# THE EFFECT OF ROLE PLAY METHOD ASSISTED BY VIDEO IN TEACHING SPEAKING TO THE STUDENTS OF JUNIOR HIGH SCHOOL IN YAYASAN PERGURUAN BANDUNG

**SKRIPSI**

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# ABSTRACT

**Sury Utami, 1302050247 "The Effect of Role Play Method Assisted by Video in Teaching Speaking to the Students of Junior High School in Yayasan Perguruan Bandung" Skripsi: English Education Program, Faculty of the Teachers Training and Education, University of Muhammadiyah Sumatera Utara. Medan, 2016.**

The objective of this research was to find out the significant effect of role play method assisted by video in teaching speaking to the students. The population of this research was the VII grade students of Yayasan Perguruan Bandung academic year 2016-2017. The population of this research was 74 students of VII-1 and VII-2. The researcher was taken the sample by total sampling technique, the researcher took all of the students become the sample. Thus, the total samples are 74. The sample in experimental group was taught by applying role play as method and control group use worksheets as media. The instrument in collecting data was collected by using oral test about expression offering and accepting something including physical appearance and analyzed the data from students answer. After the data has been collected, they were analyzed by using t-test. $T_{obs}$ was higher than $t_{table}$ (15.92 > 1.669) with the level significant 0.05 and the degree of freedom (df) = 72. The finding showed that the hypothesis of study is accepted. It means that by applying role play method assisted by video given significant effect in increasing the students achievement in speaking. The effect of role play method assisted by video in teaching speaking to the students is higher than those who were though by only use worksheets for 90.25%.

**Keyword : role play method**

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Medan,    April 2017

The Researcher

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**CHAPTER I**

**INTRODUCTION**

**A. Background of Study**

Speaking is the one of the important parts in English skills that should be mastered by students besides reading, writing and listening. The function of speaking skill are to express an idea, someone feeling, thought, and it express spontaneously by orally. Speaking is one of the language art of talk as communication interaction with someone, and it is very difficult to master it. Speaking is an interactive process of constructing meaning that involves producing, receiving and processing information. Its form and meaning are depending on the context in which it occurs, including the participants themselves, their experiences, the physical environment, and the purposes for speaking. It is often spontaneous, open-ended, and evolving. However, speech is not always unpredictable.

Speaking requires that learners not only know how to produce specific points of language such as grammar, pronunciation, or vocabulary ("linguistic competence"), but also that they understand when, why, and in what ways to produce language ("sociolinguistic competence") (Nunan,2004:216).

The teaching of speaking is very important because it helps the students to have more skills in speaking and students can express themselves and learn how to follow the social and cultural rules appropriate in each communicative circumstance.

English as a foreign language in Indonesia is taught at Junior High School as a compulsory subject. The implementation of  English teaching at present is based on the content standard. Its target is to have the students reach an informational leve of literacy. It means that the students are expected to be able to access knowledge by using English (Depdiknas 2006). It means students in junior high school should be able to speaking english although it is not something attractive and fun for them. In fact, the English instruction in some Senior High Schools does not demonstrate a satisfactory result. Many students fail to reach the goal of the English teaching. They are not able to communicate with the language either orally or in written form although they have learned English for many years (Lestari, 2000:27)

In reality on the researchers in real teaching practice (PPL) of seventh grade students at Yayasan Perguruan Bandung, in the academic 2016/2017, most of the teachers use lecturing method to introduce the new topic of learning to the students without realizing that lecturing method is not so effective to be used in delivering the material. The unappropriate media also used by the teacher in teaching speking. Particularly in delivering the material about Offering and Accepting Something.

Therefore, as an alternative to enable the srudents to understand easier about the material that will be delivered, so the researcher choose Role Playing teaching method assisted by Video instead of a lecturing teaching method. Role Playing is believed as a very effective method to train the students ability in learning Offering and Accepting Something and also supportted by approriate media that is video.

Role-playing technique is one of the strategies to teach speaking skill to the students. Huang (2008), in her study, concludes that role play is really a worth while learning experience for both the students and the teacher. Not only can students have more opportunities to "act" and "interact" with their peers trying to use the

English language, but also students' English speaking, listening, and understanding will improve. Role play lightens up the atmospheres and brings liveliness in the classes. Students learn to use the language in a more realistic, more practical way. Thus they can become more aware of the usefulness and practicality of English. In addition, video is so close to language reality containing visual and according to what Harmer (2001) agree with the video technique expose students to real language in the kind of contexts where it naturally occurs.

Based on the fact above, the researcher is interested in conducting a research wit a title *"The Effect of Role Play Method Assisted by Video in Teaching Speaking to the Students"* as the title of this research.

**B.    The Identification of Problems**

Based on the background above, the researcher found some problem as follows:

a. Many students still speak a few words especially when they offering and accepting information and most of students just give a little response when they ask in English.

b. The students have low motivation in learning English and the students do not pay attention to the teacher and not enthusiastic about the subject.

c. The teachers inappropriate use of teaching technique and classroom activities mostly based on the students worksheet.

## C.    The Scope and Limitation

Based on the problems identified previously, the scope is focused on speaking skill which is limited on Offering and Accepting Information by using Role Play Method Assisted by Video.

## D.    The Formulation of the Problems

The formulation of this study were formulated as follow:

1. is there any significant effect of role play method assisted by video in teaching speaking to the students achievement in speaking ability?

2. is role play effective in teaching speaking for the seventh grade students at Junior High School Yayasan Perguruan Bandung?

## E.    The Objectives of the Study

The objectives of the study were follows:

1. to determine the effect of the use of Role Playing teaching method to the students achievement in learning offering and accepting information.

2. to find out that using role play in teaching speaking is quite effective.

**F.    The Significance of the Study**

The findings of this research were expected to offer theoretical and practical of significance:

1.  Theoretically, this research expected to support the existing theories and empirical evidences of the working knowledge and principles of English language teaching particularly to the students achievement in speaking skill by using Role Playing techniques.

2.  Practically, the study considered to be practical in its nature that is to provide the educational feedback

    a.  For English learners

       This research can facilitate learners to improve their speaking skills by using Role Playing.

    b.  For English teacher

       After learning effectiveness in teaching speaking of Role Playing method, teacher can implement these methods when they teach speaking.

    c.  For the researcher

       To give them prior information for the further study.

# CHAPTER II

# REVIEW OF RELATED LITERATURE

## A. Theoretical Framework

In doing research, the theory of the study was made clear from the beginning. It is need to covey the ideas and prevent possible misunderstanding between the writer and the reader. Some concepts and terms use was presented in the following parts.

## 1. Speaking

### 1.1. Definition of Speaking Achievement

Speaking achievement is one of the language skills that the learners should matter in line with the function as a means of communication. In this new globalization the students should be able to speak in English. English as second language for them, it helps them to communicate with foreigner when they meet them in such situation and tourism places. In other words, they communicate with others in English fluently.

Speaking is the ability to produce words in language practice. Speaking is an important skill that students have to master. It is because in speaking we can know the students ability to produce the target language or English. Speaking is to express thought a loud using the voice or talk. It means that when someone interacts with other by using a language as a mean, certainly, they want to convency something important.

According to Hornby (2011: 826) speaking is making use of words in an ordinary voice, uttering words, knowing and being able to use a language; expressing one-self in words; making speech. While skill is the ability to do something well. Therefore the writer infers that speaking skill is the ability to make use of words or language to express oneself in an ordinary voice. In short, the speaking skills are the ability to perform the linguistics knowledge in actual communication. The ability functions to express one ideas, feeling, thoughts, and needs orally.

According to Mulgrave in Tarigan (2011: 15) There are four language skills; reading, writing, listening and speaking the writer focuses on speaking skill. The aim of speaking is to train students to have skills or capability of speaking in English. Speaking achievement is one of the four language skills targeted to the students of elementary school (SD) to learn.

Speaking skill is learning the fundamentals. Speakers talk in order to give some information to the listeners, they assert things to change their state of knowledge to get them understand about the language.

Concerning the speaking achievement, Rivers (2011:200) state that skills in rapid selection can be developed only by much practice in retrieving learned items in their complete interrelationship from the memory store and adapting them to new requirements as meaning are expressed with more finesse and nuance. Speaking skill is one of those four skills, and it has already been discussed; in learning a language they must understand the order said, in refers to the other hands they also must be able to pronounce it correctly.

Speaking skills in this research is the capability of the learners to make a speech, to express their message, idea and the ability that is used to find information to other people orally so that they can survive anywhere and everywhere.

Speaking Achievement According to Corder (2010: 90), someone who wants to communicate with other has to use a language as a means of communication. Without language, it is hard to imagine how people can cooperate and get along with other. In Indonesia, English has been taught since the students are in the third year of elementary school until University. Even someone's parents have introduced English to their children earlier. The aims in studying English at the very beginning are to prepare the students to be skillful people in this competitive world. Depdiknas (2010: 211) there are four language skills of English. They are reading, writing, listening and speaking; the objective of English language learning is that students master those four language skills.

