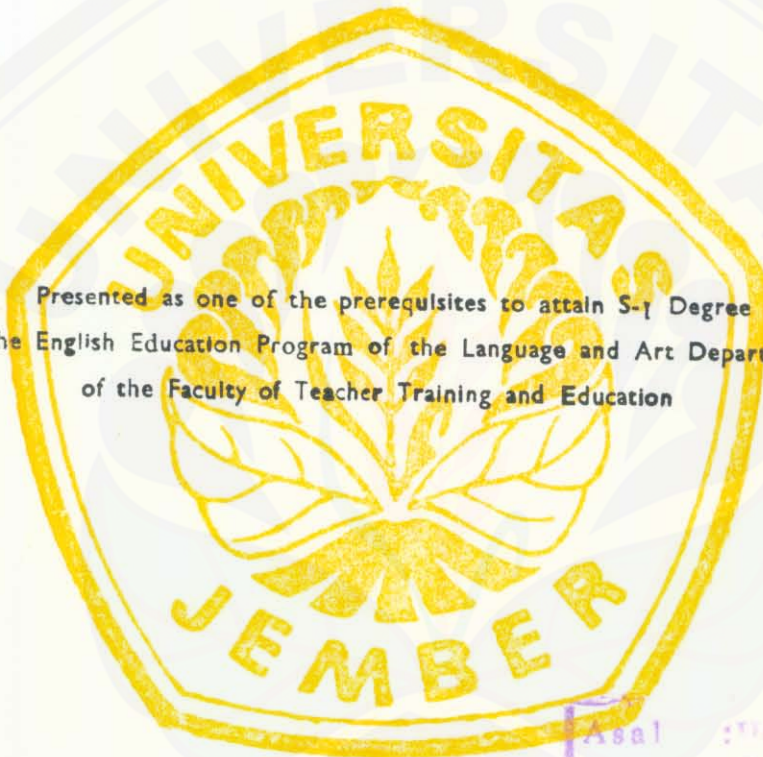




THE EFFECT OF ROLE PLAY IN IMPROVING STUDENTS' SPEAKING ABILITY OF THE ELEMENTARY 1 LEVEL STUDENTS OF BBC ENGLISH COURSE JEMBER IN THE 2000/2001 ACADEMIC YEAR

THESIS



Presented as one of the prerequisites to attain S-1 Degree at the English Education Program of the Language and Art Department of the Faculty of Teacher Training and Education

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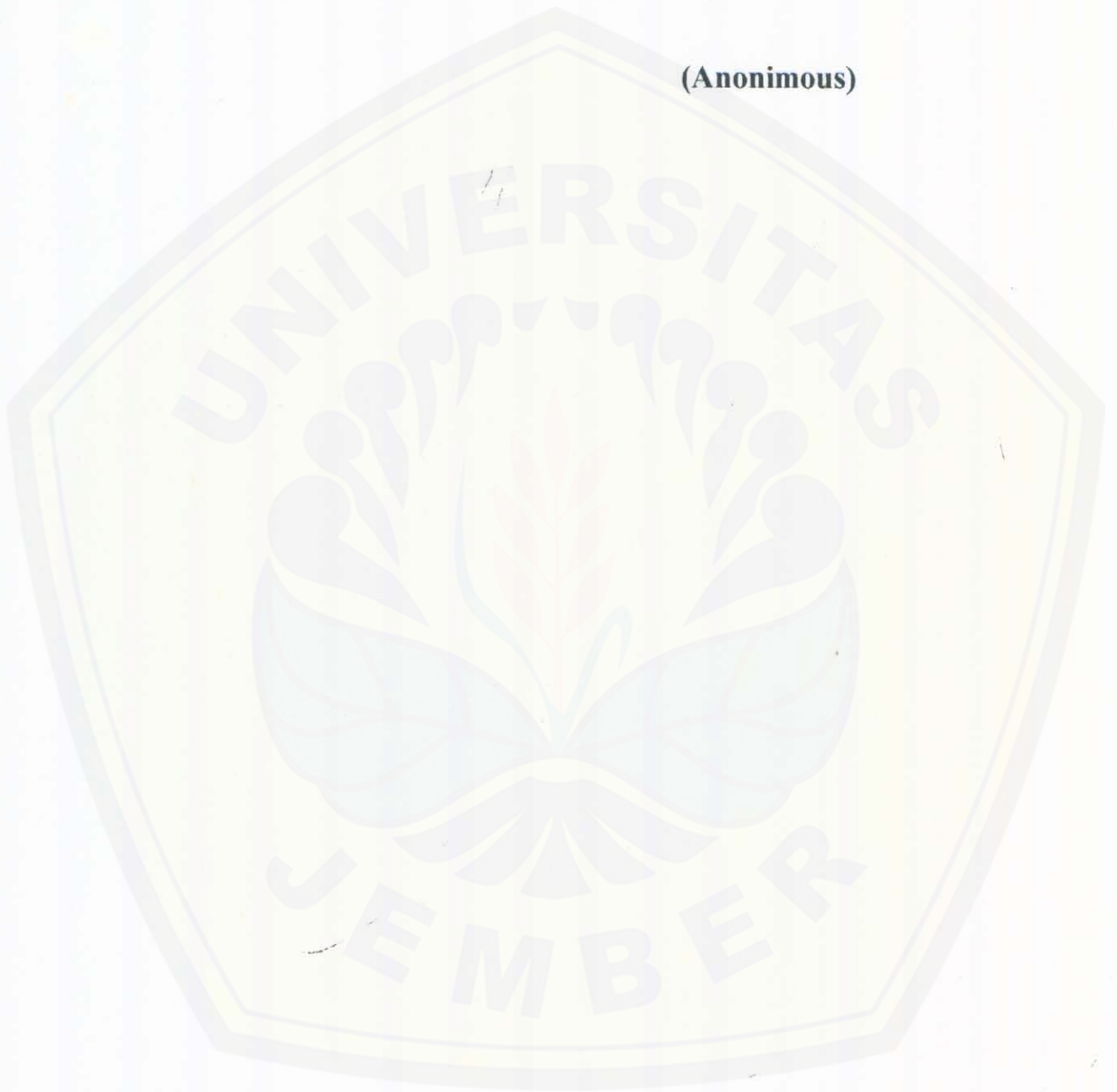
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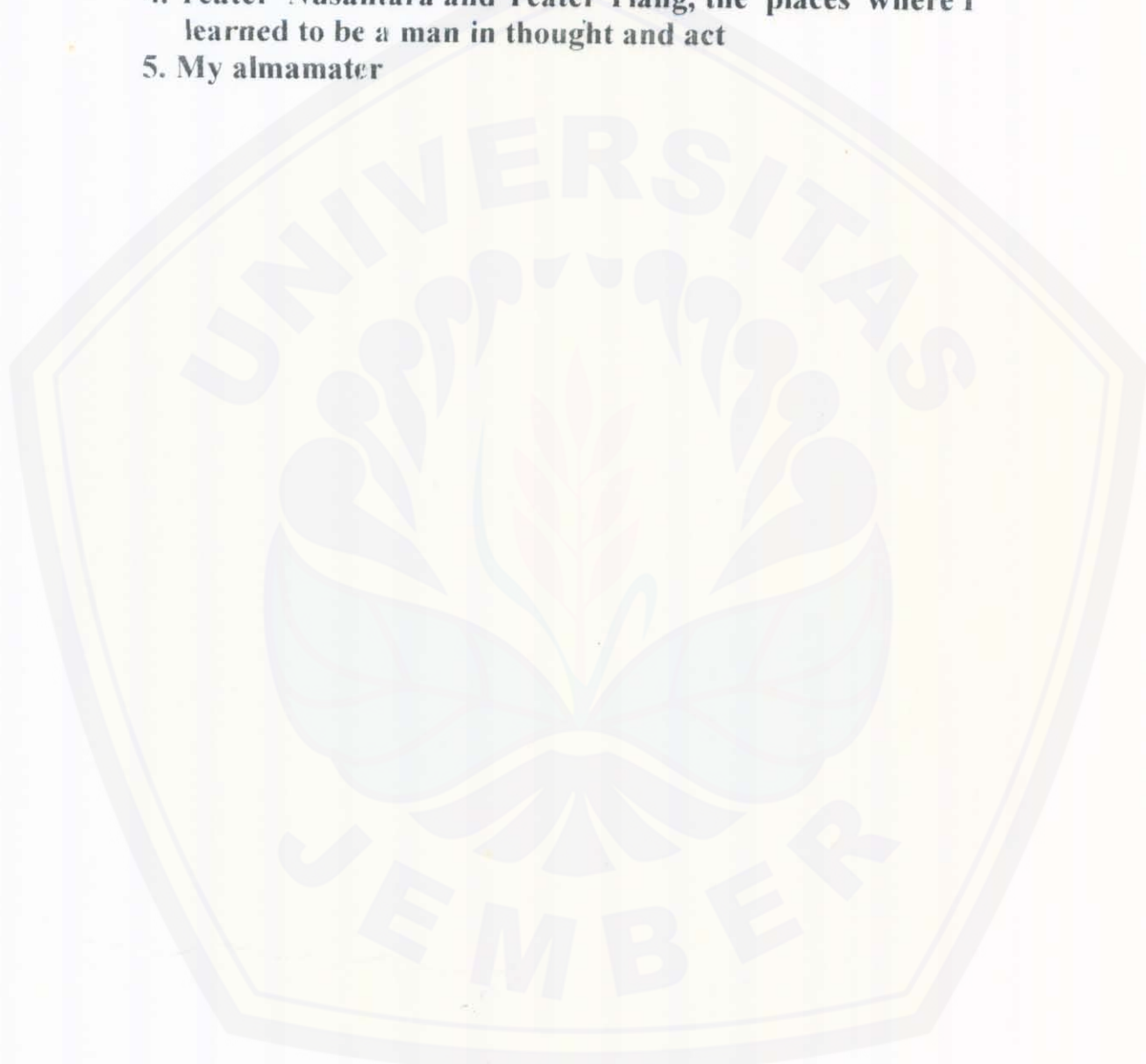
EXPERIENCE IS THE BEST TEACHER

(Anonymous)



I would like to dedicate this thesis to:

- 1. My beloved Parents who always support me in all conditions.**
- 2. My sisters who love me**
- 3. The girl who always inspires me all the time**
- 4. Teater Nusantara and Teater Tiang, the places where I learned to be a man in thought and act**
- 5. My almamater**



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IN 2000/2001 ACADEMIC YEAR

THESIS

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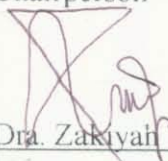
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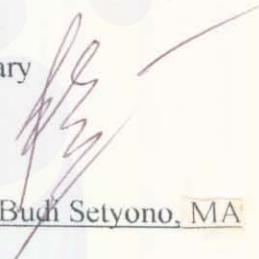
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I hope this thesis will be useful for the improvement of the language teaching, particularly on speaking ability.

