THE EFFECT OF ROLE PLAY ON STUDENTS SPEAKING SKILL

(An Experimental Research at The Eighth Grade Student SMPN 1

Rejang Lebong)

THESIS

This Thesis is Submitted to Fulfill the Requirenment for 'sarjana' Degree in English Language Education

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Assalamu`alaikum wr.wb

    Setelah mengadakan pemeriksaan dan perbaikan seperlunya maka kami berpendapat skripsi atas nama **Ridho Aini, 17551053** Mahasiswa IAIN Curup Prodi Pendidikan Bahasa Inggris, yang berjudul **"The Effect of Role Play to Improve Students Speaking Skills (An Experimental Rescrach at Eight Grade in SMP 1 Curup"** Sudah dapat diajukan dalam sidang munaqasah Institut Agama Islam Negeri (IAIN) Curup.
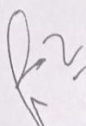
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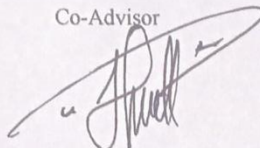
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I here by certify that this thesis entitled " *The Effect of Role Play To Improve Students Speaking Skill*" (*An Experimental Research At the 8th Grade of Students of SMP 01 Curup)* is honestly my own work. I am fully aware that i have qouted some statments and ideas from various sources, and are properly acknowledged in the text.

Curup, July 2023

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PREFACE

All praises be to Allah SWT, help and support from All of Lecturers, family and friends that the Researcher had finally finished writing her thesis entitled **"The Effect of Role Play on Students Speaking Skill "** (**An Experimental Research at The 8th Grade Students of SMP 01 Curup**)

This thesis is submitted as a part of the completion for undergraduate degree of strata 1 (S1) in English Study Program of State College for Islamic Studies (IAIN) Curup. The writer realizes that this thesis is far from being perfect, therefore the researcher really appreciates any suggestions and critics for being perfect in the future.

Last but not least, the Researcher hopes that this thesis will be useful to those who are interested in this field of study.

Curup, July 2023

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The researcher finished this thesis entitled " The Effect of Role Play on Students Speaking Skill" (An Experimental Research At the 8th Grade of Students of SMP 01 Curup). This thesis is presented in partial fulfillment of the requirement for the degree of strata I in English Study Program of IAIN Curup. In conducting this thesis, the researcher received valuable contribution, guidance, assistance, support, suggestion and motivation from others. In this chance, the researcher would like to express his deepest gratitude to:

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Finally, the researcher needs constructive suggestions for being perfect in the future. Hopefully, the result of this research can give beneficial contribution to the development of education in English Study programe. For acknowledgment above, and those are not mentioned, may Allah SWT give them the best reward.

Wassalammu'alaikum Wr. Wb.

Curup, July 2023

The Researcher

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MOTTO

Be thankfull and giving thanks

Is one ofe the key to happiness

And

Dont be afraid to fail

Be afraid not to ry

When you express yourself, you're essentialy sending out signal to those around you, that says "This is who i am, these are the thinks that i like and this is me" by doing that you're opening up the floor for other to be able to relate with you in some way, so don't be afraid what will be happen in our life somethimes fine, sometimes better and sometimes bed and somtimes worst because life is still going on

ABSTRACT

Ridho Aini **: The Effect of Role Play on Students Speaking Skill (An Experimetal Research at The 8th grade Students of SMPN 1 Rejang Lebong)**

Advisor : Jumatul Hidayah,M.Pd

Co-Advisor : Henny Septia Utami,M.Pd

The problems of this research is The Effect of Role Play on Students Speaking Skill. Its According to theories that Role Play Technique gives students chance to speak and act from the point of view of their new character, but in the fact teacher rarely using role play in their teaching-lerning process expecially in speaking. The purpose of this research is to see is role play still effective to improve students speaking ability. This research is experimental study. The population of the research was the 8th grade at SMPN 1 Rejang Lebong . The populations consist of five classes with 181 students. The selected samplesof this research is class VIII A and VIII B. One group as experimental group and one of group of control group. The result shown that there is effect of Role play to improve students speaking skill. It can be seen from the post test mean score of control group is 52,24 only, while the mean score of experimental group is higher than control group. The mean score in experimental group is 65,3. Not only from the mean score of post test, but also in t-calculation, the result shown that Role Play is effective to improve students speaking skill. It can be seen from the result of the t calculation of post test result is bigger than t table, (4,15 > 0,2423). In summary, Role Play is Effective on Students Speaking Skill.

Keyword : Speaking, Role Play

LIST OF CONTENT

CHAPTER I

INTRODUCTION

A. Background of Study

Speaking is used to express something so that other people can understand the meaning[1]. In other words, speaking is an important skill used to communicate with other people. When we talk to others, we come to have a better understanding of ourselves, as Robert Frost said: `` I am a book writer in retrospect, I speak to understand, I teach to learn[2]. "Undoubtedly, clarity in speaking reflects clear thinking. Speaking skills are important, The ability to combine words in a meaningful way to reflect thoughts, opinions, and feelings" gives the speaker this important advantage, there are several important speaking skills for students (1) the ability to inform, persuade, and direct, (2) the ability to stand out from others, (3) the ability to derive benefits, and (4) career advancement[3]. Regarding the importance of speaking, it is not easy for teachers to teach speaking in class. Even most students are reluctant to speak up in class and their motivation is low. This is supported by Nunan he stated that there are several challenges in teaching oral skills in EFL classes, namely lack of motivation, and they tend to use their mother tongue[4].

Teaching speaking is sometimes seen as a simple process. But actually Teaching speaking is a very important part of learning a second language.

[1] Robert Frost
[2] Gerald Gillis [2013] "The importance of speaking skills". Available: http://www.geraldgillis.com/iportance-speaking-skills/
[4] Nunan, D. (1992). Research methods in language learning. New York: Cambridge University Press.

7 Chaney, A.L., and T.L. Burk. 1998. Teaching Oral Communication in Grades K-8. Boston: Allyn&Bacon

Therefore, it is important for language teachers to pay great attention to teaching speaking[5]. Over the years people have taught speaking by having students repeat sentences and memorizing textbook dialogues. So students might spend several semesters repeating after the teacher, learning grammar rules, reading dialogue, and learning vocabulary. Besides Too much emphasis and focus on assessment can make students afraid to speak and oriented towards "right or wrong" rather than effective communication so that students feel afraid to speak for fear of making mistakes. And then nothing constructive feedback to identify mistakes and improve their speaking skills.

Instead of directing students to pure rote memorization, it is better to provide a rich environment in which meaningful communication takes place. With this aim, various speaking activities such as those listed above can make a major contribution to students in developing the basic interactive skills necessary for life. These activities make students more active in the learning process and at the same time make learning more meaningful and fun for them. What students should learn is the audiolingual repetition exercise designed to familiarize students with the sound and structural patterns of the target language and learn to speak by practicing the grammar structure and then applying it in conversation[6].

The learning technique is a method that a person does in applying a specific method. Brown stated that technique is a special activity that is realized in the class which is consistent with a method and in accordance with an approach[7]. Based on this theory, techniques are the means and tools used by teachers to

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[6] Nunan,D.(2015). Teaching English to Speakers of other language: An introduction. New York,NY:Routledge
[7] Brown, H. Douglas, *Teaching by Principle an Interactive Approach to Language Pedagogy,* Prentice Hall Regents, New Jersey:1994, p.48

transfer knowledge to students in the classroom to achieve learning objectives. The objectives to be achieved in this study are to improve student learning outcomes in subjects according to the theory according to Gerlach and Ely, quoted by Hamzah B Uno that technique is a path, tool, or media used by teachers to direct student activities towards their goals. that you want to achieve[8]. Unfortunately, teachers often use the same teaching techniques and rarely give students time to practice speaking. Also, the lack of authentic and meaningful speaking situations in the classroom makes it difficult for students to adapt to real-world communication.

Teaching speaking skills can be challenging due to various factors. One common issue is the lack of confidence, often stemming from the fear of making mistakes or concerns about accent. To address this, it's crucial to foster a supportive environment and gradually build confidence through activities like small group discussions. Limited vocabulary and grammar understanding can hinder expression; teachers can integrate vocabulary-building exercises and teach strategies for organizing thoughts coherently. Native language influence on pronunciation and sentence structure can affect speaking skills, so focusing on phonetics and exposing learners to native speech is important. Additionally, creating immersive experiences and real-life practice opportunities, both in and out of the classroom, helps learners overcome the limited exposure to the target language. Attention to intonation, stress, and expression through activities and authentic materials prevents monotonous speech. Lastly, prioritizing speaking activities and adapting methods based on student needs ensures meaningful progress in speaking skills.

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[8] Hamzah B. Uno, Learning Models (Creating Creative and Effective Teaching and Learning Processes, Jakarta: Earth Literacy, 2009, p. 2

To improve students' speaking skills, teachers should find appropriate speaking teaching techniques. In this study, researchers chose role play to solve speaking problems. Harmer said that role play can stimulate students in the real world and provide opportunities for students to practice communicating in difaferent social contexts and different social roles[9]. One of teaching technique that can improve students' speaking skills is role play. Role play can give a big contribution to the speaking skills improvement.

In addition, role play is a method that involves students to participate in the learning process directly. Therefore, the level of students' understanding of the concept becomes better and the learning outcomes obtained can increase in accordance with expectations. Role-playing is also a method of acting out certain ways of interacting with others in imaginary situations and it promotes classroom interaction and increases motivation[10]. In addition, Budden says that role-playing is a talking activity when you put yourself in another person or put yourself in an imaginary situation[11]. Based on the description above, role play is not only used for interactive learning in the classroom but also to stimulate students in real life situations.

The same problem also occurred in teaching speaking at 8th grade students of SMPN 1 Rejang Lebong, there are several problems in English lessons, especially speaking. In junior high school settings, teaching speaking skills can present specific challenges. Students at this stage might struggle with a lack of confidence when expressing themselves, often due to fears of making mistakes or concerns about their accents. To address this, educators should focus on creating a safe and

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[9] Harmer, J. (2007). The practice of language teaching. fourth edition. Edinburgh: Pearson Education Limited.

[10] Byrne, D. (1986). *Teaching oral English: longman handbooks for English teacher*s. Singapore:Longman Group, 1986.

[11] Budden, J. (2006). *Role play*. UK, London: BBC

supportive environment where students feel encouraged to participate without judgment. Additionally, students might possess a limited vocabulary and struggle with organizing their thoughts coherently. Teachers can integrate engaging vocabulary-building exercises and teach organizational techniques to help students structure their ideas effectively. Native language influence might also be prominent, affecting pronunciation and intonation. Teachers should emphasize phonetics and provide exposure to natural speech patterns through interactive activities and authentic materials. It's vital to incorporate immersive experiences that mimic real-life situations, enabling students to practice speaking beyond the classroom. Lastly, addressing monotony in speech and nurturing a passion for effective communication through engaging activities can greatly enhance junior high school students' speaking skills.

There are many 8th grade junior high school students who have difficulty and cannot speak English, especially speaking, even for self-introduction they do not know, and to communicate, even though students in Indonesia have learned English since they were in elementary school to high school, there are still many students who have not been able to communicate verbally using English, even to introduce themselves. Some of the factors are that teachers rarely teach them using English, their lack of awareness in wanting to improve their ability to speak English, so that it is very rare for students to practice speaking. Besides that, their surroundings are more important and often use their first language. There are also some students who are not confident that they are too afraid to speak in front of the class because they are worried about mistakes when they speak in front of a crowd, most students are still awkward in speaking, they only speak when asked by the teacher, and students are less enthusiastic and less courageous. to be

involved in the learning process to speak. Therefore, an interesting technique is needed to stimulate them to speak English.

In this study, the role playing method was chosen because learning involved a lot of students directly so that students enjoyed learning and practiced more in expressing ideas or ideas. The hope is that there will be an increase in speaking skills. because based on the statement of a grade 8 student of SMPN 1 Rejang Lebong that their learning process does not vary and only uses the same method during learning so that it is not easy for them to understand the lesson and they are also afraid of speaking in front of the class for fear of making mistakes and being ridiculed by other classmates. So they never speak English and they don't understand nor speak English.

If the conditions above are allowed, it is feared that it will affect students' speaking ability. For this reason, it is necessary to immediately conduct trials to see whether the method used is effective in improving the students' speaking skills. So it is important to conduct this research to see whether teaching is effective using the role play method on student abilities and can also be used as a reference for speaking learning in the future.

B. Research Questions

1. How is the students speaking skill before using Role Play at grade 8 SMPN 1 Rejang Lebong?

2. How is student speaking skills after using Role Play at grade 8 SMPN 1 Rejang Lebong?

3. Is role play effective on students speaking skill at grade 8 SMPN 1 Rejang Lebong?

C. **Objective of the Study**

1. To know the students speaking skill before using Role play at grade 8 SMPN 1 Rejang Lebong

2. To know students speaking skills after using Role play at grade 8 SMPN 1 Rejang Lebong

3. To know weather role play effective on students speaking skill at grade 8 SMPN 1 Rejang Lebong

D. **Significance of the Research**

The result of the study is expected to be able to give the following benefits for:

1. English Teacher

   The result of the research gives a big contribution to the teaching speaking using Role Play Technique. It is effective based on the advantages and disadvantages of using role play to teach speaking skill at junior high school level.

2. Students

   After the teacher finds out the effectiveness of using role play to teach speaking, students are hoped to be easier in learning and mastering speaking especially in transactional and interpersonal text. It also gives students improvement in speaking when they can play the role that teacher give in teaching speaking process.

