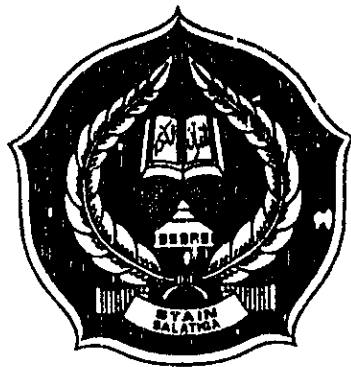


**THE EFFECTIVENESS OF ROLE PLAY METHOD TO IMPROVE
STUDENTS SPEAKING SKILL IN TRANSACTIONAL AND
INTERPERSONAL TEXT (An Experimental Research of the Tenth Grade
Students of MA Sultan Agung Blora in the Academic Year 2011/2012)**

GRADUATING PAPER

Submitted to the Board of Examiners as a Partial Fulfillment of the Requirements
for the Degree of *Sarjana Pendidikan Islam (S.Pd.I)*
in the English Department of Education Faculty
State Institute for Islamic Studies (STAIN) Salatiga



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**ENGLISH DEPARTMENT OF EDUCATION FACULTY
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SALATIGA

2012



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DECLARATION

In the name of Allah, the most gracious and merciful.

Hereby the writer declares a graduating paper entitled “**THE EFFECTIVENESS OF ROLE PLAY METHOD TO IMPROVE STUDENTS SPEAKING SKILL IN TRANSACTIONAL AND INTERPERSONAL TEXT (An Experimental Research of the Tenth Grade Students of MA Sultan Agung Blora in the Academic Year 2011/2012)**” that made by the writer herself. It is not written or has been published by other people. The things related to other people works are written in quotation and included in bibliography.

Salatiga, August 14th 2012

The writer

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ATTENTIVE COUNSELOR'S NOTE

Case: Ani Tsalisatul Mufidah's Graduating Paper

Salatiga, August 14th 2012

Dear:

The Rector of State Institute
for Islamic Studies Salatiga

Assalamu'alaikum Wr. Wb.

After reading and correcting Ani Tsalisatul Mufidah's graduating paper entitle **"THE EFFECTIVENESS OF ROLE PLAY METHOD TO IMPROVE STUDENTS SPEAKING SKILL IN TRANSACTIONAL AND INTERPERSONAL TEXT (An Experimental Research of the Tenth Grade Students of MA Sultan Agung Blora in the Academic Year 2011/2012)"**. I have decided and would like to propose that if it could be accepted by educational faculty, I hope it would be examined as soon as possible.

Wassalamu'alaikum Wr. Wb.

Consultant

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WRITTEN BY

ANI TSALISATUL MUFIDAH

NIM: 113 08 099

Has been brought to the board of examiners on September 26th 2012. And hereby considered to completely fulfilled the requirements of Degree of Sarjana Pendidikan Islam (S.Pd.I) in English and Education Department.

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Head : Benny Ridwan, M. Hum
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Salatiga, September 26th 2012
Rector of STAIN Salatiga

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Motto

You are never given a wish without also being given
the power to make it come true. You may have to
work for it, however. (Richard Bach)

DEDICATION

The writer dedicates this thesis for:

- ❖ Allah SWT, our first place to pray and ask helps every time. He is my beloved problem solver in everything.
- ❖ My beloved father (Mr. Sholihin) and mother (Mrs. Hikmah), who always give their materials, prays motivation and moral encouragement to finish her study.
- ❖ Thanks for my honorable consultant (Mr. Ruwandi M.A) who always guide and suggest me in accomplishing thesis.
- ❖ My beloved sister's and brother's (Mbk Inna, Mbk Ana, Nisa', Sana, Mazaa, Mas Lisin, and Mas Huda)
- ❖ My dearest, someone in my heart, (Mas yanto) thanks for your coming in my life, your love, motivation, support, prays, patience and attention to me.
- ❖ K.H Ihsanudin, and Ummi' Kamalah Ihsom, Thanks for their Islamic education.
- ❖ All my friends in Al-Hasan (Intauk, Idhut, Zhee, Neneng, Lilih, Ela, Nila, Yusa, Rini, Entt, Fitria, Fajria, Arlin, Dina, Hida) thanks for sweet memories in my life.
- ❖ My beloved friends (Rahma, Nisha, Ulil) thanks for her help, patience and care to support the writer.

ACKNOWLEDGEMENT

Assalamu'alaikum wr. Wb.

Alhamdulillah rabbil 'alamin, praise to Allah due to his protection, power, mercy and blessing which are given to the writer, she could complete this thesis entitled the *effectiveness Role Play Method to Improve Students Speaking Skill in Transactional and Interpersonal Text (An Experimental Research of the Tenth Grade of MA Sultan Agung Blora Academic Year 2011/2012)*. Secondly, thanks a lot to my prophet Muhammad, you are my way of life.

However, this research would not success without others. The writer would like to express special thanks for:

1. Mr. Dr. Imam Sutomo, M. Ag., the head of State Islamic Studies Institute (STAIN) Salatiga.
2. Mrs. Maslihatul Umami the head of English Department of STAIN Salatiga.
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6. All her friends in Yasinta Boarding house (Mbk ute',mbk Anis, mbk inun, mbk siba, mbk Susi, Ainur, Ela, Ugek, Lia) thanks for their kindness.
7. All her friends in Al-Hasan Islamic Boarding School, thanks for sweet memories. Her friends cannot be mention one by one.
8. All of her friends in English Department '08, the unforgettable memories and good luck to them.

Finally, the writer realizes that this thesis is imperfect and gladly accepts constructive critics and evaluation to make this thesis better.

Wassalamu'alaikum Wr.Wb.

Salatiga, 14 August, 2012

The writer

ANI TSALISATUL MUFIDAH

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ABSTRACT

Mufidah, Ani Tsalisatul. 2012 "THE EFFECTIVENESS OF ROLE PLAY METHOD TO IMPROVE STUDENTS SPEAKING SKILL IN TRANSACTIONAL AND INTERPERSONAL TEXT (An Experimental Research of the Tenth Grade Students of MA Sultan Agung Blora in the Academic Year 2011/2012)". Final Graduating Paper of English and Education Department State Institute for Islamic Studies (STAIN) Salatiga.

Keywords: Role Play, Speaking, Transactional and Interpersonal Text.

The aims of this research are to study about the effectiveness of role play method to improve students speaking skill in transactional and interpersonal text (an experimental research of the tenth grade students of MA Sultan Agung Blora in the academic year 2011/2012). The methodology of the study is experimental research. The objectives of the study are to find out the profile of speaking skill of experiment class of tenth year students of MA Sultan Agung Blora taught by role play, to find out the profile speaking skill of control class of tenth year students of MA Sultan Agung Blora who are not taught by role play, to find out the significance difference of the effectiveness of speaking skill taken from transactional and interpersonal text by role play. The writer compares two groups of sample and gives them pre-test before the treatment and post-test after the treatment. Based on the research, the calculation of mean who are not taught by role play is 60,3 and 60,7 before they get treatment; it means that there is no difference. And after the treatment, the means are 66,4 and 77,8. It means that there is an influence of the treatment. And the significance influence is shown by the calculation of t-test 0,15 which is lower than t-table before treatment, and 3,31 after the different treatment by level of significant 5% (2,76) and the differences are significant because students are more motivated in learning by using role play.

CHAPTER I

INTRODUCTION

A. Background of the Study

Everyday people communicate with each others, and in order to communicate propely they use language. By using language, they can express their ideas, feelings, and thoughts. It means that they use language as a means of communication. The use of language itself has played an important role in human life. Human communication fulfills many different goals at personal and social levels. We communicate information, ideas, beliefs, emotions, and attitudes to one another in our daily interactions by employing appropriate language forms and performing speech activites to ensure solidarity, harmony, and cooperation.

The important thing in communication is language, which is language used to transform the idea. When we send our nessage to others, we use language in order to be understandable. In this communication process, sender can receive and evalute feadback from the receiver. Sometimes when people communicate, the receiver gets the sender's idea. Often messages are interpreted differently for different people because the message may be misinterpreted. In conversation, we are free to turn talking between the speakers, ask question and change the topics, spoken interactions of commenting on immediate actions or events, or cassually moving from one topic to another. So we can say that conversation will be

some transformations of ideas and information. For the example the teacher asks the material for her/his students, and then they give response for the teacher. The form of the students' response as give a question about the material which is the students do not understood, conversation is emphasized on speaking.

Speaking is not simple because the speaker should also master several important of English aspects: pronunciation, grammar, vocabulary, fluency, and comprehension, in that case, teachers are supposed to be creative in developing their teaching learning process to create good atmosphere, improve the student's speaking skill, pay attention to the elements of speaking and make the English lesson more exciting. The target in speaking skill is the student can speak English fluently and interactively, but in teaching speaking usually the teacher cannot make the student active. The main problems in the tenth grade students of MA Sultan Agung are the students only hear what the teacher explained. It makes the students cannot apply their speaking ability in teaching learning activity. So, it is a challenge for the teacher to find a good technique in teaching speaking for the students, who the students can be active in teaching learning process.

There are many techniques applied in teaching English speaking skill such as role play, games, information gap, song, discussion, and simulation (Jeremy Harmer, 1984:124). These techniques could be implemented in any grade. Thus writer here tries to implement a good

teaching speaking technique using the role play technique. By implementing this technique, the writer wishes to give new experience in learning English and have a fun situation in the classroom.

To help students improve their speaking capability, the teacher of MA Sultan Agung Blora conducts conversation subject, to facilitate the students to express their idea in speaking activities. However, the students seem to be confused to express their idea using English, mainly because of their vocabulary mastery is poor, also lack of practice to foreign language in daily conversation. However, some language learners are usually a afraid to speak the target language. Most of their reasons are shy do not know what they should say. Actually, this could be caused of monotonous method that this teacher uses in the teaching learning process. This can cause boredom. This students are less attention and the worst result is the stagment skill witout important. One of the basic problems in teaching foreign language is to prepare students to be able to use the target language. Teaching is not an easy job, but it is a nessesary one, and can be very rewarding when me see our students proggress and know that the have helped to make it happen. Teacher should be creative an try to some alternative ways.

