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THE EFFECT OF ROLE-PLAY BY USING "*TALK AND LISTEN CARD*" ON THE FIRST YEAR STUDENTS' ENGLISH SPEAKING ABILITY OF SMAN 1 GALIS PAMEKASAN IN THE 2004/2005 ACADEMIC YEAR

THESIS

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MOTTO

❖ **Speak clearly if you speak at all;**
Carve every word before you let it fall.

(O.W. Holmes)

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DEDICATION

This thesis is dedicated to:

- My father (in memoriam) as my Hero for the rest of my life, **H. Agus Kamar Horry**, and my mother as my pretty angel, **Rusmiyati**, thanks for your love and your countless sacrifice, may God love you like the way you love me. Amen 3x.
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Finally, I hope this thesis provides advantages to the readers. Any criticisms and inputs that contribute to improve this thesis would be appreciated.

Jember, August 2005 The Writer

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ABSTRACT

Nina Khayatul Virdyna, 2005: **The Effect of Role-play by Using" *Talk and Listen Card*" on the First Year Students' English Speaking Ability of SMAN 1 Galis Pamekasan in the 2004/2005 Academic Year**

Thesis, English Education Program, Language and Arts Education Department, Faculty of Teacher Training and Education, Jember University.

Consultants : (1) Dra. Wiwiek Istianah, M.Kes. M.Ed, AppLing
: (2) Drs. Annur Rofiq, M.A. M.Sc

Key words : Role-play, *"Talk and Listen Card"*; Speaking Ability

This experimental research was intended to investigate the effect of role-play by using *"Talk and Listen Card"* on the first year students' English speaking ability of SMAN 1 Galis Pamekasan in the 2004/2005 academic year. This research design was quasi experimental post-test only group design. The respondents were two of the four classes of the first year students, one was treated as the experimental group and the other one as the control group. The classes were determined by using cluster random sampling by considering the result of the homogeneity test. The experimental group was given four times treatment that was teaching speaking using role-play by using *"Talk and Listen Card"*, while the control group was taught speaking using question and answer technique. A comparison was made between the two groups by analyzing the students' speaking scores that was obtained through test. The t-test formula of 5 % significance level was used to analyze the primary data in the form of the students' speaking scores of the post-test. The result showed that the statistical computation value of the t-test is higher than that of the t-table (3.675 > 1.658). Therefore, the alternative hypothesis was accepted. To sum up, there was a significant effect of role-play by using *"Talk and Listen Card"* on the first year students' English speaking ability of SMAN 1 Galis Pamekasan in the 2004/2005 academic year. Therefore, it is suggested that role-play by using *"Talk and Listen Card"* should be used as alternative teaching technique to improve the students' speaking ability.

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I. INTRODUCTION

Efforts have been made to improve the outcome of English teaching and learning, both in the curriculum development as well as in its implementation through all school levels. The up-dated curriculum issued in 2004 based on Contextual Teaching Learning (henceforth-CTL) approach as the development of the 1994 Curriculum still gives attention to the four skills of English namely; Reading, Speaking, Listening and Writing. This research will investigate the English teaching and learning process in Senior High School, especially in speaking. This chapter provides some aspects underpinning the study, which include five main parts. They are the background of the research that will describe the speaking teaching and learning process at SMAN I Galis Pamekasan and lead to the reason of conducting this research, the problems formulation, the operational definition of the terms, the objectives of the research, and the significance of the research, which will be discussed respectively.

I.I Background of the Research

Living in the era of globalization, where science and technology are the key factors of human civilization, people need an access to the global world for living our life, and for that, communication is needed. English is one of the languages that used as a tool of world communication and it has been widely used in many aspects such as: politics, economics, science, arts, education, etc. It plays a very important role that gives us an access to the global communication that supported by the advancement of science and technology. In line with this, Crystal (2000:360) agrees that in the minds of many people, English has already become the world language, by virtue of the political economic progress made by English speaking nation in the past 200 years. Further, he said that more than 350 million people use it as a foreign language. In conclusion, when people try to interact with the world, people need English as a means of communication.

Meanwhile, to make a good communication speaking as one of the four major skills in English become very important in communication. In line with

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this, Fiske (1982:2) confirms that in communication, people are talking to one another to spread information and idea. Therefore, people cannot communicate well if they cannot speak well, and to speak well, they need to master the speaking ability. Nevertheless, the learning outcomes of speaking at Senior High School level are not as satisfactory as expected yet. Many students in senior high schools still cannot speak English fluently, including the students of SMAN I Galis Pamekasan. This can be seen from the preliminary study conducted by the researcher on September 23rd 2004. The researcher observed the speaking teaching and learning process at SMAN I Galis Pamekasan. The classes observed were 1-1 class and 1-4 class. These two classes were chosen because coincidentally, when the researcher did the preliminary study those classes were having English class. The 1-1 class began in the first period and 1-4 class began in the third period. From the informal administration/ interview, the English teacher said that the students consider English as a difficult subject compared to the result of the other language components, reading comprehension for instance. It can be seen from the result of the speaking test given by the teacher, only five up to eight out of forty students got 70-80 scores. The rest of them mostly got around 67 or less. The students said that they prepare to have written test than the oral test.

It was also known that the speaking activities were given through "Question and Answer" technique dealing with the theme from the English compulsory book. Sometimes, the teacher asks the students to read the dialogue written on the book from their desk, or asks them to step forward in front of the class and read the dialogue to stimulate the students' activeness in using the target language. Unfortunately, those techniques made only five up to six out of forty students participated and gave responds. The situation of the class was passive because, not all of the students took part in the activities. When the researcher asked them later why they were very passive, they answered the question differently. Some of them did not like the topic of the dialogue. Some students in the back row said they were lazy to be active because they often did the same thing, which was reading the dialogue from the book with their partner. They also felt shy to answer the questions given by the teacher. Besides, the students were

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the second year students' English speaking ability. However, her study only focused on the application of role-play technique without using the "*Talk and Listen Card.*" In this case, this research is different from hers.

Based on those reasons above, a research entitled "The Effect of Role-Play by Using *"Talk and Listen Card"* on the First Year Students' English Speaking Ability of SMAN I Galis Pamekasan in the 2004/2005 Academic year," was conducted.

1.2 Problems Formulation

In this research, the problems are divided into general problem and specific problems.

1.2.1 General Problem

Based on the background of the study, the general problem of the research is formulated as follows: "Is there any significant effect of role-play by using "*Talk and Listen Card*" on the first year students' English speaking ability of SMAN I Galis Pamekasan in the 2004/2005 academic year?"

1.2.2 Specific Problems

The specific problems of this research are formulated as follows:

1. Is there any significant effect of role-play by using "*Talk and Listen Card*" on the first year students' English speaking fluency of SMAN I Galis Pamekasan in the 2004/2005 academic year?
2. Is there any significant effect of role-play by using "*Talk and Listen Card*" on the first year students' English speaking pronunciation of SMAN I Galis Pamekasan in the 2004/2005 academic year?
3. Is there any significant effect of role-play by using "*Talk and Listen card*" on the first year students' English speaking vocabulary of SMAN I Galis Pamekasan in the 2004/2005 academic year?

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4. Is there any significant effect of role-play by using "*Talk and Listen Card*" on the first year students' English speaking grammar of SMAN I Galis Pamekasan in the 2004/2005 academic year?

1.3 The Objectives of the Research

The objectives of this research are divided into general objective and specific objectives.

1.3.1 General Objective of the Research

The general objective of this research is to investigate whether or not there is a significant effect of role play by using *"Talk and Listen Card"* on the first year students' English speaking ability of SMAN I Galis Pamekasan in the 2004/2005 academic year.

1.3.2 Specific Objectives of the Research

The specific objectives of the research are as follows:

1. To investigate whether or not, there is a significant effect of role-play by using *"Talk and Listen Card"* on the first year students' English speaking fluency of SMAN I Galis Pamekasan in the 2004/2005 academic year.
2. To investigate whether or not, there is a significant effect of role-play by using *"Talk and Listen Card"* on the first year students' English speaking pronunciation of SMAN I Galis Pamekasan in the 2004/2005 academic year.
3. To investigate whether or not, there is a significant effect of role-play by using *"Talk and Listen Card"* on the first year students' English speaking vocabulary of SMAN I Galis, Pamekasan in the 2004/2005 academic year.
4. To investigate, whether or not there is a significant effect of role-play by using *"Talk and Listen Card"* on the first year students' English speaking grammar of SMAN I Galis Pamekasan in the 2004/2005 academic year.

