

ABSTRACT

THE IMPACT OF CREATIVITY ON THE IMPLEMENTATION OF ROLE PLAY ACTIVITY IN TEACHING SPEAKING

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Of the four language skills, speaking seems literally to be the most important skill to master. Richard and Rodgers (2001: 40) state that speech is regarded as the basis of a language. On daily basis, one gets involved in oral communication for various purposes. In doing so, he/she needs speaking skill to communicate. However, learning speaking is assured not easy. Many classroom activities have failed to create effective language learning due to students' passivity. Role play is an attractive technique that is very useful for teaching speaking because it encourages the students to speak more, think creatively and socialize with other students. There are many factors coming from the student that also give different result in the application of role play, one of them is creativity. It is assumed that creativity of the student is influential in students' acquisition of spoken language.

Therefore, the objective of the research was to know the process of teaching speaking by using role play activity, to find out the impact of role play activity in students' speaking achievement, and to find out the difference of students' speaking achievement between high and low creative students after being taught through role play. This research was conducted in XI IPA 1 Class of SMA Negeri 1 Gedong Tataan. In choosing the classes as the sample of the research, the writer used cluster random sampling. In collecting the data, the writer used three instruments, one for speaking (Students' speaking pretest and posttest), one for creativity (creativity test), and one for the process of teaching by using Role Play (Observation Check List).

The result of the analysis show that the teaching learning process of speaking through Role play runs quite well in the sense that mostly the activity fulfills the criteria of successful speaking ability; there is significant impact of Role play towards students speaking achievement at the eleventh grade of SMA N 1 Gedong Tataan; and the students who have high creativity have better speaking achievement than those who have low creativity at the eleventh grade of SMA N 1 Gedong Tataan. In conclusion, role play is suitable for creative students since the procedures of this method provide what the high creativity students need. However, pairing students with High creativity with ones having Low Creativity gives quite favorably result.