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

**(A Thesis)**

**By**
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# 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.

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Tresia Noviyanti is the third child of lovely couple, Saparudin and Ratna Dewi. She was born on November 26th 1989 in Bandar Lampung and has two older brothers and one younger sister. She enrolled elementary school at SDN 1 Labuhan Ratu and graduated in 2001. In the same year, she continued her study at SMPN 8 Bandar Lampung. After graduating from Junior High School in 2004, she pursued her study at SMAN 9 Bandar Lampung, eventually graduated at 2007.

In the same year, she was registered as a S1 degree of English Education study program, teacher training and education faculty (FKIP) of Lampung University. Finishing her undergraduate degree in 2012, she continued to postgraduate degree in 2015. Before she graduated from master degree, she got married to Deri Herdawan in 2016 and finished her study in 2017. Now, she has been working in FKIP Lampung University as a staff of English Department for 2 years.

# DEDICATION

*This thesis is dedicated to remarkable people in my life:*

♥ My beloved father Saparudin and my lovely, respected and strong mother Ratna Dewi who always love, pray and support for this study.

♥ My sweetest man, Deri Herdawan who is always there for me giving your cheery and worthy advices.

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♥ My unforgettable Almamater, Unila.

**MOTTO**

Learning is a relatively permanent change in behavior due to

experience and practice.

(Jenile Blackstock)

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

(Surah Ar Rahman)

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Finally, the writer welcomes any suggestions and criticisms for the enrichment and development of this thesis. Hopefully this thesis will be useful not only for the writer but also for the readers.

Bandar Lampung, 19th October 2017
The Researcher

Tresia Noviyanti

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# I. INTRODUCTION

This chapter provides the background which includes the reasons for conducting the research, some previous studies related to this research and the importance of the study. This chapter also describes research questions, objectives, uses, scope and definition of terms.

## 1.1. Background

When one learns a language, he/she needs four language skills to completely master the language. Those four skills include listening, speaking, reading, and writing which are called as the four "language skills". 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. It is the least that we have to master in order to perform in a language. Furthermore, Genc (2007: 6) says that when people learn a language, they usually start from listening, then speaking, then reading, and finally writing. This refers to the fact that speaking is naturally one of the earlier skills that are acquired. Meanwhile, Halliday (1985: 12) reviews speaking by looking back at the history of society. He states that speaking has been around by some million years, before writing come. Now, we may have learnt to read and write, but we still go on

speaking and listening, and we still go on doing many things by speaking and listening.

On daily basis, one gets involved in oral communication for various purposes. In doing so, he/she needs speaking skill to communicate. It is supported by Brown (2001: 267) who states that speaking is one of the skill required in oral language. Similar statement is also provided by Widdowson (1978: 57) who claims that speaking is the active production skill and use of oral communication. It is the capability of someone to communicate orally with others. By speaking with others, ones are able to carry out conversations, do interviews, participate in debate, give speech and do many other activities. And what more important is that oral communication occurs when two or more people interact with each other aiming at maintaining social relationship between them.

Related to the aforementioned functions of speaking, mastery of speaking in English has been a priority for many second-language or foreign-language learners, including in Indonesia. Based on Standard Content released by Badan Standar Nasional Pendidikan (2006: 125-142), speaking is one of the basic competences which should be mastered by students in English subject. In the class, the students are required to practice their speaking by doing effective speaking activities. An effective speaking involves students to actively participate and create a lively communication.

However, learning speaking is assured not easy. Many classroom activities have failed to create effective language learning due to students' passivity. There are some causes that might lead to this condition. (1) It can be students' lack of vocabulary, making them unable to produce appropriate words to the meaning

intended; (2) Their shallow understanding of English language structure hinders them to produce grammatically correct sentences; (3) Mispronouncing words that make his partner unable to recognize the word uttered. (4) Their halted speech due to lack of fluency that make comprehension difficult; and (5) The lack of idea or topic understanding that make them difficult both to produce and to comprehend utterances. It is then concluded that students should master all aspects of speaking, which consist of pronunciation, grammatical accuracy, adequacy of vocabulary, fluency, and interactional strategy (involving comprehension) as suggested by Weir (2005: 195-196). Those aspects of speaking are important to master by the students because they will help the students to participate actively in speaking.

With all those problems, it is important to conduct a research dealing with speaking because it can help the teacher to find the effective way in teaching speaking to satisfy the characteristics of effective speaking as mentioned in previous paragraph. However, the result of teaching speaking varies greatly due to many factors influencing it. The factors can be from the teacher, the students, or the difficulty of the material. As one of the factor, teacher has to make sure that they teach effectively. Effective language teacher is someone who can provide input and make it comprehensible (Krashen: 1982: 32). A comprehensible input is important because it is the source of intake which later will be processed to yield output. When the teacher uses ineffective or inappropriate way of teaching, the students can get bored or be unmotivated to learn, let alone comprehending the material. By using the effective way in teaching, that situation can be avoided and the best result of teaching speaking can be achieved.

There are many techniques that can be used to teach speaking effectively. Teachers are expected to be creative in choosing teaching technique to make the students speak more in order to achieve the learning goal. Cook (2008: 109) suggests to use activities that "force the students to use communication strategies whether they want to or not. However, the technique should not only give them chance to speak more, but is also interesting to follow. One of the techniques that fulfill those two criteria is role play.

Role play is an attractive technique that can help to enliven the teaching learning process. Role play encourages the students to speak more, think creatively and socialize with other students. Role play is very useful for teaching English because it provides students an opportunity to practice communicating English with others in different social contexts and in different social roles. Moreover, language acquisition by using role play impresses the students because it lets students to be imaginative and to set themselves in another person's place for a while. It is supported by Dorathy and Mahalaksmi (2011: 3) who says that role play can improve learners speaking skills in any situation, and helps learners to interact. As for the shy learners, role play helps by providing a mask, where learners with difficulty in conversation are liberated. In addition, it is fun and most learners will agree that enjoyment leads to better learning. And finally, in role play students not only learn and receive learning from experience and knowledge from teacher, but also from other students.

Many previous research have been conducted the research regarding the important of the teacher in applying role play technique and also the result of applying role play technique to the student. For example the result that has been

conducted by Liu and Ding (2009: 140) that shows there are four crucial factors for success of role play: the topic chosen should be real and relevant; the teacher need 'feed-in' the appropriate language; correct errors in a proper way; some of teachers role are facilitator, spectator or participant. The main focus of their result is seeing from the teacher when applying role play technique. Here, I would like to take different point of view, the student.

There are many factors coming from the student that also give different result to the application of role play, one of them is creativity. Creativity becomes the other factors that affect the success of students' speaking. As well, it is stated in Law 20 of 2003 about the National System of Education, that one of the aims of the National Education implemented is to form potential learners to be creative human. In addition, there is another source that mentions creativity as one of the factor that should be taken into account. The purposes of the making of guidance of curriculum development is to give chance to the learners to learn building and finding their self-actualization through active, creative, effective, and enjoyable learning process (BSNP, 2006: 3). In short, creativity is also an influential factor that will determine the course of how speaking mastery will be done.

