

CHAPTER 1

INTRODUCTION

A. Background of Study

Language is very important to learn because it is a tool to communicate to others. We all use language to communicate, to express ourselves to get our ideas across and to connect with the person to whom we are speaking. Besides that, people use language to speak and to do their activity from the first time they wake up. Even sometimes when they are sleeping or dreaming, that is normal and natural activity they use language.

According to Harmer (2001, p.1) said that although English is not the language with the largest number of native or 'first' language speakers, it has become a lingua franca. A lingua franca can be defined as a language widely adopted for communication between two speakers whose native language are different from each other's and where one or both speakers are using it as a 'second' language. One of the way people to communicate is language. With language, people can express themselves and interact to other people.

Allah in the holy Qur'an (Ar-ruum: 22) has also granted to our capability in communicating and interacting to each other as follow:

وَمِنْ آيَاتِهِ ۚ خَلَقَ السَّمَوَاتِ وَالْأَرْضِ وَأَخْتَلَفُ السِّنْتِكُمْ وَأَلْوَانِكُمْ ۗ إِنَّ فِي

ذَٰلِكَ لَآيَاتٍ لِّلْعَلَمِينَ ﴿١٠٠﴾

This verse states that God has created the universe and also various languages and skin colors, showing that He has capability to create. As to obvious evidence for those who understand. It means that creatures need something to use in communication. One of them, of course is a language. Because language has many functions such as language allow us to know each other. The author of online article “*Functions of language*” said that “Language functions are the most relevant to creating and communicating knowledge among humans”. According to Brown and Yule (1983, p. 10-11) that there are spoken language and written language, the function of spoken language is the maintenance of social relationships and the function of written language is transferring information.

English has very essential position in among people. Nowadays, almost every developing technology recently uses English. People who want to get the latest information in recent technology have to know and learn English.

Basically, people need four skills to complete communication when people learn English. The four language skills are related to each other in two ways: 1. The direction of communication (input or output), 2. The method of communication (spoken or written). The direction of communication means that receptive and productive skills. How people receive and produce sentences in a language. Listening and reading are receptive skills (input), while speaking and writing are productive skills (output). Then, the method of communication means language is delivered in two ways, spoken and written way. In all aspects of life, people mainly use spoken communication to talk to other people instead of to write. Therefore, speaking is fundamental in human communication.

The functions of spoken language are interactional and transactional. The primary intention of the former is to maintain social relationships, whereas that of the latter is to convey information and ideas. In fact, much of our daily communication remains interactional. Being able to interact in a language is essential.

According to Harris (1969, p. 9) that speaking is the ability of conveying the message orally. To deliver message orally, people have to speak to people who is delivered. Role play is one of the way how to learn English in speaking skill. It seems set to continue as just another form of fluency practice, playing only a marginal role in the development of overall linguistic competence. Role play makes students to practice in hearing and reproducing what they have

already learnt. In role-playing, there are dialogues that people usually use in daily life. It is also one of amusement when the class is so serious. For examples, expressing introduction, giving and asking opinion, greeting, expressing thanks, expressing care, etc.

Many ways to achieve students' English achievement. One of them is by using role play combine with reading aloud in their learning activity. Learning English in using role play is one of the activities to improve students' skill in speaking. Role play is excellent examples of interactive and interpersonal nature of communication.

In role play, Jarvis, Odell and Troiano (2002) stipulate in their latest article that the student is representing and experiencing a character known in everyday life. The students take the role of characteristics in a story, and the teacher creates cooperative narrative while following presser rules. The simplicity of role plays and the improvisation is a matter of students' proficiency. Pulston and Bruder maintain that the teacher should attach importance to the format of the role play which is consists of three basic components, whether or not it is complex one. In the situation, the teacher clearly explains the scene and the plot of the role play, which is followed by the description of the task and the action to be accomplished. Then, the teacher assigns the roles, the list of characters, making sure that the roles are not too elaborate for the students to carry out.

Useful expressions part contains the linguistic information, primarily expressions and phrases that will facilitate the acting out of the roles.

Reading aloud means just that-reading aloud. When the teacher reads aloud to students, she or he engages them in texts that they might not be able to read. Reading aloud makes complex ideas more accessible to students and exposes them to vocabulary and language pattern that they are not part of their everyday speech. Role play combines with reading aloud. The students read the dialogues aloud and act it with role play in front class.

SMP Negeri 1 Barabai is national based standard school in Barabai. It means the school has all needed facilities as a good and favorite school, and professional teachers indeed. Also, the school received many achievements in many aspects of educations not only in intra-curriculum but also extra-curriculum. Nevertheless but in learning English is not too developed especially in speaking. Among the four skills, speaking that is still need to be addressed. Based on that fact, the writer is interested to apply the research to know the students' achievement in speaking skill by using new activity i.e. role play and reading aloud in English teaching and learning activities.

In this case, the writer tried to observe and test students' achievement in speaking skill by using role play of reading aloud at seventh grade of SMP Negeri 1 Barabai especially with VII A and VII B grader. The writer chooses the

seventh grade because they are the beginner in the junior high school. Moreover, they like to try something new. Role play is something new for them. Besides it, this helped student's to improve their speaking skill without feeling bored. The writer expects that this research will help the language teachers to investigate the effect of role play of reading aloud on students' achievement in speaking skill.

Based on the description and statements above, the writer wants to conduct the research to know **“The Effect of Role Play of Reading aloud on Students' Achievement in Speaking Skill (An Experimental Study at Seventh Grade of SMP Negeri 1 Barabai Academic Year 2014/2015)”**.

B. Statement of Problems

1. How is student's achievement in speaking skill by using role play of reading aloud in experimental class at seventh grade of SMP Negeri 1 Barabai academic year 2014/2015?
2. How is student's achievement in speaking skill without using role play of reading aloud in control class at seventh grade of SMP Negeri 1 Barabai academic year 2014/2015?
3. Is there any significant difference between students' achievement in speaking skill by using role play of reading aloud in experimental class and without role play in control class?

C. Objective of Study

Based on the reason above, the purpose of the research are:

1. To find out the student's achievement in speaking skill without using role play of reading aloud in control class at seventh grade of SMP Negeri 1 Barabai academic year 2014/2015.
2. To find out the student's achievement in speaking skill by using role play of reading aloud in experimental class at seventh grade of SMP Negeri 1 Barabai academic year 2014/2015.
3. To know significant difference between students' achievement in speaking skill by using role play of reading aloud in control class and in experimental class.

D. Assumption

Although there are many ways to improve student's achievement in speaking skill, learning English by using role play combines with reading aloud is one technique to improve their achievement. Based on the problem, the writer assumes that students who learn English using role play of reading aloud can improve their speaking skill. And also there is the difference students' achievement in speaking skill between control class and experimental class.

E. Hypothesis

Hypothesis is assumption as to the problems of the research to prove the data collected. Based on assumption above composed hypotheses as follows:

a. Null Hypothesis (Ho)

There is no significant difference in students' achievement in speaking skill by using role play of reading aloud in experimental class and control class.

b. Alternative Hypothesis (Ha)

There is significant difference in students' achievement in speaking skill by using role play of reading aloud in experimental class and control class.

F. Significance of Study

The results of this research are:

1. This research will be useful for teaching and learning process in order to have and use another way in attempting the skill of students' speaking English.
2. It will enrich the writer's knowledge for using one of the strategies in enhancing students' speaking skill.
3. It will give the additional information and reference to the readers and English Department Faculty of Tarbiyah and Teacher's training.

G. Definition of Key Term

1. Effect is a change that results when something is done or happens: an event, condition, or state of affairs that is produced by a cause. (Hornby, 1995)
2. Role play is a way of bringing situations from real life into the classroom, quoted from Doff (1990, p. 232). Harmer (2001, p. 274) said that students 'simulate' a real-life encounter (such as a business meeting, an encounter in an aeroplane cabin, or an interview) as if they were doing so in the real world, either as themselves or taking on the role of a character different from themselves or with thoughts and feelings they do not necessarily share. The role play will use the dialogue. The dialogue will take in the English book while the students learn about expressions.
3. Reading aloud is a strategy in which a teacher sets aside time to read orally to students on a consistent basis from texts.
4. Achievement is the result, the successfulness, the extent or ability, the progress in learning educational experiences that the individual indicate in relation with his/her educational learning.
5. Speaking skill is the student's skill in expressing their ideas orally which is represented by the scores of speaking (Sholihin, 2013).

In learning speaking skill, choosing role play reading aloud as a teaching technique for students of junior high school is an alternative way to improve their English achievement.

