



**SPEAKING ABILITY OF THE FIFTH GRADE STUDENTS
OF SD N 4 WELAHAN JEPARA IN THE ACADEMIC YEAR 2013/2014
TAUGHT BY USING ROLE PLAY**

**By
AHMAD HARIYANTO
NIM 200832123**

**ENGLISH EDUCATION DEPARTMENT
TEACHER TRAINING AND EDUCATION FACULTY
MURIA KUDUS UNIVERSITY
2013**



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SKRIPSI

**Presented to the University of Muria Kudus
in Partial Fulfillment of the Requirements for Completing the Sarjana Program
in English Education**



**By
AHMAD HARIYANTO
NIM 200832123**

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2013**

MOTTO AND DEDICATION

- ☞ We have to live today by what truth you can get today and be ready tomorrow to call it falsehood ~William James
- ☞ Because of your smile you make life more beautiful



This research is dedicated to:

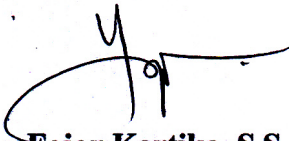
- ☞ Allah the Almighty
- ☞ His parents who bring him to get into this point and lead him until today
- ☞ His beloved wife
- ☞ All his best friends

ADVISORS' APPROVAL

This is to certify that the *Skripsi* of Ahmad Hariyanto (200832123) has been approved by the *skripsi* advisors for further approval by the Examining Committee.

Kudus, 9 September 2013

Advisor I



Fajar Kartika, S.S, M.Hum
NIS 0610701000001191

Advisor II



Titis Sulistyowati, S.S, M.Pd
NIP.19810402 200501 2 001

Acknowledged by
The Faculty of Teacher Training and Education
Dean,

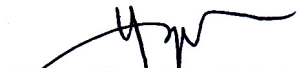
Dr. Slamet Utomo, M. Pd
NIP. 19621219 198703 1 001

EXAMINERS' APPROVAL

This is to certify that the *Skripsi* of Ahmad Hariyanto (200832123) has been approved by the examining committee as a requirement for the Sarjana Degree of English Education

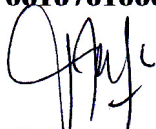
Kudus, 24 September 2013

Skripsi Examining Committee:



Fajar Kartika, S.S, M.Hum
NIS 0610701000001191

Chairperson



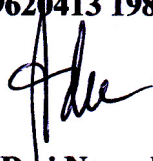
Titis Sulistyowati, S.S, M.Pd
NIP.19810402 200501 2 001

Member



Drs. Muh. Syafei, M.Pd.
NIP. 19620413 198803 1 002

Member



Agung Dwi Nurcahyo, S.S., M.Pd.
NIS. 061017013010001187

Member

Acknowledged by
The Dean of Teacher Training and Education Faculty

Dr. Slamet Utomo, M. Pd
NIP. 19621219 198703 1 001

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The Writer

ABSTRACT

Hariyanto, Ahmad. 2013. *Speaking Ability of the Fifth Grade Students of SD N 4 Welahan Jepara in the Academic Year 2013/2014 Taught by Using Role Play*. Skripsi. English Education Department. Teacher Training and Education Faculty. Muria Kudus University. Advisors: (1) Fajar Kartika, S.S., M.Hum. (2) Titis Sulistyowati, S.S., M.Pd.

Key words: Role Play, Speaking, Ability

English speaking ability is very important to be able to participate in the wider world of work. The speaking skill is measured in terms of the ability to carry out a conversation in the language. In learning speaking skill, the students often find some problems. The problem frequently found is that their native language causes them difficult to use the foreign language. Role play is one of an appropriate teaching technique in teaching speaking because it gives students an opportunity to practice communicating in different social contexts and in different social roles. In addition, it also allows students to be creative and to put themselves in another person's place for a while. Meanwhile, the fifth grade students of SD N 4 Welahan Jepara have problem to speak English. They are afraid to speak and they get bored soon in the teaching and learning process. The writer uses role play to be applied in teaching speaking for the fifth grade students of SD N 4 Welahan Jepara. For the reason above, the writer is interested to carry out a research entitled "*Speaking Ability of the Fifth Grade Students of SD N 4 Welahan Jepara in the Academic Year 2013/2014 Taught by Using Role Play*"

The purposes of the research is to find out whether or not there is any significant difference between the speaking ability of the fifth grade students of SD N 4 Welahan Jepara in the academic year 2013/2014 before and after by using role play

To answer the research questions, the writer uses an experimental design to apply role play in the teaching speaking. The writer takes one group pretest-posttest. The total number of sample is 40. He uses speaking test in form of role play as the instrument to gather the data of the students' speaking ability before and after taught by using role play.