## 1.2. The Elements of Speaking

Speaking is a complex skill requiring the simultaneous use of a number of different abilities, which often develop at the different rates. Either four or five components are generally recognized in analyzing the speech process:

| Pronouncation | |
|---|---|
| 1 | Pronouncation frequently unintelligible. |
| 2 | Frequent gross errors and a very heavy make understanding difficult,require frequent repetition. |
| 3 | Foreign accent require concentrated listening, and mispronouncation lead |

| | |
|---|---|
| | to misunderstanding and apparent errors in grammar or vocabulary. |
| 4 | Marked foreign accent ans occasional mispronouncation which do not interfere with understanding. |
| 5 | No conspicuous mispronouncations, but would not be taken for a native speaker. |
| 6 | Native pronouncation, with no trace of foreign accent. |

| Grammar | |
|---|---|
| 1 | Grammar almost entirely inaccurate expert in stock phrases. |
| 2 | Constant error showing control of very few major patterns and fluently preventing communication. |
| 3 | Frequent errors showing some major pattern uncontrolled and causing occasional irritation and misunderstanding. |
| 4 | Occasional errors showing imperfect control of some patterns but no weakness thet the cause misunderstanding. |
| 5 | Few errors, with no patterns of failure. |
| 6 | No more than two errors during interview. |

| Vocabulary | |
|---|---|
| 1 | Vocabulary inadequate foe evens the simplest conversation. |
| 2 | Vocabulary limited to basic personal and survival areas (time,food,transportation,family etc) |

| 3 | Choice of words sometimes innacurate, limitations of vocabulary prevent discussion of some common professional and social topics. |
|---|---|
| 4 | Prpfessional vocabulary adequate to discuss special interest, general vocabulary permits discussion of any non-technical subject with some circumlocation |
| 5 | Professional vocabulary board and precise, general vocabulary adequate to cope with complex pracctical problems and varied social situations |
| 6 | Vocabulary apparently as accurate and extensive as that of an educates native speakers |

| Fluency | |
|---|---|
| 1 | Speech is so halting and fragmentary that conversation is virtually impossible. |
| 2 | Speech is very slow and uneven except for shot or routine sentences |
| 3 | Speech is frequently hesitant and jerky, sentences may be left uncompleted. |
| 4 | Speech is occasionally hesitant, with some unevennes caused by reprashing and grouping for words |
| 5 | Speech is effortless and smooth, but perceptively non-native in speed and evenness. |
| 6 | Speech on all professional and general topics as effortless and smooth as a native speakers. |

**2. Teaching Speaking**

**2.1. What is teaching speaking?**

Speaking is a crucial part of second language learning and teaching. Despite its importance, for many years, teaching speaking has been undervalued and English language teachers have ccontinued to teach speaking just as a repetition of drills or memorization of dialogues. However, todays world requires that the goal of teaching speaking should improve students communicative skills, because only in that way, students can express themselves and learn how to follow the social and cultural rules appropriate in each communicative circumstance.

The goal of teaching and learning English in Indonesia is to develop communicative skills that include the skill of listening, speaking, reading and writing proportionately. Therefore, the teacher should provide the strudents wirth speaking task and give them oppurtunities to use the target language to communicate with others.

In those meaning of teaching speaking above, the teacher must pay attention of some important aspects include producing sentences, intonation, rhythm and stress. Those sound production must be meaningful because it must be produced logically from thoughts.

**2.2. The Goal Teaching Speaking English as Second Language**

The goal teaching speaking skills is communicative efficiency. It means learners should be able to make themselves understood, using their current proficiency to the fullest. They should try to avoid confusion in the message due

to faulty pronounciation, grammar, or vocabulary, and to observe the social and cultural rules that apply in each communication situation.

**2.3. Principles of Teaching Speaking English as Seconnd Language**

There are five principles of teaching speaking stated by Nunan (2011: 9) such as:

1. Consider about second and foreign language learning context. It is to clarify about the target language of second language context is language of communication in the society since they use the target language almost every day. Whereas in the foreign language context, the target language is not in the language of communication in the society. So that learning speaking in this context is very challenging.

2. Give the opppurtunities for the students to develop both fluency and accuracy. Fluency is the extent to which speaker uses the language quickly and confidently with few hestitation or unnatural pauses. Accuracy is the extent to which students speech matches what people actually say when they use the target language.

3. Give the oppurtunity for the students to talk by using pair and group work. Those activities used to increase the time of students speaking practice and to limit the teacher to talk.

4. Consider about the negoitating for meaning. It is to clarify and confirm whether the student have understood each other or not. It can be done by asking for clarification,repetition or explanation during conversation to get the understanding.

5. Design the classroom activities involve guidance and practice in both transactional and interactional speaking. Transactional speaking involves communication to get something done, including the exchange of goods and services. Interactional speaking is communication with

    someone for special purpose. It includes both establishing and meaning social relationship.

## 3. Role Play

### 3.1. Definition of Role Play

One of the methods suggested for developing speaking achievement is role playing.That is creating a dramatic situation in a classroom, or in part, simply acting out dialogues, but also in part enabling objects and part people in the room prepare for imaginative role-play.

Role playing as a model of teaching has roots in both the personal and social dimensions of education. It attempts to help individuals find personal meaning with their social worlds and to resolve personal dilemmas with the assistance of the social group. In the social dimension, it allows individuals to work together in analyzing social situations, especially interpersonal problems, and in developing decent and democratic ways of coping with these situations.

According to Stratton (2012) role-play is getting together with some friends to write a story. It's joining around a campfire or a dining room to spin some tall tales. Role-play is being creative and having fun with friends. In most role-play games, one person plays the "referee," who can be thought of as the

"Editor" of the story. The Editor will, with input from they if they desire to give any, describe a world or setting. they and their friends, as Players, will take a character and protagonist in this world. You will guide your character through the story that they and their friends are creating. Each player takes a different character, and each character interacts with each other character. Role-play, in this sense, is very much play-acting in the mind. they imagine what the Editor describes. Then, they imagine your character's response to this situation, and describe that to the Editor and the other Players. They, in turn, each do the same with their characters.

Role play is a technique in which people are presented with roles in the form of a case or scenario, then act out the roles in order to experience them for

educational purposes. The ways in which these roles are approached by the role players then is discussed, and the action may or may not be tried again (Pfeiffer 2010: 4).

Role play defined as an individuals spontaneous behaviour reacting to others in a hypothetical situation. The essential core of the activity is understanding the situation of another person, and to do this well the 'player' needs to come to grips with other participants roles,not just his own. It can be illustrated that in role play, a player is given basic information about who he is, what he is like, and what he wants to do. A player must interact with others relate to the situation to theirs.

The other definition of role play is a practice activity which involves students acting out a given role; playing an angry customer returning an item to a shop or

being a patient in a doctor's waiting room. It may be controlled and structured, or more or less improvised (Anonym: 2010).

Role play is giving students a suitable topic provides interest and subject matter for discussion, dividing them into groups improves the amount and quality of the verbal interaction. In role playing, students explore human relations problems by enacting problem situations and then discussing the enactments.

According to Blatner (2011) role play is a derivative of a sociodrama, is a method for exploring the issues involved in complex social situations. It may be used for the training of professionals or in a classroom for the understanding of literature, history, and even science.

The researcher concludes that role play players become interactive. Drama in education can be used to teach about various topics in literature, social studies, history, and the like, and role play can be used to enhance these experiences and motivate further study; or role play can be used in a more constrained, focused way to help students understand some of the complexities of these subjects.

### 3.2. Types and Procedures in Using Role Play

In view of the persons taking an actor, Gillian explained that there are several types of role. The first is the roles which correspond to a real need in the students lives. In this category, it involves such roles as doctors dealing with patients, or salsman traveling abroad. The second type of role is the students play themselves in a variety of situations which may or may not have direct experience directly themselves, but it is easy to play because the teachers have such vast indirect experience of them. The television journalist is a good example of this

type and it is very useful kind of role taken from real life. The last type is fantasy roles, which are fictious, imaginary, and possible even absurd.

Ladousse (2010: 7) viewed that there are several types of role in role play:

a. The first is the roles which correspond to a real need in the students lives. In this category, it involves such roles as doctors dealing with patients, or salesman travelling abroad.

b. The second type of role is the students play themselves in a variet of situations, which may or may not have direct experience.The example, which include in this category is a customer complaining or a passengers asking for information.

c. The third type is the type that few students will ever experience directly themselves, but it is easy to play because the teachers have such vas indirect  experience of them. Zthe television journalist is a good example of this type and it is very useful kind of role taken from real life.

d. The last type is fantasy roles, which are fictious, imaginary, and possible even absurd.

