SKRIPSI

**USING ROLE PLAY TECHNIQUE TO DEVELOP STUDENTS'
SPEAKING SKILL AT THE SECOND YEAR OF MTsN
PAREPARE**

By

MASDA
Reg Num. 14.1300.164

**ENGLISH PROGRAM
TARBIYAH AND ADAB DEPARTMENT
STATE ISLAMIC INSTITUTE (IAIN)
PAREPARE**

2018

SKRIPSI

**USING ROLE PLAY TECHNIQUE TO DEVELOP STUDENTS'
SPEAKING SKILL AT THE SECOND YEAR OF MTsN
PAREPARE**

By

<u>MASDA</u>
Reg Num. 14.1300.164

**Submitted to the English Program of Tarbiyah and Adab Department of State
Islamic Institute of Parepare in Partial of Fulfilment
of the Requirements for the Degree of
Sarjana Pendidikan (S.Pd)**

**ENGLISH PROGRAM
TARBIYAH AND ADAB DEPARTMENT
STATE ISLAMIC INSTITUTE (IAIN)
PAREPARE**

2018

USING ROLE PLAY TECHNIQUE TO DEVELOP STUDENTS' SPEAKING SKILL AT THE SECOND YEAR OF MTsN PAREPARE

Skripsi

As Partial Fulfillment of the Requirements for the Degree of Sarjana Pendidikan (S.Pd)

English Program

Submitted by

MASDA
Reg Num. 14.1300.164

to

ENGLISH PROGRAM
TARBIYAH AND ADAB DEPARTMENT
STATE ISLAMIC INSTITUTE (IAIN)
PAREPARE

2018

ENDORSEMENT OF CONSULTANT COMMISSIONS

Name of the Student	Masda
The Title of Skripsi	Using Role Play Technique to Develop Students' Speaking Skill at the Second Year of MTsN Parepare
Student Reg. Number	14 1300 164
Departement	Tarbiyah and Adab
Study Program	English
By Virtue of Consultant Degree	SK of the Chairman of Tarbiyah and Adab Department Sti 08/PP 00 9/2661/2017

Has been legalized by

Consultants

Consultant	: Dr H Saepudin, S Ag , M Pd	( )
NIP	: 19721216 199903 1 001	
Co-Consultant	: Mujahidah, M Pd	( )
NIP	: 19790412 200801 2 020	

Approved by:

Pit The Chairman of Tarbiyah and Adab Departement

BAHTIAR, S.Ag., M.A.
NIP 19720505 199803 1 004

SKRIPSI

**USING ROLE PLAY TECHNIQUE TO DEVELOP STUDENTS'
SPEAKING SKILL AT THE SECOND YEAR OF MTsN
PAREPARE**

Submitted by

MASDA
Reg.Num 14.1300.164

Had been examined of 31th Desember 2018 and had been declared that it

fulfilled the requirements

Approved by

Consultant Commissions

Consultant : Dr. H. Saepudin, S.Ag., M.Pd. ( )

NIP : 19721216 199903 1 001

Co-Consultant : Mujahidah, M.Pd.

NIP : 19790412 200801 2 020

Rektor of IAIN Parepare   Plt. The Chief Affair of Tarbiyah and Adab Department

Dr. Ahmad Sultra Rustan, M.Si.   Bahtiar, S.Ag., M.A.
NIP. 19640427 198703 1 002   NIP. 19720505 199803 1 004
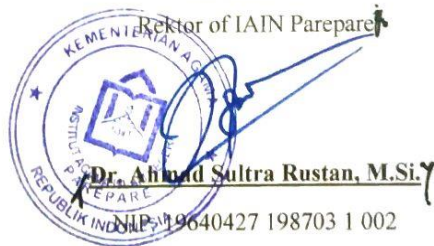
ENDORSEMENT OF EXAMINER COMMISSIONS

Name of the Student : Masda

The Title of Skripsi : Using Role Play Technique to Develop Students' Speaking Skill at the Second Year of MTsN Parepare

Student Reg.Number : 14.1300.164

Departement : Tarbiyah and Adab

Study Program : English

By Virtue of Consultant Degree : SK of the Chairman of Tarbiyah and Adab Department Sti.08/PP.00.9/2661/2017

Approved by Examiner Commission

Dr. H. Saepudin, S.Ag., M.Pd. (Chairman) (...........................)

Mujahidah, M. Pd. (Secretary) (...........................)

Drs. Amzah Selle, M. Pd. (Member) (...........................)

Dr. Abdul Haris Sunubi, S.S, M. Pd. (Member) (...........................)

Cognizant of :

Rektor of IAIN Parepare

Dr. Ahmad Sultra Rustan, M.Si.
NIP. 19640427 198703 1 002

ACKNOWLEDGEMENTS

بِسْمِ اللَّهِ الرَّحْمَٰنِ الرَّحِيمِ

Alhamdulillah, the researcher thanks to Allah swt. the lord of the universe. He always gives strong and favor in completing this "Skripsi" by the title "Using Role Play Technique to develop students' speaking skill at the second year MTsN Parepare ". Blessing and salvation be upon beloved prophet Muhammad saw. and his family, his companions, and his followers.

The researcher wants to thank a lot to all people who support and help her. She realizes that without their support and help, she could not be able to finish this "Skripsi". The researcher would like to express like to deliver this thank to:

1. The researcher wants to give her sincerest gratitude to her beloved parents, Muh. Amin and Jumasaang for their supporting and always pray for her until the Degree of Strata-I (S1).

2. Dr.Ahmad Sultra Rustan, M.Si, the head of State Islamic Institute (IAIN) Parepare.

3. Bahtiar, S.Ag., M.A. as the chairman of Tarbiyah and Adab Department of IAIN Parepare.

4. Dr. H. Saepudin, M.Pd. as the first consultant who has guided the researcher and who has given much suggestion in writing and finishing this skripsi.

5. Mujahidah, M.Pd, as the chairman of English Education Program of IAIN Parepare and as a second consultant who has given much guidance and suggestion for the researcher that very helpful to complete this skripsi.

6. Drs. Amzah Selle, M. Pd and Dr. Abdul Haris Sunubi, S.S, M. Pd as the examiner who has given suggestions in writing this skripsi.

7. The principal, the English teacher and administration staffs who have given the researcher opportunity to do the research in MTsN Parepare. Special thanks for class VIII.4 for their cooperation as the respondents of this research.

8. Her beloved sister and brother, Mansi and Hamzah who have given her strengths to pass this study. And her special cousin, Haria who has been a motivator for her, who always advice her and pushed her to finish this research.

9. All her best friends who always care, give support, help and contribution for her: Nurhaini, Widya Aprianti, Mardiana Herianti, Sitti Hasrina, Fauziah Kamal, Sri Rahayu Saleh, Hartina Ma'ruf, Nurwana Ahmad, Reski Lestari Ayunanda, Sanita, Nurul Hikmah, Nurjannah, Mutmainnah Arif Hasan, Nurafika Ibrahim.

10. Her friends in English Program of English Department 2014. Thanks for giving support and sharing their time and being good friends.

The words are not enough to appreciate for their help and contribution in writing this "Skripsi", may Allah swt. bless them all. Finally, researcher realizes that this research "Skripsi" is not perfect yet. Therefore, the researcher would like to accept critics and suggestion from everyone who reads this research.

Parepare, November, 11th 2018

The Researcher

MASDA
Reg Num. 14.1300.164

vi
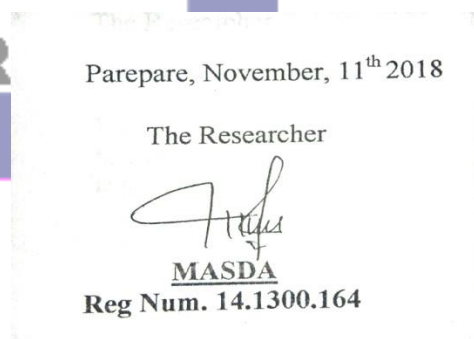
DECLARATION OF THE AUTHENTICITY OF THE SKRIPSI

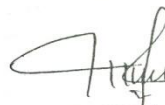The researcher who signed the declaration below:

Name   : MASDA

Student Reg. Number   : 14.1300.164

Study Program   : English Education

Department   : Tarbiyah and Adab

The Tittle of Skripsi   : Using Role Play Technique to Develop Students'

                                  Speaking Skill at the Second Year of MTsN Parepare

States that this skripsi her own writing and if can be proved that it was copied, duplicated or complied by any other people, this skripsi and the degree that has been gotten would be postponed.

Parepare, November, 11th 2018

The Researcher

MASDA

Reg Num. 14.1300.164

ABSTRACT

Masda.*Using Role Play Technique to Develop Students' Speaking Skill at second year of MTsNParepare.English Department of Tarbiyah Faculty, State Islamic Institute (IAIN) Parepare* (Supervised by H. Saepudin and Mujahidah).

Speaking is a very important skill in learning English. There are many techniques that can be used by teachers to develop students' speaking skills, but there are many obstacles they have in using learning techniques. The problem arise when students are asked to practice their speaking skills, almost all students are not willing to speak. If they are asked to speak using English, they just silent and do not say something. To solve this problem, researcher used role play technique as a technique to develop students' speaking abilities. This technique was chosen to increase students' self-confidence and make them active in speaking then their speaking skill can develop. The purpose of this study was to find students 'speaking skill before and after the learning process using role play technique and also to find out the students' responses to the use of role play technique in the learning process.

The population of the research was the students of the second year MTsN Parepare. The sample of the research was the students' of class VIII.4 which is consisted of 29 students. The sample was taken by using purposive sampling. The design in this research was pre-experimental with pre-test and post-test design.The researcher applied pre-experimental designs that included pre-test, treatment, and post-test. The researcher used oral test and questionnaire as research instruments.

Based on statistical analysis show that the students' score of pre-test was 12,86 and the score of post-test was 16,51. The result in this research was indicated that there is significant different between the students' speaking skill before and after using role play technique by seen the different between pre-test and post-test result. The result of pre-test and post-test of t-test value (15,86) which the result of t-table value (2,048) with (df) = N-1 = 29 − 1 = 28 for level of significance 0,05 = 2,048. The calculated of the data results from this research is 15,86≥2,048, it means that alternative hypothesis is accepted. Besides, the discovery of the questionnaire showed that there were several responses from students among 29 students, there 2 students were in interval86-100 which has categorized strongly agree according to the likert scale, there 26 students were in interval 71-85 which has categorized agree, and one student were in interval 56-57 neutral. It means that the frequency of most students' in agree categorized.

Keywords: Role Play, Speaking.

TABLE OF CONTENTS

LIST OF TABLES

LIST OF FIGURES

LIST OF APPENDICES

CHAPTER I

INTRODUCTION

1.1 Background

English is an international language that has become one compulsory subject at every level of education. It is undeniable, that the importance of English language gets important attention from many people around the world. In Indonesia with mastering English, that is in speaking ability is an achievement of its own success. Therefore, some Indonesians can communicate with people around the world using English fluently.

Learning a foreign language is something a bit difficult for beginners. Then a teacher should use the best way such as method or technique in teaching to be able to attract learners to learn.In teaching and learning English, the four skills involved are listening, speaking, reading and writing.Speaking skill is important skill because it is the basis for communication. To improve speaking skill, students need a lot of practice, encouragement, and correction. To stimulate and develop students' speaking skill, some activities are needed to be done in the classroom. Such as speaking activities can help create interactions in language classes.

In addition, communicative activities can motivate students and increase their confidence in learning. It means that, in learning language the most important thing is action. Using target language in class activities can train the students to improve their speaking skills. In fact, the language is a habit, so it can be improved or can be proficient in using it by trying to practice or use the target language even if only using one or two words.

Developing students' speaking in the English language is not easy in Indonesia because English is a foreign language and that is not used in daily conversation in the community. For learners who are studying English in a non-English speaking setting, it is very important to real communicative situations in which they will learn how to express their own views and opinions and to develop their oral fluency and accuracy which are essential for the success of foreign language communication.

In fact, there are some students having little knowledge of English and also many students know English but they do not have a high confidence to use the language and the students not interest to study English because they think that is make bored. The problems in the English class have to be the main attention for a teacher to make a qualified student.

Therefore, it can be concluded that teachers should choose techniques that can influence to get the attention of students in the learning process and also teacher must combine English and Indonesian language for making the students get what the teacher say, this conditions the discourse patterns which are possible in classroom interactions.[1] Interaction involves not just expression of one's own ideas but comprehension of those of others. The teacher can ask students to have little opportunity to practice speaking English outside the classroom and so need lots of practices when they are in class.

Speaking skill as a means to interact with others can be learned by learning English. In order to have an effective learning in speaking, a versatile and effective

---

[1]Marta Santiago i Ribas, "The Effects of Teacher Talk on Students' Oral Productions" (Doctor Dissertation; TED Masters Degree UAB, 2010), p.4

technique must be applied as well. Speaking is describe something, to make the polite request, to interrupt people's argument, to entertain other people with jokes or to get things done etc.

Based on the survey in MTsN Parepare, the students try to speak English in the classroom especially English language lesson. But some of them felt nervous and not confident to speak out in front of their friends. Nevertheless, the students try to speak English because that is the rule of the teacher. However, teachers should know that the students need to do most of the talk to activate their speaking since this skill requires practice and experience to be developed. To solve problems that occur in English learning classes, many techniqueswhich can be applied and one of them is role playing, because there are many research resultssaid that role play technique were effectively used in teaching speaking.

Based on the phenomenonmentioned above, the researcher is interested to conduct a research under the title "Using Role Play technique to Develop Students' Speaking Skill at the Second Year of MTsN Parepare".

1.2 Problem Statement

Based on the statement in the background, the researcher formulates as follow:

1.2.1 Is the use of role play technique able to develop students' speaking skill at the second year of MTsN Parepare?

1.2.2 How does the students' response about role play technique at the second year of MTsN Parepare?

1.3 Objective of Research

Based on the problem statementabove, the researcher focus on finding out:

1.3.1 Whether the using role play technique is able to develop students' speaking skill at the second year of MTsN Parepare.

1.3.2 To know the students' response about role play technique at the second year of MTsN Parepare.

1.4 Significances of the Research

This research is expected to provide more information for following peoples:

1.4.1 For the students

By experiencing the use of role play technique to develop students' speaking skill, the students are expected to always try to speak English well and to be able master it, so that is why they can use that in daily conversation.

1.4.2 For the teachers

Through this research, it is hoped that the English teacher can improve the learning process by using more technique such as role-play technique. It is expected also that the teacher becomes more aware that learning is so wide, and the teacher can use everything to facilitate the students to learn. Therefore, the teacher will be a creative person and will always update the information and selects appropriate technique to develop students' speaking skill.

1.4.3 For the researcher

By doing this research, the researcher expects to get a valuable experience which can be used for doing a better action research in the future. The result of research will motivate teacher to be a creative and an effective teacher in the future who can facilitate the students to use everything as the resources to teach English.

CHAPTER II
REVIEW AND RELATED LITERATURE

This section presents the theories that are related to the study. This section is divided into four parts, which are some previous related research findings, some pertinent ideas, conceptual framework, and action hypothesis.

2.1 Some pertinent idea

2.1.1 Concept of speaking

2.1.1.1 The definition of speaking

Speaking is the process of building meaning and conveying intentions that produce, receive, and process information.[1] Speaking is "the process of conveying meaning or expressing ideas through the use of verbal and non-verbal symbols, in various contexts.[2] In Language, there are four types of skills, namely listening, reading, speaking and writing. These skills are needed to master in order to communicate well in oral or written.

Which has been presented in the background for most people, the ability to speak a language is synonymous with knowing that language since speech is the most basic means of human communication. However, it is essential to clarify that, in real life situations the four skills are working together not separately or individually. So, speaking is a basic skill that language learners should master with the other language skills in order to become a well communicator.

---

[1] Rahma al-Mahrooqi, Christine Coombe, Faisal Al-Maamari & Vijay Thakur, *Revisiting EFL Assessment: Critical Perspective* (Switzerland: Springer, 2017), p. 137

[2] Hayriye Kayi, "Teaching Speaking: Activities to Promote Speaking in A Second Language," vol. 12 no.11(November 2006), http://iteslj.org/Techniques/Kayi-TeachingSpeaking.html (Accessed on 1 May 2018).