Based on the phenomena above, the writer tries to find the effective solution to improve the speaking mastery of the tenth year students of MA "Sultan Agung" Blora by employing role play as a method of teaching speaking. Role play is one of the techniques chosen for

teaching speaking. It is activity that asks the students to play characters based on the topics given in front of class. The objective in this activity is developing students' competence in learning speaking skill. Through this activity, the students are free to develop their imagination and speak up without considering it with a set of pattern. The reason why this research focuses on the role play it can give the students new atmosphere in conversation session.

The writer hopes by using transactional and interpersonal role play method for teaching speaking, students will be more motivated and more active in practicing their speaking so that they can speak fluently because based on the first visit of the writer on Tuesday the 15th 2012. The writer interviewed some of students of tenth grade of MA Sultan Agung Blora, then the writer found a problem faced by students of MA Sultan Agung Blora in the tenth grade was the students did not like speaking, they were afraid to speak in front of the class and the teacher teaching does not here variation.

All of the above explanations create inspiration to the writer to make an experimental research, because the writer wants to know how far the implementation of role play method can improve students speaking skill in transactional and interpersonal text of MA "SULTAN AGUNG" BLORA. Therefore, the writer makes an experimental research with the title "THE EFFECTIVENESS ROLE PLAY METHOD TO IMPROVE STUDENTS SPEAKING SKILL IN TRANSACTIONAL AND

INTERPERSONAL TEXT. (An Experimental Research of in the Tenth Grade of MA "Sultan Agung" Blora in the Academic Year 2011/2012).

B. Problem Statement

Based on the explanations above, the writer propose the statement of the problems as follows:

1. How far is the profile of speaking skill of experiment class of the tenth year students of MA Sultan Agung Blora taught by role play?
2. How far is the profile of speaking skill of control class of tenth year students of MA sultan Agung Blora who are not taught by role play?
3. How far is the significant differences of the effectiveness of students speaking skill taken from transactional and interpersonal text taught by role play?

C. The objective of the study

1. To find out the profile of speaking skill of experiment class of tenth year students of MA Sultan Agung Blora taught by role play.
2. To find out the profile speaking skill of control class of tenth year students of MA Sultan Agung Blora who are not taught by role play.

3. To find out the significant differences of the effectiveness of students speaking skill taken from transactional and interpersonal text taught by role play.

D. The Benefit of Study

There are some benefits of the research some of them are as follows:

1. Theoretically:

The findings will enrich:

- a. The English language teaching methodologies especially the role play strategies for other researchers to conduct further researches.

2. Practically:

- a. For the writer

The findings of the research can be used as a starting point in improving the writer's teaching ability.

- b. For the students

The findings of the research will improve the students speaking skill in transactional and interpersonal text.

- c. For the English teacher

It can give an objective description to the teacher on how to teach speaking to the students by using role play method.

E. Limitation of the Problem

1. The use of role play method in teaching speaking in the classroom
2. The students effective in learning speaking through role play method in teaching speaking skill especially in transactional and interpersonal text.

F. Definition of Key Terms

There are some key terms of this study, as follows:

1. Effectiveness

According to Horby, the effectiveness is having an effect; able to bring about the result intend. (A.S.Hornby: 1974)

2. Role play

Role Play is a way of bringing situations from real life into the classroom. When we do role play, we ask to students to imagine. They may imagine a role and situation (Adrian Doff, 1988; 232)

3. Speaking

Speaking is the process of building and sharing meaning through the use of verbal and non verbal symbols, in a variety of contexts (Chaney, 1998; 13)

Speaking to express or communicate opinions, feelings, ideas, etc, by or as talking and it involves the activities in the part of the speaker as psychological, psychological (articulator) and physical (acoustic) stages (Oxford Advanced Dictionary, p. 13).

4. Transactional text

The word transactional comes from transaction, which means an agreement, communication, or movement. It is carried out between separate entities or objects, often involving the exchange of items of value, such as information, goods, services and money.

5. Interpersonal text

Interpersonal communication is usually defined by communication scholars, in numerous ways, usually describing participants who are dependent upon one another and have a shared history. Communication channels, the conceptualization of media that carry messages from sender to receiver, take two distinct forms: direct and indirect.

G. Literature review

In this thesis, the writer takes review or relate with literature from the other thesis as comparison. The writer uses the other thesis and the title is "A COMPARATIVE ANALYSIS BETWEEN DIRECT METHOD AND AUDIO LINGUAL METHOD IN TEACHING SPEAKING (A CASE STUDY OF THE SECOND YEAR STUDENT OF MTS SUDIRMAN NGAMPIN IN THE YEAR 2003-2004)", which has researched By Istikomah, The Student of Islamic Studies Institute (STAIN) Salatiga. She has analyzed about the difference between direct

method and audio lingual method to use in speaking that there is a difference in the result of a teaching learning process between the students who are taught by direct method and by audio lingual method, and the alternative hypothesis is accepted because the t- test is higher than t-table. In addition teaching speaking using direct method, which is used in the experiment group gives a significant contribution to the students speaking ability. The second previous research was done by Tri Kukuluh and Arbeni (2010) the students of Islamic Studies Institute (STAIN) Salatiga entitled, "THE USE OF DRILLS TO IMPROVE STUDENTS SPEAKING ABILITY", her research she described the implementation of drills and strength and weakness of teaching speaking using drills. The present research also deals with applied role play method. So, it can be said that is quite different from the previous studies above.

H. The Outline of the Study

In This section, the writer is going to discuss some part of graduating paper's organization. In order to discuss such as chapter I, chapter II, chapter III, chapter IV, and chapter V. Chapter I present background of the study, statement of the problem, the objective and benefit of the study, limitation of the study, definition of key term, literature review, and outline of the study. Chapter II describes about literature framework which discussed definition of speaking, the definition of role play method, and some theories of speaking skill. Chapter III

methodology research. It consists of, research setting, research approach, research method, population and sample, sample technique, method of collecting data, data analysis, and statistical hypothesis. Chapter IV discusses about data analysis. It consists of data description and result of the research. Chapter V consists of conclusions and suggestions.

The last part is bibliography and appendix.

CHAPTER II

LITERATURE FRAMEWORK

A. Speaking

1. Definition of speaking

In language teaching learning, we often talk about four basic language skills, such as: listening, reading, speaking, and writing, in terms of their direction and modality. Modality refers to the medium of the language (whether it is aural/oral or written). Thus, speaking is the productive, oral skill. Speaking consists of producing systematic verbal utterances to convey meaning between two people or more. Speaking is an interactive process of constructing meaning that involves producing, receiving, and processing information and speaking is an interactive action in producing, receiving and processing utterances which have meaning to convey information (Bailey, 2005: 2).

According to Tarigan (1985: 26) states that speaking is the ability to pronounce articulations of sounds or words to express thought, ideas and feels. Speaking is a system of signs which is audible and visible using muscles of human being for the purpose of that ideas. So, speaking is only sound or word pronunciation. Speaking is a means to communicate the ideas that are arranged and developed with the listener's need. Speaking is an instrument which tells to the listener directly, is the listener or speaker understand or not in the speaking

materials. Is he can the confidence and adaption or not, when he pay attention and enthusiastic or not. (Mulgrave in Tarigan, 1985: 15)

According to Florez (1999: 1) speaking is an interactive process of constructing meaning that involves producing, and receiving and processing information. It is often spontaneous, open-ended and evolving.

According to Hornby (1995: 826) speaking is making use of words in an ordinary voice, uttering words, knowing and being able to use language: expressing one-self in words; making speech. While skill is the ability to do something well. Therefore the writer infers that speaking skill is the ability to make use of words or language to express oneself in an ordinary voice. In short, the speaking skills are the ability to perform the linguistics knowledge in actual communication. The ability functions to express one ideas, feeling, thought, and needs orally.

From the above definitions, the writer can conclude that speaking is expressing ideas, opinions, or feelings to others by using words or sounds of articulation in order to inform, to persuade, and to entertain that can be learn by using some teaching methodologies.

2. 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 or 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.

Speaking is such a fundamental human behavior that we don't stop to analyze it unless there is something noticeable about it. For example, if a person is experiencing a speech pathology (if a person stutters or if his speech is impaired due to a stroke or a head injury), we may realize that the speech is atypical. Likewise, if someone is a particularly effective or lucid speaker, we notice on a daily basis, however, are the myriad physical, mental, psychological, social, and cultural factors that must all work together when we speak. It is even a more impressive feat when we hear someone speaking effectively in a second or foreign language. (Bailey, 2005: 2).

a. What is Teaching Speaking?

What is meant by teaching speaking is to teach English language learners to:

- 1) Produce the English speech sounds and sounds patterns.
- 2) Use word and sentence stress, intonation patterns and the rhythm of the second language.
- 3) Select appropriate words and sentences according to the proper social setting, audience, situation and subject matter.
- 4) Organize their thoughts in a meaningful and logical sequence.
- 5) Use language as a means of expressing values and judgments.
- 6) Use the language quickly and confidently with few unnatural pauses, which is called fluency. (Nunan, 2003)

(<http://iteslj.org/Articles/Kayir-Teaching-speaking>).

b. How to Teach Speaking?

When teaching young learners we constantly have to keep in mind the fact that what we have in front of us is mixed class with varied abilities, expectations, motivation level, knowledge and last but not least, different learning styles. Thus, we need to vary our approaches and offer as much opportunity as possible to make the whole class find a little something to hold on to, expand and grow.

