IMPROVING STUDENTS SPEAKING ABILITY THROUGH ROLE PLAY METHOD

THESIS

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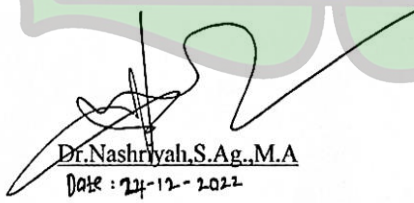
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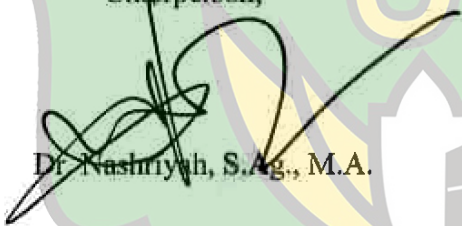for the Bachelor Degree of Education in English Language Teaching

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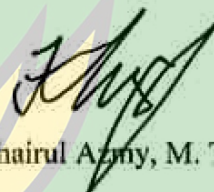
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adalah benar-benar karya saya, kecuali semua kutipan dan referensi yang disebutkan sumbernya. Apabila terdapat kesalahan dan kekeliruan di dalamnya, maka akan sepenuhnya menjadi tanggung jawab saya. Demikianlah surat pernyataan ini saya buat dengan sesungguhnya.

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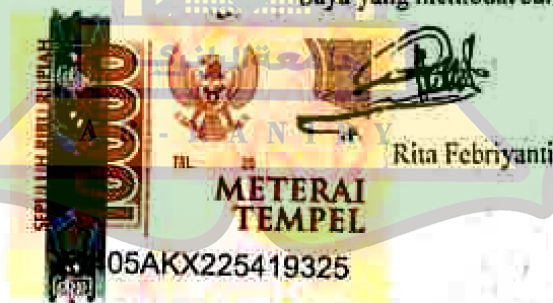
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بِسْمِ اللهِ الرَّحْمَنِ الرَّحِيمْ

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ABSTRACT

The research aimed to find out whether used role play method improve students speaking skills in English and to find out students responses about the role play method in improving their speaking skills. This research is quantitative the methods used in data collection are pre-test, post-test, and questionnaire. In this study, students were given one pre-test before treatment, and one post-test after treatment to saw student responses by distributing questionnaires. The subject of this research was class IX 5 Mtsn 4 Banda Aceh, which consisted of 28 students.This study used the hypotheses t-score and t-table.

Based on the results of the discussion of this study, it was obtained from the first result, namely the result of the pre-test average of 35,85. In addition, the researcher evaluated the average value of each ability that was completed by students: fluency 25, vocabulary 39, grammar 30, pronunciation 25, and comprehension 30. While the second result, namely the post-test, obtained an average value of 71.82. Besides that, the researcher also evaluated the average value of each student's ability: fluency 66, vocabulary 75, grammar 70, pronunciation 65, dan comprehension 75. The result of this post-test it saw much better than the previous pre-test scores and it concluded that the use of the role-play method in speaking English helps children in improving students English speaking ability. The significant in the t-table level of 5% showed the score with df 54. The method of testing the hypothetical with t-score in the analysis is if t- score > t-table then the hypothesis is accepted, otherwise if t- score < t-table then the hypothesis is rejected. The final result shows that the t- score is 4,084 and the t-table is (1.67). So, result shows that the t- score > than t-table.

From the second problem saw the students responses through the questionnaire, the findings show that students agree that the role play method has advantages in the process of learning English especially in terms of speaking and they also agree that the role play method improve their speaking skills. In addition, students also feel that role play help them to express their ideas and be able to solve problems in the learning process, especially in terms of speaking English and they are also motivated to be even more active in learning English at a high level.

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CHAPTER I

INTRODUCTION

A. Background of Study

In studying English learners need to master four skills: speaking, listening, writing, and reading. Speaking is a skill used as a means of interaction to express and communicate ideas and feelings. Tarigan (2013) defines speaking as a skill in language that can change and develop someone's life. This speaking skill can be obtained through the ability to listen. When people are listening and doing other things at the same time, they will learn speaking skills. Speaking ability in English has a vital role in communicating. According to Brown (2001), oral communication competence or speaking ability is a goal of English learning. Speaking is considered an initial skill that directs the student to develop other communication competencies. Speaking also involves communicative performance and other important elements such as pronunciation, grammar, and vocabulary. However, it is assumed that developing speaking skills for young learners in Indonesia is not an easy task because English is a foreign language and is not used in daily life. Therefore, the importance of an effective method to develop student's ability in English is very important.

