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

(A Script)

By

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ENGLISH EDUCATION STUDY PROGRAM

LANGUAGE AND ARTS EDUCATION DEPARTMENT

TEACHER TRAINING AND EDUCATION FACULTY

UNIVERSITY OF LAMPUNG

2016

ABSTRACT

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

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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 ( ) was 0.00 and it showed that it was lower than 0.05 (<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.

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Nurina Ulfa

A Script
Submitted in a Partial Fulfillment of
The Requirement for S-1 Degree

in

The Language and Arts Departments of
The Faculty of Teacher Training and Education

ENGLISH EDUCATION STUDY PROGRAM

LANGUAGE AND ARTS EDUCATION DEPARTMENT

TEACHER TRAINING AND EDUCATION FACULTY

UNIVERSITY OF LAMPUNG

2016

Research Title : **A COMPARATIVE STUDY BETWEEN COMMUNICATIVE DRILL AND ROLE PLAY TOWARDS STUDENTS' SPEAKING ACHIEVEMENT AT THE FIRST GRADE OF SMAN 7 BANDAR LAMPUNG**
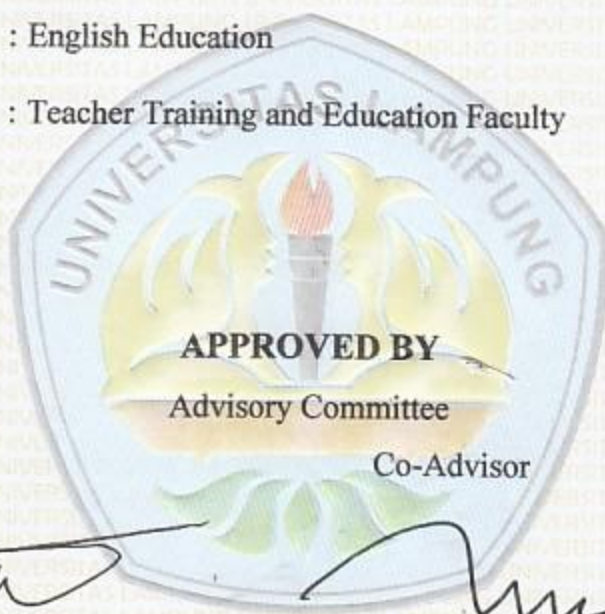
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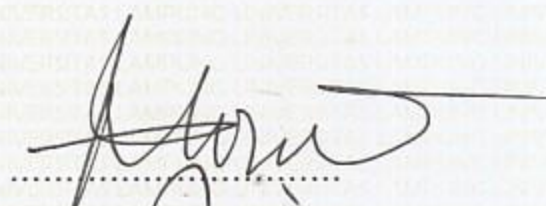NIP 19600713 198603 2 001 NIP 19641212 199003 1 003

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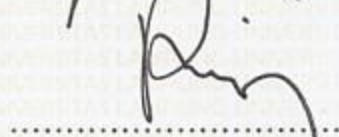
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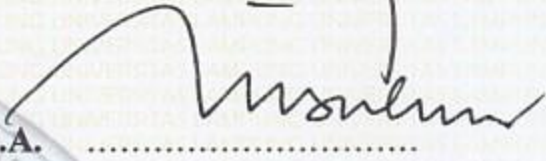
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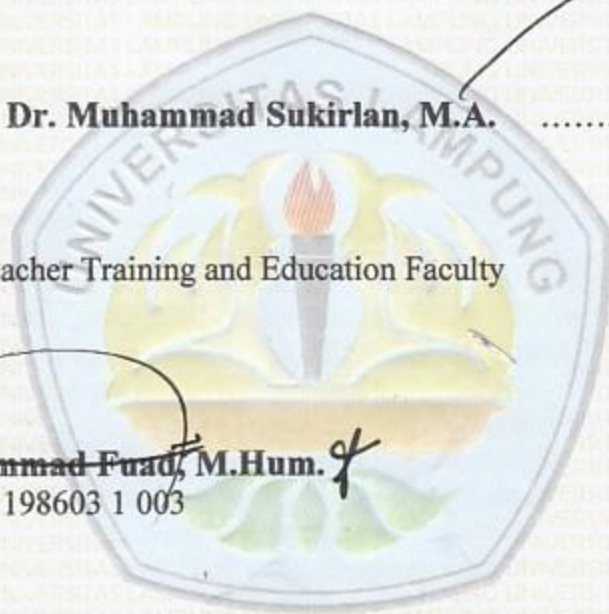
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Yang membuat pernyataan,

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CURRICULUM VITAE

The writer was born on February 11th 1995 in Bandar Lampung, Lampung. She is the first child and the only one daughter of Ahmad Ismail, S. H., M. Si., and Lutfia Shofa. She also has two younger brothers; Y. A. Sabil Ismail and Y. A. Hafiz.

In 2000, the writer graduated from TK Aisyiyah Bandar Lampung. In the same year, she entered SD Muhammadiyah Bandar Lampung for a year, then she moved to SD Al-Kautsar Bandar Lampung at the second year until she graduated there in 2006. Then, she studied in SMP N 1 Bandar Lampung and finished it in 2009. After she graduated from junior high school, she continued her study at SMA Al-Kautsar Bandar Lampung and graduated in 2012.

In 2012, she entered a university, majoring English Education Study Program, Teacher Training and Education Faculty of Lampung University. She joined in Teaching Practice Program (PPL) at SMA N 1 Pagar Dewa, West Lampung from July 27th to September 19th 2015. She did her research from 23th March 30th, 2016 to April 25th, 2016.

DEDICATION

This script is proudly dedicated to:

My beloved parents

Ahmad Ismail, S. H., M. Si., and Lutfia Shofa

My beloved younger brothers
Y. A. Sabil Ismail
Y. A. Hafiz

My Almamater

MOTTO

"Carpe Diem"

-Horace (Odes)

"So verily, with the hardship, there is relief. Verily, with the hardship, there is relief."
-**Quran 94:5-6**

AKCNOWLEDGEMENTS

Alhamdulillahirobbil'alamiin, Praise is merely to the Mightiest Allah SWT for the gracious mercy and tremendous blessing that enables me to accomplish this script entitled "A Comparative Study Between Communicative Drill and Role Play towards Students' Speaking Achievement at the First Grade of SMAN 7 Bandar Lampung." Shalawat and Salaam is for Prophet Muhammad SAW, his family, his followers, and all Moslems. This script is submitted as one of the requirement to finish her Bachelor degree at English Education Study Program, Teacher Training and Education Faculty, Lampung University.