Jember, June 2001

The Writer

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ABSTRACT

Rakhmad Karyadi. April 2001, "The Effect of Role Play in Improving Students' Speaking Ability of the Elementary I Level of BBC English Course Jember in 2000/2001 Academic Year."

Thesis. English Program, Language and Art Department, Teacher Training and Education, Jember University.

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Key terms : Role-play Techniques, Speaking Ability

Role play is a suggested technique to improve students' speaking ability. The objective of this research is to know whether or not there is a significant effect of role play in improving the students' speaking ability of the elementary I level students of BBC English Course Jember in the 2000/2001 academic year. The respondents of this research were the elementary I level students of BBC English Course Jember in the 2000/2001 academic year determined by population method. The data of this study were gathered through speaking test, observation, interview and documentation. The data obtained from post-test were analyzed by using t- test formula. The result of the data analysis pointed out that the t-statistic was 2.305207 and the t-critic was 2.228139. The t-statistic was higher than the t-critic. It means that there is a significant difference of the means of the control and experimental group. The alternative hypothesis is accepted and the null hypothesis is rejected. It can be concluded that there is a positive effect of role play in improving the students' speaking ability of the elementary I level students of BBC English Course Jember in 2000/2001 academic year. It means that role-play technique can be used to improve the students' speaking ability. The English teacher is suggested to use role-play in English teaching and learning process, especially on speaking skill.

I. INTRODUCTION

1.1 Background of the Study

Communication probably occurs among people in each second around the world to share information, idea, or feeling. Communication activities take an important role in human life. In this case, a successful communication conducted very much depends on how the communicants are capable of using the language. One of the ways to communicate information or idea to other people is through oral (spoken) language. This way is used by many people anywhere because it is easy to do. However, some people have a problem with their communication, where the communicant cannot use the language function appropriately. Byrne (1986:8) says that communication involves all four skills of language among others: speaking ability, writing ability, reading comprehension and listening ability, where the speaker has to prepare the message that will be conveyed in appropriate language, while the listener should interpret the message.

People need to learn the function of the language, it is not their mother tongue only, but also foreign languages because communication does not occur in a language but also inter-languages around the world. Moreover, a global communications are held mostly in English. Therefore, it is important to learn English.

In Indonesia, English becomes the first foreign language which is learned as one of the compulsory subjects for the students of secondary schools and one of the local content subjects for the elementary schools. Besides, it has become one of the pre requirements of those who desire to apply jobs in certain companies. However, most students feel that English is a subject that is difficult to master. In this case, most students obtain an unsatisfying result of their English test. In line with this statement, Sunarto (1986:45) says that many students' parents complain that their children who have graduated from general high school or academy cannot speak, comprehend what they read, understand what they listen to or write in English.

Many of the students feel hard to express their idea in English spokenly. This failure can be caused by some factors. One of the factors derives from the teacher. It concerns with the methods or the techniques used in teaching English. That is why, Byrne (1986:1) suggests that teachers need to have a clear understanding and enrich their techniques or methods in teaching oral ability. A more variation of media or techniques will help the teacher to stimulate the students' interest to express their idea in the spoken form. In this case the teacher enhances the students' motivation through some interaction in a suitable situation. The teacher motivates the student' willingness to learn more actively and pay attention to the subject. This condition will put the students in a pleasure and satisfaction when involving in the situation that is consciously conditioned by the teacher. Through this condition, students will not be bored to learn the language.

Speaking requires students' intensity to practice what they have known before. It needs courage, knowledge and ability to express the target language communicatively. Byrne (1986:9) says that oral fluency is the ability to express one self intelligibly, reasonably, accurately and without any hesitation; or the communication held may break down because the listener will lose their interest and get impatient.

The teacher should create an English communication during the classroom of the language teaching which actively involves the students. Littlewood (1995:17-18) explains that language learning can only happen through a natural process which occurs when the students are involved actively in using the language for communication.

The role of the teacher, in this case, takes an essential part to create a life class room communication between the teacher and the students, or the students and the students. In this perception, a teacher is not a single dominator of the classroom activities. Byrne (1986:1) says that a language teacher does not only inform the students about the language but also develops their ability to produce language for variety of communicative purposes. In this case, the students are stimulated to use their ability in target language.

Eliminating the perception (in students' minds) that speaking English is not something difficult seems to be a serious problem for the teacher. In this case, a teacher should keep the classroom activities in an enjoyable situation. In this case, the students should feel enjoy, fun and relax.

It can be concluded that, the atmosphere of relaxation, happiness and not tightness will be the first step to make students feel enjoy in joining the class. This situation will help the students learn easily. In this case, the teacher needs an appropriate technique which may be used to encourage the students' ability. Role playing technique is probably appropriate for this. Ladouse (1987:5) states that role play is an activity that is conducted in a save environment where the students take part in it, and at the same time the students are as inventive and playful as possible.

1. Problem Formulation

Considering the statements above, the statement of the problem of this research is as follow: is there any significant effect of role play on the students' speaking ability of the elementary I level of BBC English course Jember in the 2000/2001 academic year?

1.3 Operational Definitions of the Variables

Stating the variable operationally is proposed to serve a guideline to understand the concepts and indicators of the study to avoid a misunderstanding to interpret the research. The variables of the research are:

1.3.1 Speaking Ability

Speaking ability in this research refers to the students' achievement on speaking skill covering the fluency, and accuracy in terms of pronunciation, vocabulary, grammar.

1.3.2 Role Play

Role play in this research deals with the techniques of teaching speaking ability using role play activity. In this case, the students practice their speaking ability by pretending to be the character that has been prepared by the teacher.

1.4 The Objective of the Research

The objective of this research is to know whether or not there is a significant effect of role play on the speaking ability of the elementary 1 students of BBC English Course Jember in the 2000/2001 academic year.

1.5 The Significance of the Research

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

1.5.1 For English Teacher

- a. The teacher can use the result of this research to improve the students' speaking ability. In this case, the teacher uses role play as an alternative technique to improve the students' ability on speaking.
- b. The teacher can learn more about the concept or theory as well as the application of the role play techniques in teaching speaking.

1.5.2 For the English Students

The students will be aware that actually speaking skill is not a difficult thing to do by practicing a lot through role-play. It will help the students to increase their motivation to practice their speaking ability.

1.5.2 For Other Researchers

The result of this research can be useful for the other researchers who want to conduct the same topic using other techniques of teaching speaking ability, such as using games, improvisation, story reproduction, etc. They can use this research as a reference and broaden their views about teaching speaking ability.

II. REVIEW OF RELATED LITERATURE

2.1 Role Play in English Language Teaching

Role play is one of the branches of drama activities in language learning. Hayes (1984: 32) says that drama activities consist of mime and movement, games, role play and improvisation, whereas Livingstone (1983:6) says that role play is a kind of classroom activities that allows the students to practice the target language, the aspect of role behaviour, and the actual roles that they may need outside the classroom. Relating to this case, Byrne (1986:17) explains that role play, like the other drama activities, involves the ability to pretend. Gerber (1990:201) says that through role playing activities, students can learn the language through an act. Based on the definitions above, it can be said that role-play is a part of dramatic activities which is used as an alternative approach in language learning where the students perform themselves as another character.

Role playing technique permits the students to play with an imaginary situation. An imaginary situation gives a positive contribution to the students' achievement. Al-Arishi (1994:34) says that fantasy or imaginary situation becomes more important in role-play. Through an imaginary situation, the teacher can motivate the students to give more responses. Duff (1988:240) says that children and teenagers or adults often imagine themselves in different situations and roles when they play games. That is why the use of role-play in language learning will make the students feel relax and enjoy the situation. Byrne, (1986: 117) explains that there are two kinds of imaginary situation in role play.

- a. The students play by themselves in an imaginary situation. In this case the students become themselves in the imaginary situation.
- b. The students play imaginary people in imaginary situation. In this case they pretend to be anything they want to, such as: a policeman, a teacher, a lawyer, famous people, likes an artist, a president, etc.

Role play in language learning is divided into four types. Byrne (1986: 119) classifies it into:

a. Open ended dialogues

In this type, the teacher uses incomplete dialogues. The students are required to develop it based on their own idea

b. Mapped dialogues

It uses a mini dialogue where there are two kinds of separate cards between the speakers. In this case, there will be an information gap that should be overcome by the two speakers.

c. Role interaction

For this type the teacher prepares a card that describes the situation on how they should interact.

d. Scenarios

It consists of the outline sequence of events. It resembles the description of playing film without giving any of the word used. The events could be presented through a series of pictures

In conducting the role-play activities, a teacher can use some role cards to make the process easier. Livingstone (1983:1) says that before conducting a role play, each student is given particular information about his role. The student can be given a role card as a description of what they should do. For example:

You are Mr. Jones, the chief accountant. You want the contract to go to Kidd and Co, because you know the managing director socially, and he has promised to give your son job. Try to persuade the meeting to accept Kidd's offer without revealing why (Livingstone, 1983: 2).