Nunan (1991) also defines speaking as the ability to express oneself. Speaking is also referred to as reporting through spoken words with the ability to speak. Speaking English is related to what is seen, felt, heard, and expressed in the form of words. If more than one person does speaking, it will lead to a conversation or interaction. Speaking also help people to communicate with other

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easily. Also, speaking English can increase a person's confidence, because students have to practice their speaking a lot to make their speaking good. So, speaking is one of the important things for students in learning the language.

Therefore, according to the problems, the researcher wants to fix the problems by using Role Play Method. According (Prasetyo 2001) role play method is a way to master learning material through developing students' imagination and appreciation. This game is generally carried out by more than one person depending on what is played, where students play certain characters in a story or other complex social situations. Role play encourages students to practice their speaking skill. Role playing learning is a way of mastering learning materials through developing students' imagination and appreciation. The development of imagination and appreciation is done by students by acting as living figures or inanimate objects. This method involves many students and makes students happy to learn and this method has add value, namely: a) can guarantee the participation of all students and provide equl opportunities to demonstrate their ability to cooperate until successful, and b) the game is a pleasant experience for students.

From the discussion above,the researcher wanted to apply role play method in the process of teaching speaking ability at junior high school. The findings of this study are reported in this minor thesis entitled " Improving Student's Speaking Ability Through Role Play Method" (A study at third-grade MTSN 4 Banda Aceh).

B. Research Question

Based on the background above,the problem can be formulated as follows:

1. Whether any improvement in using the role play method in teaching speaking ability in English?

2. What is the student's response on using of the role play method in teaching speaking ability?

C. The Aim of the study

Based on the existing problem, it can be known purpose of this research are :

1. To find out whether using role play method could improve the students speaking ability in English

2. To find out the students responses about role play method in improving their speaking ability.

D. Hypotheses

The hypotheses of this research could be stated as follows:

H_a: The implementation of the role play method has a statistically significant effect at the level of significance (=0.05) in improving the students ability in speaking.

H_o: The implementation of the role playmethod does not have a statistically significant effect at the level of significance (= 0.05) in improving the student's ability in speaking.

E. Significant of study

The results of this study are expected to provide several benefits,

1. Including Theoretical

Benefits the benefits of this research are expected to provide input or contributions to improve and develop the quality of education or learning, especially those concerned with"Improving Students Speaking Ability Through Role Play Method (A study at third-grade MTSN 4 Banda Aceh).

2. Practical Benefits

a. Teachers

The results of this study can provide direct experience to teachers, especially researchers who are involved in gaining new experiences to teach English lessons, especially in the aspect of speaking.

b. For students,

This research can improve English language skills and courage in expressing opinions by using speaking skills both in English lessons and in other lessons.

c. For schools

Schools can provide insight to improve the learning process of teachers in English subjects, especially in the aspect of speaking,as well as to add facilities and infrastructure so that the quality of education can be further improved.

d. For the Researcher

Researchers can add experience and knowledge in using the role play method as weel as become a privision as a prospective professional teachers.

F. Terminology

To provide a better understanding og this reseach,it is necessary to explain the term used in this thesis in order to help the readers understand then more easily. They are:

1. Improve

Webster (2012), said that improvement is to make something that has been learned continuously. In this context, improvement means progress in what is desirable and changing the value or quality of speaking.

2. Speaking

Speaking is one of the basic skills in learning English which is important to be learned. Realizing that the important part of communication in this era is English, speaking skill is needed to be mastered by EFL learners. According to Luoma (2004), speaking skill becomes an important part in the curriculum which is applied in language teaching.

3. Role play

Role play is a learning method by assigning students to play a character in the material or event that is expressed in the form of a simple story that has been designed by the teacher (Djamarah,2010).

CHAPTER II

LITERATURE REVIEW

A. SPEAKING

   1. Definition of Speaking

Fulcher, G (2003) said that speaking is the oral use of language to communicate language with others. Richard (2001), describe speaking as a process of sharing information, opinions, and feelings. According Bachman (2002) speaking is a meaningful interaction, forms a part of the shared social activity of talking. It is mean two or more people talk to each other about things that they think are mutually interesting and relevant in the situation. Their aim can be to pass the time, amuse each other, share opinions or get something done. Each participant is both a speaker and a listener. The point in their interaction is that they do these things together . According to Mackey (2007), said that speaking is the activity of giving messages through sound, not only seen from the correct pronunciation but also in sentence patterns that are easy for listeners to understand. In addition Brown (2001) said that speaking is one of the language ability which is very important to be mastered by students to be good communicators.