Susan House (2011: 13) explained that there are several procedures in using role play:

a. Students read and familiarize themselves with the (example) dialogue.

b. Devide the class in pairs, A and B, give A and B roles from the dialogues.

c. Let students act out their role play, not just say them but students should read it loudly.

d. Walk around correcting and checking.

e. Students swap roles and repeat, those whose finish first can be asked to make up their own role play, using different words to fill the gaps.

In summary, the overall aim of those types and procedures of role is a very similiar, to train students to deal with the unpredictable nature of language.

### 3.3. Technique of Control Role Play

There are many techniques that can be used by teachers to control the class during role play. Meanwhile, Littlewood (2010: 5) proposed four techniques may use by teachers in control role play in their class. Those are:

a. Role play controlled through cued dialogues
b. Role play controlled through cues and information
c. Role plat controlled through situation and goals
d. Role play in the form of debate or discussion

### 3.4. The purpose of Role Play

Role Playing helps to bring the language to life and to give the learners some experiences of its use as a means of communication situation. The realistic communication situation gives the students new experiences is good for remembering what they have learned.

Hence, the researcher concludes the goal of teaching speaking is similiar to the goal of role play technique that is communication. It means role play can be applied in teaching speaking and it can help students in improving their speaking skill.

### 3.5. The Significance of Role Play

It has been mentioned before that role play is oe of the activities which is particularly suitable for practicing the sociocultural variations in speech acts, such as complimenting, complaining, and the like. According to Ladousse, role play uses different communicative techniques and develops fluency in the language, promotes interaction in the classroom and increases mot ivation. Even, role play helps many shy learners by providing a mask.

In addition, it is fun and most learners will agree that enjoyment lends to better learning. Based on that statement, the researcher assumes that role play gives many advantages, such as improving students speaking ability, motivating them to practice their English, and the most important one is the students feel fun in learning English because role play is also a kind of games.

### 3.6. The Benefit of Role Play

The benefit of role playing depend on the quality of the enactment and especially on the analisys that follows. They depend also on the student's perceptions of the role as similar to real-life situations. Children do not necessarily engage effectively in role playing or role analisys the first time they try it. Many have to learn to engage in role playing in a sincere way so that the concept generated can be analyzed seriously.

Underhill (2010, pp, 64-66) suggest pantomimic exercises as away of freeing inexperienced students. Role playing is not likely to be successful if the teacher simply tosses out a problem situation, persuades a few children to act it out, and then conducts a discussion about theenactment.

Pfeiffer (2010: 9) suggest that the role-playing activity consist of nine steps: (1) warm up the group, (2) select participants, (3) set the stage, (4) prepare observers, (5) enact, (6) discuss and evalute, (7) reenact, (8) discuss and evalute, and (9) share experiences and generalize. Each of these steps or phases has a specific purpose that contributes to the richness and focus of the learning activity.

Together, they ensure that a line of thinking is pursued thoughout the complex of activities, that student are prepared in their roles, that goal for the role play are identified, and that the discussion afterward is not simply a collection of diffuse reactions, though these are important too.

Roles can be as signed to children who appear to be so involved in the problem that they identify with a specific role, those who express an attitude that needs to be explored, or those who should learn to identify with the role or place themselves in anothers person's position.

## 4. Teaching Speaking Using Role Play Assisted by Video

In improving speaking skill through role play, the teacher and collaborator ask the students to perform group by group.To hold role playing, the teacher must prepare some steps to make good performance. Here are the stages in Role Play activity:

1. The teacher arranges or prepares scenario that will be performed by the students. This scenario is important for the students to know the situation of their roles.

2. The teacher appoints some students to learn about the scenario several days before teaching and learning activity. Giving time for the students is useful to have them good preparation for acting.

3. The teacher make groups of students consist of five people per group. The teacher has to makes group in variant member due to their ability of speaking. So, the smart student is combined with low student.

4. The teacher explains about competence will be achieved. The teacher enlightens the student that from their performance, they will know some expression of giving opinions and it response, and making and declining and invitation.

5. The teacher calls a group of students who have been chosen to play prepared scenario. On the other hand, the teacher chooses the group to perform.

6. Each student in his/her group observes scenario being performed.

7. After finishing the performance, each student is given work sheet for discussing each group performance.

8. Every group which has performed gives conclusion about what scenario has been performed.

9. The teacher gives general concusion. That is about the material that has been done by the students in their role play.

10. Evaluation. It is held by test to know their understanding in the material.

11. Closing

### B. Conceptual Framework

This research used Role Play as a method to find out the students achievement in speaking ability. Role Play Method will use to help teacher in delivering learning materials that plan and can explore student feelings, attiitudes, values and problem solving strategies. It means that using role play can make students will not feel bored in learning English but they will become more active in learning English and students to achieve maximum communication.

### C. Hypothesis

This research is to answer such question: "Is there any significant difference on students achievement those who are taught speaking by using role play?"

The research should propose hypothesis: "There is significant difference on students achievement taught by role play". It means that role play is an effective technique in teaching speaking.

# CHAPTER III

# METHOD OF RESEARCH

## A. Location and Time of the Research

The research will be conducted at SMP Yayasan Perguruan Bandung during the academic year 2016/2017. The reason for choosing this school because when the researcher did field teaching practicing program (PPL) at seventh grade in SMP Yayasan Perguruan Bandung, the researcher found that the students still have a low achievement in speaking about expression Offering and Accepting Something.

## B. Population and Sampling

### 1. Population

The population of this research was taken from the seventh grade students of Yayasan Perguruan Bandung, academic year 2016/2017, which consist of four parallel classes. They are VII-1 consist of 37 students, VII-2 consist of 37 students, VII-3 consist of 36 students, VII-4 consist of 35 students. So, the totally of the populations of this research are 145 students. As shown in the following table of the population:

**Table 3.1**

**Population**

| No | Class | Population |
|----|-------|------------|
| 1  | VII-1 | 37         |
| 2  | VII-2 | 37         |

| | | |
|---|---|---|
| 3 | VII-3 | 36 |
| 4 | VII-4 | 35 |
| | TOTAL | 145 |

## 2. Sample

The researcher used *Cluster Random Sampling* of taking the data. Cluster random sampling was the method of responden determining to be sample based on the certain classes which was choosen by random class.

**Table 3.2**

**Sample**

| No. | Class | Sample |
|---|---|---|
| 1. | VII-1 | 37 |
| 2. | VII-2 | 37 |
| | TOTAL | 74 |

## C. Research Design

In this research used descriptive quantitative method. The design of two groups named experimental group and control group. Experimental group which consist of 37 students, the experimental group was taught by using background knowledge and role play method assisted by video. Control group which consist of 37 students, control group was taught by using lecturing method. The design of this research can be seens as follow:

**Table 3.3**

**Research Design**

| Group | Pre-Test | Treatment | Post-Test |
|:---:|:---:|:---:|:---:|
| Experimental | √ | Role Play Assisted by Video | √ |
| Control | √ | Lecturing Method | √ |

Where:

a. Pre-Test, the function of pre-test to know the students' achievement in speaking ability before being given the treatment, the pre-test will give to both groups with the same test.

b. Treatment is an action give to the students. To the experimental groups the treatment will give Role Play Assisted by Video, while to the control groups is Lecturing Method. The treatment will do after the pre-test

c. Post-test, the function of post-test to know the students' achievement in speaking ability after the implementation of Role Play Assisted by Video and Lecturing Method. Both groups will give the same test. It is use to know the effect of the treatment or to find out the differences of the students' score.

**D. Instrument of the Research**

The instrument of this research was collected by giving oral test. The researcher gives pre-test in the first meeting and post-test in the last meeting. The researcher has designed the items for speaking test and used the individually interaction. Because the test is oral test, the researcher will be divide the score into

five criteria based on the scoring procedure of oral, which are scores of pronounciation, grammar, vocabulary, fluency and comprehension.