The question that arises now is how far can creativity influence speaking mastery. According to Grainger, Kathy, and Andrew (2005: 12), the creative thinking process involves the decision making about the stance, content, structure and language, and creating combinations and connections between ideas and images. It means that the generation of ideas or concepts in speaking is reflected on creativity. Furthermore, the characteristics of creativity, which includes fluency, flexibility, originality, and elaboration, are closely related word or

sentence production. Creative students are most likely able to deliver their ideas more easily since their creativity will help to think of another way of delivering their idea when they get stuck in one way. Meanwhile, less creative students will probably find it difficult to get out of situation when they get stuck on how to deliver their ideas, assuming they have ideas to deliver, meaning that creative students have what it takes to generate ideas between the existing concepts and convey it in better (comprehensible) ways to their partner. The characteristic difference between creative and less creative students will relate to the method being applied to teach them. The nature of Role play that gives the students more freedom to use English seems in line with creative students.

Considering the explanations above, it can be assumed that creativity of the student is influential in students' acquisition of spoken language. Moreover, providing effective techniques that will utilize students' creativity in mastering speaking is also another important thing to deal. In relevance with above statements, teaching speaking by using role play is claimed to meet the challenges described. This is the reason why the writer proposes this research.

**1.2. Research Questions**

Related to the background stated before, the researcher focuses the problems as follows:

1. How is the process of teaching and learning speaking through role play activity?

2. Is there any significant impact of role play activity in students' speaking achievement?

3. Is there any significant difference of students' speaking achievement between high and low creative students after being taught through role play?

## 1.3. Objectives

Based on the research questions, the researcher formulates the objectives as follows:

1. To know the process of teaching speaking by using role play activity.

2. To find out the impact of role play activity in students' speaking achievement.

3. To find out the difference of students' speaking achievement between high and low creative students after being taught through role play.

## 1.4. Uses

Hopefully, this research is beneficial for other related parties both theoretically and practically as mentioned in the following:

### 1.4.1 Theoretical Uses

The results of this research are expected to:

a. Be a useful and a scientific reference for further research and to further research and development with technique for teaching speaking and students' creativity.

b. Strengthen or weaken previous research dealing with role play technique and students' creativity.

### 1.4.2   Practical Uses

In term of practical uses, there are at least three educational components that are expected to gain from the benefits of this research.

a.   For teachers, the result can be used an input for them to apply role play in their teaching.

b.   For students, it is expected for them to know their current competencies and their tendencies in mastering speaking related to their level of creativity.

c.   For other researchers, it hopefully can broaden the knowledge about role play.

### 1.5. Scope

In order to investigate and analyze the variables more deeply, limitation is needed in this study. For role play, the researcher focused on the kind where students are given certain situation and develop their own dialogue to act out. In line, the limitation for students' speaking is in dialogue. The students work in pairs and have a conversation in certain topic. Meanwhile, for creativity, the focus is on students' verbal creativity.

## II.      LITERATURE REVIEW

This chapter describes the concept of speaking, role play and creativity briefly. In addition, the measurement of speaking and creativity is described here. The characteristic of successfull speaking is also described concisely.

## 2.1.  Concept of Speaking

In this part, the writer will explain about the definition, teaching and aspect of speaking, also how the measurement of students' speaking ability.

### 2.1.1   Definition of Speaking

The human race has fashioned two forms for each productive performances and receptive performance (Brown, 2001: 232). The former refers to speaking and writing while the later points to listening and reading; altogether known as language skills. Of the four language skills, speaking (along with listening) seems to play greater role in daily life due to our tendency to interact more through oral communication. There are various reasons as to why oral communication is done. But mainly, the reason is to convey meaning from one to another. The meaning being transferred can be in form of information, idea, or feeling. This statement is supported by Bailey (2005: 48) who states that speaking

is the productive oral skill, which consists of producing systematic verbal utterances to convey meaning.

However, oral communication is not only about conveying meaning. Being a two way communication, it also involves receiving meaning being transferred. It is as suggested by Brown in Febriyanti (2011: 2) that speaking is an interactive process of constructing meaning that involves producing, receiving, and processing information. Similar definition is also proposed by Chaney in Kayi (2006) who claim that speaking is the process of building and sharing meaning through the use of verbal and non-verbal symbols in a variety of context. In fulfilling the complete process of oral communication, there must be at least two participants involved in oral communication. One is acting as the speaker and the other one is listener. This is in line with Rizvi's statement in Gonzalez (2015: 10) that speaking is an interactive communicative process that involves speaker and listener.

Between the participants of an oral communication, there will be many factors that influence the course of communication. The speaker, however, will play more important role in the course since the meaning involved in the process is generated by him. As stated by Underwood in Sari (2012: 11), speaking is a creative process where speakers are almost always in the position of formulating what they are saying as a result of the behavior of their listener or a result of added thought of their own. Therefore, it is important for the speaker to master several areas of knowledge, both language-knowledge and non-language knowledge that will help him in performing his speaking.

From several definitions of speaking mentioned above, a conclusion can be drawn that speaking is the process of building and sharing meaning through the use of verbal and non-verbal symbols in a variety of context. In fulfilling the complete process of oral communication, there must be at least two participants involved in oral communication. One is acting as the speaker and the other one is listener. Both of them make an oral communication and perform their each information through verbal symbol in variety of context.

### 2.1.2 Teaching Speaking

Teaching speaking is a very important part of language learning. The ability to communicate clearly and efficiently contributes to the success of the learner in school and success later in every phase of life. Therefore, it is essential that language teachers pay great attention to teaching speaking. Rather than leading students to pure memorization, providing a rich environment where meaningful communication takes place is desired. Thornbury (2005: 123) states the teaching of speaking depends on there being a classroom culture of speaking, and that classroom need to become talking classroom. In other words, students will be much more confident speakers (and their speaking abilities will improve) if this kind of speaking activation is regular feature of lesson.

In the classroom, the goal of teaching speaking should improve students' communicative skills. In order to do so, teacher needs to apply activities that promote their speaking in order for them to practice their speaking. As stated by Ur (1996: 122), learners should have a chance to talk a lot using the target language. What is difficult to achieve, although still possible, is the desire to have

the time devoted to such an activity filled with learner talking time to the maximum. What a teacher can do to promote speaking is to divide students into groups. Working in groups increases the amount of practice learners can get, as well as the amount of their speaking. Moreover, when students sit in a small circle, their inhibitions are lowered and thus they are encouraged to speak.

Bailey (2005: 54-56) says that there are five principles for teaching speaking, they are:

- Be aware of difference between second language and foreign language in learning context.

- Give students chance to practice with both fluency and accuracy.

- Provide opportunities for students to talk by using group work or pair work.

- Plain speaking task that involve negotiation for meaning.

- Design classroom activities that involve guidance and practice in both transactional and interaction speaking.

