IMPROVING THE STUDENTS'SPEAKINGABILITY IN ENGLISHTHROUGH ROLE PLAY TECHNIQUEAT THE EIGHT GRADE STUDENTSOF MTS. SYEKH YUSUF SUNGGUMINASA
(A Pre Experimental Research)

A THESIS

Submitted to the Faculty of Teachers Training and Education Makassar Muhammadiyah University in Partial Fulfillment of the Requirement for the Degree of Sarjana Pendidikan

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FACULTY OF TEACHER TRAINING AND EDUCATION
MAKASSAR MUHAMMADIYAH UNIVERSITY
2019

UNIVERSITAS MUHAMMADIYAH MAKASSAR
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS

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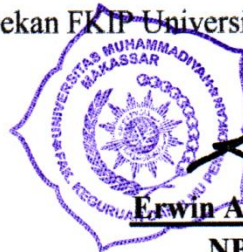
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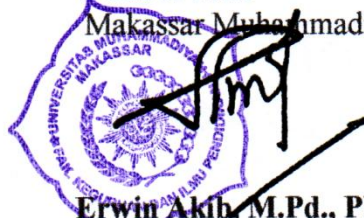
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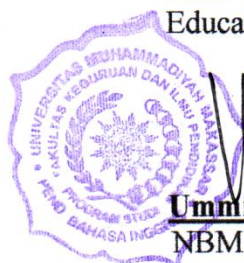
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MOTTO

Lakukanlahhalterbaik yang dapatkaulakukan, agar ketikakaumatikelak orang lain

memilikikenangan yang terbaikakanjasadmu

-Betty-

"It doesn't matter if you try and try and try again, and fail. It doesn't matter if

you

try and fail, and fail to try again" (Charles Kettering)

DEDICATION

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2. AlmamaterSaktiUniversitasMuhammadiyah Makassar

3. Agama, Nusa, danBangsa

ABSTRACT

WAHYUDI, 2014. *Improving the Students' Speaking Ability in English through Role Play Technique at The Eight Grade Students of Mts Syekh Yusuf Sungguminasa (Pre-Experimental Research).* Guided by Erwin Akib, and Muh. Astrianto Setiadi. A Thesis of English Department, The Faculty of Teacher Training and Education, Muhammadiyah University of Makassar.

The research aimed at finding out the improvement of students' speaking performance through role play technique at class VIII.B in Mts Syekh Yusuf Sungguminasa.

The method of this research was Pre-Experimental research. This research consist of six meetings and two meetings for pre-test and post-test. This research was done at Mts. Syekh Yusuf Sungguminasa for English subject. As subject in this research was class VIII.B in junior high school in 2018-2019 academic years with student's number as about 21 students. Those consist of 16 women and 5 men. Instruments are speaking test.

The findings of this research were the improvement of the students' speaking ability in terms of speaking vocabulary, grammar and self-confidence in which the mean score of pre-test was 6.07 , and the mean score of post-test was 7.20.

The result above indicated that there was significant improvement of the students' speaking ability in terms of speaking vocabulary, grammar and speaking self-confidence in the application of role play technique at class VIII.B in Mts Syekh Yusuf Sungguminasa Gowa.

Key Words : Role Play, Speaking Vocabulary, speaking grammar and speaking self confidence.

ABSTRACT

WAHYUDI, 2014. *Meningkatkan Kemampuan Siswa dalam Berbicara Bahasa Inggris melalui Teknik Bermain Peran pada Siswa Kelas Delapan di Mts Syekh Yusuf Sungguminasa (Penelitian Pra-Eksperimental).* Dipandu oleh Erwin Akib, dan Muh. Astrianto Setiadi. Tesis Jurusan Bahasa Inggris, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Muhammadiyah Makassar.

Penelitian ini bertujuan untuk mengetahui peningkatan kemampuan berbicara siswa melalui teknik bermain peran di kelas VIII.B di Mts Syekh Yusuf Sungguminasa.

Metode penelitian ini adalah penelitian Pra-Eksperimental. Penelitian ini terdiri dari enam perhasil dan dua perhasil untuk pre-test dan post-test. Penelitian ini dilakukan di Mts. Syekh Yusuf Sungguminasa untuk mata pelajaran Bahasa Inggris. Subjek dalam penelitian ini adalah kelas VIII.B di sekolah menengah pertama tahun ajaran 2018-2019 dengan jumlah 21 siswa. Mereka terdiri dari 16 wanita dan 5 pria. Instrumen tes berbicara.

Hasil dari penelitian ini adalah peningkatan kemampuan berbicara siswa dalam hal akurasi berbicara dan kelancaran berbicara di mana skor rata-rata pre-test adalah 6,07, dan skor rata-rata post-test adalah 7,20.

Hasil di atas menunjukkan bahwa ada peningkatan yang signifikan dari kemampuan berbicara siswa dalam hal akurasi berbicara dan kelancaran berbicara dalam penerapan teknik bermain peran di kelas VIII.B di Mts Syekh Yusuf Sungguminasa Gowa.

Kata Kunci: Permainan Peran, Kemampuan Berbicara, kosa kata berbicara struktur berbicara dan percaya diri berbicara.

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بِسْمِ اللهِ الرَّحْمَنِ الرَّحِيمِ
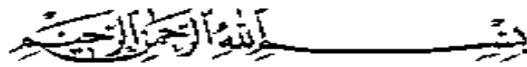
In the name of Allah, Most Gracious, Most Merciful

Alhamdullilahi Robbil 'Alamin, first of all I would like to express my deepest praise and gratitude to Allah SWT who has given me His blessing and merciful to complete this thesis. Shalawat and salam are addressed to the final chosen religious messenger, the Prophet Muhammad SAW.

I realized that many people had given their helps and useful suggestion for the finishing of this thesis. Without the assistance of them, this thesis would never have existed. Therefore, the writer would like to express his appreciation and sincere thanks to:

1. Prof. Dr. H. Abd. Rahman Rahim, S.E., M.,M, the rector ofUniversity of MuhammadiyahMakassar.

2. Erwin Akib, M.Pd, Ph.D, the dean of teacher training and education faculty.

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Finally, I dedicated this thesis for my beloved parents Tompo and Hajrah Who always love, care, pray and support in my study, there is no appropriate symbol which suitable to state my thanks to them. And also for the person who I could not write on this paper anymore.

May almighty, Allah SWT bless us all now and forever, *Amin.*

Makassar, November 2018

WAHYUDI

TABLE OF CONTENTS

LIST OF TABLE

LIST OF FIGURES

LIST OF APPENDIX

APPENDIX A. Lesson Plan

APPENDIX B. Teaching Material

APPENDIX C. Instrument

APPENDIX D. Attendant List

APPENDIX E. DokumentasiPenelitian

BAB 1

INTRODUCTION

A. Background

Communication is a fundamental aspect of independence among human being. In order to participate in the activity of social interaction and communication, people make use of language. Language is means of communication used to communicate ideas, thoughts, and feeling. So, we must learn the language.

English is one of the languages that are used widely in the world. People use it to communicate with other people from many parts of the world. English becomes a compulsory subject in Junior High School. One of the objectives of this policy is enabling the students to access knowledge through English.

Learning English means mastering four language skills, namely listening, reading, speaking, and writing. Speaking seems intuitively the most important skill to master. Its success is measured in terms of the ability to carry out conversation in language speaking in an interactive process of constructing the meaning. It involves producing, receiving, and processing information.

Speaking is very important because by mastering speaking skill, people can carry out conversation with others, give the ideas and exchange the information with others. In speaking classroom, the learners should work as much as possible on their own, talking to one another directly and not through medium of the teacher. The use of English for speaking is not simple, because

the speaker should also master several important elements, such as pronunciation, grammar, vocabulary, fluency, and comprehension. Usually students are shy to speak in English. They are afraid of using English when they want to speak in English. In this case, teacher is supposed to be creative in developing their teaching learning process to improve the student's speaking and build their students' self-confidence.

Self- confidence is extremely important in almost every aspect of our life, yet so many people struggle to find it. Sadly, this can be a vicious circle: people who lack self- confidence can find it difficult to become successful. To have a good result there is only one way that is practice.

Brown (2001: 270) states that there are some features that make speaking a difficult language skill. They cover clustering, redundancy, reduced forms, ability variables, colloquial language, rate of delivery, stress, rhythm, intonation of English and interaction. The problem that is faced by the students of Mts. Syekh Yusuf Sungguminasa is the students are not confident in speaking because they are afraid, shy and confuse to use English. It is caused in the teaching learning process, the teacher just gives some assignments and doesn't give the ways how to practice speaking ability. The techniques make the students bored and lazy to learn English. It caused the students do not understand because they have limited vocabulary and still confuse how the arrange a good sentence. So, the students are not confident to speak English.

There are many methods to make the students active and confident when perform. One of them is Role Play Technique. Role Play Technique is a

method which make students enjoy and can decrease worry in learning speaking. It encourages creative thinking. Students can increase their speaking ability by using a new language and being motivated students for learning. Role Play Technique encourages the students' active speaking participation in the classroom, because this method contains a rich communication where students must be active.

Role Play Technique also has capability to increase ability of hesitant students, because in English contest activities, the students will have different role and have to speak, which means they do not have to take the same responsibilities. So, it is appropriate to use Role Play Technique in increasing the students' ability in speaking.

Based on the previous reason above, the researcher interest to conducting research about *Improving the Students Speaking Ability in English Through Role play Technique.*

B. Problem of The Study

Based on the background described above, the researcher needs to ask the following research question "Does the use of Role Play Technique improve the students' ability in speaking English at the eight year students' of MTS SYEKH YUSUF SUNGGUMINASA?"

C. Objective of the Study

Based on the problem stated above, the specific objectives of the study is: "To find out whether the use of Role Play Technique can improve the students' ability in speaking English of Mts. Syekh Yusuf Sungguminasa".

D. The Significance of the Study

The finding of this study offer useful information for all English teachers of Mts. Syekh Yusuf Sungguminasa who is seeking an alternative technique that can be used to improve the students' ability to speak English. Furthermore the researcher hopes that role play technique can be used by the English teachers in other areas of skill.

E. Scope of the Study

The scope of the research is focused to improve the students ability in speaking English through Role Play Technique at the eight year students of Mts. Syekh Yusuf Sungguminasa, which especially in grammar, vocabulary and self confidance.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous Related Findings

Studies about self-confidence in relation with productive skills in language have not been fully explored. In some studies, the discussion about self-confidence seemed to be overlapped with anxiety and motivation, and therefore need more clarification of whether the studies discussed about confidence or anxiety or motivations.

Sumpama (2010) in his title "improving the students' speaking skill by role play". The result of the research shows that the use role play improve the students' speaking ability, role play is an effective technique of learning, and there some strengths besides there are weaknesses. From the observation and supported with the writer's field notes, it can be seen that the students could speak well and improve their vocabularies and grammatical structure. Using role play in speaking class could increase the student's motivation in learning speaking.

