



**THE EFFECT OF ROLE PLAY TOWARDS SPEAKING
MASTERY AT THE XI GRADE STUDENTS OF SMA
NEGERI 6 PADANGSIDIMPUAN**

A THESIS

Submitted to the English Educational Department of State Islamic
University Syekh Ali Hasan Ahmad Addary Padangsidempuan as a
Partial Fullfilment of the Requirement for the Graduate Degree of
Educational (S,Pd.) in English

Written By

RIZKY INDAH SARI HARAHAP

Reg. No. 1620300102

ENGLISH EDUCATIONAL DEPARTMENT

**TARBIYAH AND TEACHER TRAINING FACULTY
STATE ISLAMIC UNIVERSITY
SYEKH ALI HASAN AHMAD ADDARY
PADANGSIDIMPUAN**

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Written By

RIZKY INDAH SARI HARAHAAP

Reg. No. 16 203 00102

ADVISOR I

Dr. Fitriadi Lubis, M. Pd
NIP. 19620917 199203 1 002

ADVISOR II

Fitri Rizani Siregar, M.Hum.
NIP. 19820731 200912 2 004

**ENGLISH EDUCATIONAL DEPARTMENT
TARBIYAH AND TEACHER TRAINING FACULTY
STATE ISLAMIC UNIVERSITY
SYEKH ALI HASAN AHMAD ADDARY
PADANGSIDIMPUAN**

2022

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Term : Munaqosyah

Padangsidimpuan, 10 November 2022

Item : 7 (seven) exemplars

a.n. **RIZKY INDAH SARI HARAHAP**

To: **Dean**

Tarbiyah and Teacher Training Faculty

In-

Padangsidimpuan

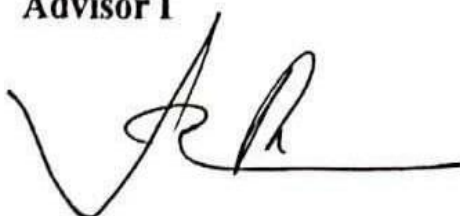
Assalamu 'alaikumwarohmatullah wabarakatuh

After reading, studying and giving advice for necessary revision on the thesis belongs to **Rizky Indah Sari Harahap**, entitled "**The Effect of Role Play Towards Speaking Mastery at the XI Grade Students of SMA Negeri 6 Padangsidimpuan**". We assumed that the thesis has been acceptable to complete the assignments and fulfill the requirements for graduate degree of Education (S.Pd) in English Education Department, Tarbiyah and Teacher Training Faculty in UIN Syekh Ali Hasan Ahmad Addary Padangsidimpuan.

Therefore, we hope that the thesis will soon be examined by the Thesis examiner team of English Education Department of Tarbiyah and Teacher Training Faculty UIN Syekh Ali Hasan Ahmad Addary Padangsidimpuan. Thank you.

Wassalamu 'alaikumwarohmatullah wabarakatuh

Advisor I



Dr. H. Fitriadi Lubis, M. Pd
NIP. 19620917 199203 1 002

Advisor II



Fitri Rayani Siregar, M.Hum.
NIP. 19820731 200912 2 004

DECLARATION LETTER OF WRITING OWN THESIS

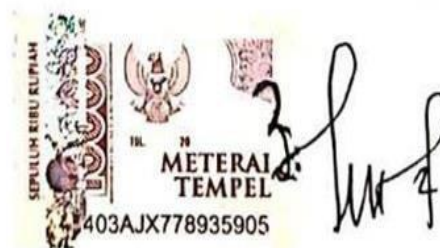
The name who signed here:

Name : Rizky Indah Sari Harahap
Reg. Number : 16 203 00102
Faculty/Department : Tarbiyah and Teacher Training Faculty/ TBI-2
The title of the Thesis : **The Effect of Role Play Towards Speaking Mastery at the XI Grade Students of SMA Negeri 6 Padangsidempuan**

I hereby declare that I have arranged and written the Thesis by myself, without asking for illegal help from the others, except the guidance from advisors, and without plagiarism as it is required in students' ethic code of UIN Syekh Ali Hasan Ahmad Addary Padangsidempuan in article 14 verse 2.

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Padangsidempuan, 10 November 2022
Declaration Maker



RIZKY INDAH SARI HARAHAP
Reg. Number 16 203 00102

AGREEMENT PUBLICATION OF FINAL TASK FOR ACADEMY CIVITY

As Academic Cavity of the State Institute for Islamic Studies Padangsidempuan, the name who signed here:

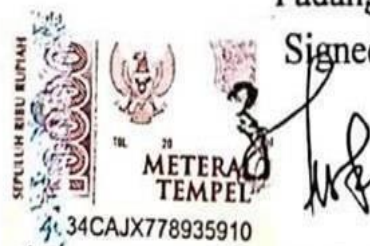
Name : Rizky Indah Sari Harahap
Registration Number : 16 203 00102
Faculty/Department : Tarbiyah and Teacher Training Faculty/TBI-3
Kind : Thesis

To develop of science and knowledge, I hereby declare that I present to the state Islamic University Syekh Ali Hasan Ahmad Addary Padangsidempuan Non Exclusive Royalty Righton my thesis with entitled:“ The Effect of Role Play Towards Speaking Mastery at the XI Grade Students of SMA Negeri 6 Padangsidempuan” With all the sets of equipments (if needed). Based on the this non-exclusive royalty right, state Islamic University Syekh Ali Hasan Ahmad Addari Padangsidempuan has the right to save, to format, to organize in data base form, to keep and to publish thesis for as I am determined as a writer and owner of its creative right.

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Padangsidempuan, 10 November 2022

Signed



Rizky Indah Sari Harahap
Reg. Number 16 203 00102

EXAMINERS

SCHOLAR MUNAQOSYAH EXAMINATION

Name : Rizky Indah Sari Harahap
Reg. Number : 16 203 00102
Fac/ Department : Tarbiyah and Teacher Training Faculty English Education Department
The title of the thesis : The Effect of Role Play Towards Speaking Mastery at the XI Grade Students of SMA Negeri 6 Padangsidimpuan.

Chief,



Fitri Rayani Siregar, M.Hum.
NIP. 19820731 200912 2 004

Secretary



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


Members,



Fitri Rayani Siregar, M.Hum.
NIP. 19820731 200912 2 004



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



Dr. Fitriadi Lubis, M.Pd
NIP. 19620917 199203 1 002



Yusni Sinaga, M.Hum
NIP. 19700715 200501 2010

Proposed:

Place : Padangsidimpuan
Date : December, 8th 2022
Time : 13.30 until Finish
Result/ Mark : 77,5 (B)
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**RELIGION MINISTRY INDONESIAN REPUBLIC
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PADANGSIDIMPUAN**

TARBIYAH AND TEACHER TRAINING FACULTY

Alamat: Jl. H.T. Rizal Nurdin Km. 4,5 Telp. (0634) 22080 Sihitang 22733

Padangsidempuan

LEGALIZATION

**Thesis : The Effect of Role Play Towards Speaking
Mastery at the XI Grade Students of SMA Negeri
6 Padangsidempuan**

Written By : Rizky Indah Sari Harahap

Reg.No : 16 203 00102

Faculty/Department : Tarbiyah and Teacher Training Faculty/TBI

The Thesis had been accepted as a partial fulfillment of the Requirement for
Graduate Degree of Education (S.Pd.)



Padangsidempuan, November 2022

Dean

Dr. Lelva Hilda, M.Si.

NIP.19720920 200003 2 002

Name : Rizky Indah Sari Harahap
Reg. Number :1620300102
Faculty : Tarbiyah and Teacher Training Faculty
Department : English Education
The Tittle of the Thesis :The Effect of Role Play Towards Speaking
Mastery At The XI Grade Of SMA Negeri 6
Padangsidimpuan

ABSTRACT

This research talked about students' problems in speaking English. The problems that faced by students are the students speak a little in English. The students are shy and afraid of taking part in the conversation, also they felt difficult to make a topic when they try to speak or do not know what to talk about.

The purpose of this research was to find out students' speaking mastery before using role play technique, to find out students' speaking mastery after learning using role play technique and also to examine the significant effect of using role play technique to students of SMA Negeri 6 Padangsidimpuan.

This research used quantitative research with experimental method. Experimental method was used to prove and see if it effects a result between dependent variable. The population of this research were 112 students of the students at Eleventh grade of SMA Negeri 6 Padangsidimpuan. This research used simple random sampling to take the sample, the samples were randomized. So, based on the calculations that have been done there were 20 samples obtained, who were divided into the control class consists of 10 students and experiment class consists of 10 students.

The data were analyzed using the t-test formula to prove the hypothesis. The result of this research indicate the calculation of the t-test at the post-test of 2.29 with a sig of 2,00. Thus, the hypothesis is accepted because $t_{count} > t_{table}$, which is $2.29 > 2,00$. Therefore, it can be concluded that there is an effect of role play towards speaking mastery at the eleventh grade of SMA Negeri 6 Padangsidimpuan.

Key Words: Role play, Speaking Mastery

Nama : Rizky Indah Sari Harahap
NIM : 1620300102
Fakultas : Tarbiyah dan Ilmu Keguruan
Jurusan : Tadris Bahasa Inggris
Judul Skripsi : Pengaruh Tehnik Bermain Peran Menuju Penguasaan Berbicara pada Kelas Sebelas SMA Negeri 6 Padangsidempuan

ABSTRAK

Penelitian ini membahas tentang masalah siswa dalam berbicara bahasa Inggris. Masalah-masalah yang dihadapi siswa adalah, kurang berbicara dalam bahasa Inggris, siswa malu dan takut dalam mengambil bagian dalam berbicara, siswa juga kesulitan dalam menentukan topik ketika akan berbicara dalam bahasa Inggris dan tidak tahu apa yang akan dibicarakan.

Tujuan dari penelitian ini adalah, untuk menemukan penguasaan siswa dalam berbicara sebelum menggunakan teknik role play, untuk menemukan penguasaan siswa dalam berbicara setelah menggunakan teknik role play, dan juga untuk menguji pengaruh signifikan teknik role play pada siswa SMA Negeri 6 Padangsidempuan.

Penelitian ini menggunakan kuantitatif dengan metode eksperimen. Metode eksperimen digunakan untuk membuktikan dan melihat apakah hasil dan variabel berpengaruh. Populasi dari penelitian ini adalah 112 siswa dari kelas X SMA Negeri 6 Padangsidempuan. Penelitian ini menggunakan Teknik random sampling dalam pengambilan sampel. Jadi, berdasarkan perhitungan yang telah dilakukan, ada 20 sampel yang diperoleh, dimana dibagi menjadi kelas kontrol berjumlah atas 10 siswa dan kelas eksperimen berjumlah 10 siswa.

Data di analisis menggunakan rumus t-test untuk membuktikan hipotesis. Hasil dari penelitian ini menunjukkan penghitungan t-test pada post-test adalah 2.29 dengan sig 2,00. Dengan demikian hipotesis diterima karena $t_{count} > t_{table}$, yaitu $2.29 > 2,00$. Oleh karena itu, dapat disimpulkan bahwa ada pengaruh penggunaan strategi metakognitif terhadap penguasaan membaca naratif teks.

Kata Kunci: Bermain Peran, Penguasaan Berbicara

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First of all, I would like to say thank you to Allah the Almighty God who has given me time and healthy in writing and finishing the thesis entitled “The Effect of Role Play Towards Speaking Mastery at the XI Grade Students of SMA Negeri 6 Padangsidimpuan”. Besides, peace and greeting be upon to the prophet Muhammad saw who has brought the human from the darkness era to the lightness era.

This thesis is presented to the English Education Department of State Islamic University Syekh Ali Hasan Ahmad Addary Padangsidimpuan as a partial fulfillment of the Requirement for the Graduate Degree of Education (S.Pd) in English.

In finishing this thesis, I got a lot of advices, suggestion and support from the following:

1. Special thanks to Mr. Dr. Fitriadi Lubis, M.Pd. as the first advisor who has given me suggestion, criticism and helps in writing this thesis. May Allah blesses him.
2. Special thanks to Mrs. Fitri Rayani Siregar, M.Hum. as the second advisor who has helped, supported and suggested me to finish this thesis.
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for General Administration, Planning and Finance, and Vice Chancellor III for Student Affairs and Cooperation.

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5. Big thanks all lecturers, all academic cavities, to chief of Library and staff of UIN SYAHADA Padangsidimpuan who had given so much knowledge and helped during I studied in this belove university.
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Finally, I realize that there must be some weakness in this thesis. Therefore, the researcher would be very grateful for the correction and comment that can improve this thesis

Padangsidimpuan, June 2022

The Writer

Rizky Indah Sari Harahap
Nim.1620300102

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CHAPTER I

INTRODUCTION

A. Background of the Problem

Speaking is the ability to say words through the mouth to express the content of mind. Speaking is one of productive skill and it is learned by the English learners. Speaking is also about transferring what inside of mind to the people through the mouth. The important of three skills are same with the speaking.

Speech is an interactive process of conveying meaning. It includes generating, receiving and processing information. When someone speaks something, he interacts and uses words to express ideas, feelings, and thoughts. You also pass information to others through your communications. So, by having communication with speaking, people more understand each other.

The importance of speaking is to enable students to communicate effectively through oral language, because the disability of the students to speak may lead them to be unable to express their ideas even in a simple form of conversation. Speaking is not only about communication between two people or more. But, also about expressing the ideas in a simple way. So, speaking is very important to be learned in school, to make the students are able to speak well.

As one of the skill in English, speaking need to be mastered by the students, it's the same with the other three skills (Writing, reading, listening), speaking must be learned well. When a student is not capable in one skill it

means there is a disability in another skill, and there is a problem in the basics of the English language, because one skill is related to another skill. So, every skill has relation each other and complete in every way.

The government has made several efforts to improve the quality of education, including: Improving the quality of teachers to support teaching and learning activities, including curriculum development, textbook selection, and speaking in English. The school has also made some efforts to improve education such as; Prepare school facilities and establish some rules for exercising discipline. Teachers are key to improving the quality of education, and in addition to teaching, teachers also serve as motivators for students. All of this was aimed at improving the quality of education, including improving students' skills, especially in speaking, according to the statement.

Based on observations made at SMA Negeri 6 Padangsidempuan the researchers, study that was found most of the SMA Negeri 6 Padangsidempuan students had difficulty speaking. This is proven in an interview by an English teacher.

The condition of speaking skill in SMA Negeri 6 Padangsidempuan at grade XI are poor. The students do not practice English conversation everyday. They are shy and afraid to take part in the conversation, also they difficult to make a topic when they try to speak or do not know what to talk about. But, they loved learning English and they are interested but lack of it.¹

Those problems above made the students in SMA Negeri 6 Padangsidempuan cannot master the this skill maximally, so the teaching-learning process can't be optimum.

¹English Teacher, -Private Interview|| SMA Negeri 6 Padangsidempuan, on 4 August 2021 at 09.53.

There are several factors that can cause the speaking mastery of students. Such as, “aspect of teaching, students’ motivation, curriculum and materials, teaching strategy and the atmosphere of the classroom environment”.² It must one of the factors of speaking mastery in teaching strategy.