Young learners are like sponges, they soak up everything we say and how we say it. Thus clear and correct pronunciation is of vital importance, since young learners repeat exactly what they hear. What has been learned at an early stage is difficult to change later on. One rule that applied here is slowly and steadily through constant revision, and recycling. With the help of mixed activities, such as dialogues, choral revision, chants, songs, poems and rhymes, students speaking abilities grow, their pronunciation gets better and their awareness of the language improves. When applying the above-mentioned tools into the teaching practice, what should be kept in mind is that interaction is an important way of learning. Therefore, increased oral emphasis should be included in our teaching to give the students as much speaking time as possible. ([http://iteslj.org/Articles/Kayi-Teaching speaking](http://iteslj.org/Articles/Kayi-Teaching%20speaking)).

Now many linguistics and English as second language (ESL) teachers agree on that students learn to speak in the second language by “interacting”. Communicative language teaching and collaborative learning serve best for this aim. Communicative language teaching is based on real-life situation that require communication. By using this method in ESL classes, students will have the opportunity of communicating with each other in the target language. In brief, ESL teachers should create a classroom environment where students have the real-life communication,

authentic activities, and meaningful tasks promote oral language.

This can occur when students collaborate in group to achieve a goal or to complete a task.

3. Activities to Promote Speaking

There many activities to promote speaking. As Hayriye Kayi (2006) inferred from many linguistics on her article in the internet on Teaching English as A Second Language (TESL) Journal, there are thirteen activities to promote speaking, which are:

a. Discussion

After a content-based lesson, a discussion can be held for various reasons. The students may aim to arrive at a conclusion, share ideas about an event, or find solution in their discussion groups. Before the discussion, it is essential that the purpose of the discussion activity is set purpose, so that students do not spend their time chatting with each other about irrelevant things.

b. Role play

Students pretend they are in various social contexts and have a variety of social roles. In role-play activities, the teachers' gives information to the learners such as who they are and what they think or feel. Thus, the teacher can tell the student that "you are David, you go to the doctor and tell him what happened last night, and..." (Harmer, 1984).

c. Simulation

Simulations are very similar to role-plays but what makes simulations different than role plays is that they are more elaborate. In simulations, students can bring items to the class to create a realistic environment. For instance, if a student is acting as a singer, she brings a microphone to sing and so on.

d. Information Gap

In this activity, students are supposed to be working in pairs. One student will have the information that the other partner does not have and the partners will share their information. Information gap activities serve many purposes such as solving a problem or collecting information. Also, each partner plays an important role because the task cannot be completed if the partners do not provide the information the others need.

e. Brain Storming

On a given topic, students can produce ideas in a limited time. Depending on the context, either individual or group brainstorming is effective and learners generate ideas quickly and freely. The good characteristic of brainstorming is that the students are not criticized for their ideas so students will be open to sharing new ideas.

f. Storytelling

Students can be briefly summarized a tale or story they heard from somebody before hand or they may create their own stories to tell their classmates. Story telling fosters creative thinking. It also helps students express ideas in the format of beginning, development, and ending, including the characters and setting a story has to have.

g. Interviews

Students can conduct interviews on selected topics with various people. It is a good that the teacher provides a rubric to students so that they know what type of questions they can ask or what path to follow, but students should prepare their own interview questions. After interviews, each student can present his or her study to the class. Moreover, students can interview each other and “introduce” his or her partner to the class.

h. Story completion

For this activity, a teacher starts to tell a story, but after a few sentences he or she stops narrating. Then, each students starts to narrate from the point where the previous one stopped. Each student is supposed to add from four to ten sentences. Students can add new characters, events, descriptions and so on.

i. Reporting

Before coming to class, students are asked to read a newspaper or magazine and, in class, they report to their friends what they find as the most interesting news. Students can also talk about whether they have experienced anything worth telling their friends in their daily lives before class.

j. Playing Cards

In this game, students should form groups of four. Each suit will represent a topic. For instance: diamonds represent earning money, hearts represent love and relationship; spades represent an unforgettable memory, and card represent best teacher. Each student in a group will choose a card. Then each student will write 4-5 questions about that topic to ask the other people in the group. For example: if the topic diamonds earning money is selected, here are some possible questions: "is money important in your life? Why?" or "what is the easiest way of earning money?" or "what do to think about lottery?" Etc.

However, the teacher should state at the very beginning of the activity that students are not allowed to prepare yes-no questions, because by saying yes or no students get little practice in spoken language production. Rather, students ask open-ended questions to each other so that they replay in complete sentences.

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k. Picture Narrating

This activity is based on several sequential pictures. Students are asked to tell the story taking place in the sequential picture. By paying attention to the criteria provided by the teacher as a rubric. Rubrics can include the vocabulary or structures they need to use while narrating.

l. Picture Describing

For this activity students can form groups and each group is given a different picture. Students discuss the picture with their group, and then a spokes person for each group describes the picture to the whole class. This activity and imagination of the learners as well as their public speaking skills.

m. Find the Differences

For this activity students can work in pairs and each couple is given two different pictures, for example, picture of boys playing football and another picture of girls playing tennis. Students in pairs discuss the similarities and differences in the picture.

B. Role Play

1. Definition of Role Play

Role play is a structured experience in which learners get an opportunity to act out problems concerning human relations and human interactions before a group of learners and facilitators. Role play is a conscious attempt to examine the various roles played in actual life.

These parts people play are called "roles". A role is "a patterned sequence of feelings, words, and actions, it is a unique and accustomed manner of relating to others" (Chesler and Fox, 1996, pp. 5, 8).

In this case, Gillian Porter Ladousse illustrated that when students assume a 'Role', they play a part (either their own or somebody else's) in specific situation. 'Play' means that is taken on in a safe environment in which students are as an inventive playful as possible. (Gillian 1995: 5)

In defining role play, Donn Byrne (1986) comments that role play is a part of drama activity. In details, he described that there are three terms to cover the drama activities. They are mime (mimicry-memorization), role play and imitation. He distinguished the terms as follows:

- a. Mime, the participants perform action without using words (although as we shall see, this activity leads naturally on to talk).

- b. Role play, the participant interact either as themselves in imaginary situations.
- c. Simulation, this involves role play as defined above. However, for this activity the participants normally discuss a problem of some kind with some setting that has been defined for them. (Donn Byrne, 1986: 115)

Unless people are looking for them, it is sometimes hard to perceive consistencies and patterns in behavior. Roles can be assigned to children who appear to be so involved in the problem that they identify with a specific role, those who express an attitude that needs to be explored, or those who should learn to identify with the role or place themselves in another person's position. The Shaftels warn the teacher not to select children who would give "adult-oriented, socially acceptable" interpretations to the role, because such quick and superficial resolution of the problem dampens discussion and exploration of the basic issues (Shaftel and Shaftel, 1967, p. 67).

2. Types and procedure in using role play

A human being thinks, acts, and feels at the same time, but the three processes may not be congruent. The most effective way to communicate with or teach a person is to reach the totality, the thinking, feeling, and behaving parts of the individual. Experience in the training and development field has made it clear that learning the principles of human behavior has little value, unless it is supplemented

by affective understanding and skill practice is performing under competence supervision in an atmosphere that is free of serious risk to oneself or others.

Role play offers an opportunity to practice one's human relation skills in a life like setting, to experiment and try out new behavior without running the risk that such experimentation entails in real life. The repetition that is part of main role-play designs sharpens and reinforces the new insight, feelings, and behavioral skills. In addition, a properly planned role-play activity involves discussion and analysis of crucial issues (Pfeiffer, 1988: 5).

According to Blatner (1995), role play is a derivative of a sociodrama, is a method for exploring the issue involved in complex social situations. It may be used for the training of professionals or in classroom for the understanding of literature, history, and even science.

Role play is a methodology derived from socio drama that may be used to help students understand the more subtle aspects of literature, social studies, and even some aspects of science or mathematics. Further it can help them become more interested and involved, not only learning about the material, but learning also to integrate the knowledge in action, by addressing problems, exploring alternatives, and seeking novel and creative solutions. Role play is the best way to develop the skills of initiative communication, problem-solving, self-

awareness, and working cooperatively in teams, and these are above all certainly above the learning of mere facts, many if not most of which will be obsolete or irrelevant in a few years will help these young people be prepared for dealing with the challenges of the Twenty-First (Adam Blatner, in <http://role-play.org>).

In view of the persons taking an actor Gillian (1995:13) 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 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 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.

In case of role play activities, according to Salsabilatul Jannah (2011), role play can be grouped into two forms, scripted and unscripted role play. In details, those types of role play activities described as follows:

a. Scripted Role Play

This type involves interpreting either the text book 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.

b. Unscripted Role Play

In contrast of 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.

Students usually found the role play enjoyable. But students who lack-confidence or have a lower proficiency level may find them intimidating at first, to success with role plays prepare carefully. Introduce the activity by describe the situation and making sure that all of the students understand it.

a. Set a goal our out come

Be sure that students understand what the product of the role play, through a plan, a schedule, a group opinion, and some other product.

b. Use role card

Give each student a card that describes the person or role to be played for lower level student, the cards can include words or expressions that might be used.

c. Brainstorming

Before you start the role play have students brainstorm as a class to predict what vocabulary, grammar and idiomatic expressions they might use.

d. Keep small group

Less-confident students will feel more able to participate if they do not have to compete with many voices.

e. Give students time to prepare

Let them work individually to outline their ideas and the language they will need to express them. Be present as resource, not a monitor, stay in communicative mode to answer student's questions. Do not correct their pronunciation of grammar unless they specifically ask about it.

f. Allow student has individual language skill; an individual approach to working in groups and a specific role to play in the activity. Do not expect all students to contribute equally to the discussion or to use every grammar point teacher have thought.

g. Do tropical follow up

Have students report to the class on the outcome that they role plays.

3. The Advantages of Using Role play

Lori Jarvis (2002) says the educational advantages from using role-play in teaching include the following:

- a. It encourages individuals, while in role, to reflect upon their knowledge of subject. As such role-play is an excellent teaching method for reviewing material at the end of a course of study.
- b. Individuals are required to use appropriate concepts and arguments as defined by their role. As roles change, so might relevant concepts and arguments. Students may come, as a consequence, to appreciate more fully the relevance of diverse opinion, and where and how it is formed.
- c. Participation helps embed concepts. The importance of creating an active learning environment is well recognized if the objective is one of deep, rather than surface learning. Role-playing can make a valuable contribution in this process.
- d. It gives life and immediacy to academic material that can be largely descriptive and/or theoretical. It can encourage students to empathize with the position and feelings of others something that, in the normal process of teaching, is likely to be missed.