Another study carried out by Susilo (2014) "Improving Students' English Speaking Skill Through Role Play" The research finds that: (1) the use role play can improve the students speaking skill and can help them to speak confidently, (2) the use of role play can give the students more chances for practicing speaking, and therefore the students can lose their fears of making mistakes and be more confident, (3) the use of role play can improve the students' fluency, pronunciation, vocabulary and accuracy.

Another study conducted by Purnawan (2015) in the title " Improving The Students' Speaking Skill Through Role Play Technique "The results of this research showed that the use of Role Playing technique was successful to improve the students' speaking ability. Based on the quantitative data, the use of classroom English help the students to be more familiar with English. The vocabulary and pronunciation practices and role play abilitys also helped them to enrich their vocabulary knowledge and build their accuracy.

Based on the findings above, the writer concludes that some students have a problem in speaking English. Although the findings are not specific in terms of students 'self-confidence, the problem seen to be rooted in the existence of shame. fear, unprepared, unsuitable technique in teaching them and lack of courage which change into the lack of self-confidence.in relation with that, asking and answering question become good and effective stimuli to help the students fight against their shame to speak. Besides, one the researcher suggest 'Role Play Technique is effective to use in teaching English.

B. Concept of Speaking

Speaking ability is something that is very important in social life, the ability to speak can make in a group, someone, even the environment will be comfortable with our existence. Just imagine if in a leader organization or its members do not have the ability to speak in public how he can influence his audience and make agree on the policy or decision.

Byrne (1976:8) states the oral communication is two- way process between the speaker and the listener and in values the productive skill as speaking and receptive skill and listening, so both speaker and listener are active during the oral communication takes place. This means that a speaker may express his/her mind to the listeners later giving response related to the topic they are talking about.

Harmer (1983:130) states that, when two people are engaged in talking to one another, we can be sure that they are in general way to suggest that the speaker makes a decision to address someone. Speaking may be forced on him in some ways but can still say that he wants or intends to speak, otherwise he would keep silent. He has some communicative purposes namely speaker says things because they what something to happen because of what they say. He selects from his language store. The teacher has an alternative capacity to create new sentences if he is a native speaker.

In relation with the statements above, speaking is a way of conveying message from one person to others. It is the most essential way in which the speaker can express himself through language. Where speaking skill involves fluency and accuracy expression meaning, the exercising of pragmatic or communicative competence and the observance of the rules of appropriateness, all this skill together may be said to make up the global skill of speaking as an act of communication and interaction with other.

1. The Definition of Speaking

Gronbeck, (1992 : 2) states that speaking is information by giving ideas, asking question and giving responses which have correlation with opinions, or arguments that can stimulate students to support their opinion. It is expected that through the speaking activities, the students can apply their speaking.

Speaking however particularly in English is not easy to do. Chastain, (1976 : 334) states that learning to speak is obviously more difficult than larning to understand the spoken language, because it concerns with sequential arrangement of activities that requires on the part of the teacher and the learners. So it is enough for the students to hear or to listen the speech only. Therefore, as students, they have to practice their English anywhere. A teacher should give more attention and give various activities in teaching speaking skill to increase the student ability to use the language because this case is one of the ways to improve students' English speaking.

Widdowson, (1985 : 57) states that speaking means of oral communication in giving impormation which involves two elements, namely the speaker is someone who gives the message and the listener is someone who receives the message. in other word, the communication involves the productive skill of listening.

Widdowson, (1985 : 58) states that an act of communication through speaking is commonly performed in face to face intraction and occurs as part of dialogue or rather from or verbal exchange. Therefore it is depends

on an understanding of what else has been said in the interaction. Furthermore, Byrne, (1976 : 8) states that speaking is a means of oral communication in giving ideas or impormation to others. It is the most essential way in which the speaker can express himself through the language.

Relating to the explanation above, the researcher concludes that speaking is process between speaker and listener giving information each other and both listener and speaker are active during the oral communication takes place.The act of speaking involves not only the production of the sound but also the use of gesture, the movement of the muscles of face, and indeed of the whole body. All of these non vocal of speaking as a communication activity are transmitted through the visual medium.

2. **Kinds of Speaking**

Speaking is commonly divided in two kinds, namely speaking ability and speaking competency.

a. Speaking Ability.

Manser (1991:306) states that ability is the person's process or manner of flay. Therefore, we may conclude that the speaking ability is the way of one's manner in speaking.

b. Speaking Competency

Manser (1995:80) defines that competency has ability, skill, and knowledge to do something. Then, through this basic definition, we also may conclude that speaking competency is one's ability to speak which is

supported with adequate skill and knowledge and it is not assessed by how is delivered.

For further information, we are somewhat confused.

Therefore, we have differentiated between competency and ability. Sauvignon (1998:9) states that there is a theoretical different between competency and ability as the overt manifestation of the ability competence is what one day-only ability can be developed, maintained and evaluated.

3. Function of Speaking

Brown and Yule in Richards (2008:21-28) make a useful distinction between the interactional functions of speaking, in which it serves to establish and maintain social relations, and the transactional functions, which focus on the exchange of information, and talk as ability. Each of these speech activities is quite distinct in terms of form and function and requires different teaching approaches.

a. Talk as interaction

Talk as interaction refers to what we normally mean by conversation and describe interaction that serves a primarily social function. When people meet, they exchange greetings, engage in small talk, recount recent experiences, and so on because they wish to be friendly and to establish a comfortable zone of interaction with others. Richards (2008:22) summarizes the main features of talk as interaction as follows: has a primary social function, reflects role relationship, reflects speakers" identity, may be formal or casual, uses conventional register, and it's jointly constructed.

b. Talk as transaction

Talk as transaction refers to situations where the focus is on what is said or done. Understanding the message clearly and accurately is the central focus, rather than how people interact socially with each other. Burns in Richards distinguishes two different types of talk as transaction.

1) The first type involves situations where the focus is on giving and receiving information and where the participants focus primarily on what is said or achieved (e.g., asking someone for directions). Accuracy may not be a priority, as long as information is successfully communicated or understood.

2) The second type is transactions that focus on obtaining goods or services, such as checking into a hotel or ordering food in a restaurant

c. Talk as ability

Talk as ability refers to public talk, that is, talk that transmits information before an audience, such as classroom presentations, public announcement, and speeches. Talk as ability tends to be in the form of monolog rather than dialog. It is often evaluated according to its effectiveness or impact on the listener, something that is unlikely to happen with talk as interaction or transaction.

4. The Element of Speaking

In speaking, there are some specific elements that have strong correlation with this skill. According to Harmer (1991:15), aspect of speaking can be divided as follows:

a. Pronunciation

Pronunciation is an act or result of production the sound of speech including articulation vowel formation, accent and inflection. Often with reference to some standard of contents or accept ability. The concept of "pronunciation" may be said to include:

1) The sound of the language

One their own the sound of language may well meaningless. If you said /t/ (the line show that this is phonetic script) a few times, e.g. tu, it will not mean very much English. Neither will be sounds /k/, /a/, or /s/ but if we put all these are sound together a certain order we and up the word catch and does mean something.

2) Stress

Native speaker of language unconsciously know about the stress and how it works, they know which syllables of words are stressed and they know how to use stress, to change the meaning of phrase, sentences and question.

3) Intonation

Intonation is clearly important item and component user of language recognize what meaning it has and can change the meaning of

word they through using it in different ways, when we taught English language, student's need it use rhythms and stress correctly if they are to be understood.

b. Vocabulary

1) What is vocabulary?

According to Webster's near world print dictionary (Webster: 1983:2946), vocabularies are list of word etc as dictionary or glossary and all of words used a language or by a person group etc.

According to Longman dictionary of contemporary English (Longman 1995:240) vocabularies are all words someone knows, learners or user the words in particularly language a list of words with explanation of their meaning, in a book for learning foreign language.

2) Types of vocabulary

Harmer in Nursyamsi (2010) distinguishes two types of vocabulary namely active vocabulary and passive vocabulary. According to him active vocabulary is that the students have learned and which they are expected to be able to use. On the other hand, passive vocabulary refers to words which the students will recognize when they met but will probably not be divided in to four kinds as follows:

a.) Oral vocabulary consists of words actively used in speech. These are the words that come readily to one's conversation. The more often a person utters words the words the more readily it will come to his tongue.

b.) Writing vocabulary is the words that come readily to one's finger vocabulary

c.) Listening vocabulary is the stock of words to which one responds with meaning and understood in speaking of other

d.) Reading vocabulary is the words that one response in writing of others.

c. Grammar

Grammar whose subject matter is the organization of words in to variables communication, often representing many layers of structure, such as phrase sentences, and complete utterance (Ba'dulu, 2001:15). As the fame work to find sentences productively needed. The fact however shows that the learners' mastery or English structure is skill less as found out by some previous researches.

d. Self Confidence

Self confidence is feeling sure that about one's ability as he states of feeling sure when people or students are able to think well. It is clear that is confidence is the ways we feel about what we are going to and also our perception how effectively we deal with other. Self-confidence is a crucial to a happy and fulfilling life. It influences success in work, family life, and leisure activities. People who lack of self-confidence always underachieve. They are more prone to a variety of stress-related problems, anxiety, eating disorder and mental health problems. Self-confidence is defined as an individual's recognition of his own abilities, loving himself and being aware of his own emotions (Gençtan, 1984; Özbey, 2004). Akagündüz (2006) divides self-

confidence into two sub-categories as intrinsic self-confidence and extrinsic self-confidence and continues his explanation as follows: Intrinsic self-confidence is the thoughts and emotions about individuals' being reconciled or pleased with themselves. Self-esteem, self-love, self-knowledge, stating concrete aims and positive thinking are the elements of intrinsic self-confidence. Extrinsic self-confidence is also the behavior and attitude towards others. The constructing elements of extrinsic self-confidence are communication and controlling the emotions.

On the other hand, David Lawrence Preston explains that self-confidence is beliefs the capacity to achieve solve and the problems. The belief can be up because knowing the need. Every people have the different talent and needed. It means that it may not compare and influence of the ability to other people because Allah gives the different ability, potential, and talent to all people. Self-Confidence is awareness and potential of someone to do something.

Disgraces an anxiety are neither behavior disorders nor disabilities. They are all parts human basic feelings and are innate. Unfortunately, such feelings are fluctuated according to the situations surround them. In some occasion, they have a tendency to arouse but in other occasions they may seem to weaken. The quality will vary from person to person.

Yeshe (online material) stated that "...... Self-Confidence is not a feeling of superiority but of independence. So , someone who has self-confidence can do whatever she or he wants to do without feeling afraid and shy to make mistake. Therefore, self-confidence is being certain and trusting about addressing

certain task or all task "for this reason, self-confidence can be defined as belief in one's self and one's abilities or mental attitude of trusting or relying on one's self. In other words, self-confidence will occur if one is feeling sure that she or he can do things successfully. The characteristics of self-confidence as follows:

(1) Believe that the competence, so it does not need praise confession, acceptation, or self-esteem of someone.