As Richards state, a large percentage of the world's language learners study English in order to develop proficiency in speaking.[3] Even though, the development of this skill is not an easy task, there are many aspects that have to be taken into account in the learning process, the learner can hardly understand anything at all, unless the speaker is talking about things the learner is observing, or unless the language being learned is closely related to some other language the learner knows.

So the learner must be active and dynamic practicing and exchanging patterns such as: group work, individual work, collaboration, full-class interaction among others which are important in the development of the skill, during the process, learners must be exposed to a natural environment that enable them to develop their awareness of conversational features and strategies.

So, the task for the teacher is to include real communication in the classroom promoting interactive and realistic activities in order to help students increase confidence and motivation, even though despite its importance, teaching speaking has been underestimated and English language teachers have continued to teach speaking just as a repetition of drills or memorization of dialogues. That is we can say the action of language.

Important to mention the role of the teachers, because they need to be creative in developing their teaching learning process in order to create a good environment, and make the English class more exiting, for make the students easy and take enjoy in class , furthermore, teachers should provide activities focused on real-life speaking, that means that activities have to be designed to foster better speaking according to

---

[3]Kaharuddin Bahar, *The Communicative Competence-Based English Language Teaching*(Yogyakarta: TrustMedia, 2013), p.14.

the level of the students, rather than having students speak only to focus on a specific language construction.

Class communication focuses on meaningful activities. This requires teachers to adjust their instructions carefully to the needs of students and teach them how to listen to other people, how to talk to other people, and how to negotiate with sharing context. From the interaction process, students will learn how to communicate verbally and nonverbally as a language shop and can slowly develop their language skills.[4]

In a balanced activities approach, the teacher uses a variety of activities from these different categories of input and output. Learners at all proficiency levels, including beginners, benefit from this variety, it is more motivating, and it is also more likely to result in effective language learning. Students often think that the ability to speak a language is the product of language learning, but speaking is also a crucial part of the language learning process. Effective instructors teach students speaking strategies using minimal responses, recognizing scripts, and using language to talk about language which they can use to help themselves expand their knowledge of the language and their confidence in using it. These instructors' help students learn to speak so that the students can use speaking to learn.

As a productive skill, speaking is a very important process that helps to evaluate learners' proficiency in the target language. Further, for learners who are studying English as a second or foreign language, it is very significant to experience real communicative situations where they can express their feelings, opinions, and to develop their oral fluency and accuracy which are very essential for the achievement

---

[4]Jack C. Richards, Willy A. Renandya, *Methodology in Language TeachingAn Anthology of Current Practice*(Cambridge: Cambridge University Press,2002), p.208.

of second language communication. In conclusion, classroom interaction is necessary and useful as an educational strategy to enhance the skill of speaking. According to Brown there are six speaking categories that students can do in the classroom.[5]

2.1.1.1.1   Imitative speaking

Imitative speaking refers to producing speech by imitating language forms either phonological or grammatical the students practice an intonation contour or try to pinpoint a certain vowel sound. This is ability to repeat back others' speech.

2.1.1.1.2   Intensive speaking

Intensive speaking goes a step further than imitative. If imitative speaking is generated through drillings, intensive speaking can be self-imitated or it can even from part of some pair work activity, where learners are going over to practice some phonological or grammatical aspect of language. This type of speaking is like reading aloud, completing dialogue.

2.1.1.1.3   Responsive speaking

Responsive speaking refers to the students' speech production in classroom in the form of short replies or student-initiated question comments. Responsive speaking is engaging in classroom interaction like in conversation or dialogue. This kind of speaking helps one to exchange specific information.

2.1.1.1.4   Transactional speaking

---

[5]Kaharuddin Bahar, *The Communicative Competence-Based English Language Teaching*, p.22

Transactional speaking is conducted for the purpose of conveying and exchanging specific information. It can be viewed as an extended form of responsive speaking.

2.1.1.1.5   Interpersonal speaking

Interpersonal speaking is an interactional activity which is carried out more for the purpose of maintaining social relationships than for the transmission of facts and information.

2.1.1.1.6   Extensive speaking

Extensive speaking maybe the highest level of speaking since this can only be carried out by students at intermediate to advanced levels. Extensive speaking is a monologue like telling story, delivering speech, and oral presentation. People must know, the key to a successful speaking lesson is a successful speaking activity. The speaking is the important skill how can express idea, feeling, information, and make a good relationship with each other. So the learners should study to improve their speaking.

2.1.1.2 The elements of Speaking

In learning to speak a foreign language, students first must know the components of speaking. So in this research, researchers tried to put forward some components in speaking. This must be considered in interacting and when starting a conversation, and it is expected that after reading and studying this components, students can practice as the best they can. It includes speaking elements, either five

components are generally recognized in analyses of the speech process by David P. Harris[6]:

2.1.1.2.1 Pronunciation

Pronunciation is a way to produce clear language when speaking. According to Yates pronunciation is the production of sounds that is used for making meaning.[7]Pronunciation instruction helps learners to have a better understanding of native speakers and improves their ability to communicate easily and effectively.

2.1.1.2.2 Grammar

Grammar is required for students in composing sentences using grammatical correctness in conversation and the rules to combine word to form new sentences.[8] Grammar uses also to learn the right way to get expertise in language in oral and written form.

2.1.1.2.3 Vocabulary

Vocabulary is the most important aspect of speaking skills. Because without grammar, very little can be delivered, and without vocabulary there is nothing that can be delivered. Vocabulary is single words, phrases, variable phrases, phrasal verbs and idioms.[9] Mastering vocabulary means

---

[6]David P. Harris, *Testing English as a Second language,* (Bombay: Tata McGraw-Hill Publishing Company Ltd, 1977), p. 81-82.

[7]Abbas P. Gilakjani," English Pronunciation Intruction: a Literature Review, "Journal of Research Education", vol.1 no. 1(November 2016), p. 2. (Accesed 25 April 2018)

[8]Victoria Fromkin and Robert Rodman, *An Introduction to Language*, (New York: Harcourt Brace College Publisher, 1998), p. 14.

[9]Keith S. Folse, *Vocabulary Myths: Applying Second Language Research to Classroom Teaching*, (Michigan: University of Michigan, 2004), p. 2.

being able to choose the right diction in communication in various situations.

2.1.1.2.4 Fluency

The fluency is quality in communication in speaking and writing clear and correctly. And the speakers know when to pause and stop in appropriate place. This is to help convey the meaning of what is being said. In other statement, fluency is the ability to speak accurately, quickly, and use the expression properly.[10] According to Hughes fluency as the ability to express oneself in an intelligible, reasonable and accurate way without too much hesitation; otherwise the communication will break down because listeners will lose their interest and not get the meaning.[11]Stovall in Asni defines the fluency of speaking with other people as more abilities than the ability to write, read, understand spoken language.

2.1.1.2.5 Comprehension

According to Syakur and Heaton comprehensibility is the ability of speakers to understand the meaning and have the capacity to engage in a conversation. It means that the speaker is expected to understand and be actively involved in the conversation.[12] In Laura's article, comprehension

---

[10]Marcie Penner-Wilger, *Reading Fluency: A Bridge from Decoding to Comprehension*, (Canada: AutoSkill International Inc, 2008), p. 2.

[11]Kouicem Khadidja, "The Effect of Classroom Interaction on Developing the Learner's Speaking Skill (the Case of Third Year LMD Students of English at Constantine University)" (Unpublished; Mentouri University-Constantine Faculty of Letters and Languages Department of Foreign Languages: Algeria, 2010), p. 31

[12]Mukhlash Abrar , Failasofah, "EFL Student Teachers' Speaking Anxiety: the Case in One English Teacher Education Program", vol. 3 no. 1 (2016), p. 61 (accessed Sep 26 2018). https://www.researchgate.net/publication/311941373_EFL_Student_Teachers'_Speaking_Anxiety_the_Case_in_One_English_Teacher_Education_Program

is a complex process that has been understood and explained in a number of ways.[13]

Based on the explanation of some of the talking components above, the researcher activity that gives students the opportunity to practice language.[14] As the actual stated that the component was the most important to be a reference in being a good speaker.

2.1.2 The Definition of Role Play

Role playing is a classroom event that makes students talk about their feelings in English is not always easy. There are many problems that are difficult for them to speak because they may be afraid and not confident or lack of vocabulary. The role playing is the same as the activity in which students imagine themselves in situations outside the classroom, sometimes playing the role of others, and using language that is appropriate to the context. The active role-playing process is, in a certain sense, the consolidation of separate imaginative entities into a whole that is coherent, acceptable and meaningful for everybody. The rest is just imagery.[15]

By using role playing techniques, students can speak. Students pretend to play their roles in various social contexts and have various social roles. According to Ladousse role play is one of the developing communicative techniques which develop fluency in student language, which interacts in the classroom and increases student motivation. Role playing is also a very good activity to develop speaking skills in relatively deep language class environment. In role playing, students are given special

---

[13]Laura S. Pardon, *What every teacher needs to know about comprehension (*International Reading Association, 2004), p. 1

[14] Carol Livingstone, *Role Play in Langauge Learning,*(Burnt Mill: Longman GroupLimited, 1983) p.6

[15]Thorbiörn F, Tobias W*, Role, Play, Art*, (Stockholm: Föreningen Knutpunkt, 2006). p. 74

role in the target language. This Role-play technique gives student room to practice their speaking use the target language before they have to do it in a real environment.[16]

In this role playing activity, the teacher provides information to students about who they are and what they think or feel. For example, with a teacher can tell students that "You are Ilham, you go to the doctor and tell him what happened today, and…". Directly can motivate students to express what is on their minds.[17] Role-playing can be seen as one technique in an educational a procedure that is directed toward the improvement of classroom learning and social behavior.[18]

Acting in language learning it is valuable because when students talking use other languages are like they become actors. It can familiarize students to appear in front of other people, namely training them with what they have to do outside the classroom, because that can help them overcome anxiety that arises; because it makes them speak expressively in a situation, and thus make them more aware of stress and intonation in speech. It can train students directly to develop their speaking skills.[19]

Role playing is one of the communicative techniques that develop student's fluency in spoken languages, which can encourage interaction in the classroom and which can increase motivation. It not only improves peer learning but also the division of responsibilities between teachers and students in the learning process. This means role playing can make students and teachers active in class.

---

[16] David Nunan, *Practical English Language Teaching,* (New York: McGraw-Hill, 2003), p.57

[17] Hayriye Kayi, "*Activities to Promote Speaking in a Second Language*" vol. 12 no. 11 (Accessed on May 2018), http://iteslj.org/Techniques/KayiTeachingSpeaking.html

[18] Mark Chesler, *Role Play Method in the Classroom.* (Science Research Associates, Inc. Chicago, 1966), p. 15

[19] Jhon Haycraf, *An Introduction to English Language Teaching, (*England: Longman Group Limited,1978), p. 89

The learning process that only focuses on textbooks does not produce the expected results. The most effective way to teach speaking skills is to ask students to practice the situation and by making the classroom atmosphere as close as possible to the original environment[20].

From the above statement, it can be concluded that role playing is a technique in teaching English that can bring students to communicate real in order to develop students' fluency in speaking. As well as the situation and role made by the teacher as well as possible in situations as real life.

2.1.2.1 The Type of Role Play Technique

In case of role play activities, according to Donn Byrne, role play has two types, scripted and unscripted role play. In details, those described as follows:

2.1.2.1.1   Scripted Role Play

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

2.1.2.1.2   Unscripted RolePlay

In contrast to scripted role play, the situations of unscripted role play do notdepend 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

---

[20]Paul Rowan,"Building Speaking Skil by Creating 'Old the Radio' Show", the Internet TELS Journal, vol, VIII, no 1 (January 2007), http://iteslj.org/Techniques/Rowan-RadioShow.html (Accessed on 11 July, 2018)

from teacher and students is really necessary.[21]

2.1.2.2 Teaching Speaking by Using Role Play

As what the writer writes above, role play can be classified into two; scripted role play and unscripted role play. So, in applying this technique, there are two ways that can be used.

2.1.2.2.1   Scripted role play

Scripted role play is a role play which is based on the dialogue. Example of the dialogue:

Jane   : Good morning. I want to send a letter to Singapore.

Kevin   : Yes, do you want to send it by air mail or ordinary mail?

Jane   : I think I'll send it air mail. I want it together quickly. How much does it cost?

Kevin   : To Singapore? That will be 30 pence, pleas.

Jane   : (give the clerk 50 pence) Here you are.

Kevin   : Here's your stamp, and here's 20 pence change.

Jane   : Thank you. Where is the postbox?

Kevin   : You want the air mail box. It's over there, by the door.

For role playing activities based on dialog, the steps given by Adrian Doff are as follows:

2.1.2.2.1.1 The teacher guides the role play by writing these prompts:(where? / air mail / how much? / post box? / thanks). Talk as you write to show what

---

[21]Nurina P.S, "Improving Student's Speaking Ability by Using Role Play (a Classroom Action Research at VII Grade of SMPN 251 Jakarta)" (Unpulished; English Department of Faculty of Tarbiyah and Teachers' Training, State Islamic University Syarif Hidayatullah: Jakarta, 2011), p. 17

the promptsmean.

2.1.2.2.1.2 If necessary, go through the prompts one by one, and get students to give sentences or question for eachone.

2.1.2.2.1.3 Call two students to the front: one play the role as Angela and theother one is the post office clerk. They should improvise the conversation using the prompts to help them. Point out that the conversation should be similar to the one in the textbook, but not exactly the same; the conversation can be shorter than the presentation dialogue. It should just cover the main points indicated by theprompts.

2.1.2.2.1.4 Call out a few other pairs of students in turn, and ask them to have other conversation based on the prompts.[22]

Based on this procedure, researchers see that the way to organize this dialogue can be done to form paired students who will improvise in front of the class, alternately. The teacher can also ask students to practice private conversations with their partners before they appear in front of the class.

2.1.2.2.2 Unscripted Role Play

The role of unscripted roles is role playing that does not depend on dialogue texts but from imagining or using role cards. Examples and steps for playing the unscripted role described in Adrian Doff's book are as follows:

One student has lost a bag.

He/she is at the police station.

---

[22]Adrian Doff, *Teach English: A Training Course for Teachers trainer's Handbooks*, (Cambridge: Cambridge University Press Inc. The British Council, 1988), p. 233 – 234

2.1.2.3 The Procedures in using Role Play

A teacher can make procedures that are appropriate for his own class including by adjusting the level of ability of different students in the class. According to Quisenberry The role of play should be simple, flexible, and does not require much preparation (not long-winded) both on the part of the teacher and students. therefore, the following are general guidelines from Van Ments, Marinelli, Maley, Duff and Quisenberry to help teachers prepare themselves to succeed, combine ideas[23]:

2.2.5.1 Introducing and demonstrating the advantages of role playing on the first day of class.

2.2.5.2 Developing ideas, warm up through drama, practice vocabulary and mime (it improves language in the minds of students). Don't spend a lot of time in this phase, seems to work best with a minimum structure.

2.2.5.3 Assigning roles. Role-cards with written cues are very helpful (mainly for beginners and intermediate students). Role play cards can be a very useful tool. Role-play cards invite students to assume the role of a specific person or character and to react to a stimulus or prompt as that person.[24] It is up to the teacher to Role Play use them or not. But make sure that there is a role to every student in the classroom, that they are grouped multi culturally (to avoid their falling back into the native language), and that they don't reveal the role-card to anyone. As suggested by Golebiowska, there are three rules to be emphasized when assigning roles: (a) Don't show your role-card to

---

[23] Salies, Tania Gastao,Teaching Language *Realistically: Role Play Is the Thing* (Washington D.C: ERIC Clearinghouse,1995). p. 16

[24]A. A. Dorathy, S.N. Mahalakshm, "Second Language Acquisition through Task-based Approach – Role-play in English Language Teaching", "English for Specific Purposes World", vol. 11 no. 33 (2011), p. 4. (Accesed 27 May 2018)

anyone; (b) don't reveal all the informational once; (c) speak the target language.

2.2.5.4 Rehearsing in pairs or small groups (assign 10 minutes).The classroom will be noisy and busy.

2.2.5.5 Performing in the classroom (every group should have a turn). Actual performances before audiences are not the objective. Role players should only be concerned with themselves, the other role players, and the spontaneous generation of language. It is acting for the sake of language learning, exclusively.