The use of role card should be suitable with the level of the students. The teacher cannot use the role card of advanced students to the beginning students. Ladousse (1987:15) says that a role card should consist of essential things only. It is hoped that the students are familiar with the character that is written on the role cards.

Through role play activities students have a large chance to practice their language. Livingstone (1983:70) says that the teacher selects the materials and directs the language practice for the pre role play activities, but when the role play has started, the teacher's direction must be stopped. Meanwhile, Littlewood (1981: 62) explains that role play is an activity that is dealing with the desire for realism. It gives a chance for the students to rehearse the typical activities that they will perform in real life, such as: greeting, making suggestion, asking for direction, ordering food in a restaurant, or functioning at a bank, post office, air port, etc. Rivers (1981:53) says that in role play, students will lose their feelings of inhibition and embarrassment when they are called to speak the foreign language through taking on personalities of the people they are role playing. On the other hand, the students will be motivated if the classroom activities become tasks of real life rehearsal.

2.2 Some Aspects to Consider in Teaching English through Role Play

In conducting the role play technique, there are some steps that should be prepared by the teacher. It is proposed to obtain a maximum goal of the language teaching process. Livingstone (1983: 86) says that before embarking on the role-play class, there are some essential aspects that should be considered as well as possible. It does not only concern with the things before the role-play but also after the role-play activities. These aspects cover the level of the students, the time arrangement, the preparation, the aims and the follow up.

2.2.1 Students' Level

The teacher should consider and prepare the materials of the role-play suitable with the level of the students. Livingstone (1983:36) says that a role-play should be appropriate with the level of the class required. The students should be familiar with the material given. The background knowledge of the students will help the success of the role play process.

In more detail Livingstone (1983:10-19) classifies the level of the students into two parts. They are:

- a. Beginner students. They include of children and young learners. The instructions and the materials given should be simple,
- b. Advanced students. They include of adult students. The instructions and the materials may be more complicated.

Ladousse (1987:21) explains that the level in the role-play activity is a minimum level. In this case, the topic that is used in lower level can also be used in upper level but the topic of upper level cannot be used for the lower level.

2.2.2 *Time Arrangement*

Time arrangement will determine the success of the teaching language through role-play. Ladousse (1987:20-21) says that level and time are accurately predicted by the teacher, because these factors will be governed by the enthusiasm and talent of the classes. The students will need more time if they have to read the articles, reports, etc in doing the role-play. That is why, the teacher should prepare and manage the time as well as possible. Meanwhile, Livingstone (1983:45) says that students who have to stop in the middle of a role-play because the time is over will feel frustrated and the time spent on preparation has wasted. So that the teacher should arrange the time available as well as possible, suitable with the time in role-playing

2.2.3 *Preparation*

The preparation needed in role-play is much more related to the activities done by the teacher to prepare the condition in order to be ready in conducting a role-play. Ladousse (1987:21) says that preparation is anything to do before the teacher go into the role-play classroom activities. The teacher should arrange the preparation in order that the role-play activity conducted can be managed well.

According to Livingstone (1983:39-43) preparation in role-play is divided into two kinds. Firstly, the teacher prepares the teacher's pre class preparation. It is related to the teacher's preparation in selecting the types of the role play. There are some considerations concerning to this preparation. They are:

- a. Linguistic preparation. The teacher should be able to predict accurately what language function that will be needed.
- b. Situational and cultural preparation. The situation that will be performed in the role play may be the same in the linguistic or different in cultural areas.
- c. Factual preparation. The participants that will participate in role-play should possess concrete facts before they can play their role.

Secondly, the teacher prepares the class role play preparation. The class should be introduced and trained with the materials that have been predicted before. The teacher should make sure that the students have their role cards and ready to prepare their role.

2.2.4 *The Aim*

Every teaching learning process should have any purposes to obtain. It also occurs to the teaching speaking using role-play. In this case, the teacher should arrange first the purposes of the activity that will be conducted. Relating to the aim of role play, Ladousse (1987:21) says that the purpose of the teaching language through role-play is developing self confident, learning to improvise, or becoming sensitive in expressing the language. The teacher should arrange the aim as well as possible, because it will affect the students' achievements on language learning.

2.2.5 *Follow up*

Follow up is an activity which is done after conducting role-play. According to Livingstone (1983: 46), there are two kinds of follow up activities, they are:

- a. Immediate follow up. In this case all the participants of the role-play activity try to find out what have been done in the role-play together.
- b. Long term follow up. It concerns with the mistake which is noted by the teacher during the role play. In line with this statement, Ladousse (1987:21) says that follow up is the activity that may be done by all the students, or only

by those members of the class who have finished the main activity. It also serves as homework.

The aim of setting the follow up is to design a better activity that is more valuable. Livingstone (1983: 46), says that from the teachers' point of view, the class comments and criticisms of role play will help the teacher to design more successful role play and role play preparation exercise.

2.3 Speaking Ability

Speaking is one of the four skills of language. Naturally, a language must be spoken. Most students convey that speaking ability is a difficult skill of language learning. So, the teacher should have a higher intention to the improvement of this skill. Byrne (1986: 9-10) says that the main goal of teaching productive skill of language (speaking ability) is conditioning the students in order to be familiar and fluent in using oral language. The ability of expressing the idea should be intelligibly, reasonably, accurately and without too much hesitation. It is proposed to avoid a breaking down communication because the listener gets lost their interest or gets impatient.

The intention of teaching spoken language in classroom is to enable the students to express their ability in the target language. The situations of speaking activity may occur anywhere. Brown and Yule (1983:8) say that any kinds of human interaction such as in bus or train, meeting or parties, attending a lecture, etc, intently to conduct a type of talk. The main purpose of conducting this activity is creating a living and understandable communication to rely on the messages of the speaker to the listener.

Johnson (1995: 5) says that students need to know with whom, when, and where they can speak and act. They must have speech behaviour that is appropriate with the classroom situations and they must be able to interpret implicitly the classroom rules. the students should aware the social and interactional norms that regulate their participation in second language classroom activities. Furthermore, Johnson states that there are four major components

generally recognized in analysis of speech process that are: pronunciation that includes stress and intonation, grammar and fluency (Ibid: 8).

Related to the statement above, the goal of the teacher in teaching speaking ability is to enable the students in applying the language as a means of communication consisting of fluency and accuracy.

2.3.1 Fluency

Byrne (1986: 9) says that the main goal of teaching productive skill is to improve students' fluency. It means that, the conversation done can be managed well. The communication which is not held fluently will make the communication break down because the listener will get lost interest or get impatient. Moreover, the concept or the idea that would be transferred to the listener may get lost if it is not transferred fluently. In this case, the listener probably has another perception than what the speaker wants to. Brown and Yule (1983: 13) say that the purpose of a speaker in holding a speaking activity or communication is to transfer or to communicate some messages.

Byrne (1986: 5) says that fluency in speaking ability can be obtained through students' experience of practicing the language. In this case the students need to practice a lot and attempt to use the language naturally. Related to this statement, Brown and Yule (1983: 103) say that one of the main purposes in teaching spoken language is making the students able to communicate information effectively in a spoken language.

The fluency of the students on speaking ability is not only focused on how the students produce the language fluently, but they also need to consider the appropriateness of what they want to talk. In this case, Byrne (1986: 7) says that fluency and accuracy should be balance where the students do not only need to be fluent in speaking English, but they are also required to express themselves accurately.

2.3.2 Accuracy

According to Hornby (1990:6), accuracy means exactness or preciseness. In line with this definition, Byrne (1986: 15) says that accuracy in speaking ability

depends on the mastery of the language system, while Brown and Yule (1983:25) say that the correctness of spoken language produced by the students should be noted either the pronunciation or the grammar. Briefly, the ability of speaking does not only need bravery in expressing the idea in English, but also requires the understanding of English rules. In this case, the students need to know the English grammar, the pronunciation rules and knowledge of unfamiliar vocabularies.

Based on the explanation above, testing the students' accuracy covers the correctness of the pronunciation, grammar and vocabulary.

a. Pronunciation

The use of pronunciation is a matter of habit. The pronunciation system of many languages is used to identify the words and grammatical function, and influences the form and section of sounds and morphemes. Brown and Yule (1983:2) say that pronunciation become major intention 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.

The accuracy of pronunciation is very important to have a good conversation. Kenworthy (1987:8) says that if the speaker never cares the pronunciation or never sees the value of it, he will be left by the listener, because the way of the speaking resulting difficulty, irritation and misunderstanding for the listener.

Testing the pronunciation will not be an easy case for the teacher, especially to listen to the students that consistently make a pronunciation error. Sometimes the judgements made by the teacher could be unreliable. In line with this Brown and Yule (1983:103) suggest that teacher could use tape recorder to record the students speaking. It will help the teacher to score students' pronunciation more reliable, because the teacher can manage scoring in several times to make sure the judgments that have been made before. In a large number of students it can coordinate the advantages of the method, where it can be

observed and judged in repeatable observation and to make the test valid and reliable.

c. Grammar

Grammar is an essential element of speech. Radford (1988:2) explains that grammar of particular language consist of a set of rules or principles which gives explanation on how to speak and understand the language or how to speak and understand the language or how to form, to pronounce and to interpret phrases and sentences.

Related to the purpose of teaching foreign language, Byrne (1986:11) says that in order to be able to communicate in English effectively, students need to master the grammar and the vocabulary of the language adequately. The use of grammar will influence the effectiveness of the conversation or communication done by the students. In additions, Radford (1988:30) says that through grammar we will know the way to be fluent in language. briefly, the teacher should recognize that teaching spoken language does not teach the students speak only, but the students are required to know more about the concept or the theory on how to speak.

c. Vocabulary

Vocabulary is badly needed in producing a foreign language, especially for the speaking ability. As stated by Byrne (1986:11) that to make the communication more effective, the students need to master the grammar and the vocabulary of the target language. In this case, in producing spoken language, students need to know a large number of vocabularies.