The writer would like to express gratitude to:

1. Dr. Flora, M.Pd., as the writer's first advisor, for her willingness to give assistance, ideas, and encouragements within her time during the script writing process.

2. Dr. Muhammad Sukirlan, M. A., as the writer's second advisor, for his kindness, patience, comments, and suggestions in guiding the writer finishing the script.

3. Drs. Huzairin, M. Pd., as the writer's examiner, for his encouragements, contributions, and suggestions to improve this script better.

Rizki, Reyhan Affandi, M. Ivo, Akbar, Josua Rolos, Novita, Teika Ameiratrini, Shintia Sinaga, Annisa Efri and Vetty R. Astika.

12. My lovely mates on campus *Tajins*; Cecille Ameilia K., Desy Wulandari, Dharin Okta S., Dian Tika Cahyanti, Faradilah Bari, Putri Satya F., Sella Merista, and Yolanda Rizki P. Thank you for always be there right from the start and never leave.

13. My super-silly-but-awesome friends in ED 2012 who are very helpful in chat rooms and real life, *Bipolars*; Yosua, Anggi, Taqim, Dilla, Dian, Lucky, Sani, AyuPrat, Tiwi, Ara, Paullo, Adit, Rangga, Jeni, Syafira, Ami, Andre, Ulfi, Nina, Ryan, Alin, Desy, Fara, Indah, Iis, Rahma, Kiky, Winda, Pipit, Rifka, Yolan, Eka, Cile and Anjar. Thanks for the trash talk in the middle of the night, plans that only will be plans, and other craziness!

14. My besties since junior high *CLC*; Rizki Maharani, Suci Saraswati, Dian Tika C., Pratiwi Saputri, Santi Nurhasanah, Rahmah Khairina, Rizky Khairina, Tiara Octariana, Yesi Eka Molita, Marisa Triana Mazta, and Sofiana Rahmayani. Thanks for all of the laughter we shared since junior high, support, prayer, stories, movies, K-dramas and food.

15. My high school dearest mates; Ilya Arina, Inna Rahmania, Wahyuningrum Sekar D. R., Citra Laras Maharani, Yose Trimiarti, Linggar Arief, Ido Bimi, and Zuhri Muhammad. Thank you for all of the support, prayer, the peculiar things we do when we meet, slapsticks and all of the silly-but-precious things. See you on top!

16. KKN/PPL Team SMA N 1 Pagar Dewa; Khabib, Bagas, Arum, Jiba, Uni, Risma, Rizki, Luna, and Wayan.

17. Other English Department 2012 members and the seniors who cannot be mentioned one by one.

Finally, I gratefully thank to everyone who was important to the successful realization of this script. The writer realizes that this script is far from being perfect, but it is expected that it will be useful not only for the researcher, but also for the readers. For this reason, constructive thoughtful suggestion and critics are welcomed.

Bandar Lampung, July 29th, 2016

Nurina Ulfa

CONTENTS

I. INTRODUCTION

This chapter describes the the following points: The background, formulation, objectives, uses, scope as well as the definition of key terms, discussed as follows.

1.1. Background

Learning English cannot be separated from learning the four language skills, i.e. listening, speaking, reading, and writing. Thus, the four language skills are integrated one another which the students have learnt from elementary level, up to senior high school level.

Speaking is the second step in learning language. In spite of that, most researchers believe that speaking is also a crucial skill to master. Speaking skill should be improved along with the three other skills like listening, reading, and writing so that these skills can enhance student's ability to communicate. Brown (2001) says that speaking is literally defined as to say things, to express thought aloud, and to use the voice.

Indonesian students should master English as an international language by which they can make a conversation with foreigners, give ideas and get information. Nowadays, the students are demanded to learn English and some of the schools also make the students to use English in daily conversation because conversation is a foundation to communicate with foreigners.

Many students have problems in learning English especially speaking. Based on the researcher's experience when conducting teaching practice program (PPL/2015) in the SMA N 1 Pagar Dewa, it was found that there were many students had some difficulties in speaking. First, students are afraid to speak because they lack of vocabularies. They usually depended themselves on teachers to give some examples and some vocabularies. Second, students do not understand grammar well. Lastly, they lack of pronunciation. Students are afraid of making mistakes when speaking because they think that their pronunciation are poor. As Adnan (2015) states that there are many problems that make students cannot speak English, such as: students' lack of vocabularies, grammar, pronunciation, practice and also confidence to speak English. He also assumes that there are no bad students if the teacher teaches them well.

The problem stated above might have been caused by teacher's way of teaching. The selection of incorrect technique may cause difficulties in learning English for students. Moreover, students always depend on teacher. What the teacher gives to the students is what they take. If the teacher only gives what is written on the book without considering using the connection in the subject matter with the students' daily lives, it will make them difficult to learn English. In this case, the teacher should be creative to make the students to be able to speak English in a communicative way. Using a suitable technique can give a huge impact in teaching speaking. Setiyadi (2006) says that the teacher considerably needs to provide the students with the right techniques, so that they are optimally engaged in studying. One of the successful keys in teaching learning process may depend much on the methods or strategies the teachers employ in the classroom.

In this research, the researcher wanted to implement active learning as the method to improve students' speaking ability. Active learning is students-centered method

in teaching learning process. According to Janah (2013:3), active learning is an activity which makes the students to be active in learning process rather than just listening and taking notes. The students are expected to be actively involved. They have to do more than just listen; read, write, discuss and also they can solve problems. Janah also says that active learning can be defined as instructional activities involving students in doing things and thinking about what they are doing. According to Silberman (1996) in Janah (2013), Communicative Drill and also Role Play are the examples of techniques in instructional practices of active learning.