2.2.5.6 Debriefing. Give students 10 minutes, immediately after the enactment itself, to criticize the interactions, based on the difficulty and authenticity to create spontaneous language: Is it successful? Why/ why not? How is it constructed? Could it be improved? How?

2.2.5.7 Evaluating performances. Making that sure they know they will be graded for the easiness in generating language.

In addition, because the goal is to prepare an optimal environment in language learning, teachers should not force students to become unwanted roles. After a few initial surprises, students generally find activities that are interesting and challenging, and are willing to work together. If someone is reluctant or shy, works on a one-to-one basis, until they feel comfortable and relaxed to take part in the whole class.

All of these role playing activities have the same main objectives and class procedures. Among the most important goals is to give learners practices for 'real life' and roles that must be assumed outside the classroom. That gives students insight into how "real life" is, and also provides intensive oral training in a relatively free and

creative way, to train students to express their own opinions, and also to provide opportunities to develop and test communicative competencies. This really helps students to train them to speak English.[25]

2.2 Previous Research Finding

There are some previous research findings which related with this research, such as:

Sri Irianti concluded that role-playing activity can improve students' speaking ability showed by the score they get. Furthermore, from the students' response toward the teaching and learning activity during CAR, it is proved that the response of the students toward the teacher professionalism and their interest in learning speaking using role play technique is 75.00% and 78.57% that means it falls into the strong and very strong category. It can be concluded that the students like role play technique.[26]

Kunto laksono reported the results of the research showed that the implementation of the role-play technique in the English teaching and learning process was effective to improve the students' speaking skills. They could perform more confidently. Moreover, their motivation and enthusiasm in English learning also improved. Furthermore, there was an increase from 12.9 to 19.3 from the pretest to the posttest.[27]

M. Noor afdillah calculated t-test to analyze the data. The value of observe was 7.49 and the degree of freedom was 54 whereas the value of table on the degree

---

[25]Patrica M, Games, *Simulations and Role-Playing,* (London: the British Council ETIC, 1977), p. 14

[26]Sri irianti, "Using Role Play in Improving Students' Speaking Ability" (Unpublished; Syarif Hidayatullah State Islamic University: Jakarta, 2011) p. 57

[27]Kunto Laksono Hadi, "Using the Role Play Technique to Improve the Speaking Skill of grade XI Students of MAN 1 Panggang in the Academic Year of 2014/2015" (Unpublished; Fakulty of Language and Arts Yogyakarta State University) p. 111

of significant of 5% was 2.00. As the result, the value of observe was higher than table. It can be concluded that the using of role play technique in teaching speaking at SMPN 244 North Jakarta was effective and the hypothesis tested in this study was accepted.[28]

Based on the previous findings above, the differences in each of the research results are in the design, type of research, research procedures. Research equations that will be done with previous research using role play technique to improve students' speaking skills.

2.3 Conceptual Framework

The conceptual framework of this research is given in the table:

INPUT Material of Speaking	→	PROCESS Teaching and Learning by Using Role Play	→	OUTPUT The Develop of Students'
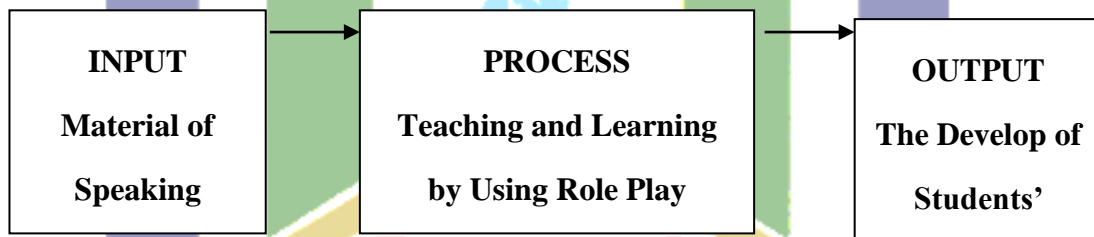
Note:

1. Input: it refers to the material of speaking that applied in the classroom.
2. Process: it refers to the teaching and learning speaking by using Role Play Technique.
3. Output: it refers to the students' develop speaking by using Role Play Technique.

---

[28]M. Noor Afdillah A. A, "The Effectiveness of Role Play in Teaching Speaking" (Unpublished; Syarif Hidayatullah State Islamic University: Jakarta, 2015) p. 5

2.4 Hypothesis

Based on the previous related literature and the problem statement above, the researcher puts forward hypothesis as follow:

2.4.1 Null Hypothesis (H_o):The use of Role Play Technique not able to develop students' speaking.

2.4.2 Alternative Hypothesis (H_1): The use of Role Play Technique able to develop students' speaking.

2.5 Variable and Operational Definition

2.5.1 Variable of the Research

This research has two variables, independent variable and dependent variable, namely:

2.5.1.1 Dependent variable is students' speaking skill

2.5.1.2 Independent variable is role play technique

2.5.2 Operational definition of variables

2.5.2.1 Speaking

2.5.1.1 Speaking is one of the productive skills of language that can be used to express ideas or send message to the listener about the situation of the environment. It means speaking is the important skill to make relationship with the other people in many different situations.

2.5.2.2 Role Play Technique

Role play is activity to make the students express their self in different situation from their real life like in school, hospital, and transportation

situation. It means the students do try to imagine and express their ideas in a situation as a clue they have.

CHAPTER III

RESEARCH METHOD

3.1 Types and Research Design

This research uses quantitative research. The researcher has used pre-experimental One-Group Pre-test Post-test Design.This is presented as follows:

$$E= O_1 \: X \: O_2$$

Where:

E: Experimental group

O1: Pre-test

X: Treatment

O2: Post-test[1]

3.2 Location and Duration of Research

The location of the research was taken a place at MTsN Parepare which located in Jalan Abu Bakar Lambogo No. 150 Parepare. The researcher has conducted research for approximately one month to collect data.

3.3 Population and Sample

3.3.1 Population

---

[1] Amirman Yousda dan Zainal Arifin, *Penelitian dan Statistik Pendidikan*, (Jakarta: Bumi Aksara, 1993), p.22.

[1]Burhan Bungin,*Metodologi Penelitian Kuantitatif.: Komunikasi, Ekonomi, dan Kebijakan, Publik serta Ilmu-ilmu Sosial lainnya* (Jakarta: Kencana, 2008), p. 99

The population is "the whole of the object of research which can be human, animal, plant, air, symptom, value, events, attitude of life, etc. So this object can be the source of research data.[2]

The population of this research is the second year students of MTsN Parepare in academic year 2018/2019. There are 6 classes in that school which are VIII.1, VIII.2, VIII.3, VIII.4, VIII.5, VIII.6. Total of the population are 183.

Table 3.1 The total students of the second year at MTsN Parepare

No	Class	Number of Student
1	VIII.1	24
2	VIII.2	34
3	VIII.3	30
4	VIII.4	29
5	VIII.5	35
6	VIII.6	31
Total of Students		183

(Sources administration of MTsN Parepare)

3.3.2   Sample

Sampling or sample means an example is a portion of all individuals who become the object of research. The sample of part of the population in the research is

_____

2

intended to reduce the object of research because of a large number of the population. In this research, the technique used is purposive sampling. Purposive sampling makes the researcher determine own samples because of certain considerations. By sulking directly from the class observed it was concluded that not all students in class VIII would be sample, but specifically for students of class VIII.4, the total number of samples was 29, male 17 and female 12.

3.4 The Instrument and Process of Collecting Data

The instruments in this research are oral test by using recorder and questionnaire.

3.4.1 Test

The researcher had to use the oral test for know the students' speaking skill in the class which consist of pre-test and post-test. The pre-test was intended to see students' speaking skill before giving treatment, and the post-test was intended to know the students' development in speaking after giving treatment using role play technique. The researcher used tape recorder as the aid of these activities.

3.4.2 Questionnaire

The questionnaires aim to gain data of the students' response about using role play technique to develop students' speaking skill.

3.5 Procedure of Collecting Data

The procedures of collecting data in this research, as following:

3.5.1 Pre-test

Pre-test is often known as the initial test. This type of test is conducted with the aim to find out how far the material or lesson material that will be taught can be

mastered by the students.[3] The researcher gives a theme as the guideline. It is "introduction", the students have to come forward to introduce themselves in front of the class by turns within three minutes. There are five aspects that were scored, namely: pronunciation, grammar, vocabulary, fluency, and comprehension. The pre-test was similar to the posttest. The researcher recorded the oral test by using voice recorder.

3.5.2   Treatment

After giving the pre-test, the researcher gave a treatment to the students. The researcher would be implementing role play technique to develop students' speaking skill. The treatment process would be conducted for fourth meetings.

In the first treatment, the researcher introducing role-play technique and show its advantages on the very first day of class. After that the researcher asked to students to develop the ideas, like make dialog. Then time to assigning roles. In this step, each student is given a card with picture of name or profession. After the students get a card the students rehearse in pairs or small groups. And then the researcher gives sheet dialogue each group and asked to them for prepare their group to perform with their friends. In this meeting the theme of the dialogue is "talking about health". After they prepare their selves so the students perform in the classroom. The last the researcher and the students use debrief and evaluate the student performance. Is it successful? Why/ why not? How is it constructed? Could it be improved? How?

---

[3]Anas Sudjiono, *Pengantar Evaluasi Pendidikan* (Jakarta: PT Raja Grafindo Persada, 2005). p. 69.

In the second treatment the steps are same with the first meeting. The researcher gave theme of the dialogue with the title, "introducing and in the restaurant" and the student must perform with their group in front of their friends.

In the third meeting the steps are same with the previous meeting. But the researcher just give the students theme (without dialogue) and ask them to make dialogue with the theme they choose each group. The theme in this meeting is "school situation".

In the fourth meeting the steps are same with the third meeting. That is still the the students theme (without dialogue) and ask them to make dialogue with the theme they choose each group. The theme in this meeting is "transformation situation".

3.5.3   Post-test

Post-test is often known as the final test. The final test is conducted with the aim to find out whether all the lesson material that is considered important can be mastered as well as possible by the learners.[4] So, the post-test in this study serves to find out how the learning outcomes of English learners after applied role play technique. The researcher has administered the posttest after the treatment. It is aim at seeing the difference in students' speaking skill after they have taught by using role play Technique in speaking class.

Post-test is similar to pre-test. In administering posttest, the researcher must choose one topic for the students. Then, the students had a discussion in peer. They have to prepare a dialogue before the researcher started scoring their performance. The researcher would use the recorder in this research as recording tool because the

---

[4]Anas Sudjiono, *Pengantar Evaluasi Pendidkan*.p. 70.

researcher would be focused on the five aspects of speaking, namely; pronunciation, grammar, vocabulary, fluency, and comprehension. Then, in order to see whether there was an improvement of students' speaking skills, the researcher examined the students' score using some steps. First, the students' utterances are transcribed. Then, all students' utterances are listened again to find out their scores in speaking.

3.5.4   Questionnaire

In the last meeting, the researcher will give the questionnaire to find out the students' response in learning English speaking by using role play technique. The questionnaire used in contents worksheet.

3.6   Technique of Data Analysis

After all data have to collect, data is presented based on the results of the tests obtain from the research. In analyzing the test of students 'skills in English, it is view from: fluency, accuracy, content, and comprehensibility and researchers also will use Heaton's standard score criteria. The steps are as follows:

3.6.1   Scoring Classification

The data would be collected through the test have been analyzed by using quantitative analysis.The following are the steps which undertaken in quantitative analyze. To find out the students' speaking skills, there are five criteria scoring procedure of oral according to David P. Harris, which are pronunciation, grammar,

vocabulary, fluency, and comprehension. The procedure of oral scoring by David P.

Harris as followed:[5]

Table 3.2: Five elements of speaking score

Rated Qualities	Behavioral Statements	Point
Pronunciation	Have few traces of foreign accent.	5
	Always intelligible, though one is conscious of definite accent.	4
	Pronunciation problems necessitate concentrated listening and occasionally lead to misunderstanding.	3
	Very hard to understand because of pronunciation problems. Must frequently be asked to repeat.	2
	Pronunciation problems to severe	1
Grammar	Makes few (if any) noticeable errors of grammar or word order.	5
	Occasionally makes grammatical and/or word order errors which do not, however, obscure meaning.	4
	Makes frequent error of grammar and word order which occasionally obscure meaning.	3
	Grammar and word order error make comprehension difficult. Must often rephrase sentences and/or restrict him to basic patterns.	2
	Errors in grammar and word order to severe as to make speech virtually unintelligible.	1
	Use vocabulary and idioms is virtually that of a native speaker.	5
	Sometimes uses inappropriate terms and/or must rephrase ideas because of lexical in adequacies.	4
	Frequently uses the wrong words; conversation somewhat limited because of in adequate vocabulary.	3
	Misuse of words and very limited vocabulary make comprehension quite difficult.	2
	Vocabulary limitations so extreme	1

---

[5]David P. Harris, *Testing English as A Seecond Language,* (Bombay: Tata McGraw-Hill Publishing Company Ltd, 1977), p. 84.

Vocabulary		
Fluency	Speech as fluent and efforts as that of native speaker.	5
	Speech of speech seems to be slightly affected by language problems.	4
	Speed and fluency are rather than strongly affected by language problems.	3
	Usually hesitant; often forced into make comprehension difficult. Must often rephrase sentences and/or restrict him to basic patterns.	2
	Errors in grammar and wordorder to severe as to make speech virtually unintelligible.	1
Comprehension	Appears to understand everything without difficulty.	5
	Understands nearly everything at normal speed, although occasional repetition maybe necessary.	4
	Understands most of what is said at slower-than-normal speed with repetitions.	3
	Has great difficulty following what is said. Can comprehend only "social conversation" spoken slowly and with frequent repetitions.	2
	Cannot be said to understand even.	1

3.6.2 The data collected from of the both of test, pre-test and post-test are classified

based on the following classification:

3.3 Table classification score

Scores	Classification
80-100	Excellent
66-79	Good
56-65	Fair
40-55	Poor

0-40	Very poor

3.6.3 Calculating the rate percentage of the students score:

$$P = \frac{F}{N} \times 100\%$$

Where:

P   : Percentage

F   : Frequency

N   : Total number of sample.[6]

3.6.4 Finding out the mean score will use the following formula:

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

Where:

X   = Mean

($\sum X$)   = Total score

N   = The total number of students

3.6.5 Finding out the difference of the mean score between pre-test and post-test by calculate the T-test value using the following formula:

$$t = \frac{D}{\sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{N}}{N(N-1)}}}$$

Where:

T   : test of significance

---

[6]Anas Sudijon, *Pengantar Statistik Pendidikan* (Jakarta: Raja Grafindo Persada, 2006), p. 43.

D   : the mean score of difference (X1-X2)

$\sum$D   : the sum of the total score

$\sum$D2   : the square of the sum score of difference

N   : the total sample.

3.6.6 The formula of questionnaire

3.6.6.1 To analyze the students' response, the researcher gave the questionnaire to the students.

The questionnaire of this research employs 20 questions which consist 10 positive and 10 negative statements about the using role play technique in English class to develop students' speaking skill. The formula of likert scale as followed:

Table 3.4. The skala likert below:

POSITIVE STATEMENT		NEGATIVE STATEMENT	
Category	Score	Category	Score
Strongly Agree(SA)	5	Strongly Agree(SA)	1
Agree (A)	4	Agree (A)	2
Neutral (N)	3	Neutral (N)	3
Disagree (D)	2	Disagree (D)	4
Strongly disagree(SD)	1	Strongly disagree(SD)	5[7]

3.6.6.2 The following is rating score of the category:

Table 3.5. Classifying the students' response based on the criteria

NO	Qualification	Interval
1	Strongly Agree(SA)	86-100 %

---

[7]Sugyono.*MetodePenelitianPendidkan.* (Bandung: PenerbitAlfabeta, 2010).p.135

2	Agree (A)	71-85 %'
3	Neutral (N)	56-70 %
4	Disagree (D)	41-55 %
5	Strongly disagree(SD)	≤ 40 %

(*Source: Dirjen Pendidikan Dasar dan Menengah*)

PAREPARE

CHAPTER IV

FINDINGS AND DISCUSSIONS

This chapter consists of two sections. The first section is the finding of the research and the second section is the discussion. The findings of the research cover the description of the result of data collected through test and questionnaire that can be discussed in section below.