Another feature of a successful speaking activity, pointed by Ur (1996: 120) is even participation. All students should get a chance to speak; moreover, contributions ought to be fairly evenly distributed. Therefore, teachers' task is to strive towards engaging the less active learners and make sure that all students are involved in an equal way. Additionally, a task ought not to be dominated by a few students who like to take control over an exercise. Dobson in Kusnierek (2015: 79) suggests that in order to make sure that every learner has a possibility to practice the target language, the teacher can appoint a group representative responsible for equal participation among peers.

In conclusion, teaching speaking is an activity that expected to make the students participating in the class to improve their communicative skills. The chance of the students to speak is needed. Teaching speaking really should consider many aspects that will decide whether the students' will be successful or not in improving their speaking after they do the activity. Teacher needs to apply activities that promote their speaking in order to make them practice their speaking with others in the class.

### 2.1.3   Aspects of Speaking

In order for the students to have good speaking, it is compulsory for them to master the elements or aspects that build up speaking skills. There are many situations that can occur in real life communication in which different aspects of speaking skills are required to cope with the interaction. When the students are able to master speaking aspects, they will be able to speak fluently and accurately in any situations. This is supported by Harmer (2007: 343), if students want to be able to speak English fluently, they need to be able to pronounce phonemes correctly, use appropriate stress and intonation patterns and speak in connected speech. He also adds that students have to be able to speak in a range of different genres and situations, and they will have to be able to use a range of conversational and conversational repair strategies. In addition, they will need to be able to survive in typical functional exchanges too.

Related to the speaking aspects mentioned above, many experts try to mention and determine what particular sub-skills and knowledge of speaking should be mastered. A list of micro skills and macro skills of speaking provided

by Brown is an example of this. He lists the skills systematically, starting from the easiest one to the most complicated one. He then mentions six aspects that should be considered in determining oral proficiency or speaking ability which include Grammar, Vocabulary, Comprehension, Fluency, Pronunciation, and Task (Brown, 2010: 172-173). A similar aspects are also mentioned by Weir in Weir (2005: 195-196) who mentions appropriateness, vocabulary, grammar, pronunciation, fluency, and content as the aspects of oral competence.

Another elaboration of speaking aspects is provided by Florez (1999: 2). She explains that students must be able to anticipate and then produce the expected patterns of specific discourse situations. There are other skills and knowledge that they need to pose, including the following:

1) Producing the sounds, stress patterns, rhythmic structures, and intonations of the language;

2) Using grammar structures accurately;

3) Assessing characteristics of the target audience, including shared knowledge or shared points of reference, status and power relations of participants, interest levels, or differences in perspectives;

4) Selecting vocabulary that is understandable and appropriate for the audience, the topic being discussed, and the setting in which the speech act occurs;

5) Applying strategies to enhance comprehensibility, such as emphasizing key words, rephrasing, or checking for listener comprehension;

6) Using gestures or body language; and

7) Paying attention to the success of the interaction and adjusting components of speech such as vocabulary, rate of speech, and complexity of grammar structures to maximize listener comprehension and involvement.

### 2.1.4 Measuring Speaking

Testing serves many purposes in teaching and learning a language. It can be used to diagnose the prior knowledge of students' language ability. Besides, it can be used to assess the progress of students at a certain period of time. It is supported by Oller (1979: 1-2) that defines language test as a device that tries to assess how much students have learned a language course, or some parts of a course.

Testing speaking may become challenging since there has no been an agreement as to which aspects of speaking should be included. There are many speaking aspects have been mentioned so far. Based on several quotations from some experts mentioned above, it can be summarized that in order to speak fluently and accurately, one should beforehand master the aspects of speaking which will help them to deal with any possible discourse situations. The list of the already mentioned aspects can be seen in table 2.1.

**Table 2.1 Speaking Aspects**

| Brown | Florez | Weir | Taken Aspects |
| --- | --- | --- | --- |
| Content (Comprehension) | Comprehension | Content | Content (Comprehension) |
| Vocabulary | Vocabulary | Vocabulary | Vocabulary |
| Grammar | Grammar | Grammar | Grammar |
| Task | | | |
| Pronunciation | Pronunciation | Pronunciation | Pronunciation |
| Fluency | | Fluency | Fluency |
| | Gesture | | |
| | | Appropriateness | |

The aspects that will be used in this research include pronunciation, grammar, vocabulary, fluency, and content comprehension. Those five aspects are taken into measurement of speaking as they occur at least in two definitions of the experts. Besides that, those five aspects are considered to be very influential in deciding whether a student will have a good speaking ability or not.

1) Comprehension: for oral communication certainly requires a subject to respond to speech as well as to initiate it.

2) Vocabulary: one cannot communicate effectively or express their ideas both oral and written form if they do not have sufficient vocabulary. So, vocabulary means the appropriate diction which is used in communication.

3) Grammar: it is needed for students to arrange a correct sentence in conversation, or the student's ability to manipulate structure and to distinguish appropriate grammatical form in appropriate ones. The utility of grammar is also to learn the correct way to gain expertise in a language in oral and written form.

4) Pronunciation: pronunciation is the way for students to produce clearer language when they speak. It deals with the phonological process that determine how sounds vary and pattern in a language.

5) Fluency: fluency can be defined as the ability to speak fluently and accurately. Signs of fluency include a reasonably fast speed of speaking and only a small number of pauses and "ums" or "ers". These signs indicate that the speaker does not have to spend a lot of time searching for the language items needed to express the message.

From the five aspects of speaking above, the following indicators are constructed to be used in this research:

1) Students are able to understand the content and context by giving relevant response (comprehension).

2) Students are able to use appropriate words, phrases, or utterances to express ideas (vocabulary).

3) Students are able to use appropriate language system or grammar to construct an appropriate utterances.

4) Students are able to perform acceptable pronunciation to express understandable utterances.

5) Students are able to use the appropriate utterances with adjusted speech rate (fluency).

In order to score the speaking skill of the students, a scoring rubric adapted from Weir in Weir (2005: 195-196) will be used, as can be seen in table 2.2. The scoring rubric is used becuse it is quite specific as it requires the scorer to give separate ratings for each aspects of speaking. Aspects such as relevancy of content (comprehension), adequacy of vocabulary, grammar accuracy, pronunciation, and fluency of speech are each given four mastery level.