**E. Technique of Collecting the Data**

In collecting the data, the steps are:

1. Giving pre-test to experimental and control groups by giving oral test to the students.

2. Giving the treatment to experimental group by applying role play method

3. Giving the treatment to control group by applying lecturing method.

4. Giving post-test to both classes, by giving oral test choice test to the students in experimental and control groups.

5. Scoring the students' answer of the two groups.

**F. Technique of Analyzing Data**

The following steps are apply in analyzing the data.

a. Listing theirs scores in two score table, first for the experimental group scores and second for the control group scores.

b. Calculating the mean of the students' score by using formula:

$$M = \frac{\sum x}{N}$$

Where :

M     : Mean

$\sum x$     : Total student's score

N     : Total student's

c. Calculating the total score post-test in experimental and control groups:

a) Standard deviation of sample 1 (experimental group) :

$$S_1 = \sqrt{\frac{n(\sum X_1^2) - (\sum X_1)^2}{n_1(n_1-1)}}$$

b) Standard deviation of sample 2 (control group) :

$$S_2 = \sqrt{\frac{n(\sum X_2^2) - (\sum X_2)^2}{n_2(n_2-1)}}$$

c) T-test to decide the data was Separated Variants (Heterogenic) or Polled Variants (Homogeny) :

$$F_C = \frac{S_1^2}{S_2^2} \rightarrow if \quad F_c < F_t, \text{ so the data is Polled Variants (homogeny)}$$

d) The calculating correlation of Product Moment, according to Sugiono :

$$r_{x_{1x_2}} = \frac{n \sum x_1 x_2 - (\sum x_1)(\sum x_2)}{\sqrt{\{n(\sum x_1^2) - (\sum x_1)^2\}\{n(\sum x_2^2) - (\sum x_2)^2\}}}$$

e) The calculating testing the hypothesis by using T-test :

$$t = \frac{\overline{X_1} - \overline{X_2}}{\sqrt{\frac{S_1^2}{n_1} + \frac{S_2^2}{n_2} - 2r\left(\frac{S_1}{\sqrt{n_1}}\right)\left(\frac{S_2}{\sqrt{n_2}}\right)}} \text{(Sugiono, 2012: 274)}$$

Where :

t          : t-test

$\overline{X_1}$      : Average of variable 1 (experimental group)

$\overline{X_2}$      : Average of variable 2 (control group)

$S_1$ : Standard deviation of sample 1 (experimental group)

$S_2$ : Standard deviation of sample 2 (control group)

$S_1{}^2{}_2$ : Standard deviation variants of sample 1 (experimental group) and

sampel  2 (control group)

n : Total of sample

$n_1$ : Number of cases for variable 1 (experimental group)

$n_2$ : Number of cases for variable 2 (control group)

$F_c$ : $F_{count}$

$F_t$ : $F_{table}$

1 : Number constant

r : The correlation between the two groups of data

# CHAPTER IV

# THE DATA AND DATA ANALYSIS

## A. The Data Collection

The data were collected by giving oral test where record by researcher. The research was conducted at Yayasan Perguruan Bandung which locates at Bandar Setia Tembung. This research used total sample 74 students were taken as the samples. The samples were devided into two groups, namely experimental group and control group. Experimental group consisted of 37 students and control group consisted of 37 students. The data collection use five indicators in accesing speaking, that were:

V : Vocabulary
C : Comprehension
P : Pronouncation
F : Fluency
G : Grammar

The following table 4.1 and 4.2 shows the score of experimental group in pre-test and post-test, and then table 4.3 and 4.4 shows the score of control group in pre-test and post test.

**Table 4.1**

**The Score of Pre-Test in Experimental Group**

| No | Students' Initial | Indicators | | | | | Pre-Test |
|---|---|---|---|---|---|---|---|
| | | Vocab | Compre | Pronun | Fluency | Gram | |
| 1 | AD | 10 | 15 | 20 | 10 | 10 | 65 |
| 2 | AFR | 12 | 18 | 10 | 12 | 8 | 57 |
| 3 | AIL | 20 | 10 | 20 | 10 | 10 | 70 |
| 4 | AN | 12 | 20 | 14 | 8 | 8 | 62 |
| 5 | ANDRE | 8 | 8 | 10 | 10 | 9 | 45 |
| 6 | AP | 8 | 10 | 8 | 9 | 10 | 45 |
| 7 | BI | 10 | 20 | 15 | 10 | 10 | 65 |
| 8 | BIMA | 10 | 10 | 10 | 10 | 10 | 50 |
| 9 | DA | 10 | 15 | 20 | 10 | 15 | 70 |
| 10 | DA | 10 | 15 | 15 | 10 | 15 | 65 |
| 11 | DHN | 15 | 20 | 18 | 12 | 10 | 75 |
| 12 | DK | 10 | 10 | 15 | 10 | 10 | 55 |
| 13 | FIS | 10 | 10 | 15 | 10 | 15 | 60 |
| 14 | FRS | 10 | 10 | 15 | 10 | 15 | 60 |
| 15 | MA | 10 | 10 | 15 | 10 | 10 | 55 |
| 16 | MAS | 10 | 15 | 20 | 10 | 10 | 65 |
| 17 | MFM | 18 | 15 | 20 | 12 | 8 | 73 |
| 18 | MGJL | 10 | 20 | 20 | 10 | 10 | 70 |
| 19 | MM | 20 | 10 | 20 | 10 | 10 | 70 |
| 20 | NA | 20 | 10 | 15 | 10 | 10 | 65 |
| 21 | NED | 10 | 10 | 20 | 10 | 10 | 60 |
| 22 | NS | 10 | 10 | 10 | 10 | 10 | 50 |
| 23 | PYP | 10 | 10 | 15 | 10 | 20 | 65 |
| 24 | RA | 18 | 12 | 10 | 14 | 8 | 62 |
| 25 | RDA | 10 | 15 | 8 | 8 | 9 | 60 |
| 26 | RDS | 10 | 15 | 10 | 10 | 15 | 60 |
| 27 | RH | 10 | 10 | 10 | 10 | 10 | 50 |
| 28 | RL | 10 | 15 | 20 | 10 | 10 | 65 |
| 29 | RR | 10 | 10 | 10 | 8 | 15 | 53 |
| 30 | RS | 10 | 15 | 20 | 10 | 10 | 65 |
| 31 | SAN | 15 | 15 | 10 | 15 | 15 | 70 |
| 32 | SE | 10 | 10 | 15 | 15 | 15 | 65 |
| 33 | SL | 10 | 10 | 10 | 10 | 10 | 50 |
| 34 | SR | 10 | 10 | 20 | 10 | 10 | 60 |
| 35 | TFSH | 10 | 10 | 15 | 8 | 10 | 53 |
| 36 | TMR | 10 | 10 | 20 | 10 | 10 | 60 |
| 37 | YL | 14 | 16 | 15 | 12 | 10 | 67 |
| **Total** | | | | | | | 2260 |

The data in table 4.1 showed the result of the pre-test in the experimental group. Based on the table previously, the highest scored was 75, the medium scored was 60 and the lowest scored was 45. If saw from five indicators in speaking, student who got 75 and 60 low in grammar, where the student who got 75 got 10 in grammar and student who got 60 got 8 in grammar. The lowest score was 45 from all indicators the lowest scored was 8 in vocabulary and comprehension. The students were not able to applied good grammar, vocabulary, pronouncation and comprehension, it was because the basic knowledge of their english is not good and also the students feel difficult and confused because never practicing on speak English.

**Table 4.2**

**The Score of Post-Test in Experimental Group**

| No | Students' Initial | Indicators | | | | | Post-Test |
|----|----------|-------|--------|--------|---------|------|------|
| | | Vocab | Compre | Pronun | Fluency | Gram | |
| 1 | AD | 15 | 20 | 20 | 15 | 15 | 85 |
| 2 | AFR | 15 | 20 | 18 | 15 | 12 | 80 |
| 3 | AIL | 20 | 17 | 20 | 20 | 15 | 92 |
| 4 | AN | 15 | 20 | 20 | 15 | 15 | 85 |
| 5 | ANDRE | 10 | 12 | 13 | 13 | 12 | 60 |
| 6 | AP | 10 | 12 | 10 | 11 | 12 | 55 |
| 7 | BI | 15 | 20 | 20 | 15 | 15 | 85 |
| 8 | BIMA | 15 | 20 | 18 | 15 | 15 | 83 |
| 9 | DA | 15 | 20 | 20 | 17 | 20 | 92 |
| 10 | DA | 15 | 20 | 20 | 15 | 18 | 88 |
| 11 | DHN | 18 | 20 | 20 | 20 | 17 | 95 |
| 12 | DK | 15 | 15 | 20 | 15 | 15 | 90 |
| 13 | FIS | 15 | 20 | 18 | 15 | 17 | 85 |
| 14 | FRS | 15 | 18 | 20 | 15 | 15 | 83 |
| 15 | MA | 15 | 15 | 20 | 15 | 15 | 80 |
| 16 | MAS | 15 | 18 | 20 | 15 | 17 | 85 |
| 17 | MFM | 20 | 20 | 20 | 18 | 17 | 95 |
| 18 | MGJL | 19 | 20 | 20 | 17 | 20 | 92 |
| 19 | MM | 20 | 18 | 20 | 17 | 17 | 92 |
| 20 | NA | 20 | 15 | 20 | 15 | 15 | 85 |
| 21 | NED | 15 | 15 | 20 | 15 | 17 | 82 |
| 22 | NS | 15 | 15 | 10 | 15 | 15 | 70 |

