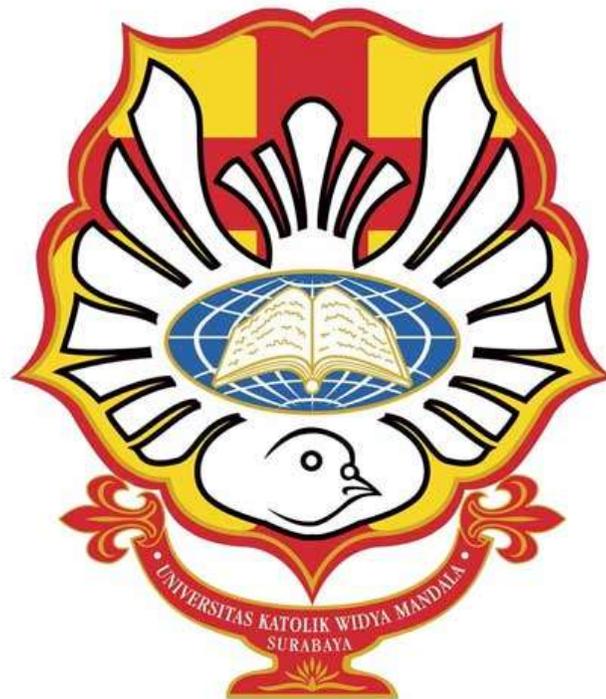


THE EFFECT OF USING ROLE PLAY ON STUDENTS' SPEAKING ACHIEVEMENT

A THESIS

A Partial Fulfillment of the Requirements for the
Sarjana Pendidikan Degree in English Language
Teaching Faculty



By:

Gracia Stefani Wijaya

1213011025

ENGLISH DEPARTMENT

FACULTY OF TEACHER TRAINING AND EDUCATION

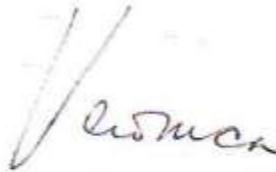
WIDYA MANDALA CATHOLIC UNIVERSITY SURABAYA

2015

APROVAL SHEET

(1)

This thesis entitled “**THE EFFECT OF USING ROLE PLAY ON STUDENTS’ SPEAKING ACHIEVEMENT**” prepared and submitted by Gracia Stefani Wijaya has been approved and accepted as a fulfillment of the requirement for Sarjana Pendidikan Degree in English Department of Widya Mandala Catholic University by the following advisor:



Prof. Dr. Veronica L. Diptoadi M.Sc.

Advisor I

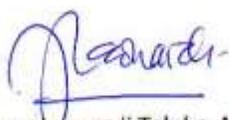
APPROVAL SHEET

(2)

This thesis has been examined by the committee on Oral Examination with grade of..... on.... December 1th, 2015



Dr. V. Luluk Prijambodo, M.Pd.
Chairperson



Johanes Leonardi Taloko, M.Sc.
Secretary



Prof. Dr. Veronica L. Diptoadi M.Sc.
Advisor



M. Diko Wirjawan, Ph.D.
Dean of the Faculty of Teacher
Training and Education



M. G. Rinto Palupi, M.Pd.
Head of the English Department

SURAT PERNYATAAN PERSETUJUAN PUBLIKASI KARYA ILMIAH

Demi Perkembangan Ilmu Pengetahuan, saya sebagai mahasiswa Universitas Katolik Widya Mandala Surabaya.

Nama Mahasiswa : Gracia Stefani Wijaya
Nomor Pokok : 1213011025
Program Studi Pendidikan : Pendidikan Bahasa Inggris
Jurusan : Pendidikan Bahasa dan Seni
Fakultas : Keguruan dan Ilmu Pendidikan
Tanggal Lulus : 1 Desember 2015

Dengan ini **SETUJU/TIDAK SETUJU** Skripsi atau Karya Ilmiah saya,

Judul :

The Effect of Using Role Play on Students' Speaking
Achievement

Untuk dipublikasikan/ditampilkan di Internet atau media lain (Digital Library Perpustakaan Universitas Katolik Widya Mandala Surabaya) untuk kepentingan akademik sebatas sesuai undang-undang Hak Cipta yang berlaku.