**Table 2.2 Scoring Rubric of Speaking**

| Score | Content Comprehension | Vocabulary | Grammar | Pronunciation | Fluency |
|---|---|---|---|---|---|
| 20-16 | Relevant and adequate response to the task set. | Almost no inadequacies in vocabulary for the task. Only rare circumlocutions. | Almost no grammatical inaccuraciees, occasional imperfect control of a few patterns. | Articulation is reasonably comprehensible to native speakers, there may be a marked "foreign accent" but almost no misunderstanding is caused and repetition required only infrequently. | Utterances, whilst occasionally hesitant, are charaterized by an evenness and flow hindered, very occasionally, by groping, rephrasing and circumlocutions. Inter-sentential connectors are used effectively as fillers. |
| 15-11 | Response for the most part relevant to the task set, though there may be some gaps or redundancy. | Some misunderstandings may arise through lexical inadequacy, circumlocutions are frequent, though there are signs of a developing active vocabulary. | Some grammatical inaccuracies, developing a control of major patterns, but sometimes unable to sustain coherence in longer utterances. | Rhythm, intonation, and pronunciation require concentrate listening, but only misunderstanding is caused or repetition required. | Signs of developing attempt as using cohesive devices, especially conjunctions. Utterances may still be hestitant, but are gaining in coherence, speed and length. |
| 10-6 | Response of limited relevance to the task set, possibly major gaps and/or pointless repetition. | Vocabulary limited to that necessary to express simple elemntary needs, inadequacy of vocabulary restricts topics of interaction to the most basic. | Syntax is fragmented and there are frequent grammatical inaccuracies, some patterns may be mustered but speech may be characterized by a telegraphic style and/or confusion of structural elements. | Strong interference from L1 in rhythm, intonation and pronunciation, understanding is difficult, and achieved ofen only after frequent repetition. | Utterances hesitant and often incomplete except in a few stock remarks and responses. Sentences are, for the most part, disjointed and restricted in length. |
| 5-1 | Response irrelevant to the task set, totally inadequate response. | Vocabulary inadequate even for the most basic parts of the intended communication. | Unable to function in the spoken language, almost all grammatical patterns inaccurate, except for a few phrases. | Severe and constant rhythm, intonation and pronunciation problems cause almost unintelligibility. | Utterances halting, fragmentary and incoherent. |

(Source : Weir, 1998: 195-196)

## 2.2. Concept of Role Play

In this part, the writer will describe about the definition of role play and its procedures, and the important one is characteristic of successful speaking ability.

### 2.2.1 Definition of Role Play

Ladousse (1995: 5) explains that when students assume a "Role", they play a part (either their own or somebody else's) in specific situation. "Play" means that the role is taken on in a safe environment in which students are as inventive and playful as possible. In role playing, the participant is representing and experiencing some character types known in everyday life (Scarcella and Oxford in Tompkins, 1998). Students pretend that they are in various social contexts and have a variety of social roles. In role-play activities, the teacher gives information to the learners such as who they are and what they think or feel (Harmer, 1984: 352).

Furthermore, in his book, Ladousse (1995: 5) says that role-play will build up self-confidence rather than damage it. It implies that they assumed all learners would enjoy and feel free from any tension. However, we also need to see the learners as individual that have different personalities and styles of learning which could influence their performance. It is in line with Dornyei (2005: 25) who says that individual differences are seen as more salient in second language acquisition and use than in our native language, since we find considerably more variability in the learning outcomes and language use characteristics of L2 learners than their L1 counterparts.

They assume "roles" in the dialogue that set as if they were in the real life. Learners have opportunity to act and interact. It encourages their thinking and

creativity. It also involves students' imagination to act significantly as it is illustrated in the situation or setting given.

In view of the person taking an actor, Ladousse (1995: 13) explains that there are several types of role. The first is the roles which correspond to a real need in the students' lives. In this category, it involves such roles as doctors dealing with patients, or salesman traveling abroad. The second type of role is the students play themselves in a variety of situations which may or may not have direct experience. The example which includes in this category is a customer complaining or a passenger asking for information. The third type is the type that few students will experience directly themselves, but it is easy to play because the teachers have such vast indirect experience of them. The television journalist is a good example of this type and it is a very useful type of role taken from real life. The last type is fantasy roles, which are fictitious, imaginary, and possible even absurd.

Ladousse (1995: 6-7) explains several reasons why we use role-play in speaking activity. They are:

1.  A very wide variety of experiences can be brought into the classroom through role play.

2.  Role play puts students in situation in which they are required to use and develop those phatic forms of language which are so necessary in oiling the works of relationships, but which are so often neglected by our language teaching syllabus.

3.  Some people are learning English to prepare for specific roles in their lives.

4.  Role play helps many shy students by providing them with a mask.

5. And the most important reason for using role play is, it is fun.


**2.2.2 The Procedure of Role Play**

According to Huang (2008), there are six major steps in the teaching procedure for role play activities:

1) Decide on the teaching materials. The teacher must decide which teaching materials will be used for role play activities. The teaching materials can be taken from textbooks or non-textbook teaching materials such as picture books, storybooks, readers, play-scripts, comic strips, movies, cartoons and pictures. The material is selected ahead of time by the teacher. The teacher can also create his or her own authentic teaching materials for role play activities. The teaching materials should be decided based on students' level and interest, teaching objectives and appropriateness for teaching.

2) Select situations and create dialogs. Then a situation or situations to be role-played should be selected. For every role-play situation, dialogs should be provided (by the teaching materials or by the teacher) or created by the students themselves.

3) Teach the dialogs for role play. The teacher needs to teach the vocabulary, sentences, and dialogs necessary for the role play situations. The teacher needs to make sure the students know how to use the vocabulary, sentences and dialogs prior to doing the role play activities, otherwise, the teacher should allow students to ask how to say the works they want to say.

4) Have students practice the role plays. Students can practice in pairs or in small groups. After they have played their own roles a few times, have them

exchange roles. That way, students can play different roles and practice all of the lines in the role play. When students are confident enough to demonstrate or perform in front of the class, the teacher can ask them to do so for their classmates.

5) Have students modify the situations and dialogs. Once students have finished and become familiar with an original role play situation, they can modify the situations and/or dialogs to create a variation of the original role play.

6) Evaluate and check students' comprehension. Finally, the teacher shall evaluate the effectiveness of the role play activities and check if students have successfully comprehended the meanings of the vocabulary, sentences and dialogs. There are several ways to evaluate the students. Students can be given oral and listening tests that are related to the role play task. Example: oral tests can include the following.

   a. Students are asked to answer some simple questions that are related to the role play task

   b. Students are asked to re-enact the role plays

   c. Students are asked to translate the role plays into their native language.

   d. For listening tests, beginning students can do simpler tasks such as: "Listen and circle", "listen and number", "listen and match" types of questions.

   e. For more advanced students, they can be asked to write the words, lines, and/or dialogs in the role plays.

   f. They can also be asked to create and write variations of the role plays.

### 2.2.3 Characteristics of Successful Speaking Activity

It is stated before that mastering the art of speaking is the most important aspect of second language learning. Successful speaking activity is, then, required in order to achieve good mastery of speaking. The next concerns are defining what characteristics succesfull speaking activities exhibit and what particular activities are considered to be helpful in achieving succesful speaking.