| 23 | PYP | 15 | 15 | 20 | 15 | 20 | 85 |
|----|------|----|----|----|----|----|-----|
| 24 | RA | 20 | 15 | 15 | 15 | 15 | 80 |
| 25 | RDA | 15 | 18 | 17 | 15 | 15 | 80 |
| 26 | RDS | 15 | 17 | 18 | 15 | 15 | 80 |
| 27 | RH | 15 | 15 | 15 | 15 | 20 | 80 |
| 28 | RL | 15 | 18 | 20 | 17 | 15 | 85 |
| 29 | RR | 15 | 15 | 15 | 15 | 18 | 78 |
| 30 | RS | 15 | 15 | 20 | 15 | 20 | 85 |
| 31 | SAN | 17 | 20 | 20 | 15 | 20 | 92 |
| 32 | SE | 15 | 18 | 20 | 15 | 17 | 85 |
| 33 | SL | 15 | 15 | 19 | 15 | 15 | 79 |
| 34 | SR | 15 | 17 | 20 | 15 | 15 | 82 |
| 35 | TFSH | 13 | 12 | 15 | 10 | 15 | 65 |
| 36 | TMR | 15 | 15 | 20 | 15 | 20 | 85 |
| 37 | YL | 20 | 20 | 20 | 15 | 15 | 90 |
| **Total** | | | | | | | 3025 |

The data in table 4.2 showed the result of the post test in the experimental group. Based on the table previously, the highest score was 95, the medium score was 80 and the lowest score was 55. Student who got 95 was student that got 75 in pre-test experimental, where the score of grammar was 17. Students who got 80 was the student got 60 in pre-test experimental, where the score in grammar was 12, and student who got 55 was student who got 45 in pre-test experimental, where score in vocabulary was 10 and in comprehension was 12. It could be seen that there was differences between pre-test and post-test score in experimental group. It meant that there was increased after the researcher applied the video tutorial as media in learning speaking.

**Diagram 4.1**
**Experimental Group Learning Progress**
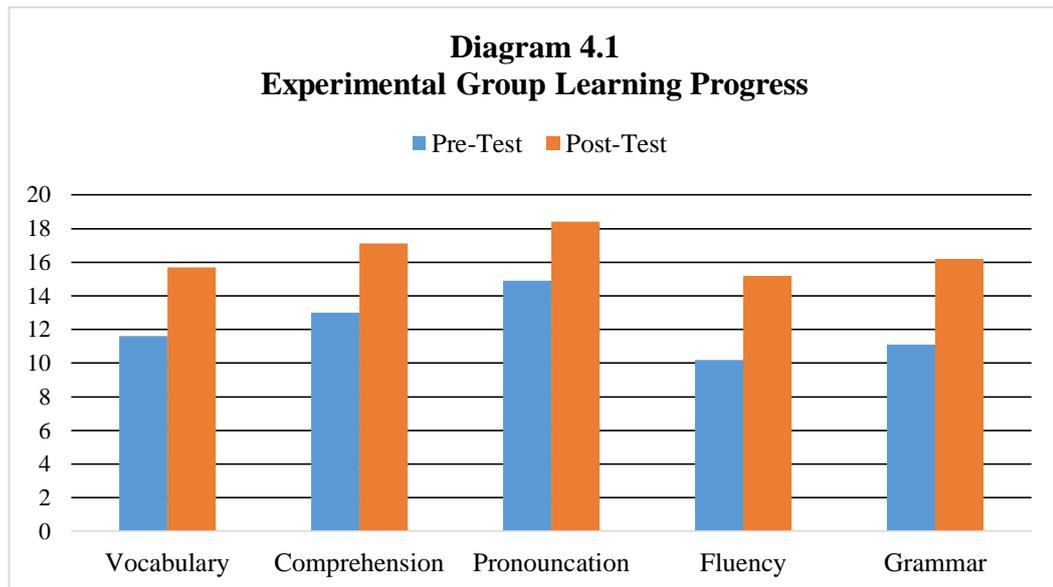


**Table 4.3**

**The Score of Pre-Test in Control Group**

| No | Students' Initial | Indicators | | | | | Pre-Test |
|----|-------------------|-------|--------|--------|---------|------|------|
| | | **Vocab** | **Compre** | **Pronun** | **Fluency** | **Gram** | |
| 1 | AS | 10 | 10 | 10 | 10 | 10 | 50 |
| 2 | AM | 10 | 10 | 10 | 10 | 10 | 50 |
| 3 | BS | 10 | 10 | 15 | 10 | 10 | 55 |
| 4 | BS | 10 | 15 | 10 | 10 | 10 | 55 |
| 5 | BS | 10 | 15 | 15 | 10 | 10 | 60 |
| 6 | DAK | 9 | 10 | 10 | 8 | 8 | 45 |
| 7 | DS | 15 | 15 | 15 | 15 | 10 | 70 |
| 8 | DS | 10 | 10 | 10 | 10 | 10 | 50 |
| 9 | DT | 8 | 12 | 10 | 10 | 10 | 50 |
| 10 | FH | 8 | 10 | 14 | 12 | 10 | 54 |
| 11 | FS | 10 | 15 | 20 | 10 | 10 | 65 |
| 12 | GHH | 10 | 10 | 10 | 10 | 10 | 50 |
| 13 | GS | 10 | 8 | 8 | 10 | 9 | 45 |
| 14 | IK | 10 | 10 | 10 | 8 | 15 | 53 |
| 15 | MA | 15 | 15 | 8 | 8 | 10 | 56 |
| 16 | MA | 10 | 10 | 15 | 10 | 10 | 55 |
| 17 | MC | 15 | 10 | 10 | 10 | 15 | 60 |
| 18 | MI | 10 | 10 | 8 | 8 | 15 | 51 |
| 19 | MI | 10 | 10 | 10 | 10 | 10 | 50 |
| 20 | MIL | 10 | 10 | 10 | 10 | 10 | 50 |
| 21 | MIT | 15 | 20 | 10 | 10 | 15 | 70 |
| 22 | MP | 12 | 18 | 10 | 14 | 8 | 62 |
| 23 | MRS | 10 | 10 | 10 | 10 | 10 | 50 |
| 24 | MS | 15 | 10 | 10 | 10 | 15 | 60 |

| 25 | MUQ | 15 | 10 | 10 | 10 | 10 | 55 |
|----|-----|----|----|----|----|----|----|
| 26 | MZ | 8 | 9 | 10 | 10 | 8 | 45 |
| 27 | NA | 15 | 15 | 15 | 10 | 10 | 65 |
| 28 | NR | 10 | 15 | 10 | 10 | 10 | 55 |
| 29 | PH | 10 | 10 | 10 | 10 | 15 | 55 |
| 30 | PW | 10 | 10 | 10 | 10 | 20 | 60 |
| 31 | RA | 10 | 10 | 10 | 10 | 10 | 50 |
| 32 | RA | 10 | 10 | 10 | 10 | 10 | 50 |
| 33 | RB | 10 | 10 | 15 | 10 | 10 | 55 |
| 34 | SHP | 10 | 10 | 20 | 10 | 15 | 65 |
| 35 | TH | 10 | 10 | 10 | 10 | 10 | 50 |
| 36 | YSS | 8 | 10 | 15 | 10 | 10 | 53 |
| 37 | ZHP | 10 | 10 | 20 | 10 | 10 | 60 |
| **Total** | | | | | | | 2052 |

The data in table 4.3 showed the result of the pre-test in the control group. Based on the previously, the highest scored was 70, the medium scored was 62 and the lowest scored was 45. If saw from five indicators in speaking, students who got 70 and 62 low in grammar, where the student who got 70 got 10 in grammar and student who got 62 got 8 in grammar. The lowest score was 45 from all indicators the lowest score was 8 in comprehension and pronouncation. The students were not able to applied good grammar, vocabulary, pronouncation and comprehension, it was because the basic knowledge of their English is not good and also because the students feel difficult and confused because never practicing on speak English.

