

**THE USE OF ROLE PLAY TO IMPROVE STUDENTS' SPEAKING
ACHIEVEMENT AT THE SECOND GRADE OF SMA
MUHAMMADIYAH 2 BANDAR LAMPUNG**

A Script

By

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**ENGLISH EDUCATION STUDY PROGRAM
DEPARTMENT OF LANGUAGE AND ARTS EDUCATION
FACULTY OF TEACHER TRAINING AND EDUCATION
UNIVERSITY OF LAMPUNG
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ABSTRACT

THE USE OF ROLE PLAY TO IMPROVE THE STUDENTS' SPEAKING ACHIEVEMENT OF THE SECOND GRADE OF SMA MUHAMMADIYAH 2 BANDAR LAMPUNG

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Abstrak. Tujuan dari penelitian ini adalah untuk mengetahui bagaimana keterlibatan dari keaktifan siswa pada kemampuan berbicara melalui teknik role play dan apakah ada efek yang signifikan terhadap kemampuan berbicara siswa setelah diajarkan menggunakan teknik role play. Penelitian ini menggunakan pendekatan kualitatif dan kuantitatif dan dilaksanakan di kelas X1 SMA Muhammadiyah 2 Bandar Lampung yang berjumlah 30 siswa. Data penelitian dikumpulkan dengan menggunakan observasi dan tes berbicara. Hasil penelitian menunjukkan bahwa mayoritas siswa aktif dalam belajar berbicara dengan menggunakan teknik role play dan adanya peningkatan kemampuan siswa dalam berbicara setelah diajarkan menggunakan teknik role play. Terdapat sebuah statistik mengenai efek dari teknik role play yang signifikan terhadap pencapaian berbicara siswa dengan level 13.3. Hal tersebut dapat disimpulkan bahwa role play adalah cara efektif untuk meningkatkan berbicara siswa.

Abstract. The aims of this research were to investigate (i) the students' active involvement in speaking skills through role play technique, and (ii) whether there was a significant effect of the students' speaking achievement after they were taught by using role play technique. It was a qualitative and quantitative research that was conducted to 30 students of SMA Muhammadiyah 2 Bandar Lampung. The data of this research were collected by using observation and speaking test. The result of the observation showed that majority of the students were active in the teaching learning during the implementation of role play technique and there was a significant effect to students' speaking achievement after being taught by role play technique. There was a statistically significant effect of role play on students' speaking achievement with a significant level of 13.3. This suggests that role play is effective to improve students' speaking performance.

Keywords: role play technique, speaking achievement, students' involvement

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(A Result)

By

Yona May Rahayu

A Script

**Submitted in a partial fulfillment of
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In

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**ENGLISH EDUCATION STUDY PROGRAM
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CURRICULUM VITAE

The name of the researcher is Yona May Rahayu. She was born in East Lampung on February 23rd 1994. She is the second child of Budiono and Marheni. She lives in Pulosari, Pasir Sakti, East Lampung.

She went to an elementary school at MITA Tarbiyatul Athfal in 2006. She pursued her study at MTS Ma'arif Pasir Sakti in 2009. Then, she continued to SMA N 1 Pasir Sakti in 2012.

In 2012, she pursued her higher study in the English Education Study Program, Department of Language and Art Education, Faculty of Teacher Training and Education, University of Lampung, and then finally graduated in 2017.

DEDICATION

This paper would proudly be dedicated to:

My beloved mother and father, Marheni and Budiono

My beloved older sister and younger brother, Ema Wati Damai Rahayu and Hanan

Putro Diono

My fabulous friends

My Almamater, University of Lampung

MOTTO

فَبِأَيِّ آلَاءِ رَبِّكُمَا تُكَذِّبَانِ

Then which of the favors of your Lord will you deny?

Maka nikmat Tuhanmu yang manakah yang kamu dustakan?

STAY PATIENT AND TRUST YOUR JOURNEY

-ANONYMOUS-

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1. INTRODUCTION

This chapter is concerned with the background of the problem, formulation of the problem, objectives of the research, uses of the research, the scope of the research, definition of the terms.

