THE EFFECTIVENESS OF ROLE PLAYING METHOD TO IMPROVE STUDENT' SPEAKING ABILITY AT SIRAJUL HUDA

JUNIOR HIGH SCHOOL

SKRIPSI

Submitted Partial Fulfillment of The Requiretments
For The Degree of Sarjana Pendidikan (S.Pd)
English Education Program

By

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Dengan ini menyatakan bahwa skripsi saya yang berjudul **"The Effectiveness of Role Playing Method to Improve Student' Speaking Ability at Sirajul Huda Junior High School"**. Adalah benar bersifat asli (original), bukan hasil menyadur mutlak dari karya orang lain.

Bilamana dikemudian hari ditemukan ketidaksesuaian dengan pernyataan ini, maka saya bersedia dituntut dan diproses sesuai dengan ke tentuan yang berlaku di Universitas Muhamamdiyah Sumatera Utara

Demikian pernyataan ini dengan sesungguhnya dan dengan sebenar-benarnya.

YANG MENYATAKAN,

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ABSTRACT

Nurhaliza Rana. 2024. **The Effectiveness of Role Play Method to Improve Student' speaking ability (The Experimental Study at the Eighth Grade At Sirajul Huda. 2023/2024). University of Muhammadiyah Sumatra Utara (UMSU)**

The aim of this thesis is to find out role-playing method to improve student speaking ability. Does this affect the progress of speaking achievement at Sirajul Huda Middle School on Jalan Masjid /Ahmad Sebayar No 44 or not? Role-play is learning using the drama method in learning which invites students to actively learn. Researchers used a quasi-experimental design to conduct research. The instruments used in this research are tests, namely post-test, pre-test and observation. The number of post and pre-tests is 30 questions, 30 multiple choice and 30 essays. Researchers used a time-series design where three pre-tests and post-tests were required.This sample was taken from 30 students from the experimental class and the control class. The population of research is grade eight.

The results of the research show the effectiveness of role-playing method to improve student speaking in the first cycle, the highest score was 52 and the lowest was 48, in the second cycle the highest was 60 and the lowest was 56, and in the third cycle the highest was 72 and the lowest was 64.

Based on quantitative descriptive, this shows that the role playing method influences the progress of students' speaking achievement. This means that the role playing method in teaching speaking is effective for improving students' speaking skills. The results show that based on the analysis that has been carried out, the researchers found that there was a very significant difference in students' speaking achievement after being taught using the role-play method. The research results showed that the average student pre-test score was 150. Then, the average student post-test score was 170.4. Apart from data results, researchers also obtained results based on observations. This shows that students become active, confident, and fun after being taught using the roe-play method and not only students but researchers can also solve problems in improving students' English speaking. So, it can be concluded that the use of the role-play method is effective in teaching speaking for class VIII-2 junior high school.

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CHAPTER I

INTRODUCTION

1.1 The Background of the Research

Speaking is considered one of the most important skills in language learning. It is the primary means of communication and is essential for social interaction, academic success, and career advancement. However, speaking is also considered one of the most difficult skills to master. This is because speaking involves a complex set of micro-skills that must be mastered in order to communicate effectively and accurately. These micro-skills include pronunciation, intonation, grammar, vocabulary, and fluency. Moreover, speaking requires not only linguistic knowledge but also social and cultural knowledge, such as knowing when and how to use appropriate language in different contexts (Darancik, 2018).

The difficulty of mastering speaking skills is a common challenge faced by language learners, including junior high school students. Many language learners struggle with anxiety, lack of confidence, and fear of making mistakes when speaking (Samsibar, 2018). Therefore, finding effective teaching methods that can help students overcome these challenges and improve their speaking skills is crucial (Darancik, 2018).. The thesis aims to investigate whether role-playing can be an effective teaching method for improving the speaking skills of junior high school students.

The thesis aims to determine whether using role-playing as a teaching method is effective in improving the speaking skills of junior high school students. This investigation is based on previous research that has shown the potential benefits of role-playing in enhancing speaking abilities (Idham, 2022). The objective of the thesis is to contribute to the existing literature by specifically examining the effectiveness of role-playing for junior high school students.

Role-playing is a technique that involves students taking on specific roles and engaging in simulated conversations or scenarios (Abdessallam, 2023). By assuming different roles, students are encouraged to actively participate in the learning process and practice their speaking skills in a meaningful and interactive way. This method provides students with opportunities to use the target language in realistic contexts, allowing them to develop their fluency, vocabulary, grammar, and pronunciation (Abdessallam, 2023).