Based on the data result, it can be summarized that: (i) the speaking ability of the fifth grade students of SD N 4 Welahan Jepara in the academic year 2013/2014 before being taught by using Role Play is categorized as sufficient. (Mean = 60, Standard Deviation =9) (ii) the speaking ability of the fifth grade students of SD N 4 Welahan Jepara in the academic year 2013/2014 after being taught by using Role Play is categorized as good. (Mean = 72.18, Standard Deviation =8.38) (iii) there is a significant difference between the speaking ability of the fifth grade students of SD N 4 Welahan Jepara in the academic year 2013/2014 before and after being taught by using Role Play. It can be seen on t-observation is higher than t-table ($t_o = 17.78 > t_t = 2.03$).

The suggestion of this research are: (i) the teacher should apply role play as an appropriate teaching technique to teach speaking (ii) The students should take part much in acting out role play to improve their speaking ability



ABSTRAKSI

Hariyanto, Ahmad. 2013. *Kemampuan Berbicara Siswa Kelas V SD N 4 Welahan Jepara Tahun Pelajaran 2013/2014 yang diajar Menggunakan Role Play*. Skripsi. Program Pendidikan Bahasa Inggris Fakultas Keguruan Dan Ilmu Pendidikan. Universitas Muria Kudus. Pembimbing: 1) Fajar Kartika, S.S., M.Hum. (2) Titis Sulistyowati, S.S., M.Pd.

Kata Kunci: Role Play, Berbicara, Kemampuan

Kemampuan berbicara bahasa Inggris sangat penting dalam berpartisipasi di dunia kerja yang lebih luas. Kemampuan berbicara diukur dalam istilah kemampuan untuk melakukan percakapan bahasa. Dalam mempelajari kemampuan berbicara, siswa sering menemukan beberapa masalah. Masalah yang sering ditemukan adalah penggunaan bahasa asli menyulitkan penggunaan bahasa asing. Role play adalah teknik mengajar yang tepat dalam mengajar berbicara karena ini memberikan kesempatan untuk berlatih berkomunikasi dalam konteks dan peran sosial yang berbeda. Selain itu, ini juga membuat siswa menjadi kreatif dan memerankan peran orang lain sementara waktu. Sementara itu, siswa kelas V SD N 4 Welahan Jepara memiliki kesulitan dalam berbicara bahasa Inggris. Mereka takut berbicara dan cepat bosan dalam proses belajar mengajar. Penulis menerapkan role play dalam mengajar berbicara siswa kelas V SD N 4 Welahan Jepara. Untuk alasan tersebut, penulis tertarik melakukan penelitian berjudul "*Kemampuan Berbicara Siswa Kelas V SD N 4 Welahan Jepara Tahun Pelajaran 2013/2014 yang diajar Menggunakan Role Play*"

Tujuan penelitian ini adalah: untuk menemukan apakah ada perbedaan yang signifikan antara kemampuan berbicara siswa kelas V SD N 4 Welahan Jepara tahun pelajaran 2013/2014 yang sebelum diajar dan sesudah diajar menggunakan Role Play.

Untuk menjawab rumusan masalah, penulis menggunakan desain experimental untuk menerapkan role play dalam mengajar berbicara. Penulis menggunakan satu kelompok pretest dan posttest. Jumlah sampel 40. Penulis menggunakan tes berbicara dalam bentuk role play sebagai instrumen untuk mengumpulkan data kemampuan berbicara siswa sebelum dan sesudah diajar menggunakan role play.

Berdasarkan hasil data, ini bisa disimpulkan bahwa (i) kemampuan berbicara siswa kelas V SD N 4 Welahan Jepara tahun pelajaran 2013/2014 sebelum diajar menggunakan role play dikategorikan "cukup" (rata-rata= 60 dan standar deviasi = 9) (ii) kemampuan berbicara siswa kelas V SD N 4 Welahan Jepara tahun pelajaran 2013/2014 sesudah diajar menggunakan role play dikategorikan "bagus" (rata-rata= 72.18 dan standar deviasi = 8.38) (iii) ada perbedaan yang signifikan antara kemampuan berbicara siswa kelas V SD N 4 Welahan Jepara tahun pelajaran 2013/2014 sebelum dan sesudah diajar menggunakan role play ($t_o=17.78 > t\text{-table}=2.03$)

Saran penelitian ini adalah: (i) guru seharusnya menerapkan role play sebagai teknik mengajar yang tepat untuk mengajar berbicara (ii) siswa seharusnya

berpartisipasi dalam memerankan role play untuk meningkatkan kemampuan berbicara mereka.