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1.4 The Operational Definition of the Terms

Defining the research variables operationally is proposed to serve as a guideline to understand the concepts and indicators of the study, and to avoid a misunderstanding in interpreting the research concept. The terms that need to be operationally defined are role-play by using "*Talk and Listen Card*" and speaking ability.

1.4.1 Role-play by using "*Talk and Listen Card*"

Role-play in this research means teaching technique, which deals with the activities of teaching English where the students act the role. In this research, the researcher used cards in the role-play activity. Students practice their speaking ability by using dialogues and pretending to role a character that has been prepared by the researcher as the teacher. The students are expected to act as if they are in the real situation.

The researcher used the "*Talk and Listen Card*" in the role-play activity. "*Talk and Listen Card*" content of the situation description that followed by dialogue conversation description that consist of some blank spaces that should be played by a pair of students.

1.4.2 Speaking Ability

Speaking ability in this research refers to the students' ability in expressing their ideas in spoken form including in fluency and accuracy on pronunciation, vocabulary, and grammar (Johnson, 1995:5). The ability is presented in the scores of the students' speaking test.

1.5 The Significances of the Research

The results of the research are expected to be useful for the English teacher, the students, and the future researchers.

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1.5.1 For the English Teacher

The teacher may use the result of this research to encourage the first year students of SMAN I Galis Pamekasan to use role-play as an alternative technique in teaching speaking in order to increase their English speaking ability.

1.5.2 For the Students

Role-play by using *"Talk and Listen Card"* is intended to help the students to improve their speaking ability in more enjoyable situation but still be able to do a meaningful activity by acting their part naturally.

1.5.3 For Future Researchers

The future researchers may use the results of this research as information to conduct further research particularly in improving the students' English speaking ability by using different research design, such as; qualitative research in describing the students' speaking ability or classroom action research in how to improve the students' speaking ability through role-play by using *"Talk and Listen Card"*, both for the groups in the research for example or improving the students' speaking ability trough the actions.

1.6 The Scope of the Research

It is necessary to make explicit what to study in this research. This research was conducted at SMAN I Galis Pamekasan. The subjects were the first year students of the school. The sample of the research was I-2 class as the experimental group and I-1 class as the control group. There are many important aspects in speaking ability, but this research only scored the aspects of fluency and accuracy on pronunciation, grammar and vocabulary. In consideration that, those aspects are the aspects that usually notice and scored in the speaking test of the senior high school level.

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II. REVIEW OF RELATED LITERATURE

This chapter presents the review of literature related to the topic of the research. They are; role-play in language teaching that will describes about the advantages of role-play in language learning. Then it continues with some aspects to consider in teaching speaking through role-play, role-play activities in teaching speaking, speaking ability, the effect of role-play activity on students' speaking ability, the speaking teaching and learning at SMAN I Galis Pamekasan, the previous research finding including the hypotheses of the study. Those topics will be discussed in the following section respectively.

2. 1 Role-play in Language Teaching

It is important to make the students interested in learning English. When students are interested in the subject, they will be motivated to learn English better. Pahin and Power (in Kasbollah, 2001:5) point out that students learn the best when they are interested and involved in learning activities that are relevant to them. One of the ways to grow students' interest is through variation of the teaching technique that will make the students interested and active during the teaching and learning process. Role-play is considered as one of suitable teaching techniques to grow the students' interest in learning English, especially speaking. It is due to the fact that in role-play students feel like in the real situation, role-play invites the students' participation, role-play allows the student to use their imagination and non-verbal language.

Role-play creates the condition of teaching learning as in the real situation. Al-Arishi (1994:339) explains that role-playing as a classroom activity fits in with the reality because it gives the students a chance to act like in the real life. For example, they can do greeting, making suggestion, ordering food in a restaurant. Further, he says that realistic role-playing is valuable because it replicates what students will do in the real world. Students will be more excited because the situation just like in the real situation. When students already know about the real

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situation, they will understand more about the meaning and the use of the language that they say in the role-play activity.

Teaching English through role-play will give the students a chance to participate actively during the teaching and learning process. Livingstone (1983:6) states that role-play is a classroom activity, which gives the students the opportunity to practice the language, the aspect of role behaviour and the actual roles they may need outside the classroom. In line with this, Al-Arishi (1994:340) states that in role-play, students lose their feelings of inhibition and embarrassment of being called to speak. Role-play conducts the students' maximum participation during the class. Passive students do not need to wait their names to be called to speak in front of the class because they have their own turn to speak when they are playing their roles.

Role-play permits the students to play with an imaginary situation. An imaginary situation is a situation that based on the students' imagination. The students are free to say what they want to say. Since senior high school students are figures with full of imagination, role-play is the appropriate technique in teaching English. In role-play, an imaginary or fantasy situation can motivate the student to make response because they like the topic. Al-Arishi (1994:341) says that children and teenagers often imagine themselves in different situation and roles when they play games. By allowing the students to say their imagination, the teacher is building on something that the students enjoy in the class.

Role-play also encourages students to use their non-verbal language beside verbal language, which are the natural part of speaking. Role-play encourages the students to use gestures, body movements, facial expressions, sound and action as non-verbal language to make the dialogue run genuinely (Gerber, 1990: 101; Via, 1987:23). Students with the use of non-verbal expression will help their partner to understand more the meaning of the dialogue through their body language. In short, role-play makes every part of the students' body communicate something, as if every part of their body is helping them to transfer the meaning of what is being spoken.

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In brief, it can be concluded that using role-play in speaking class will encourage students to actively participate in the activity through imaginative roles. In role-play the students will use gesture to help the partner to understand the meaning of the language.

2.2 Some Aspects to Consider in Teaching Speaking through Role-play

Before entering the class, to apply the role-play, teacher needs some preparation to do. Hopefully, by having the preparation the teaching learning by using role-play can be conducted smoothly. Livingstone (1983:36) says, before embarking role-play, the teacher should carefully consider some essential aspects of the activity. Those preparations include some aspects such as the students level, the time arrangement, the preparation, the aims, and the follow up.

2.2.1 Students' Level

The level of the students is something crucial to be considered when applying role-play. The teacher cannot use the same technique to a different level of students. Some students at the lower level will find some difficulties in following the higher level. On the other hand, students at the higher level will find it is too easy for them if they are given materials of the lower level. As Tompkins (1998) points out that level indicates the minimum (and sometimes maximum) level, at which the students can carry out the activity. Livingstone (1983:36) agrees that role-play should be appropriate with the level of the class, and the student should be familiar with the material given. Further he classified the level of the students in two parts, they are:

a. Beginner students.
   They include children and young learners. The instruction and the material given should be simple.
b. Advanced students
   They include adult students. The instruction and the materials given are more complicated.

The first year students of Senior High School have already mastered approximately 1500 vocabularies based on the theme and the sub-theme stated in

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the English curriculum. Mostly, the students at SMAN I Galis Pamekasan were taught English since Junior High School not since Elementary School. The English teacher said that the students at that school still have a low proficiency in English. Consequently, the English teacher and the researcher consider that the first year students of SMAN I Galis Pamekasan are considered as the beginner students.

2.2.2 Time Arrangement

Time arrangement is another important aspect to consider in making the teaching learning process through role-play manageable. The teacher should accurately predict the time allocation. As Livingstone (1983:45) states that adequate time should be given for each group to complete their role-play to their satisfaction. The students who have to stop in the middle of the role-play because the time is over will feel frustrated and feel that the time spent on preparation has been wasted. In order to avoid the frustrating situation, the teacher should arrange the time available as well as possible; it should be appropriate with the time in role-playing. Run out of time or too much time left without activity should not happen in role-play activities. In brief, time arrangement will determine the success of the teaching speaking through role-play. As long as the time allocation is well managed, the students will enjoy the role-play activity.

