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# THE COMPARATIVE STUDY BETWEEN THE STUDENTS' ACHIEVEMENT IN SPEAKING SKILL THROUGH AND WITHOUT THE APPLICATION OF ROLE PLAYING MODEL AT SECOND GRADE STUDENTS OF *MA CADANGPINGGAN*

**A THESIS**

Submitted to English Education Department of *Tarbiyah* Faculty of *Syekh Nurjati* State Institute for Islamic Studies in Partial Fulfillment of the Requirements for Islamic Scholar Degree in English Education

Created by:

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## ABSTRACT

**RATU MUTIARA SARI**: *The Comparative Study between the Students' Achievement in Speaking Skill through and without the Application of Role Playing Model at Second Grade Students of MA Cadangpinggan*

Many teachers have problem to teach speaking because of some reasons. First, many teachers teach English in serious atmosphere. They prefer spending the time in class reading textbooks and writing assignments. They rarely devote their time to speak the language. Therefore, students do not have enough chances to practice speaking in the classroom. Furthermore, many English teachers have limited references and experiences in providing speaking activities in the classroom. Therefore, students do not pay attention to the activities as they do not enjoy the class. So that, the quality of teaching English in every level of education always gets a big attention. By choosing the right and suitable approach or method, it will facilitate in learning of English language skills. It cause that the title of this thesis is "The Comparative Study between the Students' Achievement in Speaking Skill through Model and without the Application of Role Playing Model at Second Grade Students of *MA Cadangpinggan"*.

Practicing is necessary in learning second language. Role Playing Model is one way to help students for speaking, because speaking is considered by many to be the single most important aspect of foreign language learning.

The aims of this research is to find out the data about the students' achievement in speaking through the application of role playing model, to find out the data about the students' achievement in speaking skill without the application of role playing model, and to find out the data of what is the comparison between the students' achievement in speaking skill through the application of Role Playing Model and without the application of Role Playing Model.

In this thesis, researcher uses quasi-experimental designs. Quasi-experimental designs involve two groups, such as experimental group that received the application of Role Playing Model as its treatments, and control group that did not receive any treatments. The technique of collecting data used by the researcher is test. Technique of collecting data is used to collect the data are categorized as the quantitative data.

There are three important things found in this research. First, the students' achievement in speaking skill of the experimental class is 65.7. The second is the students' achievement in speaking skill of the control class is 58.3. The third, there is significant comparison between students' achievement in speaking through the application of role playing model and without the application of role playing model, it is supported by the absolute value of the obtained $t_{test}$ (3.02) > $t_{table}$ (2.00) or Ha > Ho.

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## PREFACE

In the name of Allah, Most Gracious and Most Merciful, All praises and thankfulness be to Allah. Because of His permission the writer has been able to finish this thesis. May invocation and safety always be given to the prophet Muhammad (Peace Be upon Him), his family, his colleagues, and followers up to the end of the world.

The title of thesis is **"THE COMPARATIVE STUDY BETWEEN STUDENTS' ACHIEVEMENT IN SPEAKING SKILL THROUGH AND WITHOUT THE APPLICATION OF ROLE PLAYING MODEL AT SECOND GRADE STUDENTS OF *MA CADANGPINGGAN*"** is submitted to fulfill one of the requirements for achieving the Graduate Degree at the English Department Faculty of Education of The Institute for Islamic Studies Syekh Nurjati Cirebon.

In writing this thesis, there are many people who have participated, support, helped, and advised. So on this opportunity, the writer would like to express her sincerity and profound thankfulness to:

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The writer realizes that this thesis is still far from being perfect and there are many mistakes both in the arrangement and in the content of this thesis. Accordingly, any comment and suggestion given by the reader would be happily welcome.

Hopefully, this thesis will be useful for the readers especially, for the writer herself and also for the students of Syekh Nurjati Cirebon.