4.1 Findings

The finding of this research is the classification of students' pre-test and post-test. The finding of students' responses in improving speaking skill using role play technique at the second year of MTsN Parepare the researcher used questionnaire. The researcher administered a test that has given pre-test was before treatment which knowing the students' speaking skill using role play technique, while post-test. This research aims to find out whether role play technique able to develop students speaking skill at class VIII. 4 of MTsN Parepare.

4.1.1 Finding through test

4.1.1.1 Score of the pre-test

In order to know the students' results to develop students speaking skill, the raw score the students obtained through pre-test and post-test. The aims to finding out the detail information about the students'skill in different categorizeare accuracy, fluency, vocabulary and pronunciation.

The pre-test had done before implementation role play technique. It was conducted on Saturday, October 13th, 2018. The students' were given the pre-test.

The researcher found out the result of the students' pre-test based on the scoring of their speaking skill before giving treatment that using role play technique which was analyzed and resulted in the information as shown in the following table:

Table 4.1 Students' score on pre-test

No	Respondents	Competence features score					Total	Score
		P	G	V	F	C		
1	Alams	4	3	4	3	4	18	62
2	Gaffar	2	2	3	2	2	11	37
3	Aqsal	4	3	4	4	4	19	65
4	Arya	3	2	3	2	2	12	41
5	Fatir	4	2	4	3	2	15	51
6	Kresno	3	2	3	2	2	12	41
7	Aidil	3	2	3	2	2	12	41
8	Ikram	2	2	2	2	3	11	37
9	Fath	2	2	3	2	2	11	37
10	Ridwan	2	1	2	1	1	7	24
11	Wahyu	1	1	1	1	1	5	17
12	Syafar	2	2	3	3	2	12	41
13	Amanda	4	2	4	2	2	14	48
14	Sophia	2	2	3	2	3	12	41
15	Fitri	3	2	3	2	2	12	41
16	Fauziah	2	2	3	2	2	11	37

17	Linda	4	3	3	3	3	16	55
18	Nuraulia	3	2	4	2	3	14	48
19	Nurfitri	4	3	4	4	4	19	65
20	Dillah	2	2	3	2	2	11	37
21	Nurul	4	2	4	3	2	15	51
22	Rahimah	2	2	3	2	2	11	37
23	Risky	4	3	4	2	3	16	55
24	Dewi	3	2	4	2	3	14	48
25	Suci	3	2	3	2	2	12	41
26	Sintia	2	2	3	2	2	11	37
27	Adel	3	2	4	3	3	15	51
28	Yunita	3	3	4	2	2	14	48
29	Reza	2	2	3	2	2	11	37
	Total						373	1271

Based on the result of pre-test analysis in the table above, it described that the quality of the students' speaking skill before giving treatment. The average score means that the students' speaking skill was poor. The main reason was the students felt nervous, shy to speak up because have limited vocabulary, so it made the students need and effort too much to search for word. The other cause, the student's pronunciation still focused by the mother tongue such as like "eeh", "emm", etc. The students also did not use in the right way "an article, to be," and other mistake.

From table 4.1 the researcher found out that the total score of pre-test in the experimental class was 1271. The results of the data were obtained by the researcher

when conducting a pre-test. This test the researcher has given done before doing treatment. Based on the results of the pre-test data analyzed in the table above, it shows that the highest total score was achieved by respondents 03 and respondents 19 with a total score of 65. On the other hand respondents 11 reached 17 as the lowest total score and the other students get 24-62 it mean that in poor categorize.

4.1.1.2 Score of post-test

Table 4.2 Students' score of post-test

No	Name	Competence features score					Total	Score
		P	G	V	F	C		
1	Alam	4	4	5	3	4	20	68
2	Gaffar	3	3	4	3	3	16	55
3	Aqsal	5	5	5	4	5	24	82
4	Arya	3	3	4	3	3	16	55
5	Fatir	4	3	4	3	2	16	55
6	Kresno	4	3	4	3	3	17	58
7	Aidil	4	3	4	3	3	17	58
8	Ikram	3	3	4	3	3	16	55
9	Fath	3	3	4	3	3	16	55
10	Ridwan	2	2	3	2	2	11	37
11	Wahyu	2	2	2	2	2	10	34
12	Syafar	4	3	4	3	4	18	62
13	Amanda	4	3	4	3	3	17	58

14	Sophia	3	2	4	3	2	14	48
15	Fitri	4	3	4	3	4	18	65
16	Fauziah	3	2	4	3	3	15	48
17	Linda	4	4	4	3	3	18	62
18	Nuraulia	4	3	4	3	3	17	58
19	Nurfitri	5	4	5	5	4	23	79
20	Dillah	4	2	4	3	3	16	51
21	Inayah	4	3	4	3	3	17	58
22	Rahimah	3	2	4	3	2	14	48
23	Risky	5	4	4	4	4	21	72
24	Dewi	4	3	4	3	3	17	58
25	Suci	4	3	4	3	3	17	58
26	Sintia	3	3	4	3	2	15	51
27	Adel	3	3	4	3	3	16	55
28	Yunita	4	3	4	3	3	17	58
29	Reza	3	3	4	3	3	16	55
	Total						485	1656

Based on the table above, the result of students' speaking post-test was explained the overall students achieved of their speaking skill. The score show that there were a changed of students' score after did treatment. Analysis the data of students' score in post-test to know whether there is or there is no a development of students' speaking skill in learning speaking through using role play technique.

From the data in the table above, one student (03) got 82 scores as the highest total score and one student (11) obtained 32 scores as the lowest total score achieved by students in this post-test and the other students get 56-79 it mean that the students' speaking skill in fair categorize. It means that the quality of students' speaking skill after giving treartment using role play technique is development.

The frequency score of pre-test and post-test of experimental class can be seen as follows:

Table 4.3 The Distribution of Frequency of Students' Pre-test Score in Experimental Class

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	17	1	3.4	3.4	3.4
	24	1	3.4	3.4	6.9
	37	8	27.6	27.6	34.5
	41	7	24.1	24.1	58.6
	48	4	13.8	13.8	72.4
	51	3	10.3	10.3	82.8
	55	2	6.9	6.9	89.7
	62	1	3.4	3.4	93.1
	65	2	6.9	6.9	100.0
	Total	29	100.0	100.0	

Based on the table above, in the pre-test it can be seen that there was 1 student who got score 17 (3.4%), 1 student got score 24 (3.4%), 8 students got score 37 (27.6%), 7 students got score 41 (24.1%), 4 students got score 48 (13.8%), 3 students got score 51 (10.3%), 2 students got score 55 (6.9%), 1 student got score 62 (3.4%), 2 students got score 65 (6.9%). The highest frequency was 8 at the score 37, and the total frequency was 29.

Table 4.4 The Distribution of Frequency of Students' Post-test Score in

Experimental Class

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	34	1	3.4	3.4	3.4
	37	1	3.4	3.4	6.9
	48	3	10.3	10.3	17.2
	51	2	6.9	6.9	24.1
	55	7	24.1	24.1	48.3
	58	8	27.6	27.6	75.9
	62	2	6.9	6.9	82.8
	65	1	3.4	3.4	86.2
	68	1	3.4	3.4	89.7
	72	1	3.4	3.4	93.1
	79	1	3.4	3.4	96.6
	82	1	3.4	3.4	100.0
	Total	29	100.0	100.0	

Based on the table above, it also can be seen that in the post-test there were 1 student got score 34 (3.4%), 1 student got score 37 (3.4%), 3 students got score 48 (10.3%), 2 students got score 51 (6.9%), 7 students got score 55 (24.1%), 8 students got score 58 (27.6%), 2 students got score 62 (6.9%), 1 student got score 65 (3.4%),1 student got score 68 (3.4%), 1 student got score 72 (3.4%),1 students got score 79

(3.4%), 1 student got score 82 (3.4%). The highest frequency was 8 at the score 58, and the total frequency was 29.

4.1.1.3. The effect of students' speaking skill by using role play technique of VIII.4 at MTsN Parepare .

The data of students' speaking skill by using role play technique were taken from the score of students' pre-test and post-test in experimental class with 29 respondents in the class. Based on the result of the pre-test, the data showed that the total score of the pre-test is 1271 and the score of post test is 1656, so it can be seen that the development of the total speaking skill score of post-test for the students in experimental class, which was given the treatment by using role play technique, was relatively higher than the total speaking skill score of pre-test for the students in experimental class which was not given the treatment by the researcher.

4.1.2. The Data Analysis

The data analysis was presented based on the statistical result followed by using role play technique to develop students' speaking skill of the second grade students at MTsN Parepare. It was obtained by using SPSS 17 as follows:

Table 4.5 Mean and Standard Deviation of Students' Pre-Test Score in Experimental Class

Mean	43.83
Standard Deviation	10.761

From the table above, the distance between Mean (M_x) and Standard Deviation (δ) was too far. In other words, the scores obtained were normal.

Table 4.6 Mean and Standard Deviation of Students' Post-Test Score in

Experimental Class

Mean	57.10
Standard Deviation	10.807

From the table above, the distance between mean and standard deviation was too far. It can be concluded that the scores obtained were normal.

From the table of students' speaking skill score by using role play technique in data above, it can be seen that the calculation of total score of pre-test in the experimental class was 1271 and the total score of posttest was 1656.

In order to find out the data analysis of the development students' speaking skill by using role play technique, the researcher then used t-test by using SPSS 17. The data were taken from students' score of pre-test and post-test in speaking skill score by using role play technique experimental class. The data of t-test can be seen from the table as follows:

Table 4.7 Group Statistics

	N	Mean	Std. Deviation	Std. Error Mean
Pre-test	29	43.83	10.761	1.998
Post-test	29	57.10	10.087	1.873

Based on the table above, it can be seen that the total students from each, experiment class consisted of 29 students. The mean score of pre-test was 43.83and the mean score of post-test was 57.10. Standard Deviation of the pre-test was 10.761,

and Standard Deviation of the post-test was 10.087. Then, Standard Error Mean of the pre-test was 1.998and Standard Error Mean of the post-test was 1.873.

4.1.3 Hypothesis Testing

In here the researcher using SPSS 17. The data of can be seen from the table as follows :

Table 4.8 Paired Samples Test

		Paired Differences							Sig. (2-tailed)
					95% Confidence Interval of the Difference				
		Mean	Std. Deviation	Std. Error Mean	Lower	Upper	t	df	
Pair 1	PRE TEST - POST TEST	-13.276	5.161	.958	-15.239	-11.313	-13.853	28	.000

To find t table we can use see the table of distribution.For the level, significant (p) 5% and df = 28, and the t-table value is 2,048 while the t-test value is 13.853. It means that the t-test value is greater than t-table (13.853≥ 2,048). The statistical hypothesis in this research as follows:

4.1.3.1 If t-table value is higher than t-test value. H1 is rejected, it means that using role play technique can not develop students' speaking skill at VIII.4 of MTsN Parepare.

4.1.3.2 If t-test value is higher than t-table value. H1 is accepted. It means that using role play technique is able to develop students' speaking skill at VIII.4 of MTsN Parepare.

From the table of paired sample test above, it shows that the df is 28, mean difference is 13.276, standard error difference is 958, the lower difference interval is 15.239 the upper difference interval is 11.313, t_o is 13.853 while t $_{table}$ is 2.048 (t_o> t table) and sig. 000, So it can be concluded that the students' speaking skill by using role play technique is significant better after getting the treatment. So, the null hypothesis (H_0) is rejected and the alternative hypothesis (H_a) is accepted.

4.1.4 The students' response toward the using role play technique to develop students' speaking skill.

The response of students using questionnaire to use role play techniques to develop students' speaking skill. This result of percentage as follows:

4.9 Table score questionnaire of students answer

No	Item																				S
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	
1	4	4	4	4	4	4	4	4	3	3	4	3	4	4	4	4	4	4	2	4	75
2	5	4	5	4	4	5	4	3	5	4	5	5	5	5	5	3	4	5	1	1	82
3	4	4	4	4	4	4	4	4	4	3	2	4	2	5	4	4	3	4	2	4	73
4	4	3	4	4	4	4	4	4	3	4	4	4	2	4	4	4	4	4	2	4	74
5	4	4	4	4	5	4	4	4	3	4	4	4	3	4	4	4	4	4	4	4	79
6	5	5	4	4	4	5	4	4	4	5	4	4	5	5	5	5	1	5	5	4	87
7	4	5	4	4	4	5	4	5	3	2	5	5	5	5	5	5	1	5	3	1	80
8	2	4	4	4	3	2	4	3	3	2	5	4	4	4	4	4	4	4	3	3	70
9	5	4	4	4	4	4	4	5	5	5	4	3	4	5	5	3	3	4	3	3	81
10	3	5	3	4	3	2	4	5	4	5	5	3	5	4	5	2	4	4	3	3	76

11	4	4	4	4	4	4	4	4	4	4	4	5	5	5	5	3	4	1	1		77
12	4	4	5	4	5	5	4	5	3	4	4	5	3	5	5	5	4	5	4	4	87
13	4	4	5	4	4	5	4	4	4	5	4	4	3	4	4	4	4	4	3	3	80
14	4	4	4	4	4	5	4	4	5	4	3	4	3	4	4	4	4	4	4	5	81
15	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	3	5	80
16	4	3	4	4	4	4	4	4	3	5	4	4	2	4	4	4	3	4	2	2	72
17	4	4	4	4	5	4	4	4	3	2	4	4	3	4	4	4	3	4	3	3	74
18	4	4	5	4	4	4	4	4	5	5	4	5	5	2	5	5	1	4	4	4	82
19	5	4	5	5	5	5	4	5	5	5	5	5	4	2	5	4	1	5	4	2	85
20	5	4	4	4	5	5	4	4	5	5	4	3	3	4	5	4	4	5	3	3	83
21	4	5	4	4	4	4	4	4	5	5	5	3	4	5	5	5	4	4	3	2	83
22	4	3	4	4	4	3	4	3	4	2	5	5	5	4	4	4	3	4	3	3	75
23	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	80
24	4	4	4	5	5	4	4	4	3	4	4	4	3	4	4	4	4	4	4	4	80
25	5	4	5	4	5	4	4	3	4	5	4	4	3	5	4	4	3	4	3	4	81
26	5	3	5	4	4	3	4	4	3	4	4	4	4	5	4	4	3	4	4	3	78
27	4	4	4	4	5	4	4	4	4	4	4	4	3	4	4	4	4	4	3	4	79
28	5	4	4	5	4	4	4	5	4	4	4	4	4	4	4	4	4	4	4	3	82
29	4	3	4	4	5	3	4	5	4	5	4	4	4	5	4	4	4	4	3	3	80
										Total											2296

The table above showed that the cumulative score that they got through the questionnaire was 2296.

$$X = \frac{\Sigma x}{N}$$

$$= \frac{2296}{29}$$

$$= 79{,}17$$

From the data above, shows that students' responses to the use of role play techniques are very positive. That can be seen from the classification of the questionnaire results, the data showed in score of 71-85 which means agree.

4.2 Discussion

This section provides the discussion about the finding that showed in previous section. The discussion of this research provides insight about the students' speaking skill before learning process by using role play technique, the development of students' speaking skill through role play technique and the students' response in develop speaking skill through role play technique.

4.2.1 Students' speaking skills before learning process by using role play technique.

Before giving treatment, students faced some problems in learning speaking, like some of them have less vocabulary, they also not try to using English in their class, so they don't have self-confidence, and they are used to using mother tongue in expressing their feelings and opinions. Therefore, that is important to give attention for students to use the target language in language learning especially English in the learning process. So,the researcher concluded that in fact students in MTsN Parepare Class VIII. 4 had knowledge about English but lacked in action. The data from the pre-test showed that at the first meeting the researcher conducted research on students' speaking skill based on pronunciation, grammar, vocabulary, fluency, comprehension.

4.2.2 Development of students' speaking skill using role play technique.

The researcher concludes that before giving treatment, the students feel difficult to understand about English like they do not how to use English in conversation well, do not have high confidence to speak English and also they are afraid to saying something in English and still use mother tongue in English class.

After knowing the students' speaking ability in the first meeting, the researcher then continued to give treatment to students using role play technique. This technique was chosen by researcher because role play is a technique that can bring students to real communication. So this technique can attract the attention of students to practice using English and also train their self to appear in order to have confidence. There are some opinions said that the ability to speak using a foreign language is improved through direct practice.