2.2.3 Preparation

Preparation is something to do before the teacher starts the role-play activity. The teacher should arrange the preparation to make the role-play activity conducted well. Tompkins (1998) suggests that preparation indicates anything needed before the class start. In the preparation activity, the teacher should positively sure that the students understand how to present role-play. Teacher should explain clearly about the language function or the language expression that will be acted. Then, the teacher should explain clearly about the background setting of the role-play that includes; the place, the situation, the equipment and

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the persons that usually interact around the environment. In conclusion, to make the role-play activity run well, preparation should be done carefully.

2.2.4 The Aims of Conducting Role-Play

Every teaching learning process should have some purposes. It also occurs in the teaching speaking through role-play. Tompkins (1998) informs that aim indicates the broader objectives of each activity such as: developing confidence or becoming sensitive to concepts expressed in language. Based on the explanation above, it is suggested to the teacher that the aim of the role-play activity should be stated before the role-play activity is conducted. In this case, the aims of conducting role-play by using "*Talk and Listen Card*" are to motivate the students' activeness during the speaking class. It is also tending to make the students to feel comfort to use the language expression that have been practiced in the role-play activity in the daily life communication.

2.2.5 Follow-up

Follow-up is an activity done after conducting the role-play. Tompkins (1998) confirms that follow-up indicates activities done after the role-play activity. In follow-up, the teacher and the students evaluate the role-play presentation. The teacher and the students make notes about what is good and what is lack after the presentation and discuss it in a small discussion. The aim of setting the follow-up that consists of criticisms and comments is to help the teacher and the students to have a better presentation in the next time and give a new idea for future role-play.

2.3 Role-play by Using "*Talk and Listen Card*" in Teaching Speaking

In conducting role-play activities, teacher may use "*Talk and listen card*" that consists of situation description to make the presentation run easier. Each student is given particular information about his role on the card. Then, the students are asked to imagine themselves to be the person described in the card. In line with this, Underhill (1995:52) explains that in role-play, the students are

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given a set of written situation that are explained in a simple language exactly what they are supposed to do. The teacher should check whether the students understand the instruction or not. When the students understand it, then the students can start the role-play.

"*Talk and Listen Cards*" will be used to minimize the memorizing activity of the students in role-play. The teacher can give two kinds of separate cards between two speakers. Each student has one card that only consists of his/her line. Via (1987: 117) explains that in practicing the "*Talk and Listen Cards*", the students are required to make eye contact with their partner when speaking. For example, student A reads the line to himself. Then he looks at student B, and continues to speak, while student B is looking at and listening to what student A is saying rather than reading his own lines. When student A finished his speech, then student B looks at his line, read it to himself, looks at student A and saying the line, and so on. However, if the students are not listening to each other, but waiting until the speaker stopped, then the student will find difficulties to reply to his friend because he/she does not have sufficient information. Below is the example of the "*Talk and Listen Card*":

Card one	Card two
A: When I woke up this morning...	A: .....
B: ...	B: Yes, yes, I am listening
A: When I woke up this morning	A: .....
B: ...	B: You have already said that.
A: I know. I was thinking, So I repeated it	A: .....
B: ...	B: Well, when you woke up this morning, what?

(Adopted from: Via, 1987)

This take turn activity will encourage the students to listen to each other, since they cannot read what is being said. It is good to know how good the students can go through a dialogue using and filling the blank lines. In conclusion, the use of "*Talk and Listen Card*" in role-play shows how important is the card to encourage the students to be active in speaking.

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In this research, there were 8-10 pairs of "*Talk and Listen Card*" on each meeting. Each pairs of students may choose which pairs of cards that they want to use in role-play activity. All of the cards arranged in pairs and put on the table. Every pairs of the cards were clipped in order not to make the students confused by taking the wrong cards.

2.4 Speaking Ability

Speaking is a language skill that applies verbal performance and non-verbal performance. Most students convey that speaking is a difficult skill of foreign language learning. Therefore, the teacher should pay more attention to the improvement of the speaking skill.

The goal of teaching the spoken language in the classroom is to enable the students to express their ideas in the target language. However, the important thing in speaking that should be known by the speaker is to make the listener understands of what the speaker is saying. According to Johnson (1995:5) there are four major components generally recognized in the analysis of speech process namely: fluency and accuracy of pronunciation, vocabulary, and grammar. Therefore, the speaker should know well those major components of speaking besides knowing with whom, when and where they practice their speaking.

2.4.1 Fluency

The main goal of teaching productive skill is to improve students' fluency in speaking English. Brown and Yule (1995:13) confirm that the purpose of the speaker in holding a speaking activity is to transfer and communicate some messages. Poor fluency causes communication failure that lead to misunderstanding situation.

Fluency in speaking ability can be obtained through students' experience on practicing the language repeatedly. Brown and Yule (1995:103) note that one of the main purposes in teaching speaking is making the students able to communicate the information effectively in spoken language.

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The fluency of the students on speaking ability is not only focused on how the students produced the language fluently or smoothly, but they also need to consider the appropriateness of what they want to talk, or in other words it is the accuracy.

2.4.2 Accuracy

Speaking does not only bravery in expressing the idea in English, but also requires the understanding of the English rules. In this case, the students need to know the pronunciation rules, have the sufficient knowledge of familiar vocabularies and the English grammar.

a. Pronunciation

Meade et al., (1961:148) say that pronunciation is vital to the effectiveness of the speech. The aim of teaching pronunciation is not merely to make students memorize the voice of consonant, vowels, intonation, stress, and rhythm, but enable them to produce those things in their utterances so that the listeners understand their utterances. Brown and Yule (1995:8) have also noted that pronunciation becomes the very important component in teaching spoken language. The students are required to discriminate the sounds or words spoken in isolation. Besides, the students should know and identify the stress or intonation of each vocabulary.

b. Vocabulary

The teachers have never doubted the value of learning vocabulary. They know how communication stops when learners lack of the necessary vocabulary. Hornby (1995:958) says that vocabulary means a total number of words with the rule combining those words to make up a language. To make an effective communication, the students need to know a large number of vocabularies.

Teacher should also realize that without any ability of using the vocabulary, having some extends of vocabularies would be useless for the students. Students might get difficulties in expressing their idea without good

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coordination of their vocabulary. They need to practice their ability in spoken language. Therefore, it is necessary for the teacher to motivate the students to be active in using the target language as frequently as possible using as many appropriate vocabularies as possible.

c. Grammar

In teaching the spoken language, the teacher does not only teach how to speak well but also make the students understand the theory of how to produce sentences. In this case, grammar is a component of language that becomes very crucial. Radford (1988:2) explains that grammar of particular language consists of a set of rules or principles, which gives explanation on how to speak the language, to form, to pronounce and to interpret phrases and sentences.

In order to communicate in English effectively, students need to master grammar adequately. The use of grammar will influence the effectiveness of the conversation by the students.

2.5 The Effect of Role-play by using "*Talk and Listen Card*" on the Students' English Speaking Ability

It has been discussed previously, that there is a specific relation and contribution of role-play to the speaking ability. Gerber (1990: 103) confirms that literary role-play is best employed for fluency. As it has been stated before, the elements of the speaking aspects are the fluency and accuracy in using the language. The students, through role-play will have more chance to express their idea in the target language. Role-play by using "*Talk and Listen Cards*" will help the students to train their fluency and accuracy on pronunciation, vocabulary and grammar in speaking English by giving them many practices to speak in front of the class. Many practices will help them to train their speaking ability.

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2.6 The Speaking Teaching and Learning Process at SMAN I Galis Pamekasan

As it has been mentioned in chapter one that the teaching and learning process at SMAN I Galis Pamekasan has already implemented the 2004 Curriculum.

Based on the preliminary study described in chapter one, the English teacher used mostly "Question and Answer" technique to teach speaking. Sometimes students read the dialogue taken from the compulsory book from their desks without role-playing to train their speaking. The situation was passive because only few students participated on the teaching learning. Sometimes the teacher should point them first to answer the questions.

Role-play by using *"Talk and Listen Card"* was never used at SMAN I Galis Pamekasan. Based on the information above the researcher was interested in applying role-play by using *"Talk and Listen Card"* in teaching speaking to the first year students of SMAN I Galis Pamekasan.

The themes (Health and Sport) and the language expressions (Likes and dislikes, Ability and disability, Surprise and Pride) that was taught in this research are based on the compulsory book used entitled *Bahasa Inggris I* by Intan Pariwara for the first year students. Every student had this book. The time of the research was based on the schedule of the school. The syllabus used was based on the 2004 Curriculum (DepdikNas, 2003).