(<http://www.economics.itsn.ac.uk/advise/roleplay.htm/18/04/2002>)

Choosing role play as a teaching technique for students of senior high school is an alternative way to teach them English conversation. To teach the children English conversation, role play can be used as a means of improving their ability in speaking. It is based on simple conversation that will be played by the students through role play. Role play can motivate the students to act every conversation part by part and then they can understand what the conversation is, we know that students playing rather than studying, so to teach English conversation in my study. Roles can be assigned to children who appear to be so involved in the problem that they identify with a specific role, those who express an attitude that needs to be explored, or those who should learn to identify with the role or place themselves in another person's position. I used role play as a teaching technique because students could take the role of people based on the topic that was given.

Using a role play is fun and motivates students to learn English conversation easily because they can play and study. In role playing, students explore human relations problems by enacting problem situations and then discussing the enactments. Together, students can explore feeling, attitudes, values, and problem-solving strategies (Fannie and George Shafiel: 1967).

C. Theoretical Framework

From the discussion in underlying theory, the writer can describe the conclusion that teaching speaking skill using role play method is one techniques for teaching English to improve speaking skill. With using this method we can make students more active and braver to speak in English. It can also make the students able to act in different situations. Finally, it can improve students' speaking skill.

Role play can improve learners' speaking skill in any situation, and helps learners to interact. As for the shy learners, role play helps by providing a mask, where learners with difficulty in conversation are liberated. In addition, it is fun and most learners will agree that enjoyment leads to better learning.

Speaking is not simple because the speaker should also master several important of English; pronunciation, grammar, vocabulary, fluency, and comprehension. Therefore, students need method that can encourage and accept their motivation. Role play method is one of cooperative learning methods in which it can increase students' motivation to speaking skill. By using role play method, students are motivated to speak harder than before. In addition, it makes the students feel appreciated and valued, so they are free to show their ability. Teachers use the role play, acting out, and discussion that enable students to listen and to speak and also to work together in the certain condition.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Setting

1. Geographical Location

MA "Sultan Agung" Blora is an educational organization under *Yayasan Sultan Agung*. The location is at Jl. Sukolilo, Km 05 Ngawen-Blora, Kecamatan Ngawen, Kabupaten Blora. Which it one located with MTs Sultan Agung and Islamic boarding school Sultan Agung. This location was strategic because this is easy to reach from any direction. It is also conducive for teaching learning process. Several years ago, MA Sultan Agung has the name is Madrasah Aliyah Sultan Agung and it's organized by *Yayasan Sultan Agung*. The school occupies 7.040 M2.

An Islamic Senior High School is a public School which is characterized as Islamic School. It has functions and objectives as explained below:

- a. Religious teaching functions to shape Indonesia people to be faithful and god-fearing to God The only One, to have good moral behavior, able to keep peacefulness, able to keep the harmony of intern and inter-religions.
- b. Religious teaching is purposed to develop learner capability, understand, comprehend, and apply religious values which is match with science technology and art mastery.

2. The History of MA Sultan Agung Blora

In the beginning MA Sultan Agung Blora was (MASA) Madrasah Aliyah Sultan Agung was built in 1984. MA Sultan Agung is an educational organization under *yayasan Sultan Agung*. Which was change name become MA SA (Madrasah Sultan Agung) based on a letter of decision by the Fuctionary of YASA foundation, number No: 050/YASA/ V/ 1984 which lay down at Jl Sukolilo Km 05 Ngawen-Blora. MA sultan Agung Blora is a Islamic educational college, which teachers exact, social and religion sciences. As an educational college it has the same level as Senior High School, which teachers least 30% in its curriculum.

At this time MA Sultan Agung has 170 students, 6 classrooms and K.H. Ahmad Zahidi Ali Ridlo, SPd I as a Headmaster. In the educational processes MA Sultan Agung based on Islamic Education so every activities is related to Islam. Ma Sultan Agung has two program studies, they are:

- a. Social science.
- b. Natural science.

3. Time of the Research

This research was taken Islamic high school MA Sultan Agung Blora at Jl. Sukolilo 05 Ngawen Blora on April 15th - 17th 2012.

4. The Facilities

Facilities is important things to make easier and accclerate teaching and learning process. The facilities of MA Sultan Agung Blora, as follows:

Table 1.1

List of Facilities of MA Sultan Agung

No	Facilities	Total	Condition
1	Classroom	6 unit	Fine
2	Headmaster room	1 unit	Fine
3	Vice headmaster room	1 unit	Fine
4	Teacher room	1 unit	Fine
5	Administration room	1 unit	Fine
6	The school health department	1 unit	Fine
7	Library	1 unit	Fine
8	Students' toilet	2 unit	Fine
9	Teacher' toilet	2 unit	Fine
10	Mosque	1 unit	Fine
11	Field	1 unit	Fine
12	Computer	5 unit	Fine
13	Sport tools		Fine

5. The List of Teachers

There are 22 teachers in MA Sultan Agung Blora, Kabupaten Blora, and they have gotten a Sarjana Degree (SI). It's more detail about them, are listed bellows:

Table 1.2

The Teacher List of MA Sultan Agung

No	Teachers	Lesson
1	KH. Zahidi Ali Ridlo, S.pd.I	Arabic
2	Asnawi, BA	SKI and Fiqih
3	Yuntari, S.pd	Geography
4	Suwarni, S.pd	Chemical
5	Siti Sri Wahyuni, S.Ag	Qur'an Hadist
6	Mohammad khamim, S.pd	Aqidah Akhlaq
7	Lasman, S.pd	Healthy and Sport
8	Agus Budiarmo, S.Pd	Math
9	Zainal Arifin, S.Ag	Historical
10	Mar'atus Sholihah, S.Pd	English
11	Drs. H. mohammah Zaidi	Arabic
12	Rif'an Baidhowi, ST	K. TU
13	Sri Riyani, S.Pd.	Indonesian
14	Bagus Supriyanto, S.Pd.	Indonesian
15	Ahmad Ni'am S.pd.I	SKI
16	Danang Yuli S, S.Pd	Chemical
17	Sutriningsih, S.Pd	Art
18	Sugiyanto, S.Pd	Sociology
19	Dyan Novita Ratriani, S.Pd	physic
20	Ahmad Mukaromun, S.Pd.	Chemical
21	Muhamad Nur Fu'adi, S.pd I	Pancasila and Citizenship
22	Sugiarti, S.Pd I	English

Table 1.3

THE STAFF CONDITION OF MA SULTAN AGUNG BLORA

No	Name	Job Position
1	Ahmad Ni'am, S.pd I	Administration Staff
2	Ahmad Mukaromun, S.pd	Administration Staff
3	Sugiyanto, S.pd	Administration Staff
4	Kaerun	Gardener
5	Nasirin	Gardener

6. Data Respondents

Table 1.4

THE EXPERIMENTAL CLASS

No	Name of Students	NIS
1	Zulaikhah Istikaromah	2911
2	Suci Wulandari	2913
3	Sri Untari	2915
4	Diah Ellis Noviyanti	2918
5	Siti MuPikah	2925
6	Yayuk Purwanti	2926
7	Siti Usfutiyah	2930
8	Jumiah Kuswandari	2953
9	Siti Nur Nafisah	2956
10	Suwanti	2968
11	Siti Dewi Yulianti	2970
12	Rohmatul Farida	2982
13	Siti Arifah	2984
14	Kiki Widiawati	2994
15	Nur Arlida	2998
16	Istikomah	3002
17	Siti Kalina	3003
18	Jamilatun Nadziroh	3013
19	Jamilatun Nasikhah	3017
20	Nur Rosidah	3020
21	Siti Lailatul Istiqomah	3033
22	Siti Aliyah	3033
23	Nurul Bandriyah	3041
24	Siti Fitri Nur Mufidah	3046
25	Istiqomah Jannah	3052
26	Lestari	3055
27	Ratna Purniwati	3064
28	Siti Zumrotun	3068

Table 1.5

THE CONTROL CLASS

No	Name of Students	NIS
1	M. Rofiudin	2896
2	Ahmad Supriyanto	3094
3	Ahmad Choirul Ni'am	2884
4	Zainul Arifin	2899
5	Imam Arif Sukoco	2908
6	Nur Cholisi	2916
7	Rohmad Wicaksono	2917
8	Heri Gunawan	2922
9	Ahmad Miftahul Huda	2924
10	Mul.aror Ali	2935
11	Muhammad Tofurrahman	2942
12	M. Nova Adreyanto	2946
13	Sodikun	2948
14	Imam Arif	2960
15	M. Nurul Iwan	2961
16	Rudi Susanto	2962
17	Muhammad Najib	2991
18	M. Misbahul Munir	3005
19	Idang Maulana	3006
20	Mahfud Yusron	3008
21	Ahmad Ikhsan	3009
22	Samsul Ma'arif	3021
23	Muhammad Zainal	3031
24	Khotibul Uman	3037
25	Nabhan Ulin Ni'am	3948
26	Ahmad Misbahul Munir	3051
27	Ahmad Munir	3054
28	Sahid	3056

B. Research Approach

The writer uses quantitative approach as the primary approach in this research. The quantitative research isolates and defines variables and variable categories. These variables are linked together to frame hypothesis, often, before the data are then tested upon. The secondary approach is descriptive. Descriptive is describing how a technique of learning is applied and how the result wanted can be research. (Muklis, 2000: 57).

C. Research Method

This research is experiment research; the writer is going to describe the difference of two groups being different treatment. The Experimental class is the students that are taught by using role play method and control class is students that are taught by non role play method. After being treatment, there are tested to understand the difference in the use of method.

