

**THE EFFECTIVENESS OF ROLE PLAY TECHNIQUE IN IMPROVING  
SPEAKING ABILITY TO THE ELEVENTH GRADE STUDENTS OF  
SENIOR HIGH SCHOOL NUMBER 2 TUNGKAL ILIR  
KABUPATEN BANYUASIN**

**THESIS**

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**UNIVERSITY MUHAMMADIYAH PALEMBANG  
FACULTY OF TEACHER TRAINING AND EDUCATION  
ENGLISH EDUCATION STUDY PROGRAM  
AUGUST 2015**

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**THESIS**

**Presented to  
Muhammadiyah University Palembang  
In partial fulfillment of the requirement  
For the degree of Sarjana in English Language Education**

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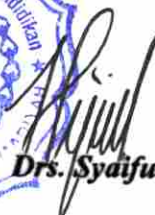
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## MOTTO

- Honesty is the Key of a success and success is a choice
- One go back up is a ravine for me.
- Allah is everything, without Allah I can not do anything.

## DEDICATION

Thanks to:

- Allah SWT, who always behind me. Thanks God for your guiding, blessing, and everything than you have given to me so that I can finish my thesis.
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## ABSTRACT

Kartini. 2015. *The Effectiveness Of Role Play Technique In Improving Speaking Ability To The Eleventh Grade Students Of Senior High School Number 2 Tungkal Ilir Kabupaten Banyuasin*. Thesis, English Education Study Program, Sarjana Degree (S1), Faculty of Teacher Training and Education University of Muhammadiyah Palembang. Advisors: (I) Prof. Dr. Rusman Roni, M.Pd, (II) Tri Rositasari, M.Pd.

**Key Words:** teaching, speaking ability, role play

The title of this thesis is "*The Effectiveness of Role Play Technique in Improving Speaking Ability to the Eleventh Grade Students of Senior High School Number 2 Tungkal Ilir Kabupaten Banyuasin*". The problem of this study was is it effective to teach speaking ability using role play technique to the Eleventh Grade Students of SMA Number 2 Tungkal Ilir Kabupaten Banyuasin. The objective of this study was to find out whether or not it is effective to teach speaking ability using role play technique to the Eleventh Grade Students of SMA Number 2 Tungkal Ilir Kabupaten Banyuasin. The method used was quasi-experimental. The population of this study was the eleventh grade students of SMA Number 2 Tungkal Ilir Banyuasin in academic year 2014/2015. The number of the sample are 42 students which are divided into two groups. 21 students as the experimental group and the 21 students as control group. The technique for collecting the data was a written test in the form of oral test. The data are analyzed by using SPSS (Statistical Package for the Social Science). The result of the experimental group showed that t-obtained was 7,162, which were 0,05 of level significance with the degree of freedom (df) was 40 with the critical value was 2.0211. since the value of t-obtained, because exceeded and higher than the table and p (0.000) was less or lower than  $p < (0.05)$ . it means that there was significant difference between students' score in pre-test and those in the post-test, the score increased highly. It also indicates the Role Play could improve the students' speaking ability for the eleventh grade students at SMA Number 2 Tungkal Ilir Banyuasin.

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Palembang, September 2015

Writer

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## CHAPTER 1

### INTRODUCTION

In this chapter describes about, (1) background, (2) problem of the study, (3) the objective of the study, (4) significance of the study, (5) hypothesis, and (6) criteria for testing the hypotheses, are presented.

#### 1.1. Background

As an international language, most countries in the world use English as a medium of communication in entire aspects of life. Meanwhile, in Indonesian, English is considered as a foreign language. The students are taught four language skills listening, reading, speaking, and writing.

According to Nuna (2003: 15), listening and reading are considered as receptive skills, while speaking and writing are part of productive skills as. Finocchario cited in Guna (2010:2), states that an English program usually aims to develop skills of listening, speaking, reading, and writing while giving insight into the culture of which the language is part. Meanwhile teaching and learning process as well as the students need is very important because it is impossible that materials will be less interesting in methodology way and it is boring and does not motivate the students to study eagerly. The way of applying the methods also determines the success of teaching and learning process in the classroom.

According to Rivers cited in Gebhard (2000:12), language learning and teaching can be exciting and refreshing interval in the day for the student and teacher. There

are so many possible ways of simulating communicative interaction, yet, all over the world, one still finds classroom where language learning is a tedious, dry-as-dust process, devoid of the contact with the real world in which language use is as natural as breathing.

According to Guna (2010: 14), for many years, teaching speaking has been undervalued and English language teachers have continued to teach speaking just as a repetition of drills or memorization of story. However, today's world requires that the goal of teaching speaking should improve students' communicative skills, because only in that way, students can express themselves and learn how to follow the social and culture rules appropriate in each communicative circumstance. Many students difficult in learning speaking because they do not know what they want to speak. When they are asked to speak, they think that they have nothing to say. Therefore, the teachers of english can not just ask their students to speak but they have to encourages them by giving stimulate.