1.1. Background of the Problem

English is one of the language that should be learned by all the students in Indonesia. English has four language skills, including reading, writing, speaking and listening. Based on the survey that was done by Elgo Forum or language learning forum in the UK in 2015, 67% from 100% of voting results showed that the most difficult English skill to be learned is speaking. That reason was also supported by the interview that was done by the researcher during PPL in 2015 to an English teacher of SMA Cukuh Balak Tanggamus who stated that speaking is a difficult skill to be learned by students. That happened because of some factors, such as the lack of confidence, limited vocabularies, and low motivation to learn English.

Based on those problems, the researcher was interested in conducting research about the improvement of speaking skill. The researcher was also interested in using an appropriate technique or method to solve the problem in teaching

speaking and in making the students more interested in learning speaking. In this research, the researcher uses role play as a technique in teaching speaking. It was stated by Doff (1990) that role play is a way to bring situations from real life in to the classroom. It means that role play is an appropriate technique that can be applied in the classroom.

In this research, the researcher chose SMA Muhammadiyah 2 Bandar Lampung as the subject of the research. According to *litbang.kemdikbud.go.id* in 2015, the deviation of graduation of MA (*Madrasah Aliyah*) students or is less than SMA (*Sekolah Menengah Atas*). Thus, the researcher was interested in taking the research samples in that school.

There are previous researches reviewed for this research. The first is from Mariana (2015: 7) who conducted research about The Implementation of Role Play in Speaking Class at the Second Grade of SMA Muhammadiyah 2 Bandar Lampung. She investigated the implementation of role play and the problems were found during the implementation of role play. Based on the research findings, role play was implemented by the teacher through four steps, including: introducing the students to the target speech function, encouraging the students to practice pronouncing the dialogue consisting of the target speech function, encouraging the students to discuss, and practice their own dialogue in front of the class. The obstacles during the implementation of role play was a large gap between superior and inferior in the first grade students of the class. The result of the research shows that role play was an effective way for the students.

Besides that, Hartati (2012: 4) conducted her research about Improving Students' Speaking Ability through Role Play Technique at the First Grade of SMK N 1 Bandar Lampung. She investigated about improving students' speaking through role play technique and which one is the most effective topic for utterance production in teaching speaking. This research was conducted at SMK N 1 Bandar Lampung. The sample of this research was students of the tenth grade. The study employed time series design by giving a pre-test, three treatments, and a post-test. To collect the data, the speaking test was applied in speaking performance. There were two raters to judge students' speaking performance. The results showed that role play technique is applicable to improve the students' speaking ability and regarding the three topics given, the third topic is the most effective topic for utterance production in teaching speaking.

From the previous researches above, this research has some differences from them. The previous research was in science major class while this research was done in social major class. The previous research was a qualitative research, while this research is qualitative-quantitative research. The previous research used three classes as the samples while this research uses one class. The previous research was also discussing about how the implementation of role play in teaching speaking and what problem that the researcher faced during the implementation of role play while this research concerns about the students' engagement and the effect of role play for students' speaking ability.

The second previous research was about the improvement of students speaking skill through role play while this research is about the students' engagement and the effect of role play for students' speaking ability. The subject of previous research was vocational students while the sample of this research is senior high school students.

1.2. Formulation of the Problem

The formulation of the problems are as follows:

1. How active are the second grade students of SMA Muhammadiyah 2 Bandar Lampung involved in speaking through role play?
2. What is the effect of role play for the second grade students' speaking achievement of SMA Muhammadiyah 2 Bandar Lampung?

1.3. Objective of the Problems

In relation to the formulation of the problems above, the objectives of the research are to find out the students' active involvement in speaking through role play at second grade students of SMA Muhammadiyah 2 Bandar Lampung and to investigate the effect of role play on students' speaking achievement at the second grade students of SMA Muhammadiyah 2 Bandar Lampung.