(2) Not involve showing comfort by someone.

(3) Brave to become our selves.

(4) Have good emotion.

(5) Have internal focus control which face to successfulness of failure, depends to attempt self and does not easy to let the destiny or condition and does not depend to other helping.

(6) Have positive thinking.

Lack of self-confidence is same as lack of motivation. On the other hand, there are some causal factors lacks of self-confidence. The researcher will explain it more. With reference to the characteristics above, further Rini explains the character of lack of self-confidence, they are:

(1) Attempt to show the conformist act to get the praise, confession, acceptation, or self-confidence of someone.

(2) Afraid of rejecting. It means, everything who is doing always have the perception will be rejected, so that they shadowed by failure, and didn't have the principle "the better do than nothing"

(3) Difficult to receive positive yet realistic and views of themselves do not trust their own abilities.

(4) Pessimistic is easy to value something from the negative views.

(5) Fear failure, so that they tend to avoid taking risk, and didn't make a target to get successful.

(6) Rejected to a good word/ praise, that showing to them with honest and sincere.

(7) They always take their self-confidence as the end, because they feel that is unable.

(8) They have eternal focus of control.

It means, they are usually depending on situation and help the other people. When the teacher absent in one subject, they feel unable to do teaching learning process, whereas they able to make. The inferior and lack of self-confidence must be solved. The students must do the best as their potential so the ability can be seen. Therefore, the teacher might not give the punishment if the students do mistakes but the teacher must give the motivation to the students. Negative thinking can quickly spiral out of control and destroy the self-confidence.

David Laurence thinks that there are four step methods to improve self-confidence. They are:

(1) Be mindful.

(2) Stop disempowering thoughts.

(3) Replace them with empowering thoughts.

(4) Keep going until it become automatic.

David in Zaenal (2011) states that oral communication is two ways process between speaker and listener and native the productive skill of speaking and the receptive skill understanding. It is important to remember that receptive skill not imply passive both in listening and reading. Language users are actively involved in the process of interrupting and negotiating meaning.

5. Teaching speaking

Teaching and learning process of English junior high school is based on school based curriculum. The latest approach stressed the language is acquired through communication. The basic language assumptions are:

a. Language as means of communication is used to express meaning grammatically.

b. Learning a foreign language is how to communicate using that language itself as a target language. They are supported by the elements of the target language.

Speaking is an interactive task and it happens under the real time processing constrains. It is means that they will be able to use words and phrases fluently without very much conscious thought.

Jeremi Harmer (2001:271)Effective speaker need to be able to process language in their own heads and put it into coherent orders so that it comes out in forms that are not only comprehensible, but also convey the meaning that are intended.

One of the reasons for the practice of speaking in class planning is how we can transfer that knowledge to the fullest. With the practice of speaking in a learning at least can give effect that can reduce the stiffness in talking and can cause self-confidence. The existence of classroom speaking learning is able to provide good opportunities to students to issue ideas and practice ideas provided by teachers.

6. The important of speaking

In English Language learning, speaking skills are usually a benchmark in judging the person to master the language. The majority of natural societies are not subjective subjects assessed, why researchers say that our parents never ask whether the speaker is right or wrong in using the language. In fact, they already recognize the greatness of a person if they see the speaker as if actively speaking when usually these people do not use good grammar and true but the person just issued according to what he memorized in the text. Therefore it is important for us to the first phase can do speaking. It's up to him wrong or right that is important he has dared to express the concept that is in their minds

7. Models of teaching speaking

There are many models of learning speaking .According to M. Solahuddin in Kiat-Kiat Praktis (2009) Teaching Speaking There are some models of learning speaking as follow:

1. *Study club*

   Study club is group learning. It held to repeat the material study in the class by senior. Because the senior is not teacher, so the student more enjoy make questions and practices speaking with the senior.

2. *Conversation on the way*

   Conversation on the way is one of activity in speaking class. The function is to bore disappear in the class. They can share about their daily activity .so the student fell the conversation more clearly, attractive, and comport.

3. *Discussion group*

   Discussion group is one activity in teaching speaking class. Discussion is speaking a program only taking about easy topic. Because the discussions just to train the students to speak English .the purpose of discussion is to train the student to speak English more clearly.

4. *Describing picture*

   Describing picture is one of activity in teaching speaking English. in this activity , the student must describe picture in front of the class. Every student get one picture and must describe it. The purposes of this activity are to train the student imagination and retell story in speaking English.

   Those are models that Solahuddin **o**ffers to use in speaking class. And as the title of this research, the researcher chooses the last model.Researcher think that the last model is suitable for use in this study because it is not too complicated, because researcher have done observations and interviews and

the result is they lack confidence to express ideas and shame to be wrong. Therefore researchers will try to use images as a medium to improve speech

8. Difficulties in Speaking

There are many factors that influence students" speaking ability. These factors came from the teacher, the process of teaching and learning, the atmosphere of the school environment, or the students themselves. Nevertheless, the crucial factors come from the students because they are the main target of teaching and learning process. Most of students have low interest and motivation in speaking English because they think that English is difficult to understand. According to Brown (2001:270), the difficulties are:

a. Clustering. Learners can organize their output both cognitively and physically (in breath groups) through such clustering.

b. Redundancy. The speaker has an opportunity to make meaning clearer through the redundancy of language.

c. Reduced Forms. Contractions, elisions, reduced vowels, etc. all form special problem in teaching spoken English.

d. Ability Variables. Ability hesitations, pauses, backtracking, and correction are the phenomena that differentiate native and nonnative speakers. However, students can actually learn how to pause and to hesitate.

e. Colloquial Language. Students are reasonably well acquainted with the words, idioms, and phrases of colloquial language and that they get practice in producing these forms.

f. Rate of Delivery. Learners should achieve an acceptable speed along with the attributes of fluency.

g. Stress, Rhythm, and Intonation. The stress-timed rhythm of spoken English and its intonation patterns convey important messages.

h. Interaction. Learning to produce waves of language in a vacuum-without interlocutors- would rob speaking of its richest components: the creativity of conversational negotiation.

Those are the difficulties in speaking that influence students" motivation and interest in speaking English. By knowing students" difficulties, teacher could help them to overcome their problem. It also can be used by the teacher as a guidance in teaching and learning process. Designing a suitable materials and media can also refer to students' difficulties so that the students would have no more difficulties.

C. The concept of Role Play

1. The Meaning of Role-Play

According to Ladousse in Allan Makey (1987: p. 7) role-play is one of a whole gamut of communication techniques which develops fluency in language, which promotes interaction in the classroom, and which increases motivation. Not only in peer learning encouraged by it, but also the sharing between teacher and students' responsibility for the learning process.

Role play is a speaking activity where learners participate either as themselves or as somebody else in a specific situation. In this way they can act

in various interaction patterns. According to Ladousse (1989) the situation can correspond to:

a. a real need in the learners' lives (at the doctor, at the station), the learners may or may not have the direct experience;

b. the events that few learners will ever experience but which are easy to play such as being a journalist;

c. fantasy roles which are imaginary, absurd and have nothing to do with reality.

Role play is one of communicative techniques which develops fluency in language students, which promotes interaction in the classroom, and which increases motivation. Haycraft mentioned the three elements in role playing: what the characters want, who they are, and their moods or attitudes at the time. These elements are ten affected by how the situation develops (Haycraft, 1978: 88).

Role play includes "all sorts of activities where learners imagine themselves in a situation outside the classroom, sometime playing the role of someone other than themselves, and using language appropriate to this new context." (Ur, 2000: 131). Role Play is an example of "learning by doing" The word role indicates that the students must actively apply knowledge, skill, and understanding to successfully speak and act from different, assigned perspective. The term play indicates that the students use their imaginations and have fun, acting out their parts in nonthreatening environment.

Thus Role Play engages students in a participatory activity that requires them to apply course concepts as they assume factional identities or envision themselves in unfamiliar situation (Barkley, 2005: 150).

2. The objective of role play

The objective of role play is to put the students into a realistic communication situation to: sharpen their listening comprehension skills, bring them in contact new language, and discover areas where they need additional practice.

In addition Jack C. Richard states that the objective of the role play is to simulate a conversation situation in which students might find themselves and give them an opportunity to practice and develop their communication skills.

Thus, it can be synthesized that the objective of role play is to develop communication skill by putting the students into communication situation. The realistic communication situation gives the students new experience in using the language they have learned, and the experience is good for remembering what they have learned.

Therefore the writer concludes that the objective of role play is communication and it is similar to the objective of teaching speaking, so it means role play can be applied in teaching speaking and it can help students in improving speaking skill.

3. The Type of Role Play Technique

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

a. Scripted Role Play

This type involves interpreting either the 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.

b. Unscripted Role Play

In contrast to scripted role play, the situations of unscripted role play do not depend on textbooks. It is known as a free role play or improvisation. The students themselves have to decide what language to use and how the conversation should develop. In order to do this activity, good preparation from teacher and students is really necessary.

D. Conceptual Framework

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┌─────────────────────────────────────────────┐
│                   Speaking                    │
└─────────────────────────────────────────────┘
                      ▽
┌─────────────────────────────────────────────┐
│                   Pre-Test                    │
└─────────────────────────────────────────────┘
                      ▽
┌─────────────────────────────────────────────┐
│        Implementing Role Play Technique       │
└─────────────────────────────────────────────┘
                      ▽
┌─────────────────────────────────────────────┐
│                  Post-Test                    │
└─────────────────────────────────────────────┘
                      ▽
┌─────────────────────────────────────────────┐
│    Vocabulary, Grammar and Self-Confidence    │
└─────────────────────────────────────────────┘
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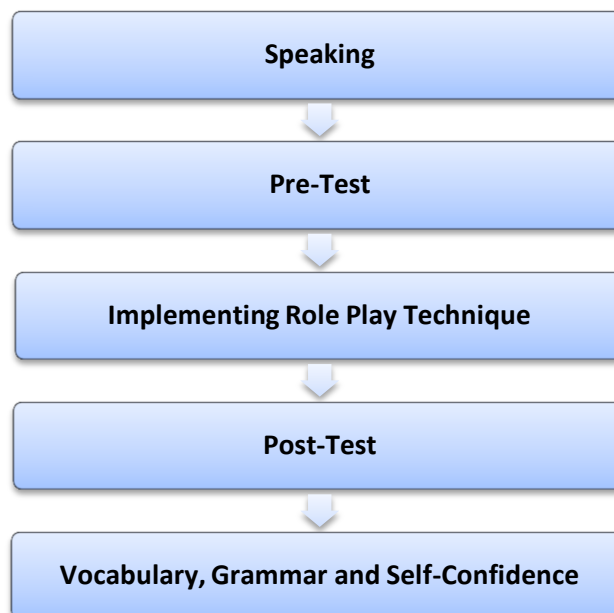
The conceptual frameworks is start from speaking English to improve the students self-confidence. Then, the researcher give the pre-test to check the extent of students' self confidence in speaking. After that the researcher give the treatment through implementing Role Play Technique. Next, the researcher give vpost-test to see an increase the students' self-confidence after give the treatment. And the last the researcher want the students self-confidence increase.