3. English Language Teaching

   English language teaching will soon recognize the suitable and effective

teaching speaking using role play further. Even the english institution where the English language held, it will get a better resultin its graduations.

E. Hypotheses of the Research

The writer proposed two hypotheses in this research, they are Null Hypothesis (H0and The Alternative Hypothesis (Ha)

F. Operational Definition

There are some key terms of this study, as follows:

1. Teaching Speaking

    Teaching speaking refers to the process of imparting and facilitating the development of effective spoken communication skills in a target language. It involves a range of instructional strategies and activities designed to help learners improve their ability to express themselves clearly, coherently, and confidently in oral communication. Teaching speaking is a vital component of language education and involves various approaches to ensure that learners can communicate effectively in real-life situations.[12] In this research, teaching speaking is a process facilitating development of students' speaking skill at grade 8 SMPN 1 Rejang Lebong.

2. Role Play

    Role play is a teaching technique that involves students taking on specific roles or characters in a simulated scenario to practice and improve their speaking skills. It's a valuable tool for language educators to create interactive and dynamic learning experiences that reflect real-life communication

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[12] James Arthur, Teaching Speaking in Different Perspectives of Theory. Longman Press. 2022.P.27

situations. In role play activities, students are given a context, a set of roles, and a scenario, and they engage in spontaneous conversations or interactions as if they were the characters they're portraying[13]. In this research, Role play is a technique used by teacher in teaching speaking at grade 8 SMPN 1 Rejang Lebong.

3. Speaking

Speaking skills refer to the ability to effectively and confidently communicate ideas, thoughts, opinions, and information verbally in a given language. These skills encompass various aspects of spoken communication, including pronunciation, fluency, vocabulary usage, grammar, intonation, and the ability to engage in meaningful conversations. Strong speaking skills are essential for effective interpersonal communication, public speaking, presentations, discussions, negotiations, and other real-life situations where spoken language is the primary mode of interaction[14]. In this research, speaking skill is the ability of 8 grader SMPN 1 Rejang Lebong students in delivering their ideas in speaking class.

G. Organization of the Thesis

Organaizing of this research proposal consist of the following :

Chapter I : Introdoction of background, reserach question, objective of the research, significant of the research, definition of key terms, organaizing of thesis

Chapter II: Review of related teori, definition, content based instruction.

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[13] Jeremy Harmer, The Practice of English Language Teaching, (Great Britain: Pearson Education Limited, 2001), 3rd Ed., p.273
[14] Ibid., p. 39

Chapter III   : Methodology of the research, subject of the research, technique of data colecting, research instrument, and teachnique of data analysis.

Chapter IV   : Finding and discussion includes the finding form.

Chapter V   : Conclution and Sugestion

CHAPTER II

REVIEW OF THE RELATED LITERATURE

A. Review of Related Theories

Speaking is a skill that deserves attention just as much as literary skills, in both the first and second language. For most people, mastering speaking skills is the single most important aspect of learning a second or foreign language, and success is measured by the ability to have conversations in that language.[15] Speaking is such a part of our daily life that we tend to take it for granted. We speak to perform various social activities and, although we may not always be conscious of doing so, we match our language and the meanings we wish to exchange with our specific purpose for speaking in that context.[16] The definition of speaking is expressing or communicating opinions, feelings, ideas, etc., with or as speaking and involves activities on the part of the speaker as psychological, physiological (articulatory) and physical (acoustic) stages. Speaking is the process of constructing and sharing meaning through the use of verbal and non-verbal symbols, in various contexts.[17]

Meanwhile, another expert, Theodore Huebner said that language is basically speech, and speech is basically communication by voice and according to him speaking is a skill that a person uses in daily life communication both at school and outside[18]. Skills are acquired by many repetitions; it is primarily a

[15] Harmer (2001:35)

[16] Norbert Schmitt, Norbert Schmitt, ed., *An Introduction to Applied Linguistics,* (NY: Oxford University Press, 2002), p. 211

[17] Eckard & Kearny (1981), Florez (1999) and Howarth (2001)

[18] Theodore Huebner Newyork: New York university Press,1959)

neuromuscular and not an intellectual process. It consists of competence in sending and receiving messages. In short we can define speaking as a way to carry out our feelings through words, even conversations with other people. This means that we use words and phrases fluently in the interactive process of constructing the meaning of speaking.

1. **Teaching Speaking**

The process of teaching and learning English in junior high schools is based on a school-based curriculum. Recent approaches emphasize that language is acquired through communication. The basic language assumptions are:

a. Language as a communication tool is used to express meaning grammatically.

b. Learning a foreign language is a way of communicating using the language itself at the target language, written or spoken. They are supported by elements of the target language.

Speaking is an interactive task and it happens under real time processing constraints. This means that they will be able to use words and phrases fluently without much conscious thought. As a skill that allows us to produce speech, when it is truly communicative, speaking is passion (and driven by purpose), in other words we really want to communicate something to achieve a certain goal.[19]

Effective speakers must be able to process language in their own heads and put it into a coherent order so that it appears in a form that not only can be

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[19] Jo McDonough and Christopher Shaw, Materials and Methods in ELT; A Teacher's Guide, (UK: Blackwell Publishing Ltd, 1993), p. 134

understood, but conveys its intended meaning[20]. One of the reasons for including speaking activities in language lessons is to help students familiarize themselves with the use of spoken language in English conversation. Speaking activities provide practical opportunities for real-life speaking in safety classes.

Teaching speaking skills involves a systematic approach to helping learners develop the ability to communicate effectively and confidently through spoken language. Here's a step-by-step guide to teaching speaking skills:

1. **Set Clear Objectives:** Define the specific speaking skills and goals you want your students to achieve. Are you focusing on pronunciation, fluency, vocabulary expansion, or other aspects of speaking?

2. **Create a Supportive Environment:** Foster a classroom atmosphere where students feel comfortable expressing themselves without fear of judgment. Encourage open communication and emphasize that making mistakes is a natural part of learning.

3. **Provide Models:** Introduce correct pronunciation, intonation, and language usage through audio recordings, videos, and live demonstrations. Offer models that students can mimic to improve their spoken language.

4. **Vocabulary and Context:** Integrate vocabulary related to the topic or scenario you're teaching. Provide context and real-life situations to make the language more meaningful and relevant.

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[20] Jeremy Harmer, The Practice of English Language Teaching, (Great Britain: Pearson Education Limited, 2001), 3rd Ed, p. 271

5. **Interactive Activities:** Design activities that promote speaking interaction, such as pair and group discussions, role plays, debates, and storytelling. These activities encourage learners to use the language actively.

6. **Listening Practice:** Incorporate listening exercises to enhance students' comprehension and ability to respond appropriately in conversations. Use authentic audio materials to expose them to natural language use.

7. **Structured Practice:** Start with simpler speaking tasks and gradually increase the complexity. For instance, begin with short exchanges and progress to longer presentations or debates.

8. **Feedback and Correction:** Provide constructive feedback on pronunciation, grammar, and vocabulary usage. Encourage self-assessment and peer evaluation to involve students in their learning process.

9. **Authentic Materials:** Use authentic resources like videos, podcasts, interviews, and news articles to expose students to real-life language use and cultural contexts.

10. **Role Play:** Engage students in role play activities where they take on different roles and interact in scenarios that require practical language use. This builds their confidence and creativity.

11. **Cultural Awareness:** Teach cultural nuances that affect communication styles. Encourage students to adapt their language use based on different situations and contexts.

12. **Group Dynamics:** Organize activities that encourage students to collaborate and communicate within groups. This enhances their ability to interact in various social settings.

13. **Reflection and Practice:** Provide time for students to reflect on their speaking experiences, set personal goals, and practice outside the classroom through language exchange or other means.

14. **Assessment:** Evaluate students' speaking skills through various assessment methods, such as individual presentations, group discussions, recorded dialogues, and self-assessments.

15. **Continuous Improvement:** Monitor students' progress and adjust your teaching strategies accordingly. Tailor your approach to meet the diverse needs and learning styles of your students.

Remember that teaching speaking skills requires patience and consistency. Incorporate a variety of activities, encourage active participation, and create opportunities for authentic communication. By fostering a supportive learning environment and providing meaningful practice, you can help your students develop strong and confident speaking skills.

2. **Techniques in Teaching Speaking**

Teaching speaking begins by introducing students to how native speakers usually use English in communicating. And then have them imitate the new language (English) as the natives do. It then proceeds to guide students to the point where they can begin to assess whether their sound production is correct or not. At this point, the teacher is no longer primarily to improve, but he should

encourage students to practice speaking the target language. Finally, students are required to get used to practicing and doing oral exercises.

According to Jeremy Harmer in the Practice of Teaching English, there are several activities carried out in teaching speaking:

1) Act from the script

We can ask our students to act out scenes from their plays and/or textbooks, sometimes recording the results. Students will often act out dialogues they have written themselves. This often involves them coming out to the front of the class.[21]

2) Communication games

Games designed to provoke communication between students often rely on informational chatter so that one student must talk to a partner to solve a puzzle, draw (draw and draw), put things in the right order (explain and arrange), or find an equation and difference between pictures.[22]

3) Discussion

One of the reasons that discussions fail (when they do) is that students are reluctant to give opinions in front of the whole class, especially if they can't think of anything to say and aren't, however, confident in the language they might use to say it. Many students feel very exposed to discussion situations. One of the best ways to encourage discussion is to provide activities that force students to reach a decision or consensus, often as a result of choosing between certain alternatives. An example of this type of activity (with particular relevance for schools) is where students consider a scenario in which a

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[21] Jeremy Harmer., Ibid., p. 271
[22] Jeremy Harmer., Ibid., p. 272

navigator during a public exam catches a student copying from hidden records.[23]

4) Conversation Prepared

A popular type of activity is prepared talk in which students or students make presentations on a topic of their own choice. Such conversations are not designed for informal spontaneous conversations; Because they are ready, they prefer to write. However, if possible, students should speak from notes rather than from scripts.[24]

5) Questionnaire

Questionnaires are useful because, by pre-planning, they are not sure that the questionnaire and the respondent have anything to say to each other. Depending on how rigorously they are designed, they may encourage the natural use of certain repetitive language patterns – and thus lie in the middle of our communication continuum. Students can design a questionnaire on any topic that is appropriate. When they do, the teacher can act as a resource, assisting them in the design process. The results obtained from the questionnaire can then form the basis for written work, discussions, or preparation of talks.[25]

6) Simulation and role playing

Many students benefit greatly from simulations and role-playing games. Students 'stimulate' real-life encounters (such as business meetings, flight plan cabin meetings, or interviews) as if they were doing them in the real world, either as themselves in the encounter or an aero plane, or taking on the roles of

[23] Jeremy Harmer., Ibid., p. 272-273
[24] Jeremy Harmer., Ibid., p. 274
[25] Jeremy Harmer., Ibid., p. 274

different characters from themselves or with thoughts and feelings they don't need to share. Simulations and role-playing games can be used to encourage general fluency, or to train students for specific situations especially where they are learning ESP.[26]

It is an activity that Harmer offers to use in speaking class, and as the title of this research, the writer chooses the last activity because according to Harmer's role playing can train students for certain situations, so the researcher thinks that role playing has a correlation with the point of this research; namely improving students' speaking skills, especially in transactional and interpersonal texts, and will make a significant contribution to improving students' speaking, especially transactional and interpersonal texts. Then the researcher wants to find out the effectiveness of using role play to improve students' speaking skills in transactional and interpersonal texts.

3. Teacher's Role in Speaking Class

Speaking is a means of communicating with others; it can be done in monologue or dialogue. So the role of speaking in human life is very important, because humans cannot live normally without communicating with other people. But the problems commonly faced by teachers in speaking classes are very complex, such as students who are mostly afraid to speak. It is very difficult for teachers to get them to talk. According to the results of my preliminary research, the students are not only afraid to speak but also they don't have much vocabulary to speak. So the teacher has an important role in encouraging students to speak.

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[26] Jeremy Harmer., Ibid., p. 271-274

The role of the teacher in the classroom can affect the success of the teaching and learning process. According to Diane in Ratna, teachers facilitate communication in class. In this role, one of the main responsibilities is to establish situations that tend to improve communication.[27] Teachers have to play different roles in teaching speaking. Harmer defines the role as follows:

a. Prompter: Students sometimes get lost, can't think of what to say next, or otherwise lose the fluency we expect from them. We can let them struggle out of the situation on their own, and indeed sometimes this may be the best option. However, we may be able to see the progress of the activity by offering separate suggestions.[28]

b. Participants: The teacher must be a good animator when asking students to produce language. Sometimes this can be achieved by organizing an activity clearly and with enthusiasm. At other times, however, the teacher may wish to participate in discussions or role-play on their own. That way they can request confidentially, introduce new information to help with joint activities, ensure continued student engagement, and generally maintain a creative atmosphere. However, under such circumstances they must be careful not to participate too much, thus dominating the conversation and drawing all attention to them.[29]

c. Feedback provider: When students are in the middle of a speaking activity, overcorrection can hinder them and take communication out of the activity. On the other hand, helpful and gentle corrections can keep students out of

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[27] Ratna Irtatik, The Use of Role Play to Improve Students' Transactional Skill (A Classroom Action Research with 8th Grade Students of MTs Miftahul Ulum Klego Boyolali in the Academic Year of 2008/2009), (Semarang: IAIN, 2009), p. 11
[28] Jeremy Harmer, Ibid., p. 275-276
[29] Jeremy Harmer, Ibid., p.276

mistakes or mistakes they have made.[30]

4. Transactional Communication

The word transactional comes from a transaction, which means an agreement, communication, or movement made between separate entities or objects, often involving the exchange of goods of value, such as information, goods, services, and money.[31] Transactional communication is primarily motivated by the exchange of goods and services, for example, booking a flight at a travel agency, whereas the motivation for interactional communication is primarily to create and maintain social relationships, for example, casual conversation between friends.[32] Expressions that will be emphasized in this study are asking and providing services, asking and providing information, and asking and giving opinions.