According to Bygate (1987) speaking is the vehicle of social solidarity, of social making of professional achievement and of business. It is through their way of speaking that people are most frequently judged. Speaking is also a medium through which much language is learn, including English. To speak is not merely uttering a sequences of words in their correct pronunciation. One is said to be a

good speaker provided he manages to deliver what is in his mind well and to make his audience understand him/ her.

The ability to use language as a means of communication is often one of the indicators of speaking success. Bailey and Nunan (2005), they said that speaking is an important aspect of language learning and can be measured by student's performance in the learning process. To improve their speaking ability, students need to practice speaking while studying. Because without the ability to speak, natural communication between people is impossible.

2. The function of speaking

Several language experts have attempted to categorize the functions of speaking in human interaction. Richards (2008), explain that the functions of speaking are divided into three categories including talk as interaction, talk as a transaction, and talk as performance. Below are the explanations of each function of speaking:

a. Talk as interaction

The main function of this type is to focus on social interactions in communication. It is about how people get their message across to others, and therefore need to use their speaking ablity to communicate.

b. Talk as transaction

In this type, the focus is to convey the information to make people understand what we want to say clearly and accurately. For example,

the student may be involved in some activities in language lessons to explore concepts associated with tenses and reduction. Furthermore, talk as the transaction has several main features as follows:

1. Focus on the main information

2. Only focus on the message and not the participants

3. Use a communication strategy to make someone understood

4. Use frequent questions, repetitions, and comprehension checks

5. Use negotiation and digression

Richards, C (2008) also mentions some of the ability involved in using talk for transactions, they are:

1). Explaining a need or intention

2). Describing something

3). Asking-questioning

4). Confirming information

5). Justifying an opinion

6). Making suggestions

7). Clarifying understanding

8). Making comparisons.

c. Talk as performance

In this case, speaking activities are more focused on monolog rather than dialog. The function of speaking as a performance occurs at speeches, public talks, public announcements, and storytelling. For

example, giving a class report about the student experience, conducting a class debate, and making a sales presentation. The main features of talk as performance are:

1). Focus on the message and the participant

2). It reflects organization and sequencing

3). Form and accuracy is always important

4). Language is more like written language

5). It is often monologic

3. Types of speaking

According to Brown (2004),there are six speaking categories that students can do in the classroom..

a. Imitative speaking

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

b. Intensive speaking

Intensive speaking goes a step further than imitative. If imitative speaking is generated through drillings, intensive speaking can be self- imitated or it can even from part of some pair work activity, where learners are going over to practice some phonological or

grammatical aspect of language. This type of speaking is like reading aloud, completing dialogue.

c. Responsive speaking

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

d. Transactional speaking

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

e. Interpersonal speaking

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

f. Extensive speaking

Extensive speaking maybe the highest level of speaking since this can only be carried out by students at intermediate to advanced levels. Extensive speaking is a monologue like telling story, delivering speech, and oral presentation. People must know, the key to a successful speaking lesson is a successful speaking activity. The speaking is the important skill how can express idea, feeling,

information, and make a good relationship with each other. So the learners should study to improve their speaking.

4. Components of speaking

According to Harris (1974), there are five aspects of speaking that will help students in communicating with others using the English language that can later be understood by others easily, including:

a. Pronunciation

Pronunciation is the most important element in determining the success of communication. Without good pronunciation, the listener will have difficulty to understanding and getting the point of what the speaker said.

b. Vocabulary

Vocabulary is one of the important things that someone must own because, without vocabulary, speakers will not be able to convey their purpose or message. Richards & Willy (2002) said that vocabulary is the basis and foundation of a language in speaking, reading, writing, and listening. Using good vocabulary will allow you to develop your speaking ability.

c. Grammar

Grammar is also one of the most important ability in speaking. Chang (2011) said that grammar is a guideline for speakers to be able to

talk well and quickly understand by listeners. Widodo (2006) also perceives that grammar is a guide for students, and it's not only for speaking ability but also for writing, reading, and listening skill.

d. Fluency

Fluency is about someone who can make a situation comfortable and confident in the language expressed. Richards (2006) says that fluency occurs naturally by the speaker without being artificial. According to Fillmore (1979, as cited in Nation 1989), a good speaker understands how to speak fluently and correctly without pauses to understand the meaning conveyed. If you have good fluency, then this will make it easier for listeners to understand more about what you are saying.

e. Comprehension

Comprehension is anything that can be understood. Every listener is expected to understand well about the meaning conveyed by the speaker. Comprehension is really important in learning speaking because if speakers can get the message in a good way and other people can easily understand the meaning, it means the speaker has a good comprehension of speaking.

With the five ability above, it is very helpful for someone to speak English. With those five ability, it makes easier for listeners to understand the intent and message that conveyed by the speaker.