1.4. Uses of the Research

The uses of the research are as follows:

1. Theoretically, this research is to contribute useful information for the future research of teaching speaking.

2. Practically, the result of this research can be used as information or reference for English teacher in senior high school that role play is applicable or not to see students active involvement in learning English.

1.5. Scope

This research is a qualitative and quantitative research which focuses on the process and the effect of using role play in teaching speaking for the second grade students of senior high school. This research was conducted in the second grade students of SMA Muhammadiyah 2 Bandar Lampung of 2016/2017 academic year. In this case the researcher used one class which consists of 30 students. She chose the second grade students of senior high school because according to the information that the researcher got from the interview with the English teacher, she stated that the students who had less ability in learning English especially in speaking was at the second grade students. The researcher acted as the teacher to know the active involvement of the students and the effect of role play in students' speaking achievement.

1.6. Definition of Terms

In order to avoid misunderstanding, some terms used in this research are defined as follows:

1. Speaking

speaking is a language skill that is developed in child life, which is preceded by listening skill and at that period speaking skill is learned (Tarigan,1990: 3-4)

2. Teaching Speaking

teaching speaking is teaching ability of producing the sounds or words to express, explain and transfer thought, opinion and feeling. Tarigan (2007)

3. Role Play Technique

role play is a way of bringing situations from real life into the classroom.

Doff (1990)

II. LITERATURE REVIEW

This chapter discusses several points related to the theories used in this study, such as speaking, types of speaking performance, teaching speaking, role play, teaching speaking through role play, procedures of teaching speaking through role play, advantage and disadvantage of role play, student engagement, theoretical assumption.

2.1. Speaking

Tarigan (1990: 3-4) defines that speaking is a language skill that is developed in child life, which is preceded by listening skill and at that period speaking skill is learned. It means that speaking is the basic language. The goal of teaching speaking skills is to communicate efficiently. Ladouse (1991: 23) speaking is described as the activity as the ability to express oneself in the situation, or the activity to report acts, or situation in precise words or the ability to converse or to express a sequence of ideas fluently. Based on these ideas, it was understood that through speaking someone can express what they think and what is on their mind clearly.

Lado (1976: 240) states that speaking as an ability to converse or to express a sequence of ideas fluently. It means that in speaking there are two or more people, one as a speaker and another is as a listener. Furthermore, someone can

communicate or express what he or she wants from other and responds to another speaker. It means that it is important for speaker to attend the aspect of speaking in order that the message of speaking can be understood by the listener.

Brown (2001: 250) states that speaking is an interactive process of constructing meaning that involves producing, receiving and processing information. Moreover, the form and the meaning of speaking depend on the context in which the conversation occurs, including the participants themselves and the purpose for speaking. According to Chaney (1998: 31), speaking is the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts. So, based on this definition, speaking can take place if the speaker uses verbal symbols like words and non-verbal symbols like gesture to convey his intention.

According to Brown (2001: 267) 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. It means that the reason for people to make the communication is to exchange the things that they need to share for each other. Murcia (1978: 91) says that speaking is the primary element of languages and it can be developed from the beginning when someone was born, from the first contact with the language.

From the definitions above, it can be assumed that speaking is expressing ideas, opinions, or feeling to the others by using the words to inform, to persuade and can be learnt by using some teaching learning methodologies.

2.2. Types of Speaking Performance

Brown (2001: 266-268) identifies six types applied to the kinds of oral production that students are expected to carry out in classroom, as follows :

2.2.1 Imitative

This category includes the ability to practice an intonation and focuses on some particular elements of language form. That is just imitating a word, phrase or sentence. The important thing here is focusing on pronunciation. The teacher uses drilling in teaching learning process. The reason is by using drilling, students get the opportunity to listen to orally repeat some words.

2.2.2 Intensive

It is the production of short stretches of oral language designed to demonstrate competence in a narrow band of grammatical, phrasal, lexical, or phonological relationships (such as prosodic elements intonation, stress, rhythm, juncture). The speaker must be aware of semantic properties in order to be able to respond, but interaction with an interlocutor or test administrator is minimal at best.