There are many kinds of strategy in teaching speaking such as, Think-pair-share, Numbered head, jigsaw, round-robin and role play”³. According to Byrne, “role play enhance speaking mastery by making students acting out particular ways of interacting with others in imaginary situation.”⁴ Speaking activity put yourself into somebody else’s or put yourself into an imaginary situation. Based on the explanations above, role play is not only used to interactive teaching in the classroom but also the stimulate the students in real life situation.

Role play strategy in this learning class allows the objective of the course to be met in limited time, through an integrated approach which allows the practice of language technique. The teacher’s role is giving clear instruction and rules to each group. So, each group play the role based on the instruction.

There are several rules that can be applied when doing role play strategy in teaching speaking. So that the role play strategy can be carried out correctly. They rules are, decided teaching materials, which teaching material

²M. Hamad, -Factors Negatively Affect Speaking Skills at Saudi Colleges for Girls In The South, *English Language Teaching* 12 (2012): p87, [shorturl.at/ciDT0](#)

³David & Johnson, *Classroom Techniques: Foreign Language and English as Second Language*. (New York: Harcourt Brace Jovanovich Inc, 2001), p56, [shorturl.at/JMR02](#).

⁴Byrne, *Teaching Oral English: Longman Handbooks For English Teacher* (Singapore: Longman Group, 1986), p78, [shorturl.at/tKO19](#)

will be used for role play strategy. Select situations and create dialogs. Teach the dialogs for role plays, have students practice the role play, have students modified the situations and dialogs, then evaluate and check students' comprehension. So, the rules of role play must be done sequentially.

Based on the above statement, this study is of interest in investigating SMA Negeri 6 Padangsidimpan. In this study, we would like to know whether role-playing strategies have a significant impact on students' language proficiency to conduct research titles "The effect of role-playing on verbal ability in the XI grade of SMA Negeri 6 Padangsidimpuan.

B. Identification of The Problem

Especially at SMA Negeri 6 Padangsidimpaun, researcher found that there are some problems in speaking mastery at the XI grade of SMA Negeri 6. So, the researcher Padangsidimpuan as following are:

1. The students are shy and afraid to take part in the conversation.
2. The students are difficult to make a topic when they try to speak or do not know what to talk about.
3. The students also confused about how to start conversation in English.

So, based on the problem above, factors of speaking that can cause the speaking mastery problem of students are aspect of teaching. Namely, students' motivation, curriculum and material, teaching strategy and the atmosphere of the classroom environment. Some of the strategies mentioned above, are only teaching strategy that discussed in this research. There are many strategies that can be used to teach speaking in the class, namely

simulation, drilling, discussion, story telling and role play. Where, each strategy has a different way of applying it and has the same goal of facilitating the teaching and learning process. The strategy is applied in this research is role play strategy.

C. Limitation of The Problem

As mentioned earlier, there are several factors that lead to mastery of speaking, one of which is teaching speaking strategies. The strategy that can be used to teach speaking as mentioned above are simulation, drilling, discussion, story telling and role play.

Not all of the above strategies for language proficiency were discussed in this study. This research only focused on one of the strategy namely role play strategy. Where the role play is considered more suitable and efficient to be used in teaching speaking.

The reasons for choosing and using role play. Role play is also good strategy to stimulate students to speak foreign language. Students are urged to make improvisation in the conversation . In this context, students are provided an opportunity to be more creative in using language. Using Role play students also can play one or more characters. For instance, one student plays a role as a tourist and the other student plays a role as a tour guide.

D. Formulation of The Problem

Based on the limitation of the problem above, finally is formulated as follows:

1. How is the students' speaking ability before learning using Role play strategy at the XI grade of SMA Negeri 6 Padangsidempuan?
2. How is the students' speaking ability after learning using Role play strategy at the XI grade of SMA Negeri 6 Padangsidempuan?
3. Is there significant effect of using Role play strategy to students' speaking at the XI grade of SMA Negeri 6 Padangsidempuan?

E. Purposes of The Research

From the formulation above, the purpose of this research are :

1. To know students' speaking ability before learning using role play strategy at the XI grade of SMA Negeri 6 Padangsidempuan
2. To know students' speaking ability after learning using role play strategy at the XI grade of SMA Negeri 6 Padangsidempuan
3. To know examine the significant effect of using role play strategy to student at the XI grade of SMA Negeri 6 Padangsidempuan

F. Significances of The Research

Significance of the Study This study is expected to give some information for:

1. Teachers

The result of the research provided benefit for the english teacher.

The benefit can be information to know the role play technique in order to practice the strategy in teaching and learning activities, to make better and more effective in teaching speaking.

2. Headmaster

The result of the research provided information and knowledge about the effect of role play technique on teaching speaking to the headmaster.

3. Other Researcher

The result of the research supplied information for further related studies and this study can be used by the researcher as a strategy in teaching learning process and gives insightful knowledge of English proficiency. Speaking is the action of expressing idea or feelings in spoken language.

G. Outline of The Thesis

The structure of this study is divided into five chapters. Each chapter consists of many sub-chapters. Such as: chapter 1 consists of an introduction and is as follows: Problem background, problem identification, problem demarcation, problem formulation, research purpose, research meaning, abstract of paper.

Chapter 2 consists of speaking skill descriptions that talks about definition, purposes, types, element, principle and material of speaking. Then, explains about the description of role-play strategies. In chapter 2 also talks about relevant insights, conceptual frameworks, and hypotheses.

Chapter 3 consists of research methodology divided into sub-chapters. Survey locations and times, survey methods, populations and samples, survey instruments, data collection methods, and data analysis techniques.

Chapter 4 explains about the result of research. The result of research tells about the result of research from the participant. Where consists of data descriptions, hypothesis testing, discussion, and threats of the research.

Chapter 5 consists of conclusion of the results of this study and suggestions given by the study. Where, chapter 5 explains about information about teaching and learning English by using role play strategy. It also shares the about what should and shouldn't do in teaching English, especially in teaching speaking.

CHAPTER II

LITERATURE REVIEW

A. Theoretical Description

1. Speaking

a. Defenition of Speaking

In general, speaking is a process of constructing and sharing meaning, but with linguistic and symbolic diversity within context. So, speaking is the result of the fruit of the mind. Where, specifically “speaking can be interpreted as something to acieve by students in a certain time”¹. It means that, speaking is made in the curriculum so that students learn it as a measure of mastery an ability.

Many experts give explanation about speaking. Guntur Tarigan states “speaking is one of basic competence that the students should gain well”². According to Jeremy Harmer “speaking is the ability to speak fluently and presupposes not only knowledge of language features, but also the ability to process the information and language on the spot”³. Another expert Huebner Theodore said that speaking is the “basic of communication through sound”⁴. David Nunan said

¹Marni Hartati, *Modul Pembelajaran SMA Bahasa Inggris* (Kementerian Pendidikan Dan Kebudayaan, 2020), p5.

²H. Guntur Tarigan, *Prinsip-Prinsip Dasar Metode Riset Pengajaran Dan Pembelajaran Bahasa* (Bandung: Angkasa, 1990), p24, shorturl.at/ipqU8

³Jeremy Harmer, *The Practice of English Language Teaching*, Fourth (New York: Longman, 2007), p284, shorturl.at/cgL57.

⁴Huebner Theodore, *Audio Visual Technique in Teaching Foreign Language* (New York: Cambridge University Press, 2015), p32, shorturl.at/pBCQX.

“ Speaking is consist of producing systematic verbal uttrances to convey meaning.”⁵

In curriculum also stated, that speaking is “expression of expressing opinion and thoughts.”⁶ The activity that will enhance the knowledge and ability on speaking skill are practicing and expressing the conversation or the feeling with the seatmate or even present it in front of the class. This kind of task will build the students’ confidence as well as cooperative with their partner

Speaking according to the above definition, is an interactive process that can be generated through words to express human emotions, feelings, ideas and thoughts. It is difficult to convey a specific goal in communication without speaking.

So, it can be conclude that, The ability to speak is one of the language skills that humans must master, one of which is through education in schools. Learning speaking skill carried out continuously and sustainably because include in curriculum. So that, it is expected to make it easier for students to communicate and express ideas to other people.

b. Purposes of Speaking

The purposes of speaking generally is giving information to one or more people, to reduce misunderstanding information or to exchange ideas with someone. While specifically, “speaking aims to develop

⁵David Nunan, *Practical English Language* (New York: Mc-GrawHill Inc, 2003), p48.

⁶“Silabus Bahasa Inggris SMA Kurtilas Kelas XI”, 2013, p4, shorturl.at/jrtU2.

students' communication skill in their daily life".⁷ So, speaking is include in the curriculum aiming to complete the skills that must be mastered in English. Where these four skills are interconnected with each others, if there is one skill that is not balanced, it will be defects in communication.

The purposes of speaking also clarified by expert as follows:

- 1) Informative means that the speaker conveys an idea, information, feeling, or opinion to the listener and wants to convey something, especially knowledge (the speaker only conveys facts).
- 2) Entertaining means that the speaker aims to make the listener happier, with materials selected primarily based on the speaker's entertainment value.
- 3) Persuasion means that the speaker tries to validate the listener to do something in a particular activity. For example, teachers lead by example in providing materials to give students a good lesson.
- 4) Discussion means that the speaker wants to discuss something because the purpose of speaking is to make decisions and plans. Discussion activities are believed to attract more attention from students as they have to solve problems based on assignments given by the teacher.⁸

It can be conclude, the purpose of speaking is giving information, confirmation, or making discussion and communication about something with people. We also encourage students to speak up both inside and outside the classroom. You can speak, communicate, convey information, persuade, influence, and entertain those who receive information, and solicit responses from listeners and those who receive information.

⁷Hartati, *Modul Pembelajaran SMA Bahasa Inggris*, p9.

⁸H. Guntur Tarigan, *Berbicara: Sebagai Suatu Keterampilan Berbahasa* (Bandung: Angkasa, 2008), p32.

The purposes of speaking also include in curriculum 2013. ‘The 2013 curriculum refers to the goals of the national education system. Where the curriculum must involve all components, including education system itself which aims to increase and optimizing the development of human qualities that can bring maximum improvement’.⁹ Not only limited to the students, but also related to the teaching system and education

According to the curriculum, speaking objectives in high school are divided into:

- 1) Applies the social functions, text structure, and linguistic elements of spoken and written transactional interaction text, including giving and soliciting information relevant to a proposal or offer, depending on its context of use.
- 2) Concise and simple trade interaction texts, both oral and written, including the act of providing information relevant to a proposal or offer, paying attention to social functions, text structure and contextually accurate language elements.¹⁰

So, it can be conclude that the purpose of speaking based on the curriculum are students are able to expres what’s on their mind and then Students can get information from the speaker. Speaking also helps facilitate the transactional process of communication by maintaining good social relationships with others.

⁹Kementerian Pendidikan dan Kebudayaan, *Konsep Dan Implementasi Kurikulum 2013* (Jakarta, 2014).

¹⁰Mahrukh Bashir, *Bahasa Inggris* (Jakarta: Pusat Kurikulum dan Perbukuan, Balitbang, Kemdikbud, 2017), p1, <https://id1lib.org/book/3520505/5fd243>.

c. Types of Speaking

Here are six types of spoken language based on Douglas Brown:

1) Imitative

Basically, imitation is an activity that follows other activities. In other words, you are copying something. That portion of classroom speaking time could legitimately be spent on human tape audio, for example, practicing this type of intonation, which is not intended to focus on specific elements of the phonetic form.

2) Intensive

Focused speaking is a step beyond imitation and involves speech efforts aimed at practicing phonological or grammatical aspects of speech. Intensive Speaking can be self-initiated or part of a pair-work in which the learner "skips" on certain forms of the language.

Much of what students say in the classroom is reactive. They are short responses to teacher- or student-initiated questions or comments. These answers are usually sufficient and not interactive.

3) Transactional

transactional language. Its purpose is to transmit or exchange certain information. A language for advanced forms.

4) Interpersonal (dialogue)

Another form of conversation mentioned in the previous chapter was interpersonal interaction. Its purpose is to maintain social relations, not to convey facts or information.

5) Extensive

Finally, intermediate to advanced students are asked to deliver a lengthy monologue in the form of an oral report, summary, or possibly a short speech. Here the register is more formal and deliberative. These monologues can be planned or spontaneous¹¹

From types above, From this it can concluded that there are six ways of speaking. They are: Imitative is trying to repeat what was

¹¹H. Douglas Brown, *Teaching by Principles: An Interactive Approach To Language Pedagogy* (USA: Pearson Longman, 2007), p327.

said. , Intensive is giving a direct response to a simple question. Responding issimple question with a follow-up question or two. Transactional is giving and taking information. Interpersonal is conversation between two or more people without formal rules and Extensive is some sort of monolog example speech, story telling etc.

So, the type that is used in this research is interpersonal research. Where the students are asked to make a group that consist of two for each group and have a conversation based on a predetermined theme.

d. The Elements of Speaking

It is very important for people who learn the language to master the elements of speaking because they can acquire the ability to communicate. The ability function to express our ideas, feelings, thoughts.

The elements of speaking skills classified into four, they are sender, message, channel and receiver (SMCR).

1. The sender is the source of the message or the person who originates the message.
2. The words can be a message.
3. To send the message, the medium or channel is used.
4. A recipient is someone who receives a message and responds to try to understand what the sender is really trying to convey".¹²

In making communication, there must be a sender, message, channel and receiver. Where every element has the function itself. The

¹²Uma Narula, *Handbook of Communication Models, Perspectives, Strategies* (India: Atlantic Publisher & Distributors, 2006), p3, <https://id1lib.org/book/1115975/4f155a>.

sender must possess good communication to make the communication effective and create an impact to the listener. Sender should know how to speak and how to pronounce a word correctly, where to take pauses and where to repeat and so on. Similarly, if the receiver does not understand the message, the communication will be ineffective. The message belongs to the content or thing that discussed from beginning to end contains of communication.

The channel refers to the media that is used to send the message. In indirect communication usually use electronic media such as telephone or internet. While in direct communication using the five senses of human being, such as hearing, seeing, touching, smelling and tasting. Then, the receiver is the person who receives information first from the sender. The receiver must also have a good listening skill, so that can easily understand the message that conveyed by the sender. So, the four elements of speaking related to each other. If one of them is not fulfilled then the communication will be ineffective.

e. The Principles of Speaking

For most EFL learners, English classes are the only way to practice their English. When students leave the class, they have no chance to speak and communicate in English. Therefore, when teaching and developing students to speak, teachers should keep in mind the following principles: Below are six principles for teaching speaking.

- 1) Creating realistic situation, it will help the students if they practice and use English in a real situation.

- 2) Engaging all students, When teaching speaking the teacher should see the classroom as a community. The students should communicate with each others.
- 3) Supporting the qualities of spoken language, Sometimes the students use different way to communicate, to make sure people understand just ask to repeat or use body language.
- 4) Personalizing speaking topics, it will be easier for students to speak about topics they are interest in..
- 5) Creating an unfearful class, a lot of students are afraid to speak in front the class. It is the role of teacher to create a friendly class.
- 6) Planning different and various types of speaking activities¹³

It can be conclude that, the principles of speaking need to be applied in the classroom to make the process of teaching speaking succesful and running smoothly. So, every students' problem in the classroom can be solved with the correct treatment.

f. The Materials of Speaking

Speaking material is “anything which is used to help to teach language learners”.¹⁴ Today, most schools in Indonesia include primary, middle and high schools that have changed from KTSP to the curriculum of 2013, or k'13. This means that students are more active than teachers in the k'13 curriculum. Curriculum, ethics, logic and aesthetics come together in 2013.

