

ABSTRACT

DIKI ROY NIRWANSYAH. 2014. "Improving Students' Speaking Skill Using Role Play Technique" (A Quasi Experimental Study at Tenth Grade Students of SMK Pasundan 2 Banjaran)

Speaking is productive language skill that seems to be the most demanded among the other language skills. It becomes the reason that English teaching and learning in vocational school or SMK in Indonesia is expected to be communicative and functional. English teachers are hoped to make students possess English competencies especially communicative speaking skill. The students are required to possess it because it is relevant to the job opportunities both in Indonesia and global world.

In dealing with teaching speaking skill, there are many teaching techniques which are available to be applied and teacher should choose the good and appropriate one. This research focused on one of the alternative technique for teaching speaking that is using role play. It was conducted in SMK Pasundan 2 Banjaran with the population of 427 students of tenth grade and it was taken 12% of them to be the research sample. The objective of this research is to know (1) students' speaking skill using role play technique, (2) students' speaking skill without using role play technique, and (3) the significant difference of using role play technique and without using role play technique in improving students' speaking skill. The researcher used quantitative method and divided the class into two classes; 1) experimental class where the students were taught by using role play technique and 2) control class, where the students were taught only by using repeated-text reading. The purpose of this research was to determine the influence of role play technique to the students' speaking skill. The study was conducted in several steps by using the experimental research as the design of study. The steps which occurred are setting establishing, procedure measuring, sampling and data analyzing.

The result of analysis for students' speaking skill can be drawn that the mean score of post-test experimental group is 62.25 and the mean score of post-test in control group is 56.30. It means that the students' speaking skill in experimental class is better than students' speaking skill in control class. In other word, the students who were taught by using role play technique have higher achievement than students who were taught by using conventional teaching technique (not role play technique). Moreover, the statistical analysis of t-test shows that the t_{count} is 12.97 and t_{table} is 2.22. It means that t_{count} is higher than t_{table} and the alternative hypothesis (H_a) is accepted and the null hypothesis (H_o) is rejected.

Based on the result of the data above, it can be concluded that using role play technique for teaching speaking is good because there is a significant improvement in students' speaking skill. In other word, teaching speaking by using role play technique is effective.