Speaking is a skill that comes throught habit and therefore one should learn how to speak English well. This speaking habit should be developed as early as possible because speaking is a basic skill for every child's further learning. According to Brown (2003:140), speaking is a productive skill that can be directly and empirically observed, those observations are in variable colored by the accuracy and effectiveness of a test taker listening skill, which necessary compromises the reliability and validity of oral production test. Borwn (2003:142), also states : "speaking skills can be drawn up for the same purpose: to serve as a taxonomy of skill from which you will select

one or several that will become the objectives of an assessment task. The micro skill refer to producing the smaller chunks of language such as phonemes, morphemes, words, collocations, and phrasal unit'. The use of methodology in learning process nowadays, while varying in its depth from class to class, is one of the crucial components and its deserves appropriate attention, Guna(2010:2-3), any lack methodology background in the couse substantially reduces its overall quality. Meanwhile to reach the goal in teaching learning process a lot and the teacher must pay attention about their students' ability in speaking. Guna (2010:8). "Most of the students are afraid to talk, it was happened because the students are lack vocabulary, less of grammar, and other aspects that make them worry to talk".

Many students find it difficult in learning speaking because they do not know what they want to speak, they never practice English and when they are ask to speak, they think that they have nothing to say. Therefore, the teacher must guide them to perform speaking actives, for instance by using simple conversation. One of the activities that can use for comunication activities in the classroom to develop speaking ability is using role-plays. In this activity the students are ask to not only be good listeners but also be active speakers. There are several positive advantages of using role-plays. When students are acting characters, they are able (1) distance themselves from the subject matter, and (2) make up positions and give opinions which they might feel embarrassed or hesitant to make if they were speaking for themselves.

The reason why the writer chooses this title, the writer has decided to the effectiveness of role play technique in improving speaking ability. Because she finds that speaking skill for the important parts in learning English. In studying the speaking ability using Role Play to the eleventh grade students of senior high school 2 negeri tunggal ilir kabupaten banyuasin. Because it was focused for their ability in speaking, in other words teaching speaking using role play was used as teaching and learning strategy to improve their speaking ability.

## **1.2 Problem of The Study**

This part presents the limitation of the problem and the formulation of the problem. The limitation of the problem needs to be made in order to discuss the topic broadly. Meanwhile, the formulation of the problem needs to be presented to guide in what should be done during the investigation.

### **1.2.1 limitation of the Problem**

Through this research, it is limited to the subject of this investigation to only Eleventh Grade Students of SMAN 2 Tungkal Ilir Kabupaten Banyuasin and the theme technique Speaking Using Role Play.

### **1.2.2 Formulation of the Problem**

Based on the explanation above the role-plays technique was important to improve the students' ability in speaking. The problem of the research is formulated in the following question: "is it effective or not to teach speaking ability using role



play technique to the Elevent Grade Students of SMAN 2 Tungkal Ilir Kabupaten Banyuasin ?”

### **1.3 Objective of the Research**

The objective of this research was to find out whether or not it is effective to teach speaking ability using role play technique to the Elevent Grade Students of SMAN 2 Tungkal Ilir Kabupaten Banyuasin

### **1.4 Sgnificance of the Research**

The significances of this study were, 1) students, and 2) Teachers of English.

#### **1.4 Students**

The students may be able to:

- a) increase their skill in speaking
- b) applay role plays in teaching learning activity, hopes it can dig the student's interest in English because the method is more fun and enjoy able.
- c) be more attracted in learning English without under pressure feeling and forced

#### **1.4.2 Teachers of English**

The teachers of English may be able to:

- a) used the role play technique is motivation students to increasing their speaking ability.
- b) used the role play technique is attractive and variously, so it is able to improve student's interest.
- c) used the role play technique make sharing with their friend, about their friend, about their favorite things that can be implemented in their class.

### **1.5 Hypotheses**

According to jack R Fraenkel (1990:40) an hypothesis is simple put a prediction of some regarding the possible outcomes of a study.

In the relation to the problem above, there were two hypotheses which are stated below:

#### **1) The Null Hypothesis (H<sub>0</sub>)**

It is not effectiveness to technique in improving speaking ability by using role play to the eleventh grade students of SMAN 2 Tungkal Ilir Kabupaten Banyuasin.

#### **2) The alternative hypothesis (H<sub>a</sub>)**

It is effectiveness to technique in improving speaking ability by using role play to the eleventh grade students of SMAN 2 Tungkal Ilir Kabupaten Banyuasin.

## **1.6 Criteria for Testing the Hypothesis**

Testing the hypothesis was to accept the null hypothesis ( $H_0$ ) or to reject it, the t-test is applied. If  $t$ -obtained was higher than  $t$ -test, the null hypothesis ( $H_0$ ) was rejected, it means that the alternative hypothesis ( $H_a$ ) was accepted.



# APPENDICES

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