CHAPTER II

THEORETICAL REVIEW

A. Speaking

1. Definition of Speaking

Speaking is productive skill. It involves putting a message together, communicating the message and interacting with other people. Speaking is generally thought to be the most important of four skills. There are many definition of speaking. Hornby (1990, p. 1227) defines speaking is make use of words in an ordinary voice. Widdowson (1984, p. 58) adds that communication through speaking is performed face to face interaction and occurs as part of a dialogue or other form of verbal exchange. Harmer (1990, p. 41) there are some purpose of someone doing communication: 1). He wants to speak, 2). He has some communicative purpose the selects from his language store, 3). He wants to listen to something and he is interested in communicative purpose of what is being said.

In other hand, Thornbury (2006, p.208) stated the ability to speak a second language is often equated with proficiency in the language. Speaking activities are designed to provoke 'speaking-as-a-skill', where there is a purpose for talking which is not just linguistics.

Finocchiaro and Bonomo (1970, p. 32) explains that there are six important things to be considered in speaking skill. They are 1) to decide what the learner want to say, 2) to select words that fall into pattern they are going to use, 3) to select words that fall into pattern conveying the meaning, 4) to use correct arrangement of word, 5) to make sure the appropriate situation, and 6) to place tongue and lips in certain position to produce sounds.

In addition, Harris (1974, p. 81) states that speaking is a complex skill requiring the simultaneous use of a number of different abilities which often develop at different rates. He adds that there are five components of speaking skill. They are: *pronunciation*, including the segmental features vowels and consonants and the stress and intonation pattern; *grammar*; *vocabulary*; *fluency*, the ease and speed of the flow of speech; *comprehension*, requires a subject to respond to speech as well as to initiate it.

Form above definition, the writer can conclude that speaking is particular skill that has many functions in daily life. The term speaking skill for seventh grade student context refers to communication skill or how they can use the language in simple way to express and interact each other.

2. Components of Speaking

Harris (1974, p. 81) stated that there are five components of language that influence speaking skill. They are:

a. Pronunciation

Pronunciation is very important in speaking if we do not appropriate pronunciation it can influence different meaning of word. Hornby (1995, p. 928) defines that pronunciation is the way in which a language is spoken, the way in which a word is pronounced, the way a person speak the words of language.

b. Grammar

Mastering grammar knowledge will help one in speaking English because he/she will know how to arrange word in sentence, what tense will be used, how to use appropriate utterance. In other word, grammar is important role to master the spoken of the language.

c. Vocabulary

Mastering vocabulary is first step to speaking English, if we do not master vocabulary we cannot utterance what is our purpose.

d. Fluency

In speaking, we must speak fluently because listeners are able to respond to what we say. Thus, fluency became a goal for speaking courses and this could be developed through the use of information-gap and other tasks that required learners to attempt real communication, despite limited proficiency in English.

e. Comprehension

In speaking, comprehension is needed if not misunderstanding will happen between speaker and listener and the communication cannot run well.

3. Functions of Speaking

Numerous attempts have been made to classify the functions of speaking in human interaction. Richards (2008, p. 2) quoted from Brown and Yule (1983, p. 18) made a useful distinction between the interactional functions of speaking, in which it serves to establish and maintain social relations, and the transactional function, which focus on the exchange of information.

Moreover, Halliday and Thomas (1994, p. 41) says three major functions of language: the ideational, the textual, and the interpersonal. Two

of these, the ideational and interpersonal, have particular relevance to a discussion of how the spoken language as being concerned with the expression of content. The interpersonal is concerned with the social, expressive, and cognitive functions language.

The interpersonal function of language is reflected in the kind of social talk that we participate in throughout the day in conversational exchanges with family, friends, colleagues, etc. This kind of relaxed verbal interaction is the use of language to establish and maintain social relations. Second component of language, the ideational, corresponds to a function of language quite different from its use for social relations. This is the use of language to express contents and to communicate information. It is an essential aspect of most real-life situations, whether in study or in business, professional, or most other work contexts.

Based on explanation above, the writer concludes that the speaker do to interact with listener so that can convey information. In other hand, the speaker can maintain social relation to listener.

B. Teaching Speaking

1. Definition of Teaching Speaking

According to Kayi (2006) In the ESL (English as a Second Language) classroom, teaching speaking refers to many things: 1) Produce the English

speech sounds and patterns. 2) Use word and sentence stress, intonation patterns and the rhythm of the sound language. 3) Select appropriate words and sentences according to the proper social setting, audience, situation and subject matter. 4) Organize thoughts in a meaningful and logical sequence. 5) Expressing values and judgements. 6) Using the language quickly and confidently with few unnatural pauses (fluency).

In teaching speaking skill, there is a progression from exercises which focus on sounds to activities which provide the students with choice and freedom for practicing communication (White, 1987, p. 22). Many linguistics and language teachers agree that students learn speaking skills best through “interacting”. Teacher should try to use “real” situations that require communication and collaboration (working together) between students.

When preparing a speaking skill lesson, the teacher should focus more on form (grammar), meaning (expressing ideas clearly) or fluency (the ability to speak the language with ease without too many pauses) (Kayi, 2007).

a. Form

For beginning students, it is often best to start with some simple memorized phrases, to help students understand the correct form of

speaking. Repetition drills and substitution drills are helpful. For more advanced students, teacher can introduce new grammar to the class by introducing phrases in speaking drills.

b. Meaning

Meaning focused speaking activities usually follow form focused activities. In meaning focused activities, the teacher usually provides a topic to the students and gives them a chance to work with partners or small groups to develop ideas on the topic and practice talking about the topic. For lower students, teacher can give them topics such as animals and provide partners or group questions to ask each other. For more advanced students, teacher can provide discussion topics to partners or small groups.

c. Fluency

Fluency in speaking is the aim of many language learners. In fluency sign is essential. Signs of fluency include a reasonably fast speed of speaking only a small number of pauses. 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.

2. Teaching Speaking Activities in Junior High School

Teaching English especially at Junior High School concerned in order the students have competencies (KTSP SMP Gaya Baru, p. 20) as follows.

- 1) *Mengembangkan kompetensi berkomunikasi dalam bentuk lisan dan tulis untuk mencapai tingkat literasi informasional.*
- 2) *Memiliki kesadaran tentang hakikat dan pentingnya bahasa Inggris untuk meningkatkan daya saing bangsa dalam masyarakat global.*
- 3) *Mengembangkan pemahaman peserta didik tentang keterkaitan antara bahasa dan budaya.*

From the competences above states that teaching and learning English has purpose and functions in education context. The purpose of English education is to develop students' skills and competencies. In language skills: listening, reading, speaking and writing; in competencies include language action, linguistics, strategies, social cultural, and word competence. The last purpose is to develop the positive attitude towards English as a communication tool by develop theirs' understanding about the interaction of cultures and language to enrich their culture knowledge. So, the students will have knowledge through the variety cultures.

Harmer (2001, p. 271) said that many activities for teaching speaking class room that is used for communication. Here are the activities that often used and popular activities:

a. Acting from a script

This activity asks students to act out scenes from plays or from their English coursebooks. And they also can write the dialogues themselves.

In this activity, the teacher does not choose the shyest students to act out the play first and must build the nice situation in the class. It is necessary for the teacher gives the students time before they perform in front of class. The teacher can be the director to take into their stress, intonation and speed when they perform. the teacher ensure that acting out is both a learning and a language producing activity.

b. Communication games

Games which are designed to provoke communication between students frequently depend on an information gap, so one students 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

Discussion is one the easiest activity in teaching speaking classroom. The students are asked to give their opinion about topic which is elected before. They must be confident of the language which they might to say. The teacher should pay attention to the course of a discussion.

Sometimes in discussion there is the difficulty. One of the best ways of encouraging the discussion is to provide activities which force students to reach a decision or consensus, often as a result of choosing between specific alternatives.

d. Prepared talks

A popular kind of activity is prepared talks. In this activity, the students make a preparation on a topic which they have chosen. Such talks are not designed for informal spontaneous conversation, because they are prepared. However, if possible, they should talk according to what they write instead of a script.

Prepared talks represent a defined and useful speaking genre, and if properly organized can be extremely interesting for both speaker and listeners. Just as in process writing the development of the talk, from original ideas to finished work will be of vital importance.

e. Information gap

In this activity, the students should work in pairs. One student will have information that other partner does not have and the partners will share information. Information gap activity serves many purposes such as solving a problem or collecting information. Also, each partner plays an important role because the task cannot be completed if the partners do not provide the information the others need. This activity is effective because everybody has opportunity to talk extensively to the target language.

f. Storytelling

Students can briefly summarize a tale or story that they hear from somebody beforehand, or they may create their own stories to tell to their classmates. Storytelling fosters creative thinking. It also helps students express ideas in the format of beginning, development and ending, including the characters and setting a story has to have. Students also can tell riddles or jokes.

g. Reporting

Before coming to the class, students are asked to read a newspaper or magazine. In the class, they report to their friends what they find as the most interesting news. Students also can talk about whether they

have experience anything worth telling their friends in their daily lives before class.

h. Story completion

This activity is very enjoyable and free-speaking activity. The students are asked to sit in a circle. For this activity, the teacher begins to tell a story, but after few sentences the teacher stops narrating. Then, every students start to narrative from the point where the previous one stopped. Each student is supposed to add the sentences from four to ten sentences. Students can add new characters, events, descriptions and so on.

i. Role play

Role play is one other way of getting students to speak. Students pretend in various social contexts and have a variety of social roles. In role play, the teacher gives the information to the students such as who they are and what they think or feel. The writer will use this activity in her research. And will more explain in the next point.