5. Teaching speaking

Teaching speaking is not always easy to do especially teaching young learners. The teacher provided the opportunity for the students to learn and to think. The teacher need a method that can encourage the students in learning through speaking activities in the classroom.

Harmer (2007), explains that there are three basic reasons to give the students speaking tasks that can provoke them to use all and any language at their command. The three basic reasons are:

a. Rehearsal: getting students to have free discussions gives them a chance to while rehearse having discussions outside the classroom.

b. Feedback: speaking tasks where the students are trying to use all and any language they provide feedback for both teacher and students.

c. Engagement: good speaking activities can and should be motivating. If all the students are participating fully and if the teacher has set up the activity properly and gives sympathetic and useful feedback, they will also get satisfaction from it.

In addition Basher (2011), describes that language learners need to recognize that speaking involves three areas of knowledge.

a. Mechanics (pronunciation, grammar, and vocabulary): using the right words in the right order with the correct pronunciation.

b. Functions (transaction and interaction): knowing when clarity of message is essential (transaction/information exchange), and when precise understanding is not required (interaction/relationship building).

c. Social and cultural rules and norms (turn taking, rate of speech, length of pauses between speakers, and relative roles of partici-pants). Understanding how to take into account who is speaking to whom in what circumstances, what about, and the reason for.

Thus, three areas of language knowledge should be known by language learners. It includes a mechanism, functions, and social-cultural rules and norms.

B. CONCEPT OF ROLE PLAY

1. Definition role play

Playing is often associated with children's activities that are carried out spontaneously spontaneously and in a joyful atmosphere. By playing in groups, children will have an assessment of themselves about their strengths so that they can help form a positive self-concept, have good emotional management, have a high sense of empathy, have good self-control, and have a high sense of responsi-bility. Seeing the great benefits of playing for children's lives, innovation can be done using play as a learning model. Because playing can help students understand the subject matter more deeply by playing games about the subject matter presented. Learning innovations that have been carried out are known as role-play method learning.

According to Carol Livingstone (1983), role play is a classroom activity which gives the student opportunity to practice the language, the aspects of role behavior, and the actual roles he may need outside the classroom. According to Dananjaya (2013) role play is an activity in learning process which is the students should not be worry, because in this role play activity, the real situation of live will be created. This activity differ with drama, the duration is very short. The teacher only gives short scenario and the students feel free to modify or improve the situation and character. Students could develop their creativity as Brown, H. Douglas (2004), stresses that role play gives students opportunities to be creative and permits them to have a rehearsal time which has an effect of lowering their anxieties. Role-playing is a learning method intended for encouraging students' thinking and creativity so that they are able to establish and be trained with new languages or new skills, to create motivation, and to actively engage to the learning process (Brickner & Etter, 2008).

2. The Purpose of Role Play Method

According to Ladousse (1997:) role play helps to bring the language to life and to give the learners some experience of its use as a means of communication as if in the real situation. Therefore, the main purpose of role play is to develop 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. According Alawiah and Suwarsito (2018: 101) "Role play method in the learning process is used to learn about the

introduction of the feelings and problems faced by students, and to develop problemsolving ability. Role play techniques aimed at solving problems involving human relationships, particularly with respect to students' lives and to motivate students to pay more attention to the material being taught".

In additions Tolan and Landrum (1995) stated purpose of role play (a) project their own experiences to develop their own imaginative and emphatic capacities; and (b) think about and discuss different facilitative responses. It means the purpose of role play as an activity which a person imitates, consciously or unconsciously, and a role uncharacteristic of the students to develop their imaginative.

3. The Types of Role Play Method

According to Livingstone (1983), there are three kinds of role plays

a. Role play for beginner level

The level of the beginning of role play performed by a student with in pairs. Any pair of must have the skeleton of a dialogue then discussed and spoken of by the group and this group directly.

b. Role play for advanced level

Nearly same level early (beginner level), in this level students also working in pairs, each pair must have the plan framework and students make dialogue virtue of a framework that has they produce.

c. Role play for skilled level

In skilled level usually performed by a student or to people with the level of education is higher than high school students. In skilled level divided into some group and each group consists of 5-6 of members. Any member of a group of obtaining index card (cue cards) which contains message rules what should they do in role play. Every individual will have to make dialogue according to a message that exists on the card of a tip.

Based on the statement above, the writer concluded that there are types of role play like role play for beginer level, role play for advance level, and role play for skilled level.

4. The Advantages of Role Play and The Disadvantages of Role Play

In every learning there must be advantages and disadvantages, for that with integrated learning, the development of various methods can help achieve the goals in each learning material.   Likewise for the role playing method has advantages and disadvantages. According to D.L. Nelson and C. Blenkin (2007) states advantanges and disadvantanges.

a. Advantages role play method

1). To opportunity to lead to sustained knowledge, which is vastly different from facts that are superficially memorized.

