

ABSTRACT

A COMPARATIVE STUDY BETWEEN COMMUNICATIVE DRILL AND ROLE PLAY OF STUDENTS' SPEAKING ACHIEVEMENT AT THE FIRST GRADE OF SMAN 7 BANDAR LAMPUNG

By

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The objectives of this research were to investigate whether there was a significant difference in students' speaking achievement after being taught by using Communicative Drill and Role Play and to investigate what aspect of speaking that increase the most in each technique. This research was conducted at the first grade of SMAN 7 Bandar Lampung.

This research was quantitative research using Two Groups Pre-test Post-test Design. The researcher chose two classes as the sample of experimental classes to conduct the research. The data were collected from the result of pre-tests and post-tests in both classes. Then, both classes were given three treatments each, the first class was using Communicative Drill and the second class was using Role Play. After getting the data, the researcher analyzed it using Paired Sample t-test.

The result showed that the mean score of post-test in the Communicative Drill class was 76.85 and the mean of post-test in the Role Play class was 87.42. Alpha (α) was 0.00 and it showed that it was lower than 0.05 ($\alpha < 0.05$). It means that Role Play had higher gain than Communicative Drill in teaching speaking. The aspect that increased the most in Communicative Drill was fluency and pronunciation in Role Play. Role Play was an interesting activity which made students develop their own imagination to be someone else to have conversation. On the other hand, Communicative Drill needed the students to do the conversation based on the guided reply, so it made them difficult to develop their own conversation.