2.2.3 Responsive

Responsive assessment tasks include interaction and test comprehension, but at the somewhat limited level of very short conversations, standard greetings and small talk, simple requests and comments, and the like. The stimulus is almost

always a spoken prompt (in order to preserve authenticity), with perhaps only one or two follow up questions or retorts.

2.2.4 Transactional (dialogue)

It carried out for the purpose of conveying or exchanging specific information. It is an extended form of responsive language. Such conversation could readily be part of group work activity as well, such as information-gathering interviews, role plays, or debates.

2.2.5 Interpersonal (dialogue)

The conversation carried out more for the purpose of maintaining social relationships than for the transmission of facts and information. These conversations are a little trickier, because it includes some factors; a casual register, colloquial language, emotionally charged language, slang, ellipsis, sarcasm, and covert agenda, such as personal interviews or casual conversation role plays.

2.2.6 Extensive (monologue)

Extensive oral production tasks include speeches, oral presentations, and storytelling, during which the opportunity for oral interaction from listeners is either highly limited (perhaps to nonverbal responses) or ruled out altogether. Language style is frequently more deliberative (planning is involved) and formal for extensive tasks, but we cannot rule out certain informal monologues such as casually delivered speech.

From the statements above, the researcher assumes that there are six types of teaching-speaking performance that can be used by the teachers. The teacher can choose one or more types of speaking performance based on the students' needs. In this research, the types of teaching-speaking which is relevant to this research is interpersonal (dialogue) because this research used a role play technique and it is a part of drama activity, therefore it needs the dialogue between two or more persons.

2.3. Teaching Speaking

According to Tarigan (2007), teaching speaking is teaching ability of producing the sounds or words to express, explain and transfer thought, opinion and feeling. Tarigan (1990: 3-4) defines that speaking is a language skill that is developed in child life, which is preceded by listening skill and that period speaking skill is learned, It means that speaking is the basic language. The goal of teaching-speaking skills is to communicate efficiency.

According to Brunkart (1998: 2), learners should be able to make themselves understood, using their current proficiency to the fullest, they should try to avoid confusion in the message due to pronunciation, grammar or vocabulary and to observe the social and cultural rules that apply in each communication situation.

Therefore, if students do not learn how to speak or do not get any opportunity to speak in the language classroom, they may soon lose their motivation and interest in learning. On the other hand, if the right activities are taught in the right way, speaking in class can be a lot of fun, raise general learner motivation and make the English language classroom be the dynamic place.

Harmer (1998: 271-273) states in his book, there are many classroom speaking activities that are currently in use in communicative class.

a. Acting from script

The teacher can ask the students to act out scenes from plays or their course books, sometimes filming the result. Students will often act out the dialogue they have written themselves. This frequently involves them in coming out to the front of the class.

b. Communication games

Games which are designed to provoke communication between students depend on an information gap, so that one student has to talk to a partner in order to solve a puzzle, draw a picture (describe and draw), put things in the right order (describe and arrange) or find similarities and differences between pictures.

c. Discussion

One of the reason that discussion fail (when they do) is that students are reluctant to give an opinion in front of the whole class, particularly if they cannot think of anything to say and are not anyway, confident of the language they might use to say it. Many students feel extremely exposed in discussion situations.

d. Prepared Talk

A popular kind of activity is the prepared talk where students make a presentation on a topic of their own choice. Such talks are not designed for informal, spontaneous conversation, because they are prepared, they are more writing-like

than this. However, if possible, students should speak from notes than from a script.

e. Questionnaires

Questionnaires are useful because, by being pre-planned, they ensure that both questioner and respondent have something to say to each other. Depending upon how tightly designed they are, they may well encourage the natural use of certain repetitive language pattern-and thus be situated in the middle of our communication continuum.

f. Simulation and Role Play

Many students derive great benefit from simulation and role play. Students simulate a real life encounter (such as business meeting, an encounter in an airplane cabin, or an interview) as if they were doing so in the real world, either as themselves in that meeting or aero plane, or taking on the role of character different from themselves or with thoughts and feeling they do not necessarily share. Simulation and role-play can be used to encourage general oral fluency.