Demikian surat pernyataan **SETUJU/TIDAK SETUJU** publikasi Karya Ilmiah ini saya buat dengan sebenarnya

Surabaya, 1 Desember 2015
Yang menyatakan,



NRP. 1213011025

SURAT PERNYATAAN
Jalur Skripsi

Bersama ini saya:

Nama : Gracia Stefani Wijaya
Nomor Pokok : 121300025
Program Studi : Pendidikan Bahasa Inggris
Jurusan : Pendidikan Bahasa dan Seni
Fakultas : Keguruan dan Ilmu Pendidikan Unika Widya Mandala Surabaya

Menyatakan dengan sesungguhnya bahwa skripsi saya yang berjudul:
The Effect of Using Role Play on Students' Speaking Achievement

benar-benar merupakan hasil karya saya sendiri. Apabila Skripsi ini ternyata merupakan hasil *plagiarisme*, maka saya bersedia menerima sanksi berupa pembatalan kelulusan dan/atau pencabutan gelar yang telah saya peroleh.

Demikianlah surat pernyataan ini saya buat dengan sesungguhnya dan dengan penuh kesadaran.

Surabaya, 28 Oktober 2015
Yang membuat pernyataan,



Gracia Stefani Wijaya

Mengetahui:
Dosen Pembimbing I,

Veronica

Prof. Dr. Veronica L. Dipeardi M. Sc.
NIK.: 121.74.0027

Dosen Pembimbing II,

NIK.:

ACKNOWLEDGEMENTS

First of all, the writer would like to express her greatest gratitude to the Lord, Jesus Christ who has blessed her with His guidance and grace so that she could finish and accomplish her thesis well.

Having complete this thesis the writer also would like to express her deepest gratitude to those who have assisted her in any situation and condition to finish this thesis:

1. Prof. Dr. Veronica L. Diptoadi M.Sc., the writer's advisor, who has been so patient in helping and guiding the writer in finishing the thesis and also giving the writer some helpful suggestions to work through the thesis.
2. The writer's parents who has believed in her and supported her and always be there for her no matter what.
3. Dr. Luluk Prijambodo, M.Pd. and Johanes Leonardi Taloko, M.Sc., the writer examiners, who has supported and also helped the writer by giving feedbacks and suggestions so the writer could finish her thesis well.
4. The principal and English teacher of X Junior High School, who have allowed the writer to conduct her experimental study in their school and given suggestions to carry out the treatments accordingly.
5. All of the lecturers in English Department of Widya Mandala Catholic University who have taught the writer valuable knowledge during her study in this university.
6. The writer's friends, Margareta Asterina, Yulanda Retanubun, Kezia Zhanetta, Daniel Suwandi, Christina Odung, Daniel Reinaldi Aldi, Yohana Devita,

Meliany Darsono. Because of their support and help, the writer could finish this thesis well.

7. Finally the writer's sincere gratitude also goes to some people whom she can not mention one by one, but she really thanks them for their cares, encouragement, companions that are always there when she needed. Thank you so much.

Surabaya, November 2015

The Writer

TABLE OF CONTENTS

Approval Sheet I	.....	i
Approval Sheet II	.....	ii
Acknowledgements	.....	v
Table of Contents	.....	vii
Abstract	.....	ix
Chapter I : Introduction	.....	1
Background of the Study	.....	1
Statement of the Problem	.....	4
Hypothesis	.....	4
The Objectives	.....	4
Theoretical Framework	.....	5
The Significance of the Study	.....	5
Limitation and Scope	.....	6
Definition of Key Terms	.....	6
Organization of the Study	.....	7
Chapter II : Review of Related Literature	.....	8
Theory of Speaking	.....	8
The Role of Speaking in Second Language.....	.....	9
The Benefit of Speaking	.....	10
Teaching speaking	.....	10
Activities to promote speaking	.....	11
Guidance for Theachers in Teaching Speaking.....	.....	15
Role Play	.....	17
Reasons for Using Role Play to Teach Speaking to Junior High School.....	.....	18
The Advantages and Disadvantages of Using Role Play.....	.....	19
The Procedure of Role Play	.....	20
The Application of Role Play in Teaching Speaking in the Classroom	.....	22
The Effect of Using Role Play	.....	24