Communicative drill is one of the techniques in active learning. It is one of the types from Audio Lingual Method and also a part of Communicative Language Teaching. Role playing within a set situation ordering a meal, carrying on a telephone conversation, buying groceries is one way of working with communicative drills as stated by Paulston and Bruder (1976). Apart from the title word 'drill', communicative drill is not like any other drill in ALM. As stated by Paulston and Bruder (1976:20), the difference between communicative drill and meaningful drill is that in the communicative drill the speaker should add new information about the real world in the end. Moreover, by using communicative drill, the students can work individually or in pair.

Another technique that can be used derived from active learning is Role Play. Apart from the active learning method, Role Play is also a technique from Communicative Language Teaching. According to Doff (1990:232) Role Play is a way of bringing situations from real life into the classroom. This technique allows the students to play as somebody else or themselves and to put the situation in their dialogue. This technique according to Brown (2001:183), can be played as a single player, in pair or in groups where each person has a role to accomplish an

objective. So, it can make them understand better because of the real-life role in their conversation. Furthermore, role play can make the students more creative and they will enjoy role play activity because they can imagine themselves in another person's live.

There have been several studies about communicative drill and role play. First, a previous research conducted by Ulfi Alifatul Jannah (2013). The research was conducted to find out whether there was a difference of students' speaking ability between those who were taught through communicative drill technique and those through role play technique or not. As a result, there was a difference of students' speaking ability between those who were taught through communicative drill technique and those through role play technique and communicative drill technique was more effective than role play technique to improve students' speaking ability at second year students of junior high school.

Second, Riswanto and Haryanto (2012) proved that based on result of data analysis there was an improvement on students' pronunciation achievement in each cycle. This research indicated that the use of drilling technique can improve students' pronunciation achievement at the first year students of SMAN 07 South Bengkulu academic year 2011/ 2012.

Third, Frida (2015) stated in her research that there was a significant improvement towards role play teachnique. There was a significant improvement of students` speaking ability before and after being taught by role play technique. Moreover, it can be proved by the increase of students` mean score in the pre-test and post-test. The result of post-test was higher than the result of pre-test.

And fourth, in a research conducted by Maulani (2014), there was also significant improvement found in the research. The t-value in this research was (7.177) which was more than t-table (2.045) and the significance score was 0.00 which meant that the result had fulfilled the requirement to be said as a significant improvement.

Based on the reasons above, both techniques are equal one another which are derived from Active Learning and Communicative Language Teaching methods. Also, there were so many researches about the improvement in students' speaking ability taught by using role play. Meanwhile, there was only one research about communicative drill in improving students' pronunciation and one research in comparing both techniques. This research was the same Janah's research which used Communicative Drill and Role Play in teaching speaking but the subject was different. Thus, the researcher tried to find out whether there was a significant difference between those who were taught by using communicative drill or role play and which one was more effective in improving students' speaking ability in a communicative way in high school.

1.2. Formulation of Problems

Based on the background that has been discussed above, the researcher formulates the problems as follows:

1. Is there any significant differences in students' speaking ability taught by using communicative drill and role play?

2. What aspect of speaking will be mostly increased between those who are taught by using communicative drill and role play?

1.3. Objectives

The objectives of this research comprise:

1. To find out whether there is a significant difference in students' speaking ability taught by communicative drill and role play.

2. To find out what aspect of speaking will be mostly increased between those who are taught by using communicative drill and role play.

1.4. Uses

The uses of the research are as follow:

1. Theoretically, the findings of the research are expected to support one of the theories on teaching techniques for speaking.

2. Practically, the results of this research are expected to be beneficial:

    a. As contribution to the further educational research development.

    b. As information and reference to English teacher, which one of the two techniques that is more effective in teaching speaking.

1.5. Scope

This quantitative research was conducted in the first grade of SMA N 7 Bandar Lampung. The researcher chose two classes which both were experimental classes. Moreover, this research was focused on teaching with communicative drill and role play in order to know which technique was more effective toward speaking ability. The researcher conducted the treatment in three meetings. The teaching material of the research was descriptive text.

1.6. Definition of Key Terms

In order to avoid misunderstanding from the readers, definition**(s)** of terms are provided as follows:

Speaking is an ability of the student in saying and responding to something in front of the class.

Active learning is a method where the teaching-learning process is students centered and make the students to not only listen and to take notes but also involve and to be active.

Communicative drill is a drill that students should add new information about real world at the end of the question or drill.

Role play is an activity that students will have role as another people to be played and to accomplish a purpose in communication.

II.   LITERATURE REVIEW

This chapter discusses about speaking, types of speaking, teaching speaking, active learning, communicative drill, role play, teaching speaking using communicative drill, teaching speaking using role-play, advantages and disadvantages of using communicative drill, advantages and disadvantages of using role play, theoretical assumption and hypothesis.

2.1. Speaking

There are many definitions of speaking that have been proposed by some experts in language learning.

Brown (2001) says that when someone can speak a language it means that he can carry on a conversation reasonably competently. In addition, he states that the benchmark of successful acquisition of language is almost always the demonstration of an ability to accomplish pragmatic goals through an interactive discourse with other language speakers.

Richards and Renandya (2002) state that effective oral communication requires the ability to use the language appropriately in social interactions that involves not only verbal communication but also paralinguistic elements of speech such as pitch, stress, and intonation. Moreover, nonlinguistic elements such as gestures, body language, and expressions are needed in conveying messages directly without any accompanying speech. Brown (2007: 237) states that social contact in interactive language functions is an important key and in which it is not what you

say that counts but how you say it and what you convey with body language, gestures, eye contact, physical distance and other nonverbal messages.

Brown (1994) also states that speaking is an interactive process of constructing meaning that involves producing and receiving and processing information. Its form and meaning are dependent on the context in which it occurs, including the participants themselves, their collective experiences, the physical environment, and the purposes for speaking. It is often spontaneous, open-ended, and evolving. However, speech is not always unpredictable. Language functions (or patterns) that tend to recur in certain discourse situations (e.g., declining an invitation or requesting time off from work), can be identified and charted (Burns &Joyce, 1997). For example, when a salesperson asks "May I help you?" the expected discourse sequence includes a statement of need, response to the need, offer of appreciation, acknowledgement of the appreciation, and a leave-taking exchange.