The thesis aims to investigate the effectiveness of role-playing by conducting research with junior high school students. The research design may involve pre-tests and post-tests to measure the students' speaking skills before and after the implementation of role-playing activities. The data collected will be analyzed to determine whether there is a significant improvement in the speaking skills of the students who participated in the role-playing activities compared to those who did not (Idham, 2022).

By examining the effectiveness of role-playing as a teaching method, the thesis seeks to provide valuable insights and practical recommendations for educators and curriculum developers in the field of language education. The findings of the study may contribute to the development of more effective teaching strategies to enhance the speaking skills of junior high school students.

The thesis is motivated by the need to find an effective teaching method that can help students improve their speaking skills. Speaking is a crucial skill in language learning, as it is essential for communication, social interaction, academic success, and career advancement. However, many students struggle with speaking, facing challenges such as anxiety, lack of confidence, and difficulty in expressing themselves effectively. Therefore, there is a need to identify teaching methods that can effectively enhance students' speaking abilities.

The search results provide evidence that role-playing can be an effective technique for improving speaking skills. For example, a study mentioned in (Samsibar, 2018), found that

implementing role-play in teaching improved students' speaking skills. Another study mentioned in (Hidayati, 2015), concluded that role-playing activities can enhance students' speaking ability. These findings suggest that role-playing offers students an opportunity to practice and develop their speaking skills in a meaningful and engaging way.

Furthermore, the benefits of role-playing in improving speaking skills are supported by research mentioned in (Ikhwanur, 2022) and (Rusman, 2020). These studies highlight the positive impact of role-play techniques on students' motivation, vocabulary development, and overall speaking performance. By actively participating in role-playing activities, students can enhance their fluency, pronunciation, grammar, and vocabulary, as well as gain confidence in expressing themselves in real-life situations.

Considering the challenges students face in mastering speaking skills and the potential benefits of role-playing, the thesis aims to investigate the effectiveness of using role-playing as a teaching method for improving the speaking skills of junior high school students. By examining the impact of role-playing on student speaking abilities, the thesis seeks to contribute to the development of effective teaching strategies that can help students overcome their difficulties and become more proficient speakers.

Overall, the thesis "The Effectiveness of Role Playing Method to Improve Student Speaking at Sirajul Huda Junior High School" aims to contribute to the existing literature by investigating the effectiveness of role-playing as a teaching method specifically for junior high school students. The findings of the thesis can have practical implications for educators and provide insights into effective strategies for improving students' speaking skills.

1.2 **The Identification of the Problem**

From the background, the problem can be identified as follows:

1. Speaking is one of the most important skills in language learning, but it is also

one of the most difficult skills to master.

2. Many students struggle with speaking, facing challenges such as anxiety, lack of confidence, and difficulty in expressing themselves effectively.

3. Finding an effective teaching method that can help students overcome the difficulties of mastering speaking skills is crucial. To investigate whether using role-playing as a teaching method is effective in improving the speaking skills of junior high school students, with the goal of contributing to the development of effective teaching strategies that can help students overcome their difficulties and become more proficient speakers.

1.3 The Scope and Limitation of the Research

In this research, the researcher will focus on the students' speaking achievement of eighth grade of Sirajul Huda Junior High School before and after using role play method. The typical speaking activities that will be applied in this research is dialogues between students on social or culturally related topics.

1.4 The Formulation of the Problem

In relation to the background, the problem of the study can be formulated as follows:

1. What was the students' speaking achievement before using role-play method in teaching speaking?

2. How was the students' speaking achievement after using role-play method in teaching speaking?

3. How did the role-play method in teaching speakinginfluence theprogress of students' speaking achievement of Sirajul Huda?

1.5 The Objectives of the Research

1. To investigate the students' speaking achievement before using role-play method in teaching speaking.

2. To describe the students' speaking achievement after using role-play method in teaching speaking.

3. To look into the influence of role-play method in teaching speaking.

1.6 The Significances of the Research

The results of the research are expected to give contribution to the theoretical and practical uses of language.

1. **Theoretically**

   a. To enrich previous research which is related to the effectiveness of role-play method in teaching speaking.

2. **Practically**

   a. English Teachers

      This research is expected to give effective solution to the English teachers related to the students' problem may arise in learning speaking.

   b. Students

      This study is hoped to motivate students to practice speaking English with their partners in daily life confidently.

   c. Other readers

This research hopefully will be useful as reference for other readers who want to conduct research about the effectiveness of role-play method in teaching speaking.

CHAPTER II

REVIEW OF LITERATURE

2.1 The Theoretical Framework

Some terms used in this research are quoted from some books written by some experts in related fields. The terms are as follows.

