8%). Based on the description of the students' speaking ability score above, the writer categorized their ability based on categorization provided on chapter 3 which can be seen in the following chart:

**Chart IV.2**  
**The Percentage of Students' Speaking Category of Post-test**



The chart above shows that 62% of the students had a good ability in speaking and 38% of the students had an enough ability in speaking.

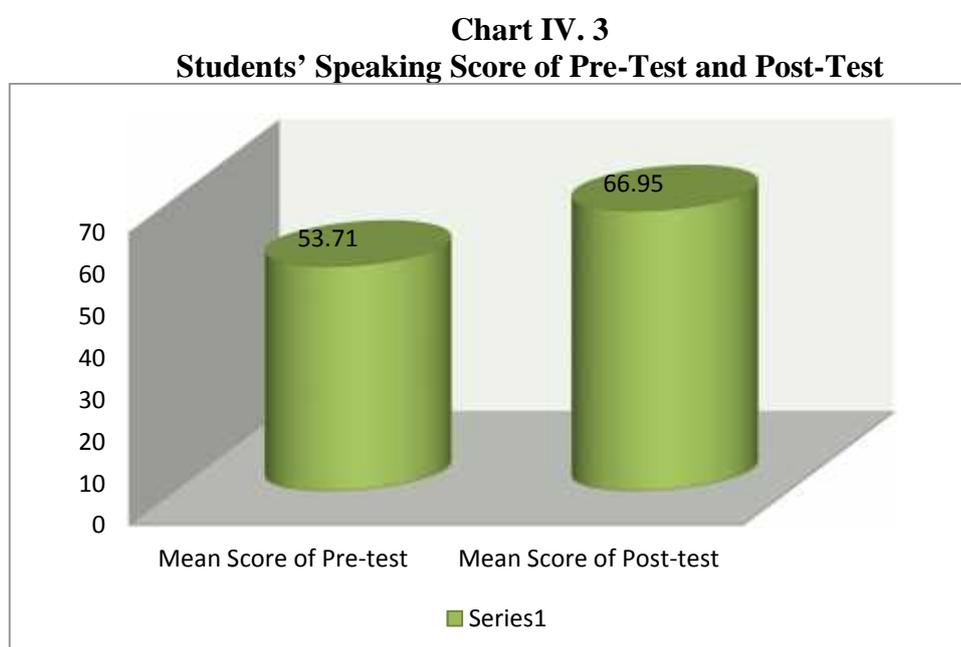
### 3) The Students' Speaking Score of Pre-Test and Post-Test

The writer provided a chart to describe the differences of students' speaking score from pre-test and post-test which can be seen as follows:

**Table IV.3**  
**Statistical Description of Pre-Test and Post-Test**

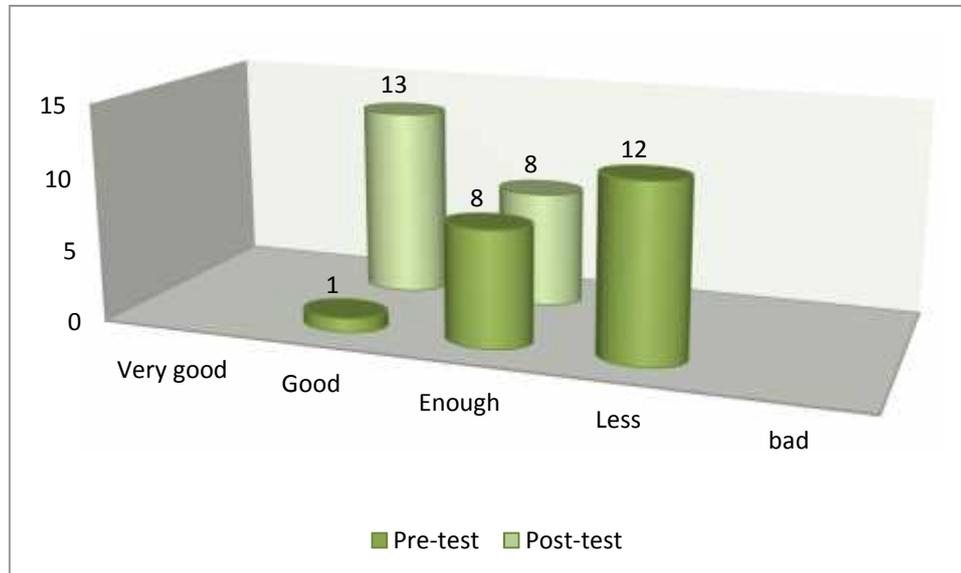
	Pre-Test Score	Post-Test Score
N Valid	21	21
Missing	0	0
Mean	53.71	66.95
Median	54.00	66.00
Std. Deviation	5.737	4.410
Minimum	44	60
Maximum	68	76
Sum	1128	1406