2.7 The Previous Research Finding on Speaking Ability

The research finding that has the same topic with this research is a thesis entitled "The Effect of Using Role-play Technique on Students' English Speaking Ability on the Second Year Students at SLTPN 10 Jember in the 2003/2004" by Eny R. Musawamah. The research that was conducted in June 2003 was an experimental research that analysed the data quantitatively. The thesis indicated that there was a significant effect of role-play on the students' speaking ability. It had been proved that the students' speaking ability was improved after they were treated by using role-play. The students of the experimental group had better

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speaking ability from those in the control group. Therefore, the researcher wanted to know whether the application of role-play by using *"Talk and Listen card"* can improve the students' English speaking ability including the aspect of fluency and accuracy on pronunciation, vocabulary and grammar at senior high school.

2.8 Hypotheses

Based on the research problems and the relevant theory reviewed above, the hypotheses of this research are divided into major hypothesis and minor hypotheses as follows:

2.8.1 Major hypothesis

The major hypothesis is described as follows:

There is a significant effect of role-play by using *"Talk and Listen Card"* on the first year students' English speaking ability of SMAN I Galis Pamekasan in 2004/2005 academic year.

2.8.2 Minor Hypotheses

The minor hypotheses are described as follows:

1. There is a significant effect of role-play by using *"Talk and Listen Card"* on the first year students' English speaking fluency of SMAN I Galis Pamekasan in 2004/2005 academic year.
2. There is a significant effect of role-play by using *"Talk and Listen Card"* on the first year students' English speaking pronunciation of SMAN I Galis Pamekasan in 2004/2005 academic year.
3. There is a significant effect of role-play by using *"Talk and Listen Card"* on the first year students' English speaking vocabulary of SMAN I Galis Pamekasan in 2004/2005 academic year.
4. There is a significant effect of role-play by using *"Talk and Listen Card"* on the first year students' English speaking grammar of SMAN I Galis Pamekasan in 2004/2005 academic year.

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The procedures of this research design are as follows:

1. To know the homogeneity of the population, the researcher analyzed the data of the speaking test score that had already been conducted by the English teacher by using the ANOVA formula (Butler, 1995:130). The speaking test given by the teacher was on the mid-term test in a purpose to have psychometric scores. The test was given by giving a short story to the students and asked them to re-tell it within 3-4 minutes for each student. The result of the ANOVA calculation showed that the F-table was higher than the F-computation, which means that the result was non significant. In other words, the population is considered homogenous. Therefore, the experimental group and the control group could be determined randomly by lottery.
2. Giving treatments to the experimental group and the control group. The steps of the treatments are as follows:
   a. The experimental group

      The experimental group was given four times treatment of teaching speaking through role-play by using *"Talk and Listen Card"*. These are the steps that usually done on each meeting:
      - Giving explanation about the language expression
      - Giving explanation about role-play and *"Talk and Listen Card"*
      - Doing role-play by using *"Talk and Listen Card"*
      - Doing follow-up
   b. The control group

      The control group was taught four times through "Questions and Answers" technique without role-play *"Talk and Listen Card"*. These are the steps that usually done on each meeting:
      - Giving explanation about the language expression
      - Giving exercises written from the book
      - Ask the student to answer the questions orally
3. Conducting try-out test to some of students of the other class
4. Giving post-test to both groups after the teaching speaking conducted.

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5. Comparing the mean scores of the two groups and analyzing them by using the t-test formula of 5% significance level.

(Adapted from Suryabrata, 1997:48-49)

6. Finding the DRE (Degree of Relative Effectiveness). The formula is as follows:

$$DRE = \frac{M_x - M_y}{M_y} \times 100$$

DRE = Degree of Relative Effectiveness

M_x = Mean of the experimental group

M_y = Mean of the control group

(Adapted from Masyhud, 2000:61)

3.2 Research Area Determination Method

An essential step in conducting a research is determining a research area. The research area is the place where the research is conducted. SMAN I Galis Pamekasan was chosen purposively as the area of this research. The reasons of choosing SMAN I Galis Pamekasan is based on the fact that the English teacher of the school had never used role-play technique by using *"Talk and Listen Card"* in teaching of English particularly speaking skill. Moreover, no research on this topic had been done in the school, and the permission to undertake a research was relatively possible to gain.

3.3 Research Respondent Determination Method

Respondent determination method was used to determine the subject that was examined in a research. According to Arikunto (1998:120) if the number of respondent is more than 100, there is no need to use the entire population as the subject of a research.

Based on the preliminary study, it was known that there were four classes of the first year students of SMAN I Galis Pamekasan consisting of 40 students in each class. This means that, in total there were 160 students.

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In this research, the respondents were taken by using cluster random sampling. According to Fraenkel and Wallen (2000:109-110), cluster random sampling is the selection of groups, or clusters of subjects, rather than individuals. It is more effective with larger numbers of clusters. The advantages were easier to implement in schools, frequently less time consuming and for greater chance of selecting a sample. The respondents were chosen after the researcher analysed the students' speaking scores from the English teacher using ANOVA. Since the result of the ANOVA calculation showed that the population was homogenous then, two classes were chosen by lottery, one as the experimental group (I-2 class) and the other as the control group (I-1 class). In this case, those two classes become the respondents of this research.

3.4 Research Instrument

It is important for a researcher to choose an appropriate method in collecting valid data. Best (1959:153) agrees that validity and reliability are qualities that are essential to the effectiveness of any data-gathering procedures.

Based on the explanation above, this research requires two kinds of data namely primary data and supporting data. Test was conducted to gain the primary data from the result of the speaking test scores. Interview and documentation were conducted to obtain the supporting data. However, those data were not analyzed quantitatively.

3.4.1 Test

Test is one of the research instruments that play a very important role in collecting data. In this research, test was conducted to investigate the students' speaking ability improvement. Hughes (1994:4) states that test is needed to provide information about the achievement of groups. The form of the test given to the students was a speaking test. This consideration was based on the purpose of this research that is to investigate whether or not there is a significant effect of role-play by using *"Talk and Listen Card"* to the first year students' speaking

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ability of SMAN I Galis Pamekasan in the 2004/2005 academic years. Dealing with the idea, the students' speaking test was related to the topic provided.

The post-test item was tried-out to the other students of the other class. The try-out was conducted to know whether the post-test's instructions and questions were understandable for the students or not. It also tried to know whether the time allocation (3-4 minutes for each student) was enough for the students or not.

The post-test was administered by interviewing the students one by one. The researcher asked the student to come forward and gave them twenty five (25) questions suitable with the themes within 3-4 minutes for each student.

To know whether the test is valid and reliable or not, the researcher needs to know the validity and the reliability of the test. Validity is the degree to which the test measures what it says to be measures (McMillan, 2000:100). In this research, the researcher applied the content validity of the test. Content validity is a type of validity demonstrates the extent to which the sample of items of the test is representative of some appropriate universe or domain of content (McMillan, 2000:101). Meanwhile, the test was constructed based on the 2004 curriculum and the themes (Health and sport) and the language expressions (like and dislike, ability and disability, pride and surprise) were taken from the compulsory book entitled *Bahasa Inggris I, kelas I SMU* by Intan Pariwara. In order to know that the test has already fulfilled the qualification of content validity the researchers need the expert's judgment to judge whether the test is valid or not. In this case, is the English teacher of SMAN I Galis Pamekasan. The researcher evaluated and consulted first the post-test items to him before giving the test to the students.

Reliability means the extend to which the measurement were free from error of believable (McMillan, 2000:100). In this research, when the result of the test is valid it is assumed that it is reliable. As Hughes (1994:420) says that when the test is valid, it is also reliable.

The analytic method of scoring the speaking test was used in this research because there were some aspects scored namely: fluency, pronunciation, vocabulary, and grammar. As Hughes (1994:91) says that analytic method is a

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method of scoring which requires a separate score for a number of aspects of a task. In this case, a rating scale for each aspect that consists of five points of scoring was prepared to analyze the students' speaking ability. These scores were then summed and weighted by five. The oral rating scale was adapted from Hughes (1994:111). The writer had simplified the content of the categories and omitted the sixth categories. In consideration, the capability of the first year students of SMAN I Galis Pamekasan will not be able to reach the sixth category that is native like. The oral rating score could be seen in Appendix 9. The scores then looked-up in the scores' table which converts scores into the holistically described levels. The table describes the scores of the students from all categories based on the Hughes' rating scales. The table could be seen below.