Generally, it is assumed that speaking activities can be categorized succesful if the students can use the language in real communication and the listeners can accept the idea; a conversation is carried out. Kumaravadivelu (1994: 33-34) claims that good speaking activity is one that facilitate negotiated interaction. The interaction refers to meaningful learner-learner and learner-teacher interaction in class. Negotiated interaction means that the learner should be actively involved in clarification, confirmation, comprehension checks, requests, repairing, reacting, and turn taking. It also means that the learner should be given the freedom and encouragement to initiate talk, not just react and respond to it. A more detailed information regarding the characteristics of a successful speaking activity is provided by Ur (1996: 120) as follows:

1) Learners talk a lot. As much as possible of the period of time allotted the activity is in fact occupied by learner talk. This may seem obvious, but often most time is taken up with teacher talk or pauses.

2) Participation is even. Classroom discussion is not dominated by a minority of talkative participants: all get a chance to speak, and contributions are fairly evenly distributed.

3) Motivation is high. Learners are eager to speak: because they are interested in the topic and have something new to say about it, or because they want to contribute to achieving a task objective.

4) Language is of an acceptable level. Learners express themselves in utterances that are relevant, easily comprehensible to each other and of an acceptable level of language accuracy.

## 2.3 Concept of Creativity

In this part, the researcher tells about the definition and aspects of creativity. The way of measuring the creativity is also elaborated here.

### 2.3.1 Definition of Creativity

There are many experts who have attempted to define what creativity is. One of the simplest definitions can be taken from Choe (2006: 413) who states that creativity is personal capability to create novel and appropriate solutions. It is believed that creating something new between the already existing things, without copying, is a difficult task to do. It is, then, creativity that will help in the process of creating. Similar definition is also provided by Munandar (2009: 27) who states that usually, creativity has been defined in terms of person, product or process. It may also be defined in terms of personal and environment condition that 'press' an individual toward creative behavior.

Another angle of seeing creativity is provided by Smith and Carlsson (2006: 202) who defines creativity as an attitude toward life and a way of dealing with the challenges life poses. Rather than seeing it as an ability, they state that

creativity is more of a tendenciness to act or not to act and how to act to a certain given situation. Meanwhile, a more complex definition of creativity can be seen from Aznar's definition in Kaufman and Sternberg (2006: 78). He states that creativity is the ability to come up with new solutions without following a logical process, because the most important characteristic of creativity is the capacity to resolve problems by skirting them, or distancing oneself from the problem for a moment to tackle it from a different angle.

Based on the definitions above, it can be concluded that creativity is a personal capability to come up with novel and appropriate solutions in dealing the challenge life poses, without following a logical process. It can be briefly summarized as creating something new and useful.

### 2.3.2   Aspects of Creativity

There are many aspects that are proposed by many experts to be the aspects of creativity. Dornyei (2005: 203) states that creativity is often associated with 'originality,' 'invention,' and 'discovery,' as well as divergent thinking about open-ended problems and flexible problem-solving in general. In addition, Runco in Dornyei (2005: 204) mentions some characteristics of creativity that can be observed from people; that some people are very fluent with ideas but relatively unoriginal or inflexible. Others are high in originality, flexibility, or both, but only moderately fluent.

The aspects of creativity proposed by those two experts are similar. That is probably because they refers to Guillford's idea of creativity aspects as stated by Kaufman and Sternberg (2006: 14-15) that the assessment of creativity has been

largely based on Guilford's idea of divergent production, which involves four general categories (fluency/fluidity, flexibility, originality, and elaboration) as can be seen in table 2.3.

**Table 2.3 Creativity Aspects**

| Dornyei | Runco | Guillford | Taken Aspects |
|---------|-------|-----------|---------------|
| Originality | Originality | Originality | Originality |
| Flexibility | Flexibility | Flexibility | Flexibility |
| Discovery | | | |
| | Fluency | Fluency | Fluency |
| | | Elaboration | Elaboration |

1) Fluency

It is the ability to deliver many ideas, express number of ways to do things and look for answers as many as possible for a certain situation or problem.

2) Flexibility

Flexibility is the ability to use wide variety of ways in addressing issues. Creative people can easily leave the old ways of thinking and replace them with new ones.

3) Elaboration

Elaboration is the ability to enrich or develop an idea, a product, and to analyze an object and the situation in order to make it better and more attractive.

4) Originality

It is the ability to produce ideas and create combinations that are new and unique. This characteristic can be seen in the attitude of the students in

thinking of doing something in a way that has never been thought of by others.

<div align="right">(Torrance in Henson and Eller, 1999: 354)</div>

### 2.3.3  Measuring Creativity

There are many types of creativity tests that have been developed by experts. One of them is Munandar (1977: 85-90) who made a set of creativity test out of the construct provided by Guillford. She designed the test specifically to be used in Indonesia, mentioned as the following:

1)  Words initial

In this test, a subject should think as any words starting with certain letters. The purpose of this test is to measure the fluency with words that meet certain determined criteria used in English. Time allowance of two minutes are fixed for each items. A subject's score on this test is the total number of words that fulfil the stated requirements.

Example: Be

From the prefix above, the students have to make as many as possible new words based on the prefix, e.g. bear, bean, become, believe, beautiful, etc

2)  Word Creation

The Word Creation test requires the subject to find other words in a test word by rearranging the letters. This test is also a measure of word fluency, yet different from Word Initials in that it requires ease of perceptual reorganisation. The time limit for doing this test is two minutes for each items. The score given to the subject is the total number of correct words produced.

Correct here means that no other letter were used outside those in the test words and that words are correctly spelled.

Example: Nationality

From a word above, the students have to arrange as many as possible new words based on the following word, e.g. nation, lion, any, tiny, etc.

3) Sentence Formulation

For this test, a subject has to arrange as many sentences as possible from three given letters. This test is to measure the fluency in expressing something in the form of sentence meeting a certain grammatical English pattern. The time allowance for this test is two minutes for each items. The scoring is the total number of appropriate sentences.

Example: I – M – H

From the letters above, the students have to write as many sentences as possible based on these letters. The arrangement of the letters are not fixed, e.g. I miss her; Mommy helps Indra; He is mad; etc.

4) Similar Characteristic

In this test, the subject is presented two characteristics of objects (like hard and round). The subject is then requested to name objects, all bearing these same two characteristics. This test is also a measure of fluency. A two minutes per item time allowance is given for this test. The score of the subject is the total number of acceptable responses.

Example: Green and Liquid

From these two words, the students have to mention as many things as possible that have characteristics as follows, e.g. Melon Juice, Melon Syrup, Green Paint, etc.

5) Extraordinary Uses of Word

The subjects of this test are instructed to think of other uses of the object presented to them, other than for which the object is intended to. The term "extraordinary" in this test can be defined as any relevant use other than its usual use. This test is to measure the flexibility and the originality of minds. The time limit is three minutes for each items. The flexibility score is the total number of different types of responses not including the common use for which the object is intended.

Example: Pen

From a word above, the students have to mention as many as possible extraordinary use of the following thing, e.g. To scratch body; To open envelope; To stir drinks; etc.