In conclusion, speaking is the ability to produce sounds that convey meaning for the hearer, or in another words to use proper language in oral communication. It is also a process to construct meaning from what speaker speaks or processing information.

2.2. Types of Speaking
Brown (2001) provides several types of classroom speaking performance, they are:

1. Imitative
A very limited portion of classroom speaking time may legitimately be spent generating "human tape-recorder" speech, for example learner practices an intonation contour or tries to pinpoint a certain vowel sound. Imitation of kind is

carried out not for the purpose of meaningful interaction but for focus on some particular element of language.

2. Intensive

Intensive speaking goes to step beyond imitative to include any speaking performance that is design to practice some phonological or grammatical aspect of language. Intensive speaking can be self-initiated or it can even form part of some pair work activity, where learners are "going over" certain forms of language.

3. Responsive

A good dealt of student speech in the classroom is responsive short applies to teacher or students initiated question or comment. These replies are usually sufficient and do not extend into dialogues. Such speech can be meaningful and authentic.

4. Transactional (dialogue)

Transactional dialogue, which is carried out for the purpose of conveying or exchanging specific information is an extended form of responsive language. Conversation, for example, may have more of a negotiate nature to them then does responsive speech.

5. Interpersonal (dialogue)

Interpersonal dialogue carried out more of maintaining social relationship than for the transmission of facts and information. The conversation is a little tracker for learners because they can involve some or all the following factors:

- A casual register
- Colloquial language
- Emotionally charge language

- Slang

- Ellipsis

- Sarcasm

- A convert "agenda"

6. Extensive (monologue)

Finally, students at intermediate to advance level are called on to give extended monologues in the form of oral reports, summaries, or perhaps short speeches. In this register is more formal and deliberative.

In this research, transactional dialogue seems to be the most suitable category for role play and responsive for communicative drill.

2.3. Teaching Speaking

According to Chaney (1998:13), speaking is the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts. Speaking is a crucial part of communication and also second language learning, Brown (2001: 275-276) states that there are seven principles for designing speaking techniques.

  a. Use techniques that cover the spectrum of learner needs, from language based focus on accuracy to message-based on interaction, meaning, and fluency.

  b. Provide intrinsically motivating techniques.

  c. Encourage the use of authentic language in meaningful contexts.

  d. Provide appropriate feedback and correction.

  e. Capitalize on the natural link between speaking and listening.

  f. Give students opportunities to initiate oral communication.

  g. Encourage the development of speaking strategies, it has close relation with listening.

According to Nunan (2003), teaching speaking is to teach learners to use the language quickly and confidently with few unnatural pauses, which is called as fluency. Harmer (1998:122) also states that there are criteria in teaching speaking for teachers to meet. He suggests that a good plan needs to have judicious blend of coherence and variety coherence means that students can see the logical pattern to the lesson. The various activities in learning process must have connection between them. This statement suggests that the teacher is required to provide students with a wide range of activities or tasks which are rich in variety but have logical connection to each other.

So, it can be concluded that teaching speaking is the act to teach learners how to produce English speech sounds and sound patterns, to use appropriate words according to proper social setting, and can organize their thoughts in a meaningful and logical sequence.

2.4. Active Learning

Felder & Brent (2009: 2) define active learning as anything course-related that all students in a class session are called upon to do other than simply watching, listening and taking notes. It can be inferred that active learning makes the students active in class and can speak up. Moreover, Bonwell and Eison (1991) state that active learning is an instructional method which engages students in learning process. It means that active learning requires students to do meaningful learning activities and think about what they are doing. It also can include traditional activities such as homework. In short active learning is an activity that is introduced towards classroom. Active learning also encourages students to be actively involved or in another names it is students-centered, which is contrast with traditional teaching learning.

Bonwell and Eison (1991) also give the characteristics of active learning. They are:

1. Students are involved in more than listening.

2. Less emphasis is placed on transmitting information and more on extending students' skills and ideas.

3. Students are involved in higher-order thinking (analysis, synthesis, evaluation).

4. Students are engaged in activities (e.g., reading, discussion, writing).

5. Greater emphasis is placed on students' exploration of their own attitudes, values, and prior experiences.

Silberman (1996) as quoted by Janah (2013) says that in active learning there are some techniques that can be used in teaching learning process. These techniques can encourage students to think about what they are learning. Instructional practices that are adopted in engaging students in the learning process is the defining feature of active learning. They are:

1. Full-class learning

   The whole students in the class are stimulated by the teacher. The examples of activities are; inquiring minds what to know, listening team, guide note-taking, lecture bingo, what's my line and guided teaching.

2. Class discussion

   Students try to be active in class activities such as dialogue and debate activities about specific cases to be discussed. The examples of activities are; active debate, communicative drill, town meeting, expanding panel, and reading aloud.

3. Question prompting

Students give quick question to ask clarification. The examples of activities are; learning starts with a question, planted questions, and role reversal questions.

4. Collaborative learning

A small discussion will be made by students and they will solve the problem collaboratively. The examples of activities are; information search, the study group, card sort, learning tournament, and the power of two.

5. Peer teaching

Students get and learn the information from their friends. The examples of activities are; group to group, jigsaw learning, everyone is a teacher here, peer lesson, students-created case studies, in the news, and poster session.

6. Independent learning

Students learn individually, but teacher will be the guide and observer. The examples of activities are; imagine, writing in here and now, mind maps, action learning, learning journals and learning contract.

7. Effective learning

Students try to share their ideas based on what they feel and what they think of the society norm. The examples of activities are; seeng how it is, billboard ranking, what? So what? Now what? Active self assessment, and role models.

8. Skill development

Students develop their skill in technique or non technique. The examples of activities are; active observation and feedback, non-threatening role playing, role play, rotating roles, modeling the way and advisory group.

Communicative drill is from class discussion actvity while role play is from skill development activity. Class discussion needs some cases to be discussed and can encourage students to speak up and to be active. Skill development can develop students skill in technique or non technique such as communication skill. Thus, Communicative drill and role play are one of the interesting techniques that can be used in teaching learning process. Those techniques can make active learning situation in the class and will encourage students to be active and to be creative to learn english.