C. Role Play

1. Definition of Role Play

Role play is very important in teaching speaking because it gives students an opportunity to practice communicating in different social context and in different social roles. In addition, it also allows students to be creative and to put themselves in another person's place for a while. According to Donough and Show (1993, p.165) quoted from Stephen D. Hattings based on his observation in the conversation class, the role play would seem to be the ideal activity in which students could use their English creatively and it aims to simulate a conversation situation in which students might find themselves and give them an opportunity to practice and develop their communication skill.

In Cambridge International Dictionary of English, Procter (1996, p. 123) role defined as the person whom actor represents in a film or play, while role play is method of acting out particular ways to behaving or pretending to be other people who deal with new situations. It is used in training courses language learning and psychotherapy.

In defining role play, Donn Byrne (1986, p.115) gave comments that role play is a part of drama activity. In details, he described that there are three terms to cover the drama activities. They are mime (mimicry-

memorization), role play and simulation. He distinguished the terms as follows:

- a. Mime, the participants perform actions without using words (although as we shall see, this activity leads naturally on to talk).
- b. Role play, the participant interact either as themselves in imaginary situations.
- c. Simulation, this involves role play as defined above. However, for this activity the participants normally discuss a problem of some kind with some setting that has been defined for them.

From those explanation above, the writer views that role play is a technique which involves fantasy and 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.

Some experts define about role play differently as follows:

1. Tompkins (1998) states that:

Role play is an extremely valuable method for L2 learning. It encourages thinking and creativity. Lets students develop and practice new language and behavioral skills in a relatively

nonthreatening setting and can create the motivation and involvement necessary for learning to occur.

2. Limbu (2012) says that:

Role play is any speaking activity when you either put yourself into somebody else's shoes or when you stay in your own shoes but put yourself into imaginary situation.

The writer concludes that role play is a task in learning, that will give the chance to act either as participants or as observers; it will give them practice in acting as another person. Role play controlled through dialogues, information, situation and goal, debate or discussion.

2. Function of Role Play

Role play is one of activities to promote speaking. Through role play activities the students learn how to express ideas, opinions or feeling to others by using words or sound articulation.

Freeman (2000, p.134) explained that role plays are important in the communicative approach because they give learners an opportunity to practice communicating in different social contexts and different social roles.

A role play is a highly flexible learning activity which has a wide scope for variation and imagination. Role play uses different communicative techniques and develops frequency in the language, promotes interaction in the classroom and increases motivation

Role play can improve learners' speaking skills in any situation, and help learners to interact. As for the shy learners, role play helps by providing a mask, where the learners with difficulty in conversation is liberated. In addition it is fun and most learners will agree that enjoyment leads to better learning.

According to Ladousse (1995, p.6) there are several reasons for using role play in teaching speaking, they are:

- a. A very wide variety of experience can be brought in to classroom and we can train our students in speaking skill in any situations through role play.
- b. Role play puts students in situation in which they are required to use and develop those phobic forms of language which are so necessary in oiling the works of social relationships, but which are so often neglected by our language teaching syllabuses.
- c. Some people are learning English to prepare for specific roles in their lives. It is helpful for these students to have tried out and experimented

with the language they will require in the friendly and safe environment of a classroom.

- d. Role play helps many shy students by providing them with a mask.
- e. Perhaps the most important reason for using role play is that is fun.

In conclusion, role play is a technique which can develop students' fluency in target language, promotes students to speak or interact with others in the classroom, increases motivation and make teaching and learning process more fun, enjoyable and not boring.

3. Types of Role Play

Ladousse (1995, p.13) explained that there are several types of role. The first is the roles which correspond to the real need in the students' lives. In this category, it involves such roles as doctors dealing with patient, or salesman travelling abroad. The second type of role is the students play themselves in variety of situations which may or may not have direct experience. The examples which include in this category is a customer complaining or passenger asking for information. The third type is the type that few students will ever 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 very useful kind

of role taken from real life. The last type is fantasy role, which are fictitious, imaginary, and possible even absurd.

In case of role play activities, according to Byrne (1986, p. 122-123), role play can be grouped into two forms. They are scripted and unscripted role play. In details, those types of role play activities described as follows.

a. Scripted Role Play

1) Definition of Scripted Role Play

This type involves interpreting either the textbook dialogue or reading text in the form of speech. The main function of the text after all is to convey the meaning of language items in a memorably way. According to Phuetphon (2012) stated that two role players can write role play as a script and then read the lines.

For more details, Doff (1988, p.231) gave 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 air mail or ordinary mail?

Angela : I think I'll send it 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 to 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.

(Adapted from living English book 2 : A. G. Abdalla et al)

2) The Procedures

To demonstrate a role play activity based on the dialogue, the procedures given by Adrian Doff (1988, p.233-234) is as follows.

- a) First, the teacher guides the role play by writing these prompts: (where/ air mail/ how much?/ thanks). Talk as you write to show what the prompts mean.
- b) If necessary, go through the prompts one by one, and get students to give sentences or question for each one.
- c) Call two students to the front: one play the role as Angela and the other one is the post office Clerk. They should improvise the conversation using the prompts to help them. Point out that the conversation using 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.
- d) 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, the writer views 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 class.

b. Unscripted Role Play

1) Definition of Unscripted Role Play

In contrast to scripted role play, the situations of unscripted role play do not depend on textbooks. According to Phuetphon (2012) stated that unscripted role play is real life conversation that occurs naturally. It is known a free role play of improvisation. The students themselves have to decide what language to use and how the conversation should develop. In order to do this activity, good preparation from teacher and students is really necessary.

2) The procedures

The example and procedures of unscripted role play which is adapted from Adrian Doff's book (1988, p.232) are follows:

One student has lost a bag.

He/She is at the police station.

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

To being out these ideas:

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

Scripted role play more popular than unscripted role play. Komalasari (2013) in her article said that teacher normally implements scripted role play to improve students' speaking skill. Unscripted role play is rarely found in English language classes, with the reason being that this type of role play is quite complicated, and teacher should look to set achievable goals for the students.

Role play used in all ages, from the beginner until advanced. The types of role play are chosen based on the teacher's goal for the students in English teaching learning.

According to House (1997, p. 23) explained that there are several procedures in using role play. They are:

- 1) Students read and familiarize themselves with the (example) dialogues.
- 2) Divide the class in pairs, A and B, gives A and B the roles from the dialogue.
- 3) Let's students act out their role play, not just say them but students should read it loudly.
- 4) Walk around correcting and checking.
- 5) Students swap roles and repeat, those whose finish first can be asked to make up their own role play, using different words to fill the gaps.

The procedures above do not mean an exact to be used. It is flexible. The teacher can create or develop procedures which are appropriate and suitable with the class and also with the students.

According to Harmer, role play can be used to encourage general oral fluency or to train students who are expected to be able to add their skill of speaking by doing role play. This is why the writer chooses role play to encourage students to speak English. Role play not only can make the fluency be better but also can encourage speaking skill.

D. Reading Aloud

Reading aloud is one of technique that asked the students to read the paragraphs or dialogues loudly. Buehl (2001, p.118) stated that reading aloud is natural response to comprehension difficulties and is an excellent strategy that supports students when confronting challenging material in the classroom. When students read aloud, they can improve their fluency and pronunciation.

Freeman (2000, p.30) said that students take turns reading section of passage, play, or dialogue out loud. At the end of each student's turn, the teacher uses gestures, pictures, realia, examples, or other means to make the meaning of the section clear. The students read the play, passages, or dialogue loudly according to the role. The role in the classroom is a teacher. In reading aloud is attended about the pause, intonation, stress and phonology factors.

1. Reading Aloud in The Classroom

Students do not learn to read by reading aloud. A person who read aloud and comprehends the meaning of the text is coordinating word recognition with comprehension and speaking and pronunciation ability in highly complex ways. Students whose language skills are limited are not able to process at this level, and end up having to drop one or more of the elements. Usually the dropped element is comprehension and reading aloud becomes word calling: simply pronouncing a series of words without regard for meaning they carry individually and together.

In the process, the teacher expands their imaginations, provide new knowledge, support language acquisition, build vocabulary, and promote reading as worthwhile, enjoyable activity.