On the other hand, teacher should also realize that without any ability in using the vocabulary, having some extends of vocabularies will be disadvantageous for the students. They need to practice their ability in spoken language. Brown and Yule (1983:9) say that the first implication of syntax and vocabulary in spoken language is relatively undemanding except students are encouraged to talk from a very early stage. Based on the description above, it

seems that it is necessary for the teacher to motivate students to be active in using the target language as frequently as possible.

2.4 Some Aspects Affecting Speaking Ability

In learning how to speak, there are some aspects that should be prepared in order to obtain the goals optimally. Byrne (1986: 4) explains that to make the students master the ability of spoken language, there are two aspects should be noticed well, they are:

- ◆ The students should master the language system as well as possible, such as grammar, vocabulary and phonology.
- ◆ The students need opportunities to try out the language skill.

In addition, Byrne (1986: 75) says that there are some aspects that can be problems for the students in mastering speaking ability, they are: linguistic aspect and psychological and cognitive aspects.

Based on the explanation above, it can be concluded that there are two major aspects that influence the success in mastering speaking ability, they are: linguistic factors and non linguistic factors.

2.4.1 Linguistic Factors

Livingstone (1983:4) says that a language should be spoken correctly. It indicates that there are some rules that should be considered before producing spoken language. In line with this, Mairs (1984: 263) says that when second language learners produce a target language forms, it may be assumed that they are using the same rules, and these rules are based upon linguistic knowledge available.

Clennel (1999:53) says that some failures in speaking ability is influenced by the failure of the linguistic aspect. Whereas, Byrne (1986: 75) says that the students who speak English without knowing the rules of language will cause a limited competence and result errors. In addition, the rules of the language include: stress, intonation, rhythm, tone of voice, and loudness.

Relating to stress, intonation, rhythm, tone of voice, and loudness Crutenden (1997: 2-7) explains that:

- ◆ Stress is related to how the students give a specific stress to the words or sentences.
- ◆ Intonation is related to the occurrence of recurring the pitch pattern. It can be used to a single word or on groups of words.
- ◆ Rhythm is the ability of using an equal amount of time for one stress of the syllable to the next stress.
- ◆ Tone of voice is feature of lexicon that is described in term of prescribed pitches for syllables or sequences of pitches for morphemes or words.
- ◆ Loudness is related to the breath force which a speaker uses. It can be used for a variety of linguistic purposes either to a single syllable or some sequences of syllables. For example, the way of anger person is louder than an emphatic one.

2.4.2 Non Linguistic Factors

Some factors that affect the speaking ability based on non linguistic aspect are:

a. The Motivation of Students to Practice Speaking Ability

The students, in learning how to speak, should have a motivation to try and practice their language. The students need bravery to express their ability. In this case, the students' willingness to practice what they have got in the classroom will improve their ability. Byrne (1986:9) says that without any effort to develop their skill outside the classroom, the students will not be able to master the target language. In this case, the students should be able to motivated themselves and consider that they need to be able to speak English. The role of the teacher is, increasing the students' motivation by giving some treatments which stimulate the students to practice.

b. The Technique Used in Teaching English

Teaching speaking ability differs from teaching other skills. The teacher needs to use an adequate approach to improve the student's motivation. An appropriate technique with appropriate situation will give a good effect. Byrne

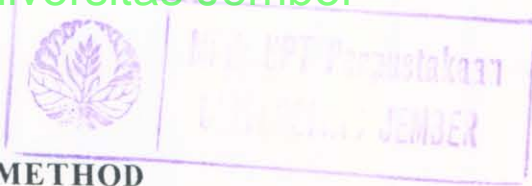
(1986:1) says that the role of the teacher in the classroom is to create the best condition for language learning. That is why a teacher should prepare the technique of teaching speaking ability as well as possible.

2.5 Role Play in Teaching Speaking Ability

It has been discussed the theories about speaking ability and the theories of role-play. Based on those theories, it can be known that there is a specific contribution of role play as a method of teaching speaking. Gerber (1990:203) says that literary role-play is best employed for fluency. As has been stated before that one of the elements of the speaking aspect is the fluency in expressing the idea. The students through, role-play, will have more chances to express their idea in order to be familiar to the target language. A good method will help students to gain fluency in speaking English. The approach used by the teacher will influence and help the students' mastery sensitively. In addition, Livingstone(1983: 25-26) says that in role-play, more students are possibly active in the situation. A coherent speech requires a great deal of mental activity, where the activity here is never found in a real life conversation. Role-play pleases students to exercise their language. Gerber (1990: 202) in additional explanation about the function of role-play says that through role-play, it possibly occurs a number of different speech act. In this case, the students practice to express their opinions, to agree, and disagree, to give example, and so on. The students could take a part actively in this role-play. Role play becomes a media to obtain a special effect, especially in improving the students' speaking ability.

2.6 Hypothesis

Related to the theories of role-play in teaching speaking as mentioned above, the hypothesis is: there is a significant effect of role play in improving students' speaking ability of elementary students of BBC English course Jember



III. RESEARCH METHOD

3.1 Research Design

Research design is a strategy used by a researcher to arrange the setting of the research in order to get valid data suitable with the variables and the objectives of the research. This research used quasi-experimental design (post test only group design) (Gay, 1992:325). The two classes of elementary I level at BBC English Course Jember were determined as the experimental group and the control group. The experimental group was given some treatments on practicing speaking ability through role playing techniques, while the control group was taught using conventional technique, that was, question and answer technique. The posttest was given to both of the experimental group or the control group to find out the means differences. The design is as follow:

Experimental group
Control group

R	X1	O
R	X2	O

Note:

- R Random Assignment (Homogeneity test)
- X1 The treatment for the experimental group (using role play)
- X2 Conventional technique for the control group
- O Post test

(Adapted from Gay, 1992:325)

The procedures of the design are as follows:

1. giving random assignment (pre test) to groups;
2. determining the two classes of elementary I level students of BBC English Course Jember in 2000/2001 academic year, one as the experimental group and the other one as the control group based on the result of the pre test (random assignment);
3. maintaining the same condition of both groups, such as, the topic given, the teacher, the test, etc, except the treatment given for the experimental group;
4. giving post test to both groups;
5. using t-test formula to find out the means difference of the group;
6. Comparing the two means to determine whether the means are significantly difference or not.

3.2 Area Determination Method

Determining a research area is an essential step in conducting a research. The research area is the place where the research is conducted. One of the methods that is used to determine an area of a research is purposive sampling method.

This research was conducted using purposive method, that was, at BBC English Course Jember. BBC English Course Jember was chosen because the number and the condition of the students, especially the elementary I level were suitable with the design of the research. Besides, the location of BBC English Course Jember easy to reach the location.

3.3 Respondent Determination Method

As has been stated before that respondent is one who gives responses or answer of the question given by a researcher either orally or in a written form. The purpose of respondents determination is to determine the subject that will be examined in the research.

Arikunto (1998:120) states that, population of the research can be carried out if the number of the respondent is less than 100 person. On the other hand, if the number of the subject is more than 100 persons, we can take 10 % up to 15 % or 20 % up to 25 % or more.

Based on the explanation above, the population technique was used in this research, because the number of the respondent was less than 100 students. In this case, the total number of the respondent was 22 students. The total respondent was divided into two classes which each classes consisted of 11 students. The two classes were then classified into experimental group and control group.

3.4 Data Collection Method

Suryabrata (1983:84) says that the quality of data collection methods as well as the measurement will influence the quality of the data obtained. a valid and reliable data collection method will result valid and reliable data. It means that a researcher should be able to use a suitable and convenient data collection method in obtaining the data needed in the research.

Choosing an appropriate method in collecting data will be important for a researcher to obtain valid data. Therefore, a researcher should apply some consideration to select a good method. Arikunto (1998: 139-149) says that there are at least six methods that can be used in collecting data, such as: test, observation, documentation, questionnaire, interview methods, and rating scale.

Based on the explanation above, this research is intended to apply some methods to obtain the primary data and supporting data. They were test, observation, and documentation.

a. Test

Test is needed to provide information about the achievement of groups of learners. In this case, test is one of the methods to obtain some related data which consist of problem (question) or exercise that is used to measure the students' competence, knowledge, intelligence, etc.

Achievement test was used in this research. It was proposed to measure the students' achievements on oral (speaking) ability. The form of the test given to the students was a speaking test. This consideration was based on the purpose of this research that was to measure the students' achievement on speaking ability at the elementary students of BBC English Course Jember in academic year 2000/2001. In this case, the students were given the speaking test related to the topic provided.

In this research, the respondents were assigned with two kinds of test. The first test was called homogeneity test. This test was intended to know the homogeneity of the respondents on their speaking ability. The homogeneity test was administered at the first meeting. The second test was post-test. This test was assigned to measure the mean difference of the experiment group and the control group after they were taught using different techniques. The student's presentation on the students' homogeneity test was scored holistically. In this case, the students' presentation was not recorded on the cassette. The students' presentation was directly scored. Meanwhile, the posttest was scored analytically. The students' presentation was recorded on the cassette. The presentations were then analyzed based on the rating scale that was provided.

The analytic method was used, in this research, because there were some aspects that were scored in this research, fluency, grammar, vocabulary and pronunciation. As Hughes (1989:91) says that analytic method is a method of scoring which requires a separate score for number of aspects of a task. In this case, a rating scale, which consisted of some items of scoring, was prepared to analyze the students' speaking ability.

The students' presentation on the posttest was recorded on tape recorder. It was used to help the scoring administration process. The scoring process involved two raters. It was proposed to make the scoring result became more reliable. The raters noted the students' mistakes on the posttest, on each indicators of speaking. The total number of the mistakes

on each indicator was weighted on mark categories. As suggested by Underhill (1987:97) who says that marks are awarded on the total number for mark categories. These mark categories are then multiplied by different factors to give the indicators more or less influence in the total score.

b. Observation.

Observation is one of the methods in collecting data. Tuwu (1993:198) explains that observation is a process in which an observer observes the situation of the research, which is suitable to the research of teaching learning interaction, children's behaviour and group interaction.