D. Research Design

To make the data in this research complete and clear, the writer describes the experiment group and the control groups as follows:

Table 1.6
Research Design

NO	Experiment Group	Control Group
1.	Teacher gave the students pre-test.	Teacher gave the students pre-test
2.	Calculating : - Mean - t-test	Calculating : - Mean - t-test

3.	Comparing 1. Mean - Pre-test (experiment group) - Pre-test (control group) 2. t-test - Post-test (experiment group) - Post-test (control group)	Comparing Mean - Pre-test (experiment group) - Pre-test (control group) t-test - Post-test (experiment group) - Post-test (control group)
4.	Teacher gave the students treatment (role play method).	Teacher gave the students treatment (oral drill method).
5.	Teacher gave the students post-test to evaluate them.	Teacher gave the students post-test to evaluate them.

E. Population of Sample

Suharsimi Arikunto said "population is all respondents of the research subject (Suharsimi Arikunto, 2010: 173). The population of this research is the tenth year students of MA "Sultan Agung" Blora the academic year 2011/2012. They are all the students of MA Sultan Agung Blora that consist of 170 Students. Sample is part of the representative of population that is observed (Suharsimi Arikunto, 2010: 174).

From the total population of 170 students, the writer takes 56 students it is consist of X 1 as experiment class consist of 28 students and X 2 consist of 28 students as control class at MA Sultan Agung Blora.

F. Technique of Sampling

The writer uses random sampling as a technique to take sample in this research. According to Sutrisno (1991: 222) says "A technique used to take sample is called sampling". The writer takes several students as the sample.

G. Method of Collecting Data

To carry out the research, a researcher has several techniques of collecting data. Then the technique of collecting data is called instrument. The instrument for collecting data can be questionnaire, observation, interview, documentation, test, etc. in this study the writer uses a test as the main method.

a. Test

1) Pre Test

As stated at the previous chapter, before conducting this experimental research, the writer gave a pre-test. The purpose was to know how far is the speaking skill of students before role playing is applied. The researcher asks the students one by one to stand in front of the class to read the dialogue which given by the researcher to know the speaking skills of the students before applying the role play method.

2) Post Test

In the last activity, the students did a post test. The teacher called the students in pairs to perform a role playing in front of the class and then gave the scores. The students performed the role playing that had been given in previous activities.

b. Documentation

Documentation is a number of data that present the verbal data such as correspondence, journal, memory report, and other which can be mutually responsible. (Sutrisno Hadi, 1991: 236).

H. Data Analysis

a. Descriptive Analysis

A descriptive technique is used to know the students behavior during the teaching learning process. In descriptive technique the writer will analyze the observation sheet which has been made her partner.

b. Statistical analysis

After collecting the data, the next step of the study was analyzing the data. The data were the result of test from pre-test and post-test. In analyzing the test scores, a statistical technique is use to find out the mean score of the students.

In the oral test, the writer used assessment scale for oral ability:

Table 1.7

THE ASSESSMENT SCALE OF ORAL ABILITY

Score	Description
60	The student is almost unintelligible, uses words wrongly, and shows no sign of any grammatical understanding.
65	The student is able to transmit only basic ideas using individual words rather than phrases or fuller pattern of discourse. Speech is very hesitant and the pronunciation makes intelligibility difficult.
70	The student transmits basic ideas in a fairly stilted way. Pronunciation is sometimes problematic and there are examples of grammatical and lexical misuse and gaps which impede communication on occasion.
75	The student transmits ideas moderately clearly. Speech is somewhat hesitant and there are frequent lapses in grammar and vocabulary use. Nevertheless, the student makes him/herself understood.
80	The student is intelligible, understands nearly everything at normal speed, although occasional repetition may be necessary.
85	The student speaks at a comfortable speed with only an occasional pause on upset. There are some problems of grammatical accuracy and some words are inappropriate used.

90	The student speaks fairly fluently, showing an ability to communicate ideas with not too much trouble. Occasionally makes grammatical and/ or word order errors which do not, however, obscure meaning.
95	The student speaks fluently with few obvious mistakes and a wide variety of lexis and expression. Pronunciation is almost always intelligible, and there is difficulty in communicating ideas.
100	The student has few traces of foreign accent. makes few noticeable errors of grammar or word order, use of vocabulary is virtually that of native speaker. He speaks quickly with few hesitations and appears to understand everything without difficulty.

In addition, the writer made the criteria of students speaking ability rate grouped into four categories, they are:

- a. Excellent = 91-100
- b. Very good = 81-90
- c. Good = 71-80
- d. Fair = 60-70

To analyze the data in this research, firstly the writer calculates the means of pre-test and post-test of the control and experiment class.

And then, the writer calculates the influence between speaking skill use role play and not uses role play.

To calculate the means of pre test and post test, the writer used the following formula:

- a. The mean of pre-test

Mean

$$M = \frac{\sum X}{N}$$

Explanation:

M = Mean of students' score

$\sum X$ = The sum of students' score

N = The total number of students

- b. The mean of post test

Mean

$$M = \frac{\sum X}{N}$$

Explanation:

M = Mean of students' score

$\sum X$ = The sum of students' score

N = The total number of students

c. Looking for t_0 by using the following formula:

$$t_0 = \frac{M_x - M_y}{\sqrt{\left(\frac{x^2 + xy^2}{N_x + N_y - 2}\right) \left(\frac{M_x + M_y}{N_x \times N_y}\right)}}$$

t = the result of t-test calculation

M_x = the average of experiment class score

M_y = the average of control score

N_x = the number of students of the experimental class

N_y = the number of students of the control class

I. Statistical Hypothesis

Based on the research method explained above, the writer for formulates the statistical hypothesis as follows, There is significant different of students in teaching speaking between students who are taught by using role play method and those who are not taught by using role play.

CHAPTER IV

DATA ANALYSIS

The writer collected the data from 56 students of the tenth grade students of MA Sultan Agung Blora 2011/2012. They consist of 28 students who taught learning process of English by using role play method and 28 students who did not teach using role play method.

To analyze the data in this research, firstly the writer calculates the means of pre-test and post-test of the control and experiment groups. And then the writer calculates the influence between use role play method to improve speaking skill and not use role play method. In the next step, the writer determined the table t – value for the significance of the research.

A. The Calculation of Test

1. The students score obtained through test.

Based on the description in the previous chapter the writer made scores of the students' in pre-test and post test. The result of the students was presented in the table as follows:

TABLE 1. 8
SCORE OF THE STUDENTS SPEAKING SKILL IN PRE-TEST

No	Respondent	X	X	X ²
1	R1	60	-0,7	0,49
2	R2	60	-0,7	0,49

3	R3	70	+9,3	86,49
4	R4	60	-0,7	0,49
5	R5	70	+9,3	86,49
6	R6	60	-0,7	0,49
7	R7	50	-10,7	114,49
8	R8	60	-0,7	0,49
9	R9	50	-10,7	114,49
10	R10	50	-10,7	114,49
11	R11	60	-0,7	0,49
12	R12	70	+9,3	86,49
13	R13	70	+9,3	86,49
14	R14	70	+9,3	86,49
15	R15	60	-0,7	0,49
16	R16	60	-0,7	0,49
17	R17	50	-10,7	114,49
18	R18	50	-10,7	114,49
19	R19	60	-0,7	0,49
20	R20	60	-0,7	0,49
21	R21	60	-0,7	0,49
22	R22	70	+9,3	86,49
23	R23	50	-10,7	114,49
24	R24	60	-0,7	0,49
25	R25	70	+9,3	86,49
26	R26	60	-0,7	0,49
27	R27	60	-0,7	0,49
28	R28	70	+9,3	86,49
	N=28	$\sum X = 1700$		$\sum x^2 =$ 1385,72

a. Mean of pre-test (experiment group)

$$\begin{aligned} Mx &= \frac{\sum x}{N} \\ &= \frac{1700}{28} \\ &= 60,7 \end{aligned}$$

TABLE 1. 9
SCORE OF THE STUDENTS SPEAKING SKILL IN POST-TEST

No	Respondent	X	X	x ²
1	R1	70	-6,4	40,96
2	R2	80	+3,6	12,96
3	R3	90	+13,6	184,96
4	R4	70	-6,4	40,96
5	R5	90	+13,6	184,96
6	R6	70	-6,4	40,96
7	R7	70	-6,4	40,96
8	R8	80	+3,6	12,96
9	R9	80	+3,6	12,96
10	R10	70	-6,4	40,96
11	R11	80	+3,6	12,96
12	R12	80	+3,6	12,96
13	R13	80	+3,6	12,96
14	R14	90	+13,6	184,96
15	R15	70	-6,4	40,96

16	R16	70	-6,4	40,96
17	R17	70	-6,4	40,96
18	R18	80	+3,6	12,96
19	R19	70	-6,4	40,96
20	R20	70	-6,4	40,96
21	R21	70	-6,4	40,96
22	R22	70	-6,4	40,96
23	R23	80	+3,6	12,96
24	R24	80	+3,6	12,96
25	R25	90	+13,6	184,96
26	R26	70	-6,4	40,96
27	R27	70	-6,4	40,96
28	R28	80	+3,6	12,96
	N=28	$\sum X = 2140$		$\sum x^2 =$ 1442,88

b. Mean of post-test (experiment group)

$$M_x = \frac{\sum x}{N}$$

$$= \frac{2140}{28}$$

$$= 76,4$$

- Mean of pre-test = 60,7
- Mean of post-test = 76,4
- Mean of pre-test < than post-test
- There is improvement of speaking skill who taught using role play between pre-test (before the treatment) and the post test (after treatment).