2. Reading aloud tasks

Intensive reading aloud tasks include reading beyond the sentence level up to a paragraph or two. This technique easily administered by selecting a passage that incorporates test specs and by recording the test-taker's output; the scoring is relatively easy because all of the test-taker's oral production is controlled.

Brown and Abeywickrama (2010, p.191) quoted from Underhill suggested some variations on the task of simply reading a short passage:

- Reading a scripted dialogue, with someone else reading the other part.
- Reading sentences containing minimal pairs.
- Reading information from a table or chart.

The writer combined reading aloud and role play technique in the research. She used the reading aloud rubric score to assess the speaking skill.

E. Transactional Conversation in School-Based Curriculum (KTSP)

There are two kinds of conversation in the curriculum in speaking part. They are transactional conversation (to get things done) and interpersonal conversation (socialization).

In the school-based curriculum, transactional conversation is an act or process of instance transaction to get things done. Transactional conversation also meant as a communicative action involving some form of takes and gives information that affects influences each other. Transactional conversation focuses on the reciprocity of information, but in interpersonal conversation, the primary purpose is to establish and maintain social relations.

In 2006, School-Based Curriculum (KTSP) is a new curriculum to replace Competence-Based Curriculum 2004 (KBK). The goal of KTSP is to make the quality of teaching be better, especially teaching English.

The English materials of junior high school are made based on curriculum. The competences are in speaking mainly in transactional conversation and interpersonal conversation in junior high school as follows.

Table 2.1: Standar Kompetensi: Berbicara

Standar Kompetensi	Kompetensi Dasar
3 Mengungkapkan makna dalam percakapan transaksional dan interpersonal sangat sederhana untuk berinteraksi dengan lingkungan terdekat.	3.1 mengungkapkan makna dalam percakapan transaksional (to get things done) dan interpersonal (bersosialisasi) dengan menggunakan ragam bahasa lisan sangat sederhana secara akurat lancar dan berterima. 3.2 Melakukan interaksi dengan

	<p>lingkungan terdekat yang melibatkan tindak tutur: menyapa orang yang belum/sudah dikenal, memperkenalkan diri sendiri/orang lain, dan memerintah atau melarang.</p> <p>3.3 mengungkapkan makna dalam percakapan transaksional (to get things done) dan interpersonal (bersosialisasi) dengan menggunakan ragam bahasa lisan sangat sederhana secara akurat lancar dan berterima untuk berinteraksi dengan lingkungan terdekat yang melibatkan tindak tutur: meminta dan member informasi, mengucapkan terima kasih, meminta maaf dan mengungkapkan kesantunan.</p>
<p>4 Mengungkapkan makna dalam teks lisan fungsional pendek sangat sederhana untuk berinteraksi dengan lingkungan terdekat.</p>	<p>3.1 mengungkapkan makna tindak tutur dalam teks lisan fungsional pendek sangat sederhana secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan terdekat.</p> <p>3.2 Mengungkapkan makna</p>

	<p>gagasan dalam teks lisan fungsional pendek sangat sederhana secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan terdekat.</p>
<p>6 Mengungkapkan makna dalam teks lisan fungsional pendek sangat sederhana untuk berinteraksi dengan lingkungan terdekat.</p>	<p>6.1 Mengungkapkan makna gagasan dalam teks fungsional pendek sangat sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan terdekat.</p> <p>6.2 Mengungkapkan langkah retorika dalam teks tulis fungsional pendek sangat sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan terdekat.</p>

(adapted from Silabus of English Coursebook for Seventh Grade)

The writers has explained above that increasing English learning and teaching process be better mainly in speaking skill, one of the way by using role play. With role play, the students do not get bored. They can easily to understand the meaning of the dialogue or conversation that was given by the teacher before. The students can act out according to the dialogue or conversation as like real life.

CHAPTER III

RESEARCH METHOD

A. Research Design

The kind of Statistics divided into two kind descriptive statistic and inferential statistic. Descriptive statistics applied in this research. That is meant the data of research are explained by the writer briefly. The data relate the counting, the table and the diagram. According Sa'diyah (2012:1) she said

“Statistika deskriptif dapat disebut juga sebagai statistika deduktif atau statistika sederhana. Statistika deskriptif adalah statistika yang tingkat pengerjaannya mencakup cara-cara menghitung, menyusun atau mengatur, mengolah, menyajikan data agar dapat memberikan gambaran yang ringkas mengenai suatu keadaan, seperti teknik umum mencari rata-rata, median, modus, kuartil dan lain sebagainya. Inferential statistic adalah statistika yang berhubungan dengan analisis data untuk penarikan kesimpulan dari data. Misalnya, teknik uji hipotesa, analisis varians, teknik korelasi, regresi dan lain-lain.”

The kinds of this research are approach qualitative and quantitative. Approach qualitative by using descriptive statistic like table or graphic. Approach by using inferential statistic like prove hypothesis. According to Crewell (2003:18) A quantitative approach is one in which the investigator

primarily uses post positivist claims for developing knowledge (i.e., cause and effect thinking, reduction to specific variables and hypotheses and questions, use of measurement and observation, and the test of theories), employs strategies of inquiry such as experiments and surveys, and collects data on predetermined instruments that yield statistical data. Creswell (2003, p.8-9) said a mixed methods approach is one in which the research tends to base knowledge claims on pragmatic grounds (e.g., consequence- oriented, problem-centered, and pluralistic). It employs strategies of inquiry that involve collecting data either data collection also involves gathering both numeric information (e.g., on instruments) as well as text information (e.g., on interviews) so that the final database represents both quantitative and qualitative information.

The research design aims to give the responsibility for setting the next steps to make the result more accurate and objective. In this study, they are two variables, they are: 1. Independent variable is role play of reading aloud as technique of teaching English. 2. Dependent variable is the students' achievement in speaking skill. The experiment research uses pre-test and post-test design. The objective of quantitative research was to develop and employ mathematical models, theories and hypothesis pertaining to natural phenomena. The process of measurement was central to quantitative research because it provided the fundamental connection between empirical observation and mathematics expression of quantitative relationships.

The writer used pre-test – post-test control group design was chosen as the design of this study. Sugiono (2010, p. 112). The scheme is as follows:

$E :$	O_1	X	O_2
$P :$	O_1	-	O_2

E : The symbol for experimental group

P : The symbol for the control group

O_1 : Pre-test

O_2 : Post-test

X : Treatment

Two classes were treated were as experimental and control group. These groups were equated as nearly as possible. The students of VIII A were chosen as the experimental group, while those of VIII B were chosen as control group of this study. Pre-test is given to the both control and experimental group to measure the condition before treatment. Next, the treatment (X) is given to the experimental group. There is no given the control group. After finishing the treatment, the test can answer the direction or alternative hypothesis (H_a) $H_a: \mu_o \neq \mu_r$ there is no significant difference in students' achievement in speaking skill by using role play of reading aloud in experimental class and control class. Null hypothesis (H_o) $H_o: \mu_o = \mu_r$ there is significant difference in students' achievement

in speaking skill by using role play of reading aloud in experimental class and control class.

B. Research Setting

The research is conducted at SMP Negeri 1 Barabai, Jl. SMP no. 11, Barabai Barat, Barabai, HST. The writer is interested in applying this research in this school because the school is one of schools which has national standard based. It means the school has all needed facilities as a good and favorite school, and professional teachers indeed. Also, the school received many achievements in many aspects of educations not only in intra-curriculum but also extra-curriculum. Based on that fact, the writer is interested to apply the research to know the students' achievement in speaking skill especially in reading aloud by using new activity i.e. Role Play in English teaching and learning activities. The research spent two months, from March 21, 2015 until May 21, 2015.

C. Subject and Object of Research

1. The Subject of Research

The subjects of this research are seventh grade of SMP Negeri 1 Barabai academic year 2014/2014. The writer chooses class VII A as experiment class and class VII B as control class. In class VII A are 31 students and in class VII B are 30 students. But for the test (pre-test and post-

test) of class VII A, the writer just takes 30 students. To make it clear, it can be seen on the table below.

3.1 Table of the number of seventh grade of SMP Negeri 1

No.	Class	Male	Female	Number
1	VII A	15	16	31
2	VII B	15	15	30
Total		30	31	61

(adapted from *Laporan Bulanan SMP Negeri 1 Barabai*)

2. Object of Research

The object of this research is the students' achievement in speaking skill at seventh grade of SMP Negeri 1 Barabai academic year 2014/2015.

D. Technique of Data Collecting

The technique of data collecting will be used in this research are test, observation, and interview.