2). To opportunity to practice in relating education with exprience that is the optimal path to true learning.

3). It allows learners to evaluate each other further advancing knowledge and understanding, which corresponds to the highest level.

4). How learners fit into their roles gives an indication of their knowledge of the situation.

5). It allows learners to remain anonymous and thus free to be more creative.

6). Affective learning can be taught and/or effectively evaluated.

7). A system of communication based on action rather than words is used.

b. Disadvantage of Role Play

1) .Disadvantages of this teachnique are that time is needed to develop and set up a role playing situation.

2). Learners may be shy or anxious when asked to role play in front of the class.

3). The role playing learning method will not work well if the classroom atmosphere is not supportive

So, the methods use in teaching class has advantage and disadvantage. Altough, the teachers must use technique or method in teaching class to make students enjoy in learning process. So, they will easy to learn English especially speaking.

5. Related studies

Saveral other studies related to role play method, namely the first research: Rulia Septami (2021) entitled " the effect of role play techniques on students English speaking anxiety at SMAN 1 Kuantan Mudik. This study aims to determine students' anxiety in speaking English before and after being taught using the rofe play technique, and to determine whether there is a significant effect of the role- play technique in overcoming students' anxiety in speaking English. This study used a pre- experimental design in the form of a pre- test and post- test group with a quantitative approach. The population in this study were students of class XII at SMAN 1 Kuantan Mudik, which consisted of 6 classes. The sample for this study was class XII IPA 1, which consisted of 26 students, who were randomly selected using a cluster sampling technique. To collect data, the researcher used a questionnaire consisting of 18 items to find out students' anxiety in speaking. To analyze the data, the researcher uses non- parametric analysis because the data is not normally distributed. Data were interpreted using the Wilcoxon test. The results showed that students' anxiety in speaking English before being taught using the role- play technique was at a high level with a percentage of 73%. Meanwhile, students' anxiety in speaking English after being taught using role- play techniques was at a moderate level with a percentage of 62%. In addition, the average score of students after being taught using the role- play technique (63.15) is lower than the average score of students before being taught using the role- play technique (41.38).

Doni,S. Ari, W. Muhlasin, M. (2019), entitled " Improving students ability by using role play. the aims of study was to find out whwther or not use of role play of daily convesartion teaching speaking is able to improve the students speaking ability or not. This research   used quasi-experimental method. The sample of the reseacrh is 30 students offirst grade of SMA Muhammadiyah aims which divided into two class. The data collected through interview on pre-test and role play show on post-test. The data analysis showed the improvements of the speaking ability who are studied through role play. it was proven by the mean score of experiment class was 72,3 with SD 3,527 higher than control class 65,7 with sd 4,154. In other words, role play technique can improve the speaking ability of the students.

Sely Olvita Sari (2020), entitled " The Effectivenes of Role Play to Improve English Speaking Skills to the Grade Student of MA Nida'ul Khairaat Pombewe. The purpose of this study was to determine the process of improving speaking through role playing and to find out students' problems in learning English, especially speaking using English for tenth grade students of MA Nida'ul Khairaat Pombewe in the academic year 2020/2021. The students at MA Nida'ul Khairaaat are passionate about learning the language especially english but there are several problem that the students' faced in learning english especially in speaking. Therefore, role play used as a method to improve students english speaking skill. This study used pre-experimental design research methods. The researcher chose class 10th as a sample consisting of 10 students. In collecting data, researchers used four types of instruments, namely: pre-test, treatment, post-test and

documentation. The result of the data calculation show that mean score of the students' pre-test was 40.9, it is lower than the mean score of post-test 52.6. In analyzing the data the writer used the 0.05 and 0.01 degree of significance and df (degree of freedom) N-1. This study has two hypothesis which are the null hypothesis or Ho (there is no improvement of using role play to the students' speaking skill, and the alternative hypothesis or H. (there is improvement of using role play to the students' speaking skill). Based on the data above it it can be concluded that H, was rejected and Ha was accepted. The use of role play is effective to improve the students' speaking skill at the tenth grade of students in MA Nida'ul Khairaat Pombewe.