The statistical description above shows the mean score, median, standard deviation, minimum score, and maximum score of pre-test and post-test. It is clear that the mean score of post-test was higher than score of pre-test. Therefore, the writer provided a chart of students' speaking score of pre-test and post-test in order to show the differences between them as follows:



The chart above shows that the mean score of post-test was higher than the score of pre-test. In which the mean score of pre-test was 53.71 and the score of post-test was 66.95. Then, the writer also provided a chart of the students' speaking category of pre-test and post-test as follows:

**Chart IV. 4**  
**Students' Speaking Category of Pre-Test and Post-Test**



From the chart above, it is clear that the students' speaking ability category of post test was higher than the students' speaking ability category of pre-test. In post-test, there is no student got less category and most of them had a good speaking ability.

### **C. The Data Analysis**

The data obtained was analyzed through SPSS by using T test for non independent sample (the formula provided on chapter 3). The result presented how is the students' speaking ability before and after being taught by using role play technique and whether there was any significant effect of using role play technique or not.

### 1) The Data Analysis of Students' Speaking Score of Pre-Test

The data of students' pre-test score was obtained from the students' speaking ability before being taught by using role play technique, the data provided in the following table:

**Table. IV.4**  
**The Statistical Description of Students' Pre-Test Score**

Pre-Test Score		
N	Valid	21
	Missing	0
	Mean	53.71
	Std. Error of Mean	1.252
	Median	54.00
	Mode	56
	Std. Deviation	5.737
	Variance	32.914
	Range	24
	Minimum	44
	Maximum	68
	Sum	1128

The statistical description on the table above shows that the mean score of students' speaking ability of pre-test was 53.71 (M<sub>x</sub>), thus the students' speaking ability before being taught by using role play technique was categorized into less category.

### 2) The Data Analysis of Students' Speaking Score of Post-Test

The data of students' post-test score was obtained from the students' speaking ability after being taught by using role play technique, the data provided in the following table:

**Table. IV.5**  
**The Statistical Description of Students' Post-test Score**

**Statistics**

Post-test Score

N	Valid	21
	Missing	0
Mean		66.95
Std. Error of Mean		.962
Median		66.00
Mode		64
Std. Deviation		4.410
Variance		19.448
Range		16
Minimum		60
Maximum		76
Sum		1406

The statistical description on the table above shows that the mean score of students' speaking ability of post-test was 66 (M<sub>x</sub>), thus the students' speaking ability after being taught by using role play technique was categorized into good category.

### **3) The Significant Effect of Using Role Play Technique toward Students' Speaking Ability**

The third formulation of this research was to find out whether there is a significant effect of using role play technique toward students' speaking ability of the second year at MA Hasanah, thus the writer analyzed the data by using non independent T test formula through SPSS 16 version. The following table shows the mean score of each test.

**Table. IV.6**  
**Statistical Description of Students' Speaking Score on Pre-test and Post-test**

One-Sample Statistics				
	N	Mean	Std. Deviation	Std. Error Mean
Pre-test Score	21	53.71	5.737	1.252
Post-test Score	21	66.95	4.410	.962

Based on the table above, the mean score of pre-test was 53.71 in which the standard deviation score was 5.737 and the mean score of post-test was 66.95 in which the standard deviation score was 4.410. Furthermore, before finding out the significant effect of using role play technique toward students' speaking ability of the second year at MA Hasanah Pekanbaru, the writer find out  $T_{obtained}$  than compared it with  $T_{table}$ .