E. Hypotheses

Since the theories and some research findings premise indicate a tendency to causal relationship between variables, the hypothesis of the research are:

－ H_1 = The use of Role Play technique improve the students' self confidence in speaking English.

− H_0 = The use Role Play Technique does not improve the students' self-confidence in speaking English.

CHAPTER III

RESEARCH METHOD

This chapter deals with the research method, population and sample, variables and instrument, data collecting procedures and data analysis technique.

A. Research Design

The purpose of this research was to improve students' ability in speaking English, this research was Pre- Experimental Research Design.

This research used pre-experimental with One-Group Pretest-Posttest design. In the One-Group pretest-posttest design, a single group was measured or observed not only after being exposed to a treatment of some sort, but also before.

B. Population and Sample

1. Population

The populations of this research are the 8th grade students of MTS. SYEKH YUSUF SUNGGUMINASA.

2. Sample

The sample of this research used random sampling, where the sample was chosen randomly. The sample of this research was eight grade students' consists of 21 students.

C. Variables and Instrument

1. **Variables**

The independent variable of this research was the Role Play (X) and the dependent variable was the students' self-confidence in speaking English (Y).

2. **Instrument**

The instrument used by the researcher was oral test. Oral test aimed to get information about students' speaking improvement after teaching and learning process by using role play technique.

D. Procedure of Collecting Data

In collecting the data, the researcher gave speaking test to the students in order to know their improvement. The type of speaking test which used in this research was observing form. The researcher divided the students into pair and ask to speak about material that they have learnt as well as grammatical.

In scoring the result of students' test evaluated based on two aspects speaking below:

1) The assessment of grammar and vocabulary.

Table 1 : The assessment of Vocabulary

Classification	Score	Criteria
Excellent	6	Speak without too great an effort with a fairly wide range of expression. Searches for words occasionally but only one or two unnatural pauses.

Very Good	5	Has to make an effort at time to search fro words. Nevertheless, smooth delivery on the whole and only a few unnatural.
Good	4	Although he has to make an effort and search for words, there re not too many unnatural pauses. Fairly smooth delivery mostly. Occasionally fragmentary but succeeds in conveying the general meaning. Fair range of expression.
Average	3	Has to make an effort for much of the time. Often has to search for the desired meaning. Rather halting delivery and fragmentary. Range of expression often limited.
Poor	2	Long pauses while he searched for the desired meaning. Frequently and halting delivery. Almost gives up making the effort at times limited range of expression.
Very poor	1	Full of long and unnatural pauses. Very halting and fragmentary delivery. At times gives up making the effort. Very limited range of expression.

(Heaton in Wongso, 2011: 28)

Table 2 : The assessment of Grammar

Classification	Score	Criteria
Excellent	6	Speak without too great an effort with a fairly wide range of expression. Searches for words occasionally but only one or two unnatural pauses.
Very Good	5	Has to make an effort at time to search fro words. Nevertheless, smooth delivery on the whole and only a few unnatural
Good	4	Although he has to make an effort and search for words, there are not too many unnatural pauses. Fairly smooth delivery mostly. Occasionally fragmentary but succeeds in conveying the general meaning. Fair range of expression.
Average	3	Has to make an effort for much of the time. Often has to search for the desired meaning. Rather halting delivery and fragmentary. Range of expression often limited.
Poor	2	Long pauses while he searched for the desired meaning. Frequently and halting delivery. Almost gives up making the effort

		at times limited range of expression.
Very poor	1	Full of long and unnatural pauses. Very halting and fragmentary delivery. At times gives up making the effort. Very limited range of expression.

<div align="right">(Heaton in Wongso, 2011:29)</div>

2) The assessment of self confidence

Table 3: The assessment of Self Confidance

Classification	Score	Criteria
Excellent	6	Easy to the listener to understand the speaker's intention and general meaning. Very few interruption or clarification required.
Very Good	5	The speaker's intention and general meaning are fair clear. A few interruption by the listener for the sake of clarification are necessary
Good	4	Most of what the speaker says is easy to follow. His attention is always clear but several interruptions are necessary to help him to convey the message or seek

		clarification
Average	3	The listener can understand a lot of what is said, but he must constantly seek clarification. He cannot understand and then with considerable effort by someone who is used to listening to the speaker.
Poor	2	Only small bits (usually short sentence and phrase) can be understood and then with considerable effort by someone who is used to listening to the speaker hardly anything of what is said can be understood
Very poor	1	Even the listener make a great effort interrupts, the speaker is unable to clarify anything he seems to have said.

(Heaton in Wangsa, 2011: 30)

$$\text{Score} = \frac{\text{Students' correct answer}}{\text{Maximum Score (6)}} \times 10$$

E. **Technique of Data Analysis**

In assessing the students' progression during learning speaking material through role play technique, the researcher used speaking assessment of speaking accuracy. The assessment divided in two categories; they were the assessment of students' accuracy and fluency in speaking. Each assessment has different criteria. These assessments considered being very important in speaking skill due to quite complex with other skills.

The data on the students' speaking ability in terms of accuracy and fluency were analyzed in the following procedures:

1. To find out the mean score of the students' test, the researcher used the formula :

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

Where :

$\overline{X}$ = Mean Score

$\sum X$ = Total Score

N = The number of students

(Gay, 1981:298).

2. Then, after getting mean of students' score per actions, the writer identifies whether there might have students' improvement score on speaking skill from pre-test and post-test. To analyze that, the writer uses the formula:

$$P = \frac{Y2 - Y1}{Y1} X100\%$$

Where:

P   = Percentage of students' improvement

$\mathbf{Y_1}$ = Pre-test result

$\mathbf{Y_2}$ = Post-test

(Anas Sudjiono, 86:2014)

3. After collecting the data of the students, we could classify the score of the students. We could classify the score of the students into the following criteria :

a. 8.6 – 10 as excellent

b. 7.6 – 8.5 as very good

c. 6.6 – 7.5 as good

d. 5.6 – 6.5 as fair

e. 3.6 – 5.5 as poor

f. 0 – 3.5 as very poor

(Depdikbud in Wangsa 2011:31).

CHAPTER IV

FINDINGS AND DISCUSSION

In this chapter consists of findings of the research and discussion. The findings of the research presents the result of the students' improvement in speaking ability that covers the students' speaking vocabulary and the students' speaking fluency toward the application of role play technique model, and the discussion of the research covers further explanation of the findings.

A. Findings

1. The Improvement of the Students' Vocabulary

The application of role play technique at class VIII.B of Mts. Syekh Yusuf Sungguminasa in improving the students' vocabulary. Each indicator had total score and it was divided by sum of students so it resulted as means score in Pre-Test and Post-Test. So, the improvement of the students' speaking vocabulary can be seen clearly in the following explanation:

Table 4 : The Improvement of the Students' Speaking Vocabulary

Indicators	Speaking Vocabulary		Improvement (%)
	Pre-Test	Post-Test	Pre-Test to Post-Test
Mean score	6.12%	7.30%	19.28%

The table above indicated that there was improvement of the students' speaking vocabulary from Pre-Test to Post-Test, where in Pre-Test the students' mean score achievement in speaking vocabulary was 6.12 but after the treatment, the students' speaking vocabulary in post test was 7.30, so the improvement of students' speaking vocabulary achievement from Pre-Test to post-test was 19.28%.

To see clearly the improvement of the students' speaking accuracy, look at the following chart:
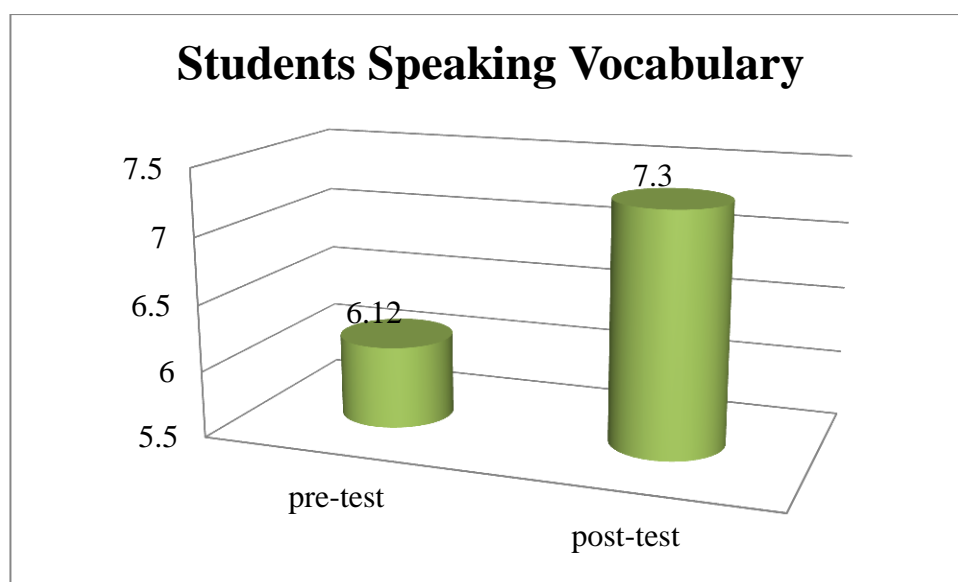
Figure 1: The Improvement of the Students' Vocabulary

2. The Improvement of the Students' Grammar

The application of role play technique at class VIII.B of Mts. Syekh Yusuf Sungguminasa in improving the students' vocabulary. Each indicator had total score and it was divided by sum of students so it resulted as means

score in Pre-Test and Post-Test. So, the improvement of the students' speaking vocabulary can be seen clearly in the following explanation:

Table 5 : The Improvement of the Students' Grammar

Indicators	Grammar		Improvement (%)
	Pre-Test	Post-Test	Pre-Test to Post-Test
Mean score	6.05	7.08	17.50%

The table above indicated that there was improvement of the students' speaking vocabulary from Pre-Test to Post-Test, where in Pre-Test the students' mean score achievement in speaking vocabulary was 6.05 but after the treatment, the students' speaking vocabulary in post test was 7.08, so the improvement of students' speaking vocabulary achievement from Pre-Test to post-test was 17.50%.

