A COMPARATIVE STUDY BETWEEN THE RESULTS OF TEACHING SPEAKING BY USING PLAYING GAME METHOD AND ROLE PLAY METHOD AT THE VIII GRADE STUDENTS OF SMP NEGERI I ARSE

A THESIS

*Submitted to the State Institute for Islamic Studies Padangsidimpun as
A Partial Fulfillment of Requirement for the Degree of
Islamic Education Scholar (S.Pd.I) in English*

Written By:

LIONY
Reg No. 10 340 0009

ENGLISH EDUCATION DEPARTMENT

**FACULTY OF TARBIYAH AND PEDAGOGY
STATE INSTITUTE FOR ISLAMIC STUDIES
PADANGSIDIMPUAN
2014**

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Written By:

LIONY
Reg No. 10. 340. 0009

ADVISOR I

Rayendriani Fahmei Lubis, M.Ag
NIP.19710510 200003 2 001

ADVISOR II

Zainuddin, S.S., M.Hum
NIP. 19760610 200801 1 016

ENGLISH EDUCATION DEPARTMENT

FACULTY OF TARBIYAH AND PEDAGOGY
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2014

LETTER OF AGREEMENT

Term : Thesis
       a.n. Liony

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Padangsidimpuan, 29th August 2014
To:
Dean Tarbiyah and Pedagogy Faculty
In –
Padangsidimpuan

Assalamu'alaikum Wr.Wb.

After reading, studying and giving advice for necessary revise on thesis belong to Liony, entitle "A COMPARATIVE STUDY BETWEEN THE RESULT OF TEACHING SPEAKING BY USING PLAYING GAME METHOD AND ROLE PLAY METHOD AT THE VIII GRADE STUDENTS OF SMP NEGERI I ARSE", We assume that a thesis has been acceptable to complete the assignment and fulfill for the degree of Sarjana Pendidikan Islam (S.Pd.I) in English Department, Tarbiyah and Pedagogy Faculty in IAIN Padangsidimpuan.

Therefore, we hoped she could be defined her thesis in Munaqosyah. That's all and thank you for the selection.
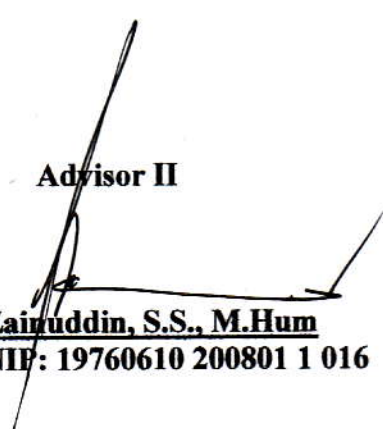
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Advisor I

Rayendriani Fahmei Lubis, M.Ag
NIP: 19710510 200003 2 001

Advisor II

Zainuddin, S.S., M.Hum
NIP: 19760610 200801 1 016

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                              USING PLAYING GAME METHOD AND
                              ROLE PLAY METHOD AT THE VIII
                              GRADE STUDENTS OF SMP NEGERI I
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Thesis   :   **A COMPARATIVE STUDY BETWEEN THE RESULT OF TEACHING SPEAKING BY USING PLAYING GAME METHOD AND ROLE PLAY METHOD AT THE VIII GRADE STUDENTS OF SMP NEGERI I ARSE**

Chief,   Secretary,

Rayendriani Fahmei Lubis, M.Ag.   Fitri Rayani Siregar, M.Hum.

NIP. 19710510 200003 2 001   NIP. 19820731 200912 2 004

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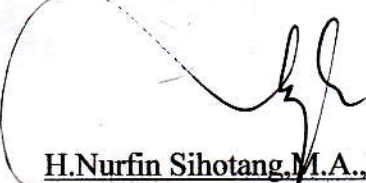
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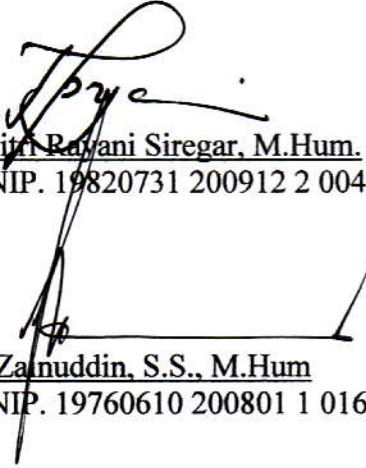
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Rayendriani Fahmei Lubis, M.Ag.   .   Fitri Rayani Siregar, M.Hum.

NIP. 19710510 200003 2 001   NIP. 19820731 200912 2 004

H.Nurfin Sihotang,M.A.,Ph.D   Zainuddin, S.S., M.Hum

NIP.19790815 200604 1 003   NIP. 19760610 200801 1 016

Proposed :

Place   : Padangsidimpuan

Date   : August, 29th 2014

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Thesis' Title : A COMPARATIVE STUDY BETWEEN THE RESULT OF TEACHING SPEAKING BY USING PLAYING GAME METHOD AND ROLE PLAY METHOD AT THE VIII GRADE STUDENTS OF SMP NEGERI I ARSE

Written By : LIONY

Reg. Number : 10 340 0009

The Thesis had been accepted as a partial fulfillment of requirement for degree of Islamic educational scholar (S.Pd.I) in English Education Department.

Padangsidimpuan, 20 - 10 - 2014

Dean

Hj. Zulhimma S.Ag., M.Pd.
NIP. 19720702 199703 2

ACKNOWLEDGEMENT

بسم الله الرحمن الرحيم

In the name of Allah, the Beneficent and the Merciful

Praise is to Allah lord of the word who has bestowed upon the write in completing this thesis. Peace and blessing upon our prophet Muhammad SAW, his families, his companies, and his followers'.

In writing this thesis, the researcher has found various difficulties. Fortunately, many people help the researcher to finish this thesis especially Rayendriani Fahmei Lubis, M.Ag, as the first advisor and Zainuddin, S.S., M.Hum., as the second advisor who always give their time, valuable help, guidance, correction, and suggestion for completion this thesis.

The researcher would like to express her thanks to:

1. The Rector of IAIN Padangsidimpuan, Dr. H. Ibrahim Siregar, MCL who has given chance and time so I could learn and get some knowledge from IAIN Padangsidimpuan

2. Mrs. Hj. Zulhimma, S.Ag, M.Pd, as the dean of Tarbiyah Faculty.

3. Mrs. Rayendriani Fahmei Lubis, M.Ag., as the dean of English Education Department and the first advisor.

4. Mr. Zainuddin, S.S., M.Hum as the second advisor.

5. All lecturers and staffs in English Education Department who had give their valuable, advice, and cooperative.

6. Headmaster, English Teacher, and the VIII Grade students of SMP Negeri I Arse

7. My beloved parents, Askolan S.Pd and Hamidah Nur Nasution, and my beloved sisters, Fitri Wulandari Batubara, Herlida Batubara, Sitta Alawiah Batubara and my beloved brothers, Ali Nuddin Batubara and Nanda Priyatna Batubara who always give their materials, prays, motivation, and moral encouragement to finish my study.

8. My beloved friends Suryani Harahap, Nondang Sari Bulan, Riska Wahyuni, Ririn Novitri, Leni Hartini, Safran Pasaribu, Anna Fitriani, Ermina Sariwati, Nurul Hafni, Mega Wahyuni, Rondani, Siti Aisyah and all of my friends that I can't mention for their support and suggestion.

May Allah, The almighty bless them all, Amin.

Researcher realizes this thesis is imperfect. Therefore, critics and suggestions are really needed to make this thesis become better in the future.

Padangsidimpuan, August, 22nd 2014
The Researcher

LIONY
Reg. No. 10 340 0009

ABSTRACT

NAME	:	**LIONY**
REG. NUMBER	:	**10.340.0009**
FACULTY/DEPARTMENT	:	**TARBIYAH AND PEDAGOGY FACULTY/TBI-I**
THESIS, TITLE	:	**A COMPARATIVE STUDY BETWEEN THE RESULT OF TEACHING SPEAKING BY USING PLAYING GAME METHOD AND ROLE PLAY METHOD AT THE VIII GRADE STUDENTS OF SMP NEGERI I ARSE**

This research is attended to find out: 1) to find out the results of teaching speaking by using playing game method are, 2) to find out the results of teaching speaking by using role play method are and 3) whether there is a significant difference between the results of teaching speaking by using playing game method and role play method. In order to achieve the purposes of this research, the researcher carried out the quantitative approach by applying comparative method.

The hypothesis is "There is a significant difference between the results of teaching speaking by using playing game method and role play method". The population of this research is the VIII grade students of SMP Negeri I Arse 2014 academic year. 74 students were taken as the sample of this research in cluster sampling. To know the differences between the results of the independent variable, oral speaking test was tested to the samples. To analyze the data, researcher used t test formula, as follow:

$$t = \frac{X_1 - X_2}{\sqrt{\dfrac{1}{n_1} + \dfrac{1}{n_2}}}$$

Looking at the data analyzed, it can be found that the results of teaching speaking by using playing game method can be categorized "enough" whiles the results of teaching speaking by using role play method is "poor"

After calculating the data into the t-test, the result is compared to the table of values, it found that the result of t-test is bigger, it means the hypothesis is accepted.

v

LIST OF TABLES

LIST OF APPENDIXES

INSTRUMENT OF TEST IN TEACHING SPEAKING BY USING PLAYING
GAME METHOD IN THE VIII GRADE STUDENTS OF SMP NEGERI I ARSE

BY: LIONY

Procedure:

1. Define and discuss the meaning of abstract concept.
    Definition: An abstract concept is a term or thought that refers to a quality, an emotion, or an idea such as "sensitivity" or "imperialism", rather than to a solid or concrete object such as a "truck" or a "football". Discuss abstract concepts with the students as appropriate or needed.
2. Explain to the students that you will tape an abstract concept involving politics or states of mind to their back. Discuss types of politics or government and states of mind you will be using so the students can narrow down the universe of words. You may also choose to make a transparency of the resource sheet to give students a preview of the words that will be used in the exercise.
3. Tell the students that they are to ask enough yes or no, or yes AND no question of another students to guess the concept. As an example, explain that you might have the word sensitivity on your back. To guess your word, you might ask the following questions:
    a. Is it a type of government?   NO
    b. Is it an emotion?   YES
    c. Is it a concept related to business?   NO
    d. Is it a feeling or emotion?   YES
    e. Is it something you learned about in school? YES

    The questioning should continue until each student guess the name of his or her concept. Once they guess, they should circulate to help others students guess their concept.

    Assessment
    You can assess students' questions quality.
    Extensions and Modifications
    Once the students have all guessed their tags, have them repeat the exercise using either the words on Assorted Concept Tags resource sheet or words they have chosen.

NO	Mystery Word	Guessing Questions	Response

PRE-TEST

INSTRUMENT OF TEST IN PRE-TEST

NO	Mystery Word	Guessing Questions	Response
1	Penjual	- Is it life? - Is there in our market? - Is there letter "G"? - Do you have it? - Is it man? - Is he in English? - Penjual	- Yes - Yes - No - No - Yes and No - No - Yes
2	Pembeli	- Is there in our market? - Is there letter "E"? - Is it life? - Is he the antonym of penjual? - Pembeli	- Yes - Yes - Yes - Yes - Yes
3	Bakso	- Is it life? - Is it big - Is there in our market? - Can we eat? - Is it sweet? - Is it combining with Mie? - Misop?	- Yes - Yes and No - Yes - Yes - No - Yes - No

POST-TEST

INSTRUMENT OF TEST IN THE POST-TEST

NO	Mystery Word	Guessing Questions	Response
1	Biologi	- Is it life?	- No
		- Is there in our library?	- Yes
		- Is there letter "A"?	- No
		- Do you have it?	- Yes
		- Is it the name of person?	- No
		- Is it the name of book?	- Yes
		- Biologi	- Yes
		- Is there in our library	- Yes
2	Librarian	- Is there letter "E"?	- No
		- Is it life?	- Yes
		- Is he man?	- Yes and No
		- Is he in library every day?	- Yes
		- Is it the name of job?	- Yes
		- Librarian?	- Yes
3	Rak Buku	- Is it life?	- No
		- Is it big?	- Yes and No
		- Is there here?	- Yes
		- Can we look?	- Yes
		- Is it the name of book?	- No
		- Is it one word?	- No
		- Two words?	- Yes
		- Is it the place of book?	- Yes
		- Rak buku	- Yes

APPENDIX II

INSTRUMENT OF TEST IN TEACHING SPEAKING BY USING

ROLE PLAY METHOD AT THE VIII GRADE STUDENTS

OF SMP NEGERI I ARSE

BY: LIONY

Procedure:

- Ordering students to make a group that consists of the person which is needed in role play.

- Give them the concept that they will play.

- For example, give them the concept about "Market", "Library", "Hospital" or "Zoo"

- Ordering them to play the concept in front of class.

- If they choose to play "Market". They should be "a seller and a buyer" or "a shop keeper and customer". And so forth.

PRE-TEST

INSTRUMENT OF TEST IN PRE-TEST

- Order the students to make a role play with the theme "Market" and practice in front of class

POST-TEST

INSTRUMENT OF TEST IN POST TEST

- Order the students to make a role play with the theme "Library" and practice in front of class.

APPENDIX IV

Data of Experimental Class by Using Playing Game Method in Pre-Test

No	Letter Initial	Number Initial	Score
1	And	01	60
2	Ret	02	60
3	Wid	03	50
4	Kho	04	60
5	Ind	05	60
6	Nur	06	70
7	Sit	07	40
8	Ali	08	30
9	Lid	09	50
10	Ris	10	60
11	Len	11	80
12	Put	12	80
13	Pan	13	70
14	Nan	14	60
15	Sia	15	60
16	Ama	16	70
17	Jup	17	70
18	Lep	18	60
19	Ser	19	80
20	Ada	20	60
21	Sin	21	90
22	Jam	22	70
23	Pia	23	70
24	Muh	24	70
25	Mau	25	90
26	Dia	26	70
27	Adi	27	80
28	Diy	28	70
29	Ros	29	60
30	Ham	30	90
31	Ris	31	60
32	Rin	32	90
33	Buy	33	90
34	Dan	34	50
35	Bit	35	60
36	Don	36	60
37	Din	37	70

38	fit	38	70
Total			2540

APPENDIX V

Data of Control Class by Role Play Method in Pre-Test

No	Letter Initial	Number Initial	Score
1	Ani	01	40
2	Jen	02	70
3	Mar	03	30
4	Jan	04	60
5	Lai	05	60
6	Ser	06	50
7	Eli	07	70
8	Wil	08	60
9	Ris	09	50
10	Dam	10	40
11	Pad	11	60
12	Mel	12	70
13	Sol	13	40
14	Put	14	40
15	Yul	15	50
16	Ron	16	50
17	Rah	17	70
18	Ria	18	60
19	Her	19	50
20	Min	20	60
21	Ron	21	60
22	Ric	22	50
23	Joe	23	60
24	Lia	24	60
25	Nat	25	70
26	Nab	26	60
27	Naz	27	60
28	Met	28	70
29	Idr	29	60
30	Jut	30	40
31	Ask	31	50
32	Pend	32	60
33	Mar	33	40
34	Elp	34	70
35	San	35	60
36	Rio	36	40
Total			1990

APPENDIX VI

A. Range, Standard Deviation, Mean, Median, and Modus of Experimental Class by Using Playing Game Method in Pre-Test

Ridwan's book of *Belajar Mudah Untuk Guru, Karyawan dan Peneliti Pemula* determined score and category from the result of the test as table below:

The Students' Score Classification

Score	Category
81-100	Very High
61-80	High
41-60	Enough
21-40	Low
0-20	Very Low

Based on the table above, researcher described the scores of test in some category as follow:

Result of the Normality Test of Experimental Class by Using playing Game Method

No	Student Initial	Score	Category
1	And	60	Enough
2	Ret	60	Enough
3	Wid	50	Enough
4	Kho	60	Enough
5	Ind	60	Enough
6	Nur	70	High
7	Sit	40	Low
8	Ali	30	Low
9	Lid	50	Enough
10	Ris	60	Enough
11	Len	80	High
12	Put	80	High
13	Pan	70	High
14	Nan	60	Enough
15	Sia	60	Enough
16	Ama	70	High
17	Jup	70	High

18	Lep	60	Enough
19	Ser	80	High
20	Ada	60	Enough
21	Sin	90	Very high
22	Jam	70	High
23	Pia	70	High
24	Muh	70	High
25	Mau	90	Very high
26	Dia	70	High
27	Adi	80	High
28	Diy	70	High
29	Ros	60	Enough
30	Ham	90	Very high
31	Ris	60	Enough
32	Rin	90	Very high
33	Buy	90	Very high
34	Dan	50	Enough
35	Bit	60	Enough
36	Don	60	Enough
37	Din	70	High
38	fit	70	High
Total		2540	

1. High   = 90
   Low   = 30
   Range   = High – Low
                    = 90 – 30
                    = 60

2. Total of Classes   = $1 + 3,3 \log (n)$
                               = $1 + 3,3 \log (38)$
                               = $1 + 3,3 (1,58)$
                               = $1 + 4,88$
                               = $5,88$
                               = 6

3. Length of Classes   = $\dfrac{\text{Range}}{\text{Total Class}}$

                               = $60/6$

                               = 10

4. Mean

Interval Class	f	X	x	fx	x^2	fx^2
30-39	1	34,5	1	1	1	1
40-49	1	44,5	0	0	0	0
50-59	3	54,5	-1	-3	1	3
60-69	13	64,5	-2	-26	4	52
70-79	11	74,5	-3	-33	9	99
80-89	4	84,5	-4	-16	16	64
90-99	5	94,5	-5	-25	25	125
$i = 9$	38			-102	56	344

$$Mx = M^1 + i\ \frac{\Sigma fx^1}{n}$$

$$= 64,5 + 7 \left\{ \frac{-102}{38} \right\}$$

$$= 64,5 + 7\ (-2,68)$$

$$= 64,5 + (-18,76)$$

$$= 45,74$$

$$SD_t = i \sqrt{ \frac{\Sigma fx'^2}{n} - \left\{ \frac{\Sigma fx'}{n} \right\}^2 }$$

$$= 7 \sqrt{ \frac{344}{8} - \left\{ \frac{-102}{38} \right\}^2 }$$

$$= 7 \sqrt{9,05 - (-2,68)^2}$$

$$= 7 \sqrt{9,05 - 7,18}$$

$$= 7 \sqrt{1,87}$$

$$= 7.\ 1,37$$

$$= 9,57$$

5. Median

No	Interval Classes	F	fk
1	30-39	1	1
2	40-49	1	2
3	50-59	3	5
4	60-69	13	18
5	70-79	11	29
6	80-89	4	33
7	90-99	5	38

$$Me = Bb + i \left\{ \frac{n/2 - F}{fm} \right\}$$

Me = Median
Bb = low limit of the interval median conceives Me
Fm = Frequency of class conceives Me
F = Frequency of cumulative before interval of classes conceives Me
i = Length of classes
n = Total of sample

So,

$$Me = Bb + i \left\{ \frac{n/2 - F}{fm} \right\}$$

$$= 29,5 + 7 \left\{ \frac{19 - 11}{3} \right\}$$

$$= 29,5 + 7 \, (2,66)$$

$$= 29,5 + 18,67$$

$$= 48,17$$

6. Modus $= Mo = Bb + i \left\{ \dfrac{b1}{b1 + b2} \right\}$

Bb = low limit of interval conceives Mo

b1 = quarrel of frequency conceives modus with frequency before

b2 = quarrel frequency conceives modus with frequency next

i = length of classes

So,

$$\text{Mo} = \text{Bb} + i \left\{ \frac{b1}{b1 + b2} \right\}$$

$$= 39,5 + 7 \left\{ \frac{10}{10+2} \right\}$$

$$= 39,5 + 7 \,(10/12)$$

$$= 39,5 + 7 \,(0,83)$$

$$= 39,5 + 5,85$$

$$= 45,33$$

7. Score Interpretation $= \dfrac{2540}{100\times38} \times 100\%$

$$= \dfrac{2540}{3800} \times 100\%$$

$$= 66\%$$

The Table Score of interpretation

Interval	Interpretation
0% - 20%	Very Low
21% - 41%	Low
41% - 60%	Enough
61% - 80%	**High**
81% - 100%	Very High