Kunto Laksono Hadi (2019), entitled " Using The Role Play Method to Improve The Speaking Skills of Grade XI Students of SMAN 1 Panggang. his research was aimed at improving grade XI IIS students' speaking skills at SMA N 1 Panggang by implementing the role-play technique. It was carried out based on the procedure that had been planned before. The study was action research. It was conducted in two cycles with two meetings in each cycle. The subjects of this research were 30 students of class XI IIS 2 at SMAN 1 Panggang. The data obtained were qualitative and quantitative. The qualitative data were gained from the observations and the interviews with both the English teacher and the students. The data were transformed into field notes and interview transcripts. Meanwhile, the quantitative data were gained from the speaking tests that were administered before the action implementation and at the end of every cycle. There were five validity principles applied in this research; they were democratic validity, outcome

validity, process validity, catalytic validity, and dialogic validity. Furthermore, to assess the trustworthiness, three triangulation principles were implemented: time triangulation, space triangulation, and investigator triangulation. The actions implemented in this research were implementing the role-play technique, prepare the worksheet for the students, providing activities that enabled the students to enrich their vocabulary by encouraging the students to open the dictionary, using various medias during the teaching and learning, giving more explanation about the used of modal verbs, providing activities to improve the students pronunciation, and implementing pair work to make them have more opportunity to practice to speak. The results of the research showed that the implementation of the role-play technique in the English teaching and learning process was effective to improve the students' speaking skills. They could perform more confidently. Moreover, their motivation and enthusiasm in English learning also improved. Furthermore, there was an increase from 12.9 to 19.3 from the pretest to the posttest. The improvement significant ($p<0.05$). It means that the use of the role-play technique could improve the students' speaking skills.

CHAPTER III
RESEARCH METHODOLOGY

A. Research methodology

The method used in this research was quantitative research the method used is descriptive. This method is used to describe the improvement of speaking ability using the role play method. Quantitative research is a method of using statistical and computational data operational variables and statistics are used to describe variables; examine the relationship among variables and determine caused and effect interactions between variables of research Meizalia (2000).

According to Cresswell (2014), there are four main types of experimental research designs including true experimental, quasi-experimental, pre-experimental, and single subject design. In this study, the researcher selected a pre-experimental design, with one group pre-test and post-test design. The researcher used experimental teaching to find out whether the model is effective or not in improving students' achievement in speaking ability. In this research, a pre-test was given to know students' abilities before implementing problem-based learning as a model in teaching. After all, the materials were taught, the students were given a post-test to know their learning outcomes after the role-play method.

In a study, an approach is needed as a guide to determine the steps that will be taken in the study. Based on the problems in this study, the approach in this study used a quantitative approach because the data is in the form of numbers. A quantitative approach is a research that is carried out using a deductive

approach that departs from a theory, the ideas of experts, or the understanding of researcher based on their experiences which are then developed into problem problems along with solutions proposed to obtain justification in the form of empirical data support in the field.

This experimental method was used because this research requires statistical analysis in estimating the data obtained. This class action research involves one class being carried out in as many as two experiments. First, some things have not been carried out this can be seen from the observation sheet. Deficiencies in experiment I and perfected in experiment II. Experiment I compares trial I and experiment II, and in experiment II, it is targeted that the scenarios made are carried out best and in the harp, the student's grades have increased experiment this indicates that the use of the role-play method could improve students' speaking ability

In addition, the researcher used experimental teaching to find out whether the model is effective or not in improving student achievement in speaking ability. In this research, a pre-test was given to know student ability before implementing role play method in teaching. After all, the materials were taught, the students were given a post-test to know their learning outcomes after the role play method.

B. POPULATION AND SAMPLE

1. Population

According to Sugiyono (2016), the population is a general are including of object/subject which has specific characteristics decided by the researcher to be studied and concluded. The population of this research was students in the third grade Of MTSN 4 Banda Aceh. Class third totaled five classes : IX 1, IX 2, IX 3, IX 4, and IX 5. The total number of three classes was 122 students and here I choose class IX 5 by the number of 28 students.

2. Sample

The sample of this study was IX MTSN 4 Banda Aceh that consisting of 28 students. In selecting the sample the researcher used purposive sampling as a technique to determine the sample. Purposive sampling is a technique to determine the sample with a certain aim by the needs of the research with certain characteristics.

The sample characteristics were as follows:

a. Teacher recommended doing a treatment for class IX 5

b. The class was intended for good learners and has good motivation especially in learning English.

C. Technique and data collection

The purpose of this test is to saw the extent of students' progress in improving their English speaking. The data collection techniques used are:

1. Test

A test is an assessment given by someone, maybe a teacher, coach, or someone else. The purpose of the test is to saw, measure and assess someone based on their knowledge, abilities and interests, test scores, etc. The test is a method used as a measure of student work (Arikunto, 2012). In this study researcher used pre-test and post-test or exercises given to students with two types of tests that measure students' speaking ability. The researcher used the pre-test as the first test and the post-test as the second test. In the first experiment, the researcher asked students to start a conversation with the person sitting next to them. For the second test, the researcher asked students to form several groups and have a long dialogue with their groups. In the end, the researcher saw their speaking ability in front of the class.