5. Interpersonal communication

According to the Wikipedia Dictionary, interpersonal communication is usually defined by communication scholars in a variety of ways, usually describing participants who are dependent on one another and have a shared history. Communication channels, conceptualizations of media that carry messages from sender to receiver, take two distinct forms: direct and indirect.[33]

6. Assesing students' speaking

After giving the exercises or assignments, the teacher must valuate and assess the students' work. According to David P. Harris in his book entitled Testing

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[30] Jeremy Harmer., Op. Cit., p.276
[31] http://en.wikipedia.org/wiki/transactional, retrieved on October 18 ,2009
[32] Norbert Schmitt, ed., Op. Cit., p. 214
[33] http://en.wikipedia.org/wiki/interpersonal_communication, retrieved on October 18,2009

English as a Second Language, there are five aspects or categories that must be evaluated in speaking[34]:

1. Pronunciation

As stated on the article of AMEP Research Centre, pronunciation refers to the production of sounds that we use to make meaning[35]. Pronunciation is the way for speakers' produce clearer language when they speak. The speaker must be able to articulate the words, and create the physical sound that carry meaning.

2. Grammar

Grammar is the sounds and the sound patterns, the basic units of meaning, such as words, and the rules to combine them to form new sentences[36]. It is needed for students to arrange a correct sentence in conversation. Therefore, grammar is very important in speaking because if the speaker does not mastering grammar structure, he cannot speak English well.

3. Vocabulary

As we know, vocabulary is a basic element in language. Vocabulary is single words, set phrases, variable phrases, phrasal verbs and idioms[37]. It is clear that limited vocabulary mastery makes conversation virtually impossible. Without grammar very little can be conveyed, without vocabulary nothing can be conveyed.

4. Fluency

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[34]David P Harris. Testing English as a Language, Washington DC: Georgetown University, 1969p. 84

[35] Adult Migrant English Program Research center, fact Sheet-What is Pronounciation?, AMEP Research Center, Oktober 2002, p.1

[36] Victoria Fromkin and Robert Rodman, An Introduction to language, (New York : Harcourt Brace Collage Publisher, 1998)

[37] Keith S. Folse, vocabulary Myths : Applying Second Language Research to Classrppm Teaching, (Michigan: University of Michigan, 2024),p.2

In simple terms, fluency is the ability to talk accurately, quickly, and use the expression properly[38]. Fluency is the ability to read, speak, or write easily, smoothly, and expressively. In other words, the speaker can read, understand and respond in a language clearly and concisely while relating meaning and context

5. Comprehension

As stated by Laura in her article, comprehension is a complex process that has been understood and explained in a number of ways[39]." Comprehension is defined as the abilty to understand something as a knowledge and make people getting the information that they want.

7. **Play a Role in Talking**

To build students' motivation in speaking, the writer uses one of the teaching techniques to make teaching speaking fun and interesting for students. The technique is a role play consisting of transactional and interpersonal conversations. Role-playing games are used in Foreign English to stimulate 'real life' situations and to encourage meaningful communication in the classroom. This gives students the opportunity to collect all the parts of the language they have learned and put them into practice in the situations they find themselves in likely to meet outside the classroom. The writer hopes that the students will experience something new and different from what they usually get in their class.

a. Definition of Role Play

[38] Marcia Panner-Wilger, Reading Fluency: A Bidge from Decoding to Comprehension,(Canada: Auto Skill International Inc, 2008)
[39] Laura S. Pardon, What every teacher needs to know about comprehension, International Reading Association, 2004.

A role-playing game is a game that a person simulates in real life as if they were doing it in the real world, either as themselves or taking on the role of a different character from themselves or with thoughts and feelings that they don't have to. In role-playing, participants assume the role of fictional characters and collaboratively create stories. Participants determine their character's actions based on their characterization and the actions succeed or fail according to a system of formal rules and guidelines.[40]

In role-playing games, students pretend to be other people or different people to get information or exchange goods and services or to get things done based on a topic told them in class. Role playing will work effectively if students think not of themselves, but of real participants in the situation. They are told who they are and they have to think about a certain subject. They must speak and act from the point of view of their new character.[41]

So, it can be concluded that role playing is an activity in which students take part of other people and interact using the characteristics of those people. Role-playing brings situations from real life into the classroom. Students take on character roles based on roles in dialogue that tell them how they feel. Role playing is an excellent way to simulate, in the classroom, real communication relevant to the experience outside the classroom. Because role-playing gives students many opportunities to try speaking in several different roles

b. Advantages of Using Role Play

Choosing role play as a teaching technique for junior high school students is an alternative way to teach them conversational English. Role play can

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[40] Jeremy Harmer., Op. Cit., p.273 http://en.wikipedia.org/wiki/role_play, retrieved on October 20,2009
[41] Jeremy Harmer., Op. Cit., p.273 23http://en.wikipedia.org/wiki/role_play, retrieved on October 20,2009

motivate children to act on each conversation/dialogue part by part and then they can understand what the conversation is about. In role-playing, an introverted student can build his confidence because with role-playing students will work in groups and even role-playing can be used as a means to improve their speaking skills. It is based on a simple conversation/dialogue which will be played by students through role play.

We know that children prefer to play rather than study, so to teach English conversation in their studies, the writer uses role playing as a teaching technique because students can take on the role of people based on the given topic. Using role play is fun and motivates students to learn English conversation easily because they can play and learn.

As Geoffrey B puts it, young children love to imitate and mime; they are not limited in playing the role; natural activities such as drawing pictures, action games and the types of role-playing games found in children's games. The steps in doing the role play as stated below:

a. Students are asked to take on certain roles and imagine themselves in that role in certain situations.

b. Students must communicate with the teacher in a way that is appropriate to the given role and situation.

c. Students play roles with their friends based on each role and situation they get.

Furthermore, ole play is an effective technique for teaching speaking skills, as it allows students to engage in authentic conversations and practice using language in real-

life contexts. Here's a step-by-step procedure for incorporating role play into your teaching:

1. **Select a Relevant Scenario:** Choose a scenario that aligns with the language objectives and learning goals of your lesson. The scenario should be relatable and engaging for your students.

2. **Introduce the Scenario:** Begin by introducing the scenario to the class. Provide context, background information, and any necessary details that will help students understand the situation they'll be role-playing.

3. **Assign Roles:** Assign specific roles to individual students or pairs/groups. Each role should have a distinct personality, perspective, and role in the scenario. Ensure that roles are balanced in terms of complexity and speaking opportunities.

4. **Provide Guidelines:** Offer clear guidelines for the role play. Explain the objectives, expectations, and any specific language or vocabulary that should be included. You can also provide prompts or questions to guide the conversation.

5. **Preparation Time:** Allow students some time to prepare for their roles. They can discuss strategies, rehearse dialogues, and plan how they will approach the scenario.

6. **Perform the Role Play:** Students engage in the role play by assuming the personas of their assigned characters. Encourage them to use the target language naturally and authentically.

7. **Observe and Monitor:** As students are performing the role play, move around the classroom, observing and taking notes on their interactions. This will help you provide targeted feedback later.

8. **Encourage Interaction:** During the role play, encourage students to interact with one another, asking questions, responding to prompts, and engaging in meaningful conversations.

9. **Rotate Roles:** Depending on the scenario, you might want to rotate roles to give students a chance to experience different perspectives. This can enhance their empathy and understanding.

10. **Provide Feedback:** After the role play, offer constructive feedback. Highlight strengths and areas for improvement in terms of pronunciation, vocabulary, fluency, and overall communication.

11. **Peer Evaluation:** Incorporate peer evaluation as a way for students to reflect on their classmates' performances. This encourages active listening and a deeper understanding of effective communication.

12. **Discussion and Reflection:** Engage the class in a discussion about the role play. Ask students about the challenges they faced, what they learned, and how they could improve in future interactions.

13. **Language Analysis:** Use the role play as an opportunity to analyze specific language structures or vocabulary. Discuss how certain phrases were used and how they contributed to effective communication.

14. **Variation and Complexity:** As students become more comfortable with role play, increase the complexity of scenarios and language demands. This keeps the activity challenging and engaging.

15. **Repeat and Reinforce:** Integrate role play activities regularly into your lessons to reinforce speaking skills. Each time, focus on different language aspects or communication goals.

By following this procedure, you can effectively incorporate role play into your teaching to enhance your students' speaking skills, confidence, and ability to communicate in various real-life situations.

B. **Review of related finding**

There are several previous research related to this study. First research with the title "Teaching Speaking Using Role Play to the Eight Grade Students of the MTs. Negeri Bonang Demak" was done by Izzatun Nikmah (22042140), an IKIP PGRI' student of Language and Arts Education Faculty in 2007. The research was done with 8th grade students of MTs. Negeri Bonang, Demak and it got good result. The mean of the pre test score was 11.16 while the mean of the post test score was 19.34. The difference between the two means was 8.70. The result of applying one sample t-test revealed that obtained value (15.26) was higher than the t-table value (2.02).

Second research is The Use of Role Play to Improve Students' Transactional Skill (A Classroom Action Research with 8th Grade Students of MTs Miftahul Ulum Klego Boyolali in the Academic Year of 2008/2009) conducted by Ratna Irtatik (3104062) an IAIN Walisongo student of Tarbiyah Faculty in 2009. This research was conducted with 8th Grade Students of MTs Miftahul Ulum Klego Boyolali in quantitative design. As same as the first research, this research got good result In the first cycle students' mean of score was (32.14), and in the last cycle test, the mean of students' score was (79.21). There were improvements of students score after being taught by using role play.

Another research is "Using the Role play Method to improve students' Transactional and Interpersonal Speaking Skills" which was carried out by Erwin

Wijaya at Somba Opu Middle School, Gowa Regency. This research was conducted on 8th grade students of SMP Somba Opu, Gowa Regency. This study has good results, there is an increase in the average score of students, the average value of the Free test is (52.08), and the average in the student treatment process is (62.70) and then the average after treatment is (78.77).

To strengthen the results of the use of the role play method, the author will try to do another research releted to them. The author will conduct research on the 8th grade students of SMPN 1 Rejang Lebong. So, the difference of this research and my research will be in research methodology, Subject and characteristics of the students. In those studies, my research will be further research of those studies in order to improve students' speaking skill.

CHAPTER III

RESEARCH METHOD

A. Research Method

Research design plays an important role in research because the quality of research is highly dependent on design. In this study, the author uses a quantitative approach to analyze the data. According to Michael J Wallace, "Quantitative is broadly used to describe what can be calculated or measured and can therefore be considered objective".[42]

This research was an experimental research which used quasi-experimental design. It attempted to analyze the effectiveness of one variable toward another variable by isolating , controling and manipulating the variable in real world setting[43]. Experimental research is one of the most powerful research methodologies that researchers can use. Of the many types of research that may be used, experiments are the best way to establish cause-and-effect relationships between variables. But the experiment is not always easy to do.[44] In this research, the writer used quasi experimental research to investigate whether the role play technique can give significant impact to students speaking skill.

Experimental Group	O1	X	O2
Control Group	O3	C	O4

Where:
O1   : Pre-Test for Experimental Group
O2   : Post-Test for Experimental Group
O3   : Pre-Test for Control Group
O4   : Pre-Test for Control Group
X   : Treatment of Experimental Group using Role Play Technique

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[42] Michael J Wallace, *Action Research for Language Teacher*, (Cambridge: Cambridge University Press, 1998), p. 38.

[43] Louis Cohen, et,al, Research method in Education, (USA: taylor and Francis e-library, 2007).P.274

[44]Jack R. Fraenkle, Norman E. Wallen, *How to Design and Evaluate Research in Education*, (New York: The McGraw-Hill Companies, 2006) 6th Ed, p. 267

C   : Treatment of Control Group using Conventional Method

B. Variable of the Study

There are two kinds of variable in this research: Dependent and Independent Variables. Dependent variable in this research is Speaking skill of eight grade SMPN I Rejang Lebong. Furthermore, Independent Variable in this research is Role Play technique used by teacher in experimental class in teaching speaking.

C. Population and Sample

1. Population

The research population is all elements that can be sampled or some of them in the research area, that are all condusive data give all information for problems of the research. Researchers can conclude that the population is the largest subject in the study who could be a sample of the study in an area where research is conducted. The population in this study were 8th grade students of SMPN 1 Rejang Lebong.

Table 3.1
The Number of Population

No	Class	Total
1	VIII A	37 Students
2	VIII B	37 Students
3	VIII C	35 Students
4	VIII D	37 Students
5	VIII E	35 Students
	Total Population	181 Students

2. Homogenity Test

Gay and Peter state that homogeneous sampling is selecting participant who are very similar in exercise, perspective or outlook: this produces a narrow, homogeneous sample, and make data collection and analysis sampler.[45] The mean of analysis sample is the researcher determines the effect of experimental both separately and in combination.[46] The researcher got the homogeneity based on the English score from the teacher of English class. These score were the pure scores of speaking skills taken by teacher during teaching process in the class. The writer ask the score from the teacher and confirm the score based the rate score of speaking test. The students scores were then administered with taking the mean score of the entire students representing each of classes. Those mean Scores can be seen as on the table .

