

## CHAPTER II

### THEORETICAL FRAMEWORK

This chapter provides the review of related literature of this research which consists: concept of speaking skill, concept of role play method.

#### A. Concept of Speaking Skill

##### 1. Definition of Speaking

According to Chaney in Endang Yuliastuti, speaking is the process of building and sharing message through the use of verbal and non-verbal symbols, in variety of context.<sup>1</sup> Other researcher, Chenfield in Esti Kurniasih says speaking is the oldest and most universal way for human being to express their thought and feeling by producing utterances in oral communication between two or more people.<sup>2</sup>

Penny Ur says that speaking seems intuitively the most important: people who know a language as referred to as ‘speaker’ of that language, as if speaking included all other kinds of knowing and many if not most foreign language learners are primarily interested in learning to speak.<sup>3</sup>

According to Heubner, speaking is skill used by someone in daily life communication whether at school or outside. The skill is required by

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<sup>1</sup> Endang Yuliastuti, “The Use of Pair and Group Work in The Teaching of Speaking Skill To Acceleration Class Students”, *Proceedings 58<sup>th</sup> TEFLIN International Conference*, (Semarang: IKIP PGRI Semarang, 2011), p. 238-243

<sup>2</sup> Esti Kurniasih, “ The Implementation of Project-Based Learning Approach in Speaking Class”, *The 59<sup>th</sup> TEFLIN International Conference 2012*, 4: 3, (Surabaya: Widya Mandala University Press, 2012), p. 215-243

<sup>3</sup> Penny Ur, *A Course in Language Teaching*, (Great Britain: Cambridge University Press, 1996), p. 120

much repetition: it is primarily considered a neuromuscular and not an intellectual process. It consists of competence in sending and receiving message. Thus speaking in mean for expressing ideas, opinion, or feelings to others.<sup>4</sup>

## 2. The functions of speaking

Several language experts have attempted to categorize the functions of speaking in human interaction. According to Brown and Yule, as quoted by Jack C. Richards, “The functions of speaking are classified into three; talk as interaction, talk as transaction and talk as performance. Each of these speech activities is quite distinct in term of form and function and requires different teaching approaches”<sup>5</sup>. Below are the explanations of the functions of speaking:

### a) Talk as Interaction

Being able to interact in a language is essential. In fact, much of our daily communication remains interactional. This refers to what we normally mean by “conversation”. The primary intention in talk as interaction is to maintain social relationship.

Meanwhile, talk as interaction has several main features as follows:

#### 1) Has a primarily social function

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<sup>4</sup> Rahim Rahimy and Samaneh Safarpour, “The Effect of Using Role-Play on Iranian EFL Learners’ Speaking Ability”, *Asian Journal of Social Sciences and Humanities*, No.3, Vol. 1, (Oyama: Leena and Luna International, 2012), p. 50-59

<sup>5</sup> Jack C.Richard, *Developing Classroom Speaking Activities; From Theory to Practice*, [Http://www.professorjackrichard.com/developing-classroom-speaking-activities.pdf](http://www.professorjackrichard.com/developing-classroom-speaking-activities.pdf), p.2, It was retrieved on 31 December 2016

- 2) Reflects role relationships
- 3) Reflects speaker's identity
- 4) May be formal or casual
- 5) Uses conversational conventions
- 6) Reflects degrees of politeness
- 7) Employs many generic words
- 8) Uses conversational register
- 9) Some of the skills (involved in using talk as interaction) are:
  - Opening and closing conversation
  - 10) Choosing topics
  - 11) Making small-talk
  - 12) Recounting personal incidents and experiences
  - 13) Turn-taking
  - 14) Using adjacency pairs
  - 15) Interrupting
  - 16) Reacting to others<sup>6</sup>

Mastering the art of talk as interaction is difficult and may not be a priority for all learners. In talk as interaction, the ability to speak in natural way is required in order to create a good communication. That is why some students sometimes avoid this kind of situation because they often lose for words and feel difficulty in presenting a