B. Range, Standard Deviation, Mean, Median, and Modus of Control Class by Using Role Play Method in Pre-Test

Result of the Normality Test of Control Class by Using Role Play Method

No	Students' Initial	Score	Category
1	Ani	40	Low
2	Jen	70	High

3	Mar	30	Low
4	Jan	60	Enough
5	Lai	60	Enough
6	Ser	50	Enough
7	Eli	70	High
8	Wil	60	Enough
9	Ris	50	Enough
10	Dam	40	Low
11	Pad	60	Enough
12	Mel	70	High
13	Sol	40	Low
14	Put	40	Low
15	Yul	50	Enough
16	Ron	50	Enough
17	Rah	70	High
18	Ria	60	Enough
19	Her	50	Enough
20	Min	60	Enough
21	Ron	60	Enough
22	Ric	50	Enough
23	Joe	60	Enough
24	Lia	60	Enough
25	Nat	70	High
26	Nab	60	Enough
27	Naz	60	Enough
28	Met	70	High
29	Idr	60	Enough
30	Jut	40	Low
31	Ask	50	Enough
32	Pend	60	Enough
33	Mar	40	Low
34	Elp	70	High
35	San	60	Enough
36	Rio	40	Low
Total		1990	

1. High   = 70
   Low   = 30
   Range   = High – Low
                 = 70 – 30

$$= 40$$

2. Total of Classes
$$= 1 + 3,3 \log (n)$$
$$= 1 + 3,3 \log (36)$$
$$= 1 + 3,3 \ (1,56)$$
$$= 1 + 5,15$$
$$= 6,15$$
$$= 6$$

3. Length of Classes $\quad = \quad$ Range

$$\frac{}{\text{Total Class}}$$

$$= \ 40/6$$

$$= 6,66$$

$$= 7$$

4. Mean

Interval Class	f	X	x	fx	x^2	fx^2
30-36	1	33	1	1	1	1
37-43	7	40	0	0	0	0
44-50	7	47	-1	-7	1	7
51-57	0	54	-2	0	4	0
58-64	14	61	-3	-42	9	126
65-71	7	68	-4	-28	16	112
$i=6$	36			-76	31	246

Mx $\quad = M^1 + i \ \dfrac{\Sigma fx^1}{n}$

$$= 61 + 6 \left\{ \frac{-76}{36} \right\}$$
$$= 61 + 6 \ (-2,11)$$
$$= 61 + (-12,67)$$
$$= 48,33$$

$SD_t \quad = $

$$i \ \sqrt{ \frac{\Sigma fx'^2}{n} - \left\{ \frac{\Sigma fx'}{n} \right\}^2 }$$

$$= 6 \sqrt{\frac{246}{36} - \left\{\frac{-76}{36}\right\}^2}$$

$$= 6 \sqrt{6{,}83 - (-2{,}11)^2}$$

$$= 6 \sqrt{6{,}83 - 4{,}45}$$

$$= 6 \sqrt{2{,}38}$$

$$= 6 . 1{,}54$$

$$= 9{,}24$$

5. Median

No	Interval Classes	F	fk
1	30-36	1	1
2	37-43	7	8
3	44-50	7	15
4	51-57	0	15
5	58-64	14	29
6	65-71	7	36

$$\text{Me} = \text{Bb} + i \left\{\frac{n/2 - F}{fm}\right\}$$

Me = Median
Bb = low limit of the interval median conceives Me
Fm = Frequency of class conceives Me
F = Frequency of cumulative before interval of classes conceives Me
i = Length of classes
n = Total of sample

So,

$$\text{Me} = \text{Bb} + i \left\{\frac{n/2 - F}{fm}\right\}$$

$$= 29{,}5 + 6 \left\{\frac{18 - 7}{0}\right\}$$

$$= 29{,}5 + 6 \,(0)$$

$$= 29{,}5 + 0$$

$$= 29{,}5$$

6. Modus $= \text{Mo} = \text{Bb} + i \left\{\dfrac{b1}{b1 + b2}\right\}$

Bb   = low limit of interval conceives Mo

b1   = quarrel of frequency conceives modus with frequency before

b2   = quarrel frequency conceives modus with frequency next

i   = length of classes

So,

$$Mo = Bb + i \left\{ \frac{b1}{b1 + b2} \right\}$$

$$= 36,5 + 6 \left\{ \frac{14}{14+7} \right\}$$

$$= 36,5 + 6 \ (14/21)$$

$$= 36,5 + 6 \ (0,67)$$

$$= 36,5 + 6,67$$

$$= 43,17$$

7. Score Interpretation $= \dfrac{1990}{100 \times 36} \times 100\%$

$$= \frac{1990}{3600} \times 100\%$$

$$= 55\%$$

The Table Score of interpretation

Interval	Interpretation
0% - 20%	Very Low
21% - 41%	Low
41% - 60%	**Enough**
61% - 80%	High
81% - 100%	Very High

APPENDIX VII

Data of Experimental Class by Using Playing Game Method in Post-Test

No	Letter Initial	Number Initial	Score
1	And	01	90
2	Ret	02	70
3	Wid	03	80
4	Kho	04	80
5	Ind	05	80
6	Nur	06	70
7	Sit	07	60
8	Ali	08	90
9	Lid	09	90
10	Ris	10	80
11	Len	11	90
12	Put	12	80
13	Pan	13	90
14	Nan	14	80
15	Sia	15	80
16	Ama	16	70
17	Jup	17	80
18	Lep	18	90
19	Ser	19	70
20	Ada	20	90
21	Sin	21	70
22	Jam	22	70
23	Pia	23	80
24	Muh	24	90
25	Mau	25	90
26	Dia	26	80
27	Adi	27	80
28	Diy	28	70
29	Ros	29	70
30	Ham	30	70
31	Ris	31	80
32	Rin	32	70
33	Buy	33	80
34	Dan	34	90
35	Bit	35	60
36	Don	36	80
37	Din	37	90

38	fit	38	90
Total			3030

APPENDIX VIII

Data of Control Class by Using Role Play Method in Post-Test

No	Letter Initial	Number Initial	Score
1	Ani	01	90
2	Jen	02	80
3	Mar	03	80
4	Jan	04	80
5	Lai	05	80
6	Ser	06	80
7	Eli	07	90
8	Wil	08	90
9	Ris	09	90
10	Dam	10	90
11	Pad	11	90
12	Mel	12	90
13	Sol	13	90
14	Put	14	90
15	Yul	15	80
16	Ron	16	80
17	Rah	17	90
18	Ria	18	90
19	Her	19	90
20	Min	20	90
21	Ron	21	80
22	Ric	22	90
23	Joe	23	90
24	Lia	24	80
25	Nat	25	90
26	Nab	26	90
27	Naz	27	80
28	Met	28	80
29	Idr	29	90
30	Jut	30	90
31	Ask	31	80
32	Pend	32	90
33	Mar	33	80
34	Elp	34	80
35	San	35	90
36	Rio	36	90
Total			3020

APPENDIX IX

A. Range, Standard Deviation, Mean, Median, and Modus of Experimental Class by Using Playing Game Method in Post-Test

Result of the Normality Test of Experimental Class by Using playing Game Method

No	Letter Initial	Score	Category
1	And	90	Very high
2	Ret	70	High
3	Wid	80	High
4	Kho	80	High
5	Ind	80	High
6	Nur	70	High
7	Sit	60	Enough
8	Ali	90	Very high
9	Lid	90	Very high
10	Ris	80	High
11	Len	90	Very high
12	Put	80	High
13	Pan	90	Very high
14	Nan	80	High
15	Sia	80	High
16	Ama	70	High
17	Jup	80	High
18	Lep	90	Very high
19	Ser	70	High
20	Ada	90	Very high
21	Sin	70	High
22	Jam	70	High
23	Pia	80	High
24	Muh	90	Very high
25	Mau	90	Very high
26	Dia	80	High
27	Adi	80	High
28	Diy	70	High
29	Ros	70	High
30	Ham	70	High

31	Ris	80	High
32	Rin	70	High
33	Buy	80	High
34	Dan	90	Very high
35	Bit	60	Enough
36	Don	80	High
37	Din	90	Very high
38	fit	90	Very high
Total		3030	

1. High   = 90
   Low   = 60
   Range   = High – Low
                    = 90 – 60
                    = 30

2. Total of Classes   = 1 + 3,3 log (n)
                              = 1 + 3,3 log (38)
                              = 1 + 3,3 (1,58)
                              = 1 + 4,88
                              = 5,88
                              = 6

3. Length of Classes   = $\dfrac{\text{Range}}{\text{Total Class}}$

                           = 30/6

                           = 5

4. Mean

Interval Class	f	X	x	fx	x^2	fx^2
60-64	2	62	4	8	16	32
65-69	0	67	3	0	9	0
70-74	10	72	2	20	4	40
75-79	0	77	1	0	1	0
80-84	14	82	0	0	0	0
85-89	0	87	-1	0	1	0
90-94	12	94	-2	-24	4	48
$i = 7$	38				35	120

Mx $= M^1 + i\ \dfrac{\varepsilon fx^1}{n}$

$= 73 + 7\ \left\{\dfrac{4}{38}\right\}$

$= 73 + 7\ (0{,}11)$

$= 73 + 18$

$= 91$

SD$_t$ $= i\ \sqrt{\dfrac{\varepsilon fx^{'2}}{n} - \left\{\dfrac{\varepsilon fx^{'}}{n}\right\}^2}$

$= 7\ \sqrt{\dfrac{120}{38} - \left\{\dfrac{4}{38}\right\}^2}$

$= 7\ \sqrt{3{,}16 - (0{,}11)^2}$

$= 7\ \sqrt{3{,}16 - 0{,}01}$

$= 7\ \sqrt{3{,}10}$

$= 7.\ 1{,}76$

$= 12{,}32$

5. Median

No	Interval Classes	F	fk
1	60-64	2	2
2	65-69	0	2
3	70-74	10	12
4	75-79	0	12
5	80-84	14	26
6	85-89	0	26
7	90-94	12	38

Me $= Bb + i\ \left\{\dfrac{n/2 - F}{fm}\right\}$

Me = Median
Bb = low limit of the interval median conceives Me
Fm = Frequency of class conceives Me
F = Frequency of cumulative before interval of classes conceives Me

i   = Length of classes
n   = Total of sample

So,

$$Me = Bb + i \left\{ \frac{n/2 - F}{fm} \right\}$$

$$= 74{,}5 + 7 \left\{ \frac{19 - 0}{0} \right\}$$

$$= 74{,}5 + 7\,(0)$$

$$= 74{,}5 + 0$$

$$= 74{,}5$$

6. Modus $\quad = Mo = Bb + i \left\{ \dfrac{b1}{b1 + b2} \right\}$

Bb   = low limit of interval conceives Mo

b1   = quarrel of frequency conceives modus with frequency before

b2   = quarrel frequency conceives modus with frequency next

i   = length of classes

So,

$$Mo = Bb + i \left\{ \frac{b1}{b1 + b2} \right\}$$

$$= 79{,}5 + 7 \left\{ \frac{14}{14+14} \right\}$$

$$= 79{,}5 + 7\,(10/28)$$

$$= 79{,}5 + 7\,(0{,}5)$$

$$= 79{,}5 + 7{,}5$$

$$= 87$$

7. Score Interpretation = $\dfrac{3030}{100 \times 38}$ x 100%

$= \dfrac{3030}{3800}$ x 100%

$= 80\%$

The Table Score of interpretation

Interval	Interpretation
0% - 20%	Very Low
21% - 41%	Low
41% - 60%	Enough
61% - 80%	**High**
81% - 100%	Very High

B. Range, Standard Deviation, Mean, Median, and Modus of Control Class by Using Role Play Method in Post-Test

Result of the Normality Test of Control Class by Using Role Play Method

No	Letter Initial	Score	Category
1	Ani	90	Very High
2	Jen	90	Very High
3	Mar	90	Very high
4	Jan	90	Very high
5	Lai	80	high
6	Ser	90	Very High
7	Eli	90	Very High
8	Wil	90	Very high
9	Ris	90	Very high
10	Dam	90	Very High
11	Pad	80	High
12	Mel	80	High
13	Sol	80	high
14	Put	80	High
15	Yul	80	High
16	Ron	70	High

17	Rah	80	High
18	Ria	90	Very high
19	Her	70	High
20	Min	90	Very high
21	Ron	90	Very High
22	Ric	90	Very high
23	Joe	80	High
24	Lia	80	high
25	Nat	80	High
26	Nab	90	Very high
27	Naz	80	High
28	Met	90	Very High
29	Idr	80	High
30	Jut	80	High
31	Ask	80	High
32	Pend	90	Very High
33	Mar	80	high
34	Elp	80	High
35	San	80	high
36	Rio	80	high
Total		3020	

1. High = 90
   Low = 70
   Range = High – Low
   = 90 – 70
   = 20
2. Total of Classes = 1 + 3,3 log (n)
   = 1 + 3,3 log (36)
   = 1 + 3,3 (1,56)
   = 1 + 5,15
   = 6,15
   = 6

3. Length of Classes = $\dfrac{\text{Range}}{\text{Total Class}}$

   = 20/6

$$= 3{,}33$$

$$= 3$$

4. Mean

Interval Class	f	X	x	fx	x^2	fx^2
70-72	2	71	4	8	16	32
73-75		74	3		9	
76-78		77	2		4	
79-81	18	80	1	18	1	18
82-84		83	0		0	
85-87		86	-1		1	
88-90	16	89	-2	-32	4	64
$i=7$	36			34	35	114

$$Mx \quad = M^1 + i \ \frac{\Sigma fx^1}{n}$$

$$= 80 + 7 \left\{ \frac{34}{36} \right\}$$
$$= 80 + 7 \ (0{,}94)$$
$$= 80 + 6{,}58$$
$$= 86{,}94$$

$$SD_t \quad = \quad i \sqrt{ \frac{\Sigma fx^{'2}}{n} - \left\{ \frac{\Sigma fx^{'}}{n} \right\}^2 }$$

$$= 7 \sqrt{ \frac{114}{36} - \left\{ \frac{34}{36} \right\}^2 }$$

$$= 7 \ \sqrt{3{,}16 - (0{,}94)^2}$$

$$= 7 \ \sqrt{3{,}16 - 0{,}88}$$

$$= 7 \ \sqrt{2{,}28}$$

$$= 7. \ 1{,}50$$

$$= 10{,}56$$

5. Median

No	Interval Classes	F	fk
1	70-72	2	2
2	73-75		2
3	76-78		2
4	79-81	18	20
5	82-84		20
6	85-87		20
7	88-90	16	36

Me $\quad = Bb + i \left\{ \dfrac{n/2 - F}{fm} \right\}$

Me $\quad$ = Median

Bb $\quad$ = low limit of the interval median conceives Me

Fm $\quad$ = Frequency of class conceives Me

F $\quad$ = Frequency of cumulative before interval of classes conceives Me

i $\quad$ = Length of classes

n $\quad$ = Total of sample

So,

Me $\quad = Bb + i \left\{ \dfrac{n/2 - F}{fm} \right\}$

$= 75{,}5 + 7 \left\{ \dfrac{18 - 0}{0} \right\}$

$= 75{,}5 + 7 \ (0)$

$= 75{,}5 + 0$

$= 82{,}5$

6. Modus $\quad = Mo = Bb + i \left\{ \dfrac{b1}{b1 + b2} \right\}$

Bb $\quad$ = low limit of interval conceives Mo

b1 $\quad$ = quarrel of frequency conceives modus with frequency before

b2 $\quad$ = quarrel frequency conceives modus with frequency next

i $\quad$ = length of classes

So,

$$\text{Mo} = Bb + i \left\{ \frac{b1}{b1 + b2} \right\}$$

$$= 78,5 + 7 \left\{ \frac{0}{0+0} \right\}$$

$$= 78,5 + 7\ (0)$$

$$= 78,5 + 0$$

$$= 78,5$$

7. Score Interpretation $= \dfrac{3020}{100 \times 36} \ \text{x}\ 100\%$

$$= \dfrac{3020}{3600} \ \text{x}\ 100\%$$

$$= 83\%$$

The Table Score of interpretation

Interval	Interpretation
0% - 20%	Very Low
21% - 41%	Low
41% - 60%	Enough
61% - 80%	High
81% - 100%	**Very High**

APPENDIX X

T_{test} OF THE BOTH AVERAGES

The formula was used to analyze the test was t-test, that:

$$t = \frac{X_1 - X_2}{\sqrt{\dfrac{1}{n_1} + \dfrac{1}{n_2}}}$$

And the formula of standard deviation is:

$$s = \sqrt{\frac{(n_1 - 1)\, s_1{}^2 + (n_2 - 1)\, S_2{}^2}{n_1 + n_2 - 2}}$$

So,

$$s = \sqrt{\frac{(38 - 1)\, 61{,}33 + (36 - 1)\, 45{,}75}{38 + 36 - 2}}$$

$$= \sqrt{\frac{37\,(61{,}33) + 34\,(45{,}75)}{72}}$$

$$= \sqrt{\frac{2269{,}21 + 1555{,}5)}{72}}$$

$$= \sqrt{\frac{3824}{72}}$$

$$= \sqrt{53{,}12}$$

$$= 7{,}28$$

So,

$$t = \frac{X_1 \ - \ X_2}{\sqrt{\dfrac{1}{n_1} \ + \ \dfrac{1}{n_2}}}$$

$$= \frac{91 \ - \ 86{,}94}{\sqrt{\dfrac{1}{38} \ + \ \dfrac{1}{36}}}$$

$$= \frac{4{,}06}{\sqrt{0{,}03 + 0{,}03}}$$

$$= \frac{4{,}06}{\sqrt{0{,}06}}$$

$$= 4{,}06/7{,}28 \ (0{,}06)$$

$$= 4{,}06/0{,}44$$

$$= 9{,}23$$

Nama Sekolah	**: SMP NEGERI I ARSE**
Mata Pelajaran	**: Bahasa Inggris**
Kelas/Semester	**: VIII / I**
Pertemuan Ke	**: 1**
Alokasi Waktu	**: 2 x 45 menit**

A. **Standar Kompetensi**

Berbicara

7. Memahami makna dalam percakapan transaksional dan interpersonal dalam konteks kehidupan sehari-hari.

B. **Kompetensi Dasar**

7.2 Merespon makna dalam percakapan transaksional (to get things done) dan interpersonal (bersosialisasi) resmi dan tak resmi secara akurat, lancar dan berterima yang menggunakan ragam bahasa lisan sederhana dalam berbagai konteks kehidupan sehari-hari dan melibatkan tindak tutur: mengajukan dan menanggapi games dengan yes no question

C. **Indikator Pencapaian Kompetensi**

Indikator Pencapaian Kompetensi	Nilai Budaya Dan Karakter Bangsa
▪ Mengidentifikasi game yang diberikan ▪ Merespon game yang di berikan	Religius, jujur, toleransi, disiplin, kerja keras, mandiri, demokratis, rasa ingin tahu, semangat kebangsaan, cinta tanah air, menghargai prestasi, bersahabat, cinta damai, gemar membaca, peduli lingkungan, peduli sosial, tanggung jawab, mandiri

Kewirausahaan/ Ekonomi Kreatif :

- Percaya diri (keteguhan hati, optimis).
- Berorientasi pada tugas (bermotivasi, tekun/tabah, bertekad, enerjik).
- Pengambil resiko (suka tantangan, mampu memimpin)
- Orientasi ke masa depan (punya perspektif untuk masa depan)

D. Tujuan Pembelajaran

- Siswa dapat mengidentifikasi game yang diberikan
- Siswa dapat merespon game yang diberikan

E. Materi Pokok

What Am I Games

F. Metode Pembelajaran/Teknik:

Playing Game

G. Strategi Pembelajaran

Tatap Muka	Terstruktur	Mandiri
Siswa mampu mengidentifikasi dan merespon game yang diberikan	Siswa mampu mempraktekkan game yang diberikan	Siswa mampu mengerti dan menghafal kata-kata yang harus di ucapkan saat game berlangsung

Langkah-langkah Kegiatan Pembelajaran

Kegiatan Awal (10')

- Mengucapkan salam dengan ramah kepada siswa ketika memasuki ruang kelas *(nilai yang ditanamkan: santun, peduli)*
- Mengecek kehadiran siswa *(nilai yang ditanamkan: disiplin, rajin)*
- Mengaitkan materi/kompetensi yang akan dipelajari dengan karakter
- Dengan merujuk pada silabus, RPP, dan bahan ajar, menyampaikan butir karakter yang hendak dikembangkan selain yang terkait dengan SK/KD

- Siswa berdiskusi mengenai games yang diberikan

Kegiatan Inti (70')

Eksplorasi

Dalam kegiatan eksplorasi guru:
- Preparing the material in sufficient quantities
- Explaining clearly what is to be done
- Checking answer at the end of an activity.