The Scores' Table

Num	Name	Aspect Graded																				Score
		A. Fluency					B. Grammar					C. Vocabulary					D. Pronunciation					
		1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	
1					4					4						5			3			90
2																						
3																						
4																						
5																						

This is the example of the calculation:

Score = (A + B + C+ D) 5 =...

= (4 + 4 + 5+ 3) 5 = 90

The students' presentation on the post-test was recorded on the tape recorder. The tape was hidden so that the students did not feel stressed. The recording was used to make the analysis of the score easier and more reliable. Hughes (1994:42) explains that the scoring can be done by two different scorers (inter-rater) or only by one scorer in different occasion (intra-rater). In this research, intra-rater was applied. The researcher scored and re-scored the result of

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the speaking test by herself in different occasion by re-playing the tape recorder until it found the exact score for each students.

3.4.2 Interview

In this research, interview was used to gain the supporting data about the teaching of speaking which deals with the teaching technique used by the teacher. McMillan (2000:132) defines that interview is a form of data collection in which questions are asked orally, and the answers noted. Arikunto (1998: 146) confirms that interview method is classified into three types, they are: (1) Free Interview (2) Structured Interview (3) Semi Structured Interview.

In this research, semi-structured interview was used. McMillan (2000:132) defines that semi structured interview is the interview that does not have predetermined structured choices. The questions are open-ended and specifically intent allowing the individual responses. In conducting the interview, the researcher makes an outline of the question. The information is more complete and clearer, because the interviewer can clarify some obscure questions. The researcher can ask the respondent to expand the revealing answer.

Interview was employed to collect supplementary data about SMAN I Galis Pamekasan such as to know the compulsory book, the curriculum, the tasks and the technique used in teaching speaking skill. It also obtained the information about the teaching and learning situation including the problem and how to solve it. In this case, the interviewee was the English teacher.

3.4.3 Documentation

Document can be used in collecting data from the documentary resources and written materials. As stated by Elliot (1993:78), documents can provide information that is relevant to the issues and problems under the investigation. The data that was collected from the documentation are the names of the first year students, the English curriculum that was used, the compulsory book that was used, the result of the speaking performance, the names of the English teacher and the teaching and learning facilities at SMAN I Galis Pamekasan.

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3.5 Data Analysis Method

After collecting the data required in this research, the next step is analyzing the data obtained. Data analysis method is a technique that was used in analyzing the data. Analyzing the data in this study was conducted by using the statistical analysis since this research deals with quantitative data. In this case, t-test formula was proposed to test the means differences between the experimental and control group after they were taught using different techniques on speaking ability, t-test formula used to check or to test the mean differences of both groups. The formula of the t-test is as follows:

$$t = \frac{M_x - M_y}{\sqrt{\left[\frac{\sum x_x^2 + \sum x_y^2}{n_x + n_y - 2}\right]\left[\frac{1}{n_x} + \frac{1}{n_y}\right]}}$$

M_x = Mean of Experimental Group

M_y = Mean of Control Group

$\sum x_x^2$ = Total individual square score deviation of the experimental group

$\sum x_y^2$ = Total individual square score deviation of the control group

n_x = The number of the respondent of the experimental group

n_y = The number of the respondent of the control group

Degree of freedom:

$Df = (n_x + n_y) - 2$

Significant level: 5 %

(Adapted from Hadi, 2002: 443)

The significant level of 5% means that the result of the t-test formula is 95% believable and 5% is not (Butler, 1995:80). When the t-statistic is bigger than the t-table, it means that the null hypothesis is rejected.

The extent of the effect of role-play by using "*Talk and Listen Card*" was calculated by using this formula:

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The extent of the effect of role-play by using "*Talk and Listen Card*" was calculated by using this formula:

$$DRE = \frac{M_x - M_y}{M_y} \times 100$$

DRE = Degree of Relative Effectiveness

M_x = Mean of the experimental group

M_y = Mean of the control group

(Adapted from Masyhud, 2000: 61)

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IV. RESEARCH RESULTS AND DISCUSSION

This chapter presents the research result of the primary data, the supporting data and the discussion.

4.1 The Research Results

There were some data obtained from SMAN 1 Galis Pamekasan, the primary data and the supporting data. The primary data were gained from the speaking test and the supporting data were obtained through interview and documentation.

4.1.1 The Result of Primary Data

In this research, the primary data were gained through speaking test. The result of the test was obtained from the post-test. It was done in order to obtain the data about the difference between the two groups involved in this research.

The post–test was given to two (2) classes namely the experimental group and the control group. The post–test was conducted on April 30th, 2005 for both groups. The post-test for the experimental group (I-2 class) was held on 07.00 am until 09.00 am. In maintaining the same condition with the experimental group, there was no class for the control group (1-1 class) from 07.00 am until 09.00 am. They were ordered to go to school at 09.00 am. The control group started the post-test at 09.00 am until 11.00. The post–test was given to both groups after they received four (4) times English speaking classes lasted in 90 minutes for each meeting. The experimental group was taught by role-play by using "*Talk and Listen Card*" while the control group was taught by using "Question and Answer" technique without role-play by using "*Talk and Listen Card*".

As stated in the previous chapter, the test used in this research was speaking test. It was conducted by interviewing the students based on the given topic for about 3-4 minutes of each student. To make the scoring process easier and more accurate, the students' utterances were recorded. Then, the students'

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The students' speaking test scores of the experimental group and the control group of this research are presented as follows:

Table 1. The Result of the Post-test

No	Experimental Group		Control group	
	X	X^2	Y	Y^2
1.	95	9025	40	1600
2.	70	4900	70	4900
3.	65	4225	40	1600
4.	70	4900	70	4900
5.	95	9025	60	3600
6.	60	3600	70	4900
7.	95	9025	45	2025
8.	90	8100	85	7225
9.	95	9025	80	6400
10.	95	9025	80	6400
11.	85	7225	70	4900
12.	65	4225	75	5625
13.	80	8100	85	7225
14.	95	4225	90	8100
15.	95	9025	65	4225
16.	85	7225	70	4900
17.	75	5625	80	6400
18.	65	4225	80	6400
19.	60	3600	80	6400
20.	85	7225	90	8100
21.	70	4900	65	4225
22.	70	4900	65	4225
23.	95	9025	80	6400
24.	95	9025	80	6400
25.	95	9025	60	3600
26.	85	7225	80	6400
27.	65	4225	70	4900
28.	60	3600	65	4225
29.	80	6400	80	6400
30.	65	4225	65	4225
31.	70	4900	40	1600
32.	80	6400	65	4225
33.	75	5625	65	4225
34.	80	6400	65	4225
35.	55	3025	65	4225
36.	85	7225	50	2500
37.	80	6400	80	6400
38.	95	9025	75	5625
39.	55	3025	65	4225
40.	70	4900	40	1600
Σ	3145	251525	2745	195675

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4.1.1.3 The Results of Data Computation

From the data above, the computation of t-test on students' speaking ability scores are as follows:

1. The mean score of the experimental group

$$M_x = \frac{\sum X}{n_x}$$

$$= \frac{3145}{40}$$

$$M_x = 78.625$$

2. The mean score of the control group

$$M_y = \frac{\sum Y}{n_y}$$

$$= \frac{2745}{40}$$

$$M_y = 68.625$$

3. The individual score deviation square of M_x

$$\sum X_x^2 = \sum X^2 - \frac{(\sum X)^2}{n_x}$$

$$= 251525 - \frac{(3145)^2}{40}$$

$$= 251525 - \frac{9891025}{40}$$

$$= 251525 - 247275.625$$

$$= 4249.375$$

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4. The individual score deviation square of M_y

$$\sum X_y^2 = \sum Y^2 - \frac{(\sum Y)^2}{n_y}$$

$$= 195675 - \frac{(2745)^2}{40}$$

$$= 195675 - \frac{7535025}{40}$$

$$= 195675 - 188375.625$$

$$= 7299.375$$

5. The t-test of speaking ability

$$t-test = \frac{M_x - M_y}{\sqrt{\left(\frac{\Sigma X_x^2 + \Sigma X_y^2}{n_x + n_y - 2}\right)\left(\frac{1}{n_x} + \frac{1}{n_y}\right)}}$$

$$= \frac{78.625 - 68.625}{\sqrt{\left(\frac{4249.375 + 7299.375}{40 + 40 - 2}\right)\left(\frac{1}{40} + \frac{1}{40}\right)}}$$

$$= \frac{10}{\sqrt{\left(\frac{11548.75}{78}\right)(0.025 + 0.025)}}$$

$$= \frac{10}{\sqrt{(148.061)(0.05)}}$$

$$= \frac{10}{\sqrt{7.403}}$$

$$= \frac{10}{2.721}$$

$$= 3.675$$

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Table 3. The Tabulation of Score of the Students' Speaking Ability of the Experimental Group