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<sup>6</sup> Jack C. Richard, Developing Classroom Speaking Activities; From Theory to Practice, [Http://www.professorjackrichard.com/developing-classroom-speaking-activities.pdf](http://www.professorjackrichard.com/developing-classroom-speaking-activities.pdf), p.2, It was retrieved on 31 December 2016, p. 2-3

good image of themselves. This can be a disadvantage for some learners where the ability to use talk as interaction can be important.

b) Talk as Transaction

This type of talk or speaking refers to situations where the focus is on what is said or done. The message is the central focus here and making oneself understood clearly and accurately, rather than the participants and how they interact socially with each other<sup>7</sup>. In transaction, talk is associated with other activities. For example, student may be engaged in hand-on activities (e.g. in language lesson) to explore concept associated with tenses and derivations. Anne Burns, as cited in Jack C. Richards, distinguishes talk as transaction into two different types. One is a situation where the focus is on giving and receiving information and where the participants focus primarily on what is said or achieved. Accuracy may not be a priority as long as information is successfully communicated or understood. The second type is transactions which focus on obtaining goods or services, such as checking into a hotel<sup>8</sup>. In this type of spoken language, students and teachers usually focus on meaning or on talking their way to understanding.

Meanwhile, talk as transaction has several main features as follows:

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<sup>7</sup> Jack C. Richards, Developing Classroom Speaking Activities; From Theory to Practice, [Http://www.professorjackrichard.com/developing-classroom-speaking-activities.pdf](http://www.professorjackrichard.com/developing-classroom-speaking-activities.pdf), p.2, It was retrieved on 31 December 2016, p.3

<sup>8</sup> Jack C Richards, Developing Classroom..., p.3

- 1) It has a primarily information focus
- 2) The main focus is the message and not the participants
- 3) Participants employ communication strategies to make themselves understood
- 4) There may be frequent questions, repetitions, and comprehension checks
- 5) There may be negotiation and digression
- 6) Linguistic accuracy is not always important

There are seven of the skills involved in using talk for transactions are:

- 1) explaining a need or intention
- 2) Asking questioning
- 3) Confirming information
- 4) Justifying an opinion
- 5) Making suggestions
- 6) Clarifying understanding
- 7) Making comparisons<sup>9</sup>

Compared with talk as interaction, talk as transaction is easier for some student because it only focuses on messages delivered to the others. Also, talk as interaction is more easily planned since current communicative materials are a rich resource of group activities,

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<sup>9</sup> Jack C. Richard, Developing Classroom Speaking Activities; From Theory to Practice, [Http://www.professorjackrichard.com/developing-classroom-speaking-activities.pdf](http://www.professorjackrichard.com/developing-classroom-speaking-activities.pdf), p.2, It was retrieved on 31 December 2016, p. 4

information-gap activities and role plays. It can provide a source for practicing how to use talk for sharing and obtaining information as well as for carrying out the real-world transactions.

c) Talk as Performance

This refers to public talk or public speaking, that is, talk which transmits information before an audience such as morning talks, public announcements, and speeches. Talk as performance tends to be in the form of monolog rather than dialog. Often follows a recognizable format and is closer to written language than conversational language. Similarly it is often evaluated according to its effectiveness or impact on the listener, something which is unlikely to happen with talk as interaction or transaction. Examples of talk as performance are giving a class report about a school trip, conducting a class debate, making a sales presentation, and giving a lecture.

The main features of talk as performance are:

- 1) There is a focus on both message and audience
- 2) It reflects organization and sequencing
- 3) Form and accuracy is important
- 4) Language is more like written language
- 5) It is often monologists

Some of the skills involved in using talk as performance are:

- 1) Using an appropriate format
- 2) Presenting information in an appropriate sequence

- 3) Maintaining audience engagement
- 4) Using correct pronunciation and grammar
- 5) Creating an effect on the audience
- 6) Using appropriate vocabulary
- 7) Using appropriate opening and closing<sup>10</sup>

Initially talk as performance needs to be prepared in much the same way as written text, and many techniques teaching strategy used to make understanding of written text. Therefore, this kind of talk requires a different teaching strategy.