The writer processed the data through SPSS 16 version in order to find out  $T_{obtained}$ , the result can be seen in the following table:

**Table. IV.7**  
**Non Independent Sample T Test**

	Paired Differences					t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pair 1 Pre-test - Post-test	-13.238	5.195	1.134	-15.603	-10.873	-11.677	20	.000

The result above shows that there was a degree of difference between the mean score of pre-test and post-test as much as 11.677. This

result could be interpreted to find out whether role play technique had a significant effect toward students' speaking ability of the second year at MA Hasanah Pekanbaru.

After obtaining the non independent T test result above, next the writer gave the interpretation to the hypothesis by using the result of t-test and compared with  $t_{table}$ , firstly the researcher looked for the degree of freedom (df) by using the following formula:

$$df = N - 1.$$

$$df = 21 - 1$$

$$df = 20$$

After getting the degree of freedom, see  $t_{table}$  either at level 5% or 1% (to see  $t_{table}$ , see appendix 7). At level 5%  $t_{table}$  was 2.09 and at level 1%  $t_{table}$  was 2.84. Next, the researcher compared them with the result of t-test. It can be written that  $2.09 < 11.677 > 2.84$ .

It can be concluded that  $H_0$  is rejected and  $H_a$  is accepted. In other word, there is a significant effect of using role play technique toward students' speaking ability of the second year at MA Hasanah Pekanbaru.

Furthermore, the writer found out percentage effect of using role play technique toward students' speaking ability of the second year at MA Hasanah Pekanbaru by using the following formula:<sup>73</sup>

$$r^2 = \frac{t^2}{t^2 + n - 1}$$

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<sup>73</sup> Riduan. *Rumus dan Data dalam Analisis Statika*. (Bandung: Alfabeta, 2008)., p. 125

$$r^2 = \frac{11.677^2}{11.677^2 + 21 - 1}$$

$$r^2 = \frac{136.3523}{136.3523 + 20}$$

$$r^2 = 0.872$$

Then, to find out the percentage of coefficient Determinant ( $K_p$ ), the formula was as follows:

$$K_p = r^2 \times 100\%$$

$$K_p = 0.872 \times 100\%$$

$$K_p = 76.05\%$$

From the result of the percentage of coefficient Determinant above, it can be seen that role play technique contributed 76.05% toward the students' speaking ability of the second year at MA Hasanah Pekanbaru.

## CHAPTER V

### CONCLUSION AND SUGGESTION

#### A. Conclusion

This research was conducted to find out whether there is a significant effect of using role play technique toward students' speaking ability of the second year of MA Hasanah Pekanbaru. Based on the explanation of data presentation and analysis on the previous chapter, the writer concluded that:

1. The second year students' speaking ability at MA Hasanah Pekanbaru before being taught by using role play technique was categorized into less category.
2. The second year students' speaking ability at MA Hasanah Pekanbaru after being taught by using role play technique was categorized into good category.
3. There is a significant effect of using role play technique toward students' speaking ability of the second year at MA Hasanah Pekanbaru.

#### B. Suggestion

Based on the research finding explained on the previous chapter, the writer would like to give suggestion for the reader, the teacher of English, and the students. As the conclusion of this research that there is a significant effect of using role play technique toward students' speaking ability of the second year at MA Hasanah Pekanbaru, thus the writer suggests that:

1. The readers are expected understand about the use of role play in developing speaking ability.
2. The teachers of English needs to consider role play as an effective technique especially in teaching speaking. They need to consider their involvement during this activity, because the lower the teachers' involvement in role play activity is, the higher the students' creativity will be.
3. For the students, it is hoped that they actively engage in role play activity in order that they get a chance to develop their communication skill especially their speaking ability.

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