Elaborasi

Dalam kegiatan elaborasi guru:

- Explain the role of the games
- Making the discussion to choose the ideas with students
- Playing the game with students

Konfirmasi

Dalam kegiatan konfirmasi guru:

- Memberikan umpan balik pada siswa dengan memberi penguatan dalam bentuk lisan pada siswa yang telah dapat mempraktekkan communication games.
- Memfasilitasi siswa melakukan refleksi untuk memperoleh pengalaman belajar yang sudah dilakukan.
- Memberikan motivasi kepada siswa yang kurang dan belum bisa mengikuti dalam materi communication games.

Kegiatan Akhir (10')

- Siswa diminta mempraktekkan communication games itu di luar sekolah atau dimana pun
- Siswa dan Guru melakukan refleksi terhadap kegiatan yang sudah dilaksanakan.

H.   Sumber/Bahan/Alat
- RPP and Bahan Ajar

I.   Penilaian

- Teknik   :   Tugas Kelompok

▪ Bentuk Instrumen   :   Lisan

Contoh Instrumen   :

Procedure:

4. Define and discuss the meaning of abstract concept.
   Definition: An abstract concept is a term or thought that refers to a quality, an emotion, or an idea such as "sensitivity" or "imperialism", rather than to a solid or concrete object such as a "truck" or a "football". Discuss abstract concepts with the students as appropriate or needed.
5. Explain to the students that you will tape an abstract concept involving politics or states of mind to their back. Discuss types of politics or government and states of mind you will be using so the students can narrow down the universe of words. You may also choose to make a transparency of the resource sheet to give students a preview of the words that will be used in the exercise.
6. Tell the students that they are to ask enough yes or no, or yes AND no question of another students to guess the concept. As an example, explain that you might have the word sensitivity on your back. To guess your word, you might ask the following questions:
   f.   Is it a type of government?   NO
   g.   Is it an emotion?   YES
   h.   Is it a concept related to business?   NO
   i.   Is it a feeling or emotion?   YES
   j.   Is it something you learned about in school?   YES

The questioning should continue until each student guess the name of his or her concept. Once they guess, they should circulate to help others students guess their concept.

Assessment
You can informally assess the students' quality of questions.
Extensions and Modifications
Once the students have all guessed their tags, have them repeat the exercise using either the words on Assorted Concept Tags resource sheet or words they have chosen.

Mengetahui   20 Agustus 2014
Kepala Sekolah SMP Negeri 1 Arse   Guru Mata
Pelajaran

Drs. Tagam Dongoran, M.Pd   Askolan, S.Pd
NIP. 196001071984031004   NIP.
196208301986011003

Appendix XI

The values in "t" Distribution

df	α untuk uji 2 pihak (two tail test)					
	0,5	0,2	0,10	0,05	0,02	0,01
	α untuk uji 1 pihak (one tail test)					
	0,25	0,10	0,005	0,025	0,01	0,005
1	1,000	3,078	6,314	12,706	31,812	63,657
2	0,816	1,886	2,920	4,303	6,965	9,925
3	0,765	1,638	2,353	3,182	4,541	5,841
4	0,741	1,533	2,132	2,776	3,747	4,604
5	0,727	1,473	2,015	2,571	3,365	4,032
6	0,718	1,440	1,943	2,447	3,143	3,707
7	0,711	1,415	1,895	2,365	2,998	3,499
8	0,706	1,397	1,860	2,306	2,896	3,355
9	0,703	1,383	1,833	2,262	2,821	3,25
10	0,700	1,372	1,812	2,228	2,764	3,169
11	0,697	1,363	1,796	2,201	2,718	3,106
12	0,695	1,356	1,782	2,179	2,781	3,055
13	0,694	1,350	1,771	2,160	2,650	3,012
14	0,692	1,345	1,761	2,145	2,624	2,977
15	0,691	1,341	1,753	2,131	2,602	2,947
16	0,690	1,337	1,786	2,120	2,583	2,921
17	0,689	1,333	1,740	2,110	2,567	2,898
18	0,688	1,330	1,734	2,101	2,552	2,878
19	0,688	1,328	1,729	2,093	2,539	2,861
20	0,687	1,325	1,725	2,086	2,528	2,845
21	0,686	1,323	1,712	2,080	2,518	2,831
22	0,686	1,321	1,717	2,074	2,508	2,819
23	0,685	1,319	1,714	2,069	2,500	2,807
24	0,685	1,318	1,711	2,064	2,492	2,797
25	0,684	1,316	1,708	2,060	2,485	2,787
26	0,684	1,315	1,706	2,056	2,479	2,779
27	0,684	1,314	1,703	2,052	2,473	2,771
28	0,683	1,313	1,701	2,048	2,467	2,763
29	0,683	1,311	1,699	2,045	2,462	2,756
30	0,683	1,310	1,697	2,042	2,457	2,750
40	0,681	1,303	1,684	2,021	2,423	2,704
60	0,679	1,296	1,671	2,000	2,390	2,660
120	0,677	1,289	1,658	1,980	2,358	2,617
@	0,674	1,282	1,645	1,960	2,326	2,576

CURRICULUM VITAE

A. Identity

     Name   : LIONY

     Nim   : 10 340 0009

     Place and birthday   : Hutapadang, January 28th 1992

     Sex   : female

     Religion   : Islamic

     Address   : Hutapadang, Kecamatan Arse (Sipirok) Tapanuli Selatan

B. Parent

    1. Father's name   : ASKOLAN BATUBARA, S.Pd

    2. Mother's name   : HAMIDAH NUR NASUTION

C. Educational background

    1. Graduated from Elementary School of SDN 200110 Hutapadang in 1998 – 2004.

    2. Graduated from Junior High School of SMP N 1 Arse in 2004 – 2007.

    3. Graduated from Senior High School of SMA Negeri 3 Padangsidimpuan in 2007 – 2010.

    4. Be College student in State Institute for Islamic Studies (IAIN) Padangsidimpuan.

CHAPTER I

INTRODUCTION

A. Background of the Problem

Today students learn English at school, they will learn the four skills namely; listening, speaking, reading and writing. All of these skills must be practiced by students and cannot be separated from one to another if one expects to be able to communicate freely in English. However, it cannot be denied that English is still a crucial problem for Indonesian students. As a matter of fact, until today most students from Junior High School up to University level have difficulties in all of these skills.

Learning English is very important, because English has become an international language, which is used by most communities in the world. Many countries use English as their second language. In spite of the difficulties in studying English, it is worthwhile to study the language because it plays a very important role in almost all fields of life such as: communication, commerce, economy, politics, education, science, technology and so on.

English is as a subject which should be learnt by all students in school all over Indonesia from Junior High School up to University as the first foreign language. Language as a social phenomenon has a function as a means of communication by means of which members of a community communicate

and interact with one another. When the communication and interaction occur, words are recited.

All English teachers must think about the best method in teaching the language. Besides, they also prepare the teaching materials as well as the teaching aids to reach the objectives of teaching. The purpose of that effort is to increase the result of teaching as the curriculum demanded.

Actually many people cannot speak English. In fact, in Indonesia just a little people can speak English, like we watch in television especially in education news that English is difficult to learn. So, that in Indonesia people is categorized low in English. In the context of English, communicate competence includes four major aspects categorized in two main ways that is receptive competence that consists of two modes namely listening and reading comprehension and then productive competence consists of two modes namely speaking and writing.

Speaking as one of the four language skills is an important aspect of language. Through speaking students can show that they are proficient in the language or not. Similarly, those who study English are supported to be able to speak the language well if they want to make an impression that they have mastered the language. In speaking there is an interaction between speaker and listener.

It is based to Alqur'an sentence 44 of Thoha:

<div dir="rtl">

فَقُولَا لَهُ ۥ قَوْلاً لَّيِّنًا لَّعَلَّهُ ۥ يَتَذَكَّرُ أَوْ يَخْشَىٰ ﴿٤٤﴾

</div>

Its meaning: *And speak into him a gentle word that peradventure he may heed of fear.*[1]

Speaking is the productive oral skill. It consists of producing systematic verbal utterances to convey meaning. The abilities of speaking are very important in expressing our minds to other people. Most teachers have already used several methods in presenting speaking activities for the SMP level, but their students still poor. This fact can be observed if we try to communicate with them, they do not give any responses or they just keep silent.

It is also based to Alqur'an sentence 104 of Ali Imran:

<div dir="rtl">

وَلْتَكُن مِّنكُمْ أُمَّةٌ يَدْعُونَ إِلَى ٱلْخَيْرِ وَيَأْمُرُونَ بِٱلْمَعْرُوفِ وَيَنْهَوْنَ عَنِ ٱلْمُنكَرِ ۚ وَأُو۟لَٰٓئِكَ هُمُ ٱلْمُفْلِحُونَ ﴿١٠٤﴾

</div>

Its meaning: *and there may spring from you a nation who invite to goodness, and enjoin right conduct and forbid indecency. Such are they who are successful.*[2]

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[1]R.H.A. Soenarjo, *Alqur'an Dan Terjemahan* (Semarang: CV. Toha Putra, 1989), p.201
[2]R.H.A. Soenarjo, *Alqur'an Dan Terjemahan* (Semarang: CV. Toha Putra, 1989), p.106

It was frequently happened that some students who have good marks in English especially in Final examination (UAN) still face a lot of difficultness in expressing their minds in Spoken English.

The researcher found from one of English teacher in SMP Negeri I Arse Mr. Askolan that most English teachers in this school seem still using usual technique of teaching although direct method and functional approach have been being implemented. It is one of the problems in this school. The teachers must make variations and choose a suitable method in teaching speaking in order to make the students interested. In the teaching learning processes, the problem of teaching is not only the teaching material, but also the method that we use in teaching speaking. The teaching process will not give a good result if the way of teaching was not suitable to the students' conditions. Therefore, teaching method will make the teaching learning process run well. The teacher must know the suitable method for the students to make them more comfortable in the class especially in learning speaking skill.

The above facts have appeared among the students of SMP N 1 Arse. In order to make more clearly about the phenomena, according to Mr. Askolan as English teacher there that there were a lot of students who faces a lot of problems in communicating their minds in speaking English, as researcher found their mark in speaking is low (about 65, 60 and 55). The researcher pays a lot of attentions to their speaking abilities, because the researcher found that the students' failures in communicating their mind in

English because the teacher is rarely used suitable method in teaching. They focus their goal to face national test. This fact is gotten by the researcher by trying a communicate with the students.

In connection with the above phenomena, researcher admits that the teachers have tried to overcome such phenomena such as conducting the appropriate private English course, doing some English activities and so on.

In relation to the students' weakness in speaking ability, according to Mr. Askolan it can be caused by many factors such as external factors and internal factors. Internal factors means the factor comes from the inside of the students, for example the lack of grammar and vocabulary mastery. The internal factor in SMP Negeri I Arse are; the students unlike of the teaching material that given from the teacher, the low of interaction between teacher and students

While external factor means the factor comes from outside of the students, like the teachers' method, attitude, discipline, curriculum the way in evaluation and the environment. The external factor in SMP Negeri I Arse are; the teacher still using usual technique of teaching, the teacher cannot make variation and choose a suitable method in teaching speaking and the way of teaching was not suitable to the students' conditions. In this case, it is also important to consider the appropriate methods in order to achieve the teaching and learning process.

Based on the above facts, it is available to study **the comparison between the results of using two kinds of method (Playing Game Method and Role Play Method) particularly in teaching Speaking.**

B. **Identification of the Problem**

In connection to the above background, here the researcher identifies that students get difficulties in speaking achievement because of two factors. They are internal factor and external factor. The internal factor are; the students unlike of the teaching material that given from the teacher, the low of interaction between teacher and students. While external factor are; the teacher still using usual technique of teaching, the teacher cannot make variation and choose a suitable method in teaching speaking, the way of teaching was not suitable to the students' conditions and the teacher focus their goal to face national test while there is not speaking in national test.

C. **Limitation of The Problem**

As mentioned in identification of the problem above, it can be seen that there are several factors that influence students' speaking abilities. Realizing the fact and the times available for the researcher is limited, so the researcher tries to limit the scope of this study which focuses only the use of methods in teaching speaking. In this case the researcher compares the Result of Teaching Speaking by Using Game Method and Role Play method, especially in speaking games.

D. **Formulation of the Problem**

In conducting the research, the researcher tries to formulate the problem as follows:

1. How far the results of teaching speaking by using Playing Game Method are?

2. How far the results of teaching speaking by using Role Play Method are?

3. Is there a significant difference between the results of teaching speaking by using Playing game Method and role Play Method?

E. The Purposes of the Research

The purposes of this research are;

1. To find out what the results of teaching speaking is by using Playing Game Method

2. To find out what extend the results of teaching speaking by Role Play method

3. To find out whether there is a significant difference between the results of teaching speaking by using Playing Game Method and Role Play Method.

F. The Significances of the Research

This research is intended to be useful for:

1. Headmaster, to give suggestion to English teacher in improving the learners' skill in English especially speaking subject.

2. The English teachers and everyone who pays attention in teaching speaking.

3. The students of SMP Negeri 1 Arse, to motivate and make them interested in learning English especially speaking.

4. Pre requirement for the researcher to get S.Pd.I

5. The researcher, to be an English teacher in the future.

6. Next researchers, to develop this research related to this topic.

G. Definition of Key Terms

To avoid ambiguity in assuming the title of this research, the researcher clarified the used terms in this research as follows:

1. Comparative

Comparative is the form of an adjective or adverb that expresses more in amount, degree or quality.[3] So comparative is used to state comparison between two things, persons, events or methods.

2. Teaching Speaking

Teaching is implied in the first definition of learning, may be defined as showing or helping someone to learn how to do something, giving instructions, guiding in the study of something, providing with knowledge, causing to know or understand.[4]

According to David Nunan that speaking is productive aural or oral skill, it consists of producing systematic verbal utterances to convey meaning.[5]

So, teaching speaking is a form of communication that have an interactive skill for process of constructing meaning that involves

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[3]A.S. Hornby, *Oxford Advanced Learners dictionary,* (New York: Oxford University Press, 2000), p.259.

[4]Doughlas Brown, *Principles of Language Learning and Teaching*, (San Fransisco: Pearson Longman, 2007), p. 7-8.

[5]David Nunan, *Practical English Language Teaching,*(New York: Mc. Graw-Hill Contemporary, 2013) p. 48.

production and receiving and processing information and done by teaching.

3. Game Method

    A game is an activity with rules, a goal and an element of fun.[6] So, game is the learning activity that can make the students be fun when learning process.

4. Role Play Method

    Role play is an activity in which people act a situation.[7] So, role play is the approach of teacher because can make students more when learning process

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[6]Jill Hadfield, *Harrap's Communication Games,* (Melbourne: Victoria 3000, 1985), p.4.
[7]A.S. Hornby, *Op.Cit.,* p.373.

CHAPTER II

THEORETICAL DESCRIPTION

A. **The Description Theory**

1. **Teaching Speaking**

   a. **Definition of Speaking Achievement**

   There are many theories have pointed out by many linguistics about the results of speaking, the researcher tries to make some of them. In Oxford Advance dictionary, the definition of speaking is "to express or communicate opinions, feelings, ideas, etc by or as talking and it involves the activities in the part of the speakers as psychological, psychological (articulation) and physic (acoustic) stages".[1] According to Jo Mc Donough and Christoper Shaw Speaking is desire and purpose driven, in order to communicate something to achieve a particular end.[2] David Nunan also state that speaking is the productive skill that consists of producing systematic verbal utterances to convey meaning. While Theodore Huebner said "Speaking is a skill used by someone in daily life communication whether at school or outside. The skill is acquired by much repetition; primarily a euro

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[1] Oxford Advanced dictionary, p.13.

[2] Jo Mc Donough and Christoper Shaw, *Material and Methods in ELT*, (USA: Blackwell Publisher, 1994), p.152.

muscular and not an intellectual process. It consists of competence in sending and receiving messages.[3]

Speaking also explained as negotiating intended meaning and adjusting one's speech to produce the desired effect on the listeners. It means "anticipating the listeners' response and possible misunder standings, clarifying one's own and the other's intentions, and arriving at the closest possible match between intended, perceived and anticipated meanings. Speaking in a classroom entails interacting with the teacher and peers, depending on how classroom activities are organized.[4]

In other words, speaking skills is the skill to pronounce sound articulations of words to express, to declare and to deliver the ideas, feelings or senses in speaking.[5] Houghton Mifflin Company said that speaking skill is a skill to utterance of intelligible speech, speech production is the utterance, vocalization, the use of the uttered sounds for auditory communications, speech also the exchange of the spoken words they were perfectly comfortable together without speech.[6]

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[3]A.L. Chaney and T.L. Burk, *Teaching Oral Communication in Grades K-8*, (Boston: Allyn and Bacon, 1998), p.13.

[4]J. Michael O. M.Alley, *Authentic Assessment for English Language Learners*, (USA: Addison-Wesley Publishing Company, 1996), p.59.

[5]Henry Guntur Tarigan, *Berbicara Sebagai suatu Keterampilan Berbahasa*, (Bandung: Angkasa, 1990), p.15.

[6]Houghton Mifflin, *Dictionary of the English Language* (American: The American Heritage, 2003, http//www.dic.die.net/speaking) accessed at 16th December 2013 at 08.00.

Then, Nurhady says "berbicara adalah menyampaikan idea atau pesan verbal secara aktif".[7] It means that speaking is to convey our idea or verbal message actively.

By looking of the above explanation, it can be concluded that speaking is the interaction to express thought, feeling, idea, and sense. Relevant to this, the purposes of speaking are giving the responses and giving the sense.

It is also written on the preface page of the Curriculum Bahasa Inggris SMP 2004:

> Sejauh ini terdapat sejumlah kompetensi yang berhubungan dengan bidang bahasa yang melihat kompetensi bahasa dari berbagai perspektif. Dalam kurikulum ini model kompetensi berbahasa yang digunakan adalah model yang dimotivasi oleh pertimbangan pedagogi bahasa yang telah berkembang atau berevolusi sejak model Canale dan Swain kurang lebih sejak tiga puluh tahun yang lalu. Salah satu model terkini yang ada dalam literature pendidikan bahasa adalah yang kompatibel dengan pandangan yang teoritis bahwa bahasa adalah komunikasi, bukan sekedar seperangkat aturan. Implikasinya adlah bahwa model kompetensi yang dirumuskan adalah model yang menyiapkan siswa untuk berkomunikasi dengan bahsa untuk berpartisipasi dalam masyarakat pengguna bahasa. Model ini dirumuskan sebagai Communicative Competence atau Kompetensi Komunikatif (KK).[8]

Based on the above views, it can be seen that nowadays there are some competence that related to languages that awarded about languages competence according to some opinions. In this curriculum

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[7]Tim Pengembangan Ilmu Pengetahuan, *Ilmu Dan Aplikasi Pendidikan,* (Jakarta: PT. Impereal Bhakti Utama, 2007), p.125.