2.1.1 Role-playing as a teaching method

Role-playing is a teaching method that allows students to explore realistic situations by interacting with other people in a managed way in order to develop experience and trial different strategies in a supported environment. The adaptability of role-playing to elementary and secondary school classrooms, including its boundaries; its scope as a teaching aid; the means of assessing its effectiveness; and the role of the teacher in the process are discussed in (Chesler, et al., 1966). The use of role-play technique in teaching speaking skills has been found to be effective in improving students' speaking abilities (Samsibar, 2018).

Role-playing is a flexible teaching approach that requires no special tools, technology, or environments, making it a versatile method that can be applied in different contexts (Chesler, et al., 1966). The use of technology can provide significant advantages and even new possibilities for using role-playing as a learning activity. The effectiveness of role-playing as a teaching method has been attributed to its ability to provide students with opportunities to practice and develop their speaking skills in a meaningful and interactive way.

2.1.2 Speaking skill

Speaking skills are a crucial aspect of language learning, as they are essential for communication, social interaction, academic success, and career advancement (Torky, 2006). However, speaking is also considered one of the most difficult skills to master. The importance of speaking skills in language learning for example, the study mentioned in (Torky, 2006), emphasizes the need to develop effective speaking skills among secondary stage students in Egypt. Another study mentioned in (Chand, 2021), highlights the challenges faced by bachelor-level students in speaking English. These challenges include anxiety, lack of confidence, and difficulty in expressing themselves effectively. The information from (Schreiber, 2013), emphasizes the importance of communication skills, including speaking skills, in personal and professional life.

2.1.3 Student-centered learning

Student-centered learning is an approach to education that focuses on the individual learner's needs (Corley, M. A. (2012).This approach shifts the focus of instruction from the teacher to the student, allowing learners to choose not only what to study but also how and why. In student-centered learning, the teacher is more of a facilitator than a lecturer, and the learning environment allows students to be more engaged in their education and take ownership of their learning.

Role-playing is a student-centered teaching method that encourages students to actively participate in the learning process and practice their

speaking skills in a meaningful and interactive way. By using role-playing as a teaching method, the thesis aims to provide students with opportunities to develop their speaking skills in a supportive and engaging environment that aligns with the principles of student-centered learning.

The importance of student-centered learning in education for example, the study mentioned in (Green, 2020), highlights the benefits of student-centered learning, including increased student engagement, motivation, and achievement. Another study mentioned in (Lee, 2023), emphasizes the importance of student-centered learning in guiding assessment and outcomes. These findings suggest that student-centered learning can be an effective approach to education that can improve student learning outcomes.

2.1.4 Procedure Stages of Role-Play

According to Barkley, Cross, and Major (2005: 151), there are seven procedures of role-play, consists of:

- Ask student to form groups with enough members in each group to assume each stakeholder role.

- Present the scenario and allow time for discussion of the problem situation. It is important to allow sufficient time for students to ask questions on any aspects of the scenario that are unclear.

- Assign or ask students to each assume a stakeholder role. If assigning group process roles such as moderator or observer, make sure students are clear on their tasks.

- Inform students of the time limit or other parameters that will signify the end of the activity.

- Follow the role play with discussion within the small groups and/or with the whole class. Discussion should focus on the students' interpretations of the roles and the motivations for and consequences of their actions.

- Consider asking students to reenact the role play, charging characters or redefining the scenario and then holding another discussion.

2.1.5 **The Advantages and disadvantages of Role-Play**

According to Gillian (1999:13:25) opinion, students or learners need some practice during the lesson. There are a lot of interaction patterns in which we can involve our learners during the lesson and one of them is applying role-plays in teaching foreign languages.

Jeremy Harmer (1997:13-25) described Role Play as an activity: role play is an effective activity for adults and teenagers, because it increases learning retention, provides hands-on training, and enables better teamwork and communication. When students take part in Role Plays, they usually get lots of fun and they try to show their ability in acting as famous actors or actress: that is a fact; we also 60 use some drama acting during the lesson to get students' emotional abilities.

A. The advantages of applying role-plays are:

Students immediately apply content in relevant real-world contexts and make decisions that may lead them to deviate from their self-imposed normal limits or limitations. They can also go beyond and think beyond the confines of the classroom and see the relevance of content to address real-world situations. Instructors and students receive immediate feedback regarding the student's understanding of the content. They engage in higher-level thinking and learn content in a deeper way. Instructors can create scenarios that are useful when setting role-play parameters when a real-world scenario or context may not be available. Students typically admit to remembering their roles in these scenarios and subsequent discussions long after the semester ends.