### 3. Speaking Skill

According to wikipedia.org, skill is the learned ability to carry out a task with pre-determined results often within a given amount of time, energy, or both. In other words, the abilities that one possesses. Skills can often be divided into domain-general and domain-specific skills.<sup>11</sup> Base on that definition, the researcher conclude that speaking skill is the ability of someone to communicate orally.

Speaking is described as an interactive process of constructing meaning that involves producing and receiving and processing information. Speaking depends on the context or the situation, Context includes the physical environment, the purposes for speaking is more

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<sup>10</sup> Jack C.Richard, Developing Classroom Speaking Activities; From Theory to Practice, [Http://www.professorjackrichard.com/developing-classroom-speaking-activities.pdf](http://www.professorjackrichard.com/developing-classroom-speaking-activities.pdf), p.2, It was retrieved on 31 December 2016, p.6

<sup>11</sup> Unknown, "Skill", in <https://en.wikipedia.org>, accessed on January 28, 2016

often spontaneous, open ended, and evolving. Speaking requires learners to not only know how to produce specific points of language such as grammar, pronunciation, or vocabulary but also that they understand when, where, why and in what ways to produce language.<sup>12</sup>

#### 4. Teaching Speaking

Speaking is a crucial part of second language learning and teaching. Despite its importance, for many years, teaching speaking has been undervalued and English language teachers have continued to teach speaking just as a repetition of drills or memorization of dialogues. However, today's world requires that the goal of teaching speaking should improve students' communicative skills, because, only in that way, students can express themselves and learn how to follow the social and cultural rules appropriate in each communicative circumstance.<sup>13</sup>

According to Hayriye Kayi, what is meant by teaching speaking is to teach English language learners to:

- a. Produce the English speech sounds and sounds patterns.
- b. Use words and sentence stress, intonation patterns and the rhythm of the second language.

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<sup>12</sup> <http://www.masscommunicationtalk.com/concept-of-speaking-and-listening-skills.html>

<sup>13</sup> Hayriye Kayi, "Teaching Speaking: Activities to Promote Speaking in a Second Language", *The Internet TESL Journal*, No. 11, Vol. XII, 2006

- c. Select appropriate words and sentences according to the proper social setting, audience, situation and subject matter.
- d. Organize their thoughts in a meaningful and logical sequence.
- e. Use language as a means of expressing values and judgments.
- f. Use the language quickly and confidently with few unnatural pauses, which is called as fluency.<sup>14</sup>

Penny Ur says that there are some characteristics of successful speaking activity.

- a. Learners talk a lot

As much as possible of the period of time allotted to the activity is in fact occupied by learner talk. This may seem obvious, but often most time is taken up with teacher talk or pauses.

- b. Participation is even

Classroom discussion is not dominated by a minority of talkative participants. All get a change to speak, and contributions are fairly evenly distributed.

- c. Motivation is high

Learners are eager to speak because they are interested in the topic and have something new to say about it, or because they want to contribute to achieving a task objective.

- d. Language is of an acceptable level

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<sup>14</sup> Hayriye Kayi, "Teaching..." , *The Internet TESL Journal*, No. 11, Vol. XII, 2006

Learners express themselves in utterances that are relevant, easily comprehensible to each other, and of an acceptable level of language accuracy.<sup>15</sup>

#### 5. Teaching Speaking in SMK Al-Azhar Samarinda

SMK Al-Azhar Samarinda is one of vocation high schools in Samarinda. In SMK Al-Azhar, Students are not just study about regular lesson, but the students also get skill to work. So, after graduated, the students expected to be ready to work.

In SMK Al-Azhar Samarinda, teachers teach the students by using 2013 curriculum, especially in teaching English.