6) Consequence or Effect

In this test, a subject needs to think as many consequences as possible from a given condition. This test requires a subject to imaginative and to be able to express his imagination into a written form. This test is to measure the fluency in expressing ideas and elaboration of an idea into a specific matter yielding various implications. Three minutes of time limit is given for each items of this test. The score is determined by the number of different consequences or possibilities produced. The subject is also given score for additional implications which enrich the idea. When subjects list a number of different

consequences within one sentence, score is given for each ideas of consequence. Irrelevant or innappropriate responses do not receive score. A response is deemed irrelevant when the respondent merely restates the condition or describes conditions that already exist. It is innappropriate if the response would not be caused by the situation described, or if the response is rather a cause than a consequence of the situation.

Example: What will happen if people can read mind

 From the sentence above, the students have to mention consequences that will happen following this condition, e.g. You can't keep a secret; You don't have to study for exam; You will know who your best friend is; etc.

In order to score the creativity level of students, a scoring rubric developed from the descriptions provided by Munandar above is generated. The detailed information can be seen in table 2.4.

**Table 2.4 Scoring Rubric of Creativity**

| Apects | Score | Max. Score |
|---|---|---|
| Word Initial* | $\dfrac{total\ correct\ answer\ for\ this\ subtest}{5} \ x\ 10$ | 100 |
| Word Creation* | $\dfrac{total\ correct\ answer\ for\ this\ subtest}{5} \ x\ 10$ | 100 |
| Sentence Formulation** | $\dfrac{total\ correct\ answer\ for\ this\ subtest}{5} \ x\ 20$ | 100 |
| Similar Characteristic* | $\dfrac{total\ correct\ answer\ for\ this\ subtest}{5} \ x\ 10$ | 100 |
| Extraordinary Use of Word** | $\dfrac{total\ correct\ answer\ for\ this\ subtest}{5} \ x\ 20$ | 100 |
| Consequence or Effect** | $\dfrac{total\ correct\ answer\ for\ this\ subtest}{5} \ x\ 20$ | 100 |

| Total Score | 600 |
|---|---|

\*   **If the number of correct answer exceeds 10, then it will be counted as 10.**
\*\* **If the number of correct answer exceeds 5, then it will be counted as 5.**

<div align="right">(Adapted from Munandar, 1977)</div>

## 2.4. Frame of Thinking

Here are the frames of thinking of this study:

1. The Impact of Role play towards Students Speaking Achievement

Role play is a peer learning model which emphasizes on collbarotion of two students in mastering the learning materials. It is a cooperative learning experience where students ask about, listen to, and value what their partner has to say about a given situation. Role play creates the opportunity for students' network and improves specific communication skills. A student must listen carefully, concentrating on his partner responses and encouraging elaboration from his partner. In short, it is good to explore ideas and concepts more deeply.

The benefits of using Role play is that students will be actively involved in learning. Both students become active speaker and listener, and they both appreciate their roles since they both need to work together in finishing their activity. Moreover, more feedbacks can be given from their partner, which is usually not possible done by the teacher considering the amount of students in a class, or in large scale group where one student gives his idea and the rest of the class just listens. In accordance with the explanation above, it can be predicted that Role play would give significant impact towards students' speaking achievement.

2. The Difference between Students with High Creativity and Low Creativity in Speaking

Creativity has been thought as one of the influencing factors in language learning which is assocciated with good performance that students could take advantage of. Creativity will enable students to generate new ideas in solving an existing problem. A creative student thinks beyond what he sees, reads, listens, and feels. Moreover, a creative student will be able to come up with new unexpected ideas better than low creativity students does. In language learning situation, creativity poses some benefits for the students as it it is believed to affect language acquisition, reception, and production. For instance, both English productive skills involve creativity in the producing of the written or spoken ideas. As a result, a creative students can expresses his idea in both written and spoken smoothly and varily.

On the contrary, students who have low creativity will usually struggle in performing English. They tend to work slowly due to limited ideas they generate or, in worse case, they will act passively when they are stuck and unable to overcome their problem in learning. This creates an extra work for the teacher to pay atention to the students having low creativity, or else they will be left behind the rest of the class. Based on those explanation, it can be assumed that students with high creativity have better speaking skill than those who have low creativity.

## 2.5. Hypothesis

There are two sets of hypothesis, one is dealing with research question number 2 and the other is dealing with research question number 3. There are as follow:

Research Question 2

$H_o$ : There is no significance impact of role play activity in students' speaking achievement.

$H_a$ : There is a significance impact of role play activity in students' speaking achievement.

Research Question 3

$H_o$ : There is no significant difference of students' speaking achievement between high and low creative students after being taught through role play.

$H_a$ : There is a significant difference of students' speaking achievement between high and low creative students after being taught through role play.

# III.    RESEARCH METHOD

This chapter deals with the research methods that consist of research setting, research design, variables of the research, population, sample and sampling, technique of collecting and analyzing the data.

## 3.1.  Research Setting

This research was conducted in SMA Negeri 1 Gedong Tataan. It is located at Jl. Swadaya, Sukaraja V, Gedong Tataan. The school has become the destination of Junior High graduate as it is considered as one of the best Senior High School in the regency. There are a total of 30 classrooms existing in this school. There are 11 rooms, 10 rooms, and 9 rooms for X, XI, and XII respectively. Each of the classes consists of approximately 30 students. In addition to that, the school also provides several additional rooms used as the facility of language learning, such as language laboratory, science laboratory, computer room, library, and various sport fields. Furthermore, there are several other rooms used to express their creativity, including radio broadcasting room, art room, and music room.

This research was initiated to be on going in November 2016, in which the writer started to gather preliminary data about the setting of the research through indirect interview. There were some phases that the writer did to go through

before the research was officially completed. The included phases were composing research proposal, preparing any related instruments of the research, composing proposal for license of the research, trying out the instruments, conducting the research, gathering required data, analyzing the data, and finally writing the report of the research. The schedule of the research conduction can be seen in the following table 3.1:
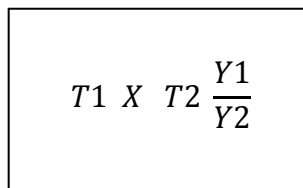
**Table 3.1 Time Schedule of the Research**

| Activities | Nov | Dec | Jan | Feb | Ma | Apr | Ma | Jun | July |
|---|---|---|---|---|---|---|---|---|---|
| Composing | ▓ | ▓ | ▓ | | | | | | |
| Preparing | | | | ▓ | ▓ | | | | |
| Conducting | | | | | | ▓ | | | |
| Collecting data | | | | | | ▓ | ▓ | | |
| Analyzing the | | | | | | | | ▓ | |
| Making report | | | | | | | | | ▓ |

## 3.2. Research Design

An experimental design was used in this research. Experimental research is the most conclusive scientific method because the researcher actually establishes different treatments (Fraenkel and Wallen, 2000: 7). The purpose of an experimental study is to investigate the correlation between cause and effect and how far its correlation is between variables by giving certain treatment to experimental class.