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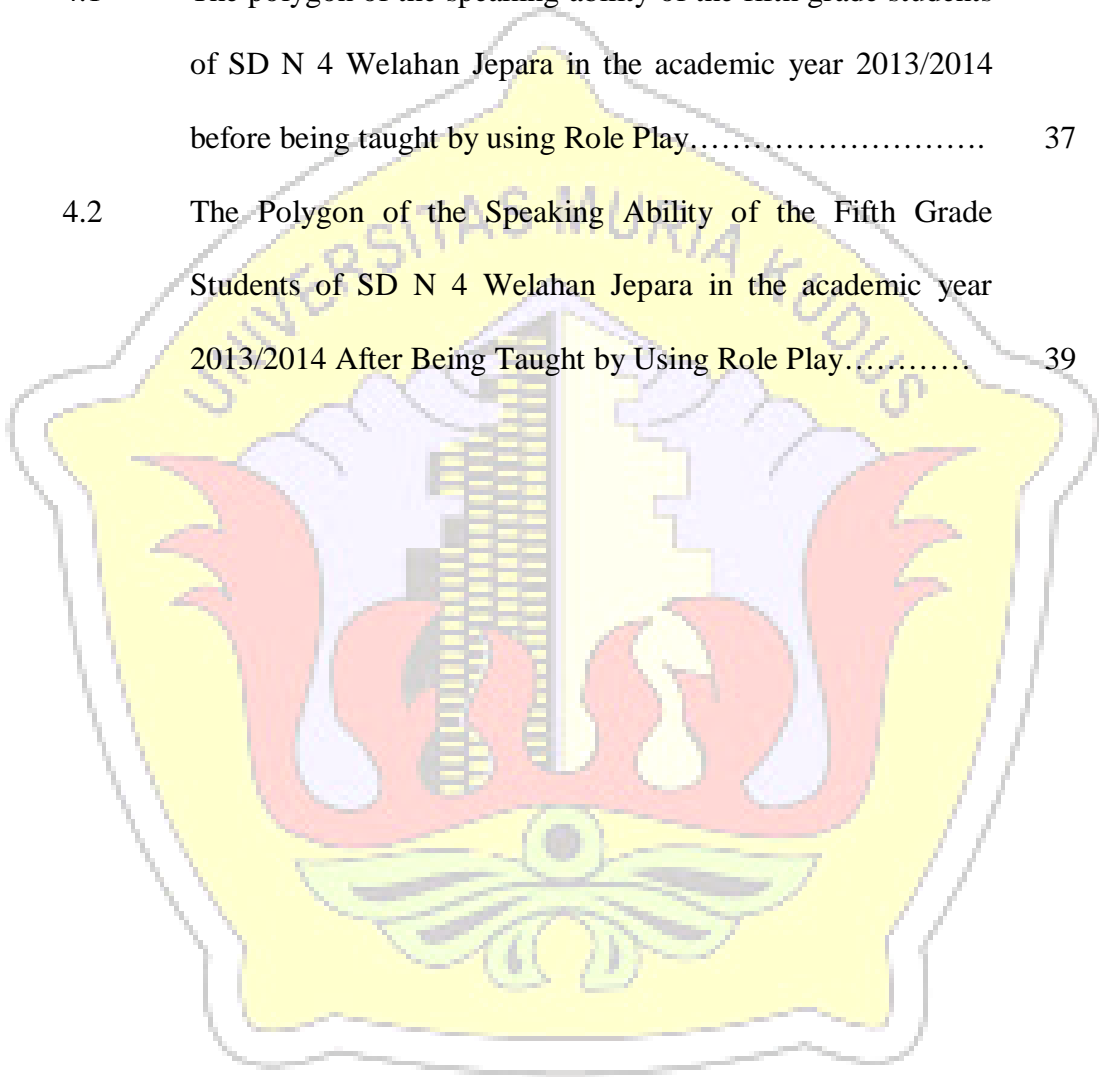
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