2.5. Communicative Drill

Drill is a technique which has been used a long time ago in foreign language classrom. It is derived from Audio Lingual Method which uses drill as the main technique in language teaching which emphasis on repeating structural pattern through oral practice. In drill technique the students will listen to the model or tape and then they will repeat what they have heard. In addition, Paulston and Bruder (1976:15) say that there are three classes of drills; mechanical, meaningful and communicative. Those drills can be distinguished from each other if they are analyzed in terms of expected terminal behavior, degree of response control, type of learning process involved, and criteria of the selection of utterance response.

According to Janah (2013:17), communicative drill is quite different from the so-called meaningless and mechanical drills use in a traditional grammar oriented class by some teachers, in which the primary focus is on the form of the language being used rather than its communicative content. The students have to process the language and they have opportunities to interact with the input. The language that they hear will be processed and the students will construct the grammar and match it to the expression or utterance according to the grammar. Then, when the students produce utterance, they will follow the grammatical rules. This kind of

drilling is quite the same with the other drilling types, but the emphasis is that at the end the students can include any other information which is in real world that contains communicative value. As stated by Paulston and Bruder in 1976:20, the difference between communicative drill and meaningful drill is that in the communicative drill the speaker should add new information about the real world in the end.

Guided Reply

1. Do you read the Daily News editorials?

No. The Times is the paper whose editorials I read.

The paper whose editorials I read is The Times.

2. Are you familiar with Burma's problems?

No. Thailand is the country whose problems I am familiar with.

The country whose problems I am familiar with is Thailand.

3. Did you fly over here on a United Airlines plane?
4. Are you taking Professor Wiley's course?

Communicative drills provided by John Carroll (1953) in Paulston and Bruder (1976) are 'problem-solving' situation in which the student must find appropriate verbal responses for solving the problem, 'learning' by a trial-and-error process, and to communicate rather than merely to utter the speech patterns in the lesson. It is a very different experience from mechanical drilling. It is practice in performance by practice in generating new utterances in order to internalize the rules of the grammar.

Another example is guessing game. The teacher has something in mind (things, job, event, etc.) and the students must guess that thing by using yes no question as stated by Janah (2013):

Students : Is it in the class?

Teacher   : Yes, it is.

Students : Is it blue?

Teacher   : No, it is not.

Students : Is it black?

Teacher   : Yes, it is.

Students : Is it in the front of the class?

Teacher   : Yes, it is.

Students : Is it black board?

Teacher   : Yes, it is.

From the statement above, the researcher can design better conmmunicative activities based on communicative drill, so that the learner can produce various utterance.

2.6. Role Play

Role play is a technique that allows the students to play as somebody else or themselves and put the situation in their dialogue, just like a drama. Ladousse (2004) as quoted by Huang (2008), indicates that role play is one of a whole gamut of communicative techniques which develops fluency in language students, which promotes interaction in the classroom, and which increases motivation. In addition, he points out that role play encourages peer learning and sharing the responsibility for learning between teacher and student. He suggests role play to be, perhaps, the most flexible technique in the ranged of communicative

techniques, and with suitable and effective role-play exercises, teachers can meet an infinite variety of needs.

Meanwhile according to Brown (2001) in Huang (2008), role-play minimally involves giving a role to one or more members of a group and assigning an objective or purpose that participants must accomplish. Brown also suggests role-play can be conducted with a single person, in pairs or in groups, with each person assigns a role to accomplish an objective. Furthermore, Furness (1976:19) states that a child can enjoy and profit from a role play experience in terms of improved communication skills, creativity, increased social awareness, independent thinking, verbalization of opinions, development of values and appreciation of the art of drama.

Stern (1983) as cited by Huang (2008) suggests role playing helps the individual to become more flexible and develop a sense of mastery in many situations. She suggests that through role play, learners can experience many kinds of situations in which they will use the language; and as they develop a sense of mastery in them, they should be able to apply the language more easily to new situations. It means that the 'role' which the students will play in the dialogue is a set as if they are in real life. They will have opportunity to act and interact. This can make students more creative and will develop their thinking. Moreover, it also inlvoves students' imagination in acting, so they will think it is interesting.

There are two kinds of role play; unscripted role play and scripted role play. Scripted role play needs textbook dialogue or to read text in the form of speech to play the role, while unscripted role play is more naturally spoken or it needs improvisation to do the role. Doff (1988) in Janah (2013:14) provides an example of scripted role play dialogue:

Angela : Good morning. I want to send a letter to Singapore.

Clerk   : Yes, do you want to send it by airmail or ordinary mail?

Angela : I think I'll send it airmail. I want to get there quickly.
      How much does it cost?

Clerk   : To Singapore? That will be 30 pence, please.

Angela : (Give the clerk 50 pence) Here you are.

Clerk   : Here's your stamp and here's 20 pence change.

Angela : Thank you. Where is the post box?

Clerk   : You want the airmail box. It's over there, by the door.

While the example of unscripted text as adapted from Doff (1988) in Janah (2013:24):

One student has lost a bag.

He/she is at the police station.

The other student is the police officer and ask for the details.

To bring the ideas:

1. The teacher can prepare the whole class by:
   a. Discussing what the speaker may say (e.g. the police officer would ask the students how he/she lost a bag);
   b. Writing a prompt on the board to gudie the role play, and any key vocabulary.
2. The teacher can divide the class into pairs, and:
   a. Let them discuss together what they may say.
   b. Let them all try out the role play privately, before calling on one of two pairs to act out in front of the class.

So, the researcher assumes that role play is a technique which involves students' imagination to become somebody else as their role in a specific situation. They will have to make their own dialogue and make it as if in the real world just like in scenario. Furthermore, they will think it is interesting as well as build their confidence, thinking and creativity. In this research, the researcher used unscripted role play in order to make the students to be active and to decide what language to use as well as can develop the conversation.

2.7. Teaching Speaking Using Communicative Drill

This research conducted teaching speaking using Communicative Drill as the technique. Fangzhi (1998) as quoted by Janah (2013) explains the procedures to teach speaking using communicative drills:

1. In pairs, students interview each other about what special skills each of them has.

2. If the initial questions are not adequate for the students to get a comprehensive idea of the special abilities of his/her partner, the student is being interviewed should provide more information voluntarily.