NO	Fluency			Pronunciation			Vocabulary			Grammar		
	SA	RA	A^2	SB	RB	B^2	SC	RC	C^2	SD	RD	D^2
1	5	25	625	5	25	625	5	25	625	4	20	400
2	4	20	200	3	15	225	4	20	400	3	15	225
3	4	20	200	3	15	225	3	15	225	3	15	225
4	4	20	200	3	15	225	4	20	400	3	15	225
5	5	25	200	4	20	400	5	25	625	5	25	625
6	3	15	225	3	15	225	3	15	225	3	15	225
7	5	25	625	4	20	400	5	25	625	5	25	625
8	5	25	625	4	20	400	5	25	625	4	20	400
9	5	25	625	4	20	400	5	25	625	5	25	625
10	5	25	625	5	25	625	5	25	625	4	20	400
11	5	25	625	4	20	400	4	20	400	4	20	400
12	4	20	625	3	15	225	3	15	255	3	15	225
13	5	25	625	3	15	225	4	20	400	4	20	400
14	5	25	625	5	25	625	5	25	625	4	20	400
15	5	25	625	4	20	400	5	25	625	5	25	625
16	5	25	625	3	15	225	5	25	625	4	20	400
17	5	25	625	4	20	400	3	15	225	3	15	225
18	3	15	225	3	15	225	4	20	400	3	15	225
19	3	15	225	3	15	225	3	15	225	3	15	225
20	5	25	625	4	20	400	4	20	400	4	20	400
21	4	20	400	4	20	400	3	15	225	3	15	225
22	4	20	400	3	15	225	4	20	400	3	15	225
23	5	20	400	4	20	400	5	25	625	5	25	625
24	5	25	625	5	25	625	5	15	225	4	20	400
25	5	25	625	4	20	400	5	15	225	5	25	625
26	4	20	400	4	20	400	5	15	225	4	20	400
27	4	20	400	3	15	225	3	15	225	3	15	225
28	3	15	225	3	15	225	3	15	225	3	15	225
29	5	25	625	3	15	225	4	20	400	4	20	400
30	3	15	225	3	15	225	3	15	225	3	15	225
31	4	20	400	3	15	225	4	20	400	3	15	225
32	5	25	625	4	20	400	4	20	400	3	15	225
33	4	20	400	3	15	225	4	20	400	4	20	400
34	4	20	400	4	20	400	4	20	400	4	20	400
35	2	10	100	3	15	225	3	15	225	3	15	225
36	5	25	625	4	20	400	5	25	625	3	15	225
37	5	25	625	3	15	225	5	25	625	3	15	225
38	5	25	625	5	15	225	5	25	625	3	15	225
39	3	15	225	2	10	100	3	15	225	3	15	225
40	4	20	400	.3	15	225	4	20	400	3	15	225
Σ	173	862	18400	144	710	13150	165	795	16505	145	725	13675

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Table 4. The Tabulation of Score of the Students' Speaking Ability of the Control Group

No	Fluency			Pronunciation			Vocabulary			Grammar		
	SA	RA	A^2	SB	RB	B^2	SC	RC	C^2	SD	RD	D^2
1	2	10	100	2	10	100	2	20	400	2	10	100
2	3	15	225	3	15	225	3	15	225	3	15	225
3	2	10	100	2	10	100	2	10	100	2	10	100
4	4	20	400	3	15	225	4	20	400	3	15	225
5	4	20	400	2	10	100	3	15	225	3	15	225
6	5	25	625	3	15	225	3	15	225	3	15	225
7	2	10	100	2	10	100	2	10	100	3	15	225
8	5	25	625	4	20	400	4	20	400	4	20	400
9	5	25	625	4	20	400	4	20	400	3	15	225
10	4	20	400	4	20	400	4	20	400	4	20	400
11	4	20	400	3	15	225	4	20	400	4	20	400
12	3	15	225	4	20	400	4	20	400	4	20	400
13	5	25	625	5	25	625	4	20	400	3	15	225
14	4	20	400	5	25	625	5	25	625	4	20	400
15	4	20	400	3	15	225	3	15	225	3	15	225
16	4	20	400	3	15	225	3	15	225	4	20	400
17	4	20	400	4	20	400	4	20	400	4	20	400
18	4	20	400	4	20	400	4	20	400	4	20	400
19	4	20	400	4	20	400	4	20	400	4	20	400
20	5	25	625	4	20	400	5	25	625	4	20	400
21	4	20	400	3	15	225	3	15	225	3	15	225
22	4	20	400	3	15	225	3	15	225	3	15	255
23	5	15	225	4	20	400	3	15	225	4	20	400
24	4	20	400	3	15	225	4	20	400	4	20	400
25	3	15	225	3	15	225	3	15	225	3	15	225
26	4	20	400	4	20	400	4	20	400	4	20	400
27	4	20	400	4	20	400	3	15	225	3	15	225
28	4	20	400	3	15	225	3	15	225	3	15	225
29	5	15	225	4	20	400	4	20	400	3	15	225
30	4	20	400	3	15	225	3	15	225	3	15	225
31	2	10	100	3	15	225	3	15	225	2	10	100
32	4	20	400	3	15	225	3	15	225	3	15	225
33	4	20	400	3	15	225	3	15	225	3	15	225
34	4	20	400	4	20	400	4	20	400	4	20	400
35	4	20	400	3	15	225	3	15	225	3	15	225
36	3	15	225	2	10	100	3	15	225	2	10	100
37	4	20	400	4	20	400	4	20	400	4	20	400
38	4	20	400	4	20	400	4	20	400	3	15	225
39	4	20	400	3	15	225	4	20	400	3	15	225
40	2	10	100	2	10	100	2	10	100	3	15	225
Σ	153	745	14575	133	665	11675	137	695	12575	131	656	11155

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Note :
SA : The score of the fluency
RA : The result of the fluency scores
A^2 : The square of the fluency scores
SB : The score of the pronunciation
RB : The result of the pronunciation scores
B^2 : The square of the pronunciation scores
SC : The score of the vocabulary
RC : The result of the vocabulary scores
C^2 : The square of the vocabulary scores
SD : The score of the grammar
RD : The result of the grammar scores
D^2 : The square of the grammar scores

From the data above, the computations of t-test on speaking ability of each indicator are as follows:

A. The t-test of Fluency

1. The mean score of the experimental group

$$M_x = \frac{\sum X}{n_x}$$

$$= \frac{862}{40}$$

$$M_x = 21.55$$

2. The mean score of the control group

$$M_y = \frac{\sum Y}{n_y}$$

$$= \frac{745}{40}$$

$$M_y = 18.625$$

3. The individual score deviation square of M_x

$$\sum X_x^2 = \sum X^2 - \frac{(\sum X)^2}{n_x}$$

$$= 18400 - \frac{(862)^2}{40}$$

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B. The t-test of Pronunciation