In this research, the observation was used to know the student's activities on speaking class of the elementary I students of BBC English Course Jember in 2000/20001 academic year.

c. Interview

Interview is a method applied to obtain the supporting data. Arikunto (1998:145-146) says that interview is a dialog which is done by the interviewer to obtain some information needed. Interview method is classified into three types, they are:

1. Free interview method. In this type, the interviewers do not compose the items of the question before. Therefore, the interviewer can freely develop the question during the interview process. In this type, the questions asked by the interviewer often are not related to the data that want to be obtained
2. Structured interview. In this type, the interviewers, before conducting the interview process, the interviewers make some questions related to the data that they want to obtain.
3. Semi Structured Interview. This type is a combination between free interview and guided interview. In conducting the interview, the interviewer makes an outline of what will be asked.

Free guided interview method was used in this research. It was proposed to make the interview process easier, in order to get valid and reliable data. Interview method was employed to collect supplementary data of BBC English course Jember, such as the use of books or references, and the methods used in teaching speaking skill. In this case, the informants were the director, the teachers and the administration staffs of BBC English Course Jember to obtain the data of the Elementary I students of BBC English Course Jember in academic year 2001/2001.

d. Documentation

Documentation can be used in collecting data of the documentary resources and written materials. Arikunto (1998:149) says that in conducting a documentation method, a researcher must investigate written materials, such as books, magazines, documents, rules, meeting results, diaries, etc.

Based on the definitions above, it can be concluded that documentation method is a way of collecting data obtained through written materials related to the problem of the study. The resources can be obtained from newspapers, magazines, notes of meetings, etc.

This research used documentation method to obtain the location of the BBC English Course Jember, the data of the students, and the personnel of the BBC English Course Jember in the academic year 2000/2001.

3.5 Method and Data Analysis

Analyzing the data is an important step in conducting a research as the data obtained during the research will be useless and meaningless if they are not analyzed.

In analyzing the data obtained, a researcher can determine which data analysis that would be appropriate to analyze the data available. In this case, statistical or non statistical analysis can be used depending on what kinds of data obtained from the research conducted. Hadi (1984:221) says

that generally statistical methodological technique is the scientific method that is prepared to collect, to arrange, to present, to classify and to analyze the data in the form of numbers.

From the definition above, it can be concluded that statistical analysis is a technique to collect, to arrange, to present, to classify, to analyze and to state a conclusion of numeral data.

This research applied a statistical computation in order to get correct and accurate conclusion and good decisions dealing with the result of the research. The formula is as follows:

$$T \text{ test} = \frac{M_2 - M_1}{\sqrt{\frac{\sum X_1^2 + \sum X_2^2}{N(N-1)}}$$

Where:

M_1 = Mean of the Experimental Group

M_2 = Mean of the Control Group

$\sum X_1^2$ = Deviation of Every X_1 Score from the mean of X_1

$\sum X_2^2$ = Deviation of Every X_2 Score from the mean of X_2

N = Total Score of Respondents

This research employed t-test formula as it was proposed to test mean differences between experimental and control group after they were taught using different teaching techniques on speaking ability. This formula was suitable to be employed in this study because the purpose of this research was to know the significance of teaching speaking ability using role-play.

The definitions above mean that, to check or to test the mean differences of both groups, t-test formula was an appropriate formula to know the effectiveness of the treatments.

IV. RESEARCH RESULT AND DISCUSSION

4.1 Supporting Data

4.1.1 *Result of Documentation*

a. The Description of BBC English Course Jember

BBC English Course Jember was established on September 1, 1992 by the owner and the director of BBC English Course Jember, Drs. H.S Abdul Muhaimin. The course is located at Jalan Manggar 9 Jember. This English course has some facilities, such as: computers, library, tape recorders and Video Compact Disc player.

Nowadays, the English course has seven classes with different level. They are two classes of pre elementary level which consists of the young learners, two classes of elementary I level, one class of elementary II level, one class of intermediate level, and one class of advanced level. Each class has two meetings of language teaching learning process for a week. The time allocated for each meeting is 90 minutes.

b. The Personnel of BBC English Course Jember

The personnel of BBC English Course Jember in 2000/2001 Jember covered the director, the administration staff and the teachers. There were three teachers in which each teacher should be responsible for different levels of the class. A detailed information about the personnel of BBC English Course in 2000/2001 academic year is presented in Appendix 8.

4.1.2 *The Result of Interview*

Interview method was intended to know the technique and the reference that were used by the teacher in improving the students' speaking ability at the elementary I level students of BBC English Course Jember in 2000/2001 academic year. In this case, the teacher used conventional techniques, such as question and answer techniques and conversation technique, meanwhile, the

reference used was *English 900 Books Three* and students' speaking handbook produced by BBC English Course Jember entitled *how to speak*.

4.1.3 *The Result of Observation*

Observation was conducted to know the students' conditions in joining the teaching learning process either at the experimental group or control group. The result of the observation that was done by the researcher's mate showed that the students who were taught using role-play on the experimental group, seemed giving more response to the material and the activities. The students were willing to practice their speaking ability with a high motivation in a relax and enjoyed situation. In another side, the students who were taught using a conventional technique, that was question and answer, a little bit more passive. In this case, the class activities tended to be monotonous.

4.2. **The Result of Test**

There were two kinds of tests that were employed in this research. The first test was pre-test (homogeneity test) that was used to measure the homogeneity of the respondents. The second test was post-test.

a. Homogeneity test

Before starting the research activities, the students were assigned with a homogeneity test that was administered as a homogeneity test. The homogeneity test was intended to measure the homogeneity of the two classes. In this test, the students were asked to tell about their activities on their last vacation, in front of the class for about 4-7 minutes. The score of the pre test is presented on Appendix 6.

The score obtained in the homogeneity test was then analyzed using t- test formula. This formula was employed to know whether or not there is a significant means difference of the two classes on the students' speaking ability. The data analysis was conducted by the help of the data analysis tool of Microsoft Excel '97. The result of the t-test for the homogeneity of the class is presented in Table 1.

Table 1. The Result of the t- test of Homogeneity Test

T-test: Paired Two Sample for Means

	Variable 1	Variable 2
Mean	65.90909	65.18182
Variance	24.29091	28.36364
Observations	11	11
Pearson Correlation	0.05022	
Hypothesized Mean Difference	0	
Df	10	
t Stat	0.341059	
P(T<=t) one-tail	0.370058	
t Critical one-tail	2.228139	
P(T<=t) two-tail	0.740116	
t Critical two-tail	2.228139	

Based on the result of the computation, the result of the t-test showed that the t-statistics (t-empiric) of the groups was 0.341059, whereas the t-critical two tail was 2.228139. It showed that the value of the t-table was higher than that of the t- statistics. It means that the two classes of the respondent were not significantly different on speaking ability. The result of the homogeneity test revealed that the two classes majority had the same ability on speaking. In other words, there was not any significant difference of the control group and the experimental group on the students' speaking ability of the elementary I level of BBC English Course Jember in the 2000/2001 academic year. So, the research could be conducted.

Since, the homogeneity test had been assessed, the next step was determining the two classes, one as the control group and the other one as the experimental group by applying lottery process. The lottery process resulted class A as the control group and class B as the experimental group.

b. Post-test

The post-test was the main test of the research. The score obtained in the post-test was used to measure whether there was a significant difference on speaking ability between the experimental group who was taught using role play and the

control group who was taught using another technique, that is, Question and answer technique.

The test was conducted in the form of story telling. The students were asked to tell about their daily activities since they get up in the morning until they go to bed at night, in front of the class for about 4-7 minutes. Related to the scoring administration purposes, the students' presentation was recorded on cassettes. The score of the posttest is presented in Appendix 7.

4.3 Research Activities

4.3.1 *The Schedule and activities*

As it has been stated In the previous chapter that the population of the research was the elementary I level students of BBC English Course Jember In the 2000/2001 academic year consisting of two classes. The two classes took the English Course at relatively the same time, that was on September, 2000.

The research was began from March 19, 2001 up to April 3, 2001. The research was conducted in ten meetings, that is, pre-test, teaching learning process and post-test. Further explanation about the schedule of the research is served in Table 2 below.

Table 4. The Schedule of the Research.

No.	Day/Date	Time	Research Activities	
			Experimental Group	Control group
1.	Monday March 19, 2001	15:30- 17.00	Pre-test	
2.	Tuesday March 20, 2001	15:30- 17.00		Pre-test
3.	Thursday March 22, 2001	15:30- 17.00	Treatment I (Family and relatives)	
4.	Saturday March 24,2001	15:30- 17.00		Treatment I (Family and relatives)
5.	Monday March 26, 2001	15:30- 17.00	Treatment II (Times)	
6.	Tuesday March 27, 2001	15:30- 17.00		Treatment II (Times)

7.	Thursday March 29, 2001	15:30- 17.00	Treatment III (Routine activities)	
8.	Saturday March 31, 2001	15:30- 17.00		Treatment III (Routine activities)
9.	Monday April 2, 2001	15:30- 17.00	Post-test	
10.	Tuesday April 3, 2001	15:30- 17.00		Post-test

4.3.2 Treatment

As stated in previous chapter, the respondents of the research were divided into two groups, experimental group and control group. Both groups were taught using different techniques in improving the students' speaking ability. The experimental group was taught using role play technique and the control group was taught using question and answer technique. Related to the teacher, the materials and the procedures to both groups were relatively the same. The materials were taken from *English 900 book three*, which was combined with the students' hand book *How to speak* that was produced by BBC English course Jember. The materials consisted of three topics, that is, Family and Relatives, Time, and Routine Activities, which were given in three meetings.