It was supported by the some previous related research findings, such as, Mat Saleh said that in practicing speaking English is used in narrative texts using role playing technique that make it easy for students to recite words in English because they are trained in playing roles with other friends. It means that students are actively involved in the learning process in using role playing technique. So if they find a problem it can be helped by the teacher.

Also in the speaking guide Sesilia and Nining said that, students dare to play a role with full appreciation and with movements that are in accordance with the dialogue. In terms of language, students have been able to interact with role play using a variety of clear intonations and articulations. On the aspect of student attitudes when playing roles also increase, namely students can work well with their groups, help friends who have difficulties, increase the confidence of each student to

appear speaking in English. This is evidenced by their participation in class conversations, performing in front of the class, pronunciation, fluency and confidence in speaking.

The process of teaching speaking using role play technique in MTsN Parepare the researcher divided students into groups and give role cards that they would make dialogues to performance in front of the class. In another meeting the researchers also divide students into groups, than give the students themes which they then asked to create in the dialogue.

The first meeting was conducted on Thursday October 18st 2018. Before the activity was started, the researcher took a few minutes to arrange the students to sit in a chair and pray before the lesson began. After everything was controlled, then the researcher checked they are ready to start the lesson by introduced the technique which used.

After that, the researcher asked the students how to develop the idea in the dialog. Then, the students are given the role card for choosing their role. After that, the researcher divide the students in small groups and give them a dialog sheet for each group and ask them to prepare their self to perform with their group in front of the class.

The groups of students were very enthusiastically raising their hands to perform their group firstly in front of the class when the researcher asked them to do it. Most of them were very enthusiastic in this session. From this view, the researcher thought that most of the activity or the material new for them, and they were so interest to did it and to know what they did. When the students perform in the class, the researcher monitors the student's pronunciation. Actually, some of the students

have not good pronunciation. After knowing that, the researcher asked the students to repeat up the researcher said.

At the end of the lesson, the researcher gave the students question what they do not understand and what the hard in this activity and what they can take from this activity. This activity had the purpose to check the students' understanding about the lesson.

The second activity was conducted on Saturday, October 20th, 2018. Beginning the activity, the writer took 10 minutes to review the previous activity given in order to refresh their mind. The meeting in this activity was nearly the same as the first meeting, but the topic was about how to inviting and how to respond the inviting.

The situation was still the same as the first activity. some of the groups of the students were very enthusiastically raising their hands to perform again use dialogue sheet, but some of them were very reluctant.

To create a conducive situation, the researcher gave a motivation to the students and gave game. The game was a word guessing. The students were asked to guess the meaning of the words in English. To start this game the researcher divided the students into four groups and each group had to answer the movement clue. The researcher gave the point for the right answer. In this session the students were very enthusiastic and for them this game seemed more interesting than the other activities. The class became alive.

In the researcher opinion, by giving the point for those who could answer correctly was a good reward for the students. They would try to do the best for their

groups, and also from this activity not make the students bored. from that game also the students can get the new word.

The third activity was conducted on Thursday, October 25th 2018. The meeting in this activity was nearly the same as the second act, but in this meeting, the students made dialogue with the theme they take from the researcher prepare. Before starting this activity, the researcher checked they are ready to start the lesson by asking them about the various situation happen when in the school area. When the students were really ready, the class began.

At first the researcher gave a paper which pictures about the situation in the school area. Next activity the researcher and students discussed the picture. The researcher then asked the students, what picture is it?The groups of the students were very enthusiastically raising their hands when the researcher asked them the question above. Each group has a different opinion about the picture they take.

From there, the researcher asked students to make the dialogue based on their opinion about the picture. In this session, the students were very enthusiastic that seems some of them search dictionary to they used for making them easier to create the dialog with their group. That activity makes the class alive.

In this session, the researcher also asked students to prepare their self to perform in front of the class with their group. In the third act, the researcher analyzed that most of the students had raising their self confidence to show their self in class using English with their friends. But the students still have the problem in their pronunciation and in grammar. To correct the student's pronunciation, the researcher said the word and asked each the students to repeat that.

The fourth activity was conducted on Saturday, October 27th, 2018. Beginning the activity, the writer took 5-10 minutes to review the previous lesson in order to refresh their mind. The meeting in this activity was nearly the same as the third act, but the topic was about "how to respond the people".

The researcher took several minutes to prepare the students' readiness and reviewed some vocabularies they had learned in the previous activity. When the students were really ready, the class began. At the first, the researcher asks the students for make dialogue again based on the theme. Then ask them to practice with their group to prepare their self to perform.

Next, the researcher asked them what the problem when did that activity and asked them about their mistake in pronunciation and also in grammar. By the time the activity was completed. The researcher then give time to students for giving their opinion about what they get from all activity.

In the first meeting to the last meeting, students had the opportunity to appear using English in front of the class by speaking different topics in each group for each meeting. This is expected to be able to make students confident to speak and also be able to develop their ideas and be able to improve their English speaking abilities. The application of role play techniques in the process of learning to speak can help students to speak correctly and confidently. In conclusion, implementing role play techniques has an impact in improving students' speaking skills.

After giving treatment, the researchers giving a post-test to know the developed of students' speaking skill.Before giving them treatment the score of pre-test is 12,86 it means that the students' speaking skill was poor and after giving treatment the researcher did post-test. And the score of post-test is 16,72 that is

showed the post test have increase. It means that the students' speaking skill after using role play technique development. The mean score between the result of pre-test and post-test had significant different before giving treatment and after treatment. The result of pre-test and post-test of t-test value (13.853) in which the result of t-table value (2,048) in (df) = N-1 = 29 – 1 = 28 for level of significance 0,05 = 2,048.

It shows that the alternative hypothesis (Ha) is accepted and the null hypothesis (Ho) is rejected. It can be concluded that Teaching using Role Play Technique is able to develop students' speaking skill in class VIII. 4 at MtsN Parepare.

4.2.3 Students' responses in development students' speaking skill using role play technique

After teaching speaking skill using role play technique the description of the data through questionnaire explained about the students' response in develop students' speaking skill using role play technique at class VIII.4 of MTsN Parepare had a agree response. Among 29 students there 2 students were in interval 86-100 which has categorized strongly agree according to the likert scale, there 26 students were in interval 71-85 which has categorized agree, and one student were in interval 56-57 neutral. It means that the frequency of most students' in agree categorized.

From the 20 questionnaires (10 statement positive and 10 statement negative), almost the students answered very positively. Based on the liker scale that showed the students were very positive in learning English by using Role Play Technique. It means that the role play technique makes students have positive response toward in learning speaking and they agreed about it.

The use of role play technique gave the students opportunities to be active and practice their English to express their self depend the situation and make them little brave in speaking English. It was supported by Rowan, he mention that the most effective way to teach speaking skills are ask students to practice the situation and by making the classroom atmosphere as close as possible to the original environment.

It means that every student in a group should active, arrange and share their ideas in their mind to make dialogue from the theme they took. The students had to make dialogue their own sentences each group and practice in front of the class. The teacher's role during implementation role play technique was as the facilitator to guide the student to express their ideas. It helped the students who have a problem in speaking.

From the explanation above it is supported also by Bailey and Nunan opinion in Nurbaiti research who said that role-playing can be a very good procedure to help students learn and practice speaking, vocabulary, and important grammatical structures.[1] Role play technique can also helps the teacher to make students more active in the classroom and also helps in the learning process of students who basically have a different understanding of background. From the view point of researchers, students now need new things to help them learn and develop their skill specially speaking skill.

Based on the explanation of some expert above, it was true that using role play technique gave effect to the students' speaking skill, like they have new vocabulary, new knowledge about English, and also their self-confidence higher.

---

[1]Nur Baiti "The Implementation of Role Play to Improve Students' Speaking Skill" (Unpublished; Fakultas Keguruan dan Ilmu Pendidikan: Aceh, 2014), p. 21

In summary, the result of the research showed that there was any significant difference before and after teaching speaking skill by using role play technique at the second year at MTsN Parepare. Also, the students' response by use of role play technique in teaching speaking skill was agree. It could be concluded that the alternative hypothesis was accepted and null hypothesis was rejected.

CHAPTER V

CONCLUSION AND SUGGESTIONS

This chapter consists of two parts namely conclusion and suggestions of the research. The conclusion deal with the conclusion gotten based on the findings and discussion. The suggestions deal with some suggestions given by the researcher.

5.1 Conclusion

As the end of this research, the researcher would like to give a conclusion as about the purpose of this study was to find the results of this study to know students' speaking skill before and after using role play techniques and investigate students' responses to the use of role play techniques in developing students' speaking skill.

It can be calculated that using role play techniques is able to develop the students' speaking skill in VIII. 4 class of MTsN Parepare. It can be seen in the results of the analysis data which shows that there is significant between students' speaking ability before and after learning English using role play techniques. Post-test (57.10) is better than the pre-test (43.83) results. In pre-test there are 2 respondents get total score of 65 and 1 respondent reached 17 as the lowest total score and some of students get 17-55 it means that in pre test they speaking skill are poor. In post test there are one student got 82 scores as the highest total score, one student obtained 32 scores as the lowest total score and 21 students get score in 56-79 it means that they are speaking skill in post test "fair" achieved by students in this post-test.The students' speaking is significant by looking at t-test was (14,853) higher than the value of t-table (2,048).

Besides, the discovery of the questionnaire showed that there were several responses from students among 29 students, there 2 students were in interval86-100 which has categorized strongly agree according to the likert scale, there 26 students were in interval 71-85 which has categorized agree, and one student were in interval 56-57 neutral. It means that the frequency of most students' in agree categorized.

From the explanation above, it can be calculated that students have a significant development in their speaking skill after the learning process uses role play techniques. It shows that the alternative hypothesis is accepted.

5.2 Suggestion

From the results of the research, the researcher suggested getting better results in the learning and teaching process, either for the teacher or student. The researcher suggestion presented as follow:

5.2.1 First, in the treatment process, teacher should be able to apply some techniques in teaching English which is suitable with students' condition so that the students are not bored following the materials.It is suggested that teachers take a lot of attention to some interesting activities, with this method that might include variations in student learning styles, so they can participate and be happy.

5.2.2 Second, during teaching and learning process, it is better for the teacher to try to guide students step by step to speak English in expressing their opinions or in saying something.

5.2.3 Thirdly, the role play technique in learning effectively develops students' speaking skill. This is highly recommended in learning English.

5.2.4 Fourth, suggesting that junior high school students, especially to the students of MTsN Parepare for be a masters of speaking, they must have the confidence to convey their means, also should try and practice speaking English every day in daily life, and make English become second language.

BIBLIOGRAPHY

A. A. M. Noor Afdillah. 2015. "The Effectiveness of Role Play in Teaching Speaking". Unpublished; Syarif Hidayatullah State Islamic University: Jakarta.

Abrar. M, Failasofah. 2016. "EFL Student Teachers' Speaking Anxiety: the Case in One English Teacher Education Program", vol. 3 no. 1 (2016) (Accessed, Sep 26 2018). https://www.researchgate.net/publication/311941373_EFL_Student_Teachers'_Speaking_Anxiety_the_Case_in_One_English_Teacher_Education_Program

Adaba HW, *Exploring the Practice of Teacher-Student Classroom Interaction in EFL to Develop the Learners' Speaking Skills in Tullu Sangota Primary School Grade Eight Students in Focus*)

Al-Mahrooqi, Rahma, et al., eds. 2017. *Revisiting EFL Assessment: critical perspective.* Switzerland: Springer.

Anne, D, A. S.N. Mahalakshm. 2011. "Second Language Acquisition through Task-based Approach – Role-play in English Language Teaching". *English for Specific Purposes World*, vol. 11 no. 33 (2011) (Accessed, 27 May 2018)

Arifin, Zainal & I. Amirman Yousda. 1993. *Penelitian dan Statistik Pendidikan.* Jakarta: Bumi Aksara.

Bahar, Kaharuddin. 2013. *The Communicative Competence-Based English Language Teaching*. Yogyakarta: TrustMedia.

Baiti Nur. 2014. "The Implementation of Role Play to Improve Students' Speaking Skill". Unpublished; Fakultas Keguruan dan Ilmu Pendidikan: Aceh.

Brown, Douglos. 2004.*Language Assessment Principles and Classroom Practices.* San Francisco State University.

Bungin, Burhan. 2008. *Metodologi Penelitian Kuantitatif : Komunikasi, Ekonomi, dan Kebijakan, Publik serta Ilmu-ilmu Sosial lainnya*. Jakarta: Kencana.

Chesler. Mark, 1966. *Role Play Method in the Classroom*. Science Research Associates, Inc. Chicago,

Dedi. 2016. "Improving Speaking Skill through Communicative Language Teaching (CLT) Method at Second Grade in SMP Negeri 7 Anggeraja Kabupaten Enrekang". Unpublished; Tarbiyah Faculty: STAIN Parepare.

Doff, Adrian. 1988. *Teach English: A Training Course for Teachers trainer's Handbooks*. Cambridge: Cambridge University Press Inc. The British Council.

F, Thorbiörn and Tobias W. 2006. *Role, Play, Art*. Stockholm: Föreningen Knutpunkt.

Folse, Keith S., *Vocabulary Myths: Applying Second Language Research to Classroom Teaching*, Michigan: University of Michigan, 2004. Fromkin, Victoria and Robert Rodman, *An Introduction to Language*, New York: Harcourt Brace College Publisher, 1998.

Gilakjani, Abbas P. 2016. " English Pronunciation Intruction: a Literature Review". *Journal of Research Education*, vol.1 no. 1 (November 2016). (Accesed 25 April).

Hadi, Kunto Laksono. 2015. "Using the Role Play Technique to Improve the Speaking Skill of grade XI Students of MAN 1 Panggang in the Academic Year of 2014/2015". Unpublished; Fakulty of Language and Arts Yogyakarta State University: Yogyakarta.

Harris, David P., *Testing English as a Second language,* Bombay: Tata McGraw- Hill Publishing Company Ltd, 1977.

Haycraf, Jhon. 1978. *An Introduction to English Language Teaching.* England: Longman Group Limited

Heaton, J.B. 1988. *English Language Test* . New York: England: Longman.

Hoffaman Waleska, A. M. 2000. *Developing Oral English Language Skill Through Role Play*. Curitiba: Universsidade Tuiuti Doparana.

Huang, I.Y. 2008. *Role Play for ESL/EFLchildren in the classroom*. http://iteslj.org/Techniques /Huang RolePlay.html (accessed 5 May 2018)

I Ribas, Marta Santiago. 2010. "The Effects of Teacher Talk on Students' Oral Productions." Doctor Dissertation; TED Masters Degree: UAB.

Irianti, Sri. 2011. "Using Role Play in Improving Students' Speaking Ability". Unpublished; Syarif Hidayatullah State Islamic University: Jakarta.

Kayi,Hayriye. 2006. "Teaching Speaking: Activities to Promote Speaking in A Second Language." vol. 12 no. 11 (November 2006). http://iteslj.org/Techniques/Kayi-TeachingSpeaking.html (Accessed on 1 May 2018).

Khadidja, Kouicem. 2010. "The Effect of Classroom Interaction on Developing the Learner's Speaking Skill (the Case of Third Year LMD Students of English at Constantine University)". Unpublished; Mentouri University-Constantine Faculty of Letters and Languages Department of Foreign Languages: Algeria.

Livingstone, Carol. 1983. *Role Play in Langauge Learning.* Burnt Mill: Longman Group Limited.

Mugglestone, Patrica. 1977. Games, *Simulations and Role-Playing.* London : the British Council ETIC.

Nunan, David. 2003. *Practical English Language Teaching*. New York: McGraw-Hill.

Pardon, Laura S., *What every teacher needs to know about comprehension,* International Reading Association, 2004.

Penner-Wilger, Marcie, *Reading Fluency: A Bridge from Decoding to Comprehension*, Canada: AutoSkill International Inc, 2008.

Richards, Jack C, and Willy Renandya. 2001. *Methodology in Language Taching, an Anthology of Current Practice*. Cambridge: Cambridge University Press).