In SMK Al-Azhar Samarinda, there is only one English teacher, based on the researcher observation, the teacher teach English based on the 2013 curriculum. The teacher use English book to teach the students.

In teaching speaking, the teacher usually teaches the students by using text. The students speak by reading what written in the text. They did not speak by using what inside their mine and they did not speak freely. Even almost all the students did not understand about what they spoke.

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<sup>15</sup> Penny Ur, *A Course in Language Teaching*, (Great Britain: Cambridge University Press, 1996), p. 120

## 6. Speaking Test

A test may be defined as an activity whose main purpose is to convey (usually to the tester) how well the test knows or can do something. This is in contrast to practice, whose main purpose is sheer learning. Learning may, of course, result from a test, just as feedback on knowledge may be one of the spin-offs of a practice activity: the distinction is in the main goal.<sup>16</sup>

It is often conventionally assumed that the tests are mostly used for assessment: the test gives a score which is assumed to define the level of knowledge of the tests. This may be in order to decide whether he or she is suitable for a certain job or admission to an institution, has passed a course, can enter a certain class. But in fact testing and assessment overlap only partially: there are other ways of assessing students (an overview of assignments over a long period, for example, or the teacher's opinion, or self-evaluation) and there are certainly other reasons for testing.<sup>17</sup>

In designing a test, Penny Ur says that the material to be tested should, similarly, be part of syllabus and teaching program you are familiar with: perhaps a section of a course book, or certain elements of a set curriculum. She stated some steps in designing a test:

### a) Preparation

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<sup>16</sup> Penny Ur, *A Course...*, p. 33

<sup>17</sup> Penny Ur, *A Course...*, p. 33

Prepare your test. It is a good idea to list in writing all the material that you want your test to cover: you can then refer back to the list during and after the test-writing to see if you have included all you intended.

- b) Performance. If possible, administer your test to a class of learners; if not, ask colleagues to try doing themselves.
- c) Feedback. Look at how your test was done, and ask the testees how they felt about it.<sup>18</sup>

She also state some guidelines for test preparation:

- a) Validity. Check that your items really do test what they are meant to.
- b) Clarity. Make sure the instructions for each item are clear. They should usually include a sample item and solution.
- c) Do-ability. The test should be quite do-able; not too difficult, with no trick questions.
- d) Marking. Decide exactly how you will assess each section of the test, and how much weighting (percentage of the total grade) you will give it. Make the marking system as simple as you can, and inform the test what it is: write in the number of points allotted after the instructions for each question.
- e) Interest. Try to go for interesting content and tasks, in order to make the test more motivating for the learners.
- f) Heterogeneity

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<sup>18</sup> Penny Ur, *A Course...*, p. 41

The test should be such that lower-level students can feel that they are able to do a substantial part of the test, while the higher-level ones have a chance to show what they know. So include both easy and difficult items, and make one or more of the difficult ones optional<sup>19</sup>

## 7. Speaking Assessment

In order to assess student speaking skill, we need to know the indicators that should be tested. Syaifullah says in speaking the language learners must consider about the mastery of grammar, vocabulary, fluency, and accuracy.<sup>20</sup> Weir has a little difference, he says that there are some aspects analyzed in oral competence such as appropriateness, vocabulary, grammar, pronunciation, fluency, and content.<sup>21</sup>

Syakur states that speaking ability is a complex skill because at least it is conserved with components of pronunciation, grammar, vocabulary, and fluency. Richard and Rertnandya present a table for converting on the various scale to a composite total score which can

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<sup>19</sup> Penny Ur, *A Course...*, p.42

<sup>20</sup> Syaifullah, M.Pd, "Improving Students' Speaking Skill by Using Visual Aids at The Second Year Students English Education Department Lancang Kuning University", *Proceeding 58<sup>th</sup> TEFLIN International Conference*, (Semarang: IKIP PGRI Semarang, 2011), p.633-647