Table 3.2
The Score of Homogenity

No	Class	Mean Score
1	VIII A	**64,43**
2	VIII B	**64,45**
3	VIII C	65,00
4	VIII D	62,02
5	VIII E	59,86

Based in the result of test of speaking English Score taken by the teacher, the researcher found there are two classes that have degree of homogenity are nearly same from the acquisition value the classes VIII A and VIII B because both of classes mean score which were nearest with the homogeneous level. It indicates that both classes have the same level in speaking skills achievement.

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[45] Ibid. p:5139
[46] Ibid. P:3655

4. Samples

The sample is the group in the research study whose information is obtained. Because the study population was very large, the researcher did not take all subjects from the population. Researchers took several subjects from the population. This research is an experimental research, so the researcher needs to take two classes which will be the experimental and control classes as samples from the five population classes. To determine the two classes, the researcher used a purposive sampling technique. This technique is done by taking subjects / samples that are not based on strata, random or area but are based on considerations of certain goals.[47] The consideration that the researcher is trying to solve in the preliminary research is the sample that will be used as a sample. selected must be homogeneous, so that the research will be a good and valid research. Because we know that something that can be compared is something that has similar characteristics. The researcher took class VIII A and VIII B, because based on the results of English score by the teacher, these two classes obtained the same average achievement and were considered as homogeneous classes.. Class VIII B students were taught using role play and were considered as the experimental group. Meanwhile, students in class VIII A were taught without using role play and were considered as the control group.

Table 3.3
Table of Sample

No	Class	Total
1	VIII A	37
2	VIII B	37

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[47] Suharsimi Arikunto, , *Prosedur penelitian Suatu Pendekatan Praktik*, (Jakarta: PT Rineka Cipta,2006). p. 139

Total Sample	74

D. Techniques for Collecting data

The data in this study were collected by giving a test, because the test results are quantitative data that provides information on how the effect of usage on students' speaking skills. On the same hand, Hughes defines that the test is a way used to check the progress of students, to see how far students have mastered what should be learned.[48]"In education, the test is defined as a systematic procedure for observing and describing one or more characters of a person with the help of a numerical scale or category system, this test can provide both quantitative and qualitative.[49] In addition, a test is a set of questions, each of which has a correct answer, which tests the usual answers orally or in writing.[50] This study aims to determine the progress of students after applying the role play method in teaching speaking, so that there are two kinds of tests carried out.

1. Pre-Test

    Pre-test is a test that is given before the treatment is completed. This test was given to the control and experimental groups. Pre-test was given to determine the extent to which the students' standard of ability in the context of their ability to understand English constructions. This is actually a way to receive the first data from this study.

2. Treatment

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[48] Arthur Hunges, Testing For Language Teachers (New York : Cambridge University Press, 2003) P.5
[49] Anthony. J Nitko, Educational and Measurement, An Introduction (New York : Harcourt) P.10
[50] Norman E Gronlund, Measurement and Evaluation in Teaching (Ney York : Macmillan,1985) P. 3-4

The treatments are different conditions in which the experimental group and the control group are placed usually.[51] According to the Replication Principle, the experiment should be repeated more than once. In this treatment, each treatment is applied in many experimental units. Thus, the statistical accuracy of the experiment will increased.[52] Treatment class in this research is a class that give a role play technique in teaching speaking at eight grade of SMPN 1 Rejang Lebong. The schedule of treatment from November to Desember 2022, table below give a clear explanation of the treatment rundown

Table 3.4
List of Treatment in Experimental Group

No	Date	Kind of Activity	Topic
1	17 November 2022	Treatment 1	Greeting Card
2	23 November 2022	Treatment 2	Birthday Card
3	24 November 2022	Treatment 3	Condolance card
4	30 November 2022	Treatment 4	Congratulation Card
5	1 Desember 2022	Treatment 5	Invitation
6	7 Desember 2022	Treatment 6	Giving Intraction

3. Post Test

Study end tests were assigned when treatment was completed. Both classes (control and experiment) were given a test with the same amount and content and the results obtained by both groups were the comparison between the two, post-test was the last action in collecting this data. The post-test is also formed in a multiple choice format where the material being tested is the same as the pre-test. The last or final action was taken by the researcher to compare the values obtained by the experimental group with the control

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[51] Cr Khotari, How Design and Evaluated Research Education (MC. Graw Hill International Edition, 1976) P. 35
[52] Louis cohenThe treatments are different conditions in which the experimental group and the control group are placed usually

group. Based on the assessments obtained by the two groups and based on the comparison, the researchers finally concluded whether the role play technique had an effect on students' speaking ability or not.

E. **Research Instrument**

In this study, the researcher used a speaking test to find out data on the speaking ability of 8th grade students at SMPN 1 Rejang Lebong . The researcher prepared tests for the control group and the experimental group, and both received and worked on the test items at the same level. The type of test used was an oral interview to assess their speaking ability, the researcher used a Speaking Test. Since the test is instrument here there are several steps in making the test.

1. Writing the Blueprint

First step of creating a test, the researcher confirmed the syllabus and curriculum that is used by teacher in teaching speaking. To ensure there is connection between test and the material given by the teacher during teaching speaking. The blue print can be seen in the table below:

Table 3.5
Speaking Test

Objectives of the test	Instruction	Sub-topic
Students are able to say something in their daily communication based on the situation happened	Make a conversation of showing Appreciation, Wish and Condolance to your friends	Greeting
		Birthday
		Condolance
		Congratulation
		Invitation
		Giving Intraction

The researcher chose the rubric for assessing speaking skills based on the components described by David Haris as: grammar, vocabulary, fluency,

pronunciation and understanding.[53] Indicators of speaking ability can be seen

as follows

Table 3.6
Table of Speaking Rubric

Indicator	Score	Description
Grammar	5	There is no or little mistake in grammar
	4	Sometimes make mistake in grammar, but it does not influence the meaning
	3	Often makes mistake in grammar and influences the meaning
	2	There are many mistakes in grammar which made hinder in meaning and should re-arrange sentence
	1	The grammar mistake is so bad so it is difficult to understand
Vocabulary	5	Using vocabulary and expression like native speaker
	4	Sometimes using vocabulary which is not appropriate
	3	Using vocabulary which is not appropriate, conversation becomes limited because the vocabulary is limited
	2	Using wrong vocabulary and it is limited so it is difficult to understand
	1	Vocabulary is so limited so conversation impossible to occur
Pronunciation	5	Eassy to understand and has native speakers accent
	4	Eassy to understand with certain accent
	3	There are some problem in pronunciation made listener should more concentration and some times there is miss understanding
	2	Difficult to understand because there is problem in prononciation, asked to repeat
	1	The serious prononciation so it can not be understood
Fluency	5	Speech is smooth as a native speakers
	4	The fluency is disturbed by language problem
	3	The Fluency is disturbed more by language problem
	2	Speech is frequently hesitant and jerky, sentences may be left uncompleted
	1	Speech is so halting and fragmentary that conversation is virtually impossible
Comprehend	5	Understand all without any difficulties
	4	Understand almost all, although there is repetition in

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[53] Loc.cit

		certain part
	3	Understand most of what she/he talks in slow speaking
	2	Difficult to understand what she/he talks
	1	Can not understand although in simple conversation

After constructing the rubric, the rubric was validated by expert validation. In this research, the expert validation is the provisional lecturer in IAIN curup. The reseacrher gave the rubric to expert valodation to get the remaks and feedback. After decide how to detemine score, the reseacrh give pre test and post test to know students sepaking skill.

2. Validity

After writing the blueprint, the writer checked the construction of the test to the professional judgment. The function of the construction was to make sure that the construct and face validity made by the researcher are clear and suitable for the junior high school level. The validator is the lecturer who teach speaking. Based the comment and suggestions, the researcher revised the test

3. Revision

The researcher revised the test from comment and suggestions given by the validator. There are two items to be revised; the first was the instruction. According to the validator, the instruction was not clear enough so the researcher revised the instruction. The second was the rubric must be suitable for students in junior high school level. The researcher also revised the second comment from the validator.

F. **Validity and Reliability**

a. Validity

In general, validity refers to the appropriateness of the test given or any of its component parts as a measure of what it is purposed to measure. It means that the test is valid to extend the instrument. That is measured what it is supposed to measure. In addition, every tests in this reasearch of the reading text whether it is a short, informal classroom test or public examination should be as valid as test constructor that can make it. The instrument of the test must aim at providing a true measure and useful. Validity is the extent to which inferences were made from assessment results that are appropriate, meaningful, and useful in terms of the purpose of the assessment[54]. Validity is important because it can help to determine what types of tests to use, and help to make sure researchers are using methods that are not only ethical, and cost-effective, but also a method that truly measures the idea or construct in question. Furthermore, Brown says that there are three kinds of validity. They are content validity, face validity, and construct validity. All of them have different usage and function.

b. Reliability

A reliability is an important characteristic of a good test. In order to calculate the reliability of the test, the mean of the students' scores and the standard deviationare sought.To find out the reliability of the test, the following formula was used; the discrimination index of an item indicated the extent to which the item discriminated between the students, separating the more able students from the less able. The following formula was taken from Heaton as follow :[55]

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[54] Brown H (2012). Teaching and assessment in Speaking Test. Longman Preparation Press.P.23

[55] Heaton amr (2006). Realibility in speaking test. University Press. P.234

$$\kappa = 1 - PePo - Pe$$

Where:

Po is the observed proportion of agreement between raters.

Pe is the expected proportion of agreement that would occur by chance.

From the theory it was clear that, after try out the researcher used reliability formula for speaking test and the result was 0,6. It indicates that the test has been confirmed valid and reliable.

G. Procedure of the research

1. Procedure in Experimental Group

The procedure of activity in giving treatment used in this research for collecting data. Based on Richards and Rodgers Use the term procedure to include: the actual-current techniques, practices, and behaviors operated in teaching language[56]. Based on the theory, the teaching procedure consists of three stages, namely: pre-teaching, while teaching, and post-teaching.

a. Pre Activities

1) Teacher great the students.

2) The teacher checks students attendence list

3) Giving motivation for the students

4) Informing the title, goal and indicator of teaching learning process

b. Whilst Activities

1) Teacher gives student teks about the topic

2) Teacher explains what to do about topic

3) Teacher gives example based on the topic

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[56] Richards, Jack C and Lockhart Charles. (1996). Reflective teaching in second language classrooms. Cambridge University Press: new York

4) Students make a group and try to practice using role play

5) Students keep doing it until accustomed about topic

6) Teacher allow they to performance infront of class to foster self-confidance and are not afraid to spaek English.

c. Post activities

1) The teacher gives the conclution about teaching materials

2) The teacher asks student to check the students understanding, and ask the difficulties that they faced while they are speaking.

2. Procedure in Control Group

a. Pre actvities

1) Teacher great the students.

2) The teacher checks students attendence list

3) Giving motivation for the students

4) Informing the title, goal and indicator of teaching learning process

b. Whilst Activities

1) Teacher give a topic to student

2) Teacher explains about the topic

3) Students try to practice

4) Students keep doing it until accustomed about topic

5) Teacher allows students to perform

c. Post Activities

1) The teacher and student explain the conclution about teaching materials discussed

2) The teacher ask student to check the students understanding, and ask the difficulties that they faced while they are speaking

H. Teachnique of Analysis Data

The teachnique of data analysis examained the effect of the result of the data. The data was arranged from the higest until the lowest one. The data from the pre-test and post-test were analyzed to find out whether the resutls of the test were similar or different.

1. Mean score

   To get the mean score of pre and post test result in control group, the research used the formula as follow :

$$M_1 = \frac{\sum Y}{N}$$

   M   : Mean score of control group

   $\sum Y$: The sum of students scores in control Group

   N   : The amount of student Control Grup

   In Adition, to get the mean score of pre and post test result in experimetal group, the research use the formula below :

$$M_1 = \frac{\sum X}{N}$$

   M   : Mean Score of experimental group

   $\sum X$: The sum of students scores in experimental group

   N   : The amount of student at experimental group

2. Standard Deviation

   In gaining the standard deviation of scores in conducting the result at control group the research used formula below :

$$SD_y = \sqrt{\frac{\sum Y^2 - \frac{(\sum Y)^2}{N}}{N-1}}$$

SD_y : Standard deviation of control group
Y   : Score of control group
N   : The amount of student at control group

In adition to the standard deviation of scores in the result at experimental group, the research used the formula below :

$$SD_y = \sqrt{\frac{\sum Y^2 - \frac{(\sum Y)^2}{N}}{N-1}}$$

SD_x : Standard deviation of control group

X   : Score of control group

N   : The amount of student at control group

3. Hypothesis Testing

In testing the hypothesis devised previously, the research used the statistical formula, the formula was called T-test which can be viewed in the following formula :

$$t = \frac{M1 - M2}{\sqrt{\frac{S1^2}{n1} + \frac{S2^2}{n2}}}$$

T   : t test

M_1 : Mean Score of the post test at experimental group

M_2 : Mean Score of the post test at control Group

S_1 ` : Standard Deviation of post test result at experimental group

S_2 : Standard Deviation of post test result at control group

N_1 : The amount of student at experimental group

N_2 : The amount of student at countrol group

S_2 : Standard Deviation of post test result at control group

N_1 : The amount of student at experimental group

N_2 : The amount of student at countrol group

CHAPTER VI

FINDING AND DISCUSSION

A. **FINDING**

1. **Students Speaking Skill Before Using Role Play**

   a. **Pre Test Result**

In this study, conventional technique was applied in the control group reffering to the class VIII A. In acquiring the first data before the treatment was undertaken, the researcher gave the students the pre-test. The resutl of pre-test which the researcher has gained can be viewed on table below which, stdents names presented by symbol only to privacy

Table 4.1

The Scores of Students' Pre-test in Control Group

No	Name	Score (Y)	Y²
1	Student 1	84	7056
2	Student 2	60	3600
3	Student 3	20	400
4	Student 4	68	4624
5	Student 5	56	3136
6	Student 6	20	400
7	Student 7	64	4096
8	Student 8	52	2704
9	Student 9	36	1296
10	Student 10	56	3136
11	Student 11	48	2304
12	Student 12	48	2304
13	Student 13	20	400
14	Student 14	52	2704

15	Student 15	48	2304
16	Student 16	28	784
17	Student 17	40	1600
18	Student 18	72	5184
19	Student 19	64	4096
20	Student 20	40	1600
21	Student 21	40	1600
22	Student 22	52	2704
23	Student 23	60	3600
24	Student 24	48	2304
25	Student 25	64	4096
26	Student 26	48	2304
27	Student 27	40	1600
28	Student 28	40	1600
29	Student 29	44	1936
30	Student 30	52	2704
31	Student 31	68	4624
32	Student 32	20	400
33	Student 33	44	1936
SUM		1596	85136

To Know the standard deviation, researcher must look for quadrate of score. To make it easier, researcher made the table.