1. The mean score of the experimental group

$$M_x = \frac{\sum X}{n_x}$$

$$= \frac{710}{40}$$

$$M_x = 17.75$$

2. The mean score of the control group

$$M_y = \frac{\sum Y}{n_y}$$

$$= \frac{665}{40}$$

$$M_y = 16.625$$

3. The individual score deviation square of M_x

$$\sum X_x^2 = \sum X^2 - \frac{(\sum X)^2}{n_x}$$

$$= 13150 - \frac{(710)^2}{40}$$

$$= 13150 - \frac{504100}{40}$$

$$= 13150 - 12602.5$$

$$= 547.5$$

4. The individual score deviation square of M_y

$$\sum X_y^2 = \sum Y^2 - \frac{(\sum Y)^2}{n_y}$$

$$= 11675 - \frac{(665)^2}{40}$$

$$= 11675 - \frac{442225}{40}$$

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$= 11675 - 11055.625$

$= 619.375$

5. The t-test of pronunciation

$$t - test = \frac{M_x - M_y}{\sqrt{\left(\frac{\Sigma X_x^2 + \Sigma X_y^2}{n_x + n_y - 2}\right)\left(\frac{1}{n_x} + \frac{1}{n_y}\right)}}$$

$$= \frac{17.75 - 16.625}{\sqrt{\left(\frac{547.5 + 619.375}{40 + 40 - 2}\right)\left(\frac{1}{40} + \frac{1}{40}\right)}}$$

$$= \frac{1.125}{\sqrt{\left(\frac{547.5 + 619.375}{78}\right)(0.025 + 0.025)}}$$

$$= \frac{1.125}{\sqrt{(14.9599)(0.05)}}$$

$$= \frac{1.125}{\sqrt{0.748}}$$

$$= \frac{1.125}{0.865}$$

$$= 1.301$$

C. The t-test of Vocabulary

1. The mean score of the experimental group

$$M_x = \frac{\sum X}{n_x}$$

$$= \frac{795}{40}$$

$$M_x = 19.875$$

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2. The mean score of the control group

$$M_y = \frac{\sum Y}{n_y}$$

$$= \frac{695}{40}$$

$$M_y = 17.375$$

3. The individual score deviation square of M_x

$$= \sum X^2 - \frac{(\sum X)^2}{n_x}$$

$$= 16505 - \frac{(795)^2}{40}$$

$$= 16505 - \frac{632025}{40}$$

$$= 16505 - 15800.625$$

$$= 704.375$$

4. The individual score deviation square of M_y

$$\sum X_y^2 = \sum Y^2 - \frac{(\sum Y)^2}{n_y}$$

$$= 12575 - \frac{(695)^2}{40}$$

$$= 12575 - \frac{483025}{40}$$

$$= 12575 - 12075.625$$

$$= 499.375$$

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3. The individual score deviation square of M_x

$$\sum X_x^2 = \sum X^2 - \frac{(\sum X)^2}{n_x}$$

$$= 13675 - \frac{(725)^2}{40}$$

$$= 13675 - \frac{525625}{40}$$

$$= 13675 - 13140.625$$

$$= 534.375$$

4. The individual score deviation square of M_y

$$\sum X_y^2 = \sum Y^2 - \frac{(\sum Y)^2}{n_y}$$

$$= 11155 - \frac{(656)^2}{40}$$

$$= 11155 - \frac{430336}{40}$$

$$= 11155 - 10758.4$$

$$= 396.6$$

5. The t-test of grammar

$$t - test = \frac{M_x - M_y}{\sqrt{\left(\frac{\Sigma X_x^2 + \Sigma X_y^2}{n_x + n_y - 2}\right)\left(\frac{1}{n_x} + \frac{1}{n_y}\right)}}$$

$$= \frac{18.125 - 16.4}{\sqrt{\left(\frac{534.375 + 396.6}{40 + 40 - 2}\right)\left(\frac{1}{40} + \frac{1}{40}\right)}}$$

$$= \frac{1.725}{\sqrt{\left(\frac{390.975}{78}\right)(0.025 + 0.025)}}$$

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$$= \frac{1.725}{\sqrt{(11.936)(0.05)}}$$

$$= \frac{1.725}{\sqrt{0.597}}$$

$$= \frac{1.725}{0.771}$$

$$= 2.237$$

the degree of freedom of speaking ability scores of each indicator:

$D_f = (n_x + n_y - 2)$

$= (40 + 40 - 2)$

$= 78$

t-test at significance level of 5 % with Df (78) is 1.658

The summary of the t-test for the indicators are listed in Table.5 as follows:

Table. 5 The summary of the t-test result for the indicators

Indicators	The result of the t-test	Df (78) with 5% significance level	Hypotheses verification
Fluency	5.052	1.658	Significant
Pronunciation	1.301	1.658	Non-significant
Vocabulary	2.844	1.658	Significant
Grammar	2.237	1.658	Significant

E. The Degree of Relative Effectiveness

In this case, the value of the mean difference of the experimental group was higher than that of the control group; which means that there was a significant effect of role-play using *"Talk and Listen Card"* on the first year students' speaking ability of SMAN 1 Galis Pamekasan in the 2004/2005 academic year. Therefore, it is necessary to know the degree of the relative effectiveness of the use of role-play by using *"Talk and Listen Card"* in teaching speaking. The formula below was used to know the degree of relative effectiveness.

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$$DRE = \frac{M_x - M_y}{M_y} \times 100\ \%$$

Where:

DRE = Degree of Relative Effectiveness

M_x = Mean of experimental group

M_y = Mean of control group

(Masyhud, 1996:66)

The degree of relative effectiveness (DRE) can be calculated as follows:

$$DRE = \frac{78.625 - 68.625}{68.625} \times 100\ \%$$

$$= \frac{10}{68.25} \times 100\ \%$$

$$= 0.147 \times 100\ \%$$

$$= 14.7\ \%$$

From the calculation above, it was found that the degree of the effectiveness of applying role-play by using *"Talk and Listen Card"* in teaching speaking was 14.7 %. In this case, the score of the students who were taught by role-play by using *"Talk and Listen Card"* was higher than that of the students' score who were taught without using role-play by using *"Talk and Listen Card"*.

The result of this research was also indicated that there was a significant effect of role-play by using *"Talk and Listen Card"* to the students' fluency, vocabulary and grammar. Therefore, it was necessary to know the degree of relative effectiveness of the use of role-play by using *"Talk and Listen Card"* in increasing the students' fluency, vocabulary and grammar. The degree of relative effectiveness of role-play by using *"Talk and Listen"* on the students' fluency, vocabulary and grammar in speaking ability can be calculated as follows:

1. The Degree of Relative Effectiveness on fluency

$$DRE = \frac{M_x - M_y}{M_y} \times 100\ \%$$

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4.1.2 The Result of Supporting Data

The supporting data in this research consisted of data obtained from the students' speaking test score from the English teacher, interview and school documentation. These data were used to support the primary data.

4.1.2.1 The Students' Homogeneity

The speaking test scores of the first year students of SMAN 1 Galis Pamekasan of the 2004/2005 academic year from the English teacher were analyzed statistically by using ANOVA formula. The recapitulation of the students' speaking scores from the English teacher and the data analysis can be seen in Appendix 3.

4.1.2.2 The Result of Interview

As mentioned in chapter II, the English teacher said that he used the 2004 Curriculum namely Competence Based Curriculum. The compulsory book used is *Bahasa Inggris I by* Intan Pariwara, published in 2002.

According to the English teacher, speaking was taught integratedly with the other language skills (reading, writing and listening). If the English teacher wanted to measure the students' speaking ability, he asked the students' to answer some questions orally, or asked the students to retell a story or a short text in front of the class one by one. In teaching speaking, the teacher used the "Question and Answer" technique. The teacher usually activated the students to speak by giving some questions to the students. He used very limited teaching media in teaching speaking. One of them was students' worksheet. From the students' worksheet, he asked the students to answer the problems or questions orally. Sometimes, the teacher asked the students to read the dialogue from the book in front of the class. The students were very passive during the speaking class, because they were not used to speak, but they used to do the writing and reading exercises only. The teacher said that the school was lack of speaking teaching media that made the speaking teaching was rarely done. No up-dated electronic media such as cassette or tape recorder that can be used to teach speaking. Lack of speaking practice

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made the students' pronunciation was poor. Therefore, the students felt shy to speak loudly during the speaking class. To overcome the problem, the teacher made a lot of practices and asked the students to answer the questions orally as much as possible. Unfortunately, the technique made only few students participated frequently. Imperfect pronunciation made the students lost their bravery to speak loudly. Beside, the students are already bored of answering some questions orally. They need a new teaching technique that more fun but force them to speak in front of the class. A new teaching technique that gives them chances to be active during the speaking class such as; role-play by using "*Talk and Listen Card*". The guides of the interview are listed in Appendix 2.