1. Test

The students are tested to measure their English speaking skill. Arikunto (2002: 150) he said that the test is a set of question and exercise used to measure the achievement or capability of individual or group. This technique is used to get the data about score of the pre-test and post-test was given for both of groups. The both of groups are experiment class and

control class. The test in this study is oral test. The oral test is dialogue contains conversation of two people about one of the expressions which has learnt by the students. In experiment class, the students will use role play whereas in the control class, they will not use role play, just ask question or speak as like in daily life.

a. Pre-test

Before the teacher taught new material by using role play of reading aloud, the teacher gave a test to the students. Pre-test were given to the experiment class and control class. This test is given before the experiment was run.

b. Post-test

Post-test was given to the experiment class and control class. The test was given in order to know the improvement students' achievement in speaking skill by using role play of reading aloud. The post-test was given to the experiment class and control class after received treatment. The experiment class was taught by using role play of reading aloud and the control class without using role play of reading aloud.

2. Observation

This technique used to collect the data about how English learning and teaching process mainly in teaching speaking in general.

3. Interview

This technique used to collect the data which is related to this research to the interviewers like the English teacher, the headmaster, and the administration staff.

4. Documentary

This technique is purpose to look for all written document or report that related with this research. It will help the writer in doing the experiment. Students' name list and score will be used to determining for the experiment. In this case, the data will be gained by the help of the English teacher.

E. Measurement Design

Measurement design is intended to better understand the effect of using role playoff reading aloud on students' achievement in speaking skill at seventh grade of SMP Negeri 1 Barabai academic year 2014/2015.

In this research, the students use scripted role play combined with reading aloud. In scripted role play, they read the short dialogue which was given by the teacher loudly.

This research used oral test. It was designed to measure the students' individual ability in speaking skill especially in transactional conversation. The test format was speaking performance using role play of reading aloud in mastering transactional conversation. The students speaking performance was scored by using the scoring rubric. To complete the writer's research about the result of using role play of reading aloud as media teaching and learning English. The writer gave a test to 61 students. However, not all students got the same treatment (using role play of reading aloud as technique) only experiment class (VII A) were treated using role play of reading aloud as technique while the control class (VII B) did not give treatment to them. To measure the result of the test, the students did test twice. The first test did before treatment. The second test did after the treatment. The kind of the test was same. For facilitating in analyzing the data that are gained, the writer felt necessary to determine measurement design for the score. The score was taken by looking at the fluency and pronunciation of students in using the language in speaking skill mainly in reading aloud. The conversation was recorded by tape recorder. It measured after the conversation is recorded.

The data are collected from the students' speaking skill through role play of reading aloud as technique. Here, the students' performance in speaking which focus on their fluency and pronunciation. So, the writer used spoken English

scoring scale for reading aloud that provided a four-point for pronunciation and for fluency. The data were scored and analyzed as follow:

Table 3.2 : Spoken English Scoring Scale (for reading aloud)

Aspect	Students' Action	Score
Fluency	The speaking is natural, smooth as a native speaker	5
	The speaking is occasional	4
	The speaking is very slow	3
	The speaking is stuck and producing non-contextual words	2
Pronunciation	Native pronunciation, with no trace of foreign accent	5
	Not foreign accent and occasional mispronunciations but do not interfere the understanding	4
	Foreign accent required concentrated listening, and mispronunciation, lead to occasional misunderstanding	3
	Frequent errors and very hard to understand	2

(adapted from: Brown, Douglas. (2010). *Language Assessment Principles and Classroom Practice*)

To make it easier to calculate, the writer has to provide the total maximum expected score. The total Maximum Expected Score (MES) elements are 10 points. To determine the degree of students' improvement in speaking skill using role play of reading aloud, the writer used the following formula:

$$\text{Score} = \frac{\text{Total score}}{\text{Maximum scores}} \times 100$$

Description:

Total score = the score that students get from the test

Maximum score = the score that expected to get (10)

The students' performance of oral test analyzed and scored one by one according to the scoring rubric designed in advance. The students' scores were added and then the total score was divided by the number of the respondents so as to get the mean. In this study, the mean of students' scores of oral test was computed by applying the formula as follows:

$$M = \frac{\sum x}{N}$$

M = Mean score

$\sum x$ = Accumulative score

N = Number of respondents

Then, to obtain the standard deviation (*SD*) to be better understand the category of the students' speaking skill, whether high, average or low. The formula of standard deviation as below:

$$SD = \sqrt{\frac{\sum fx^2}{N}}$$

Description:

SD = Standard Deviation

$\sum Fx^2$ = Total score of Fx^2 variables

N = Number of the respondents

To know effect of using role play on students' achievement in speaking skill, the result of test both of experiment class and control class, analyzed using Statistical Software (SPSS). After the results in the experiment class and control class, conducted whether there are significant differences between the experiment class and control class.

The highest score is 100 and the lowest 0. The students's score will be categorized into five levels. As follows:

81-100 : Excellent

61-80 : Good

41-60 : Fair

21-40 : Poor

0-20 : Very poor

F. Data Processing

All the collected and processed data then analyzed descriptively and quantitatively by using statistical. Analyzing data in process by which data simplified into a form can be read and interpreted easily. The writer uses some of data processing:

1. Editing

This technique is used in the purpose of re-examining all the collected data to make sure whether or not they have already been completed.

2. Coding

The writer makes certain codes on all collected data classify them into each category.

3. Tabulating

The writer tabulates all the collected data based on frequency to compute each certain by using the formula as follows:

$$P = \frac{f}{N} \times 100\%$$

Description:

P = Percentage score

F = The frequency of the answers by respondents for each item of question.

N = Total number of respondents.

G. Data Analysis

Before all the collected data have been reported, the writer analyzes them descriptively and quantitatively. Then, the writer makes the conclusion by using “t” or t- test formula of Murdan (Murdan, 2003, p. 157-163). The application way to use students “t” or t- test or (t) code formula:

1. Looking for Mean Variable 1 as follow the formula:

$$M_x \text{ or } M_1 = \frac{\sum x}{N}$$

M_x = Mean of the experiment class of SMP Negeri 1 Barabai

$\sum x$ = Accumulative of the total score of the experiment class of SMP Negeri 1 Barabai

N = Number of the subjects of the experiment class of SMP Negeri 1 Barabai

2. Looking for Mean Variable 2 as follow the formula:

$$M_y \text{ or } M_2 = \frac{\sum y}{N}$$

M_y = Mean of the control class of SMP Negeri 1 Barabai

$\sum y$ = Accumulative of the total score of the control class of SMP Negeri 1 Barabai

N = Number of the subjects of the control class of SMP Negeri 1 Barabai

3. Looking for Standard Deviation for Variable 1 as follows the formula:

$$SD_x \text{ or } SD_1 = \sqrt{\frac{\sum fx^2}{N}}$$

SD = Standard Deviation of the experiment class of SMP Negeri 1 Barabai

$\sum x^2$ = Accumulative of the quadrant of deviation of the experiment class of SMP Negeri 1 Barabai

4. Looking for Standard Deviation for Variable 2 as follows the formula:

$$SD_y \text{ or } SD_2 = \sqrt{\frac{\sum fy^2}{N}}$$

SD_y = Standard Deviation of the control class of SMP Negeri 1 Barabai

$\sum y^2$ = Accumulative of the quadrant of deviation of the control class of SMP Negeri 1 Barabai

5. Looking for Standard Error of Mean variable 1 as follow the formula:

$$SE M_1 = \frac{SD_x}{\sqrt{N-1}}$$

$SE M_1$ = Standard Error of the experiment class of SMP Negeri 1 Barabai

1 = Value of constant

6. Looking for Standard Error of Mean variable 2 as follow the formula:

$$SE M_2 = \frac{SD_x}{\sqrt{N-1}}$$

$SE M_2$ = Standard Error of the control class of SMP Negeri 1 Barabai

1 = Value of constant

7. Looking for Standard Error for Comparative Mean Variable 1 and Mean Variable 2 as follows as formula:

$$SE_{M_1 - M_2} = \sqrt{SE_{M_1^2 + M_2^2}}$$

$SE_{M_1 - M_2}$ = Standard Error for comparative mean of the experiment class of SMP Negeri 1 Barabai and the control class of SMP Negeri 1 Barabai

$SE M_1^2$ = Quadrant Result of standard error of mean of the control class of SMP Negeri 1 Barabai

$SE M_2^2$ = Quadrant Result of standard error of mean of the the experiment class of SMP Negeri 1 Barabai

8. Looking for t, as follows the formula:

$$t \text{ test} = \frac{M_x - M_y}{SE M_x - M_y}$$

t test = Value of t observation

9. Giving interpretation for “t” with consulting t table (“t” table):

Looking for degree for freedom:

$$df/db = (N_1 + N_2 - 2)$$

df/db = Degree of freedom

N_1 = Number of subjects of the control class of SMP Negeri 1 Barabai

N_2 = Number of subjects of the experiment class of SMP Negeri 1 Barabai

2 = Value of degree of freedom for variables

Consulting Score of “df/db” with “t table”:

t table = Value of Critic t

In significant degrees t table 5%

In significant degrees t table 1%

Making hypotheses interpretation:

According to Murdan (2003, p.150) defined that if the price of t test is got same or bigger than t table, H_a is accepted and H_0 rejected. But, if the price of t test is lower than t table, H_a is rejected and H_0 is accepted.