- Mean Score

  $M_1 = \frac{\Sigma Y}{N}$

  $M_1 = \frac{1596}{33}$

  $M_1 = 48,36$

- Standar Deviation

  $SD_y = \sqrt{\frac{\Sigma Y^2 - \frac{(\Sigma Y)^2}{N}}{N-1}}$

  $N_1 = 33$

$$\sum Y = 1596$$

$$\sum Y^2 = 85136$$

$$M_1 = 48{,}36$$

$$S_1 = \dots \text{?}$$

$$SD_y = \sqrt{\frac{\sum Y^2 - \frac{(\sum Y)^2}{N}}{N-1}}$$

$$SD_y = \sqrt{\frac{85.136 - \frac{(1.596)^2}{33}}{33-1}}$$

$$SD_y = \sqrt{\frac{85.136 - \frac{(2.547.216)}{33}}{32}}$$

$$SD_y = \sqrt{\frac{85.136 - 77.188}{32}}$$

$$SD_y = \sqrt{\frac{7.948}{32}}$$

$$SD_y = \sqrt{248}$$

$$SD_y = 15{,}7$$

The result of pre test is used to get the highest score, the lowest score, total score and mean score from control class.the reasercher presented the calculating in following table :

Tabel 4.2

Pre Test Result

Group	Highest Score	Lower Score	Total Score	Mean Score	Standar Deviation
Control	84	20	1596	48,36	15,7

From the pre test result, the highest score in control group is 84 gained by one student and the lowest score is 20 gained by 4 students. From the calculation, the researcher found that the mean score of control group is 48,36 and its standard deviation is 15,7. This result of pre test in control group

b. Post-Test Result

After the researcher took the treatment, the researcher gave the students the post test to measure how they understand the material of treatment by using conventional technique. The result of post test which the resercher has gained can be viewed on table where students names presented are fictious named.

Table 4.3

Post Test Result

No	Name	Score (y)	Y^2
1	Student 1	84	7056
2	Student 2	60	3600
3	Student 3	56	3136
4	Student 4	72	5184
5	Student 5	56	3136
6	Student 6	20	400
7	Student 7	60	3600
8	Student 8	52	2704
9	Student 9	36	1296
10	Student 10	56	3136
11	Student 11	48	2304
12	Student 12	48	2304
13	Student 13	48	2304
14	Student 14	48	2304
15	Student 15	48	2304
16	Student 16	28	784

17	Student 17	40	1600
18	Student 18	72	5184
19	Student 19	64	4096
20	Student 20	40	1600
21	Student 21	40	1600
22	Student 22	72	5184
23	Student 23	76	5776
24	Student 24	48	2304
25	Student 25	68	4624
26	Student 26	64	4096
27	Student 27	40	1600
28	Student 28	40	1600
29	Student 29	60	3600
30	Student 30	52	2704
31	Student 31	64	4096
32	Student 32	20	400
33	Student 33	44	1936
SUM		1724	97552

- Mean Score

$$M_2 = \frac{\sum Y}{N}$$

$$M_2 = \frac{1724}{33}$$

$$M_2 = 52,24$$

- Standar Deviation

$$SD_y = \sqrt{\frac{\sum Y^2 - \frac{(\sum Y)^2}{N}}{N-1}}$$

$$N_2 = 33$$

$$\sum Y = 1724$$

$$\sum Y^2 = 97552$$

$$M_2 = 52,24$$

$$S_2 = \text{... ?}$$

$$SD_y = \sqrt{\frac{\sum Y^2 - \frac{(\sum Y)^2}{N}}{N-1}}$$

$$SD_y = \sqrt{\frac{97.552 - \frac{(1.724)^2}{33}}{33-1}}$$

$$SD_y = \sqrt{\frac{97.552 - \frac{(2.972.176)}{33}}{32}}$$

$$SD_y = \sqrt{\frac{97.552 - 90.065}{32}}$$

$$SD_y = \sqrt{\frac{7.487}{32}}$$

$$SD_y = \sqrt{234}$$

$$SD_y = 15,3$$

The Result of Post test is also to get the highest score, lowest score, total, score and mean score. It shown that students score increase from the pre test result. It can be seen in the table below :

Table 4.4

Post Test Result

Group	Highest Score	Lower Score	Total Score	Mean Score	Standar Deviation
Control	84	20	1724	52,24	15,3

From the post test result, it can be seen that in control group the highest score is 84 gained by one student and the lowest score is 20 gained by 2 students. The mean score of control group is 52,24 and is standars deviation is 15,3.

c. **The Analysis of Pre Test and Post Test**

In analyzing pre test and post test result, the score of control groups were compared to see whether to conventional technique give the effect or not. The following table may halp clarification and contain of comparative from pre test and post test.

Table 4.5

The comparatve Result between Pre Test and Post Test

Group	Mean Score		Standar Deviation		Students Who gained The score > 60		Students Who gained The score < 60	
	Pre Test	Post Test	Pre Test	Post Test	Pre Test	Post Test	Pre Test	Post Test
Control	48,46	52,24	15,7	15,3	9	12	24	21

From the table above, the mean score of control group in the pre test is 48,46 and in the post test is 52,24. Furthemore, in fre test there are 9 Students got the score > 60, and 24 students got the score < 60, while the post test, there are 12 students gained score > 60, and 21 students gained the score < 60.

Based On data above, the increasing of the score in pre test to post test is low. In control group, the mean score of pre test is 48,46 and mean score of post test is 52,24. It increase about 4 points. It can be conclude that there is a few significant effect of the confentional technique for the control group, which can be seen from the range of pre test post test result. For further information about the result of the pre test and post test can be seen in the following table :

Table 4.6

The Score of Pre Test and Post Test

No Subject	Control Group	
	Pre Test	Post Test
1	84	84
2	60	60
3	20	56
4	68	72
5	56	56
6	20	20
7	64	60
8	52	52
9	36	36
10	56	56
11	48	48
12	48	48
13	20	48
14	52	48
15	48	48
16	28	28
17	40	40
18	72	72
19	64	64
20	40	40
21	40	40
22	52	72
23	60	76
24	48	48
25	64	68
26	48	64
27	40	40
28	40	40
29	44	60
30	52	52
31	68	64
32	20	20
33	44	44
Total	1596	1724
Mean	48,46	52,24
Standar Deviati	15,7	15,3

on		

Based On data, it can be seen that the post test obtained 52,24 with standard deviation 15,3. Meanwhile, pre test obtained 48,46 with standard seviation 15,7. It is concluded that the conventional technique is not successful to increase students speaking ability.

2. Students Speaking Skill After Using Role Play

a. Pre Test Result

In this study, teaching english by using Role Play Technique is applied in the experimental group referring to the class 8B. In acquiring the first data before the learning process was undertaken, the researcher gave students the pre-test. The result of pre-test which the researcher has gained can be viewed on the table below where, students' names presented by symbol to privacy.

Table 4.7

Th Score of Students Pre Test in Experimental Group

No	Name	Score (X)	X^2
1	Student 1	72	5184
2	Student 2	44	1936
3	Student 3	80	6400
4	Student 4	60	3600
5	Student 5	64	4096
6	Student 6	80	6400
7	Student 7	68	4624
8	Student 8	88	7744
9	Student 9	60	3600

10	Student 10	60	3600
11	Student 11	60	3600
12	Student 12	68	4624
13	Student 13	60	3600
14	Student 14	80	6400
15	Student 15	40	1600
16	Student 16	60	3600
17	Student 17	40	1600
18	Student 18	60	3600
19	Student 19	40	1600
20	Student 20	68	4624
21	Student 21	80	6400
22	Student 22	72	5184
23	Student 23	64	4096
24	Student 24	44	1936
25	Student 25	40	1600
26	Student 26	56	3136
27	Student 27	60	3600
28	Student 28	72	5184
29	Student 29	60	3600
30	Student 30	64	4096
31	Student 31	64	4096
32	Student 32	64	4096
33	Student 33	60	3600
Sum		2052	132656

To know the standard deviation, the researcher must look for the quadrate of score. To make it easier, researcher made the table for it.

- Mean Score

$$M_1 = \frac{\sum X}{N}$$

$$M_1 = \frac{2052}{33}$$

$$M_1 = 62{,}16$$

- Standar Deviation

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

$N_1 = 33$

$\sum X = 2052$

$\sum X^2 = 132656$

$M_1 = 62,16$

$S_1 = ... \,?$

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

$$SD_x = \sqrt{\frac{132.656 - \frac{(2052)^2}{33}}{33-1}}$$

$$SD_x = \sqrt{\frac{132.656 - \frac{(4.210.704)}{33}}{32}}$$

$$SD_x = \sqrt{\frac{132.656 - 127.597}{32}}$$

$$SD_x = \sqrt{\frac{5059}{32}}$$

$$SD_x = \sqrt{158}$$

$$SD_x = 12,5$$

The result of pre test is used to get the highest score, the lowest score, total score and the mean score from experimental class. The researcher presents the calculation in following table:

Table 4.8

Pre Test Result

Group	Highest Score	Lower Score	Total Score	Mean Score	Standar Deviation
Experiment	88	40	2052	62,16	12,5

From the pre test result, the highest score in the experimental group is 88 gained by 1 student and the lowest score is 40 gained by 4 students. From the calculation, the researcher found that the mean score of experimental group is 62,16 and its standard deviation is . This is the result of pre test in experimental class.

b. Post Test Result

After have taking the treatment, researcher gave students the post test to measure how the students understands the material of treatment by using content based instruction. The result of post test which the researcher has gained can be viewed on the table below where, students' names presented are fictitious names.

Table 4.9

The Score of Students Post Test in Experimental Group

No	Name	Score (Y)	Y²
1	Student 1	80	6400
2	Student 2	68	4624
3	Student 3	80	6400
4	Student 4	76	5776

5	Student 5	68	4624
6	Student 6	72	5184
7	Student 7	72	5184
8	Student 8	76	5776
9	Student 9	60	3600
10	Student 10	52	2704
11	Student 11	76	5776
12	Student 12	60	3600
13	Student 13	72	5184
14	Student 14	76	5776
15	Student 15	48	2304
16	Student 16	72	5184
17	Student 17	60	3600
18	Student 18	76	5776
19	Student 19	60	3600
20	Student 20	68	4624
21	Student 21	64	4096
22	Student 22	68	4624
23	Student 23	68	4624
24	Student 24	60	3600
25	Student 25	48	2304
26	Student 26	48	2304
27	Student 27	60	3600
28	Student 28	68	4624
29	Student 29	60	3600
30	Student 30	60	3600
31	Student 31	52	2704
32	Student 32	76	5776
33	Student 33	52	2704
SUM		2156	143856

To know the standard deviation, researcher must look for the quadrate of score. To make it easier, researcher made the table for it.

- Mean Score

$$M_2 = \frac{\sum X}{N}$$

$$M_2 = \frac{2156}{33}$$

$$M_2 = 65,33$$

- Standar Deviation

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

$N_2 = 33$

$\sum X = 2156$

$\sum X^2 = 143856$

$M_2 = 65,33$

$S2 = ...$?

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

$$SD_x = \sqrt{\frac{143856 - \frac{(2156)^2}{33}}{33-1}}$$

$$SD_x = \sqrt{\frac{143856 - \frac{(4648336)}{33}}{32}}$$

$$SD_x = \sqrt{\frac{143856 - 140856}{32}}$$

$$SD_x = \sqrt{\frac{3000}{32}}$$

$$SD_x = \sqrt{93}$$

$$SD_x = 9,6$$

The result of post test is also to get the highest score, the lowest score, total score and mean score. It showed that the students' score increased from the pre test result. It can be seen in the table below:

Tabel 4.10

Post Test Result

Group	Highest Score	Lower Score	Total Score	Mean Score	Standar Deviation
Experiment	80	48	2156	65,33	9,6

From the post test result, it can be seen that in experimental group the highest score is 80 gained by 2 students and the lowest score is 48 gained by 3 students. The mean score of experimental group is 65,33 and its standard deviation is 9,6.

c. The Analysis of Pre Test and Post Test Result of Experiment Group

In analyzing of pre test and post-test result, the score of experimental groups were compared to see whether the treatment give the effect or not. The following table may help clarification and contain of comparative result from pre test and post test.