There are three variables in this research: one dependent variable, one independent variable, and one moderator variable. Dependent variable is the major variable that is measured in the research (Hatch and Lazaraton, 1991: 63). Acting as the dependent variable in this research is speaking ability of the

students. Meanwhile, Independent variable is variable that the researcher suspects may relate to or influence the dependent variable (Hatch and Lazaraton, 1991: 64). The independent variable in this research is Role Play technique. Roleplay technique is predicted to influence the students' speaking achievement. The third variable is the creativity of the students which acts as moderator variable. This variable functions similarly to independent varible in producing variablity in dependent variable. However, it is classified as different variable to the independent variable due to the reason proposed Hatch and Lazaraton (1991: 65), distinguishing independent and moderating variable will help in studying how moderator variable mediate or moderate the relationship between dependent and independent variables.

$$T1 \ \ X \ \ T2 \ \frac{Y1}{Y2}$$

T1       : Pre test

T2       : Post test

X        : Treatments by using Role Play

Y1       : Students having low creativity

Y2       : Students having high creativity

(Setiayadi, 2006 : 147)

## 3.3. Variables of the Research

There are three variables in total in this research. Each will be explained as follow:

1. **Dependent Variable**

    The dependent variable of this research is students' speaking achievement. It is the students' ability to perform speaking based on given instruction. Speaking performance test is used to measure this variable before and after the treatment. In addition, five aspects of speaking, namely, comprehension, fluency, grammar, pronunciation, and vocabulary will be used in measuring this variable.

2. **Independent Variable**

    Role Play technique is the second variable of this research, independent variable. It is a technique where the students do speaking activity by acting as someone else. It is used to create change/improvement on the dependent variable. An observation checklist will be used to see whether this technique satisfy the standard of successful speaking activity.

3. **Moderator Variable**

    The moderator variable is students' creativity. It refers to students' capability to come up with novel and appropriate solutions in dealing the challenge life poses, or in this case, to find solutions when they are doing Role Play in speaking activity. A creativity test is used to measure each student's creativity level with four measurements of criteria including fluency, flexibility, originality, and elaboration.

**3.4. Population, Sample, and Sampling**

There are three steps that needed to be done in this procedure, deciding population, sample and sampling.

1. **Population**

    The population is the whole subject of the research (Edmonds and Kennedy, 2013: 19). From that statement it can be said that population is all the subjects in which the writer can gain data. Acting as the population of this research was all class X in SMAN 1 Gedong Tataan which consists of eleven classes in total in which up to 30 students make up for each class.

2. **Sample**

    Sample is a half or a part of population which is being researched (Edmonds and Kennedy, 2013: 19); a group in a research study from which the data is obtained. In relevance with the research design and theories, the writer took one class out of the available eleven classes as the sample of this research.

3. **Sampling**

    In choosing the classes as the sample of the research, the writer used a certain technique called sampling. Gay (1992: 129) states that sampling is the process of selecting a number of individuals for a study in such a way that the individuals represent the larger group from which they are selected. To be more specific, the writer applied cluster random sampling in determining which class was taken as the subject of treatment. In cluster sampling, the unit of sampling is a naturally occurring group of

individuals (Gall, Gall, and Borg, 2003: 174). It is used when it is more feasible to select group of individuals than individuals from the population.

A lottery system was used to select one class from those eleven classes. The writer made eleven folded papers that represent each class. A folded paper was then randomly picked to determine which class was selected as the sample of the research. Furthermore, the sample class was divided based on their creativity, resulting the class consisting of two groups: high creativity students and low creativity students. Meanwhile, one of the other nine classes were used as try out class whose students became the subject for testing readability of creativity test and speaking test.

## 3.5. Technique-of-Collecting Data

In collecting the data, the writer used three instruments, one for speaking, one for creativity, and one for the process of teaching by using Role Play. The instrument for measuring creativity was given prior the treatment. The instrument of teaching process was conducted during the process of teaching and learning. Lastly, measuring speaking could only be done after the treatment. The treatment itself consisted of 3 meetings of teaching speaking. Table 3.2 shows the function of each instrument:

**Table 3.2 Research Instruments and Variables to Measure**

| No | Instruments | Variable to Measure | Function |
|----|-------------|---------------------|----------|
| 1 | Speaking Test | Students' speaking skill after treatment | To test the hypothesis |

| No | Instruments | Variable to Measure | Function |
|----|-------------|---------------------|----------|
| 2 | Creativity Test | Students' creativity | To classify students' creativity level into high creativity and low creativity |
| 3 | Observation Check List | The process of teaching speaking by using Role Play | To know how good the activity that takes place |

In speaking test, the scoring criteria include five aspects. They include content (comprehension), vocabulary, grammar, pronunciation, and fluency. The maximum score of 100 points can be given to a student who excels in all five aspects, earning 20 points in each aspect. The minimum score is 5 points, 1 point per aspect, given to those who fail in every aspect of the speaking test.

Meanwhile, in creativity test, there are six sub-tests that measure four different aspects of creativity. The six sub-tests include word initial, word creation, sentence formation, similar characteristic, extraordinary use of word, and consequence or effect. Students are asked to provide their answers or responses based on the instruction given in each sub-test. A maximum score of 600 points is given for students who can provide a good amount of answers or responses in each sub-tests.

Finally, the observation checklist was used to see how well the activity in speaking by applying Role Play Technique. The observation includes four aspects of characteristics of successful speaking activity; the amount of speech produced by learners, even participation among the learners, motivation of the learners, and the quality of language produced by the learners.

**Table 3.3 Observation Checklist**

| No. | Aspects/Criteria | Note |
|-----|------------------|------|
| 1. | Learners talk a lot | |
| 2. | Participation is even | |
| 3. | Motivation is high | |
| 4. | Language is of an acceptable level | |

## 3.6. Technique of Analyzing Data

The techniques used to analyze the data of this study are descriptive and inferential statistics. The descriptive statistics is used to describe how well he process of teaching speaking by using Role Play. Inferential statistics is used to test the research hypothesis. Testing hypothesis is conducted to manage the research data which are in the form of numbers, so they can provide a real conclusion. It is also used to test whether the hypothesis of the research is accepted or rejected.

Inter rater reliability was used to make sure that the data has enough reliability. It means that the researcher did not score the students' speaking achievement subjectively. Later, the writer used repeated t-test and ANOVA test in order to find out which hypothesis is accepted. Repeated t-test was used to answer research question number 2, while ANOVA test answered research questions number 3. Before applying the hypothetical test, the writer conducted prerequisite tests which consist of normality and homogeneity test.

1. **Inter-Rater Reliability**

   In testing the reliability of the speaking test, inter-rater reliability was used as suggested by Vanderstoep and Johnson (2009: 65). A measure has high inter-rater reliability if two people who are observing a behavior agree on the nature of that behavior. Thus, Rank Spearman Correlation will be used to calculate the reliability value. The formula is as follow:

   $$r_s = 1 - \frac{6 \sum d^2}{n(n^2-1)}$$

   The interpretation of r-value can be seen as follows:

   | r-value | intepretation |
   |---------|---------------|
   | .oo -.19 | Very Low |
   | .20 - .39 | Low |
   | .40 - .59 | Moderate |
   | .60 - .79 | High |
   | .80 - 1 | Very High |

   For the sake of simplicity, SPSS software will be used to compute the data using the above formula.