That means :

H_0 (Zero Hypothesis) : There is no significant difference

H_a (Alternative Hypothesis) : There is significant difference

CHAPTER IV

FINDING AND DISCUSSION

A. Finding

This subchapter establishes the data which have been collecting in the research. The data content primary data about the effect of role play of reading aloud on students' achievement in speaking skill of SMP Negeri 1 Barabai. In the research, the writer started by doing pre-test. The pre-test between both classes was same. After pre-test, the writer began to do the treatment which in class VII A by using role play of reading aloud and in class VII B without using role play of reading aloud. The writer did the treatment for 4 meetings. And then, post-test to know the result of both classes. The writer will explain more in the next.

1. Pre-test of Students' Achievement in Speaking Skill for Control Class and Experiment Class at SMP Negeri 1 Barabai.

Pre-test was used by the writer to know the students' achievement in speaking skill before the application of role play of reading aloud. To know the students' achievement in speaking skill especially by using role play of reading before the writer applies the research.

a. **Pre-test in Control Class**

The writer gave oral test as pre-test on Wednesday May 6th 2015 at SMP Negeri 1 Barabai, the oral test applied in two classes in different time. The pre-test needed one lesson hour or 45 minute. The writer had to explain the pre-test before. The pre-test was oral test, that was practice the dialogue which given by the writer. In the pre-test was used the expression of saying something politely. This expression would be taught in the next meeting. The oral of pre-test can be seen in appendix.

The result of pre-test in control class at seventh grade of SMP Negeri 1 Barabai by total score is 1350. It can be seen from the table below.

Table 4.1: The Score of Pre-test in Control Class

No	Nama	P	F	Jumlah	Score
1	A M	2	3	5	50
2	D A	2	2	4	40
3	E R	3	2	5	50
4	F Y	2	2	4	40
5	I D A	2	2	4	40
6	J U	3	2	5	50
7	K R	2	2	4	40
8	L	2	2	4	40
9	M S	3	2	5	50
10	R H	2	2	4	40
11	R J	2	2	4	40
12	R A	2	2	4	40
13	S	2	2	4	40
14	S R	2	2	4	40
15	S Z	2	2	4	30

No.	Nama	P	F	Jumlah	Score
16	A N	3	3	6	60
17	A F A S	2	2	4	40
18	D A D H	3	2	5	50
19	J	2	3	5	50
20	K R	2	2	4	40
21	M E F R	3	2	5	50
22	M I J	2	2	4	40
23	M R A	2	2	4	40
24	M R R	2	3	5	50
25	M Y E E	2	2	4	40
26	M B	2	3	5	50
27	M I	2	2	4	40
28	M R	3	2	5	50
29	M T M	3	3	6	60
30	N A	3	2	5	50
Total					1350

From the table, it can be seen that many students has bad score. It is about 28 students from 30 students. Almost one class got bad score. Only two students got good score. In the table there are two aspects, P for pronunciation and F for fluency. Their pronunciation and fluency were in under average. The scores were 2 and 3. From the score rubric 2 and 3 that meant bad score.

To know the student's achievement in speaking skill of control class before the writer applied the treatment at seventh grade of SMP Negeri 1 Barabai, the writer used the accounting of mean score as follow:

$$Mx_2 = \frac{\sum x}{N}$$

$$Mx_2 = \frac{1350}{30}$$

$$Mx_2 = 45$$

The total of the score was 1350 then divided into 30 students, so the writer can get the mean of the score was 45. Almost students got score between 40 till 50. That score was categorized in poor category. Based on the result of pre-test, it can be seen that students' achievement in speaking skill of control class at seventh grade of SMP Negeri 1 Barabai can be concluded in poor category.

b. Pre-test in Experiment Class

The writer gives oral test as pre-test in same day with control class which is on Wednesday May 6th 2015 at SMP Negeri 1 Barabai, but has different time and done for 45 minutes. The writer had to explain the pre-test before. The pre-test was oral test, that was practice the dialogue which given by the writer. In the pre-test was used the expression of saying something politely. This expression would be taught in the next meeting. The oral of pre-test can be seen in appendix.

The result of pre-test of experiment class at seventh grade of SMP Negeri 1 Barabai by total score is 1480. It can be seen table below.

Table 4.2 : The Score of Pre-test in Experiment Class

No	Nama	P	F	Jumlah	Score
1	AN	3	3	6	60
2	D	3	3	6	60
3	DR	3	2	5	50
4	DAMP	2	2	4	40
5	H	2	2	4	40
6	M	3	3	6	60
7	NTR	3	2	5	50
8	NU	2	2	4	40
9	NT	2	3	5	50
10	NM	3	3	6	60
11	N	2	3	5	50
12	RA	2	2	4	40
13	SF	2	2	4	40
14	SA	2	2	4	40
15	VFA	2	2	4	40
16	AM	2	2	4	40
17	ER	2	3	5	50
18	GMAN	2	2	4	40
19	ICT	3	3	6	60
20	MRA	3	3	6	60
21	MRM	2	2	4	40
22	MNF	3	3	6	60
23	MAFF	2	2	4	40
24	MIA	3	3	6	60
25	MI	2	2	4	40
26	MNW	3	3	6	60
27	MWN	3	2	5	50
28	RA	2	2	4	40
29	S	2	2	4	40
30	YF	2	2	4	40
Total					1480

From the table, same with control class, many students are in experiment class got bad score about 21 from 30 students. And 9 students got good score enough. In the table there are two aspects, P for

pronunciation and F for fluency. Their pronunciation and fluency were in under average. The scores were 2 and 3. From the score rubric 2 and 3 that meant bad score.

To know the student's achievement in speaking skill of experiment class before the writer applies the treatment at seventh grade of SMP Negeri 1 Barabai, the writer used the accounting of mean score as follow:

$$M_{x_1} = \frac{\sum x}{N}$$

$$M_{x_1} = \frac{1480}{30}$$

$$M_{x_1} = 49.33$$

The total of the score was 1480 then divided into 30 students, so the writer can get the mean of the score was 49.33. Almost students got score between 40 till 50. That score was categorized in poor category. Based on the result of pre-test, it can be seen that students' achievement in speaking skill of experiment class at seventh grade of SMP Negeri 1 Barabai can be conclude in poor category.

2. Implementation of Teaching and Learning in Control Class and Experiment Class.

In the research, the writer was acted as a teacher in using role play of reading aloud in teaching speaking. The material the teaching and learning about expression which the writer has chosen that according to KTSP English coursebook for seventh grade of Junior High School. The topic for both classes was same. Every meeting had different topics. For the first meeting was Expressions of saying something politely. The second meeting was expressions of asking for and giving opinions. The third meeting was expressing like and dislike. The last meeting was expressions of asking for and giving things. The detail of the act that applied in each class will explain as follows:

a. Implementation of Teaching and Learning in Control Class (VII B)

The writer made planning of all needed in teaching in control class such as the lesson plan, the topic, the script, the evaluation, and so on, before the writer taught in the class. (Look at appendix)

Teaching and learning implementation was done for four times and twice for the test. The test was oral test and divided in two tests, pre-test and post-test. Schedule of the teaching and learning implementation can be seen in table below.

Table 4.3 : Schedule of The Teaching and Learning in Control Class

Meeting	Day/Date	Time	Topic
1	Wednesday/ May 6 th 2015	7 – 8	Pre-test
2	Saturday/ May 9 th 2015	3 – 4	Expression of saying something politely
3	Wednesday/ May 13 th 2015	7 – 8	Expression of asking for and giving opinions
4	Saturday/ May 16 th 2015	3 – 4	Expressing like and dislikes
5	Wednesday/ May 20 th 2015	7 – 8	Expression of asking for and giving things
6	Saturday/ May 23 rd 2015	3 – 4	Post-test

For the schedule of the teaching and learning in class VII B as control class, the writer got two days in one week. They are Wednesday and Saturday. Here, the writer acted as the teacher. Before the writer taught them, she had observed the class. She had to take note about how the class in teaching and learning is, how the students felt in learning English, is there speaking activity when teaching and learning process. After it, the writer began to do pre-test. She did the pre-test on Wednesday, May 6, 2015. On Wednesday, the writer got in the last lesson hours, those were 7th and 8th. Then, in the next meeting the writer started to do the treatment. The treatment did for 4 meeting. Second meeting was on Saturday, May 9 2015, in 3rd and 4th lesson hour. The topic was used was the expression of saying politely. The topic was used

had same topic with pre-test. Because the writer had to explain where the students' mistakes were when they did pre-test. Third meeting was on Wednesday, May 13 2015, in 7th and 8th lesson hour. The topic was used was the expression of asking for and giving opinions. Fourth meeting was on Saturday, May 16 2015, in 3rd and 4th lesson hour. The topic was used was the expressing likes and dislikes. Fifth meeting was on Wednesday, May 20 2015, in 7th and 8th lesson hour. The topic was used was the expression of asking and giving things. And the last meeting was on Saturday, May 23 2015, in 3rd and 4th lesson hour. In the last meeting, the writer did the post-test as the result of the research.