This was one of the instruments to collect the data and information in this research. It was intended to find out the student's abilities before and after the experiment was carried out. Specifically, the test was used to find out the student's achievement in terms of fluency, grammar, word choice, and pronunciation. The rubric system for the test adopted from Theresa's (2001), rubric the use for measuring student achievement in speaking in the pretest and post-test. To find out the student's ability in speaking English, each student would get a maximum of 16 points if they speak clearly. In contrast, the student would get the minimum score of 4 points if they could not utilize their English well.

TABLE 3.1. THE SCORING RUBRIC FOR SPEAKING

Level		Score indicators
Pronunciation	4 3 2 1	• The pronuncition is very clear and easi-ly understood • Easily understood the word despite the influence of mother tongue can be de-tected • The pronuncition is not really clear,but it can be understood by the listener • The pronunciation is not clear
Grammar	1 2 3 4	• Little or no grammatical errors • There is an errol sometimes but does not affect the meaning • Often use grammatical errors in speaking • Use the wrong sentences structure and grammar
Vocabulary	1 2 3 4	• Using appropriate vocabulary an expressions • Use inappropriate word sometimes that is needed to be explained more • Use inappropriate words frequently • Vocabulary which is used is so limited and often repeats he same words
Fluency	1 2	• Speak very fluency • Slightly disturbed by the language

	3	problem
		• Often hesitated and stalled because of lack of Vocabulary
	4	• stop speaking for a long time to think of idea

Theresa (2011). *Tool and technique for classroom assessment*

a. pre-test

Pre-test used during the meeting to measure the ability of the student gives the experiment. The research asked the student to speak about free topics in front of the class for two minutes. The researcher recorded the video of what they were talking daring presentation. This record was used to analyze the ability of students speaking ability in terms of pronunciation, grammar, vocabulary, fluency.

b. Post-test

Post-test used to find out the improvement of student speaking after given the experiment. The teacher also asked the student to speak about " specific topics" and they had to prepare in their group and practice the conversation in front of the class. The researcher did the same steps as in the pre-test. The recording of student presentations was analyzed to find whether or not there was an improvement after giving the experiment.

2.Experimental Teaching

During the study, the researcher conducted experimental teaching in the second-grade students of MTSN 4 Banda Aceh. The researcher used role play method in teaching the speaking of experimental class. The researcher used role play to know the progress of students" achievement in speaking ability. Each meeting took 40 minutes and the students have taught about role play method. The researcher provided opportunities for the students to understand learning before starting the teaching and learning process. The following are the details of each meeting in experimental teaching:

a. First Meeting

At the first meeting, the researcher introduced himself and explained the purpose of the school to the students. The researcher then explained what the role play method was and included it in the learning process. The researcher then gave a pretest to measure performance before the treatment group. The researcher asked students to be given two minutes to speak about a free topic in front of the class. The researcher recorded what they said during the presentation. The recording used to analyze the ability to vocalize students' pronunciation, grammar, vocabulary, and fluency.

b. Second Meeting

At this meeting, the researcher began to apply the role-play method for learning greeting cards by using the role-playing method. First, the researcher showed several pictures of graduation cards, the researcher attracted students'

attention by asking several questions such as, "Have you seen this card?", "What do you think about this researcher's card?". This process is a kind of simulation that aims to activate students' background knowledge as the main goal of the role play method. Second, the researcher explains more about the types, generic structures, and functions of text greeting cards. Then, the researcher divided the students into several groups consisting of 4 or 5 students. Researcher give students some problems such as giving them a free story.

c. Third Meeting

At this meeting, before starting the learning process, the researcher gave the simulation by showing a short video about conversation related to the learning material of greeting cards. The researcher asked some questions to the students such as "what is this video talking about?", and "can you mention the expression about congratulation?". After giving the simulations, the researcher asked the students to write some vocabulary related to the expression in greeting cards.