To study English material in the 6th form, especially in the 11th grade, SMA Negeri students have 6 PadangsidimPuan in their textbooks. The students text book entitled “Bahasa Inggris: Stop Bullying Now, stand up and speak up”.The textbook is consists of

¹³Kathleem M. German, *Principles of Speaking*, Nineteenth (New York: Routledge Taylor & Francis Group, 2017), p36, <https://id1lib.org/book/5258541/3ff630>.

¹⁴Brian Tomlinson, *Materials Development in Language Teaching* (Cambridge: Cambridge University Press, 2008), p32.

some chapters. They are: chapter 1 until chapter 8 with different topics. The topics are Offers & Suggestions, Opinions & Thoughts, Party Time, National Disaster “An Exposition, Letter Writing, Cause & Effect, Meaning Through Music and the last topic is Explain This.

The 8 chapters almost have the same type of exercises, which is about multiple choice, essay and completion.

The exercise of chapter 1 with the topic “Offers & Suggestion” is:

2. At the Hotel
This conversation is between a concierge at a hotel and a customer:

Good evening. Can I help you?

Good evening. Yes, please.
I would like a room for the night.

Thanks. Good night.

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The exercises of chapter 2 with the topic “Opinions & Thoughts” is:

C Let's Practice

A. Fill in the blanks using the opinion expressions given in the box below.

1. I _____ with you bullying should be banned.
2. It is all right if you don't agree with me but I have every right to my _____.
3. As far as I _____, I will not support bullying in my school.
4. I _____ that medical care should be free for everyone.
5. Some people _____ eating fish and yogurt at the same time causes a severe skin disease.
6. I feel quite _____ about this issue.

totally agree, opinion, am concerned, strongly believe, believe that, strongly

The exercises of chapter 3 with the topic “Party Time” is:

D Active Conversation

With a partner create dialogues to accept and decline invitations. Using the role-play approach, re-enact the conversation with your classmates. You can model your conversation based on the examples of invitations given below.

Invitation to dinner

Joko: Would you like to come over for dinner tonight?
 Yeni: Thank you! I'd love to. Would you like me to bring something?
 Joko: No, nothing, just come.
 Yeni: OK. What time?
 Joko: At 7 p.m.
 Yeni: OK, see you then.

Invitation to the grand opening of ABC software company

Ariyanto : Mr. Budi, I would like to invite you to the opening of my software company.
 Mr. Budi: When and where?
 Ariyanto : This Saturday at 10 a.m.
 Mr. Budi: I am afraid I won't be able to come. I have a prior engagement.

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Invitation to anniversary dinner

Yanti : Mr. Suharto, my husband and I are celebrating our 3rd wedding anniversary. We would like you to join us.

Mr. Suharto: Oh, thank you! I would be delighted to. When is it?

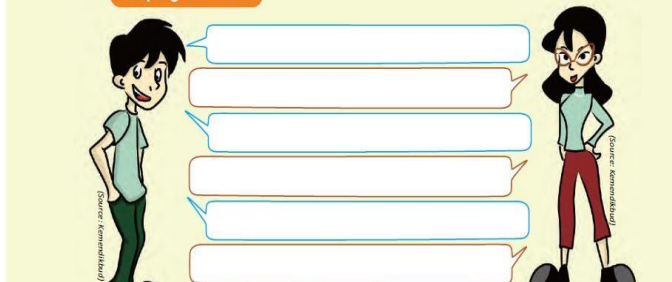
Yanti : On Sunday at 8 p.m in the Balai Kartini.

Mr. Suharto: OK, I will be there.

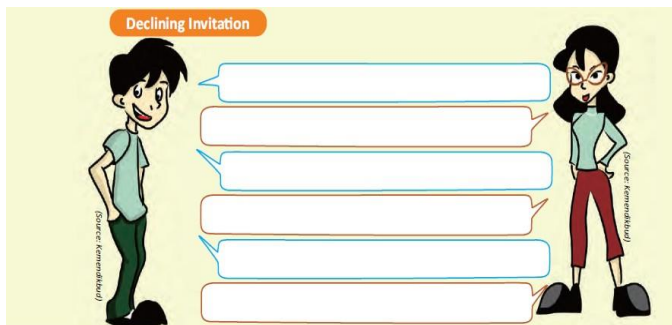
Yanti : Thank you. See you then!

Mr. Suharto: My pleasure. See you then!

Accepting an invitation



Declining Invitation



The exercises of chapter 4 with the topic “National Disaster-An Exposition” is:

A. The article given below is incomplete.

Complete it using the format of an exposition text and give it a suitable title.

Introduction (thesis statement)

Television is the most popular form of entertainment in every household in Indonesia. However, I think watching television too much especially soap operas and dramas can have negative impacts on the viewers.

Argument 1 + Elaboration

Argument 2 + Elaboration

The exercises of chapter 5 with the topic “Letter Writing” is:

C Let's Practice

A. Look at the expressions and match them with the purpose of the letter.
The first one has been done for you.

Expressions	Purpose
I am so happy to share this with you.	To apologize
Thank you so much for remembering me.	To ask for reply
Did you know....	To ask a favor
I am so sorry.	Closing
I will be waiting for your letter eagerly.	To give advice
Can I ask you for this favor.	To give bad news
Love always,	Changing topic
I think you should think it over before.	To share some information
I am so sorry but I have to tell you.	To thank the person
That reminds me of....	To share good news

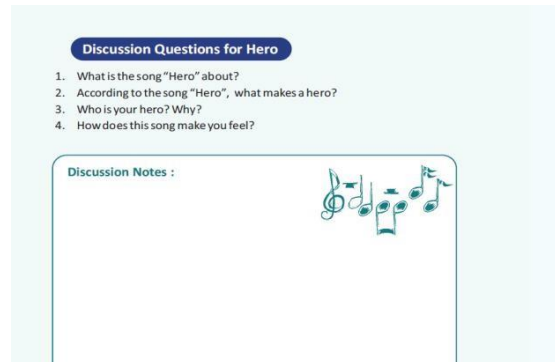
The exercises of chapter 6 with the topic “Cause & Effect” is:

C Let's Practice

A. Read the following sentences. Decide if the words in bold are the cause or the effect. Write *cause* or *effect* on the line. Then, underline the "signal" word or phrase.

- Early man used weapons because **they needed to find food**.
- The glaciers began to melt; therefore, **the land bridge between Asia and North America became flooded**.
- Because they wanted to learn about different civilizations that existed**, archaeologists studied artifacts.
- Early man slowly started to grow food**, and as a result, their lives became easier.
- My sister was very tired** because she stayed up past midnight.

The exercises of chapter 7 with the topic “Meaning Through Music” is:



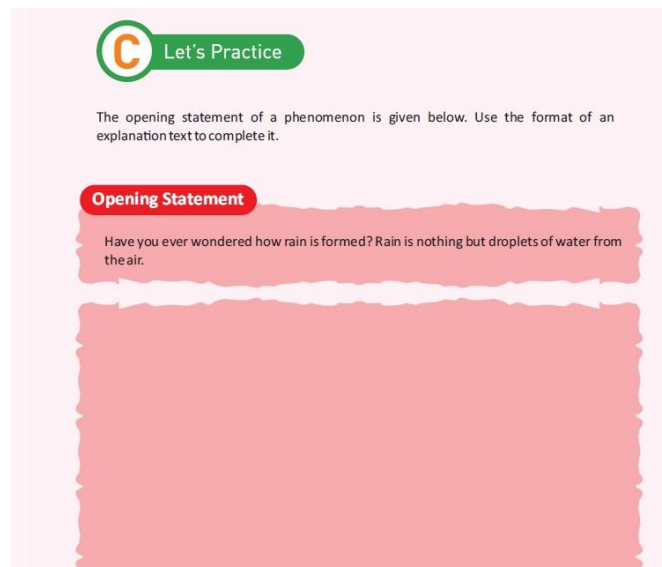
Discussion Questions for Hero

1. What is the song "Hero" about?
2. According to the song "Hero", what makes a hero?
3. Who is your hero? Why?
4. How does this song make you feel?

Discussion Notes :

(Musical notes illustration)

The exercises of chapter 8 with the topic “Explain This” is:



C Let's Practice

The opening statement of a phenomenon is given below. Use the format of an explanation text to complete it.

Opening Statement

Have you ever wondered how rain is formed? Rain is nothing but droplets of water from the air.

(Large red area for writing an explanation text)

From those materials, all the topics are not discussed. But, only focus on chapter 3 in the topic the first semester with the topic Party Time. This topic talked about saying content of mind about profession. In this research, the material that is used is textbook or printed materials which contains a conversation between two or more people. In developing materials, we should consider several factors, such as

“relevant subject of materials, attractiveness of format, accuracy of language level and learning objective”.¹⁵It means that, the materials decided according to learning needs and level.

2. Role Play Strategy

a. Defenition of Role Play Strategy

The definition of role play is one of the teaching strategy that is act like other people in which to solve problem of teaching “leraning process in teaching speaking especially. Students are required to think individually based on the topic that given by the teacher.

According to Penny, a role-playing strategy is to "provide students with appropriate topics that provide interest and discussion, divide them into groups, and improve the quantity and quality of verbal interactions."¹⁶ Gillian Porter stated that role Acting "When students assume the role of a particular character, they participate in situations and act out dialogues."¹⁷

Galvin Bolton also stated that role-playing can be defined as “the spontaneous action of an individual in response to others in a hypothetical situation". He said that it can be defined as “voluntary action to act." A hypothetical situation. In role play, players are given basic information about who they are, what they are like, and what they

¹⁵Tomlinson, p75.

¹⁶Penny Ur, *A Course in Language Teaching* (Cambridge: Cambridge University Press, 2003), p131.

¹⁷Gillian Porter Ladousse, *Role Play* (New York: Oxford University Press, 2000), p5.

want to do. Players must interact with others to relate situations to their own.

So, it can be concluded that role play is the strategy in teaching speaking which the students imagine in other people and situation. This role play strategy let the students have more opportunities to build up their speaking moment naturally.

b. The Purposes of Role Play Strategy

A learning strategy must have purposes. “Role play can give students practice in thinking real-life roles and dealing with real-world problem”¹⁸. It concludes that the purpose of role-playing strategies in language teaching is to stimulate thinking and creativity in students, enabling them to develop and practice new language and behavioral skills in real-life situations.

c. Types of Role Play Strategy

Two types of role play is script and unscript role play. Scripted role-plays interpret lines from textbooks or read text aloud in speech form.¹⁹ This function the text is to convey the meaning of language. In this type of role play the students use language items they have already learn.

Another type is unscripted role play is “does not rely on textbooks, as opposed to unscripted role-playing game situations.”²⁰ This is known

¹⁸Roy Killen, *Effective Teaching Strategies* (Cambridge: Blandwell, 2009), p38.

¹⁹Sandra Smidt, *Playing To Learn: The Role of Play In The Early Years* (London: Routledge, 2020), p16, <https://id1lib.org/book/1126333e4b7d4>.

²⁰Smidt, p18.

as free role play or improvisation. Students must decide for themselves which language to use and how the conversation will unfold. It really requires a good preparation of teachers and students to carry out this activity.

So, it can be concluded that the role play can be applied with two types depending on what students need or level. If it is possible to use unscripted role play in the classroom is better. But, if it is not just use another type namely scripted role play.

d. Principles of Role Play Strategy

Role play strategy has principles which shown below:

- 1) Start the role play from the easy one so it is easier for teachers to build the group. But remember that before times up, the difficult role play has been exist. This exercise will make students able to handle the situation.
- 2) Each person should be given the guidelines and the review for the group
- 3) Think how to make students have an experienced. You can be a model for the first time.”²¹

From the principles of Role play strategy we can follow the principles one by one. It aims to make atmosphere more real based on the role played by students. So that, the students can practice it easily, then it can be used to avoid failure in applying role play strategy in teaching speaking.

e. Procedures of Role Play Strategy

The role playing activity consists of nine procedures, they are:

- 1) Warm up the group

²¹Ladousse, *Role Play*, p75.

- 2) Select participants
- 3) Set the stage
- 4) Prepare observes
- 5) Enact
- 6) Discuss and evaluate
- 7) Reenact
- 8) Discus and evaluate
- 9) Share experiences and generalize²²

The first is warming up the group, means the students are introduced to a problem, so that the students can recognize about the condition of area that need to talk. It is intended to help students feel that all views, feeling, and behaviours. This warming up also can help students to imagine the real situation of their role, so that the students can practice based on the real situation.

The second is select the participants. Participants here means people who volunteer to be in, or it can be called the sample of the research namely the students. The teacher asks the students to make a group. One group can be consists of two or more people, depends on needs. But, in this research the participants just consists of two students for one group.

The third is set the stage, means the students or player outline the scene but do not prepare any specific dialogue. This setting the stage is helped by teacher by asking the students a simple question about the topic that will be talked, such as the place of situation, what it is like and so on. So that the students can feel familiar enough in the roles to begin to act.

²²Bruce Joyce and Marsha Weil, *Models of Teaching*, Seventh Ed (New York: Pearson, 2004), 235, shorturl.at/grsGX

The fourth is Preparing the observes, means the teacher assigns the students some tasks, such as evaluating the realism of role playing, commenting of the effectiveness and the sequences of the role players' behaviour. Those are aiming to accomplish what action that need to do, what experience that need to talk.

The fifth is enact. Enacting here means the players imagine in real live spontaneously. It can help the students to make respond, because the action depends on to what happens in the real situation, so that is why enacting is so important.

The sixth is discussing and evaluating, means the activity that need to do for helping the students what to talk next also to see how far they understand about role play. So, the teacher should focus to the discussion on the aspect.

The seventh is reenact, means sharing interpretation of roles between students and teacher. This is about explore new possibilities for cause and effect about the topic. For example, one role may be changed so that everyone can observed how that change causes another role player to behave.

The eighth is discuss and evaluate are similar with the previous explanation before, namely the sixth procedures. That talked about activity that need to do for helping the students what to talk next also to see how far they understand about role play.

The ninth is sharing experience and generalize, it means that between teacher and students should not expect to the result about the human relation aspects of the situation. The teacher should attempt to shape the discussion so that the students perhaps after long experience with the role playing strategy. So, systematically the using of role playing is to improve the quality of classroom.

It can be conclude that, there are some steps that must be done before, while and after applying role play strategy. This aims to avoid students' ignorance, also so that teaching and learning activities using this strategy successfully and have a positive effect on students in learning speaking.

f. Advantages And Disadvantages of Role Play Strategy

Using role-play strategies to teach speaking in the classroom has several benefits, they are:

- 1) Role-playing can be used to bring different experiences into the classroom. Role-playing can be used to teach students the ability to speak in all situations.
- 2) Roleplays put students in situations where they have to use and develop language that is often ignored in our language curriculum
- 3) Some people learn English in preparation for specific roles in life. These students find it helpful to try and experiment with the language they need in the friendly and safe environment of the classroom.
- 4) Role-playing helps by providing masks for many of the shy students.
- 5) The most advantages using role play is it is fun
- 6) The students can use body language automatically in the conversation.²³

²³Smidt, *Playing To Learn: The Role of Play In The Early Years*, p98.