**Table 4.4**

**The Score of Post-Test in Control Group**

| No | Students' Initial | Indicators | | | | | Post-Test |
|----|-----|------|--------|--------|---------|------|------|
| | | Vocab | Compre | Pronun | Fluency | Gram | |
| 1 | AS | 12 | 15 | 13 | 15 | 15 | 70 |
| 2 | AM | 10 | 10 | 15 | 15 | 10 | 60 |
| 3 | BS | 15 | 15 | 15 | 15 | 15 | 75 |
| 4 | BS | 15 | 15 | 15 | 15 | 15 | 75 |
| 5 | BS | 15 | 20 | 18 | 15 | 10 | 78 |
| 6 | DAK | 12 | 15 | 15 | 13 | 15 | 70 |

| 7 | DS | 15 | 18 | 20 | 15 | 12 | 80 |
|---|-----|----|----|----|----|----|------|
| 8 | DS | 15 | 15 | 15 | 12 | 13 | 70 |
| 9 | DT | 14 | 15 | 15 | 15 | 15 | 74 |
| 10 | FH | 15 | 15 | 17 | 15 | 13 | 75 |
| 11 | FS | 12 | 20 | 20 | 15 | 10 | 77 |
| 12 | GHH | 15 | 15 | 15 | 15 | 15 | 75 |
| 13 | GS | 10 | 10 | 8 | 10 | 10 | 50 |
| 14 | IK | 10 | 15 | 10 | 15 | 15 | 75 |
| 15 | MA | 15 | 18 | 20 | 12 | 15 | 75 |
| 16 | MA | 15 | 12 | 15 | 15 | 15 | 75 |
| 17 | MC | 15 | 15 | 18 | 15 | 15 | 75 |
| 18 | MI | 15 | 18 | 15 | 12 | 15 | 75 |
| 19 | MI | 12 | 15 | 15 | 16 | 12 | 70 |
| 20 | MIL | 10 | 15 | 15 | 15 | 10 | 65 |
| 21 | MIT | 15 | 20 | 15 | 15 | 15 | 80 |
| 22 | MP | 15 | 20 | 15 | 15 | 10 | 78 |
| 23 | MRS | 15 | 15 | 15 | 15 | 15 | 75 |
| 24 | MS | 18 | 12 | 15 | 15 | 15 | 75 |
| 25 | MUQ | 15 | 10 | 10 | 13 | 10 | 58 |
| 26 | MZ | 15 | 18 | 17 | 15 | 13 | 78 |
| 27 | NA | 12 | 20 | 15 | 18 | 10 | 75 |
| 28 | NR | 15 | 15 | 17 | 10 | 18 | 75 |
| 29 | PH | 13 | 15 | 15 | 12 | 20 | 75 |
| 30 | PW | 15 | 18 | 19 | 13 | 15 | 80 |
| 31 | RA | 15 | 15 | 15 | 15 | 15 | 75 |
| 32 | RA | 10 | 15 | 20 | 18 | 15 | 78 |
| 33 | RB | 10 | 14 | 20 | 15 | 18 | 77 |
| 34 | SHP | 15 | 15 | 20 | 10 | 17 | 77 |
| 35 | TH | 10 | 20 | 15 | 15 | 10 | 70 |
| 36 | YSS | 15 | 15 | 15 | 15 | 15 | 75 |
| 37 | ZHP | 10 | 16 | 20 | 10 | 20 | 76 |
| **Total** | | | | | | | 2716 |

The data in table 4.4 showed the result of the post test in the control group. Based on the table previously, the highest score was 80, the medium score was 78 and the lowest score was 50. Student who got 80 was student that got 70 in pre-test control, where the score of grammar was 12. Students who got 78 was the student got 62 in pre-test control, where the score in grammar was 10, and student who got 50 was student who got 45 in pre-test control, where score in

pronounciation and comprehension was 12. It could be seen that there was

differences between pre-test and post-test score in control group.

**Diagram 4.2**
**Control Group Learning Progress**
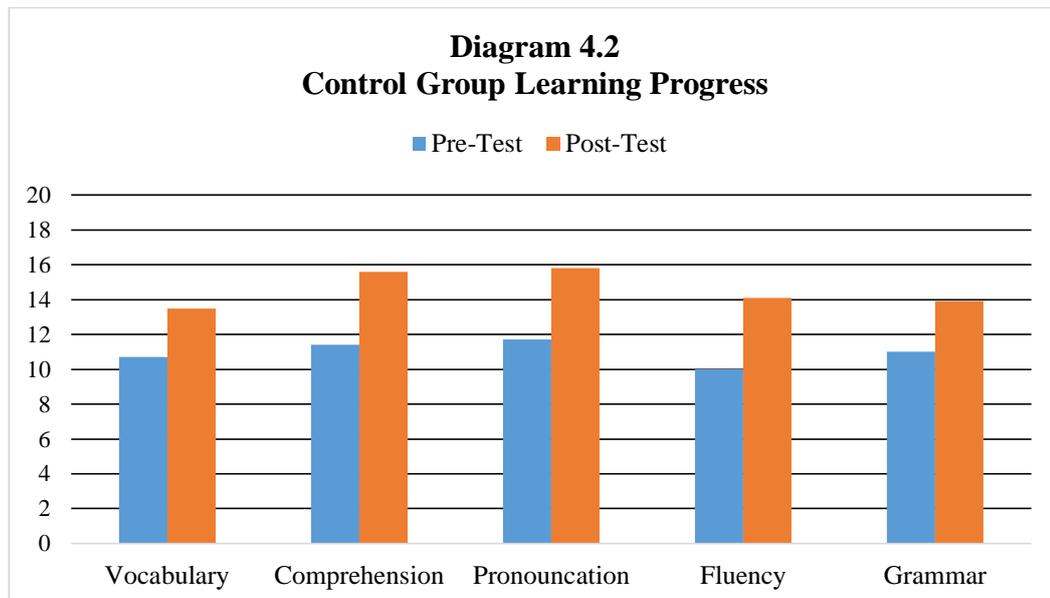
■ Pre-Test ■ Post-Test



**Table 4.5**

**The Result of Pre-Test and Post-Test in Experimental Group**

| No | Students' Initial | Score | |
|----|-------------------|-------|---|
| | | Pre-Test ($X_1$) | Post-Test ($X_2$) |
| 1 | AD | 65 | 85 |
| 2 | AFR | 60 | 80 |
| 3 | AIL | 70 | 92 |
| 4 | AN | 62 | 85 |
| 5 | ANDRE | 53 | 78 |
| 6 | AP | 45 | 55 |
| 7 | BI | 65 | 85 |
| 8 | BIMA | 50 | 83 |
| 9 | DA | 70 | 92 |
| 10 | DA | 65 | 88 |
| 11 | DHN | 75 | 95 |
| 12 | DK | 55 | 80 |
| 13 | FIS | 60 | 85 |
| 14 | FRS | 60 | 83 |
| 15 | MA | 55 | 80 |
| 16 | MAS | 65 | 85 |
| 17 | MFM | 73 | 95 |
| 18 | MGJL | 70 | 92 |
| 19 | MM | 70 | 92 |
| 20 | NA | 65 | 85 |

| No | Students' Initial | Pre-Test | Post-Test |
|----|----|----|----|
| 21 | NED | 60 | 82 |
| 22 | NS | 50 | 70 |
| 23 | PYP | 65 | 85 |
| 24 | RA | 62 | 80 |
| 25 | RDA | 60 | 80 |
| 26 | RDS | 60 | 80 |
| 27 | RH | 50 | 80 |
| 28 | RL | 65 | 85 |
| 29 | RR | 45 | 60 |
| 30 | RS | 65 | 85 |
| 31 | SAN | 70 | 92 |
| 32 | SE | 65 | 85 |
| 33 | SL | 50 | 79 |
| 34 | SR | 60 | 82 |
| 35 | TFSH | 53 | 65 |
| 36 | TMR | 60 | 85 |
| 37 | YL | 67 | 90 |
| **Total** | | **$\sum X_1 = 2260$** | **$\sum X_2 = 3052$** |
| **Mean** | | **61.08** | **82.48** |

The data in table 4.5 showed the result of the pre-test and post-test in experimental groups. Based on the data previously, it can be showed that was the differences between pre-test score in experimental group. The data in experimental group in pre-test was 75 as the highest score and the lowest score was 45 before applying video tutorial as media, while the highest score of post-test was 95 after giving treatment by applying video tutorial as media in speaking learning, and the lowest score was 55. After calculate the data for the experimental group previously the total score for pre-test was 2260 and the mean was 61.08 and the total score for post-test was 3052 and the mean was 82.48.
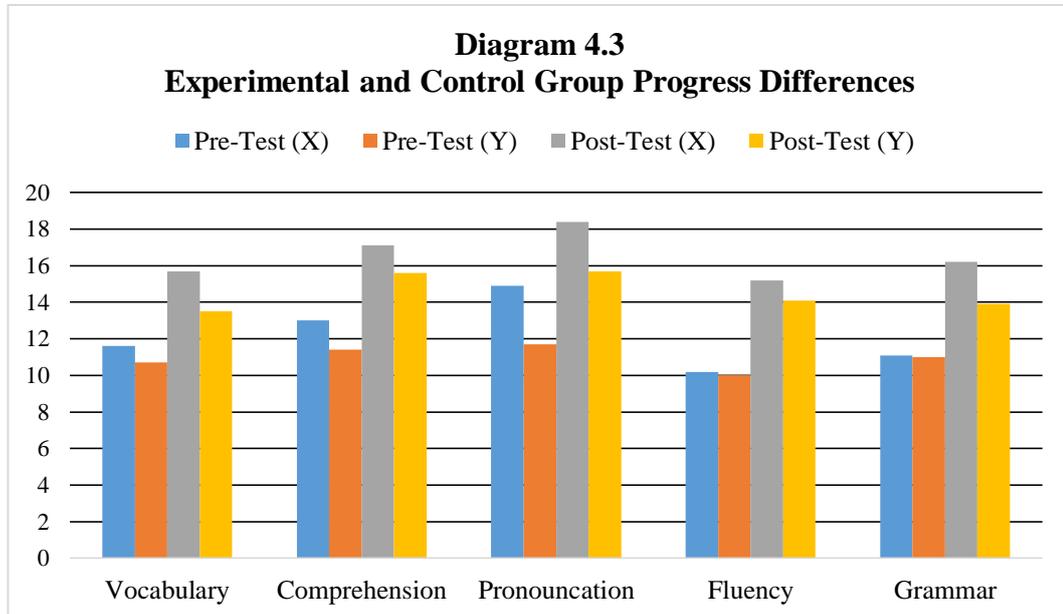
**Table 4.6**