<sup>21</sup> Ngadiso, "Evaluating The Students' Speaking Skill", *Proceeding 60<sup>th</sup> TEFLIN International Conference 2013*, (Universitas Siswa Bangsa Internasional, 2013), p.246-252

be converted to a rating on the overall five levels namely accent, grammar, vocabulary, fluency, and comprehension.<sup>22</sup>

Based on Weir's Speaking Test Scale and Hughes' Scoring rubrics for speaking Test in Ngadiso, the scoring rubrics used to score the speaking test is as follows:

**Table I**  
**Weir's Speaking Test Scale and Hughes' Scoring rubrics for Speaking Test**

Aspect	Score	Explanation
Pronunciation	21-25	Very Clear pronunciation and meaning of the speech can be well understood.
	16-20	There are a few mistakes in pronunciation and it does not influence the meaning of the utterances.
	11-15	There are some errors in pronunciation and it does not influences the meaning of the utterances.
	6-10	Many mispronunciation errors and it damage the meaning of utterances.
	0-5	The pronunciation is very bad and cannot be understood at all
Grammar	21-25	No errors in using grammar.
	16-20	There are few mistakes in grammar used

<sup>22</sup> Ngadiso, "Evaluating...", p.246-252

Aspect	Score	Explanation
Grammar	11-15	and does not affect the meaning of the story.
	6-10	There are quite a lot of mistakes in grammar, but the meaning of the story can still be understood.
	0-5	There are many errors in grammar and meaning of the story is difficult to be understood.  There are so many errors in grammar and meaning of the story cannot be caught.
Vocabulary	21-25	No errors in using vocabulary.
	16-20	There are a few mistakes in vocabulary and does not affect the meaning of the story.
	11-15	There are quite a lot of mistakes in vocabulary, but the meaning of the story still be understood.
	6-10	There are many errors in vocabulary and meaning of the story is difficult to be understood.
Fluency	21-25	Speech is very smooth and the meaning of the story is clear and can be understood.

<b>Aspect</b>	<b>Score</b>	<b>Explanation</b>
Fluency	16-20	Speech is effortless smooth and the meaning of the story can easily be understood.
	11-15	Speech is occasionally hesitant but the meaning of the story can still be understood.
	6-10	Speech is frequently hesitant and jerky and the meaning of the story is difficult to be understood.
	0-5	Speech is too halting, sentences may be left uncompleted, and it is less meaning that cannot be understood.
Content	21-25	The content of the speech is relevant and lot of response to task set and the information given is much satisfying.
	16-20	The content of the speech is relevant and adequate to the task set and the information given is satisfying.
	11-15	The content of the speech is limited, relevant, and adequate to the task set and the information given is quite satisfying.
	6-10	The content of the speech is less relevant and adequate to the task set and the information given is less satisfying.

Aspect	Score	Explanation
	0-5	The content of the speech is irrelevant to the task set and the information given is not satisfying

## B. Concept of Role play

### 1. Definition of Role Play

Role play is giving students a suitable topic provides interest and subject matter for discussion, dividing them into groups improves the amount and quality of verbal interaction. Role play, though perhaps a little less important, can add a significant dimension to the standard discussion, and is today more and more widely used.<sup>23</sup>

According to Gower et-al, “A role play is when students take the part of a particular person: a costumer, a manager, a shop assistant, for example. As this person, they take part in a situation, acting out a conversation. It is unscripted, although general ideas about what they are going to say might be prepared beforehand. These might well come out of a text or a previous context”<sup>24</sup>

Role play is one of the Active learning techniques. Active learning is "a method of learning in which students are actively or experientially involved in the learning process and where there are

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<sup>23</sup> Penny Ur, *Discussions that Work: Task-Centered Fluency Practice*, (Cambridge: Cambridge University Press, 1981), p. 9

<sup>24</sup> Roger Gower, et-al, *Teaching Practice: A handbook for Teachers in Training*, (Oxford: Macmillan Education, 2005), p. 105

different levels of active learning, depending on student involvement. It is a model of instruction that focuses the responsibility of learning on learners. It was popularized in the 1990s by its appearance on the Association for the Study of Higher Education (ASHE) report. In this report they discuss a variety of methodologies for promoting "active learning". They cite literature which indicates that to learn, students must do more than just listen: They must read, write, discuss, or be engaged in solving problems. It relates to the three learning domains referred to as knowledge, skills and attitudes (KSA), and that this taxonomy of learning behaviours can be thought of as "the goals of the learning process". In particular, students must engage in such higher-order thinking tasks as analysis, synthesis, and evaluation. Active learning engages students in two aspects – doing things and thinking about the things they are doing.<sup>25</sup>

## 2. Reason for using Role Play

There are many reasons why teacher should use role play technique in teaching speaking as viewed by Nation and Thomas in Communication activities. Those are:

- a. Role play allows a wider range of language functions and language varieties to occur than would normally occur within a classroom.
- b. Role play allows exploration of cultural issues, in particular, appropriate ways to behave in certain situation such as when being offered food or drink.

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<sup>25</sup> Unknown, "Active Learning", in <https://en.wikipedia.org>, accessed on August 2, 2016

- c. Role play can add interest to an activities and by distributing roles can ensure participation in an activities.
- d. Role play can result in repetition of speaking activities by providing a change.<sup>26</sup>

Holt and Kysilka state that role play activities can be fun and lead to better learning. Because these activities are use a student-student interactional pattern, they help EFL learners to understand the importance of cooperation and to have an interest in learning.<sup>27</sup>

Ones affirmed that players have to take responsibilities of their role and maximize their outcome as much as they can in the situation in which they find themselves in order for a simulation to occur. Role play can engage and entire class, it can be fun, and it may result in better learning of language.<sup>28</sup>

### 3. Teaching using Role play

#### a. Types

In view of the persons taking an actor, Gillian explained that there are several types of role. The first is the roles which correspond to a real need in the students' lives. In this category, it involves such roles as doctors dealing with patients, or salesman

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<sup>26</sup> Nation I. S. P. and Thomas G. I., *Communication Activities* ,(Wellington: University of Wellington,1988), p.21

<sup>27</sup> Rahim Rahimy and Samaneh Safarpour, "The Effect of Using Role-Play on Iranian EFL Learners' Speaking Ability", *Asian Journal of Social Sciences and Humanities*, No.3, Vol. 1, (Oyama: Leena and Luna International, 2012), p. 50-59

<sup>28</sup> Rahim Rahimy and Samaneh Safarpour, "The Effect of Using Role-Play on Iranian EFL Learners' Speaking Ability", *Asian Journal of Social Sciences and Humanities*, No.3, Vol. 1, (Oyama: Leena and Luna International, 2012), p. 50-59

traveling abroad. The second type of role is the students play themselves in a variety of situations which may or may not have direct experience. The example which include in this category is a customer complaining or a passenger asking for information. The third type is the type that few students will ever experience directly themselves, but it is easy to play because the teachers have such vast indirect experience of them. The television journalist is a good example of this type and it is very useful kind of role taken from real life. The last type is fantasy roles, which are fictitious, imaginary, and possible even absurd.<sup>29</sup>

In case of role play activities, according to Donn Byrne, role play can be grouped into two forms, scripted and unscripted role play. In details, those types of role play activities described as follows:

#### 1) Scripted Role Play

This type involves interpreting either the textbook dialogue or reading text in the form of speech. The main function of the text after all is to convey the meaning of language items in a memorably way.<sup>30</sup>

#### 2) Unscripted Role Play

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<sup>29</sup> Gillian Porter Ladusse, *Role Play: Resources Books for Teacher Series*, (New York: Oxford University Press, 1995), p. 13

<sup>30</sup> Donn Byrne, *Teaching Oral English: Longman Handbooks for English Teacher*, (Singapore: Longman Group, 1986), p. 122-123

In contrast to scripted role play, the situations of unscripted role play do not depend on textbooks. It is known as a free role play or improvisation. The students themselves have to decide what language to use and how the conversation should develop. In order to do this activity, good preparation from teacher and students is really necessary.<sup>31</sup>

b. Procedures

Susan House explained that there are five procedures in using role play:

- 1) Students read and familiarize themselves with the (example) dialogue.
- 2) Divide the class in pairs, A and B, give A and B roles from the dialogues.
- 3) Let students act out their role play, not just say them but students should read it loudly.
- 4) Walk around correcting and checking.
- 5) Students swap roles and repeat, those whose finish first can be asked to make up their own role play, using different words to fill the gaps.<sup>32</sup>

The above procedures do not mean an exact to be used. It is flexible, teacher can create or develop

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<sup>31</sup> Donn Byrne, *Teaching...*, p. 122-123

<sup>32</sup> Susan House, *An Introduction to Teaching English to Children*, (London: Richmond Publishing, 1997), P. 23

procedures which is appropriate and suitable with his/her own class.

### C. Review of Related Studies

There are related theses belong to this research: the first researcher is Sari Irianti (206014000168) Faculty of Tarbiyah and Teachers' Training Syarif Hidayatullah State Islamic University (UIN) Jakarta has conducted a study "Using Role Play in Improving Students' Speaking Ability (A Classroom Action Research in the Second Year Students at VIII.1Class of SMP PGRI II Ciputat)".<sup>33</sup> The researcher found that role-playing activity can improve students' speaking ability showed by the score they get. Furthermore, from the students' response toward the teaching and learning activity during CAR, it is proved that the response of the students toward the teacher professionalism and their interest in learning speaking using role play technique is 75.00% and 78.57% that means it falls into the strong and very strong category. It can be concluded that the students like role play technique. Moreover, the observation checklist showed that the students seemed braver and more confident in speaking. It proven by their participation in the class conversations, discussions, perform in the front of the class, pronunciation, fluency and feeling confident about speaking.

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<sup>33</sup> Sari Irianti (206014000168) Faculty of Tarbiyah and Teachers' Training Syarif Hidayatullah State Islamic University (UIN) Jakarta "Using Role Play in Improving Students' Speaking Ability (A Classroom Action Research in the Second Year Students at VIII.1Class of SMP PGRI II Ciputat)", (Unpublish Paper, 2011).

The second researcher is M. Noor Afdillah A.A (109014000075) Faculty of Tarbiyah and Teachers' Training Syarif Hidayatullah State Islamic University (UIN) Jakarta has conducted a study "The Effectiveness of Role Play In Teaching Speaking (An Experimental Study for Eighth Grade of SMPN 244 North Jakarta)".<sup>34</sup> The researcher found that teaching speaking using role play technique is effective. It can be seen from the gained score that is obtained in the experimental class. The research shows the gained score obtained in the experimental class (208) is higher than control class (58). And the result of calculation of t-test shows that  $t_0$  is bigger than  $t_t$ ,  $t_0 = 7.49$  and  $t_t = 2.00$ . It means the writer hypothesis  $H_1$  (there is a significant difference in teaching speaking by using role play technique to the second year of SMP N 244, is accepted). This result has answered the research question that the use of role play in teaching speaking is quite effective. The use of role play makes the speaking and learning activity more enjoyable and interesting. It's because role play helps the shy students by providing an opportunity, where students with difficulty in conversation are liberated. In addition, it is fun and most students will agree that enjoyment leads to better learning. The use of role play makes the students more motivated in learning and easier to grasp the lesson.

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<sup>34</sup> M. Noor Afdillah A.A (109014000075) Faculty of Tarbiyah and Teachers' Training Syarif Hidayatullah State Islamic University (UIN) Jakarta "The Effectiveness of Role Play In Teaching Speaking (An Experimental Study for Eighth Grade of SMPN 244 North Jakarta)" (Unpublish Paper, 2015).