Table 4.11

The Comparative Result between Pre Test and Post test in Experimental Group

Group	Mean Score	Standar Deviation	Students Who gained The	Students Who gained The

				score > 60		score < 60	
	Pre Test	Post Test	Pre Test	Post Test	Pre Test	Post Test	Pre Test	Post Test
Experimenta	62,16	65,33	12,5	9,6	26	27	7	6

From the table above, the mean score of experimental group in the pre- test is 62,16 and in the post-test is 65,33. Furthermore, in the pre-test there are 26 students got the score >60, and 7 students got the score <60, while the post test, there are 27 students got score > 60 and 6 students got the score <60.

Based on the data above, the increasing of the score from pre test to post test is low. In experimental group, the mean score of pre test is 62,16 and the mean score of post-test is 65,33. It increased 3 points. In the end of teaching English, both of students' were proven pre test and post-test with the same question. So, it can be concluded that there is a little significant effect of the students ability in speaking by using Role Play Technique for the experimental group, which can be seen from the range of the pre test and post-test result. For further information about the result of the pre test and post-test can be seen in the following table and figurate:

Table 4.12

List Of Score Pre test and Post test

No Subject	Experiment Group	
	Pre Test	Post Test
1	72	80
2	44	68

3	80	80
4	60	76
5	64	68
6	80	72
7	68	72
8	88	76
9	60	60
10	60	52
11	60	76
12	68	60
13	60	72
14	80	76
15	40	48
16	60	72
17	40	60
18	60	76
19	40	60
20	68	68
21	80	64
22	72	68
23	64	68
24	44	60
25	40	48
26	56	48
27	60	60
28	72	68
29	60	60
30	64	60
31	64	52
32	64	76
33	60	52
Total	2052	2156
Mean	62,16	65,33
Standar Deviation	12,5	9,6

Based on the data and the figure above, it can be seen that post test obtained higher score, that is 65,33 with standard deviation 9,6. Meanwhile the pre test

only obtained 62,16 with standard deviation 12,5. In conclusion that the Role play Technique is successful in students' speaking ability.

3. **The Analysis of Pre Test and Post Test Result from Control Group and Experimental group**

In analyzing pre test and post-test result, the score of both groups were compared to see whether the treatment gave the effect or not. The following table may help clarification and contain of comparative result from experimental and control group.

Table 4.13

The Comparative Result between Control Group and Experimental Group

Group	Mean Score		Standar Deviation		Students Who gained The score > 60		Students Who gained The score < 60	
	Pre Test	Post Test	Pre Test	Post Test	Pre Test	Post Test	Pre Test	Post Test
Control	48,46	52,24	15,7	15,3	9	12	24	21
Experimental	62,16	65,33	12,5	9,6	26	27	7	6

From the table above, the mean score of control group in the pre test is 48,46 and in the post-test is 52,24. Furthermore, in the pre test there are 9 students got the score > 60, and 24 students got the score <60, in the post test there are 12 students got score > 60, and 21 student got the score < 60. Meanwhile, the mean

score of experimental group in the pre test is 62,16 and in the post test is 65,33. Furthermore, in the pre test there are 26 students got score > 60, and 7 students got the score < 60, while the post test, there are 27 students gained score > 60 and 6 student got the score <60.

Based on the data above, the increasing of the score in control group is not higher than experimental group is same. In control group, the mean score of pre test is 48,46 and the mean score of post-test is 52,24. It increased only 4 points.

Meanwhile, in the experimental group the mean score of the pre test is 62,16 and the mean score for post-test is 65,33. It increasesd 3 points. In the end of treatment, both of groups were proven post-test with the same word. It can be said that the treatment was successful, because the post-test in experimental group is higher than control group that is 13 points. So, it can be concluded that there is a significant effect of the treatment for the experimental group, which can be seen from the range of the post-test result between experimental group and control group. For further information about the result of the post-test can be seen in the following table and figurate:

Table 4.14

The Score of Pre Test and Post Test

No Subject	Control Group		Experiment Group	
	Pre Test	Post Test	Pre Test	Post Test
1	84	84	72	80
2	60	60	44	68
3	20	56	80	80
4	68	72	60	76
5	56	56	64	68

6	20	20	80	72
7	64	60	68	72
8	52	52	88	76
9	36	36	60	60
10	56	56	60	52
11	48	48	60	76
12	48	48	68	60
13	20	48	60	72
14	52	48	80	76
15	48	48	40	48
16	28	28	60	72
17	40	40	40	60
18	72	72	60	76
19	64	64	40	60
20	40	40	68	68
21	40	40	80	64
22	52	72	72	68
23	60	76	64	68
24	48	48	44	60
25	64	68	40	48
26	48	64	56	48
27	40	40	60	60
28	40	40	72	68
29	44	60	60	60
30	52	52	64	60
31	68	64	64	52
32	20	20	64	76
33	44	44	60	52
Total	1596	1724	2052	2156
Mean	48,46	52,24	62,16	65,33
Standar Deviation	15,7	15,3	12,5	9,6

Based on the data above, it can be seen that the different significant between the post test in control and experimental class. The mean score in experimental class obtained higher score, that is 65,33 with standard deviation 9,6. Meanwhile the control class only obtained 52,24 with standard deviation

15,3. It is concluded that the using of Role Play Technique is successful in students speaking Skill.

4. Hypothesis Testing

In testing to the hypothesis of this research, the formula, which is used in this research, is t-test. The t- test was used to find whether the t obtained indicates a significant difference between the mean score groups, the experimental group and the control group. From the result of post-test calculation, the t-test is 4,15 while in the t table value is 0,2423 And then, the t test obtained was higer than t table (4,15 > 0,2423). The researcher concluded that there is a significant difference between the mean score of experimental group and control group. In other word, there is a significant effect of Role Play. So, it can be said that the alternative hypothesis was accepted and the null hypothesis was rejected. For further information about t test calculation can be seen in the following table below:

Table 4.15

All of The Post Test Result

No Subject	Control Group		Experiment Group	
	Y	Y²	X	X²
1	84	7056	80	6400
2	60	3600	68	4624
3	56	3136	80	6400
4	72	5184	76	5776
5	56	3136	68	4624
6	20	400	72	5184
7	60	3600	72	5184
8	52	2704	76	5776
9	36	1296	60	3600
10	56	3136	52	2704

11	48	2304	76	5776
12	48	2304	60	3600
13	48	2304	72	5184
14	48	2304	76	5776
15	48	2304	48	2304
16	28	784	72	5184
17	40	1600	60	3600
18	72	5184	76	5776
19	64	4096	60	3600
20	40	1600	68	4624
21	40	1600	64	4096
22	72	5184	68	4624
23	76	5776	68	4624
24	48	2304	60	3600
25	68	4624	48	2304
26	64	4096	48	2304
27	40	1600	60	3600
28	40	1600	68	4624
29	60	3600	60	3600
30	52	2704	60	3600
31	64	4096	52	2704
32	20	400	76	5776
33	44	1936	52	2704
Total	1724	97552	2156	143856

1. The analysis of Post Test Result

   a. Experimental Group

      $N_2 = 33$

      $\sum X = 2156$

      $\sum X^2 = 143856$

$M_2 = 65,33$

$S2 = ... ?$

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

$$SD_x = \sqrt{\frac{143856 - \frac{(2156)^2}{33}}{33-1}}$$

$$SD_x = \sqrt{\frac{143856 - \frac{(4648336)}{33}}{32}}$$

$$SD_x = \sqrt{\frac{143856 - 140856}{32}}$$

$$SD_x = \sqrt{\frac{3000}{32}}$$

$$SD_x = \sqrt{93}$$

$$SD_x = 9,6$$

b. Control Group

$N_2 = 33$

$\sum Y = 1724$

$\sum Y^2 = 97552$

$M_2 = 52,24$

$S_2 = ... ?$

$$SD_y = \sqrt{\frac{\sum Y^2 - \frac{(\sum Y)^2}{N}}{N-1}}$$

$$SD_y = \sqrt{\frac{97552 - \frac{(1724)^2}{33}}{33-1}}$$

$$SD_y = \sqrt{\frac{97552 - \frac{(2972176)}{33}}{32}}$$

$$SD_y = \sqrt{\frac{97552 - 90065}{32}}$$

$$SD_y = \sqrt{\frac{7487}{32}}$$

$$SD_y = \sqrt{234}$$

$$SD_y = 15,3$$

c. The "t" Calculation

$$t = \frac{M1 - M2}{\sqrt{\frac{S1^2}{n1} + \frac{S2^2}{n2}}}$$

T : t test

M_1 : 65,33

M_2 : 52,24

S_1 ` : 9,6

S_2 : 15,3

N_1 : 33

N_2 : 33

$$t = \frac{M1 - M2}{\sqrt{\frac{S1^2}{n1} + \frac{S2^2}{n2}}}$$

$$t = \frac{M1 - M2}{\sqrt{\frac{S1^2}{n1} + \frac{S2^2}{n2}}}$$

$$= \frac{65,33 - 52,24}{\sqrt{\frac{(9,6)^2}{33} + \frac{(15,3)^2}{33}}}$$

$$= \frac{13,09}{\sqrt{\frac{92,16}{33} + \frac{234,09}{33}}}$$

$$= \frac{13,09}{\sqrt{\frac{326,25}{33}}}$$

$$= \frac{13,09}{\sqrt{9,9}}$$

$$= \frac{13,09}{3,15}$$

$$= 4,15$$

Table 4. 16

Result of hypothesis

t test = 4,15	t test > t table	Hi Accepted
t table = 0,2423	4,15 > 0,2423	Ho Rejected

B. Discussion

This research is experimental study to investigate the effect of Role Play to improving student speaking Skill which is conducted of 8th grade students in SMP 01 Curup as the population of this research. Based on the result the calculating score of both groups above, it is found that there is a significant effect of Role Play Technique to improve students speaking skill. In the result of calculating, the experimental group showed that they have higher score than control group with Hi is Accepted and Ho is Rejected.

Before conducting the treatment, the mean score for the control group is 48,46. After conducting the treatment, the mean score of control group is 52,24. It

means, it increased 4 points or it can be said there is an increasing of the range from score in conventional group. Based on the data above, the students speaking skill is good because there is an increasing score after they have learned with conventional technique although just 4 points.

Meanwhile, the mean score for experimental group before conducting the treatment was 62,16. After conducting the treatment by using Role Play, the mean score of experimental group was 65,33. So, it increased 3 points. From the data, it can be seen that there is a significant effect of Role Play ro improve students speaking skill. After seeing the result in experimental group, it can be concluded that there is a significant effect of role Play there is an increasing score which is higher than control group after they have learned with different strategy in improving speaking skill.

Based on the calculating in the post test result, the mean score for control is 52,24. Meanwhile the mean score for experimental group is 65,33. So, the group mean score of experimental group obtained higher than control group that was 13 points. Furthermore, based on the calculating in the post test result, the t obtained is compared to the value of the table. In this study, t table is 0,2324. It was proven that t obtained was bigger than t table (4,15 > 0,23224). It means that the Ho hypothesis is rejected and the Hi hypothesis is accepted.

The result finding based on previous research are : First First research with the title Teaching Speaking Using Role Play to the Eight Grade Students of the MTs. Negeri Bonang Demak was done by Izzatun Nikmah (22042140), The research was done with 8th grade students of MTs. Negeri Bonang, Demak and it got good result. The result of her study revealed that the post test score (745) was

better than the pre test score (462). The mean of the pre test score was 11.16 while the mean of the post test score was 19.34. The difference between the two means was 8.70. The result of applying one sample t-test revealed that obtained value (15.26) was higher than the t-table value (2.02). So it means that there is significance difference in score of speaking test achieved by the students after they have been taught using role play.

Second research is The Use of Role Play to Improve Students' Transactional Skill (A Classroom Action Research with 8th Grade Students of MTs Miftahul Ulum Klego Boyolali in the Academic Year of 2008/2009) conducted by Ratna Irtatik (3104062). This research was conducted with 8th Grade Students of MTs Miftahul Ulum Klego Boyolali in quantitative design. As same as the first research, this research got good result. There are improvements of mean of student's score, mean of the pre cycle test was (32.14), and in the first cycle students' mean of score was (32.14), and in the last cycle test, the mean of students' score was (79.21). There were improvements of students score after being taught by using role play.

Third research is "Using the Role play Method to improve students' Transactional and Interpersonal Speaking Skills" which was carried out by Erwin Wijaya at Somba Opu Middle School, Gowa Regency. This research was conducted on 8th grade students of SMP Somba Opu, Gowa Regency. This study has good results, there is an increase in the average score of students, the average value of the Free test is (52.08), and the average in the student treatment process is (62.70) and then the average after treatment is (78.77). From there it can be seen that there is an increase in student scores after being taught using the role play method.

Based on the researcher finding and previous research finding, its turns out that role play is still an effective method in teaching and learning process, expecially in teaching speaking. Even though it is carried out in different places, subject and different characteristics of students. And based on theori that role play technique gives students chance to speak and act from the point of view of their new character. So it is proven that the role play effective in improving students speaking skill. The comparison with previous reseacrh are in place, sample and population, time, characteristics and the limitedness by the reseacrh.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the result in the fourth chapter and after conduct the result of the treatments, the researcher concludes that:

1. Teaching speaking English by using Role Play is better than conventional technique. It was proved from the mean score in experimental group differs significant from the students in control group. The mean score in experimental group is 65,33. It means that the score in experimental group is higher than control group (65,33 > 52,24).

2. Teaching speaking English by using Role Play is effective to improve students speaking skill. Because, teaching English by using Role Play has good impact to student in speaking. The students more understand how to speak well of English. It means that teaching English by using Role Play can increase student's speaking skill.