So, teaching-speaking in my opinion is the way for students to express their emotions, communicative needs, interact to another person in any situation and influence the others. For this reason, in teaching-speaking skill, it is necessary to have clear understanding involved in speech.

From the explanation above, the researcher views that role play is a technique which involves fantasy or imagination to be someone else or to be ourselves in a specific situation for a while, improvising dialogue and creating a real world in

scenario. It aims at the students to encourage thinking and creativity, lets students develop and practice new language and behavioral skills and can create the motivation and involvement necessary for learning to take place. Thus, the researcher views role play technique will help teachers and language learners to provide effective and interesting teaching learning process.

2.4. Role Play

In defining about role play, Harmer (1983) states that role play activities are those that students are asked to imagine that they are in different situation and act accordingly. Furthermore, speaking role-play involves being an imaginary person usually in a hypothetical situation and sometimes in a real one (Venugopal, 1986). Procter (1996: 123) defines role play as the person whom an actor represents in a film or play, while role play is a method of acting out particular ways of behaving or pretending to be other people who deal with new situations. It is used in training courses, language learning and psychotherapy.

In addition, Byrne (1989) gave comments that role play is a part of dramatic activity. He also grouped role play into two forms; scripted and unscripted role play.

Doff (1990) says that role play is a way of bringing situations from real life into the classroom. Furthermore, the students can illustrate and imagine or act as the other people or themselves based on the common situation that produce the speaking skill in certain communication.

Therefore, it is clear that role play is the one of the technique based on the situation that given, in this research the researcher will use scripted role play

because in the scripted role play, the students will be taught to convey the meaning of language items in a memorable way. It was different from the unscripted role play, which allows the students to explore and to improve the topic and the language items based on their own style naturally (Hernaningsih, 2013).

2.5. Teaching Speaking through Role Play

There are several steps of procedures that should be done to replicate role play in teaching. Each step contains some elements which are related to each other. In this research the researcher uses offering, accepting, and refusing to do something topics, the materials are as follows :

Table 2.1. Table of Offering, Accepting and Refusing to Do Something

Offering to help	Order
Would you like something to drink?	Yes, I want
Shall I get you something to drink?	Yes, please. I'd like....
Let me give you something to drink?	Okay, I would like to....
Making Request	Agreeing to a request
Can I have some water, please!	Ok
Could you tell me.....?	All right
Will you wait a moment!	Yes, of course
	Certainly
	Refusing a Request
	I am sorry, but I am just drinking
	I have to go to now, actually
	I am afraid, I can't.

Prompts : *order/help/drink/food/can/meet/how much/where*

2.6. Procedure of Teaching Speaking through Role Play

Doff (1998) proposes procedures of teaching speaking through role play by giving an example of scripted role play dialogue and reading text and how the process is:

- 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 by air mail. I want it 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 air mail box. It's over there, by the door
- Angela : Thank you.

To demonstrate a role play activity based on the dialogue, the procedures given by Doff are as follows:

1. **First**, the teacher guides the role play by writing these prompts: (where?/air mail/how much?/post box/thanks). Talk as you write to show what the prompts mean.
2. **If necessary**, go through the prompts one by one and get students to give sentences or question for each one.
3. **Call two students to the front**, one play the role as Angela and the other one is the post office clerk. They should improve the conversation using the prompts to help them. Point out that the conversation should be similar to the one in the textbook, but not exactly the same; the conversation can be shorter than the presentation dialogue. It should just cover the main points indicated by the prompts.

4. **Call out a few other pairs of students in turn, and ask them to have other conversation based on the prompts.**

Based on these procedures, it can be said that the ways of organizing this dialogue can be carried out into pairs of students who would improvise a conversation in front of class, in turns. The teacher can also ask the students to practice the conversation privately with their partners before they act it out in front of the class.