**b. Implementation of Teaching and Learning in Experiment Class
(VII A)**

In experiment class, the planning of teaching and learning implementation was same with control class but the different was in experiment class using role play. (look at appendix)

Same with control class, the implementation of teaching and learning was four times and twice for the test. Schedule of the teaching and learning implementation can be seen in table below.

Table 4.4 : Schedule of The Teaching and Learning in Experiment Class

Meeting	Day/Date	Time	Topic
1	Wednesday/ May 6 th 2015	5 – 6	Pre-test
2	Thursday/ May 7 th 2015	1 – 2	Expression of saying something politely
3	Wednesday/ May 13 th 2015	5 – 6	Expression of asking for and giving opinions
4	Thursday/ May 14 th 2015	1 – 2	Expressing like and dislikes
5	Wednesday/ May 20 th 2015	5 – 6	Expression of asking for and giving things
6	Friday/ May 22 nd 2015	1 – 2	Post-test

For the schedule of the teaching and learning in class VII A as experiment class, the writer also got two days in one week. They are Wednesday and Thursday. But for the last meeting the writer did on Friday. Here, the writer acted as the teacher. Same in the control class, before the writer taught them, she had observed the class. She had to take note about how the class in teaching and learning is, how the students felt in learning English, is there speaking activity when teaching and learning process. After it, the writer began to do pre-test. She did the pre-test on Wednesday, May 6, 2015. On Wednesday, the writer got in the last lesson hours, those were 5th and 6th, it was before the control class. Then, in the next meeting the writer started to do the treatment. The treatment did for 4 meetings. Second meeting was on Thursday, May 6 2015, in 1st and 2nd lesson hour. The topic was used

was the expression of saying politely. The topic was used had same topic with pre-test. Because the writer had to explain where the students' mistakes were when they did pre-test. Third meeting was on Wednesday, May 13 2015, in 5th and 6th lesson hour. The topic was used was the expression of asking for and giving opinions. Fourth meeting was on Thursday, May 14 2015, in 1st and 2nd lesson hour. The topic was used was the expressing likes and dislikes. Fifth meeting was on Wednesday, May 20 2015, in 5th and 6th lesson hour. The topic was used was the expression of asking and giving things. And the last meeting was on Friday, May 22 2015, in 1st and 2nd lesson hour. In the last meeting, the writer did the post-test as the result of the research.

c. Description of Teaching and Learning Activity in Experiment Class

Generally, the teaching and learning activities in experiment class using role play. The writer chose the description of teaching and learning activity in experiment class in first meeting with the topic is the expression of saying something politely as follows.

Teacher gave the topic about expressions that is expressions of saying politely. Then, the teacher wrote on the whiteboard some of expression which the teacher was given, the examples from the expression of saying politely and the responses.

- Saying something politely
 - Excuse me. Could you tell me where the bank is?
 - Pardon me. May I come in?
- Responding
 - Sure.
 - No problem.

Then she asked them to write the examples on their notebook. After that, the teacher read some expressions which was written on the whiteboard and asked the students to repeat after the teacher read. Then, the teacher asked some students to mention another example of the expressions. The teacher asked them, they understood or not about the expressions. Sometimes, the students were shy to ask about the topic that they did not understand yet.

Then, the teacher gave short dialogue which was content two speakers. For example was the dialogue below.

Andre : Hi, Eri.

Eri : Hi, Andre.

Andre : What are you doing?

Eri : I read the novel.

Andre : How is the novel?

Eri : Nice novel.

Andre : Really? May I borrow your novel after you finish it?

Eri : Sure.

Andre : Thank you.

Eri : You're welcome.

After that, the teacher and the students read the dialogue together. The teacher must pay attention with the pronunciation and the fluency of the sentences and gave the good example (pronunciation and fluency) for the students. Then, the teacher asked the vocabulary that they did not understand yet and wrote them on the whiteboard. The teacher had to explain the plot of the dialogue.

After that, the teacher introduced role play activity in order that the class more interesting and the students did not get bored. Here, the writer used scripted role play. This type involves interpreting either the textbook dialogue or reading text in the form of speech. The main function of the text after all is to convey the meaning of language items in a memorably away. So, the teacher had to prepare the dialogue before it conducted in the class.

Then, the teacher explained how the way to play the role. The writer used several procedures in using role play from Susan House, they are:

- 6) Students read and familiarize themselves with the (example) dialogues.
- 7) Divide the class in pairs, A and B, gives A and B the roles from the dialogue. The teacher can choose the couple or ask them to choose their own friends.
- 8) Let's students act out their role play, not just say them but students should read it loudly. The teacher asked them in pairs to act as well as they can in front of class in turn.
- 9) Walk around correcting and checking. The teacher must check and correct their pronunciation and fluency.

Before they performed the dialogue, they had to understand about the dialogue in order that when they perform, they can be more deeply to role as the speaker in the dialogue.

Role play makes the students did not be a shy student. In this activity they have to be confident to perform. Role play also made class was fun and enjoyable.

3. The Result of Post-test of Students' Achievement in Speaking Skill for Experiment Class and Control Class at SMP Negeri 1 Barabai.

For the post-test, the writer done after the last meeting of the treatment on Thursday May 21st 2015 in experiment class and in control class on Saturday May 23rd 2015. The oral test in both classes had same test, the students asked to practice the dialogue of expression of asking for and giving things, the dialogue was same dialogue in the last meeting in the treatment. The dialogue can be seen in appendix.

a. Control Class

For the result of post-test of control class at seventh grade of SMP Negeri 1 Barabai, it can be seen in the following table:

Table 4.5 : The result of post-test in control class

No	Nama	P	F	Jumlah	Score
1	AM	3	4	7	70
2	DA	3	4	7	70
3	ER	4	4	8	80
4	FY	5	4	9	90
5	IDA	4	3	7	70
6	JU	4	4	8	80
7	KR	2	3	5	50
8	L	3	3	6	60
9	MS	4	4	8	80
10	RH	4	4	8	80
11	RJ	3	3	6	60
12	RA	4	3	7	70
13	SA	2	3	5	50
14	SR	3	3	6	60

No.	Nama	P	F	Jumlah	Score
15	SZ	3	2	5	50
16	AN	4	5	9	90
17	AFAS	3	4	7	70
18	DADH	3	4	7	70
19	J	3	3	6	60
20	KR	3	3	6	60
21	MEFR	3	3	6	60
22	MIJ	3	3	6	60
23	MRA	3	2	5	50
24	MRR	3	4	7	70
25	MYEE	3	3	6	60
26	MB	4	4	8	80
27	MI	4	3	7	70
28	MR	4	4	8	80
29	MTM	4	4	8	80
30	NA	4	3	7	70
Total					2050

Based on the table above, it shows that the score of control class of the seventh grade of SMP Negeri 1 Barabai . The highest score is 90, while the lowest score is 50. Then, the accumulated score is 2050.

The frequency of distribution used to know how many students who got good score or bad score. The frequency distribution of the result of post-test in control class at seventh grade of SMP Negeri 1 Barabai academic year 2014/2015 can be seen in table.

Table 4.6 : The frequency distribution of the result of post-test in control class

No.	Score	Category	Frequency	Percentage
1	81 – 100	Excellent	2	7%
2	61 – 80	Good	16	53%
3	41 – 60	Fair	12	40%
4	21 – 40	Poor	0	0
5	0 – 20	Very poor	0	0
Total			30	100%

From the table above, it can be seen that there are no students (0%) whose score around 0 – 20 that classified in very poor category. There are no students (0%) whose score are around 20 – 40 in poor category. There are 10 students (33%) whose score are around 41 – 60 in fair category. There are 20 students (64%) whose score are 61 – 80 in good category. Meanwhile, there is one student (3%) whose score are 81 – 100 that classified in excellent category. Many students got score between 61 – 80.