Previous Study	25
Chapter III : Research Methodology	27
Research Design	27
Population and Sample/subjects	27
Instrument	28
The Procedure of Data Collection	32
The Technique Data Analysis	37
Chapter IV : Data Analysis, Interpretation and Discussions	39
Findings and Interpretation of Findings	39
Discussions	40
Chapter V : Conclusions and Suggestions	43
Conclusions	43
Suggestions	44
Bibliography	47
Appendices	
Appendix 1 : Tables and Calculation	48
The Calculation of Total Score	49
The Analysis of the Data	50-51
The Calculation of Pre Test Score	52-55
The Calculation of Post Test Score	56-59
The Mean of Pre Test and Post Test	60
Appendix 2 : Instruments (Speaking Test)	61
Appendix 3 : Lesson Plans	66
The Lesson Plan for the Treatment 1	67-74
The Lesson Plan for the Treatment 2	75-82
The Lesson Plan for the Treatment 3	83-90
The Lesson Plan for the Treatment 4	91-98
The Lesson Plan for the Treatment 5	99-106
The Lesson Plan for the Treatment 6	107-112

ABSTRACT

Gracia Stefani Wijaya. 2015. **The Effect of Role Play on Students' Speaking Achievement**, S1-Thesis. English Department, Faculty of Teacher Training and Education, Widya Mandala Catholic University Surabaya.

Advisor: Prof. Dr. Veronica L. Diptoadi, M.Sc.

One of the language skills required for international communication is speaking. In learning to speak English, students often find some problems. There are always some students who do not talk in class because they are too shy, anxious, and afraid of making mistakes. This happens not to beginners but also to the students who are fairly advanced. Perhaps it is because they do not have chances to speak or the teacher gives too much criticism so that the students do not feel confident with themselves. There are also many factors that cause problems in the students' speaking skill, like the poor material, the medias and so on. One of the techniques to solve that problem is through role play because the aim of role play in teaching English is to encourage students' thinking and creativity, let students develop and practice English, and behavioral skills in a relative setting, and can create motivation and involvement for learning to occur.

This study concerns the effect of role play and students' speaking achievement which is aimed at knowing whether the speaking achievement of the students can be improved after being taught using Role Play. This research was accomplished in the third year of X Junior High School which consisted of 27 students as the subject. The writer used Pre Experimental Design one group pre test post test as her research design.

To answer the research question; "Is there any significant difference between speaking achievement of the students before and after being taught using role play?", the writer collected the data. First, the writer gave a pre test which was an oral test in the form of role play. After giving a pre test, she conducted the treatment which was established for six times and then she gave a post test to the students. For scoring she used a rubric based on David P. Haris (1978). After she collected the data (pre test and post test scores), she calculated the means then she analyzed them to find out whether there is a significant difference between the students' speaking achievement before and after being taught using role play using T-test.

The result of the study showed that the use of role play in teaching speaking could overcome the students' problem effectively. The conclusion drawn from the results were as follows: The improvement of the students' speaking ability could be seen in the improvement of their post-test score. The average of pre test score was 70,55926 and the average score of post test was 80,34321. It showed that teaching speaking using role play

was significant and it could be said that teaching English using role play was effective. The writer also saw that the use of role play can improve students' speaking skill. In the sense that the students were more creative, more active, and more confident in expressing what they had learned than before and even all the students had a chance to be active and cooperative in the speaking activity. Due to that they could speak English bravely and fluently, moreover they can interact well and enjoy the activity with their peers and they can also exchange knowledge with their group partners.

Key words: Teaching Speaking, Role Play, Students' Speaking Achievement.