To see clearly the improvement of the students' speaking accuracy, look at the following chart:
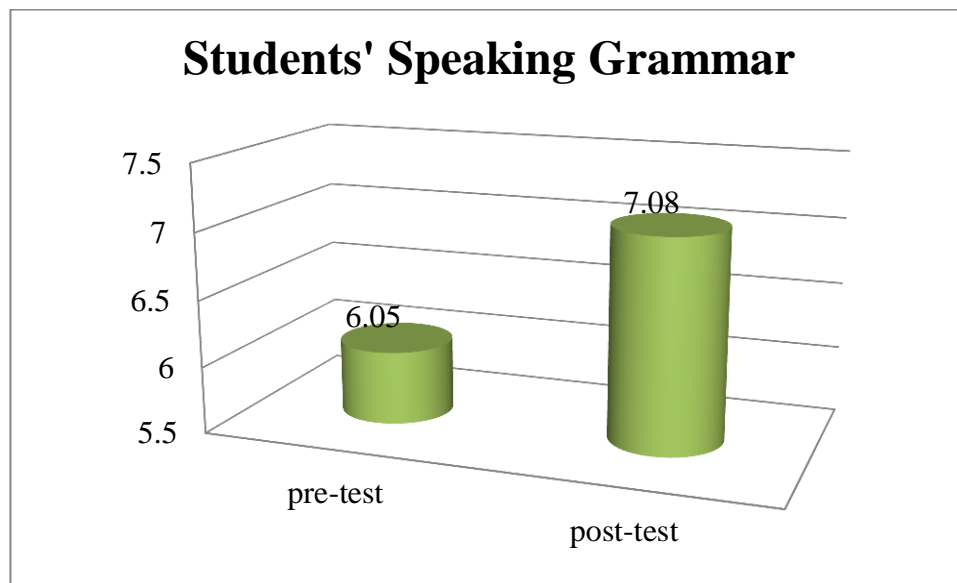
Figure 2: The Improvement of the Students' Grammar

3. The Improvement of the Students' Self-Confidence

The improvement of the students' speaking fluency through role play technique dealing with self-confidence at class VIII.B of Mts. Syekh Yusuf Sungguminasacan be seen clearly in the following table:

Table 6: The Improvement of the Students' Self-Confidence

Indicators	Speaking Self-confidence		Improvement (%)
	Pre-Test	Post-Test	Pre-Test to Post-Test
Mean score	6.05	7.23	19.50%

The table above shows that there was improvement of the students' speaking fluency from Pre-Test to Post-Test, where in Pre-Test the students'

mean score achievement in speaking fluency was 6.05, but after the treatment the students' speaking fluency in Post-Test was 7.23. So the improvement of students' speaking fluency achievement from pre-test to Post-Test was 19.50%.

To see clearly the improvement of the students' speaking fluency, look at the following chart:

Students' Speaking Self-Confidence
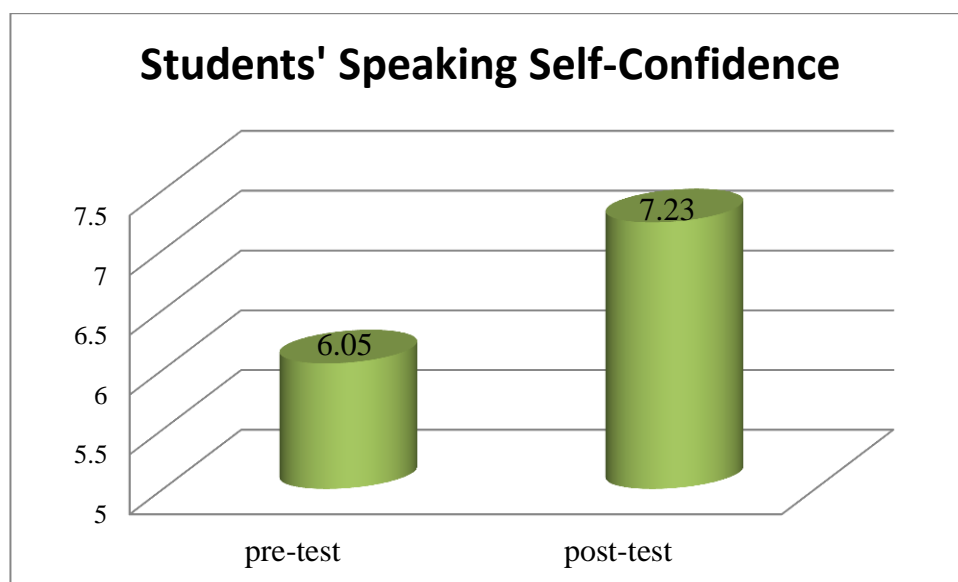
Figure 3:   The Improvement of the Students' Speaking Self-Confidence

4.The Frequency and Percentage of the Students' Vocabulary

The following table showed the percentage of student's speaking vocabulary in Pre-Test and post-test through role play technique.

Table 7: **The Frequency and Percentage of the Students' Speaking**

   Vocabulary

No	Classification	Range	The Application of Role Play Technique			
			Pre-Test		Post-Test	
			Freq	%	Freq	%
1	Excellent	8.6 – 10	0	0	0	
2	Very good	7.6 – 8.5	1	4.76	9	42.85
3	Good	6.6 – 7.5	12	57.14	11	52.38
4	Fair	5.6 – 6.5	0	0	0	0
5	Poor	3.6 – 5.5	8	38.09	1	4.76
6	Very poor	0 – 3.5	0	0	0	0
Total			21	100	21	100

The table above shows the frequency and percentage of the students' speaking vocabulary in Pre-Test in which 1 students (4.76%) got very good, 12 students (57.14%) got good, 8 students (38.09%) got poor, and none of students got excellent, fair and very poor classification.

At the Post-Test, the frequency and percentage of the students' speaking vocabulary are 9 students (42.85%) got very good, 11 students (52.38%) got good, 1 student (4.76%) got poor and none of students got excellent, fair and very poor classification.

To know the percentage of the students' improvement in speaking vocabulary, look at the chart, as follows:

Students' Speaking Vocabulary

	VERY GOOD	GOOD	POOR
PRE-TEST	4.67%	57.14%	38.09%
POST-TEST	42.85%	52.38%	4.76%
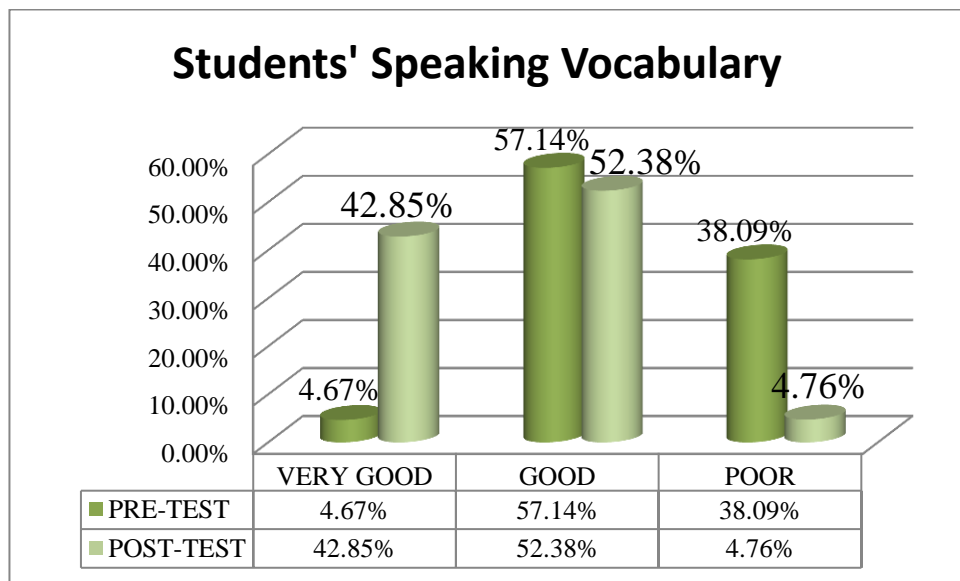
Figure 4 : The Percentage of the Students' Speaking Vocabulary

5.The Frequency and Percentage of the Students' Grammar

The following table showed the percentage of student's speaking grammar in Pre-Test and post-test through role play technique.

Table 8: **The Frequency and Percentage of the Students' Speaking Grammar**

No	Classification	Range	The Application of Role Play Technique			
			Pre-Test		Post-Test	
			Freq	%	Freq	%
1	Excellent	8.6 – 10	0	0	0	
2	Very good	7.6 – 8.5	0	0	5	23.80
3	Good	6.6 – 7.5	13	61.90	16	76.19
4	Fair	5.6 – 6.5	0	0	0	0

5	Poor	3.6 – 5.5	8	38.09	0	0
6	Very poor	0 – 3.5	0	0	0	0
Total			21	100	21	100

The table above shows the frequency and percentage of the students' speaking vocabulary in Pre-Test in which 13 students (61.90%) got good, 8 students (38.09%) got poor, and none of students got excellent, very good, fair and very poor classification.

At the Post-Test, the frequency and percentage of the students' speaking vocabulary are 5 students (23.80%) got very good, 16 students (76.19%) got good, and none of students got excellent, fair, poor and very poor classification.

To know the percentage of the students' improvement in speaking accuracy, look at the chart, as follows:

The Students' Grammar

|	VERY GOOD	GOOD	POOR
PRE-TEST		61.90%	38.09%
POST-TEST	23.80%	76.19%	

Figure 5 : The Percentage of the Students' Speaking Grammar

6.The Frequency and Percentage of The Students' Self-Confidence

The application of role play technique in improving the students' speaking fluency could be seen the difference clearly by considering the result of the students' Pre-Test and Post-Test.

Table 9 : The Frequency and Percentage of the Students' Self-confidence

No	Classification	Score	The Application of Role Play Technique			
			Pre-Test		Post-Test	
			Freq	%	Freq	%
1	Excellent	8.6 – 10	0	0	0	0
2	Very Good	7.6 - 8.5	0	0	7	33.34
3	Good	6.6 - 7.5	13	61.90	14	66.67
4	Fair	5.6 - 6.5	0	0	0	0
5	Poor	3.6 - 5.5	8	38.09	0	0
6	Very Poor	0 - 3.5	0	0	0	0
Total			21	100	21	100

The table above shows the frequency and percentage of the students' self-confidance in speaking Pre-Test in which 13 students (61.90%) got good, 8 students (38.09%) got poor, and none of the students got excellent, very good, fair and very poor classification.

At Post-Test, the frequency and percentage of the students' self-confidence in speaking are 7 students (33.34%) got very good, 14 students (66.67%) got good, 12 and none of the students got excellent, fair, poor and very poor classification.