3. Based on the calculating, the t obtained is compared to the value of the table. It was proved that t test was bigger than t table (4,15 > 0,2324). It means that the Ho hypothesis is rejected and the Hi hypothesis is accepted. The interpretation from the calculation, there is significant of teaching English by using Role Play

B. Suggestions

Based on the research findings and conclusions above, the researcher would like to propose following suggestions:

1. English Teacher's at school in Curup especially in SMP 1 Curup are suggested to use Role Play as an alternative teaching technique in teaching speaking especially if the material focuses on ability development.

2. There are several weaknesses in this research. One of them is the researcher did the treatment only six times. It will be better if in the future research, the researcher more increase the quantity of treatment.

3. Other researchers who are interested in carrying out a research in using Role Play are suggested to conduct these research findings in order to have better results.

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APPENDIXES

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI CURUP
FAKULTAS TARBIYAH
lamat : Jalan DR. A.K. Gani No 1 Kotak Pos 108 Curup-Bengkulu Telpn. (0732) 21010
ax. (0732) 21010 Homepage http: www.iaincurup.ac.id E-Mail : admin@iaincurup.ac.id.

KEPUTUSAN DEKAN FAKULTAS TARBIYAH
Nomor : 457 Tahun 2022
Tentang
PENUNJUKAN PEMBIMBING 1 DAN 2 DALAM PENULISAN SKRIPSI
INSTITUT AGAMA ISLAM NEGERI CURUP

Menimbang	: a.	Bahwa untuk kelancaran penulisan skripsi mahasiswa, perlu ditunjuk dosen Pembimbing I dan II yang bertanggung jawab dalam penyelesaian penulisan yang dimaksud ;
	b.	Bahwa saudara yang namanya tercantum dalam Surat Keputusan ini dipandang cakap dan mampu serta memenuhi syarat untuk diserahi tugas sebagai pembimbing I dan II ;
Mengingat	: 1.	Undang-Undang Nomor 20 tahun 2003 tentang Sistem Pendidikan Nasional ;
	2.	Peraturan Presiden RI Nomor 24 Tahun 2018 tentang Institut Negeri Islam Curup;
	3.	Peraturan Menteri Agama RI Nomor : 30 Tahun 2018 tentang Organisasi dan Tata Kerja Institut Agama Islam Negeri Curup;
	4.	Keputusan Menteri Pendidikan Nasional RI Nomor 184/U/2001 tentang Pedoman Pengawasan Pengendalian dan Pembinaan Program Diploma, Sarjana dan Pascasarjana di Perguruan Tinggi;
	5.	Keputusan Menteri Agama RI Nomor 019558/B.II/3/2022 tentang Pengangkatan Rektor IAIN Curup Periode 2022-2026.
	6.	Keputusan Direktur Jenderal Pendidikan Islam Nomor : 3514 Tahun 2016 Tanggal 21 oktober 2016 tentang Izin Penyelenggaraan Program Studi pada Program Sarjana STAIN Curup
	7.	Keputusan Rektor IAIN Curup Nomor : 0317 tanggal 22 Mei 2022 tentang Pengangkatan Dekan Fakultas Tarbiyah Institut Agama Islam Negeri Curup.
Memperhatikan	1.	Surat Rekomendasi dari Prodi Tadris Bahasa indonesia Nomor /FT.2/PP.00.9/TBI/2022
	2.	Berita Acara Seminar Proposal Hari Rabu, 29 Desember 2022

M E M U T U S K A N :

Menetapkan

Pertama	: 1.	Jumatul Hidayah, M.Pd.	197802242002122002
	2.	Henny Septia Utami, M.Pd	20160998903

Dosen Institut Agama Islam Negeri (IAIN) Curup masing-masing sebagai Pembimbing I dan II dalam penulisan skripsi mahasiswa :

N A M A	:	**Ridho Aini**
N I M	:	**17551053**
JUDUL SKRIPSI	:	**"The Effect of Role Play to Improve Studens Speaking Skill"**

kedua	:	Proses bimbingan dilakukan sebanyak 8 kali pembimbing I dan 8 kali pembimbing II dibuktikan dengan kartu bimbingan skripsi ;
Ketiga	:	Pembimbing I bertugas membimbing dan mengarahkan hal-hal yang berkaitan dengan substansi dan konten skripsi. Untuk pembimbing II bertugas dan mengarahkan dalam penggunaan bahasa dan metodologi penulisan ;
Keempat	:	Kepada masing-masing pembimbing diberi honorarium sesuai dengan peraturan yang berlaku ;
Kelima	:	Surat Keputusan ini disampaikan kepada yang bersangkutan untuk diketahui dan dilaksanakan sebagaimana mestinya ;
Keenam	:	Keputusan ini berlaku sejak ditetapkan dan berakhir setelah skripsi tersebut dinyatakan sah oleh IAIN Curup atau masa bimbingan telah mencapai 1 tahun sejak SK ini ditetapkan ;
Ketujuh	:	Apabila terdapat kekeliruan dalam surat keputusan ini, akan diperbaiki sebagaimana mestinya sesuai peraturan yang berlaku ;

Ditetapkan di Curup,
Pada tanggal, 4 Juli 2022
Dekan,

HAMENGKUBUWONO

Tembusan :
1. Rektor
2. Bendahara IAIN Curup;
3. Kabag Akademik kemahasiswaan dan kerja sama;
4. Mahasiswa yang bersangkutan

PEMERINTAH KABUPATEN REJANG LEBONG
DINAS PENANAMAN MODAL
DAN PELAYANAN TERPADU SATU PINTU
Jalan S.Sukowati No.60 ☎Telp. (0732) 24622 Curup

S U R A T I Z I N
Nomor : 503/369 /IP/DPMPTSP/IX/2022

TENTANG PENELITIAN
KEPALA DINAS PENANAMAN MODAL DAN PTSP KABUPATEN REJANG LEBONG

Dasar :
1. Keputusan Bupati Rejang Lebong Nomor 180.86.I Tahun 2020 Tentang Pelimpahan Kewenangan Penandatanganan Dan Pengelolaan Perizinan dan Non Perizinan Kepada Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kabupaten Rejang Lebong
2. Surat dari Wakil Dekan I Fakultas Tarbiyah IAIN Curup Nomor : 1073/In.34/FT/PP.00.9/07/2022 tanggal 29 Juli 2022 Hal Rekomendasi Izin Penelitian

Dengan ini mengizinkan, melaksanakan Penelitian kepada :
Nama /TTL   : Ridho Aini/ Curup, 11 Juli 1999
NIM   : 17551053
Pekerjaan   : Mahasiswa
Program Studi / Fakultas : Tadris Bahasa Inggris (TBI)/ Tarbiyah
Judul Proposal Penelitian : The Effect Of Rule Play To Improve Students Speaking Skill (An Experimental Research At The Eight Grade Student Of SMP Negeri 01 Curup)
Lokasi Penelitian : SMP Negeri 01 Rejang Lebong
Waktu Penelitian : 21 September 2022 s/d 29 Oktober 2022
Penanggung Jawab : Wakil Dekan I Fakultas Tarbiyah IAIN Curup

Dengan ketentuan sebagai berikut :
a) Harus mentaati semua ketentuan Perundang-Undangan yang berlaku.
b) Selesai melakukan penelitian agar melaporkan/menyampaikan hasil penelitian kepada Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kabupaten Rejang Lebong.
c) Apabila masa berlaku Izin ini sudah berakhir, sedangkan pelaksanaan penelitian belum selesai perpanjangan izin Penelitian harus diajukan kembali kepada instansi pemohon.
d) Izin ini dicabut dan dinyatakan tidak berlaku, apabila ternyata pemegang surat Izin ini tidak menaati/mengindahkan ketentuan-ketentuan seperti tersebut di atas.

Demikian Izin ini dikeluarkan untuk dapat dipergunakan sebagaimana mestinya.

Ditetapkan di : Curup
Pada Tanggal : 21 September 2022

Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kabupaten Rejang Lebong

Ir. AFNISARDI, MM
Pembina Utama Muda
NIP. 19630405 199203 1 015

Tembusan :
1. Kepala Badan Kesbangpol Kab. RL
2. Wakil Dekan I Fakultas Tarbiyah IAIN Curup
3. Kepala SMPNegeri 01 Rejang Lebong
4. Yang Bersangkutan
5. Arsip

PEMERINTAH KABUPATEN REJANG LEBONG
DINAS PENDIDIKAN DAN KEBUDAYAAN
SMP NEGERI 1 REJANG LEBONG
Jalan Basuki Rahmat No. 06 Curup ☎ (0732) 21974, 23095 Fax. 0732-23095
E-mail smpn1curupkota@yahoo.co.id. Kode Pos 39112,

SURAT KETERANGAN SELESAI PENELITIAN

Nomor : 421.3/097/PL/SMPN 1/RL/2022

Yang bertanda tangan di bawah ini Kepala SMP Negeri 1 Rejang Lebong .

Nama	: EKA SUSANTI, S.Pd
NIP	: 1950703 200312 2 002
Pangkat/Gol	: Pembina / IV. b
Jabatan	: Kepala SMPN 1 Rejang Lebong
Alamat	: Jl. Basuki Rahmat Kel. Dwi Tunggal

Menerangkan dengan sesungguhnya bahwa saudara .

Nama	: Ridho Aini
NPM	: 17551053
Jurusan	: Tadris Binggris
Universitas	: IAIN CURUP

Benar bahwasanya yang bersangkutan telah aktif dan telah selesai melaksanakan Penelitian di SMPN 1 Rejang Lebong tanggal 21 September – 29 Oktober 2022, dengan judul "The effect of Role Play to Improve Students Speaking Skill"

Demikian Surat keterangan ini dibuat dengan sebenarnya agar dapat dipergunakan sebagaimana mestinya

Curup, 20 Oktober 2022
Kepala Sekolah

EKA SUSANTI, S.Pd
NIP. 19750703 200312 2 002

Surat Pernyataan

(Informed Consent)

Sebagai Rater Penelitian

Yang bertanda tangan dibawah ini, saya :

Nama   : Rizki Indra Guci

Pekerjaan   : Dosen Institut Agama Islam Negeri Curup

     Setelah mendapat penjelasan dari peneliti tentang penelitian dengan judul **: "The Effect Of Role Play To Improve Students Speaking Skill".** Setelah mendapat petunjuk tentang pelaksanaan penilaian maka dengan ini menyatakan bahwa saya telah memberikan penilaian yang sungguh- sungguh dan bertanggung jawab atas pemeriksaan Speaking Students berdasarkan record masing-masing speaking student dari data Siswa SMPN 1 Curup tempat Penulis melakukan Penelitian.

     Demikian surat pernyataan ini saya buat dengan sungguh- sungguh tanpa ada paksaan dari pihak manapun. Kiranya dapat digunakan sebaik-baiknya sebagai pegangan bagi si peneliti dan pihak lain yang berkepentingan dalam penelitian ini.

Curup, 12 Juni 2023
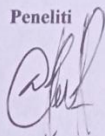
Peneliti   **Rates**

(Ridho Aini   )   (Rizki Indra Guci   )
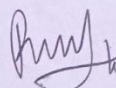
Table of Rubric

Indicator	Score	Description
Grammar	5	There is no or little mistake in grammar
	4	Sometimes make mistake in grammar, but it does not influence the meaning
	3	Often makes mistake in grammar and influences the meaning
	2	There are many mistakes in grammar which made hinder in meaning and should re-arrange sentence
	1	The grammar mistake is so bad so it is difficult to understand
Vocabulary	5	Using vocabulary and expression like native speaker
	4	Sometimes using vocabulary which is not appropriate
	3	Using vocabulary which is not appropriate, conversation becomes limited because the vocabulary is limited
	2	Using wrong vocabulary and it is limited so it is difficult to understand
	1	Vocabulary is so limited so conversation impossible to occur
Pronunciation	5	Eassy to understand and has native speakers accent
	4	Eassy to understand with certain accent
	3	There are some problem in pronunciation made listener should more concentration and some times there is miss understanding
	2	Difficult to understand because there is problem in prononciation, asked to repeat
	1	The serious prononciation so it can not be understood
Fluency	5	Speech is smooth as a native speakers
	4	The fluency is disturbed by language problem
	3	The Fluency is disturbed more by language problem
	2	Speech is frequently hesitant and jerky, sentences may be left uncompleted
	1	Speech is so halting and fragmentary that conversation is virtually impossible
Comprehend	5	Understand all without any difficulties
	4	Understand almost all, although there is repetition in certain part
	3	Understand most of what she/he talks in slow speaking
	2	Difficult to understand what she/he talks
	1	Can not understand although in simple conversation

Catatan Validator :

Menurut pertimbangan validator instrument ini sudah baku dan valid karena diadaptasi dari sumber yang bagus. Instrument ini juga sudah teruji dan sudah banyak digunakan oleh peneliti lain.