Rowan, Paul. 2006. "Building Speaking Skil by Creating 'Old the Radio' Show", the Internet TELS Journal, vol, VIII, no 1 (January 2007), http://iteslj.org/Techniques/Rowan-RadioShow.html (Accessed on 11 July, 2018).

Salies, Gasto Tania. 1996. *Teaching Language Realistically: Role Play is the Thing*. Washington D.C: ERIC Clearinghouse.

Sudijon,Anas. 2006. *Pengantar Statistik Pendidikan*. Jakarta: Raja Grafindo Persada.

Sugiono. 2010. *Metode Penelitian Pendidikan: Pendekata Kuantitatif, Kualitatif, R&D,* Bandung: Alfabeta.

Appendix 1. Instrument of the research

Petunjuk: Setiap menjawab pertanyaan dibawah,jawab dengan cara menjelaskan menggunakan Bahasa Inggris.

The test pre-test :

1. What is your name?

2. Could you spell your name in English?

3. Where are you from?

4. Do you like to speak English?

5. When you was born?

The test post-test:

1. What you think about using the internet?

2. How do you usually like to spend your free time?

Appendix 2. Students' speaking skill pre-test

Post test:

1. Responden 1:

   What is your name?

   = mai nem is alamsyah.

   Could you spell your name in English?

   = ei, el, ei, em, s, yu , ei, h

   Where are you from?

   =mai from is ungnga

   Do you like speak English?

   = yes I laik

   When you was born?

   = Ai was bron in tuenti sik tu tausen en tri

   What is your ambition?

   = mai ambision pailot

2. Respondent 2:

   What is your name?

   =Nurul inyah

   Can you spell your name in English?

   =En, u, ar, u, ai, en, ei, bi, wai, ei, ar, ej,

   Where are you from?

   =Ai lev in jalan abu bakar lambogo

   Do you like speak English?

   =No

When you was born?

=Parepare towel September tu tausen faif

What is your ambition?

=Dokter

3. Responden 3:

What is your name?

=Fatir

Could you spell your name in English?

=Ef, ei, ti, i, ar

Whre are you from?

=Parepare

Do you like speak English?

=Yes

When you was born?

=Desember dua ribu lima

What is your ambition?

=Armi

4. Respondent 4:

What is your name?

=Nurfitri

Can you spell your nme in English?

=En, yu, ar, ef, ei, ti, ar, ei

Where are you from?

=Parepare

=Do you like speak English?

Yes

When you was born?

=Parepare, tirti wan of mart tu tausen en faif

What is your ambition?

=Doctor

Appendix 3. Speaking skill post-test

Post-test:

3.   What you think about using the internet?

Respondent 1 = ai opinion about internet useng ken fasilitet lerning or work en ken

mek it ting to komuniket wait fren en family far awai.

Respondent 2 = Mai nem is arya febriansyahh. Mai internet as medium hiburan also medium of education.

Respondent 3 = In mai opinion the internet oter then as a mens of entertainment, is also a fasilitas learning as already know that the internet a mins of searcing much information as possible for eksampel if we ar given a task skul.

Respondent 4 = ai ting internet usful to studi or shering wit other pipol. Bat wi ken not forget taim to stadi en help mader.

Respondent 5= Internet very yusful for children inaug adult en mempermudah leson for student to mek mudah for student. ai laik internet ded ken yus in fas net en cen yus in wik net. Not difikal to yus internet.

4. How do you usually like to spend your free time?

Respondent 1 = ai spen mai taim ai laik rid buk en samtaim ai plai futbal wit mai friend. Wen ai hev hamwork ai du wit mai frien in hom tugeder.

Respondent 2 = samtaim ai go in hom aunti to mit wit mai causin. Ai like to walk ent talk wit mai causin. Samtaim wi go jalan-jalan tugeder in som ples.

Respondent 3 = ai laik to spen mai taim wit rid buk. En also help mai mader en fader. Ai also laik wacing tivi wit mai broder. En plai badminton tugeder.

Respondent 4 =mai taim yus du hamwork in skul en also training paskibraka in skul wit mai fren. Ai go wit mai family en go in mai grenmader hom wit mai famili.

Appendix 4. Lesson plan 1

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Sekolah : MtsN Parepare

Mata Pelajaran : Bahasa Inggris

Kelas : VIII (Delapan)

Pertemuan	: I (Pertama)
Alokasi Waktu	: 2 x 40 menit
Skill	: Speaking (Berbicara)

I. Standar Kompetensi

Mengungkapkan makna dalam percakapan transaksional dan interprsonal lisan pendek sederhana untuk berinteraksi dengan lingkungan sekitar.

II. Kompetensi Dasar

Memahami dan merespon percakapan transaksional (*to get things done*) dan interpersonal (bersosialisasi) sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan sekitar yang melibatkan tindak tutur: mengundang, menerima, dan menolak ajakan, menyetujui/ tidak menyetujui memuji dan memberi selamat.

III. Indikator Pencapaian Kompetensi

Siswa diharapkan mampu:

1. Menangkap informasi spesific yang ada pada dialog.

2. Mengetahui hal-hal dalam berbicara tentang kesehatan melaui dialog.
3. mengetahui hal-hal dalam ungkapan "help" dan "solution"

IV. Tujuan Pembelajaran

1. Siswa dapat mengidentifikasi ungkapan yang digunakan untuk berdialog.
2. Siswa dapat memahami hal-hal dalam berbicara tentang kesehatan.
3. Siswa dapat mengidentifikasi ekspresi-ekspresi yang diguanakan dalam membahas kesehatan.
4. siswa dapat menggunakan ungkapan untuk meminta bantuan dan member solusi melalui peran dialog.

Karakter:

1. Dapat dipercaya (trustworties).

2. Berani (courage).

3. Tekun (diligent).

4. Tanggung jawab (responsible).

V. Metode Pembelajaran

Technique Role play

VI. Langkah-langkah Kegiatan

NO.	Tahapan Kegiatan	Uraian Kegiatan	Alokasi Waktu
1.	Kegiatan Pendahuluan	1. Menyapa siswa dengan mengucapkan selamat pagi. 2. Mengajak siswa berdoa sebelum belajar. 3. Mengecek kehadiran siswa. 4. Guru menjelaskan pentingnya materi yang akan dipelajari berikut kompetensi yang harus dikuasai siswa.	10 Menit
2.	Kegiatan Inti	**Eksplorasi** **-** Guru memberi penjelasan tentang apa itu Role Play dan bagaimana pelaksanaannya. **-** guru memberikan tema peran yang akan dilakukan yaitu *menanyakan tentang kesehatan.* -guru membagi siswa kedalam beberapa kelompok. ELABORASI - Siswa dipersilahkan memilih salah	60 Menit

		satu card untuk menentukan peran mereka.	
		-Siswa kemudian berlatih menggunakan dialog peran yang telah dipilih.	
		- Kemudian siswa perfom didepan kelas sesuai dengan peran mereka dan bersama kelopok mereka.	
		- Guru memberikan kesempatan pada siswa untuk mengkoreksi atau mencari tahu kesusahan dalam berperan.	
		Konfirmasi	
		- Guru memberikan umpan balik positif dan penguatan dalam bentuk lisan, tulisan, isyarat maupun hadiah terhadap keberhasilan siswa.	
		- Memfasilitasi siswa untuk memperoleh pengalaman bermakna dalam mencapai kompetensi dasar.	
		- Guru menjadi fasilitator dalam menghadapi kesulitan yang dihadapi siswa.	
3.	Penutup	1. Guru bersama siswa melakukan tanya jawab dan juga guru melakukan evaluasi terhadap penampilan para siswa.	

		2. Memberikan umpan balik terhadap proses dan hasil pembelajaran. 3. Guru memberikan penguatan dan kesimpulan terhadap siswa.	10 Menit

VII. Media

✓ Dialog, role card

VIII. Alat/Bahan

✓ Papan tulis, spidol dan penghapus,tape recorder.

Dialogue 1 : Talking about health

Adit : Nov, Did you hear that our next door neighbor hospitalized?

Novi: Really? Denny hospitalized?

Ma'ruf : Yes, we just have seen him this afternoon. He was exposed to dengue fever.

Adit : it is dengue fever. That means we also have to be careful.

Ma'ruf : lohh, why do we also have to be aware, Dit?

Novi : do not you know that the mosquitoes which biting Deny also can bite us.

Adit : Novi is right; Dengue fever can be transmitted by mosquitoes that bite its

sufferers.

Ma'ruf : wahh, if so what should we do then?

When they're talking Reza come and join with them.

Reza : What are you talking about? Sounds something serious here?

Novy : Deny is being hospitalized due to dengue fever.

Adit : Then we have to be alert.

Novi : that's what we're talking about.

Reza : Mosquitos that bite Deny could already fly to another place. He could move into

my house, or you. Can you imagine if the mosquitoes bite all the inhabitants of this

village!

Ma'ruf : it means that we can all be affected by dengue fever.

Reza : the worse is we could die.

Adit : stop! Do not too worry; we better act quickly to prevent it happening.

Ma'ruf : so how, what should we do?

Novy : we do 3 M programs namely draining, burying and cleaning.

Reza : what you said is just a preventive action, while we need a repressive action here.

Adit : yes Reza is true. We have to do fogging.

Ma'ruf : what is fogging?

Reza : fogging is the act of spraying smoke throughout the house so that the mosquito population dies.

Adit : Let's go, what are we waiting for. Let's tell everyone immediately before the incident worsened.

Reza, Ma'ruf, Novy : let's go!!!

Dialogue 2: Conversation in hospital.

Doctor : Good morning Cindy, Are you feeling better? Is there any progress with your condition?

Patient : Yes sir, I am feeling better. But sometimes I really feel weary, whereas I feel really healthy before that. Is it normal or not doctor?

Doctor : Yes that is really normal. That symptom indicates you will be healthy. May I check your body temperature and blood pressure please?

Patient : Yes, of course doctor.

Doctor : After I checked, your body temperature is 38o C and your blood pressure is 120/ 80. I can diagnose that your healthy is getting better, your blood pressure has been normal, but your body temperature is still high. You need to have more rest to make it better.

Patient : How about the medicine sir? I have to consume the new medicine or the previous medicine?

Doctor : You have still to consume the previous one. The nurse will give the medicine that I recommend. By the way, how's about the service here? Is there any problem about that?

Patient : I am satisfied about the service. The nurse is very friendly and the facility is very well. They also keep my room sanitation. So I am very comfort being cared here.

Doctor : Okay I have to visit the other patient, if there is complaint about your condition. Just call me. I will come to your room. Get well soon and good morning.

Patient : Ok doctor. Thank you for checking me today. Good morning.

Go to nurse room:

Doctor : Good morning miss Rara. Do you know that today you will be my assistant to take care the patient in room 405?

Nurse : Yes sure doctor. But I haven't known about my duty today. Could I know about that doctor?

Doctor : Yes. So today, you must care the patient in room 405 named Rian. He ails fever, you have to check his blood pressure and body temperature. Give him some medicine if it is necessary. Don't forget to write the development of his condition in a report. Any question about that?

Nurse : Yes doctor, how many times that I have to check him doctor?

Doctor : You have to check him 4 times in a day. But if the patient needs help out of your checking time, you also must come to his room. You can read the complete instruction in my computer. That can make you easier to work.

Nurse : Okay thank you for the helpful information doctor. Actually I am the new nurse here. So I still have little experience. I hope you can guide me to be a better nurse.

Doctor : How long you have been here?

Nurse : It is around one year doctor.

Doctor : Yes I will guide you as good as I can. Because I want to all of my nurse will be a professional nurse. So there are many patients will be comfort here. Okay I have to go to another hospital, I have a meeting with DR. Fauzan and DR. Ilham. Good luck for your work today. Good morning.

Nurse : Thank you very much doctor. Good morning.

Appendix 5. Lesson plan 2

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Sekolah : MtsN Parepare

Mata Pelajaran : Bahasa Inggris

Kelas : VIII (Delapan)

Pertemuan : II (Kedua)

Alokasi Waktu : 2 x 40 menit

Skill : Speaking (Berbicara)

III. Standar Kompetensi

Mengungkapkan makna dalam percakapan transaksional dan interprsonal lisan pendek sederhana untuk berinteraksi dengan lingkungan sekitar.

IV. Kompetensi Dasar

Memahami dan merespon percakapan transaksional (*to get things done*) dan interpersonal (bersosialisasi) sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan sekitar yang melibatkan tindak tutur: mengundang, menerima, dan menolak ajakan, menyetujui/ tidak menyetujui memuji dan memberi selamat.

III. Indikator Pencapaian Kompetensi

Siswa diharapkan mampu:

1. Menangkap informasi spesific yang ada pada dialog.

2. Merespon ajakan secara sederhana.

3. Menolak ajakan secara sederhana.

4. Mengidentifikasi ekspresi-ekspresi yang diguanakan dalam dialog .

IV. Tujuan Pembelajaran

1. Siswa dapat mengidentifikasi ungkapan yang digunakan untuk mengajak.
2. Siswa dapat merespon ajakan.
3. Siswa dapat mengidentifikasi ekspresi-ekspresi yang diguanakan dalam dialog.

Karakter:

1. Dapat dipercaya (trustworties).

2. Berani (courage).

3. Tekun (diligent).

4. Tanggung jawab (responsible).

V. Metode Pembelajaran

Technique Role play

VI. Langkah-langkah Kegiatan

NO.	Tahapan Kegiatan	Uraian Kegiatan	Alokasi Waktu
1.	Kegiatan Pendahuluan	1. Menyapa siswa dengan mengucapkan selamat pagi. 2. Mengajak siswa berdoa sebelum belajar. 3. Mengecek kehadiran siswa. 4. Guru menjelaskan pentingnya materi yang akan dipelajari berikut kompetensi yang harus dikuasai siswa.	10 Menit
2.	Kegiatan Inti	**Eksplorasi** **-** Guru memberi penjelasan tentang **-** Guru memberikan tema peran yang akan dilakukan yaitu *ajakan and introduction.* -guru membagi siswa kedalam	

		beberapa kelompok.	
		Elaborasi	60 Menit
		- Siswa dipersilahkan memilih salah satu card untuk menentukan peran mereka.	
		-Siswa kemudian berlatih menggunakan dialog peran yang telah dipilih.	
		- Kemudian siswa perfom didepan kelas sesuai dengan peran mereka dan bersama kelopok mereka.	
		- Guru memberikan kesempatan pada siswa untuk mengkoreksi atau mencari tahu kesusahan dalam berperan.	
		Konfirmasi	
		- Guru memberikan umpan balik positif dan penguatan dalam bentuk lisan, tulisan, isyarat maupun hadiah terhadap keberhasilan siswa.	
		- Memfasilitasi siswa untuk memperoleh pengalaman bermakna dalam mencapai kompetensi dasar.	
		- Guru menjadi fasilitator dalam menghadapi kesulitan yang dihadapi siswa.	
3.	Penutup	1. Guru bersama siswa melakukan tanya jawab dan juga guru	

		melakukan evaluasi terhadap penampilan para siswa.	
		2. Memberikan umpan balik terhadap proses dan hasil pembelajaran.	10 Menit
		3. Guru memberikan penguatan dan kesimpulan terhadap siswa.	

VII. Media

   ✓ Dialog

VIII. Alat/Bahan

   ✓ Papan tulis, spidol dan penghapus,tape recorder.

Dialogue 1 : Introducing

Gracia : Hey guys! I would like to introduce my new friend that I told you!

Lala : Hey Grace, Who is she?

Gracia : Mel, they are my best friend. Now introduce yourself to them!

Amel : Hello all! My name is Amelia Rahayu. You can call me Amel. Glad to be acquainted with you!

Lala : Hey! My name is lala Putri. Just call me lala. Good to see you! I hope we can be good friends!

Amel :Hey Lala! I hope so!

Jojo : I am Joshua Pratama. My nick name is Jojo! I am the most handsome men here , hehehehehe!

Grace : Huuuu he started teasing her.

Lala : you're right he's always tempting women. I got dizzy hearing he tempt every woman!

Jojo : Hey don't say who I am. I'm so embarrassed!

Amel : Hey Jojo..

Jojo : Anyway where are you come from?

Amel : I've moved to this town. Previously I lived in Bandung and then I moved here because of my dad's job!

Grace : She is my new neighbor. Now she becomes our friend!

Lala : Welcome to our school. Does she in the same class with us?

Grace : Yes she will be in our class.