In addition, the researcher divided students into some groups and provided a short text about greeting cards and each group has a different occasion as the problem for students to work in groups and discuss what is the card talking about, they shared the information that they got in the learning process related to the type, generic structure, and function of a greeting card. The researcher gave the opportunity the groups to explain what they have discussed and share the information with other groups, then the other groups gave some comments and opinions to the groups that were presenting in front of the class.

d.Fourt Meeting

In the last meeting, before starting the class the researcher asked students to mention some vocabulary related to the expression of greeting cards. The researcher showed some pictures of greeting cards with some expressions. The researcher divided students into some groups and provided different pictures to each group. The researcher gave some instructions before the students worked in. The group presenting their work in front of the class should place the greeting cards on the blackboard. Each member is required to participate in the presentation of their work. Each group will have a total of about 5 minutes to present their work on the greeting card topic and features. The researcher then gave each post-test member 5 minutes to talk and take part in the conversation. The researcher followed the same steps as the pretest, used a rubric to record student presentations, then analyzed and documented the improvement in students' speaking ability after the treatment.

c. Questionnaires

The questionnaire in this study aims to determine students' responses about the role-play method to improve their speaking ability. The form of the questionnaire used consisted of 10 questions divided into 3 sections which were prepared for the respondents to choose from: Students interested is speaking in English. The student about English material given by the teacher, and using role play method could improve speaking ability.

D. DATA ANALYSIS

The first and second tests were given to students as instrument for analyzing the research to obtain the required data to saw how students' speaking ability improved by using the role-play method. This study aims to improve student's English speaking ability at Mtsn 4 Banda Aceh.

Then two tests were given, namely the first test which aimed to find out how students' speaking ability were without using the role-play method, and the second test was given to saw if there was a significant increase in students' speaking ability after using the role play. The technique is applied in the teaching and learning process. In addition, it also aims to find out how effective the method is in improving students' speaking ability.

Data analysis is applied systematically to describe, and evaluate information. The information/data in this study is analyzed using the t-test formula. Then after collecting the data, the author analyzed the test results after data collection using the test. The data is the scores of students in both groups and individual. Assessment of the following levels of merit based on Brown, H.D (2001).

Table 3.2. interval score of speaking mastery scale

Level	Score	Category
A	80-100	Excellect
B	70-79	Good
C	50-69	Adequate

| D | 50-59 | Indequente or Unsatisfactory |
| E | 0-50 | Falling or Unacceptable |

The T-test was conducted to test the research hypothesis regarding the influence of each free variable partially on the bound variable. The t-test (T-test) is one of the statistical tests used to test the correctness of the hypothesis which states that between two mean samples taken randomly from the same population, there is no significant difference (Sugiyono 2010).

1. **Analysis of test result**

In analyzing the collected data, the writer used basic statistics formula. The researcher employed statistical methods to determine the data range, class interval, frequency distribution, and mean score in order to examine the test result.

a. Analysis of test result

The difference between the highest and lowest scores is called range. According to Sudjana (2008), the range of pre-test and post-test scores can be calculated using the following formula:

$$R=H-L$$

R= the range of the score

H= the higher score

L= the lowest score

b. The length of interval

In the determining the length of interval used the formula of Sturge,namely :

Formula of interval Length

$$P\frac{R}{K}$$

P=interval space

R= the range of scores

K= the amount of interval class

The number of interval class can be determined by using the following formula;

1=1+3.33 log n (total sample)

c. Frequency distributions

The frequency distribution is shows below:

Table 3.3 Frequency Distribution Pre-test and Post-test

No	Score	Fi	Xi	Fixi

Where :

Fi   : frequency

Xi   : median of score interval class

Fi xi :frequency and multiply by median scores of interval class

d. The mean of the score

The mean is calculated by adding all the score together,the dividing by the number of scores you added.

$$X= \frac{\sum fx}{\sum f}$$

X   : Mean score

$\sum fx$: the total result of multiplying between midpoint the frequency

$\sum f$: frequency

e.   Standar deviation

The standard deviation value is is value used in determining the distribution of data in sample and seeing how close the data is to the average value (Bougie,2016).

$$SD^2 = \frac{\sum f\,(X-X)}{N-1}$$

SD= standar deviation

$\sum f$= the sum of the frequency

N= the number of student

2. **Analysis of Hypotheses**

According to Sugiyono (2016) the hypothesis is a temporary answer to the research problem formulation, where the research problem formulation has been stated in the form of a question sentence. the alternative hypothesis (H_a) and null hypotheses (H_0) were determined as follows.

a.   If t-test is higher then t-table,it means H_a,is accepted and H_0 is rejected

b.   If t-test is lower then t-table,it means H_0 is accepted and H_a is rejected

In order to analyze the hypotheses, the researcher used statistical formula by Sudijono (2011), the function was to find out the standard deviation, the mean of score, the standard eror of mean difference, t- score and the degree of freedom.

To avoid misunderstanding of the term definition, the writer explained them one by one.

a. The difference score between pre-test and post-test

The difference score between pre-test and post-test is shown below:

Table 3.4 The Overall Deviation Scores of The Student Pre-Test and Post-Test

No	Student initial	Pre test	Pre- test²	Post-test	Post -test²

D : difference score

N : total sample

b. The standard deviation pre-test and post-test

The standard deