



**THE USE OF ROLE PLAY TECHNIQUE
IN TEACHING SPEAKING OF THE ELEVENTH GRADE STUDENTS
OF SMA N 1 JEKULO KUDUS
IN ACADEMIC YEAR 2013/2014**

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MURIA KUDUS UNIVERSITY
2014**



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2014**

MOTTO AND DEDICATION

MOTTO

: Today must be better than yesterday

Don't depend on the others but rely on yourself

DEDICATION

: This Skripsi is dedicated to:

- 1. Her beloved mother**
- 2. Her beloved father**
- 3. Her beloved brother and sister**
- 4. All of Her family**
- 5. All of her friends**



ADVISORS' APPROVAL

This is to certify that the Skripsi of Ika Dwianti (2010 32 033) has been approved by the skripsi advisors for further approval by the Examining Committee.

Kudus, June 2014

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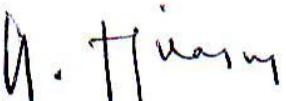
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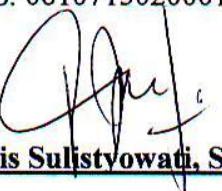
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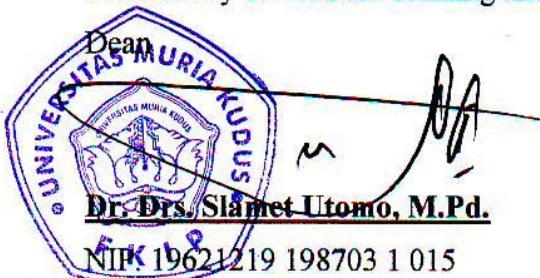

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The writer hopes that this skripsi will be useful for those especially who are in the field of education.



ABSTRACT

Dwianti, Ika. 2014. *The Use of Role Play Technique in Teaching Speaking of the Eleventh Grade Students of SMA N 1 Jekulo Kudus in Academic Year 2013/2014.* Skripsi. English Education Department, Teacher Training and Education Faculty, Muria Kudus University. Advisor: (1) Drs. Muh. Syafei, M.Pd., (2) Dra. Sri Endang Kusmaryati, M.Pd

Key Words: Teaching Speaking, Speaking Ability, Role Play Technique

The improvement of the students' English speaking ability can be reached if the teaching speaking uses the appropriate teaching technique and it is appropriate with the principles for teaching speaking. Role play is one of the appropriate teaching techniques to improve students' speaking ability in English. This technique is used to overcome the lack of students' self-confidence in speaking English. It is caused by the activities in the role play technique which require the students to prepare, practice and perform their role play with their groups. It makes the students more confidence to speak in English because they have prepared their conversation well. Role play technique also increases students' creativity in speaking English. It is caused by some activities in the role play technique. The students must look for the additional vocabulary based on the situation of their role cards. The students must create different conversation from the others.

This research has a purpose to find out whether there is a significant difference between the speaking ability of th eleventh grade students of SMA N 1 Jekulo Kudus in academic year 2013/2014 before and after being taught by using Role Play technique.

This is an experimental research. The writer uses one group. The population used is th eleventh grade students of SMA N 1 Jekulo Kudus in academic year 2013/2014 while the sample is class XI BAHASA. The material is narrative text. First, the writer gives pre test, and then gives treatments in four meetings, and the last is giving post test to find out the differences result in before and after being taught by using Role Play technique.

The result of the experiment shows that the mean of pre test is 54.38 by standard deviation is 6.30 and the mean of post test is 72.09 by standard deviation is 5.32. it was found t-observation is 5.70. in the level of significance 5% from degree of freedom (df) N-1 ($34-1 = 33$), and t-table (t_t) 2.04. In other word t-observation falls in the critical region. Therefore, it can be said that the null hypothesis is rejected, while the hypothesis of the research is confirmed. So, the result of the research is "there is a significant difference between the speaking ability of the eleventh grade students of SMA N 1 Jekulo Kudus in academic year 2013/2014 before and after being taught by using Role Play technique".

Based on the result of the research above, the writer suggests that the teachers should use interesting and appropriate technique in teaching and learning process. It is to make students active and feel enjoy in the class.

ABSTRAK

Dwianti, Ika. 2014. *Penggunaan Teknik Bermain Peran Dalam Mengajar Berbicara Murid Kelas Sebelas SMA N 1 Jekulo Kudus di Tahun Ajaran 2013/2014.* Skripsi. Program Studi Pendidikan Bahasa Inggris, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Muria Kudus. Dosen Pembimbing: (1) Drs. Muh.Syafei, M.Pd., (2) Dra. Sri EndangKusmaryati, M.Pd

Kata Kunci: Mengajar Berbicara, Kemampuan Berbicara, Teknik Bermain Peran

Peningkatan kemampuan berbicara bahasa inggris murid dapat ditingkatkan jika mengajar berbicara menggunakan teknik pengajaran yang tepat. Bermain peran adalah salah satu teknik pengajaran yang tepat untuk meningkatkan kemampuan berbicara bahasa inggris murid. Teknik ini digunakan untuk mengatasi kurangnya percaya diri pada murid dalam berbicara bahasa inggris. Itu disebabkan oleh aktivitas dalam teknik bermain peran yang mana murid memerlukan persiapan, praktik dan penampilan bermain perannya dengan kelompok mereka. Itu membuat murid lebih percaya diri untuk berbicara bahasa inggris karena mereka sudah mempersiapkan percakapan mereka dengan baik. Teknik bermain peran juga meningkatkan kreativitas murid dalam berbicara bahasa inggris. Itu disebabkan oleh beberapa aktivitas dalam teknik bermain peran. Murid harus mencari tambahan kosa kata berdasarkan situasi peran mereka. Murid harus menciptakan percakapan yang berbeda dari yang lain.

Penelitian ini mempunyai tujuan untuk mengetahui apakah ada perbedaan yang penting antara kemampuan berbicara murid kelas sebelas SMA N 1 Jekulo Kudus di tahun ajaran 2013/2014 sebelum dan sesudah diajar dengan menggunakan teknik bermain peran.

Ini adalah sebuah penelitian percobaan. Penulis menggunakan satu kelompok. Populasi yang digunakan adalah murid kelas sebelas SMA N 1 Jekulo Kudus di tahun ajaran 2013/2014 yang mana contohnya adalah kelas XI BAHASA. Materi yang digunakan adalah teks narrative. Yang pertama, penulis memberikan pre test, dan kemudian memberikan treatment selama empat pertemuan, dan yang terakhir memberikan post test untuk mengetahui hasil perbedaan kemampuan berbicara murid sebelum dan sesudah diajar dengan menggunakan teknik bermain peran.

Hasil dari percobaan menunjukkan bahwa rata-rata pre test adalah 54,38 dengan standar deviasi 6,30 dan rata-rata post test adalah 72,09 dengan standar deviasi 5,32. itu ditemukan t-observation adalah 5,70. dalam level of significance 5% dari degree of freedom (df) N-1 (34-1=33), dan t-table (t_t) 2,04. dalam kata lain t-observation jatuh pada daerah kritis. Oleh karena itu, dapat dikatakan bahwa the null hypothesis ditolak, sementara hipotesis peneliti diterima. Jadi, hasil penelitian ini adalah “ada perbedaan yang penting antara kemampuan berbicara murid kelas sebelas SMA N 1 Jekulo Kudus di tahun ajaran 2013/2014 sebelum dan sesudah diajar dengan menggunakan teknik bermain peran”.

Berdasarkan hasil penelitian di atas, penulis menyarankan bahwa guru harus menggunakan teknik yang menarik dan tepat dalam proses belajar mengajar. Itu untuk membuat murid aktif dan merasa enjoy di dalam kelas.

TABLE OF CONTENTS

COVER	i
LOGO	ii
TITLE	iii
MOTTO AND DEDICATION	iv
ADVISORS' APPROVAL	v
EXAMINERS' APPROVAL	vi
ACKNOWLEDGEMENT	vii
ABSTRACT	ix
ABSTRAKSI	x
TABLE OF CONTENTS	xi
LIST OF TABLES	xiv
LIST OF FIGURES	xv
LIST OF APPENDICES	xvi
LIST OF FORMULAS	xvii

CHAPTER I INTRODUCTION

1.1 Background of the Research	1
1.2 Statement of the Problem	4
1.3 Objective of the Research	4
1.4 Significance of the Research	4
1.5 Scope of the Research	5
1.6 Operational Definition	5

CHAPTER II REVIEW TO RELATED LITERATURE

2.1 Teaching English in SMA N 1 Jekulo Kudus.....	6
2.1.1 Curriculum of Teaching English in SMA N 1 Jekulo Kudus	7
2.1.2 Purpose of Teaching English in SMA N 1 Jekulo Kudus.....	8
2.2 Speaking as a Language Skill.....	8
2.2.1 Teaching Speaking	10
2.2.2 Activities to Promote Speaking.....	11

2.3	Role Play Technique.....	12
2.3.1	The Purpose of Role Play Technique.....	14
2.3.2	The Advantages and Disadvantages of Role Play Technique.....	15
2.4	Teaching Speaking by Using Role Play Technique.....	18
2.5	Review of Previous Research.....	21
2.6	Theoretical Framework.....	23
2.7	Hypothesis	24

CHAPTER III METHOD OF THE RESEARCH

3.1	Design of the Research	25
3.2	Population and Sample	26
3.3	Instrument of the Research	27
3.4	Technique of Collecting Data	30
3.5	Technique of Analyzing Data.....	31

CHAPTER IV FINDING OF THE RESEARCH

4.1	Research Finding	35
4.1.1	The Speaking Ability of the Eleventh Grade Students of SMA N 1 Jekulo Kudus in Academic Year 2013/2014 Before Being Taught by Using Role Play Technique	35
4.1.2	The Speaking Ability of the Eleventh Grade Students of SMA N 1 Jekulo Kudus in Academic Year 2013/2014 After Being Taught by Using Role Play Technique	38
4.1.3	The Significant Difference Between the Speaking Ability of the	

Eleventh Grade Students of SMA N 1 Jekulo Kudus in Academic Year 2013/2014 Before and After Being Taught by Using Role Play technique.....	41
4.2 Hypotheis Testing	41

CHAPTER V

5.1 Discussion	45
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CHAPTER VI CONCLUSION AND SUGGESTION

6.1 Conclusion	48
6.2 Suggestion	48

BIBLIOGRAPHY	50
---------------------------	----

APPENDICES	52
-------------------------	----

STATEMENT	108
------------------------	-----

CURRICULUM VITAE	109
-------------------------------	-----

LIST OF TABLES

Tables		Page
3.1	Table 3.1 Scoring Scale of Speaking ability	28
3.2	Table 3.2 The Criteria Score of Speaking Ability	30
4.1.a	The Speaking Ability of the Eleventh Grade Students of SMA N 1 Jekulo Kudus in Academic Year 2013/2014 Before being Taught by Using Role Play Technique.	36
4.1.b	The precentage of the Speaking Ability of the Eleventh Grade Students of SMA N 1 Jekulo Kudus in Academic Year 2013/2014 Before being Taught by Using Role Play Technique	36
4.2.a	The Speaking Ability of the Eleventh Grade Students of SMA N 1 Jekulo Kudus in Academic Year 2013/2014 After being Taught by Using Role Play Technique.....	38
4.2.b	The Precentage of the Speaking Ability of the Eleventh Grade Students of SMA N 1 Jekulo Kudus in Academic Year 2013/2014 After being Taught by Using Role Play Technique.....	39
4.3	The Summary of the Calculation of the Speaking Ability Result of the Eleventh Grade Students of SMA N 1 Jekulo Kudus in Academic Year 2013/2014.....	42

LIST OF FIGURES

Figures		Page
3.1 The Scheme of One Group Pretest-Posttest Design of Experimental.....		26
4.1 Chart of the Speaking Ability of the Eleventh Grade Students of SMA N 1 Jekulo Kudus in Academic Year 2013/2014 Before being Taught by Using Role Play Technique		37
4.2 Chart of the Speaking Ability of the Eleventh Grade Students of SMA N 1 Jekulo Kudus in Academic Year 2013/2014 After being Taught by Using Role Play Teaching.....		40
4.3 The Sampling Distribution of T-Test		44



LIST OF APPENDICES

Appendices	Page
1 Syllabus of the Eleventh Grade Students of SMA N 1 Jekulo Kudus in Academic Year 2013/2014	52
2 Lesson Plan to Teach Speaking of the Eleventh Grade Students of SMA N 1 Jekulo Kudus in Academic Year 2013/2014	58
3 Pre-test and Post-Test	92
4 The Students of XI BAHASA	94
5 The Score of Speaking Ability of the Eleventh Grade Students (XI BAHASA) of SMA N 1 Jekulo Kudus in Academic Year 2013/2014 before being Taught by Using Role Play technique	95
6 The Calculation of Mean and Standard Deviation of the Speaking Ability of the Eleventh Grade Students of SMA N 1 Jekulo Kudus in Academic Year 2013/2014 before being Taught by Using Role Play technique.....	98
7 The Score of Speaking Ability of the Eleventh Grade Students (XI BAHASA) of SMA N 1 Jekulo Kudus in Academic Year 2013/2014 after being Taught by Using Role Play technique	100
8 The Calculation of Mean and Standard Deviation of the Speaking Ability of the Eleventh Grade Students of SMA N 1 Jekulo Kudus in Academic Year 2013/2014 after being Taught by Using Role Play technique.....	103
9 The Calculation to Find Out T-Test	105

LIST OF FORMULAS

Formulas	Page
3.5 Mean (Average Score) Formula	31
3.5 Standard of Deviation Formula	32
3.5 Dependent Sample T-Test	34