2. **Normality Test**

   The normality test is used to determine wheher the sample in this research is in normal distribution or not. To test pouplation's data normality, Shapiro-Wilk test was used. SPSS software was used to compute the data to find the value.

   $H_o$ = the data are normally distributed

   $H_a$ = the data are not normally distributed

   $H_o$ is rejected if the p-value is lower than α (0.05). Meanwhile, Ho is accepted if the p-value is higher than α (0.05).

3. **Homogeneity Test**

This test is used in order to find out whether the data are homogenous or not. Levene statistics test computed using SPSS was used to find the homogeneity of the data.

$H_o$ = the data are homogenous

$H_a$ = the data are not homogenous

$H_o$ is rejected if the sig. value is lower than α (0.05). Ho is accepted if the sig. value is higher than α (0.05).

4. **Hypothesis Testing**

After the data pass the prequisite tests, they were then analyzed to answer the hypothesis.

4.1 The improvement of speaking after treatments compared to before treatments by using Role Play will be analyzed by using repeated t-test at the significant level α = 0.05. the procedure is as follows:

$$t = \frac{\bar{D}}{\sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{n}}{n(n-1)}}}$$

where

$D$ : posttest – pretest

$\bar{D}$ : $\frac{\sum D}{n}$

For the sake of simplicity, SPSS software will be used to compute the data using the above formula. Ho is rejected if p-value is lower than α = 0.05.

$H_o$ : There is no significant impact in teaching speaking by using role

play to students' speaking skill.

$H_a$ : There is a significant impact in teaching speaking by using

role play to students' speaking skill.

4.2 The difference of speaking ability between the students having high creativity and those having low creativity is going to be analyzed by using ANOVA. The following procedure is used:

a. The total sum of squares:

$$\sum x_t{}^2 = \sum X_t{}^2 - \frac{(\sum X_t)^2}{N}$$

b. The sum of squares between groups:

$$\sum x_b{}^2 = \frac{(\sum X_1)^2}{n_1} + \frac{(\sum X_2)^2}{n_2} + \frac{(\sum X_3)^2}{n_3} + \frac{(\sum X_4)^2}{n_4} - \frac{(\sum X_t)^2}{N}$$

c. The sum of squares within groups:

$$\sum x_w{}^2 = \sum x_t{}^2 - \sum x_b{}^2$$

d. The between-columns sum of squares:

$$\sum x_{bc}{}^2 = \frac{(\sum X_{cl})^2}{n_{cl}} + \frac{(\sum X_{c2})^2}{n_{c2}} - \frac{(\sum X_t)^2}{N}$$

e. The between-rows sum of squares:

$$\sum x_{br}{}^2 = \frac{(\sum X_{rl})^2}{n_{rl}} + \frac{(\sum X_{r2})^2}{n_{r2}} - \frac{(\sum X_t)^2}{N}$$

f. The number of degrees of freedom associated with each source of variation:

df for between-columns sum of squares = C − 1

df for between-rows sum of squares = R − 1

df for between-groups sum of squares = G − 1

df for within-groups sum of squares = $\sum(n-1)$

df for total sum of squares = N − 1

Where:

C = the number of columns

R = the number of rows

G = the number of groups

n = the number of subjects in one group

N = the number of subjects in all groups

For the sake of simplicity, SPSS software will be used to compute the data using the above formulas. Ho is rejected if p-value is lower than α = 0.05.

$H_o$ : There is no significant difference in speaking ability between students having high creativity and those having low creativity after being taught through role play.

$H_a$ : There is a significant difference in speaking ability between students having high creativity and those having low creativity.

# V. CONCLUSION AND SUGGESTION

This chapter involves the conclusions and the suggestions derived from the results and discussion. The conclusions are arranged based on the results and discussion in the previous chapter. Furthermore, the suggestions of this study includes the advices for the teacher and researcher, also the weaknesses of the study which need further research.

## 5.1. Conclusions

The main goals of this study are to know the process of teaching speaking by using role play activity; to find out the difference of students' speaking achievement between high and low creative students after being taught through role play; and to find out the impact of role play activity in students' speaking achievement. Based on the data analysis, the researcher can come conclusions as follows:

1. 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. To be more specific, those done by High Creativity - High Creativity student pairs and High Creativity - Low Creativity student pairs do. There is of course some exception for Low Creativity - Low Creativity student pairs where the activity does not run as well as previously explained one.

2. There is significant impact of Role play towards students speaking achievement. In otherwords, it is an effective technique for teaching speaking. Role play provides the opportunity, challenge, and situation for the students to practice their speaking. The steps of role play which can be summarized as pre-teaching vocabulary needed to perform their speaking, modeling the activity, organizing the students into pair group, guiding their practice, and sharing the experience serve as the medium for the students to improve their speaking skill. That is why, it is good to be used in teaching speaking.

3. The students who have high creativity have better speaking achievement than those who have low creativity. A creative student thinks beyond what he sees, reads, listens, and feels. A creative student will also be able to come up with new unexpected ideas better than low creativity students do. English productive skills involve creativity in the producing of the written or spoken ideas. As a result, a creative student will have better performance in English compared to low creative ones.

**5.2. Implication and Suggestion**

The following section discusses about the implication and suggestion written in accordance with the conclusions of this research.

1. English Teacher

Since Role play is an effective teaching technique to teach speaking, English teacher can implement this teaching technique in his teaching. To be able to implement this teaching technique effectively, teachers should follow some preparation. First, teachers should understand the concept as well as the

strengths and the weaknesses of this teaching technique. It enables them to know the right procedure of this teaching technique and avoid from the obstacles which may appear in the process of teaching and learning process. Second, teachers also have to analyse the syllabus in order to be able to design lesson plans covering the appropriate materials and evaluations. It helps them to select appropriate standard competence, basic competence and indicators, which can be achieved through the implementation of this teaching technique.

In addition, in implementing this technique the teacher should pay attention closely when forming student pairs. There are different types of students related to their creativity. And the findings show that these students perform their activity differently in which High creativity students perform well compared to Low creativity ones. So, it is advised for the teacher to take part in deciding the member of the groups in order to balance the spread of High Creativity students in every existing group or pair. Thus, it will optimize

2. Other Researcher

The result of this research which shows that there is somehow kind of interaction between teaching technique and creativity can be used as an additional reference for other researchers who want to do further research related to the application of teaching speaking. In addition, this research can be useful to explain more description on the process and the procedure of conducting the same kinds of research. It also beneficial for other researchers who may plan to have the similar research concerning other different psychological point of view besides creativity which may have correlation with students' speaking like autonomy, intelligence, personality, risk-taking, self-

3. Student

Having the knowledge of their own creativity level is very important. By knowing their level of creativity, students need to adjust themselves to the technique used by the teacher in order to gain a higher achievement of speaking.

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