The types of role play techniques that were used in the research were *open ended dialogue* and *mapped dialog*. The first treatment of the research used *open ended dialogue*. In this case, the students were served with some role-cards which consisted of incomplete dialog. The students were asked to complete the dialog based on their imagination. The second and the third treatments used *mapped dialogue*. In this case, the role cards consisted of separated cases. These two kinds of role play were employed in the research, because it was suitable with the level of the respondents, that was the elementary I level. In this technique, the students played in an imaginary situation suitable with the topic. The teacher also served some role cards, which made the students easier to comprehend their role in the play.

The control group was given the same materials as the experimental group. The difference was on the techniques that were used by the teacher. In this case,

the teacher used question and answer technique. The teacher assigned the students to produce their speaking ability, by delivering some questions which should be answered by the students. Besides, the students were also obliged to make a short conversation in a pair.

4.4 Data Analysis

The data obtained in the post-test were then analyzed to measure the means of both groups. The data analysis was done using a statistical analysis. In this case, t-test formula was employed to measure the mean difference of the experimental group and the control group. The analysis of the data was operated by the help of the data analysis tool of microsoft Excel '97. The result of the statistical computation is displayed on Table 3.

Table 3. The result of t-test Analysis

t: test paired two sample for means

	Variable 1 (Control group)	Variable 2 (Experimental Group)
Mean	97.55455	70.67273
Variance	1038.317	433.2822
Observations	11	11
Pearson Correlation	-0.01808	
Hypothesized Mean Difference	0	
df	10	
t Stat	2.305207	
P(T<=t) one-tail	0.021932	
t Critical one-tail	2.228139	
P(T<=t) two-tail	0.043864	
t Critical two-tail	2.228139	

Based on the table above, it can be noticed that the value of the t-statistic (t-empiric) was 2.305207, while the value of the T-critic is 2.228139. The t-statistic (t-empiric) is higher than the t-critic.

4.5 Hypothesis Verification

Hypothesis verification is an important step in conducting a research. This step is done to avoid a bias result of the research. In this case, the alternative hypothesis (H_a): there is a significant effect of role play on the students' speaking ability of the elementary I level of BBC English Course Jember in 2000/2001 academic year, was changed into null hypothesis (H_0). The null hypothesis is there is no significance effect of role play on the students' speaking ability of the elementary I level of BBC English Course Jember in 2000/2001 academic year.

In order to know the result of the research, the null hypothesis was verified based on the result of t-test analysis of the post-test. Based on the data analysis conducted, the value of the t-statistic was 2.305207, meanwhile the t-critic was 2.228139. The value of t- statistic was higher than the value of t-critic. It means that the null hypothesis is rejected, and the alternative hypothesis is accepted. Therefore, the research shows that there is a positive effect of role play in improving students' speaking ability of the elementary I level students of BBC English Course jember in the 2000/2001 academic year. In this case, the control group made a higher mistakes than the experimental group. In other words, the experimental group was better on speaking ability than the control group.

4.6 Discussion

Based on the result of the data analysis, the value of the t-statistic was 2.305207, meanwhile the value of the t-critic was 2.228139. The t- statistic was higher than the t-critic. It can be concluded that the result of the data analysis revealed that there was a significance means difference of the experiment group and control group. It means that role play has a significant effect of the students' speaking ability of the elementary I level of BBC English Course Jember in 2000/2001 academic year. It can be identified through the mistakes that were made by the groups. In this case, the control group made a higher mistakes than the experimental group.

The result of the data analysis proved the theory that role play technique could improve the students' ability on speaking. This opinion is based on the experience along the teaching learning process. Through role play, the students demonstrate a higher motivation to practice their speaking ability. In a relaxed atmosphere, enjoy situation and free from the tightness. Ladousse (1987:5) says that role play is an activity that is conducted in a relaxed environment where the students are as inventive and playful as possible. The technique helped the teacher and the students to avoid monotonous situation during the language teaching learning activities.

It means that role play activity can be applied by a language teacher, particularly an English teacher as an alternative technique in improving the students' speaking ability. Besides, role play gave more time to practice the students' speaking ability, because the teacher did not dominate the class room activities.

V. CONCLUSION AND SUGGESTION

5.1 Conclusion

Based on the result of the data analysis and hypothesis verification in the previous chapter, the result of the research can be concluded that: there is a significant means difference of the experimental group and the control group on the students' speaking ability of the elementary I level of BBC English Course Jember in 2000/2001 academic year. The value of the t-statistic was 2.305207 and the value of t-critic was 2.228139. This means that role play gives a positive effect on the student' speaking ability of the elementary I level students of BBC English Course Jember in 2000/2001 academic year.

5.2 Suggestions

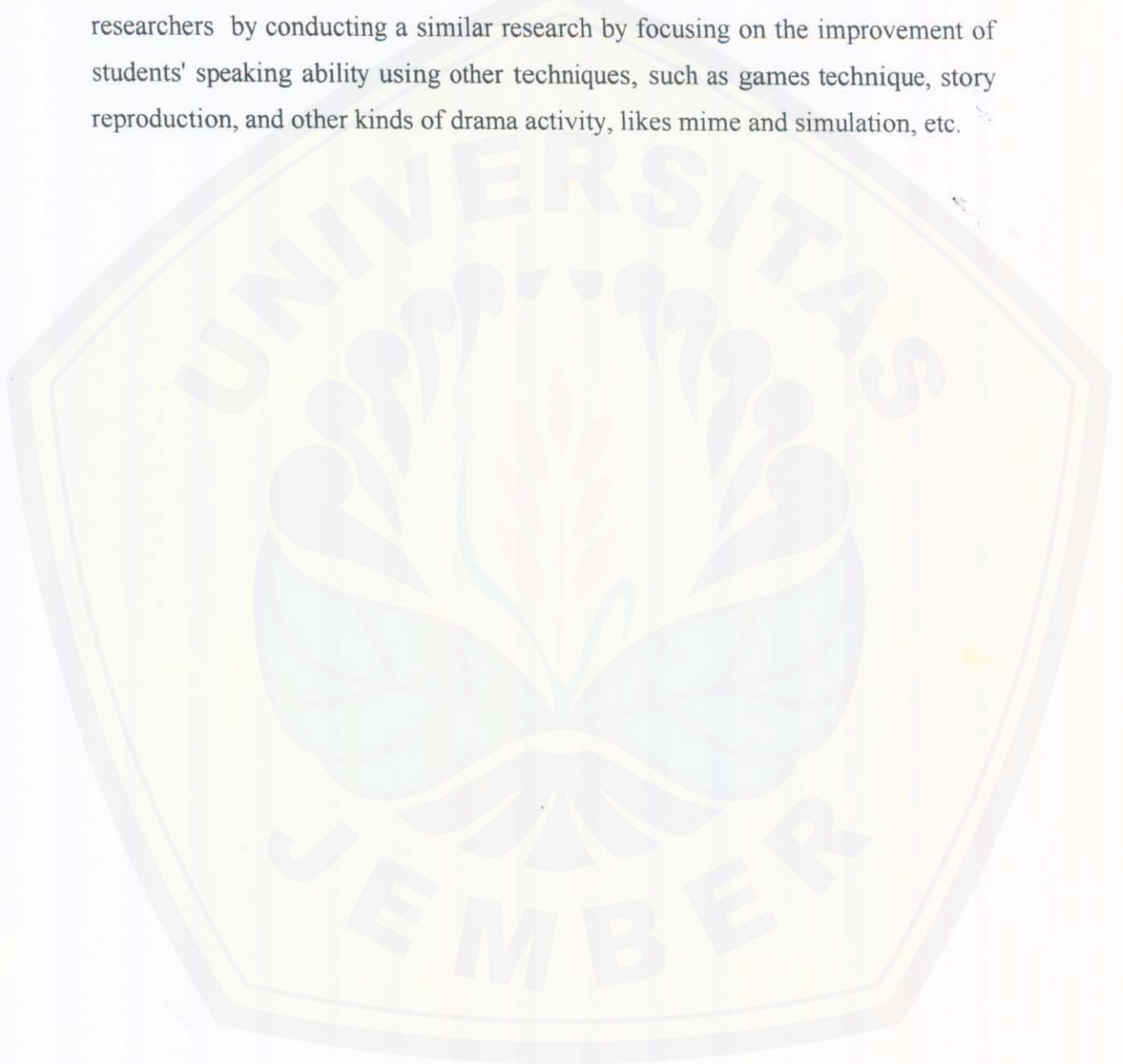
Since the research activities have been totally completed and the result of the research showed that role-play technique was significantly able to improve the speaking ability of the elementary I level students of BBC English Course Jember in 2000/2001 academic year, it is considerable to give suggestions to the following people:

5.2.1 *The English Teacher*

1. The English teachers, specially the teachers of BBC English Course Jember, hopefully use role-play as an alternative technique in improving the students' speaking ability, so that the students can join the teaching learning process with higher motivation. It will help the students to master the ability of speaking.
2. The English teachers can develop their views about role play technique as well as the other drama activities in language teaching learning process to improve the students' ability on speaking.

5.2.2 *The Other Researchers*

The result of this research hopefully can be a useful thing in improving the language teaching learning process, particularly on speaking ability. Therefore, the result of the research needs to be developed by the other researchers by conducting a similar research by focusing on the improvement of students' speaking ability using other techniques, such as games technique, story reproduction, and other kinds of drama activity, likes mime and simulation, etc.



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POST-TEST

Time : 4-7 minutes

Level : Elementary I

Tell your friends about your daily activities for about 4-7 minutes. It consists of your activities since you get up in the morning until you go to bed at night.

PRE-TEST

Time : 4-7 minutes

Level : Elementary I

Tell your friend about your activities in the last Vacation for about 4-7 minutes in front of the class!