TABLE 1.10
SCORE OF THE STUDENTS SPEAKING SKILL IN PRE-TEST

No	Respondent	Y	Y	y ²
1	R1	60	-0,3	0,09
2	R2	60	-0,3	0,09
3	R3	50	-10,3	106,09
4	R4	60	-0,3	0,09
5	R5	60	-0,3	0,09
6	R6	60	-0,3	0,09
7	R7	70	+9,7	94,09
8	R8	60	-0,3	0,09
9	R9	60	-0,3	0,09
10	R10	50	-10,3	106,09
11	R11	60	-0,3	0,09
12	R12	60	-0,3	0,09
13	R13	60	-0,3	0,09
14	R14	60	-0,3	0,09
15	R15	50	-10,3	106,09
16	R16	50	-10,3	106,09
17	R17	60	-0,3	0,09
18	R18	60	-0,3	0,09
19	R19	60	-0,3	0,09
20	R20	70	+9,7	94,09
21	R21	60	-0,3	0,09
22	R22	70	+9,7	94,09
23	R23	70	+9,7	94,09
24	R24	60	-0,3	0,09
25	R25	60	-0,3	0,09

26	R26	60	-0,3	0,09
27	R27	70	+9,7	94,09
28	R28	60	-0,3	0,09
	N=28	$\sum X = 1690$		$\sum y^2 = 896,52$

a. Mean of pre-test (control group)

$$\begin{aligned}
 MY &= \frac{\sum Y}{NY} \\
 &= \frac{1690}{28} \\
 &= 60,3
 \end{aligned}$$

TABLE 1.11
**SCORE OF THE STUDENTS SPEAKING SKILL IN POST-
TEST**

N)	Respondent	Y	Y	y^2
1	R1	70	+3,6	12,96
2	R2	60	-6,4	40,96
3	R3	60	-6,4	40,96
4	R4	70	+3,6	12,96
5	R5	70	+3,6	12,96
6	R6	60	-6,4	40,96
7	R7	80	+13,6	184,96
8	R8	70	+3,6	12,96
9	R9	60	-6,4	40,96

10	R10	60	-6,4	40,96
11	R11	60	-6,4	40,96
12	R12	70	+3,6	12,96
13	R13	70	+3,6	12,96
14	R14	70	+3,6	12,96
15	R15	60	-6,4	40,96
16	R16	60	-6,4	40,96
17	R17	60	-6,4	40,96
18	R18	60	-6,4	40,96
19	R19	60	-6,4	40,96
20	R20	80	+13,6	184,96
21	R21	80	+13,6	184,96
22	R22	70	+3,6	12,96
23	R23	70	+3,6	12,96
24	R24	60	-6,4	40,96
25	R25	60	-6,4	40,96
26	R26	70	+3,6	12,96
27	R27	60	-6,4	40,96
28	R28	60	-6,4	40,96
	N=28	$\sum X = 1860$		$\sum Y^2 =$ 1298,88

b. Mean of post-test (control group)

$$\begin{aligned}
 MY &= \frac{\sum Y}{NY} \\
 &= \frac{1860}{28} \\
 &= 66,4
 \end{aligned}$$

- Mean of pre-test = 60,3
- Mean of post-test = 66,4
- Mean of pre-test < than post-test
- There is improvement of speaking skill who not taught using role play method between pre-test (before the treatment) and the post test (after treatment).

2. T-test Calculation

- Mean Pre-test (experiment group) between Pre-test (control group).

From the data above, the teacher calculated pre-test (experiment group) and pre-test (control group).

$$t_0 = \frac{Mx - My}{\sqrt{\left(\frac{x^2 + xy^2}{Nx + Ny - 2}\right) \left(\frac{MX + MY}{NX \times NY}\right)}}$$

$$t_0 = \frac{60,7 - 60,3}{\sqrt{\left(\frac{1385,72 + 896,52}{23 + 28 - 2}\right) \left(\frac{60,7 + 60,3}{28 \times 28}\right)}}$$

$$= \frac{0,4}{\sqrt{\left(\frac{2282,84}{54}\right) \left(\frac{121}{784}\right)}}$$

$$= \frac{0,4}{\sqrt{(42,2)(0,15)}}$$

$$= \frac{0,4}{\sqrt{6,33}}$$

$$= \frac{0,4}{2,52}$$

$$= 0,15$$

The result of the test above is 0,15. Thus compared with the score of the t- table. The table with 5% of unsignificance and the degree of the freedom 28 shows 2,76. Thus t-test is higher the t-table.

- b. Mean Post-test (exjeriment group) between Post-test (control group)

From the data above. the teacher calculated post-test (experiment group) and post-test (control group).

$$t_0 = \frac{Mx - My}{\sqrt{\left(\frac{x^2 + xy^2}{Nx + Ny - 2}\right) \left(\frac{MX + MY}{NX \times NY}\right)}}$$

$$t_0 = \frac{76,4 - 66,4}{\sqrt{\left(\frac{1442,88 + 1298,88}{28 + 28 - 2}\right) \left(\frac{76,4 + 66,4}{28 \times 28}\right)}}$$

$$= \frac{10}{\sqrt{\left(\frac{2741,76}{54}\right) \left(\frac{142,8}{784}\right)}}$$

$$\begin{aligned}
&= \frac{10}{\sqrt{(50,7)(0,18)}} \\
&= \frac{10}{\sqrt{9,12}} \\
&= \frac{10}{3,02} \\
&= 3,31
\end{aligned}$$

The result of the t-test above is 3,31. Then it is compared with the score of the t-table. The table with 5% of significance and the degree of the freedom 28 shows 2,76. Thus t-test is higher than t-table, so the test is valid.

B. Discussion

The result of the pre-test in this study shows that there is no difference of to improve students speaking skill between experiment and control groups before both the groups were given difference method in teaching learning speaking. The mean of control in the pre-test is 60,3 and the experiment group is 60,7. It shows that there is no difference between those methods. Then there is also no significant difference of the two methods because of the t-test of those groups is lower than the score of the t-table.

Then, the score of the post-test from both of the group is 66,4 (control group) and 77,8 (experiment group). Based on the explanation

above, the writer concludes that the speaking skill taught by role play is better than that the speaking skill who are not taught by role play.

The score of t-test is and 0,15 and then, this is verified with t-table with the level of significance 5%. The score is 3,31 Thus t-test is nigher than t-table.

Since to score obtained from the result of calculating, the alternative hypothesis (H_a) is accepted and the null hypothesis (H_o) is rejected.

1. If the result of t observation is higher that t-table ($t_o > t_t$), the null hypothesis (H_o) is rejected and alternative hypothesis (H_a) is accepted. It means that there is significance different between variable X and variable Y.
2. If the result of t observation is lower than t table ($t_o < t_t$), the null hypothesis (H_o) is accepted and alternative hypothesis (H_a) is rejected. It means that there is no significance difference between variable X and Y.

Based on the result of the data analysis, it is proven that students' score of speaking taught by using role play is better. It means that the use of role play in teaching speaking is quite effective. Another reason based on the students' responses is because most students find that role play is enjoyable. This reason leads to better attention in learning and simulate them to participate in role play activities.

But the problem that they faced mostly is lack of confidence and lack of vocabulary. In the early stages of the role play the students were uncomfortable and uncertain. This led to initial lapses of silence. But soon they began helping one another to decide who should speak. Towards the end, their shyness left them and they began prompting each other with ideas.

CHAPTER V

CLOSURE

A. Conclusion

Based on the previous data analysis the writer concludes of this graduating paper as follows:

1. In this study, score of the mean pre test is 60,7 and post test is 77,8 of experiment group that is taught by role play method is higher than the score of control group that is who are not taught by role play. So, the groups that are taught by difference method (role play and oral drill).
2. In this study, score of the mean pre test is 60,3 and post test is 66,4 of control group that is who are not taught by role play method is lower than the score of experiment group that is taught by role play method.
3. The score of the mean pre test (experiment group) between pre test (control group) of the test is 0,15. Thus compared with the score of the t-table. The table with 5% of no significance and the degree of the freedom is lower than t-table. And then the score of the mean post test (experiment group) between post test (control group) of the test 3,31. Thus compared with the compared with the score of the table. The table with 5% of significance and the degree of the freedom is higher than t-table. So, the significance difference of the

effectiveness of students speaking skill in transactional and interpersonal text taught by role play.

B. Suggestion

At the end of this chapter, the writer would like to propose some suggestions which hopefully would be useful for the English teachers and students.

1. For the English Teacher

- a. The teacher should choose the materials that are appropriate and not too difficult for the students.
- b. Before assigning the role play to the students, the teacher should make sure that the students have fully understood and have the information they need.
- c. The English teacher should keep control the students' activities.
- d. The English teacher should present the language in an enjoyable, relaxed and understandable way.

2. For the Students

- a. The students are hoped not be shy in acting out their role.
- b. The students are hoped to be active and creative in enriching their vocabularies.
- c. The students' are hoped to use English when they practice role play activities although it is hard for them.
- d. The students' should take part much in acting out role play

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APPENDIX

**RENCANA PELAKSANAAN PEMBELAJARAN
(R P P)**

Mata Pelajaran	: BAHASA INGGRIS
Kelas/Semester	: X
Standar Kompetensi	: Berkomunikasi dengan Bahasa Inggris setara Level Novice.
Kompetensi Dasar	: Memahami ungkapan-ungkapan dasar pada interaksi sosial. untuk kepentingan kehidupan.

Indikator

- Memahami berbagai macam ungkapan handling guests.

I. Tujuan Pembelajaran :

- Siswa dapat mengetahui berbagai ungkapan handling guests.
- Siswa dapat mempraktekan berbagai ungkapan handling guests.

II. Materi Pembelajaran :

The expressions often used in handling guests

In an office

Greeting (Good morning/afternoon/evening)

What can I do for you, Sir/Madam?

Could I take your name, please?

Just a moment, I'll see if Mr./Mrs. . . . is free /available?

Have a set, please?

Would you like something to drink?

I'm sorry, Sir/Ma'am, Mr. ? Mrs. . . . is not in.

Would you like to leave a message.

In a hotel

Welcome to our hotel

Hope you enjoy your stay

Have a nice rest, Sir/Ma'am

Would you like some help with your luggage?

Here is your key

Please, check your bill.