In this research, the researcher adapted Doff's (1998) procedure by using different topics as follows:

Pre-Activity

1. The teacher gives brainstorming to the students related to the topic that they are going to learn.

While-Activity

2. The teacher plays a video for the students about offering, accepting and refusing to do something.
3. The teacher explains each of the dialogues on the video to the students, related to offering, accepting, and refusing to do something.
4. The teacher gives an example of the sentence to the students about offering, accepting, and refusing to do something.
5. The teacher asks each student to make a sentence about offering, accepting and refusing to do something.
6. The teacher asks students to make a dialogue related to the topic in a role card.
7. The teacher asks students to perform the dialogue in front of the class

Post-Activity

8. Teacher gives comments and explains necessary things to the students
9. Teacher closes the meeting.

2.7. Theoretical Assumption

Since speaking is regarded as the main skill in communication. The teacher should provide an interesting and interactive teaching learning technique to make students engaged actively in the class. Based on the literature reviews above, role play is the technique that researcher chooses to learn speaking in the class, because it is an effective technique to make students engaged. Besides that, this technique gives the same opportunity to speak for all the students in the classroom.

2.8. Advantages and Disadvantages of Role Play**2.8.1 Advantages**

There are several advantages of using role play in teaching learning, they are: First, role play puts students in situation in which they are required to use and develop those phonic forms of language. Second, it also helps learners to develop real life speaking skill.

2.8.2 Disadvantages

Although role play has many advantages for English speaking, it also has some disadvantages, they are: teaching speaking by role play takes an extra time.

III. METHOD

This chapter provides an overview of research design, subjects of the research, data collecting technique, procedure of data collecting technique and data analysis.

3.1. Research Design

This research is a qualitative and quantitative research. The aims of this research was to find out the students active involvement in speaking class through the implementation of role play technique in teaching speaking for the second grade students of SMA Muhammadiyah 2 Bandarlampung and to investigate the effect of students speaking achievement through the implementation of the role play technique in teaching speaking for the second grade students of SMA Muhammadiyah 2 Bandar Lampung.

This research was conducted through *One-group pre-test posttest design* since there would be one class experiment which got treatments from the researcher and also got pre-test and post-test. The research design was as follows:

T1 X T2

Notes:

T1 : Pretest (Speaking test)

X : Treatment (Role play Technique)

T2 : Posttest (Speaking Test)

(Setiyadi, 2006)

Pre-test is administered before the treatment of teaching speaking through role play technique was implemented to see the students' basic speaking ability. Then, they were given treatments of teaching speaking through role play technique. The post-test was used to analyze the improvement of their speaking ability through role play technique after the treatment.

3.2. Population and Sample

The population in this research was the first grade students of SMA Muhammadiyah 2 Bandar Lampung. One class was taken as the sample of this research that consist of 30 students that was the second grade students of SMA Muhammadiyah 2 Bandar Lampung.

3.3. Data Collecting Technique

In collecting the data, the researcher conducted a classroom observation and tests which relied on qualitative and quantitative methods to find out the students active involvement during the implementation of role play and the effect of students' speaking achievement through the implementation of role play in teaching speaking.

3.4. Instruments

The researcher used observation sheets and speaking tests as the instruments of data collection. The further explanation are is follows:

3.4.1 Observation Sheet

The researcher observed the teaching-learning process using observation sheets, including pre-activity, while-activity and post-activity. In this observation sheet there are three columns which describe number of stage, students' activity and students' achievement. The frequency of students' active involvement is divided into four levels, they are passive (with 1-25%), less active (with 26-50%), active (51-75%), and very active (with 76-100%).