It can be concluded that, Role-plays give students the opportunity to use real-life language in more creative ways. Role-playing also gives students the freedom to invent their own dialogues/conversations so that they can improve their performance as much as possible. Willing to express.

Not only discuss the advantages, this research also discusses the disadvantage of Role play as follows:

- 1) It puts pressure on learners to perform and can lead to shyness and even resistance.
- 2) Much depends on the imagination and willingness to participate of the learner.
- 3) Can evoke strong emotions associated with past experiences and empathy, etc.
- 4) Role-playing games can be distracting if not properly planned, organized, and monitored.
- 5) The outcome may unpredictable.²⁴

It can be conclude that, not everyone comfortable with role-playing scenarios, and this can affect performance. Some students will feel intimidated by the idea of what they see and also may not be taken seriously.

B. Teaching Speaking by Using Role Play Strategy

In teaching speaking, there are process that must be followed before learning, while learning and after learning. Below is a process that must be followed when carrying out the teaching and learning process.

²⁴Wehrli G Niquist J.G&, -Creating An Educational Curriculum For Learners at Any Levell 15 (2016): p44, https://journal.umy.ac.id/index.php/FTL/article//download /2028/pdf_6.

1. Pre Teaching

Pre teaching is the activities that carried out before starting the lesson. The activities are:

- a) Teacher comes and say greetings to the class
- b) Teachers ask students to pray based on their religion
- c) Teacher check the attendance list
- d) Teacher asks about the last lesson learned at the last meeting
- e) Teacher leads the students to continue to new material
- f) Teacher explains first about the role play strategy and how to applicate in learning process

2. While Teaching

While teaching is the activities that carried out when carrying out the teaching and learning process. The activities are:

- a) Teacher asks the students to warm upthe group/class before doing the activity
- b) Teacher Teacher divides the students into some groups that consist of two students in a group.
- c) Students are asked by the teacher to set the performance
- d) The observers are asked by the teacher
- e) Teacher asks the pair of students to do the conversation by using role play strategy that has been set and prepared
- f) Teacher asks the students to discuss about what they have learned from the role play strategy and evaluate the speaking.

3. Post Teaching

Post teaching is the activities that carried out when lesson or activities carried out when learning has been completed. The activities are:

- a) Teacher asks students to do the conversation again.
- b) Teacher asks the students to discuss about what they have learned from the role play strategy and evaluate the speaking.
- c) To make sure and to make the students more understand about role play in learning speaking. The teacher Teacher asks the students to share what they have learned and got from the speaking by using role play strategy

From the steps of the role-playing strategy, we can conclude that Thought Pair Share can be applied as in the table below:

Table.1
Teaching Speaking by Using Role Play Strategy

Process of Teaching	Teacher Activities	Procedures	Students Activities
Pre-Teaching	1. Class is opened by the teacher		1. Students listen to the teacher
	2. The material is chosen by the teacher	1. Teacher chooses the topic	2.Students listen to the teacher
	3.Teacher explains how the strategy works	2. Teacher explain about the topic	3.Students listen to the teacher
While-Teaching	1. Students are asked to warm up the group/class.	1.Warm up the group/class	1. Students are warming up
	2. Teacher divides the students into some groups	2.Select the participants	2. Students do the teacher's asking to make the group

	that consist of two students in a group.		
	3. Teacher asks the students to set the stage students	3. Set the stage	3. Students find their partner and set the stage.
	4. Teacher asks the students to prepare the observers	4. Prepare observers	4. Students remembered about their discussion with their partner
	5. Teacher asks the pair of students to do the conversation by using role play strategy that has been set and prepared	5. Enact/To redo the conversation	5. Students are doing the speaking/conversation
Post-Teaching	1. Teacher asks the students to discuss about what they have learned from the role play strategy and evaluate the speaking.	6. Discuss and Evaluate	1. Students discuss about their conversation that is evaluated by the teacher about their performance and see what needs to be fixed.
	2. Teacher asks students to do the conversation again.	7. Reenact/reedo	1. Students are doing the conversation again.
	3. Teacher asks the students to discuss about what they have learned from the role play strategy and evaluate the speaking.	8. Discuss and Evaluate	2. Students discuss about their conversation that is evaluated by the teacher about their performance and see what needs to be fixed.
	4. Teacher asks the students to share what they have learned and got from the speaking by using role play strategy	9. Share experience and generalize	3. Students are sharing their experience and giving their statement about the conversation by using role play strategy.

C. Conventional Strategy

1. Definition of Conventional Strategy

One of the teaching strategy is conventional strategy where the teacher is the centre of learning and the students as listener. “Conventional (traditional) learning require students to memorize the material given by the teacher and not to relate the material to the real situation”.²⁵ It means that, conventional strategy educate the students by giving explanation in front of the class.

This strategy has been used for a long time. Where, a learning can be said to be conventional if the students are passive recipients of information, the learning very abstract and theoretical, the teacher is determinant of the learning process, less interaction among students.

From explanation above, conventional strategy can be defined as a A traditional strategy used by teachers in schools with mutual agreement. Conventional strategy is also teacher learning center that most of the speaking time is spent by teacher than students in the class.

2. The Steps of Conventional Strategy

At this stage there are three steps that must be done, they are:²⁶

- a. Opening step. The opening step in conventional strategy is a decisive step, the success of the teacher is largely determined by this step.
- b. Presentation step. The presentation step is of delivering learning material by speaking. In order for quality, the teacher must

²⁵Iyas, "Ciri-Ciri Model Pembelajaran Konvensional" 3 (2012): p56, shorturl.at/ghrBJ

²⁶Erni Ratna Dewi, "Metode Pembelajaran Modern Dan Konvensional Pada Sekolah Menengah Atas," *PEMBELAJAR: Jurnal Ilmu Pendidikan, Keguruan, Dan Pembelajaran* 2, no. 1 (2018): p7, shorturl.at/lwyz8

must keep students' attention focused on the learning material that is being delivered.

- c. Closing step. The teacher must close with a summary of the main points, so that the subject matter has been understood and mastered by the students.

From explanation, there three activities that can be done in the classroom by using conventional strategy. The first, opening step is open the learning activity with greeting or pray. The second, presentation is explaining the mterial in front of the class, then closing, is close the learning activity with the summary or learning outcomes.

3. The Advantages and Disadvantage of Conventional Strategy

There are several advantages as the reason why teacher are often used the conventional strategy. The advantages are:

- a. The strategy is cheap and easy to do, cheap in the sense that the teacher activity does not require complete equipment, in contrast to other strategy such as demonstration. While easy, the teacher only relies on teacher's voice.
- b. The teacher can present a wide range of topics. Much of what is learned can be summarized or explained quickly by the teacher.
- c. Teachers can indicate important points that need to be emphasized. This means teachers can adjust which key points need to be emphasized according to the needs and goals to be achieved.
- d. Class organization can be made simpler. The teacher does not require a variety of class setting, or do not require complicated.²⁷

It can be conclude that, the conventional strategy is easier and cheaper because does not take more energy even costs in the teaching and learning process. The delivery of learning is more directed and also complete because it is discussed one by one by the teacher. The

²⁷Iyas, "Ciri-Ciri Model Pembelajaran Konvensional," p64.

atmosphere of the classroom also conducive, because the students only need to listen to the teacher's explanation and students are silent in their chair.

In addition to some of the advantages above, the conventional strategy also have some disadvantages, including:

- a. The material that can be mastered by the students as a result of the teacher will be limited to what is mastered by the teacher. This weakness is indeed the most dominant weakness, because what the teacher gives is what the masters, so what is mastered by students will depend on what is mastered by the teacher.
- b. Teacher that are not accompanied by demonstration can lead to verbalism.
- c. Teacher who lack good in speaking skill are often considered a boring situation.
- d. It is very difficult to know whether all students have understood what is being explained or not.²⁸

From the explanation above, it should be note that a conventional strategy will work well if supported by other strategy. Because the conventional strategy still reasonable to do if there is a new topic, if there are no sources of learning material for students, also if face a large number of students, so a conventional strategy can be combined with other strategy to achieve maximum goals.

D. Review of Related Findings

In fact, this paper is not the first study conducted. There are some related studies previously done by others. You can use it as a reference to do better research. Below is a completed study:

²⁸Dewi, "Metode Pembelajaran Modern Dan Konvensional Pada Sekolah Menengah Atas," p21.

The research is conducted by Indah Tri Wibawanti. The finding shows that “there were 26 (86.6 %) students reached the passing grade. The mean score was 72.5. So the cycle 2 was successful and fulfill the criteria of success”.²⁹ It means that the use of role play as teaching technique improved the students’ speaking competence.

Another similar research is by Kunto Laksono Hadi. The result stated “Teaching speaking by implementing role-playing techniques to create activities can encourage students to achieve their goals”.³⁰ It means that This technique allowed students to practice speaking more. Similar research was also conducted by”.³¹ It means there is a significant difference in teaching speaking by using role play technique.

E. Conceptual Framework

Many student of SMA Negeri 6 Padangsidimpuan got difficulty in speaking and have lack of vocabulary. Then the students don't know what to say when they start speaking English. Teachers rarely use different strategies in teaching speaking.

Role-playing techniques are effective techniques for students' speaking skills. Applying this technique, researchers describe the conceptual framework

²⁹Indah Tri Wibawanti, -Improving Students’ Speaking Skill Through Role Play (Universitas Islam Malang, 2020), p81, <http://repository.unisma.ac.id/bitstream/handle/>.

³⁰Kunto Laksono Hadi, -Using The Role Play Technique To Improve The Speaking Skills of Grade XI Students of SMAN 1 Panggang In The Academic Year of 2014/2015 (Universitas Negeri Yogyakarta, 2015), p111, <http://eprints.uny.ac.id>

³¹M.Noor Afdillah A.A, -The Effectiveness Of Role Play (An Experimental Study for Eighth Grade of SMPN 244 North Jakarta) (Syarif Hidayatullah State Islamic University, 2015), p70, <http://repository.uinjkt.ac.id/dspace/bitstream>

To obtain the data in this study, this study includes three procedures such as treatment, post-test, and pre test.

Pretest provides pretreatment tests for the experimental and control classes and determines the average scores for the experimental and control classes. After pre-testing, the study will be addressed using role-playing techniques for experimental teaching and conventional methods for controlled teaching. A post-test will be conducted to determine the average scores of both classes, whether the role-playing technique has a significant impact on the students' speaking ability.

Having lack of vocabulay make students difficult to speak in English. Then, the students do not know how to start good speaking. The teacher seldom to use various techniques in teaching speaking.

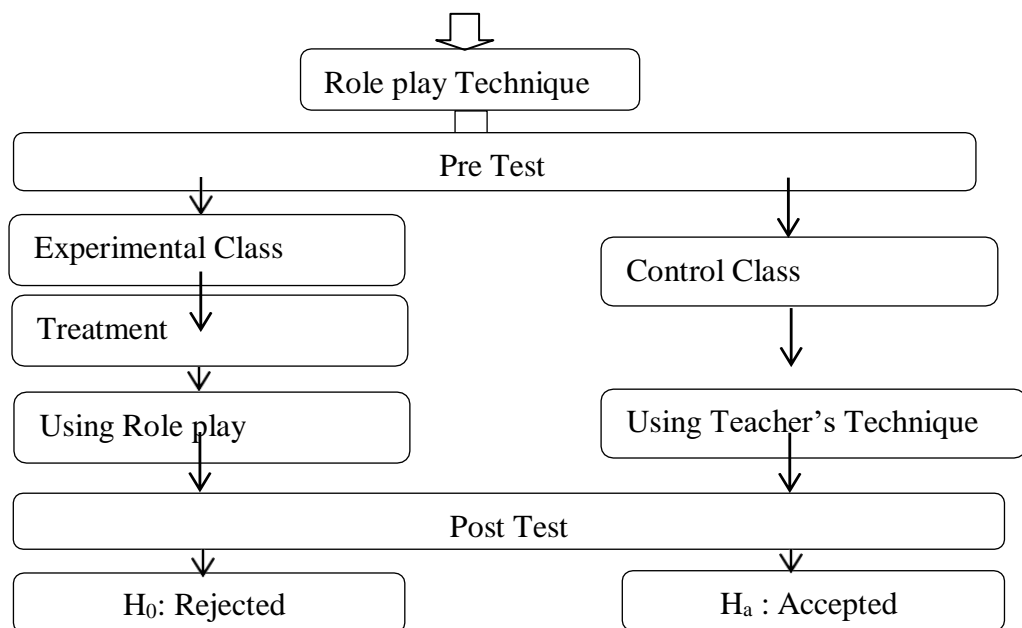


Figure 1: Conceptual Framework

CHAPTER III

RESEARCH METHODOLOGY

A. Place and Time of Research

The location of this study is at SMA Negeri 6 Padangsidimpan. It is located on Sutan Soripada Mulia Street. No. 25 A, Sadabuan, North Padangsidimpuan District, North Padangsidimpuan Province, Padangsidimpuan City. The process of research start in March 2022 until finish.

B. Research Design

Quantitative study is the design that used in this research and the experimental was a method. The experimental had two class in this method. Experimental classes are classes taught using role-playing strategies as therapy, and control classes are classes taught using conventional strategies. This study uses a true experimental design in which pre-test and post-test control groups were designed. This means that two classes are selected and pre-tests are performed to know the general conditions of the two classes. Then they gave the class a post-test. Compare test results to explore different effects of treatments on experimental classes. The study design of the pre-test-post-test single treatment control group design is shown below:

Table. 2
Pretest-Posttest Control Group Design

A	O_1	X	O_2
B	O_1	-	O_2

Where:

A: The symbol of experimental class

B: The symbol of control class

X: Symbol for treatment¹

The both pre-test and post-test would be given in this model (O₁). Treatment is then given in an experimental class (X) The control class does nothing. Post-test in both classes after treatment (O₂).

C. Population and Sample of Research

1. Population

The population that serves as the data source for this research is all science students. (IPA) at SMA Negeri 6 that consist of four classes with total 112 students. Based on the information from the teacher of SMA Negeri 6 “the students are not grouped by the level of intelligence, and there is no placement test for them”.² It means that the students put to the class randomly, below is the table of population.

Table-3
Population of The Research

No.	Class -XI	Total Students
1.	XI-IPA-1	25
2.	XI-IPA-2	30
3.	XI-IPA-3	27
4.	XI-IPA-4	29
Total		112

(Source: School Data Administration of SMA Negeri 6)

2. Sample

Sample is a small part of group. Another definition, A sample is "Choose a smaller, more manageable number of people to participate in

¹John W. Creswell, *Research Design Qualitative, Quantitative, and Mixed Methods Approaches* (London: SAGE Publications, Inc., 2009), p192, <https://id1lib.org/book/2039610/2f087b>.