**The Result of Pre-Test and Post-Test in Control Group**

| No | Students' Initial | Score | |
|----|----|----|----|
| | | Pre-Test ($Y_1$) | Post-Test ($Y_2$) |
| 1 | AS | 50 | 70 |
| 2 | AM | 50 | 60 |
| 3 | BS | 55 | 75 |

| 4 | BS | 55 | 75 |
|---|---|---|---|
| 5 | BS | 60 | 78 |
| 6 | DAK | 45 | 70 |
| 7 | DS | 70 | 80 |
| 8 | DS | 50 | 70 |
| 9 | DT | 50 | 74 |
| 10 | FH | 54 | 75 |
| 11 | FS | 65 | 77 |
| 12 | GHH | 50 | 75 |
| 13 | GS | 45 | 50 |
| 14 | IK | 53 | 75 |
| 15 | MA | 56 | 75 |
| 16 | MA | 55 | 75 |
| 17 | MC | 60 | 75 |
| 18 | MI | 51 | 75 |
| 19 | MI | 50 | 70 |
| 20 | MIL | 50 | 65 |
| 21 | MIT | 70 | 80 |
| 22 | MP | 62 | 78 |
| 23 | MRS | 50 | 75 |
| 24 | MS | 55 | 75 |
| 25 | MUQ | 45 | 58 |
| 26 | MZ | 65 | 78 |
| 27 | NA | 55 | 75 |
| 28 | NR | 60 | 75 |
| 29 | PH | 60 | 75 |
| 30 | PW | 68 | 80 |
| 31 | RA | 50 | 75 |
| 32 | RA | 55 | 78 |
| 33 | RB | 65 | 77 |
| 34 | SHP | 60 | 77 |
| 35 | TH | 50 | 70 |
| 36 | YSS | 53 | 75 |
| 37 | ZHP | 60 | 76 |
| **Total** | | $\sum Y_1 = 2052$ | $\sum Y_2 = 2716$ |
| **Mean** | | **55.45** | **73.40** |

The data in table 4.6 showed the result of the pre-test and post-test in contol groups. Based on the data previously, it can be showed that was the differences between pre-test score in control group. The data in control group in pre-test was 70 as the highest score and the lowest score was 45, while the highest

score of post-test was 80 and the lowest score was 55. After calculate the data for the control group previously the total score for pre-test was 2052 and the mean was 55.45 and the total score for post-test was 2716 and the mean was 73.40.

**Diagram 4.3**
**Experimental and Control Group Progress Differences**



## B. Data Analysis

From the result of the test in the table 4.5 and 4.6 the data was collected to find out whether the effect of applying video tutorial as media on the students achievement in speaking skill. The collected the data were analysis by using t-test independent sample formula. From the result of te test in experimental group the highest score of post-test was 95, and the test in control group the highest score of the post test was 80, by firstly finding out the standard deviation of the post-test between experimental and control group by using the formula:

For experimental group:

$$S_1 = \sqrt{\frac{n(\sum X_1^2) - (\sum X_1)^2}{n_1(n_1 - 1)}}$$

For control group:

$$S_2 = \sqrt{\frac{n(\sum X_2^2) - (\sum X_2)^2}{n_2(n_2-1)}}$$

In calculating standard deviation, the table of the score should be changed into the table of calculation of standard deviation. It can be seen in table 4.7 below:

**Table 4.7**

**The Calculation Table of Standard Deviation**

| No | X | Y | $X_i$ ( x − x ) | $Y_i$ ( y − y ) | $X_i^2$ | $Y_i^2$ | $X_iY_i$ |
|----|----|----|--------|--------|----------|---------|---------|
| 1 | 55 | 50 | -27.48 | -23.4 | 755.150 | 547.56 | 643.032 |
| 2 | 60 | 58 | -22.48 | -15.4 | 505.350 | 237.16 | 346.192 |
| 3 | 65 | 60 | -17.48 | -13.4 | 305.550 | 179.56 | 234.232 |
| 4 | 70 | 65 | -12.48 | -8.4 | 155.750 | 70.56 | 104.832 |
| 5 | 75 | 70 | -7.48 | -3.4 | 55.9504 | 11.56 | 25.432 |
| 6 | 75 | 70 | -7.48 | -3.4 | 55.9504 | 11.56 | 25.432 |
| 7 | 79 | 70 | -3.48 | -3.4 | 12.1104 | 11.56 | 11.832 |
| 8 | 80 | 70 | -2.48 | -3.4 | 6.1504 | 11.56 | 8.432 |
| 9 | 80 | 70 | -2.48 | -3.4 | 6.1504 | 11.56 | 8.432 |
| 10 | 80 | 74 | -2.48 | 0.6 | 6.1504 | 0.36 | -1.488 |
| 11 | 80 | 75 | -2.48 | 1.6 | 6.1504 | 2.56 | -3.968 |
| 12 | 80 | 75 | -2.48 | 1.6 | 6.1504 | 2.56 | -3.968 |
| 13 | 80 | 75 | -2.48 | 1.6 | 6.1504 | 2.56 | -3.968 |
| 14 | 82 | 75 | -0.48 | 1.6 | 0.2304 | 2.56 | -0.768 |
| 15 | 82 | 75 | -0.48 | 1.6 | 0.2304 | 2.56 | -0.768 |
| 16 | 83 | 75 | 0.52 | 1.6 | 0.2704 | 2.56 | 0.832 |
| 17 | 83 | 75 | 0.52 | 1.6 | 0.2704 | 2.56 | 0.832 |
| 18 | 85 | 75 | 2.52 | 1.6 | 6.3504 | 2.56 | 4.032 |
| 19 | 85 | 75 | 2.52 | 1.6 | 6.3504 | 2.56 | 4.032 |
| 20 | 85 | 75 | 2.52 | 1.6 | 6.3504 | 2.56 | 4.032 |
| 21 | 85 | 75 | 2.52 | 1.6 | 6.3504 | 2.56 | 4.032 |
| 22 | 85 | 75 | 2.52 | 1.6 | 6.3504 | 2.56 | 4.032 |
| 23 | 85 | 75 | 2.52 | 1.6 | 6.3504 | 2.56 | 4.032 |
| 24 | 85 | 75 | 2.52 | 1.6 | 6.3504 | 2.56 | 4.032 |
| 25 | 85 | 75 | 2.52 | 1.6 | 6.3504 | 2.56 | 4.032 |
| 26 | 85 | 75 | 2.52 | 1.6 | 6.3504 | 2.56 | 4.032 |
| 27 | 85 | 76 | 2.52 | 2.6 | 6.3504 | 6.76 | 6.552 |
| 28 | 85 | 77 | 2.52 | 3.6 | 6.3504 | 12.96 | 9.072 |

| 29 | 88 | 77 | 5.52 | 3.6 | 30.4704 | 12.96 | 19.872 |
| 30 | 90 | 77 | 7.52 | 3.6 | 56.5504 | 12.96 | 27.072 |
| 31 | 92 | 78 | 9.52 | 4.6 | 90.6304 | 21.16 | 43.792 |
| 32 | 92 | 78 | 9.52 | 4.6 | 90.6304 | 21.16 | 43.792 |
| 33 | 92 | 78 | 9.52 | 4.6 | 90.6304 | 21.16 | 43.792 |
| 34 | 92 | 78 | 9.52 | 4.6 | 90.6304 | 21.16 | 43.792 |
| 35 | 92 | 80 | 9.52 | 6.6 | 90.6304 | 43.56 | 62.832 |
| 36 | 95 | 80 | 12.52 | 6.6 | 156.750 | 43.56 | 82.632 |
| 37 | 95 | 80 | 12.52 | 6.6 | 156.750 | 43.56 | 82.632 |
| **Total** | **$\sum X =$ 3052** | **$\sum Y =$ 2716** | **$\sum X_i = 0.24$** | **$\sum Y_i = 0.2$** | **$\sum X_i^2 =$ 2807.242** | **$\sum Y_i^2 =$ 1394.92** | **$\sum X_i Y_i =$ 1896.704** |

Based on the calculation of the scores of experimental and control group, it showed that the Sum of calculation table in experimental group was $\sum X = 3052$, $\sum X_i = 0.24$, $\sum X_i^2 = 2807.242$ and Sum of calculation table in control group was $\sum Y = 2716$, $\sum Y_i = 0.2$, $\sum Y_i^2 = 1394.92$ and the result of $\sum X_i Y_i = 1896.704$. The table 4.7 previously, calculating table that explained formula for post-test in experimental and post-test in control group was implemented to find t-critical value both groups as the basic to the hypothesis of the research.