[8]Depdiknas, *Kurikulum 2004 Mata Pelajaran Bahasa Inggris Untuk SMP*, (Jakarta: Depdiknas, 2003), p.1.

the kind of used languages pedagogical that have developed or revolted since the model of Canale and Swain since about thirty years ago. One of the latest models that can be found in the languages teaching literatures which comparative that assume languages is a communication not a set of roles. So the model of language competence that should be set up is the model that makes the learners are ready to communicate with the society who used the language. The model was form as Communicative Competence (CC).

In relation to the above opinions, the researcher realize that teaching speaking in the SMP level is very important, because speaking is the most frequently used in communicating our minds to others. According to A.S. Hornby, Speaking means to talk, to say or to mention something.[9] It is also mentioned in the preface page of the 1994 Curriculum English SLTP:

> Untuk mencapai keterampilan komunikatif diatas, diperlukan pengetahuan dan keterampilan umum bahasa inggris yang dijabarkan dalam bagian kurikulum ini, yakni; a) unsur-unsur bahasa dan b) kegiatan berbahsa, sesuai dengan tinfkat SMP. Unsure-unsur bahsa itu antara lain; 1) kelancaran, 2) ketepatan structural, 3) kosa kata, dan 4) Ucapan.[10]

In order to get the communicative skill above, it is needed the basic skill of English Language that spread in the inside part of this curriculum, they are; a) the element of language and b) the language activities according to the SMP level. The element of language such

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[9]A.S. Hornby, *Op.Cit.,* p. 1140.
[10]Depdiknas, *Kurikulum Bahasa inggris SMP 1994,* (Jakarta: Depdiknas, 1993), preface page.

as; a) fluency, b) structural accuracy and c) vocabulary and d) pronunciation.

In achieving the objectives of speaking, Suhaimi M Saleh and Samsul Ma'arif point out that the using of method is one of the important factors that must be awarded by teachers.[11]

Based on the above opinion it is clear that it is important for the teacher to select the suitable method for his/her topic of discussion.

b. Elements of Speaking

For teaching speaking, the teacher must know what the elements of speaking. According to harmer, there are four elements of speaking as follows:[12]

1) Connected Speech

Connected speech is effective speakers of English need to be able not only to produce the individual phonemes of English but also to use fluent connected speech sounds are modified, added or weakened (through constructions and stress patterning).

2) Expressive Devices

Expressive devices is native speakers of English change the pitch and stress of particular parts of utterances, vary volume and

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[11]Suhaimi M. Saleh and Samsul Ma'arif, *Metode Pengajaran Bahasa Inggris,* (Jakarta: Directorat Pendidikan Lanjutan Pertama, 2003), p.32.
[12]Jeremy Harmer, *The Practice of English Language Teaching,* (England: Longman, 2003), p.269-270.

speed and show by other physical and non verbal means how they are feeling. The use of these devices contributes to the ability to convey meanings.

3) Lexis and Grammar

Lexis and grammar is spontaneous speech marked by the use of number of common lexical phrases, especially in the performance of certain language functions. Teachers should therefore supply a variety of phrases for different functions such as agreeing or disagreeing, expressing surprise, shock or approval. Where students are involved in specific speaking contexts such as a job interview, we can prime them, in the same way, with certain useful phrases which they can produce at various stages of interactions.[13]

4) Negotiation Language

Negotiations language is effective speaking benefits from the negotiatory language we use to seek clarification and to show the structure of what we are saying. We often need to ask for clarification when we are listening to someone else to talk. For students this is especially crucial. A useful thing teachers can do, therefore, is to offer them phrases such as:

- I am sorry, I have lost your book

c. The Difficulties of Speaking

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[13] *Ibid.,*

To make speaking easier, we must know the difficulties of speaking. According to Brown, there are eight factors that make speaking difficult, as follows:[14]

1) **Clustering**

Fluent speech is phrasal, not word by word. Learners can organize their output both cognitively and physically (in breath group) through such clustering.

2) **Redundancy**

The speaker has an opportunity to make meaning clearer through the redundancy of language. Learners can capitalize on this feature of spoken language.

3) **Reduced Forms**

Contractions, elisions, reduced vowels, etc; all forms special problems in teaching spoken English. Students who don't learn colloquial contractions can sometimes develop a stilted, bookish quality of speaking.

4) **Performance Variables**

One of the advantages of spoken language is that process of thinking to manifest a certain number of performance hesitations, pauses, backtracking and corrections. For example, in English "Thinking time" is not silent, but filled with; uh, um, well,

[14]H. Doughlas Brown, *Teaching by Principles an Interactive Approach to language Pedagogy*, (New Jersey: Englewood Cliffs, 2001), p.256-257.

you know, I mean, like etc. one of the important differences between native and non native speakers of language is in their hesitation phenomena.

5) **Colloquial Language**

Make sure the students are reasonably well acquainted with the words, idioms, and phrases of colloquial language and that they get practice in producing these forms.

6) **Rate of Delivery**

Another important characteristic of fluency is rate of delivery. One of tasks in teaching spoken English is to help learners to achieve an acceptable speed along with other attributes of fluency.

7) **Stress, Rhythm and Intonation**

This is the most important characteristic of English pronunciation. The stress-timed rhythm of spoken English and its intonation patterns convey important messages.

8) **Interactions**

Learning to produces waves of language in a vacuum without interlocutors would find speaking skill of its riches component: the creativity of conversational negotiations.[15]

d. **How to Teach Speaking**

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[15] *Ibid.,*

There are three basic reasons why it is good idea to give students to speaking tasks which provoke them to use all and any language at their command, as follows:[16]

1) **Rehearsal**

Getting students to have free discussions give them a chance to rehearse having discussion outside the classroom. Having them take part in a role play at an airport check – in desk allows them to rehearse such a real life even in the safety of the classroom. This is not the same as practice in which more detailed study takes place; instead it is a way for students to get the feel of what communicating in the foreign language really feels like.

2) **Feedback**

Speaking tasks where students are trying to use all and any languages they know provides feedback for both teacher and students. Teacher can see how well their class is doing and what language problems they are having; students can also see how easy they find a particular kind of speaking and what they need to do to improve. Speaking activities can give them enormous confidence and satisfaction and with sensitive teachers guidance can encourage them into further study.

3) **Engagement**

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[16]Jeremy Harmer, *How to Teach English*, (England: Addison Wesley Longman, 2004), p.87-88.

Good speaking activities can and should be highly motivating. If all the students are participating fully and if the teacher has set up the activity properly and can give sympathetic and useful feedback they will get tremendous satisfactions from it. Many speaking tasks (role play, discussion problem solving, etc) are intrinsically enjoyable in themselves.

e. Types of Classroom Speaking Performance

There are five types of classroom speaking performance, as follows:[17]

1) Imitative

Imitative is the ability to simply imitate a word or phrase or possibly a sentence. Imitation of this kind is carried out not for the purpose of meaningful interaction, but for focusing on some particular element of language form, and use drill method.

2) Intensive

Intensive is the production of short stretches of oral language designed to demonstrate competence in grammatical, phrasal, lexical or phonological relationship. Intensive speaking can be self-initiated or it can even form part of some pair work activity, where learners are going over certain form of language.

3) Responsive

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[17]H. Doughlas Brown, *Language Assessment Principles and Classroom Practice,* (Sanfransisco: Longman, 2004), p.141-142.

Responsive is the replies to teacher or students initiated questions or comments. Responsive assessment tasks include interaction and test comprehension but at the somewhat limited level of very short conversations, standard greetings and small talk, simple request and comments.

4) Interaction

The different between responsive and interactive speaking is in the length and complexity of the interactions, which sometimes include multiple exchanges or multiple participants. Interactions can take two forms of transactional language, which has the purpose of exchanging specific information or interpersonal exchanges, which have the purpose of maintaining social relationships.

5) Extensive

Extensive oral production tasks include speech, oral presentation and story – telling, during which the opportunity for oral interaction from listener is either highly limited or planned.

f. Testing Speaking

As we know that speaking is a productive skill that can be directly and empirically observed, those observation are invariable colored by the accuracy and affectivities of a test takes listening skills,

which necessarily compromises the reliability and validity of an oral production.

According to Arthur Hughes there six categories to measure speaking skill such as:[18]

1) **Accent**

Accent is the emphasis by stress, pitch or both given to a particular syllable or word when it is spoken.[19]

The accent can be identified looks like:

a) Pronunciation frequently unintelligible

b) Frequent gross errors and a very heavy accent make understanding difficult.

c) "Foreign accent" requires concentrated listening and mispronunciation lead to occasional misunderstanding and apparent errors in grammar or vocabulary.

d) Marked "foreign accent" and occasional mispronunciation, which do not interfere with understanding.

e) No conspicuous mispronunciations, but would not be taken for a native speaker.

2) **Grammar**

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[18]Arthur Hughes, *Testing for Langiage Teachers*, (USA: Cambridge University Press, 1990), p. 111.
[19]Victoria Newfeldt, *Webster New World College Dictionary-3ʳᵈ,* (New York: Simon & Schuster Inc, 1995), p.7.

Grammar is the part of the study of language which deals with the forms and structure of words (morphology), with their customary arrangement in phrase and sentence (syntax), and now often with language sounds (phonology) and word meanings (semantics).[20]

Grammar can be identified looks like:

a) Grammar almost entirely inaccurate phrases

b) Constant errors showing of very few major patterns and frequently preventing communication

c) Frequent errors showing some major patterns uncontrolled and causing occasional irritation and misunderstanding

d) Occasional errors showing imperfect control of some patterns but not weakness that causes misunderstanding

e) Few errors, with no pattern of failure

3) **Vocabulary**

Vocabulary is an interrelated group of nonverbal system, symbols, signs, gesture, etc.[21] it is used for communication or expression in particular art, skill, etc.

Vocabulary can be identified looks like:

a) Vocabulary inadequate for even the simplest conversation.

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[20]*Ibid.,*
[21]*Ibid.,*

b) Vocabulary limited to basic personal and survival areas (time, food, transportation, family)

c) Choice of words some time inaccurate, limitations of vocabulary prevent discussion of some common professional and social topics

d) Professional vocabulary adequate to discuss special interest; general vocabulary permits discussion on any non-technical subjects with some circumlocution.

e) Professional vocabulary broad and precise; general vocabulary adequate to cope with complex practical problems and varied social situations.

4) **Fluency**

A fluent speaker is the ability of a person to speak flowing and natural, it using with a concomitant playing down of the bits and piece of grammar and phonology.[22]

Fluency can be identified looks like:

a) Speech no halting and fragmentary that conversation is virtually impossible

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[22]H. Douglas Brown, *Op.Cit.,* p. 268-270.

b) Speech is very slow and uneven except for short or routine sentences

c) Speech is frequently hesitant and jerky: sentence may be left uncompleted

d) Speech is occasional hesitant, with some unevenness caused by rephrasing and grouping for words.

e) Speech is effortless and smooth, but perceptibly non-native in speed and evenness

5) **Comprehension**

Comprehension is the capacity for understanding ideas, fact, etc.[23] comprehension can be identified looks like:

a) Understand too little for the simplest types of conversation

b) Understand only slow, very simple speech or common social and tourist topics, requires constant repetition and rephrasing

c) Understand careful, somewhat simplified speech directed to him or her, with considerable repetition and rephrasing

d) Understand quite well normal educated speech directed to him or her, but requires occasional repetition and rephrasing

e) Understand everything in normal educated conversation except for very colloquial or low frequency items or exceptionally rapid or slurred speech.

2. **Playing Game Method**

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[23]Victoria Newfeltd, *Op.Cit.,* p. 286.

a. Definition of Playing Game Method

Playing game method according to Theodore L. Turocy is the formal study of conflict and cooperation.[24] Playing game is structured playing, usually undertaken for enjoyment and sometimes used as an educational tool.[25] According to Salen & Zimmerman "Playing game is a system in which players engage in an artificial conflict, defined by rules, that results in a quantifiable outcome."[26]

Playing games methods are objects which consist of components and rules and have certain criteria: rules, a goal, always changing course; chance; competition; common experience; equality; freedom; activity; diving into the world of the game; and no impact on reality.[27] Playing games is another word for screwing people's minds up, feeding you with lies and the sweetest things that you want to hear and never hear from them again or will try to get into your pants.[28]

So, game methods are distinct from work, which is usually carried out for remuneration, and from art, which is more often an expression of aesthetic or ideological elements. Game theoretic concepts apply whenever the actions of several agents are interdependent. These agents may be individuals, groups, firms, or any

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[24]Theodore L.Turocy, Game Theory, (London: Texas A&M University, 2001)

[25]http://en.wikipedia.org/wiki/Game, accessed on July 20, 2014 at 11.43.

[26]http://hippasus.com/rrpweblog/ rubenrp@hippasus.com, accessed on July 20, 2014 at 11.45.

[27]http://www.thegamesjournal.com/articles/WhatIsaGame.shtml , accessed on July 20, 2014 at 09.30.

[28]http://www.thegamesjournal.com/articles/WhatIsaGame.shtml , accessed on July 20, 2014 at 09.30.

combination of these. The concepts of playing game theory provide a language to formulate structure, analyze, and understand strategic scenarios.

Playing game can be described formally at various levels of detail. A *coalitional* (or *cooperative*) game is a high-level description, specifying only what payoffs each potential group, or coalition, can obtain by the cooperation of its members. What is not made explicit is the process by which the coalition forms. As an example, the players may be several parties in parliament. Each party has a different strength, based upon the number of seats occupied by party members. The game describes which coalitions of parties can form a majority, but does not delineate, for example, the negotiation process through which an agreement to vote en bloc is achieved.[29]

The object of study in game theory is the *game*, which is a formal model of an interactive situation. It typically involves several *players*; a game with only one player is usually called a *decision problem*. The formal definition lays out the players, their preferences, their information, the strategic actions available to them, and how these influence the outcome.

Jill Hadfield in his book Harraps Communication Game point out that:[30] A game is an activity with rules, a goal and an element of

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[29]*Ibid.*
[30]Jill Hadfield, *Op.Cit.,*p.4.

fun. There are two kinds of games, Competitive games in which the players or teams race to be the first to reach the goal, whiles in co-operative games the players or teams work together towards a common goal.

Related to the above opinion, it can be pointed out that Playing Game Method is the way to teaching languages which involves the learners and the teacher or the presenter to the game. By using this method, the learners will compete each other or one team with another team.

The teachers' role in this activity is as monitor and recourse center, moving from one group to group. Listening supplying and necessary languages, knowing errors, but not interrupting or correcting as this impedes fluency and spoils the atmosphere.

The teachers mainly responsible for:

1) Preparing the material in sufficient quantities

2) Explaining clearly what is to be done

3) Checking answer at the end of an activity.

Once an activity started, students usually work independently of the teacher of their own pace. The teacher goes round in the classroom listening and monitoring their progress and only interfering or helping if absolutely necessary.[31] If you have not organized groups

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[31]Peter Watcyn-Jones, *Vocabulary Games and Activity,* (England: Pearson Education Limited, 2001), p.11.

work before, then it is advisable to work slowly towards it. First of all, makes the learners familiar with work in pairs.

There are three main types of activities in playing game: they are pair work, involving two partners; small group works, involving groups of three or four; and whole class activity, where everyone moves freely around the room.

The procedures of teaching speaking by using the Playing Game Method are best played in three stages:

1) The role of the games

Generally the best ways of getting the students to understand how a game is played is not by explaining the roles but to play a trial round with the students

2) Choosing the sides

The game can be played in the following ways

a) Players A versus players B, here each person in the class plays again each others

b) Small team versus small team, here the class is divided up into a number of small teams

c) You versus the class, here individual student in turn play again the rest of the class.

3) Playing the game

In game involving team discussions, stress to your students that the working language should as far as possible, be English.

While the game is being played, any corrections of mistakes should be done in as unobtrusive a way possible so as not distract from the game.

In communication games, there is a game "What is It", Duppenthaler called "Hints". The learners are divided into groups of four or five. Each groups thinks of a word in their first language, such as the name of a national dish. The groups then prepares one sentence for each learners in the group that describes the word. Then the learners say the sentences and points are awarded to the group that guesses it. If after all the sentences are said it still cannot be guessed, then the team who made the sentences loses point.[32]

b. **The Advantages and Disadvantages of Game**

In specific case, the advantages and disadvantages of games can also we look from below:[33]

Advantages and Disadvantages of Game

Advantages	Disadvantages
- Many games can be very social able, either playing against your mates on the sofa or online with other people - Games can be intellectual where you use clever strategy to beat other people	- Many other games are aimed for single player and so cold be criticized for isolating you from family and friends for many hours - They can take on awful lot of hours, that time could be spent doing something more productive

[32]Jonathan Newton, *Teaching ESL/EFL Listening and Speaking,* (Newyork: Routledge, 2009), p.31.

[33]Http://www.teach_ict.com/gcse_new/entertainment/games/miniweb,p.8.htm, accessed on June 24 2014 at 17.00

- Games can be educational such as simulations of flight or real life situations - Improved eye-hand co-ordination for playing those fast action games - Improved reaction times and quick thinking as a result of playing challenging games - Games are plain fun	or social able - Constant use of thumbs wrist and eyes can lead to problems such as eye-strain, RSI and other physical problems - Games do not need much physical activity and so could be criticized for making me in fit although the new motion sensing games are extremely active

3. Role Play Method

a. Definition of Role Play

According to Hornby, Role Play is an activity which people act a situation.[34] Role play, quite simply, means that pupils are asked to identify with fictious characters and to speak and behave in the same way as they think these people would. Alternative male and female names have been supplied on the role cards, except in certain cases where the sex of the character portrayed is integral to the role play. All the roles in the book can be acted equally well by male or female pupils.[35]

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[34]A.S Hornby, *Op.Cit.,* p.373.
[35]Peter Watcyn Jones, *Act English*, (London: Vogan Page, 1977), p.10.

Role play is learning process in which participants act out the roles of other individuals in order to develop particular skills and to meet particular learning objectives.[36]

In other hand, role play assign distinct roles to each students and ask them to speak through these roles. Role play tend to be more structured than improvisation but less scripted than play.[37] For example, one student might be given the role of an angry Senior Library awaiting the late return the book borrowed to the library; another student could be given the role of the student that want to return a book damaged. Student would have to prepare a dialogue prior to making their conversation.

So, role play is quite simple and brief technique to organize which participants act out the roles of other individuals in order to develop particular skills and to meet particular learning objectives.

Many games include the element of Role Play. Players are given the names and some characteristics of a fictive character. According to Jill Hadfield, the Role Play are not given in the true sense, as the role play elements are always subordinates to the game for the purposes language use.[38]

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[36]Gillian P.L, *Role Play Resources Book for Teacher*, (London: Oxford University Press, 1987), p.25.

[37]J. Michael Omalley, *Op.Cit.,* p.85.

[38]Jill Hadfield, *Op.Cit.,* p.5.

What the researcher means by Role Play Method is the way of teaching languages by asking the learners to act in a fictive character prepared or given by the teacher or instructors. The characters is usually written on a peace of paper and given to the students of groups.

Dr. IG. AK Wardana also points out:

Bermain peran atau role play sudah sangat popular dalam dunia pembelajaran/pelatihan. Secara harfiah bermain peran berarti memainkan satu peran tertentu sehingga yang bermain tersebut harus mampu berbuat (berbicara dan bertindak) seperti peran yang dimainkannya. Misalnya jika peran yang dimainkannya adalah pedagang, maka ia harus mampu bertindak sebagai pedagang.[39]

A role play involves a whole class, while at other times smaller groups within the class are doing the Role Play at the same time. In the latter class, the teacher should try to arrange the room so that each group has its own working area in order to prevent students from being destructive by other groups. The room should also be arranged as required by the situation (e.g. the inside of a restaurant).