To know the percentage of the students' improvement in self-confidence clearly, look at the chart, as follows:
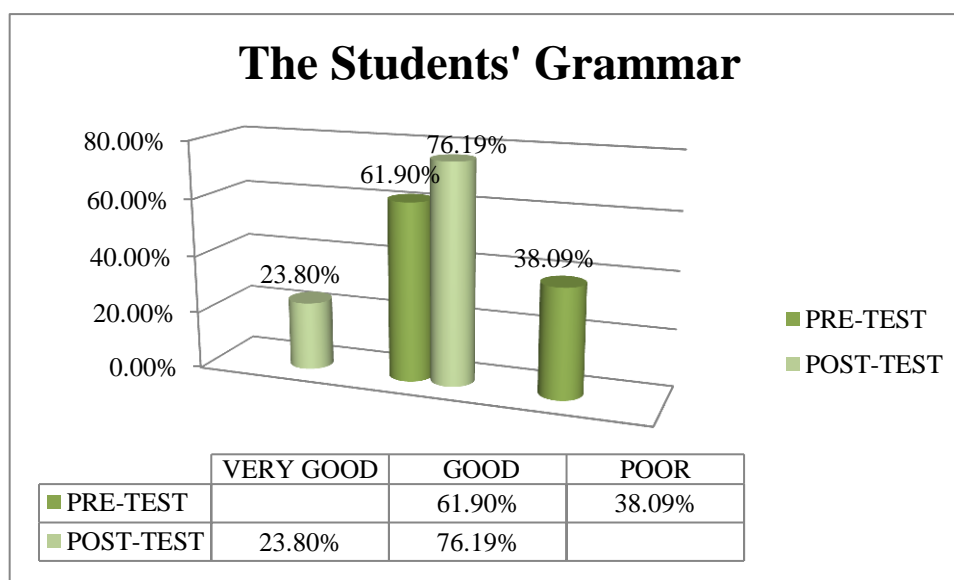
The Students' self confidence

	VERY GOOD	GOOD	POOR
PRE-TEST		61.90%	38.09%
POST-TEST	33.34%	66.67%	
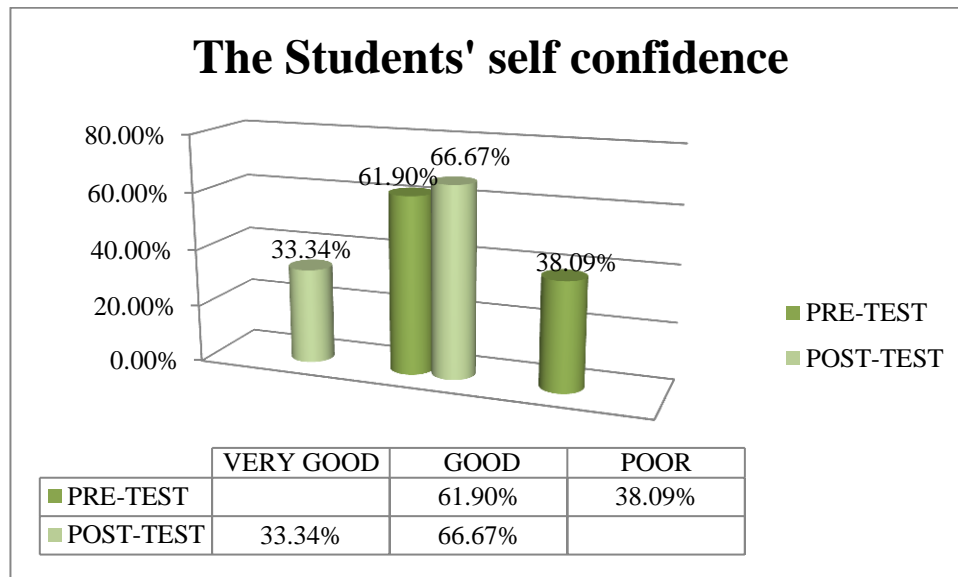
Figure 6 : The Percentage of the Students' Self-confidence

B. Discussion

1. The Improvement of the Students' Vocabulary.

The application of Role play technique in improving the students' speaking vocabulary in terms of vocabulary can be seen the difference by considering the result of the students' Pre-Test and the students' improvement after taking action in Post-Test through the application of Role play technique in teaching learning process.

Before taking a research through "Role play technique", the researcher hold Pre-Test to measure the students' prior knowledge in English speaking. After gave Pre-Test, the researcher found that the students' speaking vocabulary at Class VIII.B of Mts. Syekh Yusuf Sungguminasa was very poor, so it must be improved. The pre-test's score was that the students' speaking vocabulary there were 1 students (4.76%) got very good, 12 students (57.14%) got good, 8 students (38.09%) got poor with the mean score was 6.12.

To improve the students' speaking ability, the researcher decided to use Role play technique and then prepared to do the treatment,

During the teaching and learning process in pre-test, the researcher finds that the students are difficult to speak in a correct vocabulary it causes by their language still influence by mother tongue and most of them do not have vocabulary stock for delivering their ideas. To solve this problem the researcher has done Post-Test and revise the previous lesson plan, give them deep explanation and repeated the word still they can get it. In Post-Test, the students'

speaking vocabulary was 8 students (38.09%) got very good, 12 students (57.14%) got good, 1 student (4.76%) got poor with mean score was 7.30.

From the explanation above the researcher analyzes that the use of role play technique can improve students' speaking vocabulary where the students mean score in Post-Test are higher than Pre-test.

2. The Improvement of the Students' grammar.

The application of Role play technique in improving the students' speaking ability in terms of grammar can be seen the difference by considering the result of the students' Pre-Test and the students' achievement after taking action in Post-Test through Role play technique in teaching learning process.

Before taking a research through "Role play technique model", the researcher hold Pre-Test to measure the students' prior knowledge in English speaking. After gave Pre-Test, the researcher found that the students' speaking grammar at Class VIII.B of Mts. Syekh Yusuf Sungguminasa was very poor, so it must be improved. The Pre-Test's score was that 13 students (61.90%) got good 8 students (38.09%) got poor with the mean score was 6.05.

To improve the students' speaking ability, the researcher decided to use Role play technique and then prepared to do the treatment.

During the teaching and learning process in Pre-Test, the researcher found that the students were difficult to speak in a correct grammar event some of them have been good speaking. It caused by their language still influenced by mother tongue and most of them did not have knowledge about grammar for delivering their ideas. To solve this problem the researcher has done Post-Test and revise the

previous lesson plan, give them deep explanation and repeated the word still they can get it. In Post-Test, the students' speaking grammar was 16 students (76.19%) got very good, 5 students (23.08%) got good with mean score was 7.08.

From the explanation above the researcher analyzes that the use of role play technique can improve students' speaking vocabulary where the students mean score in Post-Test are higher than Pre-test.

3. The Improvement of the Students' Self-confidence

The application of Role play technique in improving the students' self-confidence can be seen the difference by considering the result of the students' Pre-Test and the students' improvement after getting action in Post-Test.

Before taking a research through "Role play technique model", the researcher hold Pre-Test to measure the students' prior knowledge in English speaking. After gave Pre-Test, the researcher found that the students' speaking self-confidence at Class VIII.B of Mts. Syekh Yusuf Sungguminasa was very poor, so it must be improved. The Pre-Test the students' speaking self-confidence was 13 students (61.90%) got good 8 students (38.09%) got poor with the mean score was 6.05.

To improve the students' speaking ability, the researcher decided to use Role play technique and then prepared to do the treatment.

During the teaching and learning process in treatment, the researcher found that the students did not have enough self-confidence when they speak in English. It caused their still influenced by society, mother tongue and most of them though

that English is no important lesson to be learned. To solve this problem the researcher has done Post-Test and revise the previous lesson plan, give them deep explanation and repeated the word still they can get it. In Post-Test, the students' speaking grammar was 7 students (33.34%) got very good, 14 students (66.67%) got good with mean score was 7.23.

From the explanation above the researcher analyzes that the use of forms-focused and meaning-focused can improve students' speaking Self-confidence w1here the students mean score in Post-Test are higher than Pre-test.

CHAPTER V

CONCLUSION AND SUGGESTION

In this chapter, the researcher would like to give several conclusion and suggestion based on the previous chapter:

A. Conclusion

Based on the research findings and discussion in the previous chapter, the researcher draws conclusion that:

1. The students' speaking ability in terms of accuracy and fluency

   The mean score of the students' speaking ability in Pre-Test was 5.17. It is categorized as poor classification. While the mean score of the students' speaking in post-test is 6.06. It is higher than the mean score of the students' Pre-Test. But the result is not significant from the result which is expected according to the background namely 7.0. Post-Test and the mean score of the students' speaking post-test is 7.21. It indicates the significant score from the result expected in the background namely 7.0. The result above is acquired from the students' speaking ability.

   a. Vocabulary
   - The mean score of the students' Pre-Test = 6.12
   - The mean score of the students' speaking in Post-Test = 7.30

    b. grammar

- The mean score of the students' Pre-Test = 6.05

- The mean score of the students' speaking in Post-Test = 7.08

    c. The students' Self-confidence in Speaking

- The mean score of the students' Pre-Test = 6.05

- The mean score of the students' speaking test in Post-Test = 7.23

It proves that the application of Role Play technique could significantly improve the students' speaking ability in terms of accuracy dealing with vocabulary, grammar and fluency dealing self-confidence at class VIII B of Mts. Syekh Yusuf Sungguminasa.

B. Suggestions

In relation to the speaking ability in terms of accuracy and fluency in this thesis. The researcher would like to give some suggestions as follows:

1. The application of Role Play technique could significantly improve the students' speaking ability in terms of accuracy dealing with grammar and vocabulary at class VIII B of Mts. Syekh Yusuf Sungguminasa. So it is strongly suggested for English teacher to be applied in teaching English speaking in the classroom to improve the students' improvement.

2. For future researchers, it is suggested that this study could be a reference to conduct other research on the same field. Future researchers may use Pre-Experimental Research design to know whether or not the use of Role Play technique is effective in improving students' abilities in other skills, such as

writing, reading and listening. Then, future researchers also may conduct the study on the use of Role Play technique in writing other genres to see the effect on the use of it.

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APPENDICES

APPENDIX A

RENCANA PELAKSANAAN PEMBELAJARAN

Nama Sekolah	**:**	**Mts. Syekh Yusuf Sungguminasa**
Mata Pelajaran	**:**	**Bahasa Inggris**
Kelas / Semester	**:**	**VIII / Ganjil**
Materi	**:**	**Speaking (Berbicara)**
Waktu	**:**	**8 x 45 Menit**

I. Standar Kompetensi:

4. Berbicara: Mengungkapkan makna dalam teks fungsional pendek dan monolog berbentuk *narrative, recount* dan *explanation* sederhana dalam konteks kehidupansehari-hari.

Kompetensi Dasar:

4.2 Mengungkapkan makna dalam teks monolog sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar dan berterima dalam berbagai konteks kehidupan sehari-hari dalam teksberbentuk: *narrative, recount* dan *explanation*

II. Indikator:

1. Melakukan monolog berbentuk *Recount text*.
2. Mengidentifikasi kalimat-kalimat *simple past tense*
3. Bercerita tentang peristiwa/pengalaman atau kejadian

III. Tujuan Pembelajaran:

Setelah mengikuti pelajaran ini, siswa berkompeten dalam:

1. Melakukan monolog berbentuk *Recount text* yang menggunakan simple past tense untuk menyampaikan text.
2. Mengidentifikasi kalimat-kalimat dalam text yang menggunakan *simple past tense*
3. Penambahan kosa kata bahasa inggris akan meningkat.