Cirebon, on July 27, 2012

The Writer

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# CHAPTER 1

# INTRODUCTION

## A. Background of the Problem

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This study attempts to compare students' achievement in speaking skill through teaching techniques, namely the application of Role Playing model and without the application of Role Playing Model. The application of Role Playing Model is chosen because of some reasons. Role play is important in teaching speaking because it gives students an opportunity to practice communication in different social contexts and in different social roles. According to Hattings based on his observation in the conversation class, the role play would seem to be ideal activity in which students might find themselves and give them an opportunity to practice and develop their communication skill. Role play, on the other hand, can be a quite simple and brief technique to organize. It is also highly flexible, leaving much more scope for the exercise of individual variation, initiative and imagination.

Meanwhile, according to researchers' experience the benefits that can be taken from the Role Play: First, Role Play can provide a kind of hidden practice model, in which students without a conscious use of the expressions of the material that has been and they are studying. Second, Role play involves a considerable number of students, suitable for large classes. Third, Role Play can give students the pleasure of Role Play is basically a game. By playing the students will feel happy because the play is the world of students. (Bobby DePorter, 2000).

Harris, in his book "Testing English as a Second Language" defines speaking.

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> Speaking is a complex skill requiring the simultaneous use of number of different abilities which often develop at different rates. Either four or five components are generally recognized in analyses of speech process: pronunciation, grammar, vocabulary, fluency and comprehension.

Many teachers have problem to teach speaking because of some reasons. First, many teachers teach English in serious atmosphere. They prefer spending the time in class reading textbooks and writing assignments. They rarely devote their time to speak the language. Therefore, students do not have enough chances to practice speaking in the classroom. Furthermore, many English teachers have limited references and experiences in providing speaking activities in the classroom. Therefore, students do not pay attention to the activities as they do not enjoy the class.

Teaching speaking can be done through dialogues, picture, games, role play etc. The teacher should choose a suitable ways such as: role play. If the teacher uses them, the students will have a lot of opportunities to practice pronunciation and communication or in other words it means that the students will get knowledge or input from games. According to Hamachek (1976: 161) Games and play activities are important factors in a child's overall socialization.

By using role play the teacher tries to improve students' speaking. After using role play the students are more active and also more confident in speaking better than previously and they enjoy and also have fun indeed.

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For the reason, the writer is interested in analyzing, "The Comparative Study between Students' Achievement in Speaking Skill through the Application of Role Playing Model and without the Application of Role Playing Model."

## B. The Identification of the Problem

The problem in this research is classified into the following sections:

1. The Field of the Research

   This thesis, which is entitled: "The Comparative Study between Students' Achievement in Speaking Skill through the Application of Role Playing Model and without the Application of Role Playing Model.", try to make out the students' skill in speaking after they use role playing model.

2. The Kinds of the Problem

   There are many problems in speaking. The writer would like to mention the kind of the problems in this thesis:

   a. The students have not understood speaking before application of Role Playing Model.
   b. The students do not understand their teacher's speaking.
   c. The students cannot apply speaking into their activities.

   Those are some kinds of problems, then as an English teacher, we have to find out the way to solve those problems.

3. The Main Problem

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The main problem in this research is that the students' are not active in speaking. Therefore the writer tries to apply Role Playing Model as the problem solving to solve the problem.

## C. The Limitation of the Problem

The focuses of this research are more intensively on the problems that have been in this research. The writer will discuss:

1. Among the four skills, the writer teaches speaking only.
2. Teaching technique which is used in teaching speaking is Role playing model.

## D. The Questions of the Research

The writer formulates the problem into three questions, namely:

1. How is the students' achievement in speaking through the application of Role Playing Model?
2. How is the students' achievement in speaking without the application of Role Playing Model?
3. Is there any positive and significant comparison between the students' achievement in speaking skill through the application of role playing model and without the application of role playing model?

## E. The Aims of the Research

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In accordance with those real problem above, the aims of the research in this thesis as follows:

1. To find out the data about the students' achievement in speaking through the application of role playing model.
2. To find out the data about the students' achievement in speaking skill without the application of role playing model.
3. To find out the data of what is the comparison between the students' achievement in speaking skill through the application of Role Playing Model and without the application of Role Playing Model.

## F. The Use of the Research

The research product is hoped to be able to:

1. Increase the developing of speaking, especially in application of Role Playing Model.
2. Motivate students to speak.
3. Increase students` creativity in speaking.

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