B. The disadvantages of applying role-plays are:

This requires expert guidance and leadership. At times participants may feel threatened. Much of it depends on the child's imagination. Participants may be too shy. Teachers are difficult individuals. The learning process takes time and can fail if the group does not understand it.

One of the biggest challenges of the role playing technique is to get all students to participate and be truly engaged. Instructors might want to consider ways of increasing the likelihood of strong student participation. The instructor might offer a participation grade somehow

tied to a short product students produce from their perspective in their given role. It is a good 61 idea to find ways to increase student awareness of the likelihood their group might being called upon to share their answer with the entire class if they are playing their roles in a group context. The instructor might also consider using some of the role playing tasks in questions on exams and make it clear to students that that is the case. The instructor could even tell them that they might have to answer a question from the perspective of any of the roles, not just the one they were assigned. Try to think through the language the students will need and make sure this language has been presented. Students may need the extra support of having the language on the board. I recently did a 'taking a loan' role-play with business course students and we spent time beforehand drilling the structures the students would need to use. When the role-play began the students felt 'armed' with the appropriate language. At higher levels the students will not need so much support with the language but they will need time to 'get into' the role.

Rearranging the furniture can also help. If you are imagining you are at the tourist information office or at the doctor's surgery try to make it as real as you can. Students can even leave the room and make an entrance by knocking on the door. Try to keep the roles you ask students to play as real to life as possible. It may be hard for students who have little opportunity to travel to imagine they are in 'Ye Olde

Tea Shop' in the heart of the English countryside. However, it may be within their schema to imagine they have been asked to help an English speaker who is visiting their own country. This may involve using some L1 to explain about the local culture or to translate local menus into English for the guest to their country. Students working in the business world may find it easy to role-play a business meeting with colleagues visiting from abroad.

As students practice the role-play they might find that they are stuck for words and phrases. In the practice stage the teacher has a chance to 'feed-in' the appropriate language. This may need the teacher to act as a sort of 'walking dictionary', monitoring the class and offering assistance as and when necessary. If you are not happy doing this and you feel that the process of finding the 62 new language should offer more student autonomy, you could have 'time-out' after the practice stage for students to use dictionaries to look up what they need.

As mentioned above, feeding-in the language students need is fundamental. By doing so, they will learn new vocabulary and structure in a natural and memorable environment. It is a chance to use real and natural language.

There are many ways to correct mistakes when using role-play. It is not appropriate for the teacher to jump in and correct every mistake. This could be incredibly demotivating! Some students do like to be corrected straight after a role-play activity, while the language is still

fresh in their minds. Sentences with errors can be written on the board for the group to correct together or self/peer corrected after a role-play.

In conclusion, role-play can be a lot of fun. If you still feel reluctant to use it in the class I suggest you begin to integrate it slowly. Why not extend an appropriate reading or a listening from a course book and turn it into a role-play? You may be pleasantly surprised by the results and your students will be motivated to master any foreign language!

2.1.6 Kinds of Teaching Speaking

According to Harmer (2007:348) there are some categories of speaking activity, they are:

a) Acting from a Script

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

b) Communication Games

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

c) Discussion

Discussion range from highly formal, whole-group staged events to informal small-group interactions. It includes buzz group,

instant comment, formal debates, unplanned discussion and reaching a consensus.

d) Prepared Talks

One popular kind of activity is the prepare talk, where a student (or students) make a presentation on a topic of their own choice. Such talks are not designed for informal spontaneous conversation; because they are prepared, they are more 'writing-like' than this. However, if possible, students should speak from notes rather than from a script.

e) Questionnaires

Students can design questionnaires on any topic that is appropriate. As they do so, the teacher can act as a resource, helping them in the design process. The results obtained from questionnaires can then form the basis for written work, discussions or prepared talks.

f) Simulation and Role-Play

Simulation and role-play can be used to encourage general oral fluency or to train students for specific situations, especially where they are studying English for specific purposes (ESP). When students are doing simulations and role-plays, they need to know exactly what situation is, and they need to be given enough information about the background for their function properly. Of

course, we will allow them to be as creative as possible, but if they have almost no information, they may find this very difficult to do.

2.2 Related Studies

The researcher took the review of relate literature from other graduation paper as the principles or comparison with this research. The first one was taken from P. Puspitorini (2018) on her research entitled *The Influence of Role Play on Student's English Speaking Skill at Ninth Grade* to investigate the influence of using role play as teaching technique in teaching speaking. This research applied quasi experimental research. The result of this research showed that the teaching speaking using role-play techniques influenced student's English Speaking Skill. Role-play technique is supported to use in increasing students' English Speaking Skill. In accordance, learning through conventional technique has not given the well improvement in student's speaking ability, even they have spent more hours in their classes they still have low skill in speaking English because one of factors is the teaching technique, it is boring and does not vary.