4.1.2.3 The Results of Documentation

Documentation was used to get the supporting data about the total number and the names of the respondents, the students speaking test scores, the name of the English teachers and the teaching learning facilities provided at SMAN 1 Galis Pamekasan.

A. The Respondents of the Research

The Respondents of the research were the first year students of SMAN 1 Galis Pamekasan in the 2004/2005 academic year. The total number of the population was 160 students, which were divided into four classes; 40 students for I-1, 40 students for I-2, 40 students for I-3 and 40 students for I-4. The classes that became the respondents were I-2 that treated as the experimental group and I-1 that treated as the control group. The names of the respondent are listed in Appendix 10 and 11.

B. The List of the English Teacher of SMAN 1 Galis Pamekasan

The English teacher of SMAN 1 Galis Pamekasan consisted of three persons. Each person teaches in each grade. The teacher of the first year students was graduated from the English Teacher Training and Education Program of IKIP PGRI Surabaya. He was graduated in 2002. He has been thought at this school for

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about three (3) years. The teacher of the second year student graduated from the English Teacher Training and Education Program of Malang University. She was graduated in 1998. She has been teaching at this school for about five (5) years. The teacher of the third year students graduated from the English Teacher Training and Education Program of Surabaya State University. She graduated in 1997. She has been teaching at this school for about two (2) years. The names of the English teachers are listed in Appendix 12.

C. The Facilities of SMAN 1 Galis Pamekasan

The school's facilities for the English teaching and learning consist of some compulsory books from the government, some English magazines and some relia. Mostly, the students learn English by reading those kinds of books and magazines. However, the school needs to add more English teaching and learning media especially for speaking activity such as; VCD, CD, cassette, tape recorder, English storybooks and English magazines. The facilities of SMAN 1 Galis Pamekasan are listed in Appendix 13.

4.2 Hypotheses Verification

4.2.1 General Hypothesis

Based on the students' speaking scores, it was found that the value of t-test was 3.675, while the critical value of t-test with significant level 5 % and the degree of freedom 78 was 1.658. It meant that the statistical value of t-test was higher than that of the t-test critic (3.675 > 1.658). This meant that the alternative major hypothesis (H_a), which was formulated "There is a significant effect of role-play by using *"Talk and Listen Card"* on the first year students' English speaking ability of SMAN 1 Galis Pamekasan in the 2004/2005 academic year," was accepted.

4.2.2 Specific Hypotheses

Based on the t-test computation of the students' speaking test scores of each indicator, it showed that the value of the t-test for fluency was 5.052, for

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pronunciation was 1.301, for vocabulary was 2.844, and for grammar was 2.237. While the critical values of the t-test with significant level of 5 % and the degree of freedom 78 was 1.658. The statistical value of the students' speaking ability on pronunciation was lower than that of the t-test critic (1.301 < 1.658). While, the statistical values of the students' speaking ability on fluency, vocabulary and grammar were higher than those of t-test critic (5.052 > 1.658), (2.844 > 1.658) and (2.237 > 1.658). That meant the alternative hypotheses (H_a), which are formulated as follows:

1. There is a significant effect of role-play by using "*Talk and Listen Card*" on the first year students' English speaking fluency of SMAN 1 Galis Pamekasan in the 2004/2005 academic year, was accepted;
2. There is a significant effect of role-play by using "*Talk and Listen Card*" on the first year students' English speaking pronunciation of SMAN 1 Galis Pamekasan in the 2004/2005 academic year, was rejected;
3. There is a significant effect of role-play by using "*Talk and Listen Card*" on the first year students' English speaking vocabulary of SMAN 1 Galis Pamekasan in the 2004/2005 academic year, was accepted;
4. There is a significant effect of role-play by using "*Talk and Listen Card*" on the first year students' English speaking grammar of SMAN 1 Galis Pamekasan in the 2004/2005 academic year, was accepted;

Therefore, it can be stated that the use of role-play by using "*Talk and Listen Card*" significantly influenced the students' speaking ability on fluency, vocabulary and grammar, but it did not significantly influence on pronunciation.

4.3 Discussion

This research had come to the final result that the students' of the experimental group had better score on fluency, vocabulary and grammar compared with the students' of the control group. The statement was proved by the results of the test presented on section 4.1.1.2, the statistical computation value of the t-statistic was higher than that of the t-critical value (3.675 > 1.658) with the degree of effectiveness 14, 7 %. It means that role-play by using "*Talk*

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"*Talk and Listen Card*" is one of the teaching techniques that can give the students large chances to speak. It is an effective means of speaking teaching and learning to encourage all of the students to participate actively in the speaking class (Livingstone, 1983:6; Al-Arishi, 1994:340). In addition, (Via, 1998:117) says that "*Talk and Listen Card*" was also tended to minimize the memorizing activity of the students during the role-play activity. A lot of practices help the students to speak more fluently. Role-play by using "*Talk and Listen Card*" forces all of the students to speak in front of the class so that incidentally they had more speaking practices day by day. More practices make the students use English optimally.

They also tended to express their ideas in English orally. It was because the atmosphere of the speaking teaching learning process was relaxing and enjoyable. There was frequent laughter and amusement among the students while they tried to perform the "*Talk and Listen Card*" given. They laughed when there was funny written expression on the "*Talk and Listen Card*" or when there were some students initiated to fill the blank spaces of the "*Talk and Listen Card*" with something funny. For example when student 1 asked, *"Who is your favorite football player?"* then student 2 answered, *"My favorite football player is Totti because he is handsome and sexy"*. Such kind of merriment helped the teacher and the students to avoid monotonous situation during the speaking teaching and learning activities.

In contrast, the students of the control group who were taught speaking by using "Question and Answer" technique were more passive. There was less involvement of the students in the teaching and learning process. They spoke only when the teacher asked them to answer the questions. Pahin and Power (in Kasbollah, 2001:5) point out that students learn the best when they are interested and involved in learning activities.

In conclusion, those statements and situations were in line with the result of this research that role-play by using "*Talk and Listen Card*" was effective to increase the students' speaking ability of the first year students of the SMAN I Galis Pamekasan.

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V. CONCLUSION AND SUGGESTIONS

This chapter presents the conclusions and suggestions. There are six conclusions and some suggestions.

5.1 Conclusions

Based on the data analysis and hypotheses verification that had been discussed, it can be concluded that:

1. There is a significant effect of role-play by using "*Talk and Listen Card*" on the first year students' English speaking ability of SMAN I Galis Pamekasan in the 2004/2005 academic year (3.75 > 1.658) with the degree of effectiveness 14.7 %
2. There is a significant effect of role-play by using "*Talk and Listen Card*" on the first year students' English speaking fluency of SMAN I Galis Pamekasan in the 2004/2005 academic year (3.502 > 1.658) with the degree of effectiveness 15.7 %
3. There is no significant effect of role-play by using "*Talk and Listen Card*" on the first year students' English speaking pronunciation of SMAN I Galis Pamekasan in the 2004/2005 academic year (1.301 < 1. 658)
4. There is a significant effect of role-play by using "*Talk and Listen Card*" on the first year students' English speaking vocabulary of SMAN I Galis Pamekasan in the 2004/2005 academic year (2.844 > 1.658) with the degree of effectiveness 14.4 %
5. There is a significant effect of role-play by using "*Talk and Listen Card*" on the first year students' English speaking grammar of SMAN I Galis Pamekasan in the 2004/2005 academic year (2.237 > 1.658) with the degree of effectiveness 10.5 %

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5.2 Suggestions

In order to increase the students' speaking ability, some suggestions are proposed to the following persons:

5.2.1 The English Teacher

It is suggested to for the English teacher, that role-play by using "*Talk and listen Card*" can be one of the alternative teaching techniques to guide and motivate the students to express their ideas orally.

5.2.2 The Students

The students are suggested to be more active to express their ideas in English orally in the role-play by using "*Talk and Listen Card*" activity. This technique has made them increase their ability to use the target language.

5.2.3 The Future Researcher

The result of the research can be used as a reference or input to conduct further researches dealing with a similar topic by using different research design, such as classroom action research in how to improve the students' speaking ability through role-play by using "*Talk and listen Card*", or a qualitative research in describing the students' speaking ability. Besides that, it can be used to find out the suitable technique in teaching speaking that will be significantly affected the students' pronunciation.

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