²English Teacher, “Private Interview in 25th January SMA Negeri 6 Padangsidempuan 2021”.

your study.”³ So the sample is drawn from the existing population based on the rules of calculating that is used.

In this study, random sampling was used to collect data. Random sampling is used when the characteristics of the groups are homogeneous. Homogeneity means that "members of a population are considered to be homogenous traits (same tendency)”⁴. It means that, the students are not placed based on intelligence ability, there is no examination or placement test to decide the class, but placed based on the serial number of registration.

More details, this research used lottery in taking sample. The procedure was that the population's name was written on a small piece of paper, then the paper was rolled up and placed in a box, and everything was shaken. Eventually, the paper was taken out as needed. Finally, the names on the paper that came out of the box became the participants.

The formula for calculating the population sample size uses the Solbin formula. The formula is:

$$n = \frac{N}{1 + N \cdot e^2}$$

n = the total sample
 N = the total of populations
 e = the limit of error tolerance⁵

³Catherine Dawson, *Practical Research Methods* (United Kingdom: How To Book Ltd, 2012), p47, <https://id1lib.org/book/825729/8cc402>.

⁴Agung Widhi Kurniawan, *Metode Penelitian Kuantitatif: Philosophy of Science* (Yogyakarta: Pandiva Buku, 2016), p80, <https://id.id1lib.org/book/5686381/2da729>.

⁵Husein Umar, *Metode Riset Bisnis* (Jakarta: PT Gramedia Pustaka Utama, 2003), p141-142.

So, in this research will be use the formulation above to determine the sample size, with limit tolerance 20 %, as follows:

$$N = 112$$

$$E = 20\% (0.2)$$

$$n = \dots\dots\dots ?$$

$$n = \frac{112}{1 + 112 \cdot 0.2^2}$$

$$n = \frac{112}{1 + 112 \cdot 0.04}$$

$$n = \frac{112}{5,48}$$

$$n = 20$$

From the calculation above, the total of the sample in this research is 20 students. So, the sample was taken randomly by using lottery. For each class is given the paper, the student who got the paper with number will be sample in this reserach. Below is the table of sample.

Table-4
Sample of The Research

No.	Class –XI	Total Students
1.	XI-IPA-1	10
2.	XI-IPA-2	10
Total		20

The sample in this research were the students at SMA Negeri 6 Padangsidempuan, from science major (IPA) 1-4, that consists of some of students from each class. From XI-IPA-1 there are 6 students, XI-IPA-2 are 4 students, XI-IPA-3 are 3 students, XI-IPA-4 are 7 students,

so the total is 20 students. Then, the sample divided into experimental class and control class, as follows:

Table-5
The Sample of Experimental and Control Class

No.	Class	Number
1	Experimental Class XI-IPA-1 and 2	10
2	Control Class XI-IPA-3 and 4	10
	Total	20

D. Definition of Operational Variable

For the avoidance of doubt, this survey consists of two variables. Key terms in this study are defined as follows:

- a. Role play technique (Variable X)

Role play is students act or dramatize in a particular situation.

- b. Speaking mastery (Variable Y)

Speaking is the expression of thoughts and feelings in spoken words.

E. Instruments of The Research

Obtaining data can be get by the instument, instument is the tool of to gain the data. The authors are the central vehicle for this study, as they collect the data directly. Then the authors used a test.

1. Test

The type of test used in this study was a performance-style oral test. Performance “referred to tests where a test is tested on what she/he can do in the second language in situation similar to real life.”⁶ It means that, a test that required the subject to perform a task or activity based on

⁶R.L Jones, *Second Language Performance Testing* (Ottawa: University Ottawa Pers, 1985), p15, <https://id1lib.org/book/908381/511418>.

topic that is given. So, the samples positioned themselves based on the roles they got.

The oral test in form of performance used to assess students' ability to convey and receive information in daily life, also to capture students' knowledge in expressing opinions. This test is also used to see if using role-playing strategies in teaching speaking is effective.

Tests are administered by students in both experimental and control classes. With this survey, students will take either a post-test or a pre-test speaking test. Experiment class by role-playing method and control class by conventional method.

There are several criteria that must be considered in order to know if a student's speaking ability is improving. The speaking test has to measure her 5 components: Pronunciation, Grammar, Vocabulary, Fluency and Comprehension. All of these indicators of speaking are correct, but when evaluating the tests, the researchers limited the indicators to students' needs only, based on the goals and definitions of high school speaking itself.

To determine scores for student responses, the survey assigns 1 to 5 points for each indicator. If the students got very good in fluency, it means the score 5 times 5, if it is students got good in fluency it means 4 times 5. Every criteria times 5, then calculate them for each indicators. Thus, the maximum score of test is 100.

Based on the Permendikbud k13 version of the teacher's book, the speaking test indicators are shown in the table below:

Table-6
Indicators of Speaking

No.	Aspects	Criteria	Score
1.	Pronunciation	Going to be perfect	5
		Some mistake do not influence the meaning	4
		Some mistake influence the meanig	3
		Lots of mistake influence the meaning	2
		Too many mistake that influence the meaning	1
2.	Intonation	Almost Perfect	5
		Some mistake do not influence the meaning.	4
		Some mistake that do not influence the meaning.	3
		Lots of mistake influence the meaning	2
		Too many mistake that influence the meaning.	1
3.	Fluency	Very Good	5
		Good	4
		Enough	3
		Not so bad	2
		Bad	1
4.	Accuracy	Very Good	5
		Good	4
		Enough	3
		Not too bad	2
		Bad	1

(Source: Teacher's book in permendikbud k13 version)

The criteria of value in determining the students predicate as follows:

Table-7
Criteria of value

No.	Number of Score	Predicate
1.	80- above	Very good
2.	66-79	Good
3.	56-65	Enough
4.	41-55	Less
5.	40-down	Falled

(Adapted by PusatKurikulumdanPerbukuan, Balitbang, Kemendikbud)

F. Validity and Reliability

1. Validity

In this study, researchers used content validity to test measures of speaking ability. The adequacy of the speaking test instruments was determined by the adequacy of the content. This adapted the content of the instrument to the subject. The technique that is used in this validity test is the internal validity technique. The internal validity technique is the instruments have been able to reveal data from the variables in question, this is based on “the considerations of thesis supervisor and other lecturers’ consideration as judges”.⁷ It means, the test is validated by helping the teacher or the lectures who controls that field.

Researchers choose tests with performance tests. This was done by having role- and topic-based conversations in front of the class. There were four indicators that had to be evaluated in the speaking ability test. So, in this study, a test was conducted and applied to her XI class students at SMA Negeri 6 Padangsidempuan.

2. Reliability

To determine the reliability of the speaking tool, the researchers used the average scores of the raters to assign scores using English teachers of SMA Negeri 6 Padangsidempuan and another English lecturers who experts in their fields. Consistency in scoring results means the tool is reliable. This was indicated by the rater average score results. This

⁷Sumadi Suryabrata, *Metode Penelitian* (Jakarta: PT Raja Grafindo Persada, 2011), p. 139.

technique was known as inter-rater reliability. A test must be as reliable as the instrument, so creating a good test also requires reliability. A tool was rated as reliable if it was reliable to use as a data collection tool.

G. Technique of Collecting Data

To complete the survey data, proceed to the next step. The next step was collecting data. The function of data collection was to determine the results of research studies. Data collection has several steps, as follows:

1. Pre-test

A pre-test was performed to determine sample homogeneity. The function of the pre-test was to determine the mean scores for classroom roller-play strategies and teacher methods before the investigators administered the treatments. In this case, the author hopes that all students will have the same speaking ability, or if there are differences, it will not matter.

2. Treatment

The experimental and control classes offer the same material, composed of aspects of communication delivered differently by the teacher. Experimental classes were treated and role-playing strategies and control class conventional strategies were taught.

3. Post-test

After treatment, both classes again undergo a final test to measure their speaking ability. This test is used to examine the difference in speaking performance between experimental and control classes.

H. Technique of Data Analysis

The method of data collection in this study is the test method. A test method used to assess the speaking ability of students in Class XI (experimental and control classes) at SMA Negeri 6 Padangsidempuan. The procedures of technique analysis data are below:

1. Normality test

The function of normality test is to know whether the data of research is normal or not. The research is normal or not. The researcher uses normality test with using *Chi-Quadrate* formula, as follow:⁸

$$X^2 = \sum \frac{f_o - f_n}{f_n}$$

Where:

X^2 = Chi-Quadrate

F_o = Frequency is gotten from the sample or result of observation (questioner)

F_h = Frequency is gotten from the sample as image from frequency is hoped from the population.⁹

To calculate the result of Chi-Quadrate, it is used significant level 5% (0.05) and degree of freedom as big as total of frequency is lessened 3 ($dk = k - 3$). if result $x^2 < \chi^2_{\text{count}}$ So, it concluded that data is distributed normal.

⁸Anas Sudjiono, *Pengantar Statistik Pendidikan* (Jakarta: PT Raja Grafindo Persada, 2005), p298.

⁹Ahmad Nizar Rangkuti, *Statistik Untuk Penelitian Pendidikan* (Medan: Penerbit Perdana Mulya Sarana, 2015), p87.

2. Homogeneity test

To see the same variant of both experimental and control class, the researcher used the homogeneity test. When the both (experimental and control class) were equal, it would be homogeneous. The function of the homogeneity test was to find out whether the data are homogenous and this research used Harley test that explained as follow:

$$F = \frac{\text{The biggest variant}}{\text{The smallest variant}}$$

The hypothesis is accepted if $F_{\text{count}} \leq F_{\text{table}}$
 The hypothesis is rejected if $F_{\text{count}} \geq F_{\text{table}}$ ¹⁰

Experimental study designs are conducted by experimental and control classes. Data analysis would be applied after the process of two classes were done.

T-test formula would use as the technique in analysis data of this research that showed as follow:

$$Tt = \frac{X_1 - X_2}{\sqrt{\left(\frac{(n_1 - 1)s^2 + (n_2 - 1)s^2}{n_1 + n_2 - 2}\right) \left(\frac{1}{n_1} + \frac{1}{n_2}\right)}}$$

Where:

- t : the value which the statistical significant
- X_1 : the average score of the experimental class
- X_2 : the average score of the control class
- s^2 : deviation standard of the experimental class
- s^2 : deviation standard of the control class
- n_1 : number of experimental class
- n_2 : number of control class¹¹

¹⁰Sugiyono, *Metode Penelitian Kuantitatif Kualitatif Dan R&D* (Bandung: Alfabeta, 2010).

¹¹Sugiyono.

t_{table} was higher than t_{test} , so, it can be inferred that H_0 was rejected and H_a was accepted. Therefore, role play has significant effect toward speaking skill. Then, when the t_{test} was lower than t_{table} , so h_a was rejected and H_0 was accepted. Then, It means that role play has no significant in teaching speaking mastery at the eleventh grade students of SMA Negeri 6 Padangsidempuan.

CHAPTER IV

THE RESULT OF THE RESEARCH

This chapter introduces the research results. In this case, we discuss the impact of using role-playing techniques on a student's speaking skills. Researchers calculated the data using pretests and posttests. Using quantitative research, the research uses a t-test formulation to test hypotheses. Researchers then describe the outcome base based on research data as follows:

A. The Description of Data

1. The Description of Data before Using Role Play Strategy

a. Score of Pre-Test Experimental Class

In a pre-test for the experimental class, researchers calculated the results students received when they took the speaking test. The experimental class in pre-test would be showed below:

Table-8
The Score of Experimental Class in Pre-test

Descriptive	Statistics
Total	415
Highest score	55
Lowest score	30
Mean	41,5
Median	40
Modus	40
Range	25
Interval	6
Standard Deviation	7,089
Variants	55,83

The score of experimental class in pre-test was 415, mean was 41.5, median was 40, range was , modus was 40, interval was 6,

standard deviation was 7,089, variants was 55,83. Then, it was found that 55 was the highest score and 30 was the lowest score.

The distribution frequency of the calculation for the scores of the students in the control class into the table frequency distribution as follows:

Table-9
Frequency Distribution of Students' Score

No	Interval	Mid Point	Frequency	Percentages
1	30-35	32,5	1	10%
2	36-41	38,5	2	20%
3	42-47	44,5	4	40%
4	48-53	50,5	2	20%
5	54-59	56,5	1	10%
<i>I = 6</i>			10	100%

The score of students' score was in between 30-35 was 1 student (10%), class interval between 36-41 was 2 students (20%), class interval between 42-47 was 4 students (40%), class interval between 48-53 was 2 students (20%), and the last class interval between 54-59 was 1 student (10%).

The data description above could be applied on the histogram below to make the data clearer and more complete:

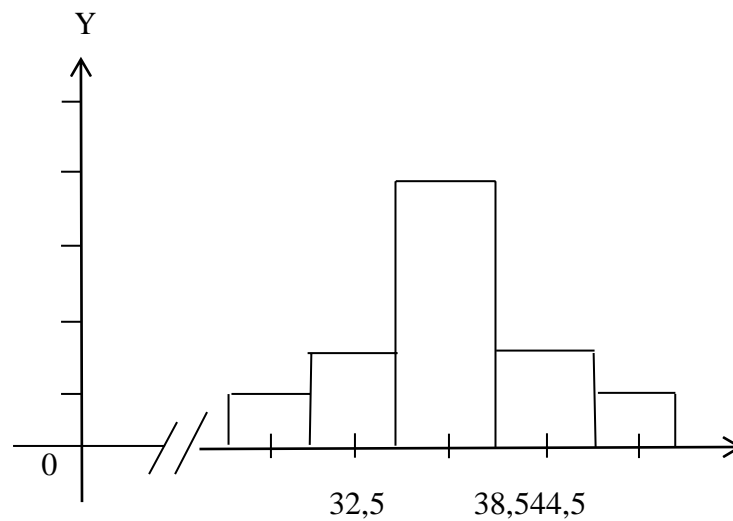


Figure 2: Description Data of Students' Speaking Test in Experimental Class (Pre-test)
The histogram above showed the data was normal

b. Score of Pre-Test Control Class

In a control class pretest, researchers calculated the results achieved by students when speaking (test). The following table showed the control class below.

Table-10
The Score of Control Class in Pre-test

Descriptive	Statistics
Total	325
Highest score	40
Lowest score	25
Mean	32,5
Median	32,5
Modus	30
Range	15
Interval	3
Standard Deviation	5,40
Variants	29,17

The table above showed that the score of in pre-test was 325, mean was 32.5, median was 32.5 range was, modus was 30, standard

deviation was 5,40, variants was 29,17 interval was 3. Then, it was found that 40 was the highest score and 25 was the lowest score.

The distribution frequency of the calculation for the scores of the students in the control class into the table frequency distribution as follows:

Table-10
Frequency Distribution of Students' Score

No	Interval	Mid-Point	Frequency	Percentages
1	25-27	26	1	10%
2	28-30	29	1	10%
3	31-33	32	4	40%
4	34-36	35	2	20%
5	37-39	38	1	10%
6	40-43	41,5	1	10%
<i>I</i> = 3			10	100%

The table above showed that the class of interval between 25-27 was 1 student (10%), class interval between 28-30 was 1 student (10%), class interval between 31-33 was 4 students (40%), class interval between 34-36 was 2 students (20%), class interval between 37-39 was 1 student (10%), and the last class interval between 40-43 was 1 student (10%).