3.4.2 Speaking Test

The researcher conducted speaking test in two times, they were pretest and posttest and to test the students' speaking achievement, the researcher asked them in pair to perform their role play in front of the class. The topic was about offering, accepting

and refusing to do something. Meanwhile, the student's utterance was recorded since it would help the raters to evaluate their performance more precisely and objectively. In this test, the researcher measured how the students' pronunciation, grammar and vocabulary were, it was done in the while activity when students made a dialogue and read it in front of the class. Furthermore, the speaking test was also measure based on two principles, credibility and consistency of the research, as explained below:

3.4.2.1 Credibility

To get the trustworthiness of the finding, the research or applied the triangulation of time in which the researcher did in the same subject but it was done in different time (Setiyadi,2006: 225).

3.4.2.2 Consistency

Setiyadi (2006: 27) states that the teacher worked to help the researcher interpret the result of the analyzed data. This is on purpose to make the finding of this research more consistent or reliable.

3.5.Validity and Reliability

a. Validity of the test

Validity refers to the appropriateness, meaningfulness, and useful of the inferences a researcher makes (Frankel and Wallen, 1990: 126). It means that validity refers to the extent to which an instrument will give us the information that we want. Meanwhile,

Setiyadi (2006: 24) mentions that the test should reflect all the areas to be assessed in suitable proportions and represent a balanced sample. To measure whether the test has good validity, it has to be analyzed from content and construct validity.

Content Validity is concerned with whether test is sufficiently representative and comprehensive for the test. In the content validity, the material was given suitable with the curriculum.

Construct Validity is concerned with whether the test is actually in line with the theory of what it means to know the language that is being measured, it will be examined whether the test actually reflect what it means to know a language. In this research the researcher focused on speaking ability in forms of interpersonal dialogue. It means that the pretest and posttest measured certain aspect based on the indicators in lesson plan of this research.

b. Reliability of the test

Reliability refers to the extent to which the test is consistent in its scores, and it gives an indication of how accurate the scores are. Reliability is a necessary characteristic of any good test: to be valid, a test first should be reliable as a measuring instrument (Heaton, 1988: 162).

In achieving the reability of pretest and posttest of speaking, inter rater reability was used in this study. The first rater is the reseacher herself and the second rater is the English teacher of SMA Muhammadiyah 2 Bandar Lampung.

Inter-rater reliability of the tests were examined by using statistical measurement:

$$R = 1 - \frac{6 \cdot \sum d^2}{N(N^2 - 1)}$$

Where the above formula can be further noted as seen below:

R denotes to reliability of the test. N refers to number of students. N² denotes to the differences between R1 and R2. d² refers to the square of d¹. 1-6 denotes to constant number.

(Shohamy, 1985: 213)

The Scoring Data:

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:

The scores of each point are multiplied by four;

Hence, the highest score was 100.

Here was the example:

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

Therefore, the student's total score will be:

Pronunciation 5 X 4 = 20

Grammar 5 X 4 = 20

Vocabulary 4 X 4 = 16

Total 56

It means he or she just got 56 for speaking.

Table 2.2. Table of Rating Scales

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 comprehension 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 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 comprehension quite difficult.
	1	Speech is so halting and fragmentary as to make conversation virtually impossible.
	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.

(Harris, 1974)

Table 2.3. Table of Rating Sheet Score

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

3.6 Hypothesis

The hypothesis of this research was:

$$H1 = T_{\text{value}} > T_{\text{table}}$$

$$H0 = T_{\text{value}} < T_{\text{table}}$$

H1: There is an effect on students' speaking achievement before and after the application of role play technique.

H0: There is no effect on students' speaking achievement before and after the application of role play technique.

3.7 Procedures of the Research

In the collecting data, the researcher follows the following steps:

1. Determining the subject

The subject of this research was the second grade students of SMA Muhammadiyah 2 Bandar Lampung. The sample of this research is chosen by using probability sampling technique as the control and experimental class.

2. Selecting the Materials

The researcher chooses the materials from the students' book based on the syllabus. The material was about offering, accepting and refusing to do something.