Amel : I was placed in a class 9B by the teacher!

Jojo : You can sit beside me! I sit alone!

Lala : Hey don't you sit with Hamdan?

Jojo : He could have moved to the back hheee. What is your previous school?

Amel : I studied in SMAN 1 Bandung.

Jojo : Is that a good school?

Amel : Yes My school is a school that is quite well known in my town. Many students want to continue studying there because their parents believe that its graduates will be accepted at the prestigious University.

Lala : You do not worry. You have chosen the right school now. Our school is also a favorite school in the city. And also most of the graduates become successful people!

Amel : Really? I was very lucky if that so.

Grace : Never mind! Let's go back to the classroom to find her seat.

Amel : Thank you!

Jojo : You are welcome!

Dialogue 2: In The Restaurant

Andi   :Hi Meila, Bulan I'm bored. Let's go somewhere.

Bulan   :Yes, me too. But where we will go?

Meila   : How if we go to restaurant? There is a new restaurant beside our

school. It is "Secret Garden"

Andi   : Wow, great. I'm agree, how about you, Bulan?

Bulan   : I'm agree! Let's go!

In "Secret Garden" restaurant~~~

Waitress   : Good morning, welcome to "Secret Garden" Can I help you?

Bulan   : Yes, of course

Waitress   : Do you want to eat in here?

Meila   : Sure, we will eat in here

Waitress   : Okay, please take a seat

Andi   : How if we sit in here, Meila, Bulan?

Meila   : Sure

Waitress   : Here is the menu, our special menu today is "Cheese Steak".

Andi   : I'll order it and one soda

Bulan   : I'll order a spaghetti and one lemon tea

Meila   : I'll order one grilled fish and one lemon tea

Waitress	: Okay, your order is one cheese steak, one spaghetti, one soda and two lemon tea. Anything else?
Bulan	: Is there any dessert?
Waitress	: Of course, you can see in this page.
Bulan	: Okay, hmm I'll order one cupcake, how about you Andi, Meila?
Andi	: I'll order one chocolate pudding
Meila	: Hmm...I'll order one ice cream
Waitress	: Do you want some fruit?
Bulan	: Sure, I'll order a banana
Andi	: I'll order a grape
Meila	: I'll order an orange
Waitress	: Okay, I'll repeat what will you order is, one cheese steak, one spaghetti, one grilled fish, one soda, two lemon tea, one cupcake, one chocolate pudding, one ice cream, a banana, a grape and an orange.
Andi	: Yes, that's right
Waitress	: Please wait, we will make your order.
Bulan	: Thank you.
Andi	: Have you ever go here, Meila?
Meila	: Yes I've ever go here with my brother
Bulan	: When and for what?
Meila	: Last week, I came here with my brother to celebrate his birthday. He's treat me
Andi	: Just the two of you?
Meila	: Yes, my parents didn't go because they were work

Bulan	: Oh, what did you order?
Meila	: I ordered grilled beef, tea, cheesecake and my brother ordered special fried rice, orange juice, brownies and we both ordered apples.
Andi	: That's great, but why you didn't invite us? Haha just kidding
Meila	: Sorry, I forgot.
Bulan	: By the way, did you go here when grand opening?
Meila	: Yes, and we got discount 50% for each food that we ordered.
Andi	: Did you got a coupon? I heard if we eat in here and we spent Rp. 50.000 or more we will get one coupon
Meila	: Yes, i got it. I got one coupon because I spend Rp. 79.000,-
Andi	: Hmm.. by the way, Who will pay the order?
Bulan	: I'll treat you guys
Meila	: Really? Thank you Bulan!
Andi	: Yeah, thank you so much. You're really the best friend ever!
Bulan	: Haha don't mention it
Meila	: Hmmm... I love the panorama in this restaurant.
Andi	: Yeah, me too. The air is so fresh.
Bulan	: Of course, that's why the name of this restaurant is "Secret Garden"
Meila	: You're right, Bulan. I'm agree with you
Waitress	: Hello, this is your order here is one cheese steak, one spaghetti, one grilled fish, one soda and two lemon tea. Wait a minute I'll take the dessert and the fruits
Andi	: Sure

Waitress	: Here it is one cupcake, one chocolate pudding, one ice cream, a grape, a banana and an orange
Bulan	: Thank you
Waitress	: You're welcome, enjoy
Andi	: Hmm.. It's so delicious, isn't it?
Meila	: You're right
Bulan	: Come on eat, don't talk while you're eating because you're going to choke
Meila	: Okay, Bulan

After they eat:

Bulan	: Hmm, it's so good. Do you like it Meila, Bulan?
Andi	: Of course Bulan. And thanks for treat us!
Waitress	: Here is the Bill
Bulan	: Thank you, Meila and Andi wait in here, okay? I'll pay the bill
Meila	: Sure, Bulan.
Bulan	: Okay, here is the bill
Waitress	: It's Rp. 115.000,-
Bulan	: Here it is
Waitress	: Thank you, this is one coupon. Collect it until ten coupons and you will free eat in here for one person
Bulan	: Thank you
Waitress	: You're welcome
Bulan	: Hey guys!
Andi	: Hi!

Meila   : Do you get the coupon?

Bulan   : Yes, I do. I get one coupon, the waitress said I've to collect it until ten coupons and I'll free to eat in here for one person

Andi   : That's great! And thank you Bulan!

Meila   : Yes, Bulan. Thank you so much

Bulan   : You're welcome guys!

Andi   : How if we go here again next time?

Meila   : Sure, but next time you'll treat us Andi! Hehe

Andi   : Yes, Of course.

Appendix 6. Lesson plan 3

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Sekolah : MtsN Parepare

Mata Pelajaran : Bahasa Inggris

Kelas : VIII (Delapan)

Pertemuan : III (Ketiga)

Alokasi Waktu : 2 x 40 menit

Skill : Speaking (Berbicara)

V. Standar Kompetensi

Mengungkapkan makna dalam percakapan transaksional dan interprsonal lisan pendek sederhana untuk berinteraksi dengan lingkungan sekitar.

VI. Kompetensi Dasar

Memahami dan merespon percakapan transaksional (*to get things done*) dan interpersonal (bersosialisasi) sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan sekitar yang melibatkan tindak tutur: mengundang, menerima, dan menolak ajakan, menyetujui/ tidak menyetujui memuji dan memberi selamat.

III. Indikator Pencapaian Kompetensi

Siswa diharapkan mampu:

1. Mengungkapkan pendapat berdasarkan topic yang dipilih.

2. Merespon dialog secara sederhana.

3. Mampu memposisikan diri dalam situasi yang ditentukan.

IV. Tujuan Pembelajaran

1. Siswa dapat mengungkapkan pendapat berdasarkan topic yang dipilih.
2. Siswa dapat merespon dialog sederhana.
3. Siswa mampu memposisikan diri dalam situasi yang ditentukan.

Karakter:

1. Dapat dipercaya (trustworties).

2. Berani (courage).

3. Tekun (diligent).

4. Tanggung jawab (responsible).

V. Metode Pembelajaran

Technique Role play

VI. Langkah-langkah Kegiatan

NO.	Tahapan Kegiatan	Uraian Kegiatan	Alokasi Waktu
1.	Kegiatan Pendahuluan	1. Menyapa siswa dengan mengucapkan selamat pagi. 2. Mengajak siswa berdoa sebelum belajar. 3. Mengecek kehadiran siswa. 4. Guru menjelaskan pentingnya materi yang akan dipelajari berikut kompetensi yang harus dikuasai	10 Menit

		siswa.	
2.	Kegiatan Inti	**Eksplorasi**	
		- Guru memberi penjelasan tentang aktivitas yang akan dilakukan.	
		- Guru memberitahukan tema yang akan digunakan dalam role play.	
		-guru membagi siswa kedalam beberapa kelompok.	
		Elaborasi	60 Menit
		- Siswa dipersilahkan memilih salah satu card untuk menentukan peran mereka.	
		-Siswa kemudian berlatih menggunakan dialog peran yang telah dipilih tanpa naskah.	
		- Kemudian siswa perfom didepan kelas sesuai dengan peran mereka dan bersama kelopok mereka.	
		- Guru memberikan kesempatan pada siswa untuk mengkoreksi atau mencari tahu kesusahan dalam berperan.	
		Konfirmasi	
		- Guru memberikan umpan balik positif dan penguatan dalam bentuk lisan, tulisan, isyarat maupun hadiah terhadap keberhasilan siswa.	

		- Memfasilitasi siswa untuk memperoleh pengalaman bermakna dalam mencapai kompetensi dasar. - Guru menjadi fasilitator dalam menghadapi kesulitan yang dihadapi siswa.	
3.	Penutup	1. Guru bersama siswa melakukan tanya jawab dan juga guru melakukan evaluasi terhadap penampilan para siswa. 2. Memberikan umpan balik terhadap proses dan hasil pembelajaran. 3. Guru memberikan penguatan dan kesimpulan terhadap siswa.	10 Menit

VII. Media
- ✓ Role card

VIII. Alat/Bahan
- ✓ Papan tulis, spidol dan penghapus,tape recorder.

Create your dialogue from that picture below. Use the character below in your dialogue

Teacher	Students	Security	Classmate

Appendix 7. Lesson plan 4

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Sekolah   : MtsN Parepare

Mata Pelajaran   : Bahasa Inggris

Kelas   : VIII (Delapan)

Pertemuan   : IV (Keempat)

Alokasi Waktu   : 2 x 40 menit

Skill   : Speaking (Berbicara)

VII.   Standar Kompetensi

Mengungkapkan makna dalam percakapan transaksional dan interprsonal lisan pendek sederhana untuk berinteraksi dengan lingkungan sekitar.

VIII.   Kompetensi Dasar

Memahami dan merespon percakapan transaksional (*to get things done*) dan interpersonal (bersosialisasi) sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan sekitar yang melibatkan tindak tutur: mengundang, menerima, dan menolak ajakan, menyetujui/ tidak menyetujui memuji dan memberi selamat.

III. Indikator Pencapaian Kompetensi

    Siswa diharapkan mampu:

1. mengungkapkan ide dalam peran yang dpilihnya

2. Memposisikan diri dari peran yang dipilihnya.

IV. Tujuan Pembelajaran

1. Siswa dapat mengungkapkan ide dalam peran yang dpilihnya.

2. siswa dapat memposisikan diri dari peran yang dipilihnya.

Karakter:

1. Dapat dipercaya (trustworties).

2. Berani (courage).

3. Tekun (diligent).

4. Tanggung jawab (responsible).

V. Metode Pembelajaran

Technique Role play

VI. Langkah-langkah Kegiatan

NO.	Tahapan Kegiatan	Uraian Kegiatan	Alokasi Waktu
1.	Kegiatan Pendahuluan	1. Menyapa siswa dengan	

		mengucapkan selamat pagi.	
		2. Mengajak siswa berdoa sebelum belajar.	
		3. Mengecek kehadiran siswa.	10 Menit
		4. Guru menjelaskan pentingnya materi yang akan dipelajari berikut kompetensi yang harus dikuasai siswa.	
2.	Kegiatan Inti	**Eksplorasi** **-** Guru memberi penjelasan tentang aktivitas yang akan dilakukan. **-** Guru memberitahukan tema yang akan dilakukan. - Guru membagi siswa kedalam beberapa kelompok. ELABORASI - Siswa dipersilahkan memilih salah satu card untuk menentukan peran mereka. -Siswa kemudian berlatih menggunakan dialog peran yang telah dipilih. - Kemudian siswa perfom didepan kelas sesuai dengan peran mereka	60 Menit

		dan bersama kelopok mereka.	
		- Guru memberikan kesempatan pada siswa untuk mengkoreksi atau mencari tahu kesusahan dalam berperan. **Konfirmasi** - Guru memberikan umpan balik positif dan penguatan dalam bentuk lisan, tulisan, isyarat maupun hadiah terhadap keberhasilan siswa. - Memfasilitasi siswa untuk memperoleh pengalaman bermakna dalam mencapai kompetensi dasar. - Guru menjadi fasilitator dalam menghadapi kesulitan yang dihadapi siswa.	
3.	Penutup	1. Guru bersama siswa melakukan tanya jawab dan juga guru melakukan evaluasi terhadap penampilan para siswa. 2. Memberikan umpan balik terhadap proses dan hasil pembelajaran. 3. Guru memberikan penguatan dan kesimpulan terhadap siswa.	10 Menit

VII. Media

✓ Role card

VIII. Alat/Bahan

✓ Papan tulis, spidol dan penghapus,tape recorder.

Create your dialogue from that picture below. Use the character below in your dialogue also.

| You/nephew | Driver | Passenger | Driver motorcycle | Grandmother |

Appendix 8. Distribution of t-table

TABEL II
NILAI-NILAI DALAM DISTRIBUSI t

	α untuk uji dua fihak (two tail test)					
	0,50	0,20	0,10	0,05	0,02	0,01
	α untuk uji satu fihak (one tail test)					
dk	0,25	0,10	0,05	0,025	0,01	0,005
1	1,000	3,078	6,314	12,706	31,821	63,657
2	0,816	1,886	2,920	4,303	6,965	9,925
3	0,765	1,638	2,353	3,182	4,541	5,841
4	0,741	1,533	2,132	2,776	3,747	4,604
5	0,727	1,476	2,015	2,571	3,365	4,032
6	0,718	1,440	1,943	2,447	3,143	3,707
7	0,711	1,415	1,895	2,365	2,998	3,499
8	0,706	1,397	1,860	2,306	2,896	3,355
9	0,703	1,383	1,833	2,262	2,821	3,250
10	0,700	1,372	1,812	2,228	2,764	3,169
11	0,697	1,363	1,796	2,201	2,718	3,106
12	0,695	1,356	1,782	2,179	2,681	3,055
13	0,692	1,350	1,771	2,160	2,650	3,012
14	0,691	1,345	1,761	2,145	2,624	2,977
15	0,690	1,341	1,753	2,131	2,602	2,947
16	0,689	1,337	1,746	2,120	2,583	2,921
17	0,688	1,333	1,740	2,110	2,567	2,898
18	0,688	1,330	1,734	2,101	2,552	2,878
19	0,687	1,328	1,729	2,093	2,539	2,861
20	0,687	1,325	1,725	2,086	2,528	2,845
21	0,686	1,323	1,721	2,080	2,518	2,831
22	0,686	1,321	1,717	2,074	2,508	2,819
23	0,685	1,319	1,714	2,069	2,500	2,807
24	0,685	1,318	1,711	2,064	2,492	2,797
25	0,684	1,316	1,708	2,060	2,485	2,787
26	0,684	1,315	1,706	2,056	2,479	2,779
27	0,684	1,314	1,703	2,052	2,473	2,771
28	0,683	1,313	1,701	2,048	2,467	2,763
29	0,683	1,311	1,699	2,045	2,462	2,756
30	0,683	1,310	1,697	2,042	2,457	2,750
40	0,681	1,303	1,684	2,021	2,423	2,704
60	0,679	1,296	1,671	2,000	2,390	2,660
120	0,677	1,289	1,658	1,980	2,358	2,617
∞	0,674	1,282	1,645	1,960	2,326	2,576

Appendix 9. Questionnaire

Questionnaire of respondent 1:

16 | Dengan melakuk...

ANGKET RESPON SISWA TERHADAP PEMBELAJARAN
BAHASA INGGRIS MENGGUNAKAN TEHNIK ROLE PLAY

Nama : Aqsal

No. Absen :

Berikan tanda (√) pada kolom yang sesuai dengan jawaban anda.