The data description would clear and complete by researchers that present in histograms in the figure below:

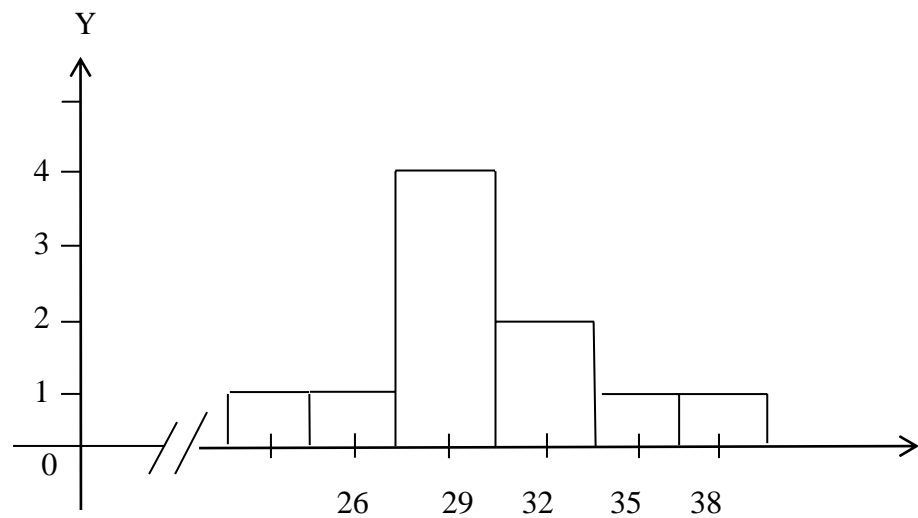


Figure 3: Description Data of Students' Speaking Test in Control Class (Pre-test)

The histogram above showed the data was normal

2. The Description of Data after Using Role Play Strategy

a. Score of Post Test Experimental Class

In a post-test of experimental instruction, researchers calculated the results students achieved on speaking (tests) after the researchers used role-playing techniques to administer treatment. The table below would show the post-test score:

Table-12
The Score of Experimental Class in Post-test

Descriptive	Statistics
Total	665
Highest score	85
Lowest score	50
Mean	67
Median	65
Modus	55
Range	35
Interval	8
Standard Deviation	12,03
Variants	144,72

The data above showed the score of post-test was 665, mean was 67, median was 65, range was, modus was 55, standard deviation was 12,03, variants was 144,72, interval was 8. The researcher got the highest score was 85 and the lowest score was 50.

Then the calculation of the frequency distribution of the scores of the students in the experimental class can be incorporated into the frequency distribution of the table as follows:

Table-13
Frequency Distribution of Students' Score

No.	Interval	Mid-Point	Frequency	Percentages
1	50-57	53,5	2	20%
2	58-65	61,5	2	20%
3	66-73	69,5	4	40%
4	74-82	78	1	10%
5	82-90	86,5	1	10%
<i>i</i> = 8			10	100%

The table above showed that between 50-57 was 2 students (20%), class interval between 58-65 was 2 students (20%), class interval between 66-73 was 4 students (40%), class interval between 74-82 was 1 student (10%), class interval between 82-90 was 1 student (10%)

To get a clear and complete description the data description, researchers present them in histograms in the figure below:

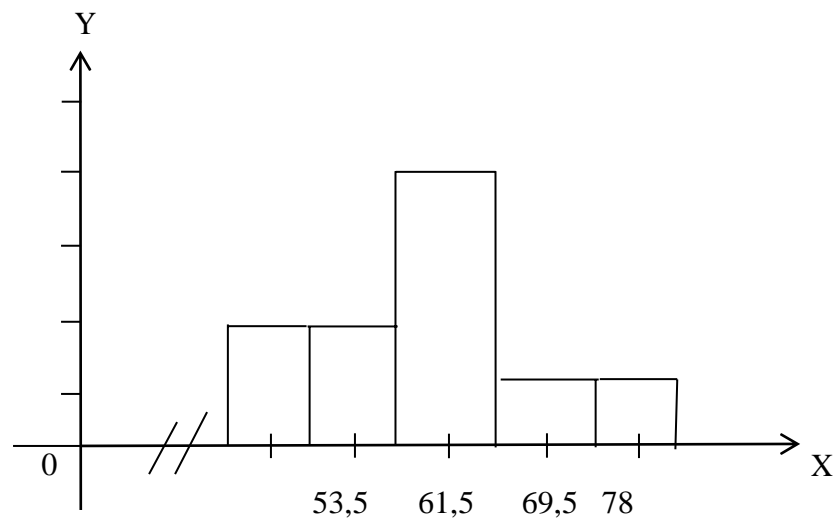


Figure 2: Description Data of Students' Speaking test in Experimental Class (Post-test)
Histogram above showed the data was normal

b. Score of Post Test Control Class

In the control class post-test, researchers calculated the results students received when answering questions (test). The control class score after testing would be showed the table below:

Table-14
The Score of Control Class in Post-test

Descriptive	Statistics
Total	670
Highest score	80
Lowest score	50
Mean	66,5
Median	67,5
Modus	50
Range	30
Interval	7
Standard Deviation	11,11
Variants	123,33

Control class on the table above showed that the score in control class was 670, mean was 66,5, median was 67,5, range was 30, modus was 50, interval was 7, standard deviation was 11,11, variants was

123,33. Then, researcher found that 80 was the highest score and 30 was the highest one.

Then, the table below would show the frequency distribution of the data calculation which was control class and experimental class, here was it:

Table 14
Frequency Distribution of Students' Score

No	Interval	Mid-Point	Frequency	Percentages
1	50-56	53	1	10%
2	57-63	60	3	30%
3	64-70	67	4	40%
4	71-77	74	1	10%
5	78-84	81	1	10%
$i = 7$			10	100%

The table above showed the interval score of the students which 50-56 was 1 student (10%), class interval between 57-63 was 3 students (30%), class interval between 64-70 was 4 students (40%), class interval between 71-77 was 1 student (10%), and the last class interval between 78-84 was 1 student (10%).

The histogram below showed the data completely and clearly. This histogram showed the description of the data.

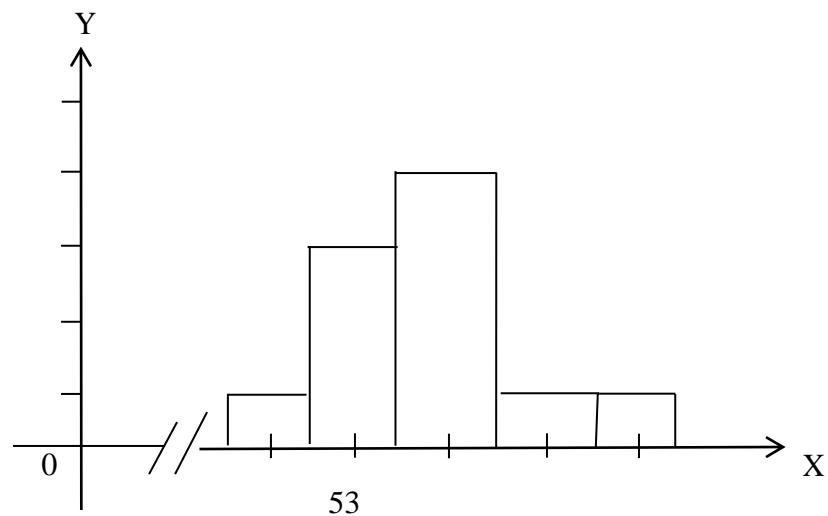


Figure 2: Description Data of Students' Speaking Test in Control Class (Post-test)
The distributing of the data was normal

B. Testing of Hypothesis

1. Hypothesis Test

The data has been calculated, the result from the calculating was both (experiment and control class) the data was normal. Then, this result was gotten from the parametric test which using t-test and using hypothesis alternative (H_a)

Table 15
Result of T-test from Both Averages

Pre-test		Post-test	
t_{count}	t_{table}	t_{count}	T_{table}
3,08	2,1	2,29	2,1

The table above showed that t_{count} 2,29 while t_{table} 2,1 in post-test with opportunity $(1-\alpha) = 1 - 5\% = 95\%$ and $dk = n_1 + n_2 - 2 = 10 + 10 - 2 = 18$. Cause $t_{count} > t_{table}$ ($2,29 > 2,1$), so, it can be said that the hypothesis of H_0 was rejected and hypothesis H_a was accepted. The last, it can be

concluded that the role play has the significant effect on reading speaking mastery.

Based on the data analysis, the researcher got the mean score of experimental class in the pre-test was 32.5 and in post-test was 67. The improving was 34.5. Then, the mean score of control class in pre-test 41.5 and in post-test was 66.5. The improving was 25. It can be concluded, the comparison of improvement of experimental class was higher than control class. So, the conclusion was metacognitive strategy had the effect on students' speaking mastery. It can be seen from the table below:

Table 16
Gain score of Experimental and Control class

Experimental Class		Control Class	
Pre-test	Post-test	Pre-test	Post-test
32.5	67	41.5	66.5
34.5		25	
9.5			

From the table above, the gain score of experimental class in pre-test and post-test is 34.5 and gain score in control class in pre-test and post-test is 25. The effect of experimental class minus control class is 9.5. So, gain score of experimental class and control class is 9.5.

C. Discussion

The result of the data above showed would be explaining at this point. It would be discussed the impact of using role-playing strategies on students' verbal skills, and found that the results of the experimental class scored moderately better than those of the control class.

Researchers tabulated the results in data analysis. The mean score before the treatment was 41.5 and the class after treatment has the score 32.5. The average score after the test was 66.5 points in the experimental class and 67 points in the control class.

Based on relevant findings, the researchers discuss the results of this study and compare them with their findings. It is also discussed in the theory given by researchers. In this case, the theory discussed by researchers comes from Penny. The role-playing strategy is as follows: "Give students the right topic to get their interest and discussion, and then divide them into groups." and improve the range and quality of verbal interactions".¹ Based on the related findings, thesis by M.Noor Afdillah A.A. The findings shows that "experimental class (208) is higher than control class (58). And the result of calculation of t-test shows that t_0 is bigger than t_t , $t_0 = 7.49$ and $t_t = 2.00$ ".² It means that there was significant by using Role Play strategy. So, The same applies to the results of this dissertation. The implication of role-playing strategies is good for teaching students to speak and having a positive effect on their speaking skills.

Another thesis that related to this research is thesis by Bilal Khalafah, From the research, it has been known that role play improved the students ability in English. This is proven by the result of the mean of experimental group was ($M= 13.14$), it was higher than the point in control group ($M=$

¹Penny Ur, *A Course in Language Teaching* (Cambridge: Cambridge University Press, 2003), p131.

²M.Noor Afdillah A.A, "The Effectiveness Of Role Play (An Experimental Study for Eighth Grade of SMPN 244 North Jakarta)" (Syarif Hidayatullah State Islamic University, 2015), p.70, <http://repository.uinjkt.ac.id/dspace/bitstream/123456789/26710/1>

10.07), with standard deviation of 4.088 and 3.15 respectively.”³ Thus there is noticeable difference between the mean scores of the two groups in favor of the experimental group. In order to determine whether this difference of means is significant.

Next, the thesis from Retny Asriyani. The hypothesis indicated that , “it was discovered that Fob was 15.66 and Fcv was 14.26. It means that There was a significant difference in speaking ability between extroverted students who were taught using role-playing techniques and those who were taught using traditional techniques of influencing students.”⁴ The result of the students were different. The role play strategy of students score better than conventional strategy that often used of the schools.

Then, the thesis from Samsibar. From the data analysis, it can be inferred that students’ motivation have been increased through role play strategy. The effectiveness of role play strategy can be seen as follow: “T table showed the t-test was higher the value on t-table. From the t-test, it was gotten 4.37 and t-table was gotten 2.093”.⁵ From that point, it can be inferred that the treatment of role play in conversation was absolutely success. So, it can be applicated for the class.

³Bilal Khalaf Alzboun, “The Effect of Role Play Strategy on Jordanian EFL Tenth Grade Students’ Speaking Skill” (Education Yarmouk University, 2017), p128, <https://scholar.google.com/scholar>

⁴Retny Asriyani, “Using Role Play Strategy In Improving English Speaking Competency On The Personality Types” (Udayana University, 2019), p47, <https://scholar.google.com/scholar>

⁵Samsibar, “The Effectiveness Of Role Play Strategy Towards Students’ Motivation In English Conversation” (Universitas Islam Negeri Alauddin Makassar, 2017), p113, <https://scholar.google.com/scholar>

So, the proofs of some related research above showed that role play strategy can be practiced in teaching speaking. It can be seen from the result that had been got, where all the findings are different. The result showed, that the mean score after teaching by using role play is higher than teaching by conventional strategy. So, role play strategy has a good effect in teaching speaking and effective to use especially for beginner level. So, role play strategy has many advantages one of that was studying became more fun.

D. Threats of The Research

Several threats that faced by the researcher were needed to make the next research be better . The threats such as pandemic . Students and teachers were also required to keep their distance and wear masks to avoid the spread of coronavirus. The using of mask made the speaking test don't sucesful. It made the voice of students can not be heard correctly and also their voice was very low. Other threats faced by researchers include:

1. Students needed more time to prepare for oral exams.
2. Lots of students were made noisy while teaching learning process notbe focus in the classroom.
3. The participation of the students were very small, students were too shy.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

The conclusion of the study were:

1. Before applying the role-playing technique, the score of the pre-test was gotten the mean was 41.5 and the mean of pre-test score was 32.5.
2. After using the role-playing technique, the experimental class average scores were higher than before using the role-playing technique. The mean post-test score for the experimental class was 66.5 and the mean post-test score for the control class taught using the teacher's method was 67.
3. The researchers found that the t-test study scores were higher than t_t was 2.29 and t_t was 2.1 ($2.29 > 2.1$). This meant that H_a was accepted, so there was a significant effect of the role-playing technique on the verbal abilities of SMA Negeri 6 Padangsidimpan.

B. Suggestion

After completing the study, researchers received a lot of information about teaching and learning English. So this experience shows that researchers need to prove a few things. Researchers are encouraged to make some suggestions as follows:

1. Research findings suggest that principals should maximize the motivation of English teachers to teach by maximizing the use of classroom role-playing techniques.
2. Teaching-learning process must be fun, so that teacher should be looking for the strategy, one of the strategy was role play to make students more active.
3. Researchers suggest other researchers use this technique to solve another problem that make students feel uncomfortable in studying English.