3. Students report to the whole class what abilities his/her partner has.

Pearson (1998) also states two procedures to teach speaking using communicative drills:

I.   ID Game

1. Attach a picture or name of a famous person to the back of each student.

2. The students then walk around the class asking each other yes/no questions (e.g. Is it a man? Is he American? Is he a sportsman? etc.)

3. They can ask only one question to each student at a time until they have enough information to guess correctly who their person is.

II.   A Day in the Life of (Someone's name)

1. Put word or picture prompts on the board such as get up – time? Breakfast – food? Drink? Get to school – how? How long? Etc.

2. One volunteer student sits at the front of the class and other students find out about his/her day by asking yes/no questions.

3. They cannot move on to the next question until a positive answer is received. For example, *Did you get up at 7.00? No. Did you get up at 7.30? No. Did you get up at 7.45? Yes. Did you eat cornflakes for breakfast? Etc.* (This can be adapted to present questions by asking about the student's daily routine. This can then be followed up by repeating the same procedure in pairs.)

4. The students can then report their findings to another student. (Thus, drilling the past simple or present simple depending on which is used in the original activity.)

2.8. Teaching Speaking Using Role Play

The technique that used in this research is role play. According to Susan House (1997) in Janah (2013), she states that there are several procedures in using role play:

1. Students read and familiarize themselves with the example dialogue.

2. Students will be divided in pairs, A and B, give A and B roles from dialogue.

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

4. Teacher will walk around correcting and checking.

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

The other procedure for role play adapted from Doff (1998) in Julianda (2015).

The procedures explained by Doff:

(Situation)

1. The students work in pairs

2. One as a tour guide, one as a tourist.

3. The tourist guide (expert) is given text about an interesting place in Indonesia.

4. The tourist asing about an interesting place in Indonesia.

5. They perform in front of class.

2.9. Advantages and Disadvantages of Communicative Drill

The advantages and disadvantage of Communicative Drill as quoted from Janah (2013)

The advantages:

1. It helps the students memorize language by the teacher's control.

2. It makes the teacher can correct any mistakes that students make and encourage them to concrete on difficulties at the sometime.

Disadvantages:

1. Drilling often makes the students not very creative. In all drills, learners have no or very little choice over what is said.

2. The teacher needs to handle the drills, so that the students are not over used and they do not go on far too long. One of the problem of communicative drills is that they are quite monotonous.

2.10. Advantages and Disadvantages of Role Play

The advantages of Role Play as stated by Ladousse (1995) in Janah (2013:26):

1. A very wide variety of experience can be brought into the classroom and we can treat our students in speaking skill in any situations through role play.

2. Some people are learning English to prepare for specific roles in their lives. It is helpful for these students to try and experiment with the language they will require in the friendly and safe environment of a classroom.

3. Helps many shy students by providing them with a mask.

The disadvantages of role play as stated by Janah (2013:26):

1. It can be time-consuming to prepare.

2. It can be difficult to evaluate effectiveness.

3. It may cause discomfort and embarrassment for students.

4. It spends much of time during the teaching-learning process.

2.11. Theoritical Assumption

There are many ways or techniques that can be used in teaching and learning speaking. Yet, only several of them that are better and can give impact directly in increasing speaking ability. Despite of the techniques, the teacher should also prepare the material and make the material as interesting as possible.

Based on the explanation of active learning through communication drill and role play, the researcher believes that there is a significant difference between those two techniques in improving students' achivement in speaking. The researcher also believes that there is an increase in each technique. The reason is because

both techniques encourage students to be active in teaching-learning process. Furthermore, communicative drill and role play will help students to monitor and direct their own learning, share their ideas based on background knowledge, to analyze and find the pattern of knowledge by themselves. The researcher also assumes that fluency and comprehensibility are the aspects that increase the most because communicative drill and role play encourage students to speak up and understand what they are saying and what the others are saying to them.

2.11. Hypothesis

The researcher proposes the following hypotheses:

1. There is a significant difference in students' speaking ability taught by using communicative drill and role play.
2. Fluency and Comprehensibility are the aspects that increase the most.

III. RESEARCH METHODS

This chapter discusses about the methods of the research, which are research design, population and sample, variables, data collecting technique, research procedures, criteria of evaluating students' speaking, validity and reliability, data analysis, and hypothesis testing.

3. 1. Research Design

The research was quantitative research. The goal of this research was to find out whether there was significant difference in students' speaking ability after being taught by using communicative drill and role play. The students had pre-test before treatment and they had post-test after the treatment. The researcher took two classes as experimental classes. The research design is presented as follows:

G1: **T1 X1 T2**

G2: **T1 X2 T2**

G1   : Group 1 or *communicative drill*

G2   : Group 2 or *role play*

T1   : Pre-test

T2   : Post-test

X1   : Treatment (teaching speaking using *communicative drill*)

X2   : Treatment (teaching speaking using *role play*)

(Setiyadi 2006:132)

The treatments were conducted into three meetings of activities and each meeting took 2 x 45 minutes.

3. 2. Population and Sample

The population of this research was the first grade students of SMAN 7 Bandar Lampung in academic year 2015/2016 which consists of 7 classes and there are about 35 students in each class. Two classes were taken as the sample of this research; X5 and X6. In determining the experimental classes, the researcher used the simple random sampling technique by using lottery which was taken by the teacher. So, all of those first grade classes got the same chance to be selected as the sample.

3. 3. Data Collecting Technique

In collecting the data, the researcher will use two techniques as follows:

1. Pre-test

   The researcher administered pre-test before treatment. It was aimed to know the students' speaking skill before the treatment, teaching using communicative drill and role play was given. The researcher administered the pre-test to get to know the equality and difference of the students of the two classes. Before conducting the pre-test, the researcher gave the topic and information, and then the students chose the topics and performed it in front of the class. The tests were focused in oral test and the researcher recorded students' performance. The time provided was 2x45 minutes for all students.

2. Post-test

   The researcher administered post-test after the treatments. It was the same as in the pre-test, but it was aimed to see the development of the students from two classes after having the treatment. The researcher recorded the students' performance. The time provided was 2x45 minutes for all students.