In a restaurant

Welcome to our restaurant

May I take your order, please?

Are you ready to order, Sir/Ma'am?

Hope you enjoy the food.

In a shop

Can I help you?

May I help you?

Which one fixes you?

Which one do you like?

III. Metode Pembelajaran :

Three-Phase Technique/Role Play

IV. Langkah-langkah Pembelajaran

Pertemuan 1

NO.	KEGIATAN PEMBELAJARAN	ALOKASI WAKTU
1.	<p>Kegiatan Awal :</p> <ul style="list-style-type: none">a. Do'a, salam pembuka dan mendata kehadiran siswab. Memberi pre-testc. Guru menjelaskan metode role play.d. Memotivasi siswa dengan memberi pertanyaan tentang ungkapan handling guest dan responnya.	10 menit
2.	<p>Kegiatan Inti:</p> <p>EXPLORASI</p> <ul style="list-style-type: none">a. Siswa mendengarkan penjelasan guru tentang handling guests dan responnya.b. Melalui LKS, guru menjelaskan lebih lanjut tentang handling guests. <p>ELABORASI</p> <ul style="list-style-type: none">c. Guru mengadakan tanya jawab, siswa diajak untuk aktif bertanya.d. Guru member latihan tentang materi yang telah di sampaikan. <p>KONFIRMASI</p> <ul style="list-style-type: none">e. Siswa menyimpulkan ungkapan handling guests.f. Guru melakukan tanya jawab tentang materi yang telah di berikan.	120 menit

3.	Kegiatan Akhir : a. Guru tanya jawab dengan siswa. b. Guru memberikan penguatan materi handling guests. c. Guru memberikan tugas kepada siswa untuk melengkapi kalimat rumpang tentang handling gues	5 menit
----	--	---------

V. Alat/Bahan/Sumber Pembelajaran :

1. Buku Lembar Kerja Siswa (LKS) Bahasa Inggris semester ganjil, Penerbit Seti Aji.

Contoh Soal:

Make dialogues based on the following situations

1. You are the receptionist of a famous company. You receive a guest. His name is Mr. Gunawan. He would like to meet Mr. Fadhil, your boss. Unfortunately, Mr. Fadhil is conducting a meeting with the stock holders.

You : Good morning, Sir, what can I do for you?
Mr. Gunawan :
You : Have you made an appointment yet?
Mr. Gunawan :
You : May I know your name please?
Mr. Gunawan :

You : Well, Mr. Gunawan, I'd like to tell you that Mr. Fadhil is still conducting a meeting. The meeting will be over more or less in ten minutes.
Would you like to wait or come back later.
Mr. Gunawan :
You : Have a seat, please, enjoy yourself.
Mr. Gunawan :
2. You pretend to be a hotel guest. Your friend will be the receptionist. You'd like to stay in the hotel for two night.

Receptionist :
You : I'd like to reserve a room, please.
Receptionist :
You : (tell your name and spell it)
Receptionist :
You : I'd like to have a suit room and if possible near the back garden.
Receptionist :
You : How much is the rate per night?
Receptionist :
You : Does it include breakfast?
Receptionist :

You : OK, I'll take it.
Receptionist :
You : Sure, and I check out the day after tomorrow.
Receptionist :
You : Thank you.

3. You don't feel well. You are suffered from a sore throat and headache. You are visiting the doctor.

Assistant : May I help you?
You :
Assistant : Please have a seat. The doctor will be a minute.
You :
Doctor : What can I do for you?
You :
Doctor : What's the matter?
You : I have a headache and sore throat.
Doctor : Well, it looks you've got the flue. You should stay in bed for a few days and rest.
You :
Doctor : You can take some aspirin.
You :

Answer:

1.
 - a. I want to see Mr. Fadhil.
 - b. No, I haven't/ Yes, I have.
 - c. My name is Mr. Gunawan.
 - d. I would wait.
 - e. Thank you .
2.
 - a. What can I do for you, Sir?
 - b. Could I take your name?
 - c. Double or single room?
 - d. Anything else, Sir?
 - e. And then?
 - f. US \$ 115.
 - g. Yes it does.
 - h. Just it, Sir?
 - i. OK, Sir.
3.
 - a. Yes, I would to see doctor, please.
 - b. Thank you
 - c. I feel not good
 - d. I have a headache and sore throat.
 - e. What medicine must be I drink?
 - f. Thank You.

Pedoman Penilaian

- :
1. Tiap jawaban benar bernilai 10
 2. Jumlah skor maksimal 100
 3. Nilai maksimal = 100
 4. Nilai siswa = $\frac{\text{Skor perolehan}}{\text{Skor maksimal}} \times 100$

Rubrik Penilaian

:

Uraian	Skor
Setiap jawaban yang benar	10
Setiap jawaban yang mendekati benar	0
Setiap jawaban yang salah/tidak dijawab	0

Salatiga, 16 April 2012

Guru bahasa Inggris

Peneliti

Sugiarti, S.pd I
NIP /NIK :

Ani Tsalisatu Mufidah
Nim 11308099

Appendix I

(At the coffee shop).

You are the receptionist of a famous company. You receive a guest. His name is Mr. Gunawan. He would like to meet Mr. Fadhil, your boss. Unfortunately, Mr. Fadhil is conducting a meeting with the stock holders.

You : Good morning, Sir, what can I do for you?

Mr. Gunawan : I want to see Mr. Fadhil

You : Have you made an appointment yet?

Mr. Gunawan : Yes, I have

You : May I know your name, please?

Mr. Gunawan : My name is Mr. Gunawan

You : Well, Mr. Gunawan, I would like to tell you that Mr. Fadhil is still conducting a meeting. The meeting will be over more or less in ten minutes. Would you like to wait or come back later.

Mr. Gunawan : I would wait

You : Have a seat, please, enjoy yourself.

Mr. Gunawan : Thank you

(At the hospital)

You don't feel well. You are suffering from a sore throat and headache. You are visiting the doctor.

Assistant : May I help you?

You : Yes, I would like to see the doctor, please

Assistant : Please have a seat. The doctor will be a minute.

You : Thank you

Doctor : What can I do for you?

You : I feel not good

Doctor : What is the matter?

You : I have a headache and sore throat

Doctor : Well, it looks like you have got the flu. You should stay in bed for a few days and rest.

You : I have a headache and sore throat

Doctor : You can take some aspirin

You : Thank you

Appendix 2

(Ticket reservation)

- Reservation clerk : Ramayana Airlines, good morning. My I help you?
- Syahrini : Yes, do you have any flight to Sustikan next Tuesday afternoon?
- Reservation clerk : One moment, please. Yes, there's a flight at 6:45 a.m. and once at 9:00 a.m.
- Syahrini : that's fine could you tell me how much a return flight cost? I'll be staying there three weeks.
- Reservation clerk : Economy, bussiness class, or first class ticket?
- Syahrini : Economy please?
- Reservatoion clerk : that would be Rp500,000.
- Syahrini : OK. ?
- Reservation clerk : Certainly. Could I make reservation?
- Syahrini : The 6:45 a.m., please.
- Reservation clerk : Could I have your name?
- Syahrini : My name is Syahrini, that's S-Y-A-H-R-I-N-I.
- Reservation clerk : your phone number, please?
- Syahrini : 085641641641
- Reservation clerk : And your address, please?
- Syahrini : Jl. Kesemek 01 Bringin.
- Reservation clerk : How would you pay Miss. Syahrini?
- Syahrini : Can I pay at the check in desk when I pick up my ticket?
- Reservation clerk : Yes, but you will have to confirm this reservation at least two hour before departure time.
- Syahrini : Yes.
- Reservation clerk : Now you have been booked, Miss. Syahrini. The flights leaves at 6:45 a.m. and your arrival in Susukan at 9:25 a.m. local time. The flight number is ADC 789.
- Syahrini : Thank you.

(At the Restaurant)

Irwansyah : What are you going to have, Zaskia?

Zaskia : Just cheeseburger and French fries. What about you?

Irwansyah : I think we'd like the chef's salad. I guess we are ready to order, please?

Zaskia : Waiter!

Waiter : Yes, miss. May I help you?

Zaskia : Yes. Could I have to order, please?

Waiter : Fine, and what would you like?

Zaskia : I will have a cheeseburger, medium rare with French fries.

Irwansyah : I'll have the salad, please?

Waiter : One salad and cheeseburger with French fries. And would you care for anything to drink?

Irwansyah : Do you have ice tea?

Waiter : I'm sorry we don't have.

Irwansyah : well. I'll have a coffee.

Zaskia : Make that two.

Waiter : Yes, Miss. What would you like anything else?

Irwansyah : Not right now, thank you. What about you?

Zaskia : Could you bring me some sliced tomatoes?

Waiter : Very good. And shall I bring your coffee now?

Irwansyah : Yes, please.

SKK

Nama : Ani Tsalisatul Mufidah

Progd: : FBI

NIM : 11308099

Dosen PA : Dra. Lilik Sriyani, M.Si.