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CURRICULUM VITAE



A. Identity

Name : Rizky Indah Sari Harahap
Reg. Number : 16 203 00102
Place/ Birth : Kotapinang, April 01st 1998
Sex : Female
Religion : Islam
Address : Desa Hadundung, Kotapinang, Labuhan Batu Selatan

B. Parents

Father's Name : Alm. Abil Kosim Harahap
Mother's Name : Hj. Mardiah Harahap

C. Educational Background

1. Elementary School : SD Negeri 112225 Hadundung, 2010
2. Junior High School : SMP Negeri 1 Kotapinang, 2013
3. Senior High School : SMA Negeri 1 Kotapinang, 2016
4. University : UIN SYAHADA Padangsidempuan, 2016 until now

APPENDIX 1

Lesson Plan (RPP)

Experimental Class

Nama Sekolah	: SMA N 6 Padangsidimpuan
Mata Pelajaran	: Bahasa Inggris
Kelas/Semester	: XI/Genap
Alokasi Waktu	: 2 x 60 menit
Topik Pembelajaran	: Suggestion and Offer
Skill	: Speaking (Berbicara)

A. Kompetensi Inti

KI 1	:	Menghargai dan menghayati ajaran agama yang dianutnya.
KI 2	:	Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.
KI 3	:	Memahami pengetahuan (faktual, konseptual dan procedural) berdasarkan rasa ingintahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.
KI 4	:	Mengolah, menyaji, dan menalar dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat,) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang)sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

B. Kompetensi Dasar

1. Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi Internasional yang diwujudkan dalam semangat belajar.
2. Menunjukkan perilaku santun dan peduli dalam melaksanakan komunikasi interpersonal guru dan teman.
3. Menerapkan dan menyusun fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait saran dan tawaran, sesuai dengan konteks penggunaannya

C. Indicator

1. Memahami tindakan memberi dan meminta informasi terkait saran dan tawaran sederhana
2. Mampu menerapkan atau membuat teks memberi dan meminta informasi terkait saran dan tawaran kepada orang lain secara lisan maupun tulisan

D. Tujuan Pembelajaran

Pada akhir pembelajaran siswa dapat :

1. Siswa mampu memahami makna teks tindakan memberi dan meminta informasi terkait saran dan tawaran sederhana
2. Siswa mampu menyusun tindakan memberi dan meminta informasi terkait saran dan tawaran sesuai dengan konteks penggunaannya
3. Siswa mampu merespon informasi terkait saran dan tawaran sederhana

E. Materi Pembelajaran

Offer means to give something physical or abstract to someone, which can be taken as a gift or a trade. Offers can be given in terms of food, money, solutions, friendship or a bargain. It can be taken or refused.

This sosial function is to facilitate interpersonal communication between different people.

Making Offers	Accepting Offers	Declining Offers
➤ May I help you?	• Yes, you may	• No, thank you.
➤ What kind of book do you want?	• I want a science book and some novels, please.	• No, I just need a stuff writing.
➤ Can I pay with shopping voucher?	• Yes, absolutely you can.	• We are so sorry, our machine is broken. You just can pay with cash
➤ Okay, I will repeat your order. Chiken and corn, a cup of coffee and cake for dessert	• Ok, those all we want.	• Sorry, you missed salad and apple juice.

F. Metode Pembelajaran : Role Play Technique

G. Langkah- langkah Kegiatan Pembelajaran

1) Kegiatan Pendahuluan

Guru	Siswa	Waktu
- Guru mengucapkan salam dengan ramah ketika masuk ruang kelas	- Membalas salam guru	10 menit
- Guru meminta siswa untuk membuka kelas dengan berdo'a	- Berdo'a bersama dengan guru	
- Mengecek kehadiran siswa	- Menyatakan kehadirannya dengan berkata, -I am here atau	

	-present	
- Menanyakan kesiapan peserta didik untuk belajar	- Siswa menyatakan kesiapannya dalam belajar	
- Menyampaikan cakupan materi dan uraian kegiatan dan menjelaskan tujuan pembelajaran yang akan dicapai	- Siswa mendengarkan serta memahami uraian materi yang disampaikan oleh guru	

2) Kegiatan Inti

Teacher	Procedures	Students
1. Teacher explains first about suggestions & offers and give some examples of responding to suggestions & offers. After that, teacher poses an issue associated with the lesson and asks students to spend a minute thinking alone about what the best suggestions or offers of the issue	1. Thinking	1. Students pay attention to the teacher, and think independently about the best suggestions or offers of the issue that has been posed and the students need to be taught that talking is not part of thinking time.
2. Teacher asks students to pair and then asks students to make a conversation based on the role or profession in a topic.	2. Pairing	2. Students find their partner and do conversation or discuss what they have been thinking with their partner and they can also discuss or sharing ideas about the role based on the topic.
3. Teacher asks the pair to share what they have been talking about with the other to the whole class	3. Sharing	3. Students listen to the teacher and share their best ideas to the whole of the class

3) Kegiatan Penutup

Guru	Siswa	Waktu
- Memberi panduan menyimpulkan hasil pembelajaran	- Dengan panduan guru menyimpulkan hasil pembelajaran	10 menit
- Menutup kelas		

H. Media/ Alat dan Sumber Belajar

1. Media Belajar : Whiteboard, marker
2. Sumber Belajar : Buku guru

I. Penilaian

Bentuk Test : Oral test, conversation practice with his/her partner

using expression of suggesting and offering someone and give the response based on the topics.

J. Indikator Penilaian

No.	Aspects	Criteria	Score
1.	Pronunciation	Almost perfect	5
		There are some mistakes but do not interfere the meaning	4
		There are some mistakes and interfere the meaning	3
		Many mistakes and interfere the meaning	2
		Too much mistakes and interfere the meaning	1
2.	Intonation	Almost Perfect	5
		There are some mistakes but do not interfere the meaning	4
		There are some mistakes but do not interfere the meaning	3
		Many mistakes and interfere the meaning	2
		Too much mistakes and interfere the meaning	1
3.	Fluency	Very Good	5
		Good	4
		Enough	3
		Not so bad	2
		Bad	1
4.	Accuracy	Very Good	5
		Good	4

		Enough	3
		Not too bad	2
		Bad	1

Pedoman penilaian :

1. Jawaban benar setiap indikator x 5
2. Jawaban salah : 0

Criteria of value

No.	Number of Score	Predicate
1.	80- above	Very good
2.	66-79	Good
3.	56-65	Enough
4.	41-55	Less
5.	40-down	Falled

Padangsidimpuan, June 2022

Validator

Researcher

Roslina Hasibuan, S.Pd.

Rizky Indah Sari Harahap

APPENDIX 2

Lesson Plan (RPP)

Control Class

Nama Sekolah : SMA N 6 Padangsidempuan
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : XI/Genap
Alokasi Waktu : 2 x 60 menit
Topik Pembelajaran : Suggestion and Offers
Skill : Speaking (Berbicara)

A. Kompetensi Inti

KI 1	:	Menghargaidanmenghayatiajaran agama yang dianutnya.
KI 2	:	Menghargaidanmenghayatiperilakujujur, disiplin, tanggungjawab, peduli (toleransi, gotongroyong), santun, percayadiridalamberinteraksisecaraefektifdenganlingkungansosialdanalamdalamjangkauanpergaulandankeberadaannya.
KI 3	:	Memahamipengetahuan (faktual, konseptualdan procedural) berdasarkan rasa ingintahunyitentangilmupengetahuan, teknologi, seni, budayaterkaitfenomenadankejadianampakmata.
KI 4	:	Mengolah, menyaji, danmenalardalamranahkonkret (menggunakan, mengurai, merangkai, memodifikasi, danmembuat,) danranahabstrak (menulis, membaca, menghitung, menggambar, danmengarang)sesuaidengan yang dipelajari di sekolahdansumber lain yang samadalamsudutpandang/teori.

B. Kompetensi Dasar

1. Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi Internasional yang diwujudkan dalam semangat belajar.
2. Menunjukkan perilaku santun dan peduli dalam melaksanakan komunikasi interpersonal guru dan teman.
3. Menerapkan dan menyusun fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait saran dan tawaran, sesuai dengan konteks penggunaannya

C. Indicator

1. Memahami tindakan memberi dan meminta informasi terkait saran dan tawaran sederhana
2. Mampu menerapkan atau membuat teks memberi dan meminta informasi terkait saran dan tawaran kepada orang lain secara lisan maupun tulisan

D. Tujuan Pembelajaran

Pada akhir pembelajaran siswa dapat :

1. Siswa mampu memahami makna teks tindakan memberi dan meminta informasi terkait saran dan tawaran sederhana
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E. Materi Pembelajaran

Offer means to give something physical or abstract to someone, which can be taken as a gift or a trade. Offers can be given in terms of food, money, solutions, friendship or a bargain. It can be taken or refused.

This sosial function is to facilitate interpersonal communication between different people.

Making Offers	Accepting Offers	Declining Offers
➤ May I help you?	• Yes, you may	• No, thank you.
➤ What kind of book do you want?	• I want a science book and some novels, please.	• No, I just need a stuff writing.
➤ Can I pay with shopping voucher?	• Yes, absolutely you can.	• We are so sorry, our machine is broken. You just can pay with cash
➤ Okay, I will repeat your order. Chiken and corn, a cup of coffee and cake for dessert	• Ok, those all we want.	• Sorry, you missed salad and apple juice.

F. Metode Pembelajaran : Conventional Teaching

G. Langkah- langkah Kegiatan Pembelajaran

1) Kegiatan Pendahuluan

Guru	Siswa	Waktu
- Guru mengucapkan salam dengan ramah ketika masuk ruang kelas	- Membalas salam guru	10 menit
- Guru meminta siswa untuk membuka kelas dengan berdo'a	- Berdo'a bersama dengan guru	
- Mengecek kehadiran siswa	- Menyatakan kehadirannya dengan berkata, -I am here atau -present	
- Menanyakan kesiapan peserta didik untuk belajar	- Siswa menyatakan kesiapannya dalam belajar	
- Menyampaikan cakupan materi dan uraian kegiatan dan menjelaskan tujuan pembelajaran yang akan dicapai	- Siswa mendengarkan serta memahami uraian materi yang disampaikan oleh guru	

2) Kegiatan Inti

Teacher	Students
1. Guru meminta siswa untuk membuka buku paket	1. Siswa membuka buku paket
2. Guru menjelaskan dialog yang ada di buku paket tersebut	2. Siswa mendengarkan penjelasan dari guru
3. Guru menunjuk siswa yang terdiri dari pembicara dan lawan bicara	3. Siswa membaca percakapan yang ada di buku dengan lawan bicara masing-masing
4. Guru menugaskan siswa untuk menghafal dialog	4. Siswa menghafal dialog tersebut

3) Kegiatan Penutup

Guru	Siswa	Waktu
- Memberi panduan menyimpulkan hasil pembelajaran	- Dengan panduan guru menyimpulkan hasil pembelajaran	10 menit
- Menutup kelas		

H. Media/ Alat dan Sumber Belajar

1. Media Belajar : Whiteboard, marker
2. Sumber Belajar : Buku guru

I. Penilaian

Bentuk Test : Oral test, conversation practice with his/her partner

using expression of suggesting and offering someone and give the response.

J. Indikator Penilaian

No.	Aspects	Criteria	Score
1.	Pronunciation	Almost perfect	5
		There are some mistakes but do not interfere the meaning	4
		There are some mistakes and interfere the meaning	3
		Many mistakes and interfere the meaning	2

		Too much mistakes and interfere the meaning	1
2.	Intonation	Almost Perfect	5
		There are some mistakes but do not interfere the meaning	4
		There are some mistakes but do not interfere the meaning	3
		Many mistakes and interfere the meaning	2
		Too much mistakes and interfere the meaning	1
3.	Fluency	Very Good	5
		Good	4
		Enough	3
		Not so bad	2
		Bad	1
4.	Accuracy	Very Good	5
		Good	4
		Enough	3
		Not too bad	2
		Bad	1

Pedoman penilaian :

1. Jawaban benar setiap indikator x 5
2. Jawaban salah : 0

Criteria of value

No.	Number of Score	Predicate
1.	80- above	Very good
2.	66-79	Good
3.	56-65	Enough
4.	41-55	Less
5.	40-down	Falled

Padangsidempuan, June 2022

Validator

Researcher

Roslina Hasibuan. S.Pd.

Rizky Indah Sari Harahap

APPENDIX 3

Speaking Test
Instrument for pre-test
Topic: Party Time

Name :
Reg. Number :

Instructions:

1. Choose one of the topics below, then mark your role
2. Work in pairs to make a conversation/dialogue based on the each role
3. Practice/present in front of your class

Topics:

At the Bookstore

(Buying some books)

Create your own conversation based on the pattern:

Conversation	Score
1. A: Excuse me, can I help you? B: _____	10
2. A: _____ B: I am looking for social book.	10
3. A: What tittle of social book do you want? B: _____	10
4. A: _____ B: Give me four of it, please. How is the total cost?	10
5. A: The cost is Rp.135.000,00 B: _____	10

6. A: _____ B: Yes, I want it two pcs science book please.	10
7. A: What tittle of science book exactly? B: _____	10
8. A: _____ B: That's right. How much does all the book?	10
9. A: Four social books is Rp.135.000 and a science book is Rp. 30.000,00. The total is Rp.165.000,00 B: _____	10
10.A: _____ B: Okay. I will pay with credit card. Here you are.	10

**At the Super Market
(Buying parfume)**

Create your own conversation based on the pattern:

Conversation	Score
1. A: Welcome to our store, anything you want? B: _____	10
2. A: _____ B: I want parfume with fruity series with non alcohol, please	10
3. A: We have some of it. What brand do you prefer? B: _____	10
4. A: _____ B: I would like to know the cost of it	10

5. A: Luzi Mr perfume is more expensive than Eudoia The price is Rp.150.000,00 B: _____	1 0
6. A: _____ B: Yes, thats right. How much the total of them?	1 0
7. A: Okay, let me count it. One luzi Mr is Rp.150.000,00 Two eudoia is Rp.100.000,00. So the total is Rp.250.000 B: _____	1 0
8. A: _____ B: Sure. Can I pay with shopping voucher?	1 0
9. A: Your order have paid. Do you want something else? B: _____	1 0
10.A: _____ B: You are welcome.	10

Validator

Researcher

Roslina Hasibuan, S.Pd.