RESEARCH MATRIX

TITLE	PROBLEM	VARIABLES	INDICATORS	DATA RESOURCES	RESEARCH METHOD	HYPOTHESIS
The Effect of Role Play in Improving English Speaking Ability of the Elementary 1 Level Students of BBC English Course Jember in 2000/2001 academic year	Is there any significant effect of role play on the students' speaking ability of the Elementary 1 Level Students of BBC English Course Jember in 2000/2001 academic year?	The use of Role Play	<ul style="list-style-type: none"> ◆ Fluency ◆ Accuracy ◆ Pronunciation ◆ Vocabulary ◆ Grammar 	<ol style="list-style-type: none"> 1. Test Result 2. Observation Result 3. Interview Result 4. Documents 	<ol style="list-style-type: none"> 1. Research Design: experimental (Post-test only group design) 2. Area Determination: purposive Method 3. Respondents-Determination: population 4. Data Collecting Method: <ul style="list-style-type: none"> ☉ Test ☉ Interview ☉ Observation ☉ Document Analysis 5. Data Analysis: <ul style="list-style-type: none"> ☉ t-test $t = \frac{M_2 - M_1}{\sqrt{\frac{\sum X_1^2 + \sum X_2^2}{N(N-1)}}}$ <p> M_1 = Mean of the Experimental Group M_2 = Mean of the Control Group $\sum X_1^2$ = Deviation of Every X_1 Score from the mean of X_1 $\sum X_2^2$ = Deviation of Every X_2 Score from the mean of X_2 N = Total Score of Respondents the Control Group </p>	There is a significant effect of role play on the students' speaking ability of the Elementary 1 Level Students of BBC English Course Jember in 2000/2001 academic year.

Appendix 3

Interview Questions

NO	DATA	RESOURCES
1	What techniques that is usually used in teaching speaking?	The teacher
2	What kinds of book do you use in improving the students' speaking ability?	The teacher

Documentation Guide

NO	DATA	RESOURCES
1	The Description of BBC English Course Jember	Document
2	The names of the respondents	Attendance list
3	The map of BBC English Course Jember	The brochure
4	The personnel of BBC English Course Jember	Document

Observation Guide

The Observation for the Control Group

NO	INDICATOR	Yes	No
1	The learners seem to be responsive on the exercises given		✓
2	The class atmosphere is dynamic		✓
3	The learners concentrate their attention on the materials given		✓

The Observation for the Experimental Group

NO	INDICATOR	Yes	No
1	The learners seem to be responsive on the exercises given	✓	
2	The class atmosphere is dynamic	✓	
3	The learners concentrate their attention on the materials given	✓	





LESSON PLAN

Theme : Routines
Time : 90 minutes
Skill : Speaking
Level : Elementary I

I. Specific Instructional Objectives

The students are able to:

- Express their daily activities.
- Make a simple conversation about daily activities

II. Teaching Learning process

Techniques:

- Experimental group : Role-play technique
- Control group : question and answer technique

III. The Procedure:

Time	Learning activities (Experimental group)	Learning activities (Control group)	Time
2'	Introduction: ◆ Greeting	Introduction: ◆ Greeting	2'
5'	◆ The teacher reminds the students about the last topic	◆ The teacher reminds the students about the last topic	5'
3'	◆ Telling the students about the topic that will be discussed	◆ Telling the students about the topic that will be discussed	3'
10'	Main Activities: ◆ The teacher explains and gives examples about daily activities.	Main Activities: ◆ The teacher explains and gives examples about daily activities.	10'
10'	◆ The teacher prepares the role play activities,	◆ The teacher asks the students about their daily	25'

40'	such as: preparing the role cards, the setting of the chair, etc. ♦ The teacher starts conducting the role-play activities, in this case the students play themselves in an imaginary situation depends on the role of the characters they have.	activities one by one ♦ The students make a simple conversation about their daily activities with their partners.	25'
15'	♦ The teacher discusses the mistakes made by the students along the role play activities	♦ The teacher discusses the mistakes made by the students along the question and answer activities	15'
3'	Closure: ♦ The teacher concludes students' daily activities	Closure: ♦ The teacher concludes students' daily activities	3'
2'	♦ Leave taking	♦ Leave taking	2'

IV. Source:

English 900 Book three

V. Evaluation:

Process and achievement assessment

RATING SCALE

Pronunciation

- 1 few traces on foreign accents
- 2 always intelligible, though one is conscious of definite accents
- 3 pronunciation problem can occasionally lead to misunderstanding
- 4 very hard to understand because of pronunciation problem so severe make speech virtually unintelligible
- 5 pronunciation ability is so limited to make the speech impossibly

Grammar

- 1 grammar almost entirely inaccurate phrases
- 2 constant errors showing control of very few major patterns and frequently preventing communication
- 3 frequent errors showing some major patterns uncontrolled and causing occasional irritation and misunderstanding
- 4 occasional errors showing imperfect control of some patterns but no weakness that causes misunderstanding
- 5 few error, with no patterns of failure

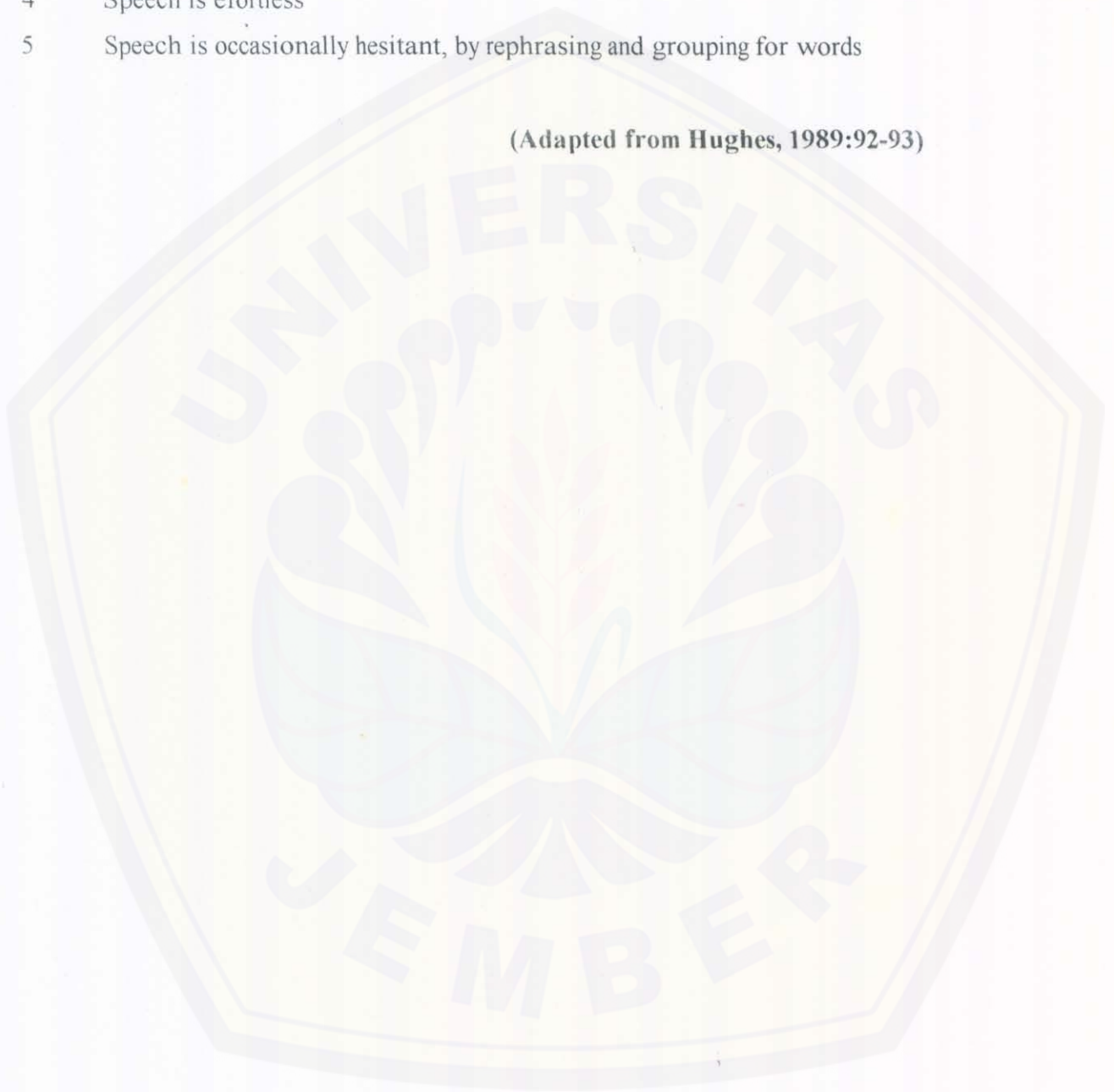
Vocabulary

- 1 vocabulary inadequate for even the simplest speech
- 2 vocabulary is limited to basic personal and survival areas.
- 3 choice of times inaccurate and limited vocabulary
- 4 vocabulary in adequate to discuss special interests
- 5 vocabulary apparently as accurate and extensive as that of an educated native speaker

Fluency

- 1 Speech is so halting and fragmentary that the speech is virtually impossible
- 2 Speech is very slow
- 3 Speech is frequently hesitant and jerky, sentences may be incomplete
- 4 Speech is effortless
- 5 Speech is occasionally hesitant, by rephrasing and grouping for words

(Adapted from Hughes, 1989:92-93)



Appendix 6

The Students' Speaking Score of the Pre Test

No	Group A	Group B
1	70	60
2	70	60
3	69	64
4	60	63
5	60	68
6	68	65
7	60	64
8	60	65
9	68	78
10	73	70
11	67	60

The List of the Respondents

No.	Experiment Group	Control Group
1	Khoirul Ikhwan	Yuyun
2	Ilyasin	Munir
3	Nurjannah	Lola
4	M. Sofi	Makmur Saragih
5	Librianti	Eli E
6	Arief F	Pudak
7	Doni Firmansyah	Ria Wardah
8	Rahmatullah	Moh. Husein
9	Edi wahyu	Akhmad Safari
10	Dewi ulfia	Tutus
11	Ikhwan	Robiatul Khoiriah