Curup, 18 Oktober 2022

Ruly Morgana, M.PD

RESEARCH INDTRUMENT-PRETEST

A. CONTROL GROUP

No	Name	Score					Jumlah	
		Grammar	vocabulary	Pronounciation	Fluency	Comprehend		
1	Abbe Jovan C.	4	4	4	4	5	21	**84**
2	Anindya Diva P.	4	4	2	2	3	15	**60**
3	Anna Regy Intan S	1	1	1	1	1	5	**20**
4	Aulia Amanda Z	4	4	3	3	3	17	**68**
5	Bintang fadillah A	3	3	2	3	3	14	**56**
6	Ceisar Rofaldo Lim	1	1	1	1	1	5	**20**
7	Dea Oktavia S	4	3	3	3	3	16	**64**
8	Fadillah Zahira R	3	3	2	2	3	13	**52**
9	Farel Al-Rosyad	3	3	1	1	1	9	**36**
10	Farhan Meihandi	3	3	3	3	3	15	**56**
11	Kaira Aufani B	2	3	2	3	2	12	**48**
12	Kasih putri Devi	3	3	2	2	2	12	**48**
13	Lintang Nur A	1	1	1	1	1	5	**20**
14	Livina Eliza S	3	3	2	3	2	13	**52**
15	M. Alfi Muzzaqi	3	4	2	1	2	12	**48**
16	M. Fazza	2	2	1	1	1	7	**28**
17	M. Fikry Aryasandi	3	3	1	2	1	10	**40**
18	Meisya Putri G	5	4	3	3	3	18	**72**
19	Michael Sebastian	4	4	2	3	3	16	**64**
20	Mochammad Raka	3	3	1	1	2	10	**40**
21	M. Alif Athasyah	3	3	1	1	2	10	**40**
22	M. Ghaisan Zafiro	3	3	2	3	2	13	**52**
23	Nurdia Enjellina	3	3	3	3	3	15	**60**
24	Pricessa Pradischa	3	3	2	2	2	12	**48**
25	Raisava Bariq S	5	4	2	2	3	16	**64**
26	Rhequena Ghaniyah	3	3	2	2	2	12	**48**
27	Rifki Al Falah	2	2	2	2	2	10	**40**
28	Rizky Dwi B	4	3	1	1	1	10	**40**
29	Seyra Safha N	2	3	2	2	2	11	**44**
30	Shofi Rarasati H	2	2	3	3	3	13	**52**
31	Sophie Audria I	4	4	3	3	3	17	**68**
32	Tria Rafael C	1	1	1	1	1	5	**20**
33	Zaky Brian R	4	4	1	1	1	11	**44**

RESEARCH INSTRUMENT PRE-TEST

B. EXPERIMENTAL GROUP

No	Name	Score					Jumlah	
		Grammar	vocabulary	Pronounciation	Fluency	Comprehend		
1	Adrian Gustav R	4	4	3	4	3	18	**72**
2	Affifah Syahira	3	3	2	2	1	11	**44**
3	Alya Purti R	4	4	4	4	4	20	**80**
4	Aulya Nadhifa	3	3	3	3	3	15	**60**
5	Aura Kasih P	4	3	3	3	3	16	**64**
6	Bintang Zahira P	4	4	3	5	4	20	**80**
7	Bonaventura B. A	4	4	3	3	3	17	**68**
8	Chelsea Aqueeni R	4	4	4	5	5	22	**88**
9	Dandi Alwaan	4	4	2	2	3	15	**60**
10	Dina Anisa RM	3	3	3	3	3	15	**60**
11	Dinda Suci A	3	3	3	3	3	15	**60**
12	Figo Bramantio S	4	3	3	3	4	17	**68**
13	Gilbert Cristian M S	3	3	3	3	3	15	**60**
14	Juvita Dwi F	4	4	4	4	4	20	**80**
15	Kesya Salsabila	2	2	2	2	2	10	**40**
16	Luthfiyyah Zarfi	3	3	3	3	3	15	**60**
17	M. Dzakwan Siger	2	2	2	2	2	10	**40**
18	Maila Hana S	3	3	3	3	3	15	**60**
19	M. Aldo R	2	2	2	2	2	10	**40**
20	M. Alfath	4	4	3	3	3	17	**68**
21	Nasywaa A A	4	4	4	4	4	20	**80**
22	Polly Dellyzan A R	4	4	3	3	4	18	**72**
23	Putri Rania Zahra	3	3	3	4	3	16	**64**
24	Shazza S D	2	2	2	2	3	11	**44**
25	Silvia Oktaria	2	2	2	2	2	10	**40**
26	Steven Andrean G S	3	3	2	3	3	14	**56**
27	Syifa Aurora S	3	3	3	3	3	15	**60**
28	Syifa Okta	4	3	3	4	4	18	**72**
29	Thalenta Marsa K H	3	3	3	3	3	15	**60**
30	Violla Zantika P	3	3	3	3	4	16	**64**
31	Wiwid Anggraini	3	3	3	3	4	16	**64**
32	Zaskya Dwi P	3	2	3	4	4	16	**64**
33	Devina Trisviona	3	3	3	3	3	15	**60**

ANALYSIS DATA OF PRETEST

No Subject	Name	Control Group Pre Test	Experiment Group Pre Test
1	Student 1	84	72
2	Student 2	60	44
3	Student 3	20	80
4	Student 4	68	60
5	Student 5	56	64
6	Student 6	20	80
7	Student 7	64	68
8	Student 8	52	88
9	Student 9	36	60
10	Student 10	56	60
11	Student 11	48	60
12	Student 12	48	68
13	Student 13	20	60
14	Student 14	52	80
15	Student 15	48	40
16	Student 16	28	60
17	Student 17	40	40
18	Student 18	72	60
19	Student 19	64	40
20	Student 20	40	68
21	Student 21	40	80
22	Student 22	52	72
23	Student 23	60	64
24	Student 24	48	44
25	Student 25	64	40
26	Student 26	48	56
27	Student 27	40	60
28	Student 28	40	72
29	Student 29	44	60
30	Student 30	52	64
31	Student 31	68	64
32	Student 32	20	64
33	Student 33	44	60
Mean		48,46	62,16

RESEACRH INSTRUMENT OF POST TEST

A. CONTROL GROUP

No	Name	Score					Jumlah	
		Grammar	vocabulary	Pronounciation	Fluency	Comprehend		
1	Abbe Jovan C.	4	4	4	4	5	21	**84**
2	Anindya Diva P.	4	4	2	2	3	15	**60**
3	Anna Regy Intan S	3	3	2	3	3	14	**56**
4	Aulia Amanda Z	4	3	3	4	4	18	**72**
5	Bintang fadillah A	3	3	2	3	3	14	**56**
6	Ceisar Rofaldo Lim	1	1	1	1	1	5	**20**
7	Dea Oktavia S	3	3	3	3	3	15	**60**
8	Fadillah Zahira R	4	3	2	2	2	13	**52**
9	Farel Al-Rosyad	3	3	1	1	1	9	**36**
10	Farhan Meihandi	2	3	3	3	3	14	**56**
11	Kaira Aufani B	2	3	2	3	2	12	**48**
12	Kasih putri Devi	3	3	2	2	2	12	**48**
13	Lintang Nur A	3	3	2	2	2	12	**48**
14	Livina Eliza S	4	3	1	2	2	12	**48**
15	M. Alfi Muzzaqi	3	3	2	2	2	12	**48**
16	M. Fazza	2	2	1	1	1	7	**28**
17	M. Fikry Aryasandi	3	3	1	2	1	10	**40**
18	Meisya Putri G	5	4	3	3	3	18	**72**
19	Michael Sebastian	4	4	2	3	3	16	**64**
20	Mochammad Raka	3	3	1	1	2	10	**40**
21	M. Alif Athasyah	3	3	1	1	2	10	**40**
22	M. Ghaisan Zafiro	4	4	3	3	4	18	**72**
23	Nurdia Enjellina	4	4	3	4	4	19	**76**
24	Pricessa Pradischa	3	3	2	2	2	12	**48**
25	Raisava Bariq S	3	4	3	4	3	17	**68**
26	Rhequena Ghaniyah	5	4	2	2	3	16	**64**
27	Rifki Al Falah	2	2	2	2	2	10	**40**
28	Rizky Dwi B	4	3	1	1	1	10	**40**
29	Seyra Safha N	4	4	2	2	3	15	**60**
30	Shofi Rarasati H	2	2	3	3	3	13	**52**
31	Sophie Audria I	4	3	3	3	3	16	**64**
32	Tria Rafael C	1	1	1	1	1	5	**20**
33	Zaky Brian R	4	4	1	1	1	11	**44**

RESEACRH INSTRUMENT OF POST TEST

B. EXPERIMENTAL GROUP

No	Name	Score					Jumlah	
		Grammar	vocabulary	Pronounciation	Fluency	Comprehend		
1	Adrian Gustav R	4	4	4	4	4	20	**80**
2	Affifah Syahira	4	4	3	3	3	17	**68**
3	Alya Purti R	4	4	4	4	4	20	**80**
4	Aulya Nadhifa	4	4	3	4	4	19	**76**
5	Aura Kasih P	3	4	3	3	4	17	**68**
6	Bintang Zahira P	3	4	3	4	4	18	**72**
7	Bonaventura B. A	4	4	3	4	3	18	**72**
8	Chelsea Aqueeni R	4	4	3	4	4	19	**76**
9	Dandi Alwaan	4	4	3	2	2	15	**60**
10	Dina Anisa RM	3	3	3	2	2	13	**52**
11	Dinda Suci A	4	4	3	4	4	19	**76**
13	Figo Bramantio S	3	3	3	3	3	15	**60**
14	Gilbert Cristian M S	4	4	3	3	4	18	**72**
15	Juvita Dwi F	4	4	3	4	4	19	**76**
16	Kesya Salsabila	3	3	2	2	2	12	**48**
17	Luthfiyyah Zarfi	4	4	3	3	4	18	**72**
18	M. Dzakwan Siger	3	3	3	3	3	15	**60**
20	Maila Hana S	4	4	3	4	4	19	**76**
21	M. Aldo R	3	3	3	3	3	15	**60**
22	M. Alfath	4	4	3	3	3	17	**68**
23	Nasywaa A A	3	4	3	3	3	16	**64**
24	Polly Dellyzan A R	4	4	3	3	3	17	**68**
25	Putri Rania Zahra	3	3	3	4	4	17	**68**
26	Shazza S D	3	4	3	3	2	15	**60**
28	Silvia Oktaria	3	3	2	2	2	12	**48**
29	Steven Andrean G S	3	3	2	2	2	12	**48**
30	Syifa Aurora S	3	3	3	3	3	15	**60**
31	Syifa Okta	4	4	3	3	3	17	**68**
32	Thalenta Marsa K H	3	3	3	3	3	15	**60**
33	Violla Zantika P	3	3	3	3	3	15	**60**
34	Wiwid Anggraini	3	3	2	3	2	13	**52**
35	Zaskya Dwi P	4	4	3	4	4	19	**76**
37	Devina Trisviona	3	3	3	2	2	13	**52**

ANALYSIS OF POST TEST

No Subject	Name	Control Group Post Test	Experiment Group Post Test
1	Student 1	84	72
2	Student 2	60	44
3	Student 3	56	80
4	Student 4	72	60
5	Student 5	56	64
6	Student 6	20	80
7	Student 7	60	68
8	Student 8	52	88
9	Student 9	36	60
10	Student 10	56	60
11	Student 11	48	60
12	Student 12	48	68
13	Student 13	48	60
14	Student 14	48	80
15	Student 15	48	40
16	Student 16	28	60
17	Student 17	40	40
18	Student 18	72	60
19	Student 19	64	40
20	Student 20	40	68
21	Student 21	40	80
22	Student 22	72	72
23	Student 23	76	64
24	Student 24	48	44
25	Student 25	68	40
26	Student 26	64	56
27	Student 27	40	60
28	Student 28	40	72
29	Student 29	60	60
30	Student 30	52	64
31	Student 31	64	64
32	Student 32	20	64
33	Student 33	44	60
Mean		52,24	65,33

ALL OF POST TEST RESULT

No Subject	Control Group		Experiment Group	
	Y	Y²	X	X²
1	84	7056	80	6400
2	60	3600	68	4624
3	56	3136	80	6400
4	72	5184	76	5776
5	56	3136	68	4624
6	20	400	72	5184
7	60	3600	72	5184
8	52	2704	76	5776
9	36	1296	60	3600
10	56	3136	52	2704
11	48	2304	76	5776
12	48	2304	60	3600
13	48	2304	72	5184
14	48	2304	76	5776
15	48	2304	48	2304
16	28	784	72	5184
17	40	1600	60	3600
18	72	5184	76	5776
19	64	4096	60	3600
20	40	1600	68	4624
21	40	1600	64	4096
22	72	5184	68	4624
23	76	5776	68	4624
24	48	2304	60	3600
25	68	4624	48	2304
26	64	4096	48	2304
27	40	1600	60	3600
28	40	1600	68	4624
29	60	3600	60	3600
30	52	2704	60	3600
31	64	4096	52	2704
32	20	400	76	5776
33	44	1936	52	2704
Total	1724	97552	2156	143856

t test = 4,15	t $_{test}$ > t $_{table}$	Hi Accepted
t $_{table}$ = 0,2423	4,15 > 0,2423	Ho Rejected

LIST OF TREATMENT

No	Date	Kind of Activity	Topic
1	17 November 2023	Treatment 1	Greeting Card
2	23 November 2023	Treatment 2	Birthday Card
3	24 November 2023	Treatment 3	Condolance card
4	30 November 2023	Treatment 4	Congratulation Card
5	1 Desember 2023	Treatment 5	Invitation
6	7 Desember 2023	Treatment 6	Giving Intraction

Documentation

BIOGRAPHY

Ridho Aini, as known as "Dochan". A powerful doughter of Mr. Misro and Mrs. Erna , was born in Curup 11th of july 1999. She is cheerful and friendly, she love reads a novel she has a lot of novels.

She studied at SD IT RR when she was at Elemantry School, after that she continued her studie at Islamic Bording School, she stayed since First grade of Junior High School till Last grade of Senior High School, she has been there for 6 years.

0n 2017 She has studied at IAIN Curup, and take English Study Program. She chose English Study Programe because she likes listening of english song and interested in becoming an English teacher. She realy wants to be a good English teacher in the future, hope that will be happen.