Rizky Indah Sari Harahap

APPENDIX 4

Speaking Test Instrument for post-test Topic: Party Time

Name :

Reg. Number :

Instruction :

1. Choose one of the topics below, then mark your role
2. Work in pairs to make a conversation/dialogue based on the each role
3. Practice/present in front of your class

Topics:

**At the Hotel
(Reservation)**

Create your own conversation based on the pattern:

Conversation	Score
1. A: Good morning, how can I help you? B: _____	10
2. A: _____ B: I would like a room with double bed please	10
3. A: Sure, How many of you will stay? B: _____	10
4. A: _____ B: I will stay for two nights	10
5. A: I see. Let me check your reservation. A room with double bed for two nights. B: _____	10

6. A: _____ B: Okay. So, Rp.400.000,00 for all?	10
7. A: Yes, of course. B: _____	10
8. A: _____ B: Sounds good	10
9. A: Okay, let sign here. B: _____	10
10.A: _____ B: Okay.	10

**At the Class
(Study Tour)**

Create your own conversation based on the pattern:

Conversation	Score
1. A: Good morning dear students B: _____	10
2. A: _____ B: We are fine, miss. And you?	10
3. A: I am fine. We will have studey tour next week B: _____	10
4. A: _____ B: No. All of us are very excited to join it miss	10

5. A: Sounds good. So, all of you will join it? B: _____	10
6. A: B: How about the consumption cost sir, is the meals include?	10
7. A: Oh yaa, that price doesn't include food. It just only transportation cost. Additional cost is Rp.20.000 for consumption. B: _____	10
8. A: _____ B: Yes sir. What about luggage?	10
9. A: Just bring clothes and personal medicine. B: _____	10
10.A: _____ B: No sir. It is clear enough.	10

**At the Airport
(Book flight tickets)**

Create your own conversation based on the pattern:

Conversation	Score
1. A: Good afternoon sir, what can I help you? B: _____	10
2. A: _____ B: Just give economy class ticket, please	10
3. A: What contry do you want to visit sir? B: _____	10

4. A: _____ B: A window seat, please	10
5. A: Okay, let me check yours. One economy class ticket With a window seat. B: _____	10
6. A: _____ B: Sure.	10
7. A: Do you want to pay in cash ? B: _____	10
8. A: _____ B: It is done.	10
9. A: Your departure is tomorrow at 8 o'clock And, please come on time. B: _____	10
10.A: _____ B: You are welcome	10

**At the Restaurant
(Ordering Foods)**

Create your own conversation based on the pattern:

Conversation	Score
1. A: May I take your order? B: _____	10
2. A: _____ B: I'd like a cup of coffee, please	10
3. A: Okay, would you like something for dessert B: _____	10
4. A: _____ B: No, that's all I need.	10
5. A: We have a promo of sushi, do you want to order it? B: _____	10
6. A: _____ B: Wow, really nice. I order one package sushi please	10
7. A: Okay, nice. B: _____	10
8. A: _____ B: Okay.	10
9. A: Do you want to pay first or later? B: _____	10

10.A: _____ B: Yes, here you are	10
-------------------------------------	----

Validator

Researcher

Roslina Hasibuan, S.Pd.

Rizky Indah Sari Harahap

APPENDIX 5

Score of Experimental Class and Control Class

A. Score of Experimental Class Pre-Test

No	Students Initial Name	P	I	F	A	Total Score	Test Score
	AP	2	4	2	1	9	45
	C	2	1	2	3	8	40
	PH	1	2	2	2	7	35
	SN	2	1	2	3	8	40
	WK	1	1	1	3	6	30
	AZ	1	2	2	3	8	40
	DS	2	1	1	3	7	35
	R	2	3	2	2	9	45
	HS	2	3	2	3	10	50
10	NR	3	2	3	3	11	55
Total							415

B. Score of Control Class Pre-Test

No	Students Initial Name	P	I	F	A	Total Score	Test Score
	AA	2	1	1	1	5	25
	AW	2	1	2	1	6	30
	GH	2	2	2	1	7	35
	IG	2	1	1	3	7	35
	MA	2	3	1	2	8	40
	NRS	1	2	1	3	7	35
	PA	1	2	1	2	6	30
	RM	2	2	2	2	8	40
	RR	1	2	1	1	5	25
10	SM	2	1	1	2	6	30
Total							325

Score of Experimental Class and Control Class on Post-Test

A. Score of Experimental Class on Post-Test

No	Students Initial Name	P	I	F	A	Total Score	Test Score
	AP	2	2	3	3	10	50
	C	3	3	2	3	11	55
	PH	2	3	3	3	11	55
	SN	3	4	2	3	12	60
	WK	4	2	3	3	12	60
	AZ	4	3	4	4	15	75
	DS	3	3	4	3	14	70
	R	4	4	3	4	15	75
	HS	4	4	4	4	16	80
10	NR	4	5	4	4	17	85
Total							665

B. Score of Control Class on Post-Test

No	Students Initial Name	P	I	F	A	Total Score	Test Score
	AA	2	2	3	3	10	50
	AW	3	2	2	3	10	50
	GH	3	3	3	3	12	60
	IG	3	4	3	3	13	65
	MA	4	3	3	3	13	65
	NRS	4	3	3	4	14	70
	PH	4	3	4	4	15	75
	RM	4	4	3	4	15	75
	RR	4	4	4	4	16	80
10	SM	3	4	4	5	16	80
Total							655

APPENDIX 6

Result of Normality Test In Pre-test

a. Result of the Normality Test of X-D In Pre-test

NO	Score	Z	Fz	Sz	Fz – Sz
1	30	- 1 . 6 2	0.05	0.1	0.05
2	35	- 0 . 9 2	0.18	0.3	0.12
3	35	- 0 . 9 2	0.18	0.3	0.12
4	40	- 0 . 2 1	0.42	0.6	0.18
5	40	- 0 . 9 6	0.83	0.6	0.23
6	40	- 0 . 2 1	0.42	0.6	0.18
7	45	- 0 . 4 9	0.69	0.8	0.11
8	45	- 0 . 4 9	0.69	0.8	0.11
9	50	- 1 . 2 0	0.88	0.9	0.02
10	55	- 1	0.97	0.1	0.03

		. 9 0			
	Highest score	55			
	Lowest score	30			
	Total	4 1 5			
	Mean	4 1 , 5			
	Median	40			
	Modus	40			
	Varian	5 5 , 8 3			
	Standard deviation	7 , 0 8 9			
	X^2_{count}	0 , 2 3			
	X^2_{Table}	0 , 2 5 8			

b. Result of the normality test of X-C in pre-test

NO	Score	Z	Fz	S z	Fz-Sz
	25	-1,38873	0.08	0 .2	0.12
	25	-1,38873	0.08	0 .2	0.12
	30	- 0,46291	0.32	0 .5	0.18
	30	-0,46291	0.32	0 .5	0.18
	30	-0,46291	0.32	0 .	0.18

				5	
	35	-0,46291	0.68	0	0.12
				.	
	35	-0,46291	0.68	8	
				.	
	35	-0,46291	0.68	8	0.12
				.	
	40	-1,38873	0.92	1	0.08
10	40	-1,38873	0.92	1	0.08

	Highest score	40			
	Lowest score	25			
	Total	3 2 5			
	Mean	32 ,5			
	Median	32 ,5			
	Modus	30			
	Varian	29, 17			
	Standard deviation	5, 40			
	X^2_{count}	0, 18			
	X^2_{table}	0,2 58			

APPENDIX 7

Homogeneity Test (Pre-test)

NO	Control	Experiment
1	25	30
2	25	35
3	30	35
4	30	40
5	30	40
6	35	40
7	35	45
8	35	45
9	40	50
10	40	55
	Varian 1	29,17
	Varian 2	55,83
	F_{count}	0,52
	F_{table}	3,18

APPENDIX 8

Result of Normality Test In Post-test

a. Result of the Normality Test of X-D In Post-test

NO	Score	Z	Fz	Sz	Fz - Sz
1	50	-1.37	0.09	0.1	0.01

2	55	-0.96	0.17	0.3	0.13
3	55	-0.96	0.17	0.3	0.13

	60	-0.54	0.29	0.5	0.21
	60	-0.54	0.29	0.5	0.21
	70	-0.29	0.61	0.6	0.01
	75	-0.71	0.76	0.8	0.04
	75	-0.71	0.76	0.8	0.04
	80	-1.12	0.87	0.9	0.03
	85	-1.54	0.94	1	0.06
	Highest score	85			
	Lowest score	50			
	Total	665			
	Mean	66,5			
	Median	65			
	Modus	55			
	Varian	144,72			
	Standard deviation	12.03			
	X^2_{count}	0,21			
	X^2_{Table}	0,258			

b. Result of the Normality Test of X-C In Post-test

NO	Score	Z	Fz	Sz	Fz - Sz
1	50	-1.53	0.06	0.2	0.14
2	50	-1.53	0.06	0.2	0.14
3	60	-0.63	0.26	0.3	0.04
4	65	-0.18	0.43	0.5	0.07
5	65	-0.18	0.43	0.5	0.07
6	70	-0.27	0.61	0.6	0.01
7	75	-0.72	0.76	0.8	0.04
8	75	-0.72	0.76	0.8	0.04
9	80	-0.17	0.88	1	0.12
10	80	-0.17	0.88	1	0.12
	Highest score	80			
	Lowest score	50			
	Total	670			
	Mean	67			
	Median	67.5			
	Modus	50			
	Varian	123.33			

	Standard deviation	11.11			
	X^2_{count}	0.14			
	X^2_{Table}	0.258			

APPENDIX 9

Homogeneity Test (Post-test)

NO	Control	Experiment
	50	50
	50	55
	60	55
	65	60
	65	60
	70	70
	75	75
	75	75
	80	80
10	80	85
	Varian 1	123,33
	Varian 2	144,72
	F_{count}	0.85
	F_{table}	3.18

APPENDIX 10

T-test of the Both Averages In Pre-test

NO	Control	Experiment
1	25	30
2	25	35
3	30	35
4	30	40
5	30	40
6	35	40
7	35	45
8	35	45
9	40	50
10	40	55

	Control	Experiment
Mean	32.5	41.5
Variance	29,16666667	55.83333333
Observations	10	10
Pooled Variance	42.5	
Hypothesized Mean Difference	0	
Df	18	
t Stat	3.086974533	
P(T<=t) one-tail	0.003178924	
t Critical one-tail	1.734063607	
P(T<=t) two-tail	0.006357848	
t Critical two-tail	2.10092204	

t stat = $t_{count} = 3.08$

t critical two-tail = $t_{table} = 2.00$

T-test of the Both Averages In Post-test

No	Control	Experiment
1	50	50
2	50	55
3	60	55
4	65	60
5	65	60
6	70	70
7	75	75
8	75	75
9	80	80
10	80	85

	Control	Experiment
Mean	66.5	67
Variance	123.3333333	144.7222222
Observations	10	10
Pooled Variance	134.0277778	
Hypothesized Mean Difference	0	

Df	18	
t Stat	2.296573417	
P(T<=t) one-tail	0.462066153	
t Critical one-tail	1.734063607	
P(T<=t) two-tail	0.924132305	
t Critical two-tail	2.10092204	

APPENDIX 11

Documentation of Research









**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI PADANGSIDIMPUAN
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jalan T. Rizal Nurdin Km. 4,5 Sihitang 22733
Telephone (0634) 22080 Faximile (0634) 24022

18 September 2019

Nomor : 137 /In.14/E.6a/PP.00.9/09/2019
Lamp : -
Perihal : **Pengesahan Judul dan Pembimbing Skripsi**

Kepada Yth:

1. Dr. Fitriadi Lubis, M.Pd.

(Pembimbing I)

2. Fitri Rayani Siregar, M.Hum.

(Pembimbing II)

di -Padangsidimpuan

Assalamu'alaikum Wr. Wb.

Dengan hormat, sehubungan dengan hasil sidang bersama tim pengkaji judul skripsi Program Studi Tadris/Pendidikan Bahasa Inggris (TBI) Fakultas Tarbiyah dan Ilmu Keguruan IAIN Padangsidimpuan. Maka dengan ini kami mohon kepada Bapak/Ibu agar dapat menjadi pembimbing skripsi dan melakukan penyempurnaan judul bilamana perlu untuk mahasiswa dibawah ini dengan data sebagai berikut:

Nama : Rizky Indah Sari Harahap
NIM : 16 203 00102
Fak/Jurusan : Tarbiyah dan Ilmu Keguruan/ Tadris Bahasa Inggris
Judul Skripsi : **The Efect of Role Play Towards Speaking Mastery at The Grade XI Students of SMA Negeri 6 Padangsidimpuan**


Demikian disampaikan, atas kesediaan dan kerjasama yang baik dari Bapak/Ibu kami ucapkan terima kasih.

Ketua Program Studi Tadris Bahasa Inggris


Fitri Rayani Siregar, M.Hum.
NIP. 19820731 200912 2 004

PERNYATAAN KESEDIAAN SEBAGAI PEMBIMBING

BERSEDIA/TIDAK BERSEDIA
Pembimbing I


Dr. Fitriadi Lubis, M.Pd.
NIP. 19620917 199203 2 001

BERSEDIA/TIDAK BERSEDIA
Pembimbing II


Fitri Rayani Siregar, M.Hum.
NIP. 19820731 200912 2 004



KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI PADANGSIDIMPUAN
FAKULTAS TARBIYAH DAN ILMU KEGURUAN

Jalan T. Rizal Nurdin Km. 4,5 Sihitang 22733 Telepon (0634) 22080 Faximile (0634) 24022
Website E-mail

Nomor B-1122 /In.14/E 1/TL 00/04/2022

14 April 2022

Hal Izin Penelitian
Penyelesaian Skripsi

Yth. Kepala SMA Negeri 6 Padangsidimpuan
Kota Padangsidimpuan

Dengan hormat, bersama ini kami sampaikan bahwa :

Nama : Rizky Indah Sari Harahap
NIM : 1620300102
Program Studi : Tadris/Pendidikan Bahasa Inggris
Fakultas : Tarbiyah dan Ilmu Keguruan

adalah Mahasiswa Fakultas Tarbiyah dan Ilmu Keguruan IAIN Padangsidimpuan yang sedang menyelesaikan Skripsi dengan Judul "The Effect of Role Play Towards Speaking Mastery at The Grade XI Students of SMA Negeri 6 Padangsidimpuan".

Sehubungan dengan itu, kami mohon bantuan Bapak/Ibu untuk memberikan izin penelitian sesuai dengan maksud judul diatas.

Demikian disampaikan, atas kerja sama yang baik diucapkan terimakasih.

a.n. Dekan
Wakil Dekan Bidang Akademik



Dr. Lis Yulianti Syafrida Siregar, S.Psi, M.A.
NIP. 19801224 200604 2 001



**PEMERINTAH PROVINSI SUMATERA UTARA
DINAS PENDIDIKAN**

SEKOLAH MENENGAH ATAS (SMA) NEGERI 6

Jalan Sutan Soripada Mulia No. 25 A Telp. (0634) 22510. Kode Pos : 22715
Email : sman_sixpsp@ymail.com. Website : www.sman6padangsidimpuan.sch.id

KOTA PADANGSIDIMPUAN

No. : 421.4/ 143 /SMAN.6/2022
Lampiran : -
Hal : **Izin Melaksanakan Penelitian
Di SMA Negeri 6 Padangsidimpuan
TP. 2021/2022**

Kepada Yth :
Dekan Fakultas Tarbiyah
dan Ilmu Keguruan Institut Agama
Islam Negeri Padangsidimpuan
Di-

Tempat

Dengan hormat, menghunjuk surat Saudara Nomor : B – 1123 / In.14 / E.1 / TL.00 / 04 / 2022 tertanggal 14 April 2022 yang kami terima, maka dengan ini kami sampaikan bahwa:

Nama : **Rizky Indah Sari Harahap**
NIM : 1620300102
Program Studi : Tadris / Pendidikan Bahasa Inggris
Fakultas : Tarbiyah dan Ilmu Keguruan

telah mengadakan penelitian untuk penyusunan Skripsi yang bersangkutan dengan judul :

“THE EFFECT OF ROLE PLAY TOWARDS SPEAKING MASTERY AT THE GRADE XI STUDENTS OF SMA NEGERI 6 PADANG SIDEMPUAN .”

Demikian kami sampaikan untuk dapat dimaklumi dan terima kasih.

Padangsidimpuan, 11 Mei 2022

Kepala Sekolah

Wakil Kepala Sekolah Urusan Kurikulum



SYARIV MUDA HARAHAP, S.Pd.

NIP. 19710608 199801 1 001