And the second from Rifari Baron (2020). The aim of this study was to identify suitable online applications for learning to speak English that suits student needs. The research method used descriptive qualitative. The data collection process was interview, observation, and questionnaire. Data analysis used three steps, namely data reduction, data display, and conclusion drawing. The results showed that the zoom and Google hangouts meet are the popular video applications. While website YouTube is a web application

chosen interestingly for English speaking learning and social media WhatsApp is the easiest application to use in English speaking learning. It is able to make a group in there. The implication of study was to increase teacher's creativity to use the online application.

And the third from Gede Putra Kusuma (2020) Enhancing Historical Learning Using Role-Playing Game on Mobile Phone. This study has investigated how game-based learning effect student motivation and learning achievement by using call " Jenderal Sudirman". The result show that using gamification for historical learning materials significant increase the learning motivation and learning achievement of students.

And the fourth Vinza Hedi Satria (2021) Role-Playing game as learning Media to support Online Learning. Though the research has been done , it produces an educational game with an RPG theme and answer RQ 1. For RQ2, it can be answered based on evaluation that has been done by using the E- Gameflow questionnaire, it can be stated that the game that has been created able to make players fell comfortable while playing the designed educational game, this can be proofed by done of the aspect of E-Gameflow that have a value less than four which is a neutral value for the questionnaire.

2.3 Conceptual Framework

This research is where students will do pre-test for one meeting and post-test for one meeting also in order to know the students' speaking achievement of eighth grade before and after using role play method in teaching speaking and to know the influence of role-play method in teaching