Keterangan :

STS : Sangat Tidak setuju   S : Setuju

TS : Tidak Setuju   SS : Sangat setuju

N: Netral

No	Pernyataan	STS	TS	N	S	SS	
1.	Teknik role play lebih menyenangkan dalam pembelajaran bahasa Inggris				√		4
2.	Pembelajaran bahasa Inggris dengan teknik role play membuat saya mudah memahami materi pembelajaran			√			3
3.	Penerapan pembelajaran bahasa Inggris menggunakan metode role play dapat meningkatkan kepercayaan diri saya				√		4
4.	Saya bersedia mmengikuti pembelajaran bahasa Inggris menggunakan teknik role play dipertemuan berikutnya				√		4
5.	Dengan teknik role play mendorong saya untuk berbicara dalam bahasa Inggris				√		4
6.	Belajar bahasa Inggris menggunakan teknik role play membuat saya merasa lebih termotivasi			√			3
7.	Belajar speaking menggunakan teknik role play dapat membuat pengetahuan bahasa Inggris saya lebih baik				√		4
8.	Belajar bahasa Inggris menggunakan teknik role play membuat saya lebih aktif dalam belajar			√			3
9.	Teknik role play membuat pelajaran bahasa Inggris lebih menarik untuk dipelajari				√		4
10.	Dengan belajar teknik role play membuat saya berlatih bekerja sama dengan teman yang lain		√				4
11.	Belajar bahasa inggris menggunakan teknik role play membuat saya tertekan	√					5
12.	Saya tidak tertarik mengikuti pembelajaran bahasa Inggris menggunakan teknik role play	√					5
13.	Pembelajaran bahasa Inggris menggunakan teknik role play membuat saya kurang /susah memahami materi pembelajaran	√					5
14.	Pembelajaran bahasa Inggris menggunakan teknik role play membuat saya mengantuk		√				4
15.	Belajar bahasa Inggris menggunakan teknik role play membuang-buang waktu belajar saya		√				4

16.	Dengan melakukan pembelajaran secara berkelompok hanya akan membuat saya merasa tidak nyaman		✓			4
17.	Saya tidak bias memahami materi dalam pembelajaran bahasa Inggris dengan teknik role play			✓		3
18.	Penerapan pembelajaran bahasa Inggris menggunakan teknik role play membuat saya kurang percaya diri		✓			4
19.	Pembelajaran bahasa Inggris menggunakan teknik role play sulit untuk diterapkan			✓		3
20.	Menggunakan teknik role play dalam pembelajaran bahasa Inggris terlalu monoton			✓		3

Questionnaire of respondent 2:

ANGKET RESPON SISWA TERHADAP PEMBELAJARAN
BAHASA INGGRIS MENGGUNAKAN TEHNIK ROLE PLAY

Nama : NURPHDILLAH

No. Absen :

Berikan tanda (√) pada kolom yang sesuai dengan jawaban anda.

Keterangan :

STS : Sangat Tidak setuju   S : Setuju

TS : Tidak Setuju   SS : Sangat setuju

N: Netral

No	Pernyataan	STS	TS	N	S	SS	
1.	Teknik role play lebih menyenangkan dalam pembelajaran bahasa Inggris			√			3
2.	Pembelajaran bahasa Inggris dengan teknik role play membuat saya mudah memahami materi pembelajaran					√	5
3.	Penerapan pembelajaran bahasa Inggris menggunakan metode role play dapat meningkatkan kepercayaan diri saya			√			3
4.	Saya bersedia mmengikuti pembelajaran bahasa Inggris menggunakan teknik role play dipertemuan berikutnya				√		4
5.	Dengan teknik role play mendorong saya untuk berbicara dalam bahasa Inggris			√			3
6.	Belajar bahasa Inggris menggunakan teknik role play membuat saya merasa lebih termotivasi		√				2
7.	Belajar speaking menggunakan teknik role play dapat membuat pengetahuan bahasa Inggris saya lebih baik				√		4
8.	Belajar bahasa Inggris menggunakan teknik role play membuat saya lebih aktif dalam belajar					√	5
9.	Teknik role play membuat pelajaran bahasa Inggris lebih menarik untuk dipelajari				√		4
10.	Dengan belajar teknik role play membuat saya berlatih bekerja sama dengan teman yang lain					√	5
11.	Belajar bahasa inggris menggunakan teknik role play membuat saya tertekan	√					5
12.	Saya tidak tertarik mengikuti pembelajaran bahasa Inggris menggunakan teknik role play			√			3
13.	Pembelajaran bahasa Inggris menggunakan teknik role play membuat saya kurang /susah memahami materi pembelajaran	√					5
14.	Pembelajaran bahasa Inggris menggunakan teknik role play membuat saya mengantuk		√				4
15.	Belajar bahasa Inggris menggunakan teknik role play membuang-buang waktu belajar saya	√					5

16.	Dengan melakukan pembelajaran secara berkelompok hanya akan membuat saya merasa tidak nyaman		✓			4
17.	Saya tidak bias memahami materi dalam pembelajaran bahasa Inggris dengan teknik role play				✓	2
18.	Penerapan pembelajaran bahasa Inggris menggunakan teknik role play membuat saya kurang percaya diri				✓	2
19.	Pembelajaran bahasa Inggris menggunakan teknik role play sulit untuk diterapkan			✓		3
20.	Menggunakan teknik role play dalam pembelajaran bahasa Inggris terlalu monoton			✓		3

Questionnaire respondent 3:

ANGKET RESPON SISWA TERHADAP PEMBELAJARAN
BAHASA INGGRIS MENGGUNAKAN TEHNIK ROLE PLAY

Nama   : Linda Heriani
No. Absen   :

Berikan tanda (√) pada kolom yang sesuai dengan jawaban anda.

Keterangan :

STS   : Sangat Tidak setuju   S   : Setuju
TS   : Tidak Setuju   SS   : Sangat setuju
N: Netral

No	Pernyataan	STS	TS	N	S	SS	
1.	Teknik role play lebih menyenangkan dalam pembelajaran bahasa Inggris				✓		4
2.	Pembelajaran bahasa Inggris dengan teknik role play membuat saya mudah memahami materi pembelajaran				✓		4
3.	Penerapan pembelajaran bahasa Inggris menggunakan metode role play dapat meningkatkan kepercayaan diri saya				✓		4
4.	Saya bersedia mmengikuti pembelajaran bahasa Inggris menggunakan teknik role play dipertemuan berikutnya					✓	5
5.	Dengan teknik role play mendorong saya untuk berbicara dalam bahasa Inggris				✓		4
6.	Belajar bahasa Inggris menggunakan teknik role play membuat saya merasa lebih termotivasi				✓		4
7.	Belajar speaking menggunakan teknik role play dapat membuat pengetahuan bahasa Inggris saya lebih baik					✓	5
8.	Belajar bahasa Inggris menggunakan teknik role play membuat saya lebih aktif dalam belajar				✓		4
9.	Teknik role play membuat pelajaran bahasa Inggris lebih menarik untuk dipelajari				✓		4
10.	Dengan belajar teknik role play membuat saya berlatih bekerja sama dengan teman yang lain				✓		4
11.	Belajar bahasa inggris menggunakan teknik role play membuat saya tertekan		✓				4
12.	Saya tidak tertarik mengikuti pembelajaran bahasa Inggris menggunakan teknik role play		✓				4
13.	Pembelajaran bahasa Inggris menggunakan teknik role play membuat saya kurang /susah memahami materi pembelajaran			✓			3
14.	Pembelajaran bahasa Inggris menggunakan teknik role play membuat saya mengantuk		✓				4
15.	Belajar bahasa Inggris menggunakan teknik role play membuang-buang waktu belajar saya		✓				4

16.	Dengan melakukan pembelajaran secara berkelompok hanya akan membuat saya merasa tidak nyaman	✓				4
17.	Saya tidak bias memahami materi dalam pembelajaran bahasa Inggris dengan teknik role play	✓				4
18.	Penerapan pembelajaran bahasa Inggris menggunakan teknik role play membuat saya kurang percaya diri	✓				4
19.	Pembelajaran bahasa Inggris menggunakan teknik role play sulit untuk diterapkan		✓			3
20.	Menggunakan teknik role play dalam pembelajaran bahasa Inggris terlalu monoton		✓			3

Appendix 10. Documentation

<u>Process of pre-test:</u>

<u>Process of treatment:</u>

<u>Process of post-test:</u>

CURRICULUM VITAE

Masda, was born on March, 11, 1996 in Limbuang Enrekang. She is the fourt child in her family. Her father name is Muh. Amin and her mother name is Jumasaang. She has two brother and one sister. She begun her elementary school at SDN 25 Limbuang and graduated on 2007, she continued her study in SMPT Maiwa 1 and graduated on 2010 then he continued in MAN 2 Parepare and graduated on 2013. In 2014 she continued her study in IAIN Parepare. She was majoring in English Tarbiyah and Adab Department. Now she was finished her Skripsi with title "**Using Role Play Technique to Develop Students' Speaking Skill in second grade VIII.4 at MtsN Parepare**".

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI (IAIN) PAREPARE PAREPARE
Alamat : JL. Amal Bakti No. 8 Soreang Kota Parepare 91132 ☎ (0421)21.307
Po Box : Website : www.iainparepare.ac.id Email: info.iainparepare.ac.id

Nomor : B 2469 /In.39/PP.00.9/10/2018
Lampiran : -
H a l : Izin Melaksanakan Penelitian

Kepada Yth.
Kepala Daerah KOTA PAREPARE
Cq. Badan Perencanaan Pembanguna Daerah
di
  KOTA PAREPARE

Assalamu Alaikum Wr. Wb.

Dengan ini disampaikan bahwa mahasiswa INSTITUT AGAMA ISLAM NEGERI (IAIN) PAREPARE PAREPARE :

Nama	:	MASDA
Tempat/Tgl. Lahir	:	LIMBUANG, 11 Maret 1996
NIM	:	14.1300.164
Jurusan / Program Studi	:	Tarbiyah dan Adab / Pendidikan Bahasa Inggris
Semester	:	IX (Sembilan)
Alamat	:	LIMBUANG, DESA LIMBUANG, KEC. MAIWA, KAB. ENREKANG

Bermaksud akan mengadakan penelitian di wilayah **KOTA PAREPARE** dalam rangka penyusunan skripsi yang berjudul :

" USING ROLE PLAY TECHNIQUE TO DEVELOP STUDENTS' SPEAKING SKILL OF VIII 4 MTsN PAREPARE"

Pelaksanaan penelitian ini direncanakan pada bulan **Oktober** sampai selesai.

Sehubungan dengan hal tersebut diharapkan kiranya yang bersangkutan diberi izin dan dukungan seperlunya.

Terima kasih,

08 Oktober 2018
A.n Rektor
Plt. Wakil Rektor Bidang Akademik dan Pengembangan Lembaga (APL)

Muh. Djunaidi

PEMERINTAH KOTA PAREPARE
BADAN PERENCANAAN PEMBANGUNAN DAERAH

Jln. Jend. Sudirman Nomor 76, Telp. (0421) 25250, Fax (0421)26111, Kode Pos 91122
Email : bappeda@pareparekota.go.id, Website : www.bappeda.pareparekota.go.id

P A R E P A R E

Parepare, 8 Oktober 2018

Nomor : 050 / 925 /Bappeda
Lampiran : --
Perihal : **Izin Penelitian**

Kepada
Yth. Kepala Kantor Kementerian Agama Kota Parepare
Di -

P a r e p a r e

DASAR :

1. Undang-Undang Republik Indonesia Nomor 18 Tahun 2002 tentang Sistem Nasional Penelitian, Pengembangan dan Penerapan Ilmu Pengetahuan dan Teknologi.
2. Peraturan Menteri Dalam Negeri Nomor 20 Tahun 2011 tentang Pedoman Penelitian dan Pengembangan di Lingkungan Kementerian Dalam Negeri dan Pemerintah Daerah.
3. Peraturan Menteri Dalam Negeri Nomor 17 Tahun 2016 tentang Pedoman Penelitian dan Pengembangan di Kementerian Dalam Negeri dan Pemerintah Daerah.
4. Peraturan Daerah Kota Parepare No. 8 Tahun 2016 tentang Pembentukan dan Susunan Perangkat Daerah.
5. Surat Rektor Institut Agama Islam Negeri (IAIN) Parepare, Nomor : B 2469/In.39/PP.00.9/10/2018 tanggal 8 Oktober 2018 Perihal Izin Melaksanakan Penelitian.

Setelah memperhatikan hal tersebut, maka pada perinsipnya Pemerintah Kota Parepare (Cq. Kepala Badan Perencanaan Pembangunan Daerah kota Parepare) dapat memberikan **Izin Penelitian** kepada :

N a m a : MASDA
Tempat/Tgl. Lahir : Limbuang / 11 Maret 1996
Jenis Kelamin : Perempuan
Pekerjaan : Mahasiswi
A l a m a t : Limbuang, Kec. Maiwa, Kab. Enrekang

Bermaksud untuk melakukan **Penelitian/Wawancara** di Kota Parepare dengan judul :
"USING ROLE PLAY TECHNIQUE TO DEVELOP STUDENTS' SPEAKING SKILL OF VIII 4 MTsN PAREPARE"

Selama : Tmt. Oktober 2018 s.d. Selesai
Pengikut/Peserta : **Tidak Ada**

Sehubungan dengan hal tersebut pada prinsipnya kami **menyetujui** kegiatan dimaksud dengan ketentuan :

1. Sebelum dan sesudah melaksanakan kegiatan harus melaporkan diri kepada Instansi/Perangkat Daerah yang bersangkutan.
2. Pengambilan Data/Penelitian tidak menyimpang dari masalah yang telah diizinkan dan semata-mata untuk kepentingan Ilmiah.
3. Mentaati ketentuan Peraturan Perundang-undangan yang berlaku dengan mengutamakan sikap sopan santun dan mengindahkan Adat Istiadat setempat.
4. Setelah melaksanakan kegiatan Penelitian agar melaporkan hasilnya kepada Walikota Parepare (Cq. Kepala Badan Perencanaan Pembangunan Daerah Kota Parepare)
5. Menyerahkan 1 (satu) berkas Foto Copy hasil **"Penelitian"** kepada Pemerintah Kota Parepare (Cq. Kepala Badan Perencanaan Pembangunan Daerah Kota Parepare).
6. Kepada Instansi yang dihubungi mohon membe rikan bantuan.
7. Surat Izin akan dicabut kembali dan dinyatakan tidak berlaku, apabila ternyata pemegang Surat Izin tidak mentaati ketentuan-ketentuan tersebut di atas.

Demikian izin penelitian ini diberikan untuk dilaksanakan sesuai ketentuan berlaku.

An. KEPALA BAPPEDA
SEKRETARIS,

E. W. ARIYADI S, ST., MT
Pangkat Pembina Tk. I
Nip. 19691204 199703 1 002

TEMBUSAN : Kepada Yth.
1. Gubernur Provinsi Sulawesi Selatan Cq. Kepala BKB Sulsel di Makassar
2. Walikota Parepare di Parepare
3. Rektor Institut Agama Islam Negeri (IAIN) Parepare di Parepare
4. Saudara MASDA
5. Arsip.

KEMENTERIAN AGAMA REPUBLIK INDONESIA
KANTOR KEMENTERIAN AGAMA KOTA PAREPARE
MADRASAH TSANAWIYAH NEGERI PAREPARE
JalanJenderal Ahmad Yani Km. 2 Parepare
Telepon (0421) 21800, Faksimili (0421) 21800

SURAT KETERANGAN
Nomor: B-103 /Mts.21.16.01/PP.00.5/10/2018

Yang bertandatangan di bawahini :

Nama	:	**Hj. DARNA DAMING, S. Ag.,M.Pd.**
Nip	:	19730323 199903 2 002
Pangkat / GolRuang	:	Pembina, IV/a
Jabatan	:	KepalaMTsNParepare

Denganinimenyatakandengansesungguhnyabahwa :

Nama	:	**MASDA**
NIM	:	14.1300.164
Jurusan	:	Pendidikan Bahasa Inggris
Fakultas	:	Tarbiyah
Alamat	:	Jl.Limbuang, Kec. Maiwah ,Kab. Enrekang

Benar telah melakukan Penelitian/Wawancara pada Bulan Oktober sampai selesai di Negeri Parepare Kota Parepare berdasarkan Surat Rekomendasi dari Pemerintah Daerah Kota Parepare badan perencanaan pembangunan daerah Nomor:050/925/Bappeda, tanggal 08 Oktober 2018 untuk memperoleh data dalam rangka penyusunan **SKRIPSI** yang bersangkutan dengan judul penelitian.

"USING ROLE PLAY TECHNIQUE TO DEVELOP STUDENTS SPEAKING SKILL OF VIII.4 MTsN PAREPARE"

Demikian Surat keterangan ini diberikan kepada yang bersangkutan untuk dipergunakan sebagaimana mestinya.

Parepare, 31 Oktober 2018
Kepala Madrasah,

Hj. DarnaDaming, S.Ag.,M.Pd.
NIP 19730323 199903 2 002