IV. Materi Pembelajaran:

- **Teks berbentuk Recount Text**

a. **Definition of Recount**

- Recount is a text which retells events or experiences in the past. Its purpose is either to inform or to entertain the audience. There is no complication among the participants and that differentiates from narrative

b. **Generic Structure of Recount**

1. Orientation: Introducing the participants, place and time

2. Events: Describing series of event that happened in the past

3. Reorientation: It is optional. Stating personal comment of the writer to the story

c. **Language Feature of Recount**

• Introducing personal participant; I, my group, etc

• Using chronological connection; then, first, etc

• Using linking verb; was, were, saw, heard, etc

• Using action verb; look, go, change, etc

• Using simple past tense

- **Simple Past Tense**

a. **Definition of Simple Past Tense**

According to Azar, Betty Schrampfer (2002: 27), "The simple past indicates that an activity or situation began and ended at a particular time in the past." Or the other hand simple past tense is a verb form to indicate activities or situations that happen at a particular time in the past.

b. **Forms of Simple Past Tense**

- Affirmative (+) = S + Was/Were + O/C
- Negative (-) = S + Was/Were + Not + O/C
- Interrogative (?) = Was/Were + S?

c. **Use of Simple past Tense**

- Afferimative (+) = You worked hard last night, Bill and jill were busy last week
- Negative (-) = We didn't play football yesterday,Terry wasn't sick last week
- Interrogative (?) = Did you study english last night?, What time were they in the restaurant last night?

Example of recount text

My Adventure at Leang Cave

Orientation On Sunday, my parents, my best friend Novi, and I visited a cave at Maros called Leang-leang . It was my first time to

visit the cave, better yet, my best friend came to visit it with me!

Event 1 The cave was famous for its primitive cave wall paintings which were some hand prints and wild boar paintings. The cave

and its surroundings was turned into a national park, so it was taken care of. My parents took a rest in a small hut for

visitors of the park, while Novi and I adventured around the cave with a guide. We had to climb some metal stairs to get

to the cave, because the cave was embedded into a small mountain. Next stop was a place where some seashells

littered the ground and some were actually piled into a big mound! The guide said that these piles of seashells are

called kjokkenmoddinger, or kitchen trash.

Event 2 The humans who lived here ate the shells and dumped the left overs in their 'kitchen'. The last place was a small museum

where they have skeletons of the humans who lived in the caves. The skeletons along with some roughly made jewelry

and weapons were placed inside glass cases for display. The walls of the museum were adorned with photographs

taken when they did an excavation there.

Reorientation After a quick lunch with Novi and my parents, we decided it was time to go back home. We really had the time of

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V. **Metode:**
- Role playing
- Presentation and corrections

VI. **Kegiatan Pembelajaran:**
Pendekatan   :   Scientific
Kegiatan/Skenario Pembelajaran

Langkah-langkah pembelajaran

Langkah-langkah	Kegiatan guru-siswa	Waktu
Kegiatan Awal	• Menyapa dan berdoa sebelum proses belajar mengajar dimulai. • Guru mengecek kehadiran siswa. • mengecek tugas siswa. • Menginformasikan SK, KD, Indikator, tujuan pembelajaran, serta KKM yang harus dicapai oleh siswa.	20 menit
Kegiatan	• Mengecek pemahaman siswa terkait dengan materi teks	60 menit

Inti	recount	
	• Guru mengadaka pemanasan atau memancing pemikiran siswa tentang materi text recount	
	• Guru menjelaskan dan memberi contoh tentang text recount	
	• Meminta siswa untuk memperagakan kembali contoh yang sudah diberikan oleh guru	
	• Mengidentifikasi language function kegunaan dan bentuk kalimat simple present tense.	
	• Mengidentifikasi alternatif language forms	
	• Meminta siswa untuk mencari kata-kata dalam text(dalam bentuk present tense) kemudian mengungkapkannya dalam bentuk kalimat sederhana	
	• Dengan instruksi dari guru, siswa membentuk kelompok kecil	
	• Siswa dapat membuat dan mengungkapkan kalimat-kalimat yang menggunakan simple present tense	
	• Siswa diminta satu per satu untuk mempresentasikan hasil kerjanya didepan kelas	
	• Siswa diminta untuk mengidentifikasi kalimat-kalimat yang digunakan dalam explanation text dengan baik dan benar.	
Kegiatan Akhir (Penutup)	• Siswa menyimpulkan dan menegaskan kembali materi pelajaran pada hari itu dengan bimbingan guru. • Memberikan tugas sekaligus member motivasi belajar untuk siswa. • Guru menutup kelas dengan mengucapkan salam.	10 menit

VII. Sumber/Bahan/Alat Bantu/Media:
- Sumber:
  - Buku Paket siswa
  - Lembar kerja siswa
- Bahan dan Alat
  - Spidol
  - Papan Tulis
  - Kamus
  - Laptop

VIII. Evaluasi/Penilaian
1. Teknik : Tugas Speaking Performance
2. Bentuk Instrument : Uraian Singkat
3. Contoh Instrument : Penilaian ranah Kognitif dan Psikomotorik siswa

IX. Rubrik Penilaian

Aspek yang dinilai adalah accuracy dan fluency dengan nilai maksimum 10 dan rubric penilaian sebagai berikut :

Aspect	Classification	Score	Criteria
Vocabulary	Excellent	6	Pronunciation is only very slightly influenced by mother tongue. Two or three grammatical and lexical errors.
	Very Good	5	Pronunciation is lightly influenced by mother tongue. A few minor grammatical and lexical errors but most utterances are correct.
	Good	4	Pronunciation is still moderately influenced by mother tongue but no serious phonological errors. A few grammatical and lexical errors but only one or two major error causing confusion.
	Average	3	Pronunciation influenced by the mother tongue but only a few serious phonological errors. Several grammatical and lexical errors, some of which cause confusion.
	Poor	2	Pronunciation seriously influenced by mother tongue with errors causing a breakdown. Many "basic" grammatical and lexical errors.
	Very poor	1	Serious pronunciation errors as well as many "basic" grammatical and lexical errors. No evidence of having mastered any of the language skills and areas practiced in the course.
Grammar	Excellent	6	Speak without too great an effort with a fairly wide range of expression. Searches for words occasionally but only one or two unnatural pauses.
	Very Good	5	Has to make an effort at time to search fro words. Nevertheless, smooth delivery on the whole and only a few unnatural

	Good	4	Although he has to make an effort and search for words, there re not too many unnatural pauses. Fairly smooth delivery mostly. Occasionally fragmentary but succeeds in conveying the general meaning. Fair range of expression.
	Average	3	Has to make an effort for much of the time. Often has to search for the desired meaning. Rather halting delivery and fragmentary. Range of expression often limited.
	Poor	2	Long pauses while he searched for the desired meaning. Frequently and halting delivery. Almost gives up making the effort at times limited range of expression.
	Very poor	1	Full of long and unnatural pauses. Very halting and fragmentary delivery. At times gives up making the effort. Very limited range of expression.
Self-confidance	Excellent	6	Speak without too great an effort with a fairly wide range of expression. Searches for words occasionally but only one or two unnatural pauses.
	Very Good	5	Has to make an effort at time to search fro words. Nevertheless, smooth delivery on the whole and only a few unnatural.
	Good	4	Although he has to make an effort and search for words, there re not too many unnatural pauses. Fairly smooth delivery mostly. Occasionally fragmentary but succeeds in conveying the general meaning. Fair range of expression.

	Average	3	Has to make an effort for much of the time. Often has to search for the desired meaning. Rather halting delivery and fragmentary. Range of expression often limited.
	Poor	2	Long pauses while he searched for the desired meaning. Frequently and halting delivery. Almost gives up making the effort at times limited range of expression.
	Very poor	1	Full of long and unnatural pauses. Very halting and fragmentary delivery. At times gives up making the effort. Very limited range of expression.

$$\text{Score} = \frac{\text{Students}'\ \text{Correct answer}}{\text{Maximum Score (6)}} \times 10$$

Makassar, September 2018

Mengetahui,

Peneliti

WAHYUDI

NIM. 10535 6092 14

APPENDIX B

TEACHING MATERIAL

1. Introduce yourself

2. Experience

A. Recount text

b. Definition of Recount
- Recount is a text which retells events or experiences in the past. Its purpose is either to inform or to entertain the audience. There is no complication among the participants and that differentiates from narrative

b. Generic Structure of Recount

1. Orientation: Introducing the participants, place and time

2. Events: Describing series of event that happened in the past

3. Reorientation: It is optional. Stating personal comment of the writer to the story

c. Language Feature of Recount

• Introducing personal participant; I, my group, etc

• Using chronological connection; then, first, etc

• Using linking verb; was, were, saw, heard, etc

• Using action verb; look, go, change, etc

• Using simple past tense

- **Simple Past Tense**

d. Definition of Simple Past Tense

According to Azar, Betty Schrampfer (2002: 27), "The simple past indicates that an activity or situation began and ended at a particular time in the past." Or the other hand simple past tense is a verb form to indicate activities or situations that happen at a particular time in the past.

e. Forms of Simple Past Tense

- Affirmative (+) = S + Was/Were + O/C
- Negative (-) = S + Was/Were + Not + O/C
- Interrogative (?) = Was/Were + S?

f. Use of Simple past Tense

- Affirmative (+) = You worked hard last night, Bill and jill were busy last week
- Negative (-) = We didn't play football yesterday,Terry wasn't sick last week

- Interrogative (?) = Did you study english last night?, What time were
  they in the restaurant last night?

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Orientation On Sunday, my parents, my best friend Novi, and I visited a cave at Maros called Leang-leang . It was my first time to
visit the cave, better yet, my best friend came to visit it with me!

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and its surroundings were turned into a national park, so it was taken care of. My parents took a rest in a small hut for
visitors of the park, while Novi and I adventured around the cave with a guide. We had to climb some metal stairs to get
to the cave, because the cave was embedded into a small mountain. Next stop was a place where some seashells
littered the ground and some were actually piled into a big mound! The guide said that these piles of seashells are
called kjokkenmoddinger, or kitchen trash.

Event 2 The humans who lived here ate the shells and dumped the left overs in their 'kitchen'. The last place was a small museum
where they have skeletons of the humans who lived in the caves. The skeletons along with some roughly made jewelry
and weapons were placed inside glass cases for display. The walls of the museum were adorned with photographs
taken when they did an excavation there.

Reorientation After a quick lunch with Novi and my parents, we decided it was time to go back home. We really had the time of

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APPENDIX C

INSTRUMENT OF PRE-TEST

Grade/Semester   : VIII/ 1

School   : MTS SYEKH YUSUF SUNGGUMINASA

Text Type   : Recount Text

Item Types   : Oral performance test

Instructions

1) Tell your past experiences (recount text) in front of the class. The duration

   is about 2-3 minutes

   Students are free to choose the topics based on their experience.

2) You are given 10 minutes to create your story.

3) You may use your dictionary

4) Your performance will be scored based on the following criteria:

   a) Grammar

   b) Vocabulary

   c) Self-confident

INSTRUMENT OF POST-TEST

Grade/Semester   : VIII/ 1

School : MTS SYEKH YUSUF SUNGGUMINASA

Text Type : Recount Text

Item Types : Oral performance test

Instructions

1) Tell your past experiences (recount text) in front of the class. The duration is about 2-3 minutes

   Students are free to choose the topics based on their experience (different with the topic in pre-test).