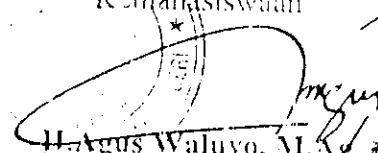
NO	JENIS KEGIATAN	TANGGAL	KET	NILAI
1	OPSPEK STAIN SALATIGA	25-27 Agustus 2008	Peserta	3
2	Perjumpaan Indah dengan Ramadhan Penuh Berkah	15 September 2008	Peserta	2
3	Saresehan Keagamaan "Aktualisasi Nilai-Nilai Spiritual Puasa di Bulan Ramadhan"	05 September 2008	Peserta	3
4	Bedah film "Laskar Pelangi dan Penggalangan Dana untuk korban Situ Gantung"	04 April 2009	Peserta	2
5	MILAD LDK	14 April 2009	Peserta	3
6	Bedah Buku "Perjalanan panjang Menggapai Iman"	12 November 2009	Peserta	2
7	MAPABA PMII	22 November 2009	Peserta	3
8	Intensive course Practicum Program	20 Februari 2009	Peserta	3
9	Praktikum pelatihan tes TOEFL	31 Juli-22 Agustus 2010	Peserta	3
10	Praktikum pelatihan tes ILAIK (<i>Ikhtibar al_Lughah al-Arabiyah Ka Lughah Ainabiyah</i>)	31 Juli-22 Agustus 2010	Peserta	3
11	Practicum programs	01 September 2010	Peserta	3
12	Seminar Regional (Peran Lembaga Publik Sebagai Alat kontrol Pemerintah Demi Terciptanya Good Governance)	22 Maret 2010	Peserta	4

13	Sarasehan Nasional "Sampul Budaya Indonesia"	08 Mei 2010	Peserta	6
14	Traning Radio Broadcast BEC (Broadcast Education Centre)	05-06 Februari 2011	Peserta	3
15	Seminar Regional "Negara Islam dalam Tinjauan Islam Indonesia dan NKRI"	30 Nopember 2011	Peserta	4
16	Seminar Regional "Peran Mahasiswa Dalam Mengawal BLSM (BLT) Tepat Sasaran"	03 Mei 2012	Peserta	4
17	Pelatihan Ustadz/Ustadzah se- Kecamatan Tingkir	11 Maret 2012	Panitia	3
18	Seminar Nasional Kristologi dan Tabligh Akbar "Membangun Pemahaman Agama Menu' u <i>Khoirul Ummah</i> "	20 Mei 2012	Peserta	6
19	Seminar Nasional "Mewaspadaai Gerakan Islam Garis Keras di Perguruan Tinggi"	23 Juni 2012	Peserta	6
Jumlah Nilai				66

Salatiga, 24 Juli 2012

Mengetahui,

Pembantu Ketua Bidang
Kemahasiswaan


H. Agus Waluyo, M. Ag.
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LEMBAGA PENDIDIKAN MA'ARIF NU
YAYASAN SOSIAL DAN PENDIDIKAN SULTAN AGUNG NGAWEN
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SURAT KETERANGAN

NO : 134 / MASA/V/2012

Yang bertanda tangan di bawah ini :

Nama : KH. A. Zahidi Ali Ridlo, S.Pd.I
NIP : -
Jabatan : Kepala Madrasah Aliyah Sultan Agung

Dengan ini menerangkan dengan sesungguhnya bahwa :

Nama : Ani Tsalisatin Mufidah
Alamat : Desa Jatisono Kec. Gajah Kab. Demak
Pekerjaan : Mahasiswi
Jenis Kelamin : Perempuan
Asal Perguruan Tinggi : STAIN Salatiga
Prodi : Tadris Bahasa Inggris
Semester : VIII (delapan)
Keterangan : Telah melakukan Observasi Survey Kurikulum di Madrasah Aliyah Sultan Agung Ngawen Blora pada tanggal 15 sampai 17 Mei 2012 dengan judul skripsi "The Effectiveness of role play method to improve students speaking skill in transactional and interpersonal text. (An Experimental Research of the Tenth grade Students of MA Sultan Agung Ngawen Blora in The Academic Years 2011/2012)

Demikian surat keterangan ini kami buat untuk dipergunakan sebagaimana mestinya.



KH. A. Zahidi Ali Ridlo, S.Pd.I

Ngawen, 23 Mei 2012

Guru Mata Pelajaran

Bahasa Inggris

Ani Tsalisatin Mufidah



KEMENTERIAN AGAMA
SEKOLAH TINGGI AGAMA ISLAM NEGERI (STAIN) SALATIGA

Jl. Tentara Pelajar 02 Telp.(0298) 323706 Fax323433 Salatiga 50721
Web site : www.stainsalatiga.ac.id E-mail : administrasi@stainsalatiga.ac.id

Nomor . Sti.24/K-1/PP.00.9/1-1.3.96/2012

18 April 2012

Lamp. : Proposal Skripsi

Hal : Pembimbing dan Asisten
Pembimbing Skripsi

Yth. Ruwanji, M. A

Assalamualaikum w.w.

Dalam rangka penulisan Skripsi Mahasiswa Program Sarjana (S.1). Saudara ditunjuk sebagai Dosen Pembimbing / Asisten Pembimbing Skripsi mahasiswa :

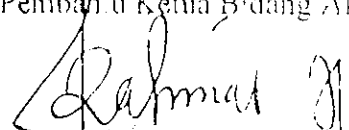
Nama : Ani Tsalisatul Mufidah
NIM : 11308099
Jurusan : Tarbiyah
Judul Skripsi :

THE EFFECTIVENESS OF ROLE PLAY METHOD TO IMPROVE STUDENTS
SPEAKING SKILL IN TRANSACTIONAL AND INTERPERSONAL TEXT (AN
EXPERIMENTAL RESEARCH OF THE SECOND GRADE OF SMK N 3
SALATIGA IN THE ACADEMIC YEAR 2011/2012)

Apabila dipandang perlu Saudara diminta merevisi tema Skripsi di atas.

Demikian untuk diketahui dan dilaksanakan.

Wassalamualaikum w.w.

a.n. Ketua,
Pembantu Ketua Bidang Akademik

Dr. Rahmat Hariyadi, M.Pd.
NIP. 19670112 199203 1 005

Tembusan : Yth. Ketua STAIN Salatiga (sebagai laporan)



Nomor : Sti.24/K-1/TL.01/1425/2012
Lamp : Proposal Penelitian.
Hal : Izin Penelitian

11 Mei 2012

Kepada
Yth.Kepala MA Sultan Agung
Di Blora

Assalamualaikum w.w.

Yang bertanda tangan di bawah ini, kami menerangkan bahwa :

Nama : Ani Tsalisatul Mufidah
NIM : 11308099
Mahasiswa : Sekolah Tinggi Agama Islam Negeri (STAIN) Salatiga
Jurusan : Tarbiyah
Program Studi : Tadris Bahasa Inggris (TBI)

Dalam rangka penyelesaian studi Program S. I di STAIN Salatiga, diwajibkan memenuhi salah satu persyaratan yang berupa pembuatan SKRIPSI.

Adapun judul yang diambil adalah
THE EFFECTIVENESS OF ROLE PLAY METHOD TO IMPROVE STUDENTS
SPEAKING SKILL IN THE TRANSACTIONAL AND INTERPERSONAL
TEXT (An Experimental Research of Tenth Grade Students of MA Sultan Agung
Blora in the Academic Year 2011/2012)

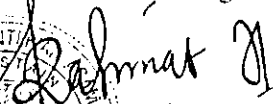

Dengan Pembimbing : Ruwandi, M. A
Asisten Pembimbing :

Untuk penyelesaian Skripsi tersebut, kami mohon Bapak/Ibu memberi izin kepada mahasiswa tersebut untuk mengadakan penelitian guna memperoleh data atau keterangan dan bahan yang diperlukan di MA Sultan Agung, mulai tanggal 12 Mei 2012 s.d. selesai.

Kemudian atas pemberian izin Bapak/Ibu, kami sampaikan terima kasih.

Wassalamualaikum w.w.

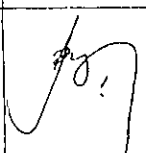


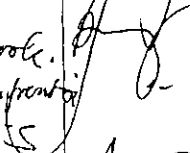
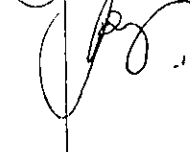
a.n. Ketua
Pembantu Ketua Bidang Akademik



Dr. Rahmat Hariyadi, M.Pd
NIP. 1968121992031005

Tembusan : Yth
1. Ketua STAIN Salatiga (sebagai laporan)
2. Mahasiswa yang bersangkutan

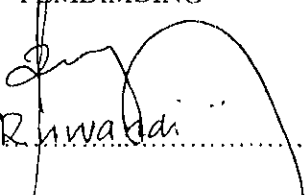
LEMBAR KONSULTASI SKRIPSI

NAMA MAHASISWA : ANI TSALISATUL MUFIDAH
 NIM : 11308099
 PEMBIMBING : Bpk. Ruwandi MA
 JUDUL : The Effectiveness Role Play Method to Improve Students Speaking Skill in Transactional and Interpersonal text. (An Experimental Research of the tenth grade of MA "Sultan Agung" Blora academic years 2011/2012)

NO	TANGGAL	ISI KONSULTASI	CATATAN PEMBIMBING	PARAF
1.	9-5-2012	Proposal Skripsi	1. Cantumkan recording ketrampilan berbicara siswa. 2. Lakukan research awal dengan pengamatan, wawancara dan dokumentasi untuk melengkapi latar belakang masalah. 3. Rumusan masalah diarahkan pada aktivitas dan prestasi saja 4. Harus ada kesepahaman antara guru yang mengajar dengan peneliti 5. Referensi: speaking media, ptk.	
2.	30-5-2012	Proposal skripsi	1. Bab I 2. Reference Bab II 3. Keabstrakan Bahasa	
3.	4-9-2012	Bab I Bab II	Tambah sub-bab	
4.	24-7-2012	Bab II	1. Referensi 2. Theoretical framework. 3. Bab II & III dikomparasi 4. bab III kronologi	
5.	8-9-2012	Bab III, IV	design statistik	

CATATAN:
 SETIAP KONSULTASI LEMBAR INI HARUS DIBAWA

PEMBIMBING


 Ruwandi

CURRICULUM VITAE

Name : Ani Tsalisatul Mufidah

Place/ Date of birth : Demak, 31 Agustus 1989

Adress : Jl Taman Siswa No 08, Jatisceno Rt 03/ Rw 04, Gajah,
Demak

Email : Tsalisani@yahoo.com

Education : 1. 1995 passed from TK "Miftahul Huda" Demak
2. 2001 passed from MI "Miftahul Huda" Demak
3. 2004 passed from MTs N "Miftahul Huda" Demak
4. 2007 passed from MA "Uswatun Hasanah"
Semarang
5. 2012 State Islamic Studies Institute of Salatiga