To know the students' achievement in speaking skill of control class at seventh grade of SMP Negeri 1 Barabai, the writer used the accounting of mean score as follows.

$$My = \frac{\sum y}{N}$$

$$My = \frac{2050}{30}$$

$$My = 68.33$$

The total of score was 2050 then divided into 30 students can get the mean score. The mean score was 68.33. 68.33 categorized in good category. So, the students' achievement in speaking skill at seventh grade of SMP Negeri 1 Barabai can be concluded in good category.

b. Experiment Class

Based on the writer's research, the result of post-test of experiment class at seventh grade of SMP Negeri 1 Barabai, it can be seen in the following table:

Table 4.7 : The result of post-test of experiment class

No	Nama	P	F	Jumlah	Score
1	AN	5	4	9	90
2	D	5	4	9	90
3	DR	4	4	8	80
4	DAMP	3	3	6	60
5	H	4	3	7	70
6	M	4	5	9	90
7	NTR	4	4	8	80
8	NU	4	3	7	70
9	NT	5	4	9	90
10	NM	4	4	8	80
11	N	4	4	8	80
12	RA	4	4	8	80

No.	Nama	P	F	Jumlah	Score
13	SF	5	4	9	90
14	SA	4	4	8	80
15	VFA	4	5	9	90
16	AM	3	3	6	60
17	ER	4	4	8	80
18	GMAN	3	4	7	70
19	ICT	4	4	8	80
20	MRA	4	5	9	90
21	MRM	3	4	7	70
22	MNF	4	5	9	90
23	MAFF	4	4	8	80
24	MIA	5	4	9	90
25	MI	3	3	6	60
26	MNW	5	4	9	90
27	MWN	4	4	8	80
28	RA	3	3	6	60
29	S	3	3	6	60
30	YF	3	4	7	70
Total					2350

Based on the table above, it shows that the score of experiment class of the seventh grade of SMP Negeri 1 Barabai . The highest score is 90, while the lowest score is 60. Then, the accumulated score is 2350.

The frequency of distribution used to know how many students who got good score or bad score. The frequency distribution of the result of post-test in experiment class at seventh grade of SMP Negeri 1 Barabai academic year 2014/2015 can be seen in table.

Table 4.8 : The frequency distribution of the result of post-test in experiment class

No.	Score	Category	Frequency	Percentage
1	81 – 100	Very high	10	33%
2	61 – 80	High	15	50%
3	41 – 60	Fair	5	17%
4	21 – 40	Low	0	0
5	0 – 20	Very low	0	0
No.	Score	Category	Frequency	Percentage
Total			30	100%

From the table above, it can be seen that there are no students (0%) whose score around 0 – 20 that classified in very low category. There are no students (0%) whose score are around 20 – 40 in low category. There are 5 students (17%) whose score are around 41 – 60 in fair category. There are 15 students (50%) whose score are 61 – 80 in high category. Meanwhile, there are 10 students (33%) whose score are 81 – 100 that classified in very high category. Same was in control class, many students also got score between 61 – 80.

To know the students' achievement in speaking skill of experiment class at seventh grade of SMP Negeri 1 Barabai, the writer uses the accounting of mean score as follows.

$$M_x = \frac{\sum x}{N}$$

$$M_x = \frac{2350}{30}$$

$$M_x = 78,33$$

The total of score was 2350 then divided into 30 students can get the mean score. The mean score was 78.33. 78.33 categorized in good category. So, the students' achievement in speaking skill at seventh grade of SMP Negeri 1 Barabai can be concluded in good category.

B. Discussion

To know the effect of students' achievement in speaking skill between using role play of reading aloud and without role play of reading aloud, the writer use comparative study between the experiment class by using role play and the control class without using role play. The writer used "t-test". After all the data had collected, the writer analyzed them and made conclusion by using the "t-test" formula.

Based on the result of the test in appendix, the writer calculated the mean score for control class. So, the students' achievement in speaking skill without using role play of reading aloud in control class at seventh grade of SMP Negeri 1 Barabai.

M_y or $M_2 = \frac{\sum y}{N} = \frac{2005}{30} = 68.33$. The category of the score, 68.33 was in good category.

Based on the result of the test in appendix, the writer calculates the mean score for experiment class. So, the students' achievement in speaking skill by using role play of reading aloud in experiment class at seventh grade of SMP Negeri 1 Barabai.

M_x or $M_1 = \frac{\sum x}{N} = \frac{2350}{30} = 78.33$. The category of the score, 78.33 was also in good category.

After getting the mean score, the writer looked for the significance different between students' achievement in speaking skill in control class and experiment class. To know the significance different between students' achievement in speaking skill in control class and experiment class after counting the mean score. First, the writer counted standard deviation of each major in experiment class and control class by using formula:

$$SD_x = \sqrt{\frac{\sum x^2}{N}} = \frac{3416,67}{(30)} = \sqrt{113,89} = 10.67$$

$$SD_y = \sqrt{\frac{\sum y^2}{N}} = \frac{3816,67}{(30)} = \sqrt{127,22} = 11.28$$

From the calculation above, the writer can get the standard deviation of experiment class was 10.67 and the standard deviation of control class was 11.28

for valid the data. Second, the writer counted standard error of mean from each major in experiment class and control class by using formula:

$$SE M_x = \frac{SD_x}{\sqrt{N-1}} = \frac{10.67}{\sqrt{30-1}} = \frac{10.67}{5.39} = 1.98$$

$$SE M_y = \frac{SD_y}{\sqrt{N-1}} = \frac{11.28}{\sqrt{30-1}} = \frac{11.28}{5.39} = 2.09$$

From the calculation above, the writer can get the standard error of mean in experiment class was 1.98 and the standard error of mean in experiment class was 2.09 to make the data was valid. Third, the writer counted standard error from both subjects by using formula:

$$\begin{aligned} SE_{M_x - M_y} &= \sqrt{SE M_x^2 + SE M_y^2} = \sqrt{(1.98)^2 + (2.09)^2} = \sqrt{3.92 + 4.38} \\ &= \sqrt{8.29} = 2.87 \end{aligned}$$

The writer can get standard error from both subjects was 2.87. Fourth, the writer counted t-test by using formula:

$$\begin{aligned} t \text{ test} &= \frac{M_x - M_y}{SE_{M_x - M_y}} = \frac{78.33 - 68.33}{2.87} \\ &= \frac{10}{2.87} = 3.48 \end{aligned}$$

The writer can get the t-test score was 3.48. And the last after having the t-test score, look at the t table buy counting the degree of freedom.

$$df = (N_1 + N_2 - 2) = (30 + 30 - 2) = 58$$

df = Degree of freedom to know every position

After the writer found the df (degree of freedom), which is 58, the writer used the nearest df in table. The table is put in appendix.

Then, the writer made conclusion. Thus, t table (5% = 2.00) < t-test (3,48) > t table (1% = 2.65). It shows that t test is lower than t table 5% and 1%. H_0 (Zero Hypothesis) is rejected and H_a (Alternative Hypothesis) is accepted. By the result, the writer concludes that H_a is accepted. There is a significant difference in the effect of role play of reading aloud in students' achievement in speaking skill between experiment class and control class. The finding of the research supports the theories and gives English teachers more evidence that the application of role play is worth considering in the teaching speaking at seventh grade of SMP Negeri 1 Barabai. From the research which has done, it shows that there is the effect of role play of reading aloud on students' achievement in speaking skill. Based on Diane Larsen-Freeman explanation, that role plays are important in the communicative approach because they give learners an opportunity to practice communicating in different social contexts and different social roles. So, the English teacher can use this activity to improve the students' achievement in speaking skill at English teaching and learning activities.

CHAPTER V

CLOSURE

A. Conclusion

Based on the research result the writer can take the points as follows.

1. The degree of students' achievement in speaking skill in experiment class at seventh grade of SMP Negeri 1 Barabai can be concluded in good category.
2. The degree of students' achievement in speaking skill in control class at seventh grade of SMP Negeri 1 Barabai is classified in fair category.
3. There is a significance different in students' achievement in speaking skill by using role play in experimental class and control class. The students who were taught by using role play has achieved better in speaking than the students who were taught without role play. So, teaching and learning speaking by using role play is effective.

B. Suggestion

Based on the finding of the research, the writer would like to propose the following suggestions.

1. In implementation of this activity, the teacher must consider the time because the teaching and learning using role play spent more time. Role play is one of activities in teaching speaking that is effective to use. By

using role play, the students can make the class more active, fun, and interesting.

2. For the seventh grade students of SMP Negeri Barabai expected to study hard and can be as motivation in learning English mainly speaking. they can get different way in learning English. And the most crucial is practicing their English anytime, anywhere and any condition. Try to be confident again and try to speak much as possible, do not afraid if wrong in spelling or grammar.
3. For the writer, the writer realizes that the study never satisfied yet. The writer hope that another researchers should continue this study to make the research more perfect and it can be apply for all schools in improving the students achievement on English especially in speaking.