2) You are given 10 minutes to create your story.

3) You may use your dictionary

4) Your performance will be scored based on the following criteria:

   a) Grammar

   b) Vocabulary

   c) Self-confident

APPENDIX D

ATTENDANT LIST

NO	Name	Meeting					
		Pre-Test	1st	2st	3st	4st	Post-Test
1	Arsandy	√	√	√	√	√	√

2	M Fadhil M	√	√	√	√	√	√
3	Feri	√	√	√	√	√	√
4	MuhAdryiah	√	√	A	√	√	√
5	MuhBintang	√	√	√	√	√	√
6	MuhAnugrahRamadhan	√	i	√	√	√	√
7	Muhammad NurIchsan	√	√	√	√	√	√
8	Sahiruddin	√	√	√	√	√	√
9	ZulhamAnugrah	√	√	√	√	√	√
10	AmirahFadillahMakmur	√	√	√	√	√	√
11	FitriZaPelu	√	√	√	√	S	√
12	HestiMansyur	√	√	√	√	√	√
13	KhairahNurMukhlisah	√	√	√	√	√	√
14	Kiki	√	√	√	A	√	√
15	NurAdindahReski	√	√	√	√	√	√
16	NurulIlma	√	√	√	√	√	√
17	PutriRahmadani	√	√	√	√	√	√
18	RestuDamayanti	√	√	√	√	√	√
19	Sara Ramadhani Rani	√	√	√	√	√	√
20	SitiNuraisyah	√	√	√	√	√	√
21		√	√	√	√	√	√

APPENDIX E

DOKUMENTASI

THE RESULT OF THE STUDENTS' SPEAKING PRE-TEST

No	Student Code	Accuracy		Fluency
		Grammar	Vocabulary	Selfconfidance
1	Std-01	6.7	6.7	5
2	Std-02	6.7	6.7	6.7
3	Std-03	6.7	5	6.7
4	Std-04	5	6.7	5
5	Std-05	6.7	6.7	6.7
6	Std-06	5	5	5
7	Std-07	6.7	6.7	6.7
8	Std-08	5	5	5
9	Std-09	6.7	5	6.7
10	Std-10	6.7	6.7	6.7
11	Std-11	6.7	5	6.7
12	Std-12	5	5	5
13	Std-13	6.7	6.7	5
14	Std-14	5	5	6.7
15	Std-15	6.7	8.3	6.7
16	Std-16	5	6.7	6.7
17	Std-17	6.7	6.7	6.7
18	Std-18	5	6.7	5
19	Std-19	6.7	5	5
20	Std-20	6.7	6.7	6.7
21	Std-21	5	6.7	6.7
Total Score		127.1	128.7	127.1
Mean Score		6.05	6.12	6.05

No	Student Code	Accuracy	Fluency

THE RESULT OF THE STUDENTS' SPEAKING POST-TEST

		Grammar	Vocabulary	Selfconfidance
1	Std-01	6.7	8.3	8.3
2	Std-02	8.3	8.3	8.3
3	Std-03	6.7	6.7	6.7
4	Std-04	6.7	6.7	6.7
5	Std-05	6.7	8.3	6.7
6	Std-06	6.7	6.7	6.7
7	Std-07	6.7	8.3	8.3
8	Std-08	6.7	6.7	6.7
9	Std-09	6.7	8.3	6.7
10	Std-10	8.3	8.3	6.7
11	Std-11	6.7	6.7	8.3
12	Std-12	6.7	6.7	6.7
13	Std-13	6.7	6.7	6.7
14	Std-14	6.7	5	6.7
15	Std-15	8.3	8.3	8.3
16	Std-16	6.7	6.7	6.7
17	Std-17	8.3	8.3	8.3
18	Std-18	6.7	6.7	6.7
19	Std-19	6.7	6.7	6.7
20	Std-20	8.3	8.3	8.3
21	Std-21	6.7	6.7	6.7
Total Score		148.7	153.4	151.9
Mean Score		7.08	7.30	7.23

DATA ANALYSIS

A. The Raw Score of the Students in Pre-test and Post-test

The total raw scores of the students' accuracy which focused on Accuracy (Grammar and vocabulary in pre-test and post-test are presented in the following table:

1. Score Classification

a. Pre-test

The Score of Students' Speaking Accuracy

NO	Students' Code	Speaking Accuracy		Total Score (X)	Classification
		Grammar	Vocabulary		
1	Std-01	6.7	6.7	6.7	Good
2	Std-02	6.7	6.7	6.7	Good
3	Std-03	6.7	5	5.8	Fair
4	Std-04	5	6.7	5.8	Fair
5	Std-05	6.7	6.7	6.7	Good
6	Std-06	5	5	5	Poor
7	Std-07	6.7	6.7	6.7	Good
8	Std-08	5	5	5	Poor
9	Std-09	6.7	5	5.8	Fair
10	Std-10	6.7	6.7	6.7	Good
11	Std-11	6.7	5	5.8	Fair
12	Std-12	5	5	5	Poor
13	Std-13	6.7	6.7	6.7	Good
14	Std-14	5	5	5	Poor
15	Std-15	6.7	8.3	7.5	Good
16	Std-16	5	6.7	5.8	Fair

17	Std-17	6.7	6.7	6.7	Good
18	Std-18	5	6.7	5.8	Fair
19	Std-19	6.7	5	5.8	Fair
20	Std-20	6.7	6.7	6.7	Good
21	Std-21	5	6.7	5.8	Fair
Total Score		127.1	128.7	127.9	
Mean Score		6.05	6.12	6.09	

The Score of Students' Speaking Fluency

No	Students' Code	Self – confidence	Total Score (X)	Classification
1	Std-01	5	5	Poor
2	Std-02	6.7	6.7	Good
3	Std-03	6.7	6.7	Good
4	Std-04	5	5	Poor
5	Std-05	6.7	6.7	Good
6	Std-06	5	5	Poor
7	Std-07	6.7	6.7	Good
8	Std-08	5	5	Poor
9	Std-09	6.7	6.7	Good
10	Std-10	6.7	6.7	Good
11	Std-11	6.7	6.7	Good
12	Std-12	5	5	Poor
13	Std-13	5	5	Poor

14	Std-14	6.7	6.7	Good
15	Std-15	6.7	6.7	Good
16	Std-16	6.7	6.7	Good
17	Std-17	6.7	6.7	Good
18	Std-18	5	5	Poor
19	Std-19	5	5	Poor
20	Std-20	6.7	6.7	Good
21	Std-21	6.7	6.7	Good
Total Score		127.1	127.1	
Mean Score		6.05	6.05	

b. Post-test

The Score of Students' Speaking Accuracy

NO	Students' Code	Speaking Accuracy		Total Score (X)	Classification
		Grammar	Vocabulary		
1	Std-01	6.7	8.3	7.5	Good
2	Std-02	8.3	8.3	8.3	Very good
3	Std-03	6.7	6.7	6.7	Good
4	Std-04	6.7	6.7	6.7	Good
5	Std-05	6.7	8.3	7.5	Good
6	Std-06	6.7	6.7	6.7	Good
7	Std-07	6.7	8.3	7.5	Good
8	Std-08	6.7	6.7	6.7	Good

9	Std-09	6.7	8.3	7.5	Good
10	Std-10	8.3	8.3	8.3	Very good
11	Std-11	6.7	6.7	6.7	Good
12	Std-12	6.7	6.7	6.7	Good
13	Std-13	6.7	6.7	6.7	Good
14	Std-14	6.7	5	5.8	Fair
15	Std-15	8.3	8.3	8.3	Very good
16	Std-16	6.7	6.7	6.7	Good
17	Std-17	8.3	8.3	8.3	Very good
18	Std-18	6.7	6.7	6.7	Good
19	Std-19	6.7	6.7	6.7	Good
20	Std-20	8.3	8.3	8.3	Very good
21	Std-21	6.7	6.7	6.7	Good
Total Score		148.7	153.4	151.05	
Mean Score		7.08	7.30	7.19	

The Score of Students' Speaking Fluency

No	Students' Code	Self – confidence	Total Score (X)	Classification
1	Std-01	8.3	8.3	Very good
2	Std-02	8.3	8.3	Very good
3	Std-03	6.7	6.7	Good
4	Std-04	6.7	6.7	Good
5	Std-05	6.7	6.7	Good

6	Std-06	6.7	6.7	Good
7	Std-07	8.3	8.3	Very good
8	Std-08	6.7	6.7	Good
9	Std-09	6.7	6.7	Good
10	Std-10	6.7	6.7	Good
11	Std-11	8.3	8.3	Very good
12	Std-12	6.7	6.7	Good
13	Std-13	6.7	6.7	Good
14	Std-14	6.7	6.7	Good
15	Std-15	8.3	8.3	Very good
16	Std-16	6.7	6.7	Good
17	Std-17	8.3	8.3	Very good
18	Std-18	6.7	6.7	Good
19	Std-19	6.7	6.7	Good
20	Std-20	8.3	8.3	Very good
21	Std-21	6.7	6.7	Good
Total Score		151.9	151.9	
Mean Score		7.23	7.23	

THE MEAN SCORE FOR PRE-TEST

1. *Vocabulary*

$$\overline{X} = \frac{\sum \square}{\square} = \frac{128.7}{21} = 6.12$$

2. **Grammar**

$$\overline{X} = \frac{\sum \square}{\square} = \frac{127.1}{21} = 6.05$$

3. *Self-Confidence*

$$\overline{X} = \frac{\sum \square}{\square} = \frac{127.1}{21} = 6.05$$

Note:

$\overline{X}$ = *Mean score*

$\sum X$ = *Total score*

N= *Number of student*

THE MEAN SCORE FOR POST-TEST

1. Vocabulary

$$\overline{X} = \frac{\Sigma \square}{\square} = \frac{153.4}{21} = 7.30$$

2. Grammar

$$\overline{X} = \frac{\Sigma \square}{\square} = \frac{148.7}{21} = 7.08$$

3. Self-Confidence

$$\overline{X} = \frac{\Sigma \square}{\square} = \frac{151.9}{21} = 7.23$$

Note:

$\overline{X}$ *= Mean score*

$\sum X$ *= Total score*

N= *Number of student*

CURRICULUM VITAE

Wahyudi, was born on February 29rd, 1996 in Barru District, South Sulawesi. He is the third child from four brothers which two sisters and one brother from the marriage of her parents Tompo and Hajrah. In 2003 the writer registered as student elementary school SDN 05 Tokkene and he graduated in 2008. The next in the same year the writer registered as a student in SMP Negeri 1 Lilirilau and graduated in 2011. Then the writer registered in senior high school, SMA Negeri 1 Liliriaja and graduated in 2014. In 2014, the writer registered to study of English department in Makassar Muhammadiyah University.