THE EFFECT OF USING REPLACEMENT PERFORMANCE ROLE-PLAYS ON STUDENTS' SPEAKING SKILL AT SMAN 3 PADANG

Thesis

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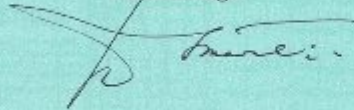**THE STATE UNIVERSITY OF PADANG**
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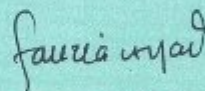
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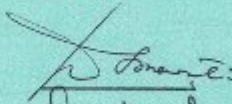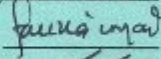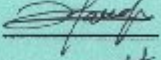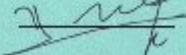NIP: 19540626 198203 2 001

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ABSTRAK

Arifryani, Tri Suci. 2011. *The Effect of Using Replacement Performance Role-Plays on Students' Speaking Skill at SMAN 3 Padang*. Skripsi. Padang: Jurusan Bahasa Inggris. Fakultas Bahasa dan Seni. Universitas Negeri Padang.

Kemampuan berbicara bahasa Inggris siswa SMAN 3 Padang lemah yang diperoleh berdasarkan pengamatan di lapangan. Oleh karena itu, perlu dilakukan penelitian untuk mencari teknik pengajaran berbicara bahasa Inggris yang lebih efektif. Untuk ini, dilakukan sebuah penelitian eksperimen, yaitu penggunaan *Replacement Performance Role-Plays*. Tujuan penelitian ini untuk melihat apakah siswa Sekolah Menengah Atas yang diajar dengan menggunakan *Replacement Performance Role-Plays* memiliki keterampilan berbicara yang lebih baik dari pada siswa yang diajar dengan menggunakan *Common Role-Plays* dalam kegiatan berbicara dalam bahasa Inggris. Penelitian ini dilakukan dengan metode eksperimen dimana populasi dari penelitian ini adalah siswa kelas XI IPA SMAN 3 Padang tahun ajaran 2011/2012. Sample diambil dengan menggunakan teknik *Purposive Sampling Technique*. Selain itu, terdapat dua jenis kelas sebagai sample dari penelitian ini. Kelas pertama yang dijadikan kelas eksperimen mendapatkan perlakuan berbeda, kelas ini diajar dengan menggunakan teknik *Replacement Performance Role-Plays*. Kelas XI IPA 3 dengan jumlah 38 siswa merupakan kelas eksperimen. Sementara, kelas kedua yang menjadi kelas control mendapatkan perlakuan normal dengan diajar menggunakan teknik *Common Role-Plays*, adalah kelas XI IPA 4 dengan jumlah 36 siswa. Data berupa nilai tes berbicara (*speaking*) lisan dari kedua kelompok sample dianalisis secara statistik dengan menggunakan rumus *t-test*, dan ditemukan t $_{hitung}$ > t $_{table}$ pada taraf signifikansi 0.05. Berdasarkan hasil hitungan ini, disimpulkan bahwa hipotesis alternative dalam penelitian ini **diterima**. Hal ini berarti bahwa siswa yang diajarkan dengan menggunakan *Replacement Performance Role-Plays* memiliki kemampuan berbicara yang lebih baik dari pada siswa yang diajarkan dengan menggunakan *common role-plays*.

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The writer

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CHAPTER 1
INTRODUCTION

1.1. Background of the Problem

Speaking is one major skill in learning English in which students are expected to be able to communicate well in English. For this reason, speaking becomes one of the important skills in English curriculum to be learned. It is stated in curriculum KTSP 2006 (Depdiknas, 2003) that the primary goal of teaching and learning English is to develop students' competency to communicate in English.