3. 4. Research Procedures

The procedures of the research are as follows:

1. Selecting and Determining the Population and Sample

   The population of the research was the students of SMAN 7 Bandar Lampung as population. The samples were two classes and there were 35 students each. Their age range was from 16 to 17 years old. The researcher took two classes as the sample of the research.

2. Selecting Speaking Material

   In selecting the speaking material, the researcher used the syllabus of the second year of high school student based on school based curriculum or KTSP, which was the curriculum uses by the school.

3. Conducting Pre-test.

   Pre-test was given before the treatment (teaching speaking by using Communicative Drill and Role Play). The test was speaking test. The material of the test was related to the KTSP curriculum which was suitable with their level. The test was focused on oral test. The scoring system was based on the rating scale by Harris (1974).

4. Giving Treatment.

   The researcher presented the material for treatment by using Communicative Drill and Role Play techniques. The students were commanded by teacher to respond or to answer the questions. There were three times treatments in this research. Each treatment held for 90 minutes.

5. Conducting Post-test.

   The post-test was administered after treatment. It was to find out the progress of the students' speaking ability after they had being given the treatment using Communicative Drill and Role Play. The scoring system was based on the rating scale by Harris.

6. Analyzing, Interpreting and Concluding The Data.

    After collecting the data which was students' utterances in intensive speaking, the recorded data was scored by the two raters. The data was analyzed by referring the rating scale namely pronunciation, vocabulary, fluency, comprehensibility and grammar.

3. 5. Criteria of Evaluating Students' Speaking

The consideration of criteria for evaluating students' speaking ability was based on the oral rating sheet from Harris (1974). There are five aspects to be tested: pronunciation, grammar, vocabulary, fluency, and comprehensibility.

Table of specification

Aspects of speaking	Rating scales	Description
Pronunciation	5	Has few traces of foreign accent.
	4	Always intelligible though one is conscious of a definite accent.
	3	Pronunciation problems necessitate concentrated listening and occasionally lead to understanding.
	2	Very hard to understand because of pronunciation problem. Must frequently be asked to repeat.
	1	Pronunciation problem so severe as to make speech virtually unintelligible.
Grammar	5	Makes few (if any) noticeable errors of grammar or word order.
	4	Occasionally makes grammatical and/or word order errors which do not, however, obscure meaning.
	3	Makes frequent errors of grammar and word order which occasionally obscure meaning.
	2	Grammar and word order errors make comprehensibility difficult. Must often rephrase sentences and/or restrict himself to basic patterns.
	1	Errors in grammar and word order so severe as to make speech virtually unintelligible.

Vocabulary	5	Use of vocabulary and idiom virtually that is of native speaker.
	4	Sometimes use inappropriate terms and must rephrase ideas because of lexical inadequacies.
	3	Frequently use the wrong word; conversation somewhat limited because of inadequate vocabulary.
	2	Misuse of words and very limited vocabulary make comprehensibility quite difficult.
	1	Speech is so halting and fragmentary as to make conversation virtually impossible.
Fluency	5	Speech as fluent and effortless as that of native speaker.
	4	Speed of speech seems rather strongly affected by language problems.
	3	Speed and fluency are rather strongly affected by language problems.
	2	Usually hesitant; often forced into silence by language limitations.
	1	Speech is so halting and fragmentary as to make conversation virtually impossible.
Comprehensibility	5	Appear to understand everything without difficulty.
	4	Understand nearly everything at normal speed although occasionally repetition may be necessary.
	3	Understand most of what is said at slower-than-normal speed with repetitions.
	2	Has great difficulty following what is said can comprehend only "social conversation" spoken slowly and with frequent repetitions.
	1	Cannot be said to understand even simple conversational English.

3.5.1. Validity

A test is considered valid if the test measures the object to be measured and suitable with the criteria (Hatch and Farhady, 1982: 250). A test must aim to provide true measure of the particular skill which is intended to measure. According to the Hatch and Farhady (1982;281) there are two basic types of validity; content validity and construct validity. The validity of the pre-test and post-test in this research related to the content validity and construct validity of the test.

Content validity is concerned with whether the test is sufficiently representative and comprehensive for the test. In the content validity, the material was given suitable with the curriculum. Content validity is the extend to which a test measures a representative sample of the subject meter content, the focus of content validity is adequacy of the sample and simply on the appearance of the test.

Construct Validity is concerned with whether the test is actually in line with the theory of what it means to the language. In this research, the researcher measured the pre-test and post-test's certain aspect based on the indicator. It is examined by referring the aspects that measure with the theories of the aspect namely, pronunciation, vocabulary, fluency, comprehensibility, and grammar. A table of specification is an instrument that helps the raters plan the test.

The scores of each point are multiplied by four. Hence, the highest score is 100.

For example:

If the students get   5, so 5 X 4 = 20
                                  4, so 4 X 4 = 16
                                  3, so 3 X 4 = 12
                                  2, so 2 X 4 = 8

1, so 1 X 4 = 4

For instance:

A student got 4 in Pronunciation, 4 in Vocabulary, and 3 in Fluency, 4 in comprehensibility and 3 in grammar.

Therefore, the student's total score will be:

Pronunciation   4 X 4 = 16
Vocabulary   4 X 4 = 16
Fluency   4 X 4 = 16
Comprehensibility   4 X 4 = 16
Grammar   3 X 4 = 12
Total   68

It means he or she got 68 for speaking.

The score of speaking based on five components can be compared in the percentage as follows:

Grammar   20%
Vocabulary   20%
Fluency   20%
Pronunciation   20%
Comprehensibility   20%
     Total   =   100%

Table of Rating Sheet Score

S's Codes	Pron. (1-20)	Fluen. (1-20)	Gram. (1-20)	Voc. (1-20)	Compr. (1-20)	Total (1-100)
1.						
2.						
3.						

3.5.2. Reliability

Reliability refers to extent to which the test is consistent in its score and gives us an indication of how accurate the test score are (Shohamy, 1985:70). In achieving the reliability of the pre-test and post-test of speaking, *inter rater reliability* was used in this study. The first rater is the researcher herself and the second rater is the English teacher from SMA N 7 Bandar Lampung who has graduated her undergraduate program from STKIP Tanjung Karang in 1999. She had been a teacher in STKIP since 2000 until 2010. She also taught English lesson in SMK N 2 Kalianda from 2003 until 2013. Then, in 2014 she has been teaching as English teacher in SMA N 7 Bandar Lampung until now.