speaking of eighth grade students' speaking of Sirajul Huda Junior High School. The conceptual framework can be shown as follows.

```
┌──────────────────────────┐
│  Students in Sirajul Huda │
└──────────────────────────┘
              │
              ▼
┌──────────────────────────┐
│         Pre-test         │
└──────────────────────────┘
              │
              ▼
┌──────────────────────────┐
│     Role-play Method     │
└──────────────────────────┘
              │
              ▼
┌──────────────────────────┐
│        Post-test         │
└──────────────────────────┘
              │
              ▼
┌──────────────────────────┐
│        Comparing         │
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              │
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┌──────────────────────────┐
│          Result          │
└──────────────────────────┘
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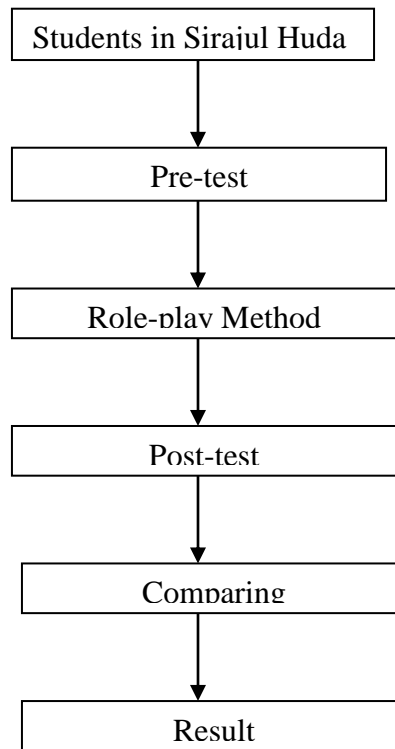
Figure 2.1The Conceptual Framework Figure

CHAPTER III

RESEARCH METHOD

3.1 Research Design

The Method has been utilized in this research is quantitative descriptive research through similar experimental study by mistreatment pre-test and post-test style. It is consistent with D. Weiss. (2005), "a large crawl and quantitative technique is employed to look at queries which will be best answered by aggregation and statistically analyzing information that area unit in numerical form". Before the treatment, the researcher did a pre-test within the category. The researcher scored five components of speaking skills (Comprehension, Fluency, Vocabulary, Pronunciation, and Grammar) of each student in the class. Moreover, the researcher educated speaking by a task play technique within the experimental category. The last, the researcher conducted a post-test to understand whether or not a task play technique is effective for teaching speaking in experimental category

Table 3.1
The Process of Experimental Research
Table 3.1

Groups	Pre-test	Treatment	Post-test
Experimental Group	✓	Applying Role- Play Method	✓
Control Group	✓	Applying Conversation Method	✓

3.2 Place and Time of Research

The research has been conducted at Sirajul Huda Junior High School which is located on Jalan Masjid /Ahmad Sebayang No 44. The school has some classrooms, an office, a library, a computer's room and three rest room.

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

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

3.3 Population and Sample of the Research

The po pulation of this research was the first grade students of Sirajul Huda Junior High School.There would be two parallel classes namely VIII-1 and VIII-2. Each class will consist of 30 students. Therefore, the total number of the population is 60 students.

Table 3.2
The Population and Sample

No.	The Classes	Population	Sample	Group
1.	VIII 1	30 Students	30 Students	Control
2.	VIII 2	30 Students	30 Students	Experimental
	Total Number	60 Students	60 Students	

Cluster sampling technique would be apply to select th e sample. The sample would be select by applying the following procedure:

1. Wrote down the name of each class in a piece of paper.

2. Drew a piece of paper one by one. The first class drawn was the experimental group and the other class drawn was the control group.

3.4 Instrument of the Research

1. Observation sheets. In this case the writer used the unstructured observation to get the information about the real condition in teaching learning activities. The writer made the observation notes about situation in the class during the learning activity.

2. Questionnaire. It contains of five close-ended questions. It was used to explain students' opinion after the application of the game in the learning process. It was collected to support the data.

3. Test. The test used in this study was pre-test and post-test. To know students' existing knowledge of speaking ability, the writer gave oral test to the students. Because the test is oral test, the writer divided the score into five criteria, which were the scores of Pronunciation, grammar, vocabulary, fluency, and comprehension.

3.5 Technique of Data Collection

According to Mubarok (2015:28), techniques and tools of data collection must be determined precisely so that the data obtained were valid and reliable. The amount of the data collection was used to decide the variables to be studied. The score of the data was taken by five criteria namely pronunciation, grammar, vocabulary, fluency and comprehension. Then, to get the mean, the scores from all criteria were sum and divided into

twenty five based on the oral proficiency scoring categorized by Brown. The procedures of the data collection techniques were presented below:

1. Test

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

Table 3.2
Oral Proficiency Scoring Categories

1. Pronunciation	1 : Error in pronunciations are frequent 2 : Accent is intelligible though often quite faulty 3 : Errors never interfere with understanding and rarely disturb the native speaker 4 : Errors in pronunciation are quite rare 5 : Equivalent to and fully accepted by educated native speakers
2. Grammar	1 : Error in grammar are frequent 2 : Can usually the constructions accurately 3 : Control of grammar is good 4 : Able to use the language on all levels 5 : Equivalent to that of an educated native speaker
3. Vocabulary	1 : Speaking vocabulary inadequate 2 : Has speaking vocabulary sufficient 3 : Able to speak the dialogue with sufficient vocabulary 4 : Can understand and participate in a conversation 5 : Speech on all levels is fully accepted by educated native speakers

4. Fluency	1 : No specific fluency description 2 : Can handle with confidence 3 : Can discuss particular interest of competence with reasonable ease 4 : Able to use the language fluently on all levels and participate in any conversation 5 : Has complete fluency in the language
5. Comprehension	1 : Within the scope of his very limited language experience 2 : Can get the gist of most conversations of non-technical subjects 3 : Comprehension is quite complete at a normal rate of speech 4 : Can understand any conversation within the range of his experience 5 : Equivalent to that of an educated native speaker

Table 3.3