Even though speaking is essentially needed in language learning, it is difficult for the students to master it. Some problems occur at schools about the mastery of speaking. The first problem is that the students are not able to speak English, so that it is difficult for them to create an ideal and effective communication in English. The second problem is the knowledge about English of the students. Mostly, the students are influenced by *bahasa Indonesia* or *bahasa Minangkabau* in their daily communication. As a result, they are incapable to choose the correct English words and often make mistakes in pronunciation. These two language errors make them worry to speak English. These, of course, then affect their confidence in using English. The last problem is the difficulties of students in expressing their ideas because of their lack of knowledge in using English. Sometimes, the students lose their ideas when they get a chance to practice speaking in the classroom.

In relation to the problems in speaking, the researcher had already done an informal interview with one English teacher and some students of SMAN 3 Padang. The result of the interview was the same as the problems stated before. Most students used *Bahasa Minangkabau* and/or *Bahasa Indonesia* to share their opinion in the classroom. Then, some of them might speak English but they stopped to speak when they were confused to create a sentence in English in order to express their ideas. The last finding of the interview was that the self-confidence of the students was still low. As a result, they got panic when they had to practice speaking and they needed much time to prepare what they wanted to say before they spoke in front of the class.

These problems cause many bad effects to the students if it happens continuously. First, the students may lose their willingness to speak English. Then, they always give up to speak English and use *bahasa Indonesia* or *bahasa Minangkabau* when they get difficulties to choose the correct words and the grammatical order of the sentence. Last, they may lose their willingness to participate in speaking activities. As a result, they are not capable to use English in an effective communication in their daily life activities.

For those reasons, the researcher used the *Replacement Performance Role-Plays* in speaking class activities in order to increase the students' attention to take part in speaking activities. Therefore common role-plays have been applied by most teachers in the world for speaking activities in the classroom, as the modification of it, *Replacement Performance Role-Plays* change the atmosphere of the class to be more attractive. Here, the students not only create a dialogue

with their partner, but also increase their eagerness to share their opinion of their friends' performance and have big opportunities to practice their English continuously.

A *Replacement Performance Role-Play* is a performance done by the students after viewing a scene acted out in the classroom. Snarsky (2007) says that in a replacement performance role-play, the students view a scene acted out by some people in the classroom that has a provoking incident, and after discussing the scene, the students prepare and replace a character in the scene to demonstrate what they would say or do differently if they were in the same situation. It is not only making the students become more active in the speaking activities, but also increasing their creativity to build a good story in English.

Moreover, the use of *replacement performance role-play* in teaching speaking is to improve students' self-confidence to perform in front of the class to practice their speaking skill. *Replacement Performance role-plays* increase students' interaction in whole class during the activities taking place. Furthermore, the students are motivated to get involved in the speaking activity. As a result, they are able to speak English and keep their willingness to learn English.

1.2. Identification of the Problem

From the background of the problem, it has been stated the difficulties of the students in mastering speaking skill. The main problem that faced by the students is the way of the students to express their ideas to make an effective

communication in English. In order to solve this problem, the researcher applied a technique that is the replacement performance role-plays to improve students' speaking skill.

1.3. Limitation of the Problem

From the problem identified previously, the researcher only focuses on the main problem that is students' problem in expressing their ideas. This research conducted in SMAN 3 students of grade XI.

1.4. Formulation of the Problem

Related to the limitation of the problem, the problem is formulated as follow: "Do the students who are taught by using Replacement Performance Role-Play have better speaking skill than the students who are taught by using common role-play?"

1.5. The Purpose of the Research

The purpose of this research is to find out whether the students who are taught by using the replacement performance role-play have better speaking skill than the students who are taught by using the common role-play.

1.6. Significance of the Research

This research provides significant contributions and consideration in teaching English as a foreign language. The result of this research hopefully gives

information and contribution for teachers and other researchers in the field of English teaching.

1.7. Definition of Key Terms

1. Speaking skill is the skill of the students to communicate orally in English and scored by doing speaking test.

2. Role-play is an activity to promote the students act as another person based on the situation which has given to them which is related to their experience in their social environment.

3. Common role-play is an activity which promotes the students to act as another person based on the dialogue has given to them by the teacher or their own improvisation.

4. A replacement performance role-play is the performance done by the students after viewing a scene acted out in the classroom which the scene provokes the students to discuss and give comments on it.