3. Conducting Pre-test

The pre-test is administered to the students before the treatment of teaching speaking through role play technique, to know the students' basic speaking ability. Meanwhile,

before administer pre-test, the researcher explained the topic that would be tested. The tests focused on oral test. It is a subjective test and focused in oral test. The researcher explained generally the test and asks the students to make a group that consist two persons. The researcher gave the students situational dialogue and they will perform it in front of class. In performing the test, the students ask to speak up clearly since the students' voice would be recorded. Furthermore, the researcher and another English teacher judge the students' performance.

4. Treatments

In this research, the treatments were administered in two meetings. At the first treatment the resercher deliver the indicators and objectives of treatment. She also explains the material by using role play technique. And the next, the researcher asks the students to make conversation dialogue with their pair group. The procedure of teaching speaking through drill technique as follows:

- a. Pre Activities
- b. While Activities
- c. Post Activities

5. Administering Post-test

Post-test is conducted after the treatment. Post-test is used in order to know the progress of speaking ability after using role play technique.

6. Recording

The recording activities were done in order to transcribe the students' speaking skill during the test by using authentic materials.

7. Conducting the Observation

Observation sheet (note where the treatment process is reported) is used to observe teaching-learning activity and to note the classroom events during the treatment process.

8. Transcribing

At last, the data of the students' speaking skill from the audio recording were transcribed in order to investigate the students' improvement by analyzing the transcript and to help in scoring.

9. Analyzing Data

After conducting the final test, the researcher analyzed the data. After collecting the data, the students' worksheets are analyzed subjectively.

3.8 Data Analysis

3.8.1. Data analysis for observation sheet

In collecting the data, the researcher used observation sheets and speaking tests and then analyzed the results as follows:

1. Reading the result of observation sheets. In this step, the researcher tried to analyze the results of observation sheets and speaking test in teaching learning activities.
2. Interpreting the data that the researcher obtained.

3.8.2. Data Analysis for Speaking test

The observer examined the students' score using these following steps:

1. Scoring the pretest and posttest. The score is depending on the results of the observer.
2. Transcribing the students' speaking performance. The researcher records the students' speaking, the researcher transcribed the recording into written form.
3. Calculating the mean of the test, as follows:

$$m = \frac{\sum d}{N}$$

Where the above formula can be further illustrated below:

M refers to mean. $\sum d$ refers to a total score of the students. N refers to the number of students.

V. CONCLUSION AND SUGGESTION

This final chapter presents the conclusion of the research findings and suggestions for English teachers or the next researchers who want to apply role play as a technique in teaching speaking.

5.1. Conclusion

With respect to the findings, it is shown that the majority of students were actively involved in all sections of teaching learning and there are three positive effects on students' speaking achievement, in terms of pronunciation, grammar and vocabulary, it also shows a significant difference in pronunciation before and after being taught through role play technique. These findings support the theories from previous research that also used the role play technique in teaching speaking, where both show the same effects which improved students' speaking ability and made them more active in the classroom activity.

5.2. Suggestion

With respect to the conclusion above, there are some suggestions as follows:

1. For Further Research

In this research, the researcher only used one topic in teaching speaking through role play technique, it was about offering, accepting and refusing to do something. By using one topic, it made the students bored because from the pre-test, treatments and post-test, the researcher only used one topic. Therefore, for further research, it is expected to use more topic variations in implementing role play. This research also focused on the effects of role play on students' speaking skill, but the researcher just investigated three aspects including, pronunciation, grammar, and vocabulary. Therefore, for further research, it is expected to investigate the other aspects of speaking, such as comprehension and fluency.

2. For Teaching

During the treatments, the writer found that the students were lack of motivation in learning English, they were afraid of learning English and were not interested in the teaching technique used in the class. Thus, it is recommended for English teachers to use other interesting media to make the students more interested in learning English.

English teachers also should pay attention to the students to make them focus on the teacher's explanation, so they will not bother other students.

Using role play can be an appropriate technique to improve students' speaking achievement and make them more motivated to practice speaking. Therefore, this technique is recommended to be applied in teaching speaking.

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