Here are some possible follow up to the Role Play; discussion by the students of the role play they have just done, saying how they are personally would have reacted in the circumstances. It is a good idea for the teacher to have several questions prepared forehead, just in case the role play does not work. Finally, where possible, a role play

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[39]Dr. IG. AK. Wardabi, *Model-Model Pembelajaran Interactive,* (Jakarta: STIA-Lan Press, 1997), p.91.

should be repeated a latter data, since a role play, like all languages activity, need constant practice and repetition. Students can occasionally be given different roles and asked to prepare them at home. Peter Watchyn Jones pointed out that ultimately the success of failures of a role play depends largely upon the teachers. A teacher who believes in role play will usually have successful role plays, although it is perhaps true that the more extrovert groups probably respond better than they would conversation class.[40]

Role playing activities can be divided into four stages:[41]

1. Preparation and explanation of the activity by the teacher

2. Student preparation of the activity

3. The role-playing

4. The discussion or debriefing after the role-play activity

Using games as teaching aids to the class certainly has function. A game helps to make the task of learning less boring and tedious, where can stimulate the interest of students. This statement was supported by Kian Ann:

Game helps the task of learning less boring and tedious. By using appropriately game can stimulate the interest of pupils and help them acquire or internalize certain essential language skill, the purpose

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[40]Peter Watcyn Jones, *Op.Cit.,*p.13.
[41]Cherif, A., Verma, S. and Summervill, C. *Role Playing as a Teaching Strategy*, (America), p.613.

of game can be used for motivation learning language skill and knowledge through fun.[42]

b. **Types of Role Play**

There are two main types of role play, they are:[43]

1) Detailed Role Play, which include a text to read through before hand, as well as detailed role cards and lists of useful phrases to be used during the role play.

2) More Simple Role Play, where the situation is outlined only briefly and the pupils have to work out the details of the roles themselves.

But both types of role play have one thing in common, they are intended to practice a definite function or structure (although other functions and structures are naturally practiced as well.

c. **The Advantages and Disadvantages of Role Play**

Role-playing as a teaching strategy offers several advantages for both teacher and student. First, student interest in the topic is raised. Research has shown that "integrating experiential learning activities in the classroom increases interest in the subject matter and understanding of course content". Secondly, there is increased involvement on the part of the students in a role playing lesson. Students are not passive recipients of the instructor's knowledge. Rather, they take an active part. A third advantage to using role-

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[42]Kiann Ann, *Game in English*, (New York: Utah State University, 1995), p. 87.
[43]Peter Watcyn Jones, *Op.Cit.,* p.10.

playing as a teaching strategy is that it teaches empathy and understanding of different perspectives.[44]

From another sources, the educational advantages from using role-play in teaching include the following:

1) It encourages individuals, while in role, to reflect upon their knowledge of a subject. As such, role-play is an excellent teaching method for reviewing material at the end of a course of study.

2) Individuals are required to use appropriate concepts and arguments as defined by their role. As roles change, so might relevant concepts and arguments. Students may come, as a consequence, to appreciate more fully the relevance of diverse opinion, and where and how it is formed.

3) Participation helps embed concepts. The importance of creating an active learning environment is well recognized if the objective is one of deep, rather than surface learning. Role-playing can make a valuable contribution in this process.

4) It gives life and immediacy to academic material that can be largely descriptive and/or theoretical.

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[44]Lori Jarvis, Kathryn Odell, and Mike Troiano *Role Playing as A Teaching Strategy*, (England: Oxford, 2002), p.32.

5) It can encourage students to empathize with the position and feelings of others - something that, in the normal process of teaching, is likely to be missed.[45]

The Disadvantages of Role Play according to Jones as expert education are:

1) Learners sometimes emphasize performance over the intended lesson.

2) Role-playing is time consuming.

3) Some learners are unable to identify with the characters or situation.

4) Those learners with talent often monopolize the situation.

5) Learners often get "carried away" in their roles, which can lead to disruption of the class or distortion of the learning.

6) "Hot topics" and controversial issues often get *out* of hand in role-playing.

7) This method may be harmful to those learners who lack the necessary skills (those who are shy, or those who have speech problems).

8) Role-playing sometimes turns out to be a "dud" if it fails to relate to the learner or lesson intended.

9) Playing roles demands some imagination on the part of the individual learners involved.

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[45]http://www.economics.ltsn.ac.uk/advice/roleplay.htm, accessed on July 18, 2014 at 16.00.)

10) Role-playing may benefit only the actual participants unless the objectives for the class have been clearly specified.

4. The Advantages and Disadvantages of Game method and Role Play Method

From the above explanation, the researcher conclude that the advantages and disadvantages of conducting role play method and playing game method in teaching speaking can we look below:

The Advantages	
Playing Game Method	Role Play Method
a. The teacher and students involved in the game	The teacher and students involved in the role play
b. The students play joyfully and enjoyable	The students act the given character
c. The students speak more communicatively	The students speak more communicatively
d. The students compete each other	The students compete each other
The Disadvantages	
Playing Game Method	Role Play Method
a. It is difficult for the teacher or presenter to prepare the suitable game according to the topic	It makes a lot of works for the teacher or presenter to give the fictive character to the students

he/he want to teach	
b. It is difficult to monitor the students	It is difficult to monitor the students
c. Sometimes the groups do not speak English	Sometimes the groups do not speak English
d. Students usually like to do the game not the topic of the lesson	Sometimes the students do not like the given character.

B. Related Finding

There were researchers that has done a research same with the researcher. The first research was done in English Department in STAIN Padangsidimpuan. The researcher name is Abdul Halim[46]. The title is "The Comparative Study of Reading Comprehension by Using Extensive Reading and Intensive Reading to the Eleventh Grade Students of SMA Negeri I Kotanopan". The result of this research is there is significant difference between extensive rading and intensive reading in reading comprehension.

The second research was done in English Educational department in STAIN Padangsidimpuan. The researcher's name is Richa Umrina.[47] The title is "Improving the Students' Speaking skill through Debate at SMAN I

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[46]Abdul Halim, The Comparative Study of Reading Comprehension by Using Extensive Reading and Intensive Reading to the Eleventh Grade Students of SMA Negeri I Kotanopan, (Thesis: STAIN Padangsidimpuan, 2012)

[47]Richa Umrina, Improving Students' Speaking Skill through Debate at SMAN 1 Padangsidimpuan, (Thesis: STAIN Padangsidimpuan, 2011), p.69.

Padangsidimpuan". The result of the research was using debate method is better than discussion method in speaking skill. The correlation with this research is to know if there is a significant different between role play method and game method in speaking achievement.

The third research was done in English Educational Department in STKIP Padangsidimpuan. The researcher's name is Netty Damayanti.[48] The title is "Differential Effect Between Using Role Play and Discussion Method in Improving students' Speaking Skill". The result of the research was Using Role Play is better than Discussion Method in speaking Skill.

The forth research was done in English Educational Department in UNIMED. The researcher's name is Safitri Citrawulan.[49] The title is "The Effect of Role Play Technique on Conversation Competence". The result was there is the significant effect of role play technique on conversation competence. The fifth research was done in English Educational Department of UIN Syarif Hidayatullah Jakarta. The researcher's name is Ayudiah Harnisusanti.[50] The title is "Using Role Play in Teaching Speaking". The result was the students' score of speaking taught by using role play is better.

C. **Conceptual Framework**

In speaking, there is a process of communication between speaker and listener. Speaking is a process in which speaker express his ideas, thoughts,

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[48]Netty Damayanti, Differential effect between Using Role Play and discussion Method in Improving Students' Speaking Skill, (*Thesis:* STKIP Padangsidimpuan, 2009), p.29.
[49]Safitri Citrawulan, The Effect of Role Play Technique on Conversation Competence, (*Thesis:* UNIMED, 2007), p.36.
[50]Ayudiah harnisusanti, Using Role Play in Teaching Speaking, (*Thesis*: UIN Syarif Hidayatullah Jakarta, 2007), p.41.

opinions, perceptions. It is necessary to find a way in teaching speaking in order to improve students' speaking skill and purposed to get communication well. Having good fluently in speaking make students and teacher work together in the class. So, the purpose of teaching speaking can be reached.

As it has been mentioned before, The role play method is the way of teaching languages by asking the learners to act in a fictive character, whiles playing game method is a game with an activity using roles, a goal, and an element of fun and speaking is to talk, to say or to mention something.

Based on the above views, it can be seen that the differences about the two method is, there is an element of fun and goal in playing game method whiles in the role play method, we can't find those elements. Thus, it is assumed that playing game method is more effective than role play method in teaching speaking.

D. Hypothesis

In quantitative research, hypothesis is a researcher's tentative prediction of the result of the research findings.[51] In addition, according to Suharsimi Arikunto, Hypothesis is a tentative answer to a reach problem[52].

Here, researcher's tentative prediction of the result of the research findings is there is a significant difference between the results of teaching speaking by using Playing game Method and role Play Method.

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[51]L.R. Gay and Peter Airasian, *Educational Research: Competencies for Analysis and Application*, (USA: Merril, 2000), p.31.

[52]Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktik*, (Jakarta: PT. Bina Aksara, 1991), p. 62.

CHAPTER II

THEORETICAL DESCRIPTION

A. **The Description Theory**

1. **Teaching Speaking**

   a. **Definition of Speaking Achievement**

   There are many theories have pointed out by many linguistics about the results of speaking, the researcher tries to make some of them. In Oxford Advance dictionary, the definition of speaking is "to express or communicate opinions, feelings, ideas, etc by or as talking and it involves the activities in the part of the speakers as psychological, psychological (articulation) and physic (acoustic) stages".[1]According to Jo Mc Donough and Christoper Shaw Speaking is desire and purpose driven, in order to communicate something to achieve a particular end.[2] David Nunan also state that speaking is the productive skill that consists of producing systematic verbal utterances to convey meaning. While Theodore Huebner said "Speaking is a skill used by someone in daily life communication whether at school or outside. The skill is acquired by much repetition; primarily a euro

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[1]Oxford Advanced dictionary, p.13.
[2]Jo Mc Donough and Christoper Shaw, *Material and Methods in ELT*, (USA: Blackwell Publisher, 1994), p.152.

muscular and not an intellectual process. It consists of competence in sending and receiving messages.[3]

Speaking also explained as negotiating intended meaning and adjusting one's speech to produce the desired effect on the listeners. It means "anticipating the listeners' response and possible misunder standings, clarifying one's own and the other's intentions, and arriving at the closest possible match between intended, perceived and anticipated meanings. Speaking in a classroom entails interacting with the teacher and peers, depending on how classroom activities are organized.[4]

In other words, speaking skills is the skill to pronounce sound articulations of words to express, to declare and to deliver the ideas, feelings or senses in speaking.[5] Houghton Mifflin Company said that speaking skill is a skill to utterance of intelligible speech, speech production is the utterance, vocalization, the use of the uttered sounds for auditory communications, speech also the exchange of the spoken words they were perfectly comfortable together without speech.[6]

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[3]A.L. Chaney and T.L. Burk, *Teaching Oral Communication in Grades K-8,* (Boston: Allyn and Bacon, 1998), p.13.

[4]J. Michael O. M.Alley, *Authentic Assessment for English Language Learners,* (USA: Addison-Wesley Publishing Company, 1996), p.59.

[5]Henry Guntur Tarigan, *Berbicara Sebagai suatu Keterampilan Berbahasa,* (Bandung: Angkasa, 1990), p.15.

[6]Houghton Mifflin, *Dictionary of the English Language* (American: The American Heritage, 2003, http//www.dic.die.net/speaking) accessed at 16th December 2013 at 08.00.

Then, Nurhady says "berbicara adalah menyampaikan idea atau pesan verbal secara aktif".[7] It means that speaking is to convey our idea or verbal message actively.

By looking of the above explanation, it can be concluded that speaking is the interaction to express thought, feeling, idea, and sense. Relevant to this, the purposes of speaking are giving the responses and giving the sense.

It is also written on the preface page of the Curriculum Bahasa Inggris SMP 2004:

> Sejauh ini terdapat sejumlah kompetensi yang berhubungan dengan bidang bahasa yang melihat kompetensi bahasa dari berbagai perspektif. Dalam kurikulum ini model kompetensi berbahasa yang digunakan adalah model yang dimotivasi oleh pertimbangan pedagogi bahasa yang telah berkembang atau berevolusi sejak model Canale dan Swain kurang lebih sejak tiga puluh tahun yang lalu. Salah satu model terkini yang ada dalam literature pendidikan bahasa adalah yang kompatibel dengan pandangan yang teoritis bahwa bahasa adalah komunikasi, bukan sekedar seperangkat aturan. Implikasinya adlah bahwa model kompetensi yang dirumuskan adalah model yang menyiapkan siswa untuk berkomunikasi dengan bahsa untuk berpartisipasi dalam masyarakat pengguna bahasa. Model ini dirumuskan sebagai Communicative Competence atau Kompetensi Komunikatif (KK).[8]

Based on the above views, it can be seen that nowadays there are some competence that related to languages that awarded about languages competence according to some opinions. In this curriculum

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[7]Tim Pengembangan Ilmu Pengetahuan, *Ilmu Dan Aplikasi Pendidikan,* (Jakarta: PT. Impereal Bhakti Utama, 2007), p.125.

[8]Depdiknas, *Kurikulum 2004 Mata Pelajaran Bahasa Inggris Untuk SMP*, (Jakarta: Depdiknas, 2003), p.1.

the kind of used languages pedagogical that have developed or revolted since the model of Canale and Swain since about thirty years ago. One of the latest models that can be found in the languages teaching literatures which comparative that assume languages is a communication not a set of roles. So the model of language competence that should be set up is the model that makes the learners are ready to communicate with the society who used the language. The model was form as Communicative Competence (CC).

In relation to the above opinions, the researcher realize that teaching speaking in the SMP level is very important, because speaking is the most frequently used in communicating our minds to others. According to A.S. Hornby, Speaking means to talk, to say or to mention something.[9] It is also mentioned in the preface page of the 1994 Curriculum English SLTP:

> Untuk mencapai keterampilan komunikatif diatas, diperlukan pengetahuan dan keterampilan umum bahasa inggris yang dijabarkan dalam bagian kurikulum ini, yakni; a) unsur-unsur bahasa dan b) kegiatan berbahsa, sesuai dengan tinfkat SMP. Unsure-unsur bahsa itu antara lain; 1) kelancaran, 2) ketepatan structural, 3) kosa kata, dan 4) Ucapan.[10]

In order to get the communicative skill above, it is needed the basic skill of English Language that spread in the inside part of this curriculum, they are; a) the element of language and b) the language activities according to the SMP level. The element of language such

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[9]A.S. Hornby, *Op.Cit.,* p. 1140.

[10]Depdiknas, *Kurikulum Bahasa inggris SMP 1994,* (Jakarta: Depdiknas, 1993), preface page.

as; a) fluency, b) structural accuracy and c) vocabulary and d) pronunciation.

In achieving the objectives of speaking, Suhaimi M Saleh and Samsul Ma'arif point out that the using of method is one of the important factors that must be awarded by teachers.[11]

Based on the above opinion it is clear that it is important for the teacher to select the suitable method for his/her topic of discussion.

b. Elements of Speaking

For teaching speaking, the teacher must know what the elements of speaking. According to harmer, there are four elements of speaking as follows:[12]

1) Connected Speech

Connected speech is effective speakers of English need to be able not only to produce the individual phonemes of English but also to use fluent connected speech sounds are modified, added or weakened (through constructions and stress patterning).

2) Expressive Devices

Expressive devices is native speakers of English change the pitch and stress of particular parts of utterances, vary volume and

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[11]Suhaimi M. Saleh and Samsul Ma'arif, *Metode Pengajaran Bahasa Inggris,* (Jakarta: Directorat Pendidikan Lanjutan Pertama, 2003), p.32.

[12]Jeremy Harmer, *The Practice of English Language Teaching,* (England: Longman, 2003), p.269-270.

speed and show by other physical and non verbal means how they are feeling. The use of these devices contributes to the ability to convey meanings.

3) **Lexis and Grammar**

Lexis and grammar is spontaneous speech marked by the use of number of common lexical phrases, especially in the performance of certain language functions. Teachers should therefore supply a variety of phrases for different functions such as agreeing or disagreeing, expressing surprise, shock or approval. Where students are involved in specific speaking contexts such as a job interview, we can prime them, in the same way, with certain useful phrases which they can produce at various stages of interactions.[13]

4) **Negotiation Language**

Negotiations language is effective speaking benefits from the negotiatory language we use to seek clarification and to show the structure of what we are saying. We often need to ask for clarification when we are listening to someone else to talk. For students this is especially crucial. A useful thing teachers can do, therefore, is to offer them phrases such as:

- I am sorry, I have lost your book

c. **The Difficulties of Speaking**

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[13] *Ibid.,*

To make speaking easier, we must know the difficulties of speaking. According to Brown, there are eight factors that make speaking difficult, as follows:[14]

1) **Clustering**

Fluent speech is phrasal, not word by word. Learners can organize their output both cognitively and physically (in breath group) through such clustering.

2) **Redundancy**

The speaker has an opportunity to make meaning clearer through the redundancy of language. Learners can capitalize on this feature of spoken language.

3) **Reduced Forms**

Contractions, elisions, reduced vowels, etc; all forms special problems in teaching spoken English. Students who don't learn colloquial contractions can sometimes develop a stilted, bookish quality of speaking.

4) **Performance Variables**

One of the advantages of spoken language is that process of thinking to manifest a certain number of performance hesitations, pauses, backtracking and corrections. For example, in English "Thinking time" is not silent, but filled with; uh, um, well,

[14]H. Doughlas Brown, *Teaching by Principles an Interactive Approach to language Pedagogy*, (New Jersey: Englewood Cliffs, 2001), p.256-257.

you know, I mean, like etc. one of the important differences between native and non native speakers of language is in their hesitation phenomena.

5) **Colloquial Language**

Make sure the students are reasonably well acquainted with the words, idioms, and phrases of colloquial language and that they get practice in producing these forms.

6) **Rate of Delivery**

Another important characteristic of fluency is rate of delivery. One of tasks in teaching spoken English is to help learners to achieve an acceptable speed along with other attributes of fluency.

7) **Stress, Rhythm and Intonation**

This is the most important characteristic of English pronunciation. The stress-timed rhythm of spoken English and its intonation patterns convey important messages.

8) **Interactions**

Learning to produces waves of language in a vacuum without interlocutors would find speaking skill of its riches component: the creativity of conversational negotiations.[15]

d. **How to Teach Speaking**

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[15]*Ibid.,*

There are three basic reasons why it is good idea to give students to speaking tasks which provoke them to use all and any language at their command, as follows:[16]

1) **Rehearsal**

Getting students to have free discussions give them a chance to rehearse having discussion outside the classroom. Having them take part in a role play at an airport check – in desk allows them to rehearse such a real life even in the safety of the classroom. This is not the same as practice in which more detailed study takes place; instead it is a way for students to get the feel of what communicating in the foreign language really feels like.

2) **Feedback**

Speaking tasks where students are trying to use all and any languages they know provides feedback for both teacher and students. Teacher can see how well their class is doing and what language problems they are having; students can also see how easy they find a particular kind of speaking and what they need to do to improve. Speaking activities can give them enormous confidence and satisfaction and with sensitive teachers guidance can encourage them into further study.

3) **Engagement**

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[16]Jeremy Harmer, *How to Teach English*, (England: Addison Wesley Longman, 2004), p.87-88.

Good speaking activities can and should be highly motivating. If all the students are participating fully and if the teacher has set up the activity properly and can give sympathetic and useful feedback they will get tremendous satisfactions from it. Many speaking tasks (role play, discussion problem solving, etc) are intrinsically enjoyable in themselves.

e. Types of Classroom Speaking Performance

There are five types of classroom speaking performance, as follows:[17]

1) Imitative

Imitative is the ability to simply imitate a word or phrase or possibly a sentence. Imitation of this kind is carried out not for the purpose of meaningful interaction, but for focusing on some particular element of language form, and use drill method.