The Scores' Range of the Criteria

Score	Range
6	86-100
5	76-85
4	66-75
3	56-65
2	46-55
1	0-45

Both the application of test and the scoring of the students' achievement in speaking would be administered by the researcher. Mubarok (2015:60) stated that "test is a series of questions or exercises that are used to

measure knowledge, skills, intelligence or ability possessed by individuals or groups".

a. Pre-test

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

The pre-test was be done in one time. The pre-test was given before implementing the role-play method.

b. Post-test

Afterward, the post-test was done in one time also in order to measure the influences of role play method in teaching speaking before and after being treated in experimental group.

2. Observation

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

In this research, the researcher would observe the students' activity in the class liked the students' participation, students' feeling and active in

joining the class. Then, the researcher would collect the data of observation to support the result of pre-test and post-test.

A. Technique of Data Analysis

The data collected from pre- and post-test was analyzed using IBM SPSS Statistics 20. It was a program commonly used to do statistical analysis in social science, in this case was educational language research. The program was chosen to process the data of this research for some reasons. First, since the program had been specialized in research statistical analysis, it had many features related to research-result processing. Furthermore, the features simplified the data processing make it easy to be used. Lastly, by using the program, human errors which probably happened when the data was calculated manually, could be decreased since it was a sophisticated program with little or no error possibility. Using IBM SPSS Statistics 20, some data testing was done. First, normality test, which was applied to pre- and post-test of experimental class. The feature used was Shapiro-Wilk Test. It was chosen because the test was considered more accurate in calculating the data that less than 50. Since the data of the class was 24, it was more suitable to use this test to check the normality distribution. Normality test was purposed to perceive whether the data collected was normally distributed or not. In this case, well distributed means that the scores of pre- and post-test were varied from the lowest to the highest score.

Then, homogeneity test was also applied to the data of the class. This test showed the equality of experimental class' ability, in this case was speaking skill. The feature used to test the homogeneity was One-Way

ANOVA which displays the result in Level Statistics. After that, to test the hypothesis, Independent-Samples T-Test was conducted. It was used because the samples would get different treatment. Through this feature, the result could be concluded whether or not there was a significant effect of using role playing to enhance students' speaking skill.

B. Hypothesis of the Research

The researcher's hypothesis was whether there was significant after taught by using role play method in teaching speaking at the eighth grade of Sirajul Huda Junior High School.

BAB IV

DISCUSSION

A. THE DESCRIPTION OF DATA

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

Tabel 4.1

No	Nam me		Criteria			
		Pretest	Post Test 1	Post Test 2	Post Test 3	Score
1	AND	40	48	56	64	52
2	AP	40	48	56	64	52
3	ARM	44	48	56	72	55
4	A Br Maha	44	48	56	64	53
5	Ba	44	48	56	68	54
6	DQ	44	48	56	64	53
7	DSR	40	44	56	64	51
8	DRF	40	48	56	64	52

9	EJ	40	48	56	64	52
10	FP	44	48	56	72	55
11	GG	44	48	52	68	53
12	M.ISitorus	40	48	56	64	52
13	M.S	44	48	56	68	54
14	M.F	44	48	56	72	55
15	JGPinem	40	44	56	68	52
16	NAF	44	48	56	68	54
17	NF	48	48	56	72	56
18	NR	40	48	56	64	52
19	DHW	40	48	52	68	52
20	PASebayang	40	48	56	72	54
21	R	40	48	56	64	52
22	RH	44	48	52	64	52
23	SIUD	44	48	56	64	53
24	SF	40	48	56	68	53
25	SYK	40	48	56	64	52
26	SDA	44	48	56	72	55
27	SO	44	48	56	68	54
28	T	44	48	56	64	53
29	UA	44	44	56	72	54

30	YS	40	48	56	72	54
N=30	Total					1595
	Mean					53

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

After the students were given instruction about role play method, they could increase their speaking skill especially in vocabulary and pronunciation. But there were three students that could not increase their score. As mentioned in the table, after data analyzed, it shows that the mean is 47, the median is 48, the highest score is 48, the lowest score is 44.

The result of the second post-test, the students were able to three students that could not increase their score. As mentioned in the table, after data analyzed, it shows that the mean is 55, the median is 52, the highest score is 56, the lowest score is 52.

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

After conducting the research, the researchers calculated the scores of the variable by applying statiscal analysis, which can be illustrated in the data description to describe the student's results, meanwhile, to know the effectiviness

of role playing method to improve student's speaking at sirajul huda junior high school, the formula of t-test was applied

Pre-test data description

After conducting the pre-test on the first grade of Sirajul Huda Junior High School on english class in speaking material, the highest score is 60, and the lowest score is 56, then calculated to know the description of the data. The standard deviation is 12.20, and the standard error is 2.09

Table 1. The position of Mean, Median, and Mode

No	Item	score
1	Mean	43
2	Mode	48
3	Median	50

Based on the explanation above, the position of the mean can be draw as folows: The Position of mean score of Pre-Test in teaching speaking English by using role playing method to improve student's speaking at sirajul huda junior high school.

The data above are presented in table frequency distribution to show the cumulative frequency of the data as below:

Table 2

The frequency Distribution of pre-test Data of teaching speaking by role playing technique of high school at Sirajul Huda

No	Interval Class	Frequency	Comulative frequency	Percentage
1	5- 12	-	-	0%
2	13 - 20	-	-	0%
3	21 - 28	-	-	0%
4	29 - 36	-	-	0%
5	37 - 44	8	30	24%