The Result of Posttest of the Experimental Group

No	Fluency	Vocabulary	Grammar	Pronun ciation	Total Error Percentage
1	12.10	13.90	10.80	15.20	53
2	19.90	10.60	20.30	13.60	66.4
3	15.80	14.60	14.30	12.90	60.6
4	16.40	25.90	30.20	20.10	96.6
5	15.20	9.20	10.30	17.90	57.6
6	12.80	27.90	26.00	13.00	85.7
7	10.70	12.90	12.60	20.20	63.4
8	11.10	7.80	7.80	9.80	44.5
9	14.70	12.50	20.20	25.10	81.5
10	12.50	23.80	25.90	40.30	112.5
11	10.70	13.20	11.50	9.20	55.6
					777.4

The Result of Posttest of Control Group

No	Fluency	Vocabulary	Grammar	Pronun ciation	Total Error Percentage
1	13.10	9.80	7.80	9.80	41.5
2	16.30	6.30	15.90	11.30	51.8
3	30.50	46.10	23.10	17.30	120
4	34.60	16.60	26.60	17.70	99.5
5	30.70	43.40	41.10	23.00	143.2
6	17.60	20.30	15.90	16.30	76.1
7	12.60	25.90	12.00	19.20	76.7
8	38.20	27.90	30.20	26.00	130.3
9	25.30	21.80	30.90	20.80	107.8
10	12.50	23.80	25.90	40.30	112.5
11	12.80	27.90	26.00	36.00	113.7
					1073.1

Appendix 8

The Personnel of BBC English Course Jember in 2000/2001

No.	Name	Status	Education
1.	Drs. HS Abdul Muhaimin	Director/Teacher	S1
2.	Imam S	Teacher	S1
3.	Slamet	Teacher	S1
4.	Siti Munawaroh	Administration Staff	SMU



The Students presentation

Name : Yuyun
Class : Control group

Daily activities

Ok My friends. I would like to tell you about my daily activity....I get up four o'clock everyday. After that I take a bath and pray Subuh. After praying Subuh, I use my school uniform. Afterward, I have breakfast. At 6. 30, I go to my school. I study in MTSN II Jember. I usually go to school encounter by....with my friend by motorcycle. I leave my school at 1.30 pm. I arrive at my home at 2 o'clock pm and directly...take wudhu and pray for dhuhur. After praying dhuhur I have lunch. 15 minutes later I take a rest untill 4 o'clock pm. After taking a rest I take a bath and pray ashar. After pray ashar I read Al-quran untill Maghrib time. At 7 o'clock pm untill 8 o'clock pm I study for my lesson. After studying I watchtelevision untill I fell sleepy. Afterward, I go to my bed to have a nice dream. Thank you.

Summary:

Total Vocabularies : 153

Errors

Pronunciation	= 15	15	
		<hr/>	X 100 = 9.80
		153	
Vocabulary	= 15	15	
		<hr/>	X 100 = 9.80
		153	
Grammar	= 12	12	
		<hr/>	X 100 = 7.80
		153	
Fluency	= 20	20	
		<hr/>	X 100 = 13.10
		153	

Daily Activities

All right every one, in this opportunity, I Would to...would like to tell you about my activity in.... activity every day.... everyday. I got up from six at four o'clock but sometime I got up in five o'clock. Ehm... After that, I change my dress for went to take a bath in the shore. I take a bath....ehmm... after that I....I tooth brush, ehm....after that I change my dress with my towel, ehm... and then, I back to my boarding school. Ehmm and.... I change my dress with my shoes and then I went to mosque.....mosque and bring holly book, holly-qoran for study Holly-qoran with my friend ehm....from my teacher. after that.... I breakfast and then..... I went to school with my friend. I think, that's all.

Summary:

Total Vocabularies : 130

Errors

Grammar	= 33	33	
		<hr/>	X 100 = 26.60
		130	
Vocabulary	= 21	21	
		<hr/>	X 100 = 16.60
		130	
Fluency	= 45	45	
		<hr/>	X 100 = 34.60
		130	
Pronunciation	= 23	23	
		<hr/>	X 100 = 17.70
		130	

Daily Activities

OK, I want to tell you about my daily activity. On the first, I get up ee ... I get up everyday at 4.30. Usually, after that I take holywater and pray Subuh together with my friend. And...and then, at the time...at the time at 5 o'clock, I do sport. Sport is running, sat up, sit up and the other and when the time is 6 o'clock I have breakfast. And then take a bath and prepare my self to go to study in my school.....I finish my study at e. 12 pm. And then I back to my boarding house. After that, I take a rest about 30 minutes and after that I take a bath and pray dhuhur with all my friend in boarding house. Occasionally, after I pray dhuhur I play football, but occasionally I go to study in my bed up to 5 o'clock. Afterward, I have dinner with all of my friend and after dinner I pray maghrib together with them. After I pray Maghrib with all of my friend in my boarding house, usually I doing the memorize program of holyqoan...holyqoran...holyqoran verses. And after I do that I usually pray Isya' I study.....study from that until....up to....up to 10 pm and go to bed for my beautiful dream.

Summary:

Total Vocabbularies = 220

Error:

<i>Pronunciation</i>	= 25	25	—		
				220	X 100 = 11.30
<i>Vocabulary</i>	= 15	15	—		X 100 = 6.80
				220	
<i>Fluency</i>	=36	36	—		X 100 = 16.30
				220	
<i>Grammar</i>	=35	35	—		X 100 = 15.90
				220	



DEPARTEMEN PENDIDIKAN NASIONAL
UNIVERSITAS JEMBER

FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

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Nomor : 0229 /J25.1.5/PL5/2000

Lampiran : Proposal

Perihal : Ijin Penelitian

27 JAN 2001

Kepada : Yth. Sdr. Direktur BBC English

Course Jember.....

di

..... T e m p a t

Dengan ini Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Jember menerangkan bahwa Mahasiswa yang tersebut dibawah ini :

N a m a : Rakhmad Karyadi.....

N i m : 9402107206.....

Program/Jurusan : Bahasa Inggris.....

Berkenaan dengan penyelesaian studinya, maka mahasiswa tersebut bermaksud melaksanakan penelitian dengan Judul :

..... The Effect of Role Play in Improving English Speaking
..... Ability of the Elementary Level Students of BBC.....
..... English Course Jember.....

Pada lembaga yang saudara pimpin.

Schubungan dengan hal tersebut diatas kami mohon dengan hormat saudara berkenan dan sekaligus kami mohon bantuan informasinya.

Atas perkenan dan perhatiannya kami mengucapkan terima kasih.

Dekan I,
DOKO SUHUD
NIP. 130 355 407

SURAT KETERANGAN

Yang bertanda tangan di bawah ini direktur BBC English Course Jember, dengan ini menerangkan bahwa mahasiswa FKIP Universitas Jember :

Nama : Rakhmad Karyadi
NIM : 9402107206
Program : Pendidikan Bahasa Inggris
Jurusan : Pendidikan Bahasa dan Seni

telah melaksanakan penelitian skripsidi lembaga yang kami pimpin terhitung mulai tanggal 19 Maret – 3 April 2001 dengan judul skripsi:

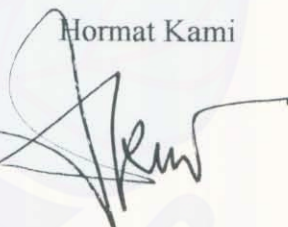
'The Effect of Role Play in Improving Students' Speaking Ability of the Elementary I level of BBC English Course Jember in 2000/2001 academic year'.

Demikian surat keterangan ini, dengan sesungguhnya kami buat untuk digunakan seperlunya.

Jember,.....Juni 2001

Hormat Kami




Drs. H.S Abdul Muhaimin
Direktur

**DEPARTEMEN PENDIDIKAN NASIONAL
UNIVERSITAS JEMBER
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN**

LEMBAR KONSULTASI PENYUSUNAN SKRIPSI

Nama : Rakhmadd. Karyadi.....
 NIM/Angkatan : 9402107206/1994.....
 Jurusan/Program Studi : PBS/Bahasa Inggris.....
 Judul Skripsi : The Effect of Role Play in Improving Students' Speaking Ability of the Elementary I level Students of BBC English Course Jember in 2000/2001 Academic Year.....
 Pembimbing I : Dra. Wiwiek Eko Bindarti, M.Pd.....
 Pembimbing II : Drs. Budi Setyeno, MA.....

KEGIATAN KONSULTASI

No	Hari/Tanggal	Materi Konsultasi	T.T. Pembimbing
1.	20 Oktober 2000	Rasarah Matrix	
2.	3 Januari 2001	Bab I	
3.	6 Pebruari 2001	Bab II	
4.	28 Pebruari 2001	Bab III	
5.	16 Maret 2001	Seminar Proposal Skripsi	
6.	10 Mei 2001	Bab iv & v	
7.			
8.			
9.			
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12.			
13.			
14.			
15.			

CATATAN : 1. Lembar ini harus dibawa dan diisi setiap melakukan konsultasi
 2. Lembar ini harus dibawa sewaktu Seminar Proposal Skripsi dan Ujian Skripsi



LEMBAR KONSULTASI PENYUSUNAN SKRIPSI

Nama : Bakmad Karyadi
 NIM/Angkatan : 9402107206/I 1994
 Jurusan/Program Studi : PBS/Bahasa Inggris
 Judul Skripsi : The Effect of RolePlay in Improving Students' Speaking Ability of the Elementary I Level Students of BBC English Course Jember in 2000/2001 Academic Year
 Pembimbing I : Dra. Wiviek Eko Bindarti, M.Pd
 Pembimbing II : Drs. Budi Satyone, MA

KEGIATAN KONSULTASI

No	Hari/Tanggal	Materi Konsultasi	T.T. Pembimbing
1.	25 Oktober 2000	Research Matrix	
2.	15 Januari 2001	Bab I	
3.	11 Pebruari 2001	Bab II	
4.	5 Maret 2001	Bab III	
5.	16 Maret 2001	Seminar Proposal Skripsi	
6.	18 Mei 2001	Bab IV & V	
7.			
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15.			

CATATAN : 1. Lembar ini harus dibawa dan diisi setiap melakukan konsultasi
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