2) Intensive

Intensive is the production of short stretches of oral language designed to demonstrate competence in grammatical, phrasal, lexical or phonological relationship. Intensive speaking can be self-initiated or it can even form part of some pair work activity, where learners are going over certain form of language.

3) Responsive

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[17]H. Doughlas Brown, *Language Assessment Principles and Classroom Practice,* (Sanfransisco: Longman, 2004), p.141-142.

Responsive is the replies to teacher or students initiated questions or comments. Responsive assessment tasks include interaction and test comprehension but at the somewhat limited level of very short conversations, standard greetings and small talk, simple request and comments.

4) Interaction

The different between responsive and interactive speaking is in the length and complexity of the interactions, which sometimes include multiple exchanges or multiple participants. Interactions can take two forms of transactional language, which has the purpose of exchanging specific information or interpersonal exchanges, which have the purpose of maintaining social relationships.

5) Extensive

Extensive oral production tasks include speech, oral presentation and story – telling, during which the opportunity for oral interaction from listener is either highly limited or planned.

f. Testing Speaking

As we know that speaking is a productive skill that can be directly and empirically observed, those observation are invariable colored by the accuracy and affectivities of a test takes listening skills,

which necessarily compromises the reliability and validity of an oral production.

According to Arthur Hughes there six categories to measure speaking skill such as:[18]

1) **Accent**

Accent is the emphasis by stress, pitch or both given to a particular syllable or word when it is spoken.[19]

The accent can be identified looks like:

a) Pronunciation frequently unintelligible

b) Frequent gross errors and a very heavy accent make understanding difficult.

c) "Foreign accent" requires concentrated listening and mispronunciation lead to occasional misunderstanding and apparent errors in grammar or vocabulary.

d) Marked "foreign accent" and occasional mispronunciation, which do not interfere with understanding.

e) No conspicuous mispronunciations, but would not be taken for a native speaker.

2) **Grammar**

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[18]Arthur Hughes, *Testing for Langiage Teachers*, (USA: Cambridge University Press, 1990), p. 111.
[19]Victoria Newfeldt, *Webster New World College Dictionary-3rd,* (New York: Simon & Schuster Inc, 1995), p.7.

Grammar is the part of the study of language which deals with the forms and structure of words (morphology), with their customary arrangement in phrase and sentence (syntax), and now often with language sounds (phonology) and word meanings (semantics).[20]

Grammar can be identified looks like:

a) Grammar almost entirely inaccurate phrases

b) Constant errors showing of very few major patterns and frequently preventing communication

c) Frequent errors showing some major patterns uncontrolled and causing occasional irritation and misunderstanding

d) Occasional errors showing imperfect control of some patterns but not weakness that causes misunderstanding

e) Few errors, with no pattern of failure

3) **Vocabulary**

Vocabulary is an interrelated group of nonverbal system, symbols, signs, gesture, etc.[21] it is used for communication or expression in particular art, skill, etc.

Vocabulary can be identified looks like:

a) Vocabulary inadequate for even the simplest conversation.

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[20]*Ibid.,*
[21]*Ibid.,*

b) Vocabulary limited to basic personal and survival areas (time, food, transportation, family)

c) Choice of words some time inaccurate, limitations of vocabulary prevent discussion of some common professional and social topics

d) Professional vocabulary adequate to discuss special interest; general vocabulary permits discussion on any non-technical subjects with some circumlocution.

e) Professional vocabulary broad and precise; general vocabulary adequate to cope with complex practical problems and varied social situations.

4) Fluency

A fluent speaker is the ability of a person to speak flowing and natural, it using with a concomitant playing down of the bits and piece of grammar and phonology.[22]

Fluency can be identified looks like:

a) Speech no halting and fragmentary that conversation is virtually impossible

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[22]H. Douglas Brown, *Op.Cit.,* p. 268-270.

b) Speech is very slow and uneven except for short or routine sentences

c) Speech is frequently hesitant and jerky: sentence may be left uncompleted

d) Speech is occasional hesitant, with some unevenness caused by rephrasing and grouping for words.

e) Speech is effortless and smooth, but perceptibly non-native in speed and evenness

5) Comprehension

Comprehension is the capacity for understanding ideas, fact, etc.[23] comprehension can be identified looks like:

a) Understand too little for the simplest types of conversation

b) Understand only slow, very simple speech or common social and tourist topics, requires constant repetition and rephrasing

c) Understand careful, somewhat simplified speech directed to him or her, with considerable repetition and rephrasing

d) Understand quite well normal educated speech directed to him or her, but requires occasional repetition and rephrasing

e) Understand everything in normal educated conversation except for very colloquial or low frequency items or exceptionally rapid or slurred speech.

2. Playing Game Method

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[23]Victoria Newfeltd, *Op.Cit.,* p. 286.

a. Definition of Playing Game Method

Playing game method according to Theodore L. Turocy is the formal study of conflict and cooperation.[24] Playing game is structured playing, usually undertaken for enjoyment and sometimes used as an educational tool.[25] According to Salen & Zimmerman "Playing game is a system in which players engage in an artificial conflict, defined by rules, that results in a quantifiable outcome."[26]

Playing games methods are objects which consist of components and rules and have certain criteria: rules, a goal, always changing course; chance; competition; common experience; equality; freedom; activity; diving into the world of the game; and no impact on reality.[27] Playing games is another word for screwing people's minds up, feeding you with lies and the sweetest things that you want to hear and never hear from them again or will try to get into your pants.[28]

So, game methods are distinct from work, which is usually carried out for remuneration, and from art, which is more often an expression of aesthetic or ideological elements. Game theoretic concepts apply whenever the actions of several agents are interdependent. These agents may be individuals, groups, firms, or any

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[24]Theodore L.Turocy, Game Theory, (London: Texas A&M University, 2001)
[25]http://en.wikipedia.org/wiki/Game, accessed on July 20, 2014 at 11.43.
[26]http://hippasus.com/rrpweblog/ rubenrp@hippasus.com, accessed on July 20, 2014 at 11.45.
[27]http://www.thegamesjournal.com/articles/WhatIsaGame.shtml , accessed on July 20, 2014 at 09.30.
[28]http://www.thegamesjournal.com/articles/WhatIsaGame.shtml , accessed on July 20, 2014 at 09.30.

combination of these. The concepts of playing game theory provide a language to formulate structure, analyze, and understand strategic scenarios.

Playing game can be described formally at various levels of detail. A *coalitional* (or *cooperative*) game is a high-level description, specifying only what payoffs each potential group, or coalition, can obtain by the cooperation of its members. What is not made explicit is the process by which the coalition forms. As an example, the players may be several parties in parliament. Each party has a different strength, based upon the number of seats occupied by party members. The game describes which coalitions of parties can form a majority, but does not delineate, for example, the negotiation process through which an agreement to vote en bloc is achieved.[29]

The object of study in game theory is the *game*, which is a formal model of an interactive situation. It typically involves several *players*; a game with only one player is usually called a *decision problem*. The formal definition lays out the players, their preferences, their information, the strategic actions available to them, and how these influence the outcome.

Jill Hadfield in his book Harraps Communication Game point out that:[30] A game is an activity with rules, a goal and an element of

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[29]*Ibid.*
[30]Jill Hadfield, *Op.Cit.,*p.4.

fun. There are two kinds of games, Competitive games in which the players or teams race to be the first to reach the goal, whiles in co-operative games the players or teams work together towards a common goal.

Related to the above opinion, it can be pointed out that Playing Game Method is the way to teaching languages which involves the learners and the teacher or the presenter to the game. By using this method, the learners will compete each other or one team with another team.

The teachers' role in this activity is as monitor and recourse center, moving from one group to group. Listening supplying and necessary languages, knowing errors, but not interrupting or correcting as this impedes fluency and spoils the atmosphere.

The teachers mainly responsible for:

1) Preparing the material in sufficient quantities

2) Explaining clearly what is to be done

3) Checking answer at the end of an activity.

Once an activity started, students usually work independently of the teacher of their own pace. The teacher goes round in the classroom listening and monitoring their progress and only interfering or helping if absolutely necessary.[31] If you have not organized groups

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[31]Peter Watcyn-Jones, *Vocabulary Games and Activity,* (England: Pearson Education Limited, 2001), p.11.

work before, then it is advisable to work slowly towards it. First of all, makes the learners familiar with work in pairs.

There are three main types of activities in playing game: they are pair work, involving two partners; small group works, involving groups of three or four; and whole class activity, where everyone moves freely around the room.

The procedures of teaching speaking by using the Playing Game Method are best played in three stages:

1) The role of the games

Generally the best ways of getting the students to understand how a game is played is not by explaining the roles but to play a trial round with the students

2) Choosing the sides

The game can be played in the following ways

a) Players A versus players B, here each person in the class plays again each others

b) Small team versus small team, here the class is divided up into a number of small teams

c) You versus the class, here individual student in turn play again the rest of the class.

3) Playing the game

In game involving team discussions, stress to your students that the working language should as far as possible, be English.

While the game is being played, any corrections of mistakes should be done in as unobtrusive a way possible so as not distract from the game.

In communication games, there is a game "What is It", Duppenthaler called "Hints". The learners are divided into groups of four or five. Each groups thinks of a word in their first language, such as the name of a national dish. The groups then prepares one sentence for each learners in the group that describes the word. Then the learners say the sentences and points are awarded to the group that guesses it. If after all the sentences are said it still cannot be guessed, then the team who made the sentences loses point.[32]

b. **The Advantages and Disadvantages of Game**

In specific case, the advantages and disadvantages of games can also we look from below:[33]

Advantages and Disadvantages of Game

Advantages	Disadvantages
- Many games can be very social able, either playing against your mates on the sofa or online with other people - Games can be intellectual where you use clever strategy to beat other people	- Many other games are aimed for single player and so cold be criticized for isolating you from family and friends for many hours - They can take on awful lot of hours, that time could be spent doing something more productive

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[32]Jonathan Newton, *Teaching ESL/EFL Listening and Speaking,* (Newyork: Routledge, 2009), p.31.

[33]Http://www.teach_ict.com/gcse_new/entertainment/games/miniweb,p.8.htm, accessed on June 24 2014 at 17.00

- Games can be educational such as simulations of flight or real life situations - Improved eye-hand co-ordination for playing those fast action games - Improved reaction times and quick thinking as a result of playing challenging games - Games are plain fun	or social able - Constant use of thumbs wrist and eyes can lead to problems such as eye-strain, RSI and other physical problems - Games do not need much physical activity and so could be criticized for making me in fit although the new motion sensing games are extremely active

3. Role Play Method

a. Definition of Role Play

According to Hornby, Role Play is an activity which people act a situation.[34] Role play, quite simply, means that pupils are asked to identify with fictious characters and to speak and behave in the same way as they think these people would. Alternative male and female names have been supplied on the role cards, except in certain cases where the sex of the character portrayed is integral to the role play. All the roles in the book can be acted equally well by male or female pupils.[35]

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[34]A.S Hornby, *Op.Cit.,* p.373.
[35]Peter Watcyn Jones, *Act English*, (London: Vogan Page, 1977), p.10.

Role play is learning process in which participants act out the roles of other individuals in order to develop particular skills and to meet particular learning objectives.[36]

In other hand, role play assign distinct roles to each students and ask them to speak through these roles. Role play tend to be more structured than improvisation but less scripted than play.[37] For example, one student might be given the role of an angry Senior Library awaiting the late return the book borrowed to the library; another student could be given the role of the student that want to return a book damaged. Student would have to prepare a dialogue prior to making their conversation.

So, role play is quite simple and brief technique to organize which participants act out the roles of other individuals in order to develop particular skills and to meet particular learning objectives.

Many games include the element of Role Play. Players are given the names and some characteristics of a fictive character. According to Jill Hadfield, the Role Play are not given in the true sense, as the role play elements are always subordinates to the game for the purposes language use.[38]

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[36]Gillian P.L, *Role Play Resources Book for Teacher*, (London: Oxford University Press, 1987), p.25.
[37]J. Michael Omalley, *Op.Cit.,* p.85.
[38]Jill Hadfield, *Op.Cit.,* p.5.

What the researcher means by Role Play Method is the way of teaching languages by asking the learners to act in a fictive character prepared or given by the teacher or instructors. The characters is usually written on a peace of paper and given to the students of groups.

Dr. IG. AK Wardana also points out:

Bermain peran atau role play sudah sangat popular dalam dunia pembelajaran/pelatihan. Secara harfiah bermain peran berarti memainkan satu peran tertentu sehingga yang bermain tersebut harus mampu berbuat (berbicara dan bertindak) seperti peran yang dimainkannya. Misalnya jika peran yang dimainkannya adalah pedagang, maka ia harus mampu bertindak sebagai pedagang.[39]

A role play involves a whole class, while at other times smaller groups within the class are doing the Role Play at the same time. In the latter class, the teacher should try to arrange the room so that each group has its own working area in order to prevent students from being destructive by other groups. The room should also be arranged as required by the situation (e.g. the inside of a restaurant).

Here are some possible follow up to the Role Play; discussion by the students of the role play they have just done, saying how they are personally would have reacted in the circumstances. It is a good idea for the teacher to have several questions prepared forehead, just in case the role play does not work. Finally, where possible, a role play

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[39]Dr. IG. AK. Wardabi, *Model-Model Pembelajaran Interactive,* (Jakarta: STIA-Lan Press, 1997), p.91.

should be repeated a latter data, since a role play, like all languages activity, need constant practice and repetition. Students can occasionally be given different roles and asked to prepare them at home. Peter Watchyn Jones pointed out that ultimately the success of failures of a role play depends largely upon the teachers. A teacher who believes in role play will usually have successful role plays, although it is perhaps true that the more extrovert groups probably respond better than they would conversation class.[40]

Role playing activities can be divided into four stages:[41]

1. Preparation and explanation of the activity by the teacher

2. Student preparation of the activity

3. The role-playing

4. The discussion or debriefing after the role-play activity

Using games as teaching aids to the class certainly has function. A game helps to make the task of learning less boring and tedious, where can stimulate the interest of students. This statement was supported by Kian Ann:

Game helps the task of learning less boring and tedious. By using appropriately game can stimulate the interest of pupils and help them acquire or internalize certain essential language skill, the purpose

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[40]Peter Watcyn Jones, *Op.Cit.,*p.13.
[41]Cherif, A., Verma, S. and Summervill, C. *Role Playing as a Teaching Strategy*, (America), p.613.

of game can be used for motivation learning language skill and knowledge through fun.[42]

b. **Types of Role Play**

There are two main types of role play, they are:[43]

1) Detailed Role Play, which include a text to read through before hand, as well as detailed role cards and lists of useful phrases to be used during the role play.

2) More Simple Role Play, where the situation is outlined only briefly and the pupils have to work out the details of the roles themselves.

But both types of role play have one thing in common, they are intended to practice a definite function or structure (although other functions and structures are naturally practiced as well.

c. **The Advantages and Disadvantages of Role Play**

Role-playing as a teaching strategy offers several advantages for both teacher and student. First, student interest in the topic is raised. Research has shown that "integrating experiential learning activities in the classroom increases interest in the subject matter and understanding of course content". Secondly, there is increased involvement on the part of the students in a role playing lesson. Students are not passive recipients of the instructor's knowledge. Rather, they take an active part. A third advantage to using role-

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[42]Kiann Ann, *Game in English*, (New York: Utah State University, 1995), p. 87.
[43]Peter Watcyn Jones, *Op.Cit.,* p.10.

playing as a teaching strategy is that it teaches empathy and understanding of different perspectives.[44]

From another sources, the educational advantages from using role-play in teaching include the following:

1) It encourages individuals, while in role, to reflect upon their knowledge of a subject. As such, role-play is an excellent teaching method for reviewing material at the end of a course of study.

2) Individuals are required to use appropriate concepts and arguments as defined by their role. As roles change, so might relevant concepts and arguments. Students may come, as a consequence, to appreciate more fully the relevance of diverse opinion, and where and how it is formed.

3) Participation helps embed concepts. The importance of creating an active learning environment is well recognized if the objective is one of deep, rather than surface learning. Role-playing can make a valuable contribution in this process.

4) It gives life and immediacy to academic material that can be largely descriptive and/or theoretical.

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[44]Lori Jarvis, Kathryn Odell, and Mike Troiano *Role Playing as A Teaching Strategy*, (England: Oxford, 2002), p.32.

5) It can encourage students to empathize with the position and feelings of others - something that, in the normal process of teaching, is likely to be missed.[45]

The Disadvantages of Role Play according to Jones as expert education are:

1) Learners sometimes emphasize performance over the intended lesson.

2) Role-playing is time consuming.

3) Some learners are unable to identify with the characters or situation.

4) Those learners with talent often monopolize the situation.

5) Learners often get "carried away" in their roles, which can lead to disruption of the class or distortion of the learning.

6) "Hot topics" and controversial issues often get *out* of hand in role-playing.

7) This method may be harmful to those learners who lack the necessary skills (those who are shy, or those who have speech problems).

8) Role-playing sometimes turns out to be a "dud" if it fails to relate to the learner or lesson intended.

9) Playing roles demands some imagination on the part of the individual learners involved.

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[45]http://www.economics.ltsn.ac.uk/advice/roleplay.htm, accessed on July 18, 2014 at 16.00.)

10) Role-playing may benefit only the actual participants unless the objectives for the class have been clearly specified.

4. The Advantages and Disadvantages of Game method and Role Play Method

From the above explanation, the researcher conclude that the advantages and disadvantages of conducting role play method and playing game method in teaching speaking can we look below:

The Advantages	
Playing Game Method	Role Play Method
a. The teacher and students involved in the game	The teacher and students involved in the role play
b. The students play joyfully and enjoyable	The students act the given character
c. The students speak more communicatively	The students speak more communicatively
d. The students compete each other	The students compete each other
The Disadvantages	
Playing Game Method	Role Play Method
a. It is difficult for the teacher or presenter to prepare the suitable game according to the topic	It makes a lot of works for the teacher or presenter to give the fictive character to the students

he/he want to teach	
b. It is difficult to monitor the students	It is difficult to monitor the students
c. Sometimes the groups do not speak English	Sometimes the groups do not speak English
d. Students usually like to do the game not the topic of the lesson	Sometimes the students do not like the given character.

B. Related Finding

There were researchers that has done a research same with the researcher. The first research was done in English Department in STAIN Padangsidimpuan. The researcher name is Abdul Halim[46]. The title is "The Comparative Study of Reading Comprehension by Using Extensive Reading and Intensive Reading to the Eleventh Grade Students of SMA Negeri I Kotanopan". The result of this research is there is significant difference between extensive rading and intensive reading in reading comprehension.

The second research was done in English Educational department in STAIN Padangsidimpuan. The researcher's name is Richa Umrina.[47] The title is "Improving the Students' Speaking skill through Debate at SMAN I

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[46]Abdul Halim, The Comparative Study of Reading Comprehension by Using Extensive Reading and Intensive Reading to the Eleventh Grade Students of SMA Negeri I Kotanopan, (*Thesis:* STAIN Padangsidimpuan, 2012)

[47]Richa Umrina, Improving Students' Speaking Skill through Debate at SMAN 1 Padangsidimpuan, (*Thesis:* STAIN Padangsidimpuan, 2011), p.69.

Padangsidimpuan". The result of the research was using debate method is better than discussion method in speaking skill. The correlation with this research is to know if there is a significant different between role play method and game method in speaking achievement.

The third research was done in English Educational Department in STKIP Padangsidimpuan. The researcher's name is Netty Damayanti.[48] The title is "Differential Effect Between Using Role Play and Discussion Method in Improving students' Speaking Skill". The result of the research was Using Role Play is better than Discussion Method in speaking Skill.

The forth research was done in English Educational Department in UNIMED. The researcher's name is Safitri Citrawulan.[49] The title is "The Effect of Role Play Technique on Conversation Competence". The result was there is the significant effect of role play technique on conversation competence. The fifth research was done in English Educational Department of UIN Syarif Hidayatullah Jakarta. The researcher's name is Ayudiah Harnisusanti.[50] The title is "Using Role Play in Teaching Speaking". The result was the students' score of speaking taught by using role play is better.

C. **Conceptual Framework**

In speaking, there is a process of communication between speaker and listener. Speaking is a process in which speaker express his ideas, thoughts,

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[48]Netty Damayanti, Differential effect between Using Role Play and discussion Method in Improving Students' Speaking Skill, (*Thesis:* STKIP Padangsidimpuan, 2009), p.29.
[49]Safitri Citrawulan, The Effect of Role Play Technique on Conversation Competence, (*Thesis:* UNIMED, 2007), p.36.
[50]Ayudiah harnisusanti, Using Role Play in Teaching Speaking, (*Thesis*: UIN Syarif Hidayatullah Jakarta, 2007), p.41.

opinions, perceptions. It is necessary to find a way in teaching speaking in order to improve students' speaking skill and purposed to get communication well. Having good fluently in speaking make students and teacher work together in the class. So, the purpose of teaching speaking can be reached.

As it has been mentioned before, The role play method is the way of teaching languages by asking the learners to act in a fictive character, whiles playing game method is a game with an activity using roles, a goal, and an element of fun and speaking is to talk, to say or to mention something.

Based on the above views, it can be seen that the differences about the two method is, there is an element of fun and goal in playing game method whiles in the role play method, we can't find those elements. Thus, it is assumed that playing game method is more effective than role play method in teaching speaking.

D. Hypothesis

In quantitative research, hypothesis is a researcher's tentative prediction of the result of the research findings.[51] In addition, according to Suharsimi Arikunto, Hypothesis is a tentative answer to a reach problem[52].

Here, researcher's tentative prediction of the result of the research findings is there is a significant difference between the results of teaching speaking by using Playing game Method and role Play Method.

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[51]L.R. Gay and Peter Airasian, *Educational Research: Competencies for Analysis and Application*, (USA: Merril, 2000), p.31.

[52]Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktik*, (Jakarta: PT. Bina Aksara, 1991), p. 62.

CHAPTER III

RESEARCH METHODOLOGY

A. Place and Time Schedule of Research

The location of this research is in SMP N. 1 Arse, Tapanuli Selatan. The reason for choosing this school are: 1) this is the one of the better School in the location, 2) Near with my address, it can minimize time and money, 3) this school is already applied KTSP. The process of this research will be done from November up to August 2014, about 8 months.

B. Research Design

This research was conducted with quantitative research with comparative method (experiment comparative) in doing this research. Comparative is a kind of research that aim to compare or to know the difference between two methods or more.

In this research, the researcher used two classes, as an experimental class and as control class. The experimental class was the class that taught with playing game method as a treatment. Meanwhile the control class was the class that taught with using role play method as a treatment.

It could be seen from the table below:

Table I

Table of Design Instrument

Class		Treatment	
Experimental Class	Pre-test	Teaching Speaking by using Playing Game Method	Post-test
Control Class	Pre-test	Teaching Speaking by Using Role Play Method	Post-test

C. Population and Sample

1. The Population

Suharsimi Arikunto said that populasi adalah keseluruhan subjek penelitian[1] (population is the all of the subject element in the study). So, the population of this research is all the eighth grade students of the SMP Negeri I Arse in the academic year 2013/2014. They consist of 109 students in three classes. It can be seen the table as follow:

Table II

The Population of Students SMP Negeri 1 Arse

No.	Class	Number of Student
1	VIII [1]	38
2	VIII [2]	36

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[1]*Ibid.,.*

3	VIII ^{3}	35
Total of Students		109

2. Sample

Sampling is the process of selecting a number of individuals for a study in such a way that they represent the larger group from which they were selected. A sample comprises individuals, items, or events selected from a larger group referred to as population.[2] The population of this research is big enough and homogeneous, so it needs to be classified into classes or groups. In this research, researcher used cluster sampling, which is taken from population without based on stratified, random, probability but it very closely with classing or grouping class in the school. So, based on pre-observation of researcher, students VIII^1 and VIII^2 class had same ability in speaking lesson.

The source of this information is from the result of students in examination and English teachers showed that all of students could pass examination which the target of the completeness is 60. So, from the above fact, researcher found the sample that homogeny. They are VIII^1 and VIII^2. VIII^1 as the experimental class (X^1) and VIII^2 as the control class (X^2). The first group labeled, VIII^1 consists of 38 students and the

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[2]L.R.Gay and Peter Airasian, *Op,Cit.,* p. 121.

second group labeled $VIII^2$ consists of 36 students. It can be seen the table as follow:

Table III

The Sample of Students SMP Negeri I Arse

Class	Sample
Experimental Class as X_1 (VIII$_1$)	38
Control Class as X_2 (VIII$_2$)	36
Total	74 students

Based on the table above, researcher described that total of sample is 74 students from 109 students as population of the eighth grade students of SMP Negeri I Arse.

D. **Procedures of the Research**

Procedures of this research is the steps of research that researcher should do, the steps of research are as follow:

1. Planning

   a. Researcher arranged the schedule of research in the school

   b. Prepare the instrument of collecting data (pre-test, treatment and post-test).

2. Application

   a. Deciding the sample divided into two class, the first class $VIII^1$ consist of 38 students as the experimental and the second class $VIII^2$ consist of 36 students as the control class.

   b. Give pre-test to the sample of experimental class and also to control class to measure of beginning ability of students

   c. Give the treatment to the both class in different ways, which is the experimental class, researcher taught speaking by using playing game method and the control class, researcher taught speaking by using role play method. The material of the both classes consisted of speaking material. It can be seen on the table as follow:

Table IV

Techniques of the Collecting Data

No	Class	Pre-test	Treatment	Post-test
1	Experimental Class as X^1 ($VIII^1$)	✓	✓	✓
2	Control class as X^2 ($VIII^2$)	✓	✓	✓

   d. After giving treatment, the researcher conducted a post-test which the same test of pre-test but the items of test is random before. Then has been conducted in the previous of the research. The post-

test is the final test in the research, especially measuring mastery after gave the treatment, whether significant or not.

e. After conducting the post-test, the researcher analyzed the data. Researcher would find out the better result in the first class as experimental class by using playing game method and the second class by using role play method in teaching speaking.

E. **The Instrument of Data Collection**

A research must have an instrument because a good instrument can go guarantee for taking the valid data. Suharsimi Arikunto says[3], "Instrumen adalah alat pada waktu penelitian menggunakan suatu metode." It means instrument of the research is a tool of facility is used by the researcher in collecting data. So that, the process is easier and better with more careful, complete and systematic.

The way of collecting data is very important in conducting the research. In this research, the oral speaking test was used as the instrument of this study. In order to establish the validity of the speaking test, the researcher determines that the ability of the students to speak is indicated by his/her ability to speak, 1) Accent 2) grammar 3) vocabulary and 4) fluency 5) comprehension. These indicators were used to construct the speaking test as the construct validity.

Further, speaking achievement of the students to express thought, feeling, idea and sense. So, the indicators speaking were:

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[3]Suharsimi Arikunto, *Op.Cit.,* p.126.

Table V

The Indicators of Speaking

No	Speaking Indicators
1.	Accent
2.	Grammar
3.	Vocabulary
4.	Fluency
5.	Comprehension

Indicator of Speaking Skill

No	Accent	Score
1	a. student is able to pronounce each word b. student is able to mark the foreign accent c. student is able to comprehend what he/she pronounced	**0-20**
	Grammar	
2.	a. student is able to simplify his/her phrases and sentences b. students are able to formulate accurate phrases c. student is able to formulate the grammar phrases;	**0-20**

	coherent and unity d. student is able to control his/her failure pattern e. student tries to decrease the errors	
Vocabulary		
3.	a. student is able to complete the missing text given b. student is able to limit his/her vocabulary to simplest the phrases and certain topic c. student is able to choice of words accurately d. student is able to make the phrase coherent by completing the suitable words to the missing text	**0-20**
Fluency		
4.	a. students' speech is very fluent and in routine sentences b. student is not halting in speech c. student's speech is not hesitant: sentence is not left incompletely d. student's speech is not occasionally hesitant, with some unevenness caused by rephrasing and grouping for words e. Student's speech is not effortless and smooth	**0-20**
Comprehension		

5.	a. Student does not only understands too little for the simplest types of conversation	0-20
	b. Student has no repetition and rephrasing in presenting his/her idea	
	c. Student does not only understands quite well normal educated speech directed to him or her, but requires occasional repetition and rephrasing	
	d. Students understand everything in normal educated conversation except for very colloquial or low frequency items or exceptionally rapid or slurred speech	
Maximal Score		**100**

From the above indicators, the researcher gives the speaking test like pre-test and post-test to the students. The experimental group and the control group are given some materials. Which consisted of communication aspect that will be taught by role play method and the control group is taught by game method.

F. Validity of Instruments

In this research, the researcher used content validity to establish the validity of the instrument. The researcher took content validity as the instrument because content validity refers to the extent to which instrument represents the content of interest. In order to have content validity, a measure

must adequately sample both the topics and the cognitive processes includes in the content universe under consideration. In this case the researcher used speaking test as the starting point of making the test.

In starting the research, the test used during the research was based on what has been in noted from the syllabus as a students' task in learning speaking, which is speaking ability, in the form of presentation. Therefore, this study would use the content validity. So that, the instrument used by researcher was valid.

G. Data Analysis

The data that had been collected was analyzed by using statistics, in order to know the comparisons between the results of teaching speaking by using Role Play Method and Playing Game Method, the researcher uses the t test, which can be seen as follows:

$$t = \frac{\overline{X_1} - \overline{X_2}}{\sqrt{\dfrac{1}{n_1} + \dfrac{1}{n_2}}}$$

Where:

X_1 : the mean of experimental group sample

X_2 : the mean of control group sample

N_1 : the total of experimental class sample

N_2 : the total of control class sample

And the formula of standard deviation is:

$$s = \sqrt{\frac{(n_1 - 1)\, s_1{}^2 + (n_2 - 1)\, s_2{}^2}{n_1 + n_2 - 2}}$$

Where:

s : Variant

$s_1{}^2$: Variant of experimental class

$s_2{}^2$: Variant of control class

To test criteria of hypothesis is if result of hypothesis test is accepted by $t_{table} < t_{count} > t_{table}$. By opportunity $\left\{ 1 - \frac{1}{2}\alpha \right\}$ and $dk = (n_1 + n_2 - 2)$ and hypothesis is rejected if there is t –test has the other results.

CHAPTER IV

DESCRIPTION OF DATA AND DISCUSSION

A. Description of the Data

1. Pre – Test

a. Statistic Description of Data Pre-Test Teaching Speaking by Using Playing Game Method

Based on result of students' score in pre-test, researcher described the result of data analysis. It can be seen as follow:

Table VI

The Result of Students' Speaking Test taught by using

Playing Game Method

Number Initial	Score
01	60
02	60
03	50
04	60
05	60
06	70
07	40
08	30
09	50
10	60
11	80
12	80
13	70
14	60

15	60
16	70
17	70
18	60
19	80
20	60
21	90
22	70
23	70
24	70
25	90
26	70
27	80
28	70
29	60
30	90
31	60
32	90
33	90
34	50
35	60
36	60
37	70
38	70
Total	2540
Mean	45,74

Table VII

Summary of Experimental Class in Pre-Test (X_1)

Experimental Class by using Playing Game Method					
$\sum x_1$	n_1	X_1	SD_t	Me	Mo

2540	38	45,74	9,57	48,17	45,33

The data in the table above explained that the result data of teaching speaking by using playing game method before researcher gave the treatment (pre-test) showed that the sample = 38, researcher found that total of score $\sum x_1 = 2540$ with mean $(x_1) = 66,80$, standard deviation $(SD_t) = 9,57$, median $(Me) = 48,17$ and modus $(Mo) = 45,33$. The researcher calculation can be seen in appendix V

From distributing of the variable data of the test result of Teaching Speaking by using Playing Game Method at the VIII Grade students of SMP Negeri I Arse can be seen to the table and histogram of experimental class in pre-test as follow:

Table VIII

Distribution of Teaching Speaking Frequency by Using Playing Game Method before giving treatment (Pretest in the Experimental Class)

Experimental Class by Using Playing Game Method			
No	Interval	F	%
1	30-39	1	2,6
2	40-49	1	2,6

3	50-59	3	7,9
4	60-69	13	34
5	70-79	11	29
6	80-89	4	10,5
7	90-99	5	13

Based on the table above it is explained that in the experimental class by using Playing Game Method, score often appeared is 60-69 (score 60) and achieve in 34%. It is proven that students' average mastery is in the interval of that score.

By visual, distributing of the data can be described to histogram form, as follow:
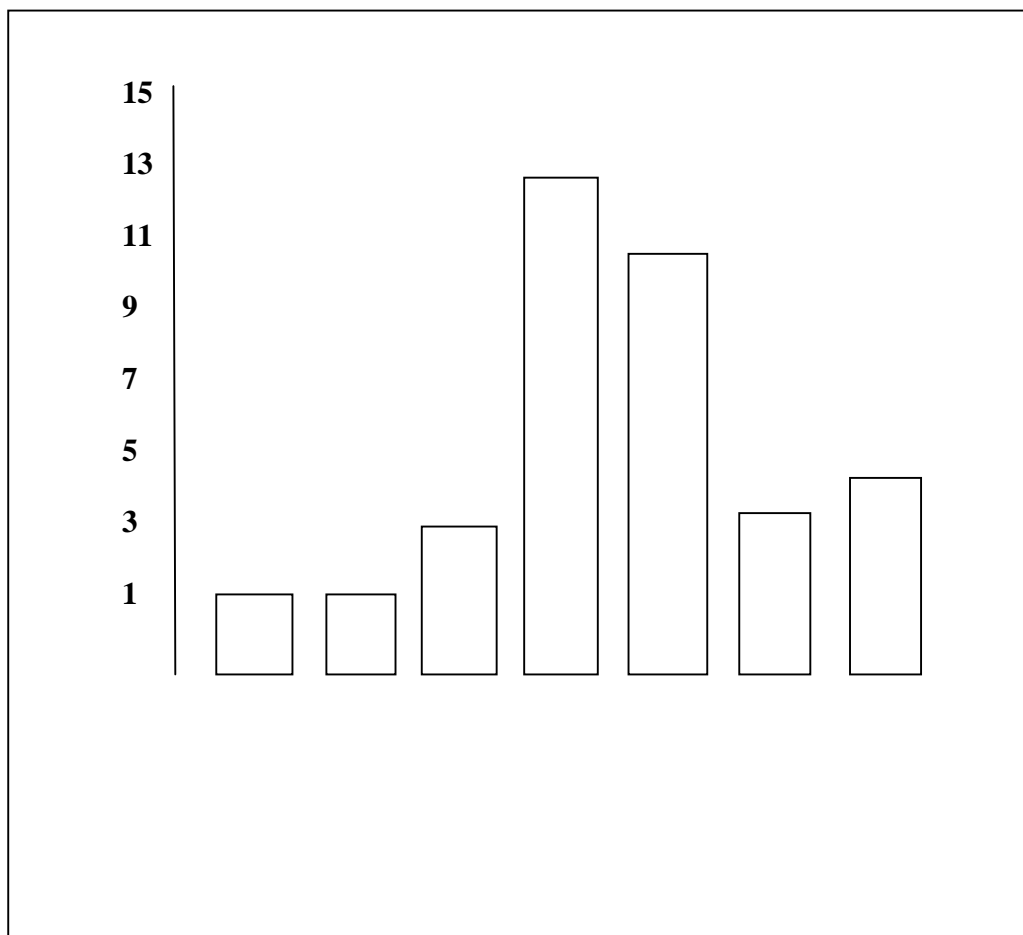
0 —————————————————————————————————

30-39   40-49   50-59   60-69   70-79   80-89   90-99

Figure 1. Histogram the Result of teaching Speaking By Using Playing Game Method before gave treatment in the Experimental Class (Pre-Test)

Based on result of the test Teaching Speaking by Using Playing Game Method, researcher found that mean score of students in experimental class is 45,74. Highest score is 90 and smallest score is 30. From the calculation in appendix V. the score of interpretation of the test experimental class is 66% in between 61% - 80%, it is categorized high.

b. Statistic Description of Data Pre-Test Teaching Speaking by Using Role Play Method in Control Class

Based on result of students' result in pre-test, researcher described the result of data analysis. It can be seen as follow:

Table IX

The Result of Students' Speaking Test taught by using Role Play Method

Number Initial	Score
01	40
02	70
03	30
04	60
05	60
06	50

07	70
08	60
09	50
10	40
11	60
12	70
13	40
14	40
15	50
16	50
17	70
18	60
19	50
20	60
21	60
22	50
23	60
24	60
25	70
26	60
27	60
28	70
29	60
30	40
31	50
32	60
33	40
34	70
35	60
36	40
Total	1990
Mean	48,33

Table X

Summary of Control Class in Pre-Test (X2)

Control Class by using Role Play Method					
ζ_{x1}	N_2	X_2	SD_t	Me	Mo
1990	36	48,33	9,24	29,5	43,17

The data in the table above explained that data the result of teaching speaking by using role play method before researcher gave treatment (pre-test) showed that the sample 36, researcher found that total of score ζx_2 = 1990, with mean (x_2) = 48,33 standard deviation (SD_t) = 9,24, Median (Me) = 29,5 and Modus (Mo) = 43,17. The researcher calculating can be seen in appendix ….

From distributing of the variable data of the test result teaching speaking by using role play method at the VIII Grade students of SMP Negeri I Arse can be seen to the table and histogram of control class in pre-test below:

Table XI

Distributing of Teaching Speaking Frequency by Using Role Play Method before Giving Treatment (Pre-Test) in the Control class

Control Class by Using Role Play Method			
No	Interval	F	%
1	30-36	1	3,5

2	37-43	7	19,5
3	44-50	7	19,5
4	51-57	0	
5	58-64	14	39
6	65-71	7	19,5

Based on the table above is explained that in the control class by using role play method, score often appear is 58-64 (score 60) and achieve in 39%.

By visual, distributing of the data can be described to histogram below:
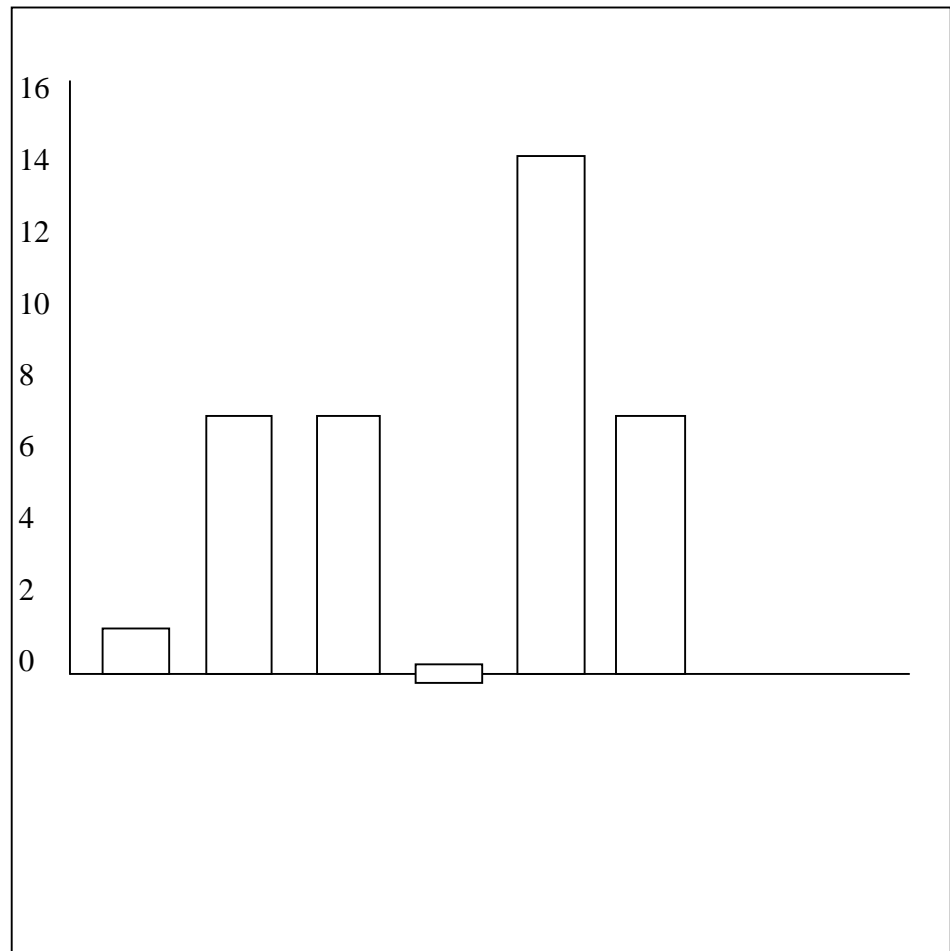
30-36   37-43   44-50   51-57   58-64   65-71

Figure 2. Histogram the Result of Teaching Speaking by Using Role Play Method before gave treatment in the Control Class (Pre-test)

Based on result of test Teaching Speaking by Using role Play Method, researcher found that mean score of students in control class is 48,33. Highest score is 70 and smallest score is 30. From the calculating in appendix V the score of interpretation of the test control class is 55 % in between 41% - 60%, it is categorized enough.