In achieving the reliability of pre-test and post-test of speaking test, first and second raters discussed of the speaking criteria in order to obtain the reliable result of the test. Besides inter rater reliability that was used in this research, the researcher also used the statistical formula for counting the reliability score between the first and second raters.

The statistical formula of reliability is as follow:

$$R = 1 - \left(\frac{6(\Sigma d^2)}{N(N^2 - 1)}\right)$$

R   = Reliability

N   = Number of students

d   = the different of between R1 and R2

d^2 = the square of d

1-6   = Constant number

After finding the coefficient between raters, the researcher analyzed the coefficient of reliability with the standard of reliability below:

a) A very low reliability   (range from 0.00 to 0.19)

b) A low reliability   (range from 0.20 to 0.39)

c) An average reliability   (range from 0.40 to 0.59)

d) A high reliability   (range from 0.60 to 0.79)

e) A very high reliability   (range from 0.80 to 0.100)

(Slameto, 1998: 147)

3.6. Data Analysis

To get to know the improvement of students' speaking ability taught by using communicative drill and role play and students' score was computed by doing these activities:

1. Scoring the pre-test and the post-test.

2. Finding the mean of pre-test and post-test.

   The mean was calculated by applying this formula:

$$\mathrm{M}d = \frac{\sum d}{N}$$

Where:

       $\mathrm{M}d$: Mean (average score)

       $\sum d$: The Total of the Students' Score

       N : The Total Number of the Students

(Hatch and Farhadi, 1982:25)

After the datas were collected, the researcher treated the data by using the following procedures:

Putting the data of score of pre-test (T1) and posttest (T2) on table below:

S' code	Pronunciation		Vocabulary		Fluency		Comprehensibility		Grammar		Total	
	R1	R2	R1	R2	R1	R2	R1	R2	R1	R2	R1	R2

1												
2												

Row data of oral test

No	Students' code	Rater 1		Rater2	
		Pre-test	**Post-test**	**Pre-test**	**Post-test**
1	A				
2	B				
3	C				
….					

3.7. Hypothesis Testing

The post-test from Communicative Drill class and post-test from Role Play class were compared in order to know whether the hypothesis proposed in this research was accepted or not. The researcher used Repeated Measures T-test toward the average score of post-test from Communicative Drill class and post-test from Role Play class since the aim of repeated measures T-test was to compare two kinds of data or mean from the same sample. However, the result of t-test was used to know the significant difference on students' speaking abilities before and after being taught using Communicative Drill and Role Play. The researcher used the level of significance 0,05 in which the hypothesis was approved if < 0,05. It meant that the probability of error in the hypothesis was only 5%.

The formulation is:

$$t = t = \frac{n(n-1)x^2}{\sqrt{\frac{\sum x^2 d}{N(N-1)}}}$$

and

$$\sum x^2 d = \sum d^2 - \frac{(\sum d)^2}{N}$$

As details:

Md   = mean from the differences pre test and post test

Xd   = deviation of each subject (d – Md)

$\sum x^2 d$ = total of quadratic deviation

N   = total of sample

(Arikunto, 1991: 349-350)

The hypothesis testing stated as follow:

H_0 : There is no significant difference between students' speaking ability taught by using Communicative Drill and Role Play. The criteria H_0 is accepted if alpha level is higher than 0.05 (> 0.05).

H_1 : There is a significant difference between students' speaking ability taught by using Communicative Drill and Role Play. The criteria H_1 is accepted if alpha level is lower than 0.05 (< 0.05).

V. CONCLUSIONS AND SUGGESTIONS

This chapter is the final chapter of this research. This chapter presents the conclusion of the research findings and suggestions for English teacher for further research.

5.1. Conclusion

After conducting the research at the tenth grade students of SMAN 7 Bandar Lampung and analyzing the data, the observer draws the conclusions as follows:

1. There is a significant difference of students' speaking achievement between the students who are taught through Communicative Drill and Role Play technique as seen from the result of the hypothesis which shows that the alpha is smaller than 0.05 (0.000 <0.05). In Communicative Drill class, the students' total score increased by 8,34, while in Role Play class the total increase was 20 since they could develop their conversation based on their imagination from the pictures they chose. On the other hand, in Communicative Drill class, the students were quite passive because they had limitation of communication in developing their conversation and had to make the conversation based on the examples of dialogue given. Based on this situation, it can be inferred that there is a significant difference of the speaking achievements.

   Furthermore, this also indicated the gain of Role Play technique was higher than Communicative Drill in teaching speaking.

2. In term of speaking aspects; pronunciation, grammar, vocabulary, fluency, and comprehension, fluency gained 2,11 and it was the highest gain for Communicative Drill. However, pronunciation gained 4,34 and was the aspect that increased the most for Role Play.

5.2. Suggestions

In reference to the conclusion above, the researcher recommends some suggestions as follow:

5. 2. 1. Suggestions for English Teachers

a. The techniques used in this research can increase students' speaking achievement. Eventhough there were different results provided from the techniques, it showed that Role Play gave more significant increase than Communicative Drill.

b. English teachers are suggested to use Role Play in teaching speaking, because Role Play can make the students develop their own conversation based on their imagination and the students will enjoy it.

c. Since not every student can understand English well, the teacher should give attention more to the students to help them how to costruct words or to tell them how to pronounce and choose the right word.

d. Teacher should make the class as interesting as possible, furthermore if it is the big class which usually is hard to handle. By giving them interesting activity, the students will be interested and they will not chat or play games on their phone while the other students are performing their conversation.

5. 2. 2. Suggestions for Further Research

a. The researcher had applied Role Play and Communicative Drill with descriptive text as the material to see students' significant difference in

speaking achievement. Further researchers should apply other kinds of texts, i.e. exposition, spoof, recount, report text etc.

b. Since the researcher just conducted her research at the first year of senior high school, further research can be conducted on different level of student at senior high school. It is to investigate whether there is a different result in students' speaking ability taught by using Role Play and Communicative Drill in speaking achievement.

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