6	45 - 52	20	30	68%
7	53 - 60	2	30	8%
Total		30	-	100%

From the table above, it is shown that the students who got a score between 37-44 are 8 students or 24%, from the sample 45-52 are 20 students or 68%, and then students got score 53-60 are 2 students or 8%. Based on the explanation above, the resercher concluded that most students got 45-52. They are 20 students from 30 students , which creteria still inadequate.

Posttest Data Description

This part describe the post-test score of the sample. After collecting the data, it is found that the highest score is 70 and the lowest score 70, and then it is calculated to know the description of the Data. The standard deviation is 6.59, and the standard error is 1.13.

Table 3. The position of Mean, Median, and Mode

No	Item	score
1	Mean	47
2	Mode	55
3	Median	70

Figure 2

The Position of mean score of Post-Test in teaching speaking English by using role playing method to improve student's speaking at sirajul huda junior high school.

The data above are presented in table frequency distribution to show the cumulative frequency of the data as below:

Table 2

The frequency Distribution of post-test Data of teaching speaking by role playing technique of high school at Sirajul Huda

No	Interval Class	Frequency	Comulative frequency	Percentage
1	5- 12	-	-	0%
2	13 - 20	-	-	0%
3	21 - 28	-	-	0%
4	29 - 36	-	-	0%
5	37 - 44	2	30	8%
6	45 - 52	3	30	12%
7	53 - 60	5	30	18%
8	61-70	20	30	70%
Total		30	-	100%

From the table above, it is shown that the students who got a score between 37-44 are 2 students or 8%, from the sample 45-52 are 3 students or 12%, from the sample 61-70 are 20 students or 70.

Based on the explanation above, researchers conclude that the student's score improved after treatmenr by teaching speaking using the role play technique. Most

of the students go to score 61-70 , and they are 20 students from 35 students, which creteria are excellent..

B. THE ANALYSIS OF DATA

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

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

After gaining the result of $SD_D = 20,25$ the researcher calculated the standard err or from the mean of differences (SE_{MD}) between variable X and Y:

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

The result -8,83 indicated that there was a difference of degree as much as -8,38 Regardless the minus it does not indicate negative score.

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

$df = N - 1$

$df = 30 - 1$

$df = 29$

$df = 30$ (see the table "t" value at the degree of significance of 5 % and 1%) at the degree of significance 5% = 2,042 at the degree of significance 1% = 2,750 the result is 2,042< 8,83 > 2,750 the result of analyzing the data by using above formula shows that the coefficient is 8,83. It means that there is significance after the role-play is used for teaching speaking.

C. THE HYPOTHESIS OF DATA

Having analyzed the data of pre-test and post-test by using t-test formula,

the result shows that the coefficient is 8,83 It means that there is significance increase in teaching speaking by using role-play method.

From the result of calculation, it is obtained the value of the t observation (t_o) is 5,66 the degree of freedom (df) is 29 (obtained from N- 1) (30-1=29).

The researcher used the degree of significance of 5% and 1%. In the table of significance, it can be seen the df is 31 and the degree of significance of 5% and 1% the value of degree of significance are 2,042 and 2,750. If compared with each value of the degrees of significance, the result is 2,042 < 8,83 > 2,750. The statistic hypothesis of this research is:

1. The Alternative Hypothesis (Ha) is an opposite of null hypothesis. It is a statement that contradict a null hypothesis by stating the actual value of population is less than, or not equal to the value stated in nullhypothesis. This hypothesis is wrong what we think about null hypothesis.

2. Null Hypothesis (Ho) always represents theories that have been put forward. Ho is a statement about population parameter that is assumed to be true. This hypothesis becomes a starting point that is used by researcher to test whether the value stayed in the null hypothesis is likely to be true.

D. THE INTERPRETATION OF DATA

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

BAB V

CONCLUSION AND SUGGESTION

A. CONCLUSION

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

1. It is proven that the students' speaking achievement before using role-play method is low because the students still feel unconfident when having conversation with some friends in front the class.

2. It is proven that the students speaking achievement after using role- play method is better. The students are more active and confident whenhaving conversation with some friends in front of the class.

3. It is proven that role-play method in teaching speaking influences the progress of student speaking achievement it can be explained that:

a. Role-play method is effective for developing the students' score of speaking skill. It is answered on the result of the students' post-test which given by the writer.

b. Role-play method can make teaching and learning process more fun and interesting because all of students feel enjoyable and interested in participating to do the role, not only for the confident students but also for the shy students. They were together in doing the role.

c. Role-play method makes the shy students become confident and active in practicing speaking English in the classroom.

d. Role-play method gives strong impression to the students' memories.

e. Role-play method is interesting for students' so the class such enthusiast and dynamic.

B. SUGGESTION

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

1. Technique in teaching and learning process should be interesting so that students feel enjoyable. Role-play method can be a good technique in teaching and learning process, especially for developing students' speaking skill.

2. This method needs long time so teachers should manage the time before using the method to the class so that it can be effective for students.

3. Teachers should prepare all of the concept maximally so that the scenario can run well.

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