To more explicit about difference description of the pre-test result of teaching speaking by using playing game method and role play method before researcher gave treatment to the both class can be seen to the chart below:

Figure 3

Achievement Chart of the Teaching Speaking Result by Using Playing Game Method and Role Play Method (Pre-Test)

20

10

0 _____

       Experimental Class by Using   Control Class by

       Playing Game Method   Role Play Method
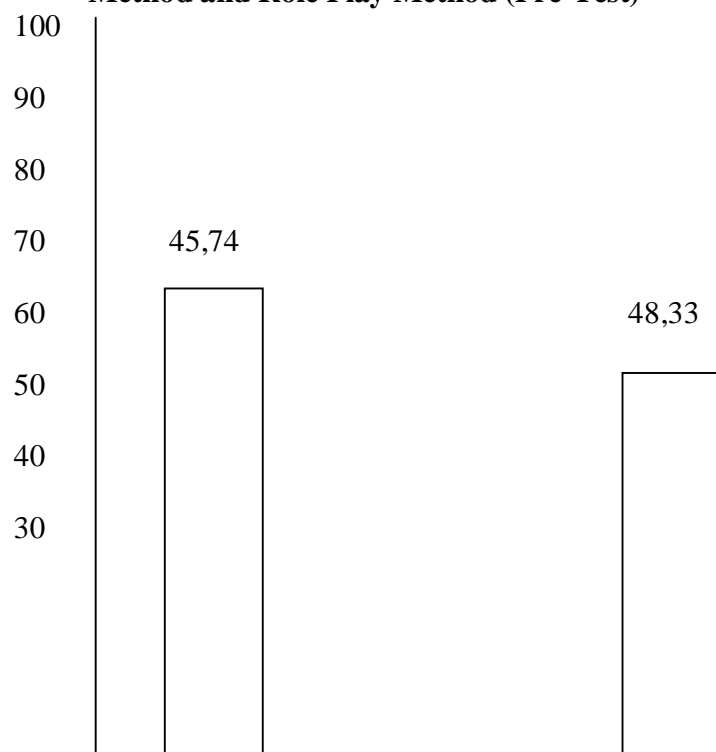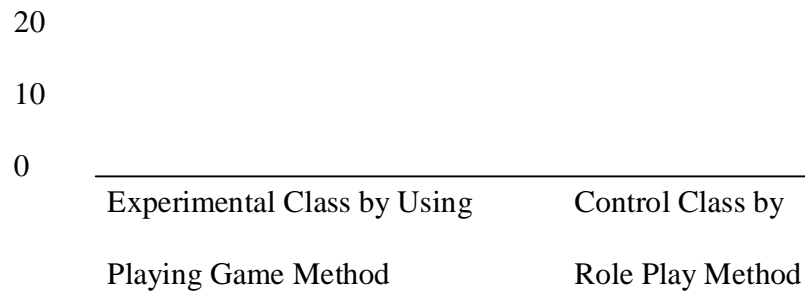
2. Post – Test

a. Statistic Description of Data Post-Test Teaching Speaking by Using Playing Game Method in Experimental Class (X_1)

Based on result of teaching speaking by using Playing Game Method, researcher described the result of data analysis. It can be seen as follow:

Table XII

The Result of Students' Speaking Test by using Playing Game Method

Number Initial	Score
01	90
02	70
03	80
04	80
05	80
06	70
07	60
08	90
09	90
10	80
11	90
12	80
13	90

14	80
15	80
16	70
17	80
18	90
19	70
20	90
21	70
22	70
23	80
24	90
25	90
26	80
27	80
28	70
29	70
30	70
31	80
32	70
33	80
34	90
35	60
36	80
37	90
38	90
Total	3030
Mean	91

Table XIII

Summary of Experimental Class in Post-Test (X_1)

Experimental Class by using Playing Game Method					
Ϩ $_{x1}$	n_1	X_1	SD_t	Me	Mo

3030	38	91	12,32	74,5	87

The data in the table above explained that data the result of teaching speaking by using playing game method (post-test) showed that the sample = 38, researcher found that total of score $\sum x_1 = 3030$ with mean $(x_1) = 91$, standard deviation $(SD_t) = 12,32$, median $(Me) = 74,5$ and modus $(Mo) = 87$. The researcher calculation can be seen in appendix V

From distributing of the variable data of the test result of Teaching Speaking by using Playing Game Method at the VIII Grade students of SMP Negeri I Arse can be seen to the table and histogram of experimental class in post-test as follow:

Table XIV

Distribution of Teaching Speaking Frequency by Using Playing Game Method

(Post-test) in the Experimental Class

No	Interval	F	%
Experimental Class by Using Playing Game Method
1	60-64	2	4,34
2	65-69	0	
3	70-74	10	21,73

4	75-79	0	
5	80-84	14	30,43
6	85-89	0	
7	90-94	12	26,08

Based on the table above is explained that in the experimental class by using playing game method, score often appear is 80-84 (80) and achieve in 30,43%. It is proven that teaching speaking by using playing game method is in the interval of that score.

By visual, distributing of the data can be described to histogram form as follow:
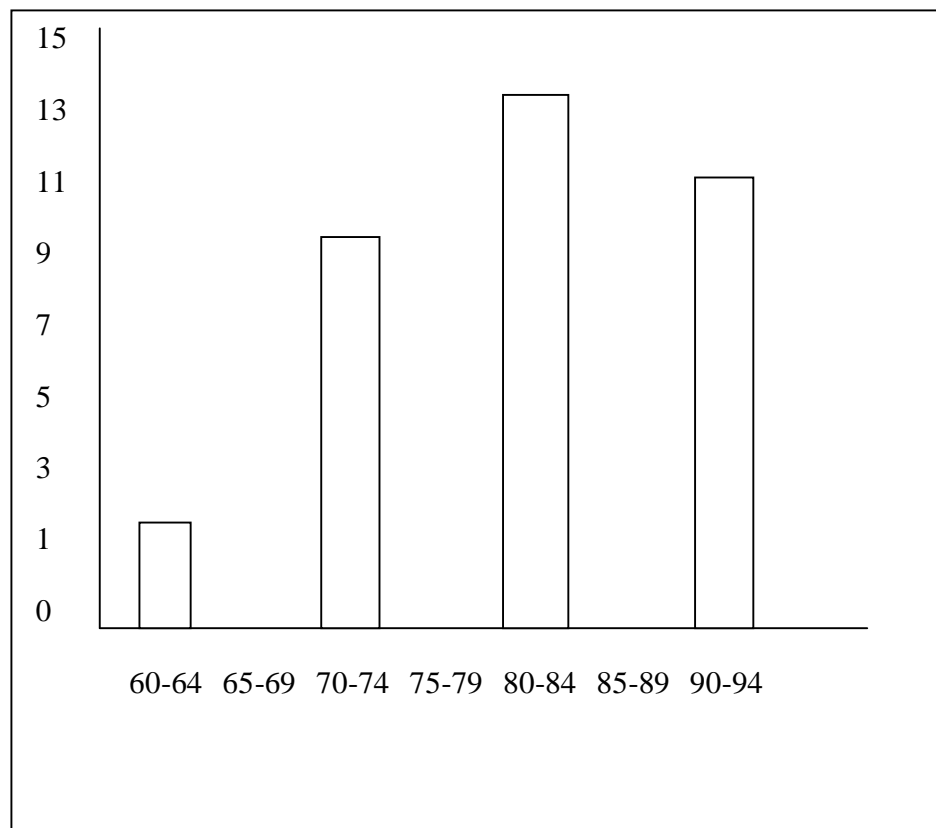
Figure 4. Histogram the result of teaching speaking by using playing game method in experimental class (post-test)

Based on the result of the test of teaching speaking, researcher found that mean score of students in experimental class by using playing game method is 91 with the highest score is 90 and the smallest score is 60. From the calculation in appendix VIII. The score of interpretation of the test in experimental class is 80% in between 61% - 80%. It is categorized high.

b. **Statistic Description of Data Post-Test Teaching Speaking in control Class (X_2)**

Based on result of students' result in pre-test, researcher described the result of data analysis. It can be seen as follow:

Table XV

The Result of Students' Speaking Test by using Role Play Method

Number Initial	Score
01	90
02	90
03	90
04	90
05	80
06	90

07	90
08	90
09	90
10	90
11	80
12	80
13	80
14	80
15	80
16	70
17	80
18	90
19	70
20	90
21	90
22	90
23	80
24	80
25	80
26	90
27	80
28	90
29	80

30	80
31	80
32	90
33	80
34	80
35	80
36	80
Total	3020

Table XVI

Summary of Control Class in Post-Test (X2)

Control Class by using Role Play Method					
$\sum x_1$	N_2	X_2	SD_t	Me	Mo
3020	36	86,94	10,56	82,5	78,5

The data in the table above explained that data result of teaching speaking by using role play method (post-test) showed that the sample 36, researcher found that total of score $\sum x_2 = 3020$, with mean $(x_2) = 86,94$ standard deviation $(SD_t) = 10,56$, Median (Me) = 82,5 and Modus (Mo) = 78,5. The researcher calculating can be seen in appendix VIII

From distributing of the variable data of the test result teaching speaking by using role play method at the VIII Grade students of SMP Negeri I Arse can be seen to the table and histogram of control class in pre-test below:

Table XVII

Distributing of Teaching Speaking Frequency by Using Role Play Method

(Post-Test) in the Control class

No	Interval	F	%
Control Class by Using Role Play Method			
1	60-64	2	6,52
2	65-69		
3	70-74	10	
4	75-79		
5	80-84	14	64%
6	85-89		
7	90-94	12	2,17

Based on the table above is explained that in the control class by using role play method, score often appear is 80-84 (score 80) and achieve in 68%.

By visual, distributing of the data can be described to histogram below:
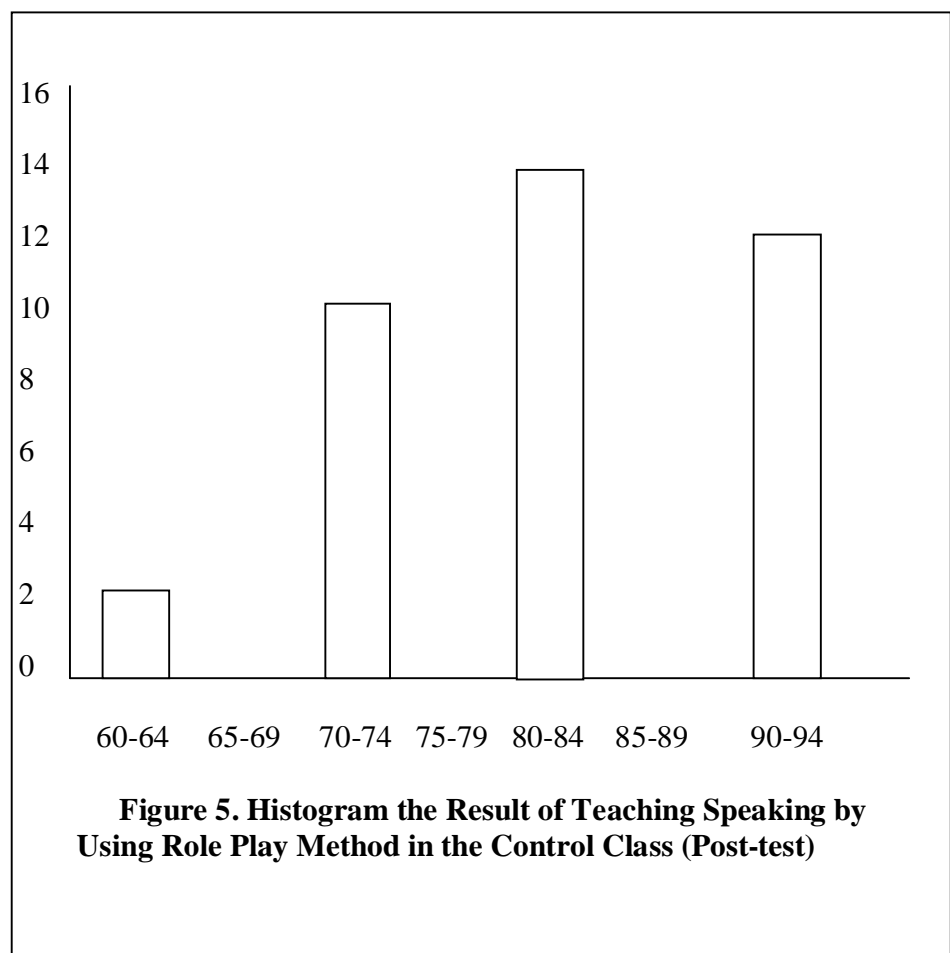
Figure 5. Histogram the Result of Teaching Speaking by Using Role Play Method in the Control Class (Post-test)

Based on result of test Teaching Speaking by Using role Play Method, researcher found that mean score of students in control class is 79,04. Highest score is 90 and smallest score is 50. From the calculating in appendix VIII the score of interpretation of the test control class is 67% in between 61% - 80%, it is categorized High.

To more explicit about difference description of the post-test result of teaching speaking by using playing game method and role play method before researcher gave treatment to the both class can be seen to the chart below:

Figure 3

Achievement Chart of the Result Teaching Speaking by Using Playing Game Method and Role Play Method (Post-Test)
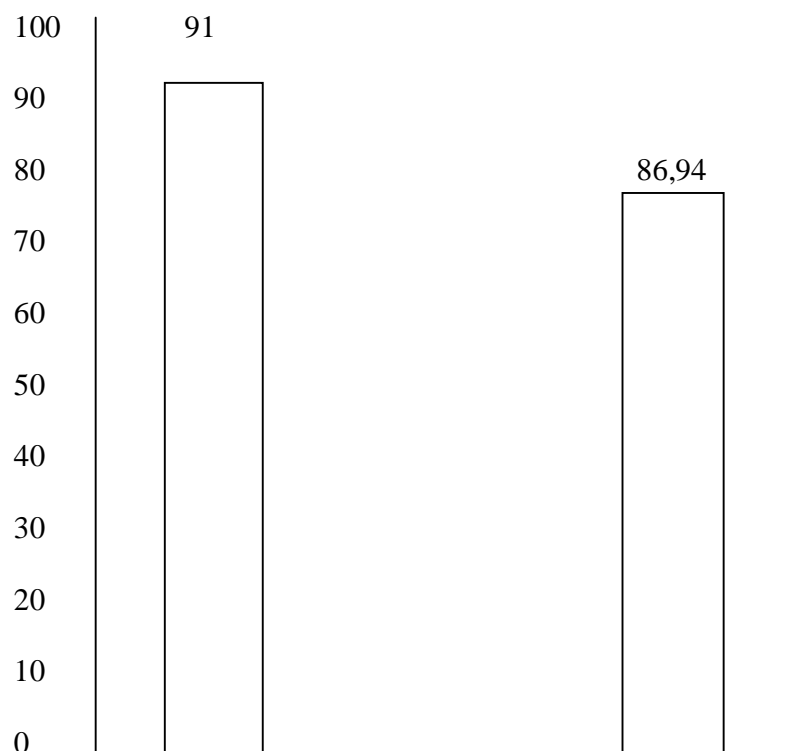
Experimental Class by Using   Control Class by

Playing Game Method   Role Play Method

Based on the chart above, experimental class by using Playing Game Method showed that tall of the chart achieved 91, it was between 90%-100% in position of Y. while control class by using Role Play showed that tall of the chart achieved 86,94, it was between 70%-80% in position of Y. it means that, the both classes was significant difference gave the treatment (post-test)

B. Hypothesis Testing

Hypothesis testing used to found the difference of the both averages with criteria:

Hypothesis $\mu_1 > \mu_2$: "There is significant difference of Playing Game Method and Role Play Method in Teaching Speaking".

Researcher used the formula t-test to find the hypothesis test as follow:

$$t = \frac{\overline{X_1} - \overline{X_2}}{\sqrt{\frac{1}{n_1} + \frac{1}{n_2}}}$$

with:

$$s = \sqrt{\frac{(n_1 - 1) s_1{}^2 + (n_2 - 1) s_2{}^2}{n_1 + n_2 - 2}}$$

Based on researcher calculation, researcher found that $t_{count} = 3,27$ with $s = 8,42$. While from the distributing list t_{table}, researcher found that $t_{table} = 1,66$ with opportunity $(1 - \alpha) = 1 - 5\% = \quad \%$ and $dk = (n_1 + n_2 - 2) =$

38+36-2 = 72, cause $t_{caunt} > t_{table}$ (3,27 > 1,66). It described that the hypothesis is accepted, it means there is significant difference between the result of teaching speaking by using playing game method and role play method. Researcher calculation, it can be seen on the appendix

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

The first formulation of the problem is "How far the results of teaching speaking by using playing game method are?" Teaching speaking by using playing game method before giving the treatment was low category, but in post-test was high category. It can be seen from the mean score of experimental class by using playing game method in pre-test. Mean score of experimental class by using playing game method in pre-test was 45,74, it is lower than total score of experimental class in post test (after giving treatment), it was 91.

The second formulation of the problem is "How far the results of teaching speaking by using role play method are?" Teaching speaking by using role play method before giving the treatment was low category, but in post-test was high category. It can be seen from the mean score of control class by using role play method in pre-test. Mean score of control class by using role play method in pre-test was 48,33, it is lower than total score of control class in post test (after giving treatment), it was 79,04.

The last formulation of the problem is "is there a significant difference between the result of teaching speaking by using playing game method and role play method?". Teaching speaking by using playing game method is different between teaching speaking by using role play method.

The last, the hypothesis of this research is "there is a significant difference between the result of teaching speaking by using playing game method and role play method". Based on the researcher's calculation, hypothesis is accepted, it means that there is a significant different between the result of teaching speaking by using playing game method and role play method.

B. Suggestion

Based on the results of the research, the researcher proposes several suggestions, as follows:

1. In teaching learning process, the teachers are expected to focus on several technique or methods.

2. The English teacher or instructor should also able to motivate or create an interesting situation by supplementary method, like role play method, playing game method or other. In this case, the average score of the group who thought by using playing game method is much better than by using role play method, because using the playing game method the class more live and thus avoid the boring and tedious situation.

3. The teacher should be able to support the students to speak spontaneously, and communicatively. Let the students learn vocabulary independently and enjoyable.

4. Finally, for some cases, the teacher or the instructor should not doubt to use Playing Game Method and Role Play Method or other supporting

method simultaneously in teaching speaking, because one cannot always

make the students easy to communicate their mind in oral English.

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