The following formula t-test was implementing to find out the t-observed value both groups as the basic to test hyphotesis of this research:

Experimental group:

$$S_1^2 = \sqrt{\frac{n(\sum X_1^2)-(\sum X_1)^2}{n_1(n_1-1)}}$$

$$S_1^2 = \sqrt{\frac{37(2807.242)-(0.24)^2}{37(37-1)}}$$

$$S_1^2 = \sqrt{\frac{103867.954-0.0576}{37(36)}}$$

$$S_1^2 = \sqrt{\frac{103867.8964}{2332}}$$

$$S_1^2 = \sqrt{77.97}$$

$$S_1^2 = 8.83$$

Control group:

$$S_2^2 = \sqrt{\frac{n(\sum X_2^2) - (\sum X_2)^2}{n_2(n_2-1)}}$$

$$S_2^2 = \sqrt{\frac{37(1394.92)-(0.2)^2}{37(37-1)}}$$

$$S_2^2 = \sqrt{\frac{51612.04-0.04}{37(36)}}$$

$$S_2^2 = \sqrt{\frac{51612}{1332}}$$

$$S_2^2 = \sqrt{38.74}$$

$$S_2^2 = 6.22$$

## C. Testing Hyphotesis

Based on the data calculated previously, it was $S_1{}^2$ was 8.83 and $S_2{}^2$ was 6.22 and then it was calculated as follows:

a) Koeficient of correlation

$$r_{xy} = \frac{n \sum x_1 y_1 - (\sum x_1)(\sum y_1)}{\sqrt{\{n(\sum x_1^2) - (\sum x_1)^2\}\{n(\sum y_1^2) - (\sum y_1)^2\}}}$$

$$r_{xy} = \frac{37 \, (1896.704) - (0.24)(0.2)}{\sqrt{37 \, (2807.242) - (0.24)^2(37(1394.92) - (0.2)^2}}$$

$$r_{xy} = \frac{70178.048 - 0.048}{\sqrt{(103867.954 - 0.0576)(51612.04 - 0.04)}}$$

$$r_{xy} = \frac{70178}{\sqrt{(103867.8964)(51612)}}$$

$$r_{xy} = \frac{70178}{\sqrt{5360829869}}$$

$$r_{xy} = \frac{70178}{\sqrt{73217.68822}}$$

$$r_{xy} = 0.95$$

b) Test of linier

Y = a + bX

$$a = \frac{(\sum Y_i)(\sum X_i^2) - (\sum X_i)(\sum X_i Y_i)}{n \sum X_i^2 - (\sum X_i)^2}$$

$$= \frac{(0.2)(2807.242) - (0.24)(1896.704)}{37(2807.242) - (0.24)^2}$$

$$= \frac{561.4404 - 455.20896}{103867 - 0.0576}$$

$$= \frac{106.23}{103.86}$$

$$= 1.02$$

$$b = \frac{n\sum X_i Y_i - (\sum X_i)(\sum Y_i)}{n\sum X_i^2 - (\sum X_i)^2}$$

$$= \frac{37(1896.704) - (0.24)(0.2)}{37(2807.242) - (0.24)^2}$$

$$= \frac{70178.048 - 0.048}{103867 - 0.0576}$$

$$= \frac{70178}{103866.942}$$

$$= 0.67$$

$$Y = 1.02 + 0.67X$$

c) Determining the percentage of the effect of $X_1$ and $X_2$:

$$D = (r_{xy})^2 \text{ x } 100\%$$

$$= (0.95)^2 \text{ x } 100\%$$

$$= 0.9025 \text{ x } 100\%$$

$$= 90.25\%$$

It means that the effect of $X_1$ towards $X_2$ or the effect of applying video tutorial as media on the students achievement in speaking skill was 90.25%.

d) Test of sample related between $X_1$ and $X_2$

$$t = \frac{\overline{X_1} - \overline{X_2}}{\sqrt{\frac{S_1^2}{n_1} + \frac{S_2^2}{n_2} - 2r\left(\frac{S_1}{\sqrt{n_1}}\right)\left(\frac{S_2}{\sqrt{n_2}}\right)}}$$

$$t = \frac{82.48 - 73.40}{\sqrt{\frac{77.97}{37} + \frac{38.74}{37} - 2(0.95)\left(\frac{8.83}{\sqrt{37}}\right)\left(\frac{6.22}{\sqrt{37}}\right)}}$$

$$t = \frac{9.08}{\sqrt{2.10 + 1.04 - 1.9\,(1.45)(1.02)}}$$

$$t = \frac{9.08}{\sqrt{3.14 - 1.9\,(1.479)}}$$

$$t = \frac{9.08}{\sqrt{3.14 - 2.81}}$$

$$t = \frac{9.08}{\sqrt{0.33}}$$

$$t = \frac{9.08}{0.57}$$

$$t = 15.92$$

Based on the calculation of t-test, it was found that t-test was 15.92 and based on the level of significant of 0.05 with the degree of freedom (df) 72 ($n_x +$ $n_y - 2$), t-table was 1.669. The conclusion, was because $t_{hitung} > t_{table}$ or 15.92 > 1.669 so, $H_o$ is rejected. It means that $H_a$ is accepted or there is a significant effect of applying role play method assisted by video on the students achievement in speaking skill.

**D. Findings**

The findings of the research were described as following:

1. The $t_o$ value was greater than $t_t$ in which $t_o$ was 15.92 and $t_t$ was 1.669 (15.92 > 1.669)

2. The null hypothesis ($H_o$) was rejected and the alternative hypothesis ($H_a$) was accepted. It means that there was significant effect of applying role play method assisted by video on the students achievement in speaking skill.

# CHAPTER V

## CONCLUSION AND SUGGESTIONS

### A. Conclusion

Based on the data analysis, there are conclusion that can be described as:

From this research, the $t_o$ value was greater than $t_t$ in which $t_o$ was 15.92 and $t_t$ was 1.669 (15.92 > 1.669). It means that the null hypothesis ($H_o$) was rejected and the alternative hypothesis ($H_a$) was accepted. So, there was significant effect of applying role play method assisted by video on the students achievement in speaking skill.

### B. Suggestions

In relation to the conclusion previously stated, suggestions to the English teacher is to teach their students by applying role play method especially in teaching speaking and they should try to make some variations in teaching speaking until the students comprehend and master vocabulary, so they can practice with others. The teacher must speaking English in the class to give them the habit of speaking English and to the students, they should study harder to improve their ability in speaking. Practice to speak with someone is very important. Students should practice their English in daily conversation or in offering and accepting something, not only at school but also their environment, so that will make them more competent in English.

# ABSTRACT

**Sury Utami, 1302050247 "The Effect of Role Play Method Assisted by Video in Teaching Speaking to the Students of Junior High School in Yayasan Perguruan Bandung" Skripsi: English Education Program, Faculty of the Teachers Training and Education, University of Muhammadiyah Sumatera Utara. Medan, 2016.**

The objective of this research was to find out the significant effect of role play method assisted by video in teaching speaking to the students. The population of this research was the VII grade students of Yayasan Perguruan Bandung academic year 2016-2017. The population of this research was 74 students of VII-1 and VII-2. The researcher was taken the sample by total sampling technique, the researcher took all of the students become the sample. Thus, the total samples are 74. The sample in experimental group was taught by applying role play as method and control group use worksheets as media. The instrument in collecting data was collected by using oral test about expression offering and accepting something including physical appearance and analyzed the data from students answer. After the data has been collected, they were analyzed by using t-test. $T_{obs}$ was higher than $t_{table}$ (15.92 > 1.669) with the level significant 0.05 and the degree of freedom (df) = 72. The finding showed that the hypothesis of study is accepted. It means that by applying role play method assisted by video given significant effect in increasing the students achievement in speaking. The effect of role play method assisted by video in teaching speaking to the students is higher than those who were though by only use worksheets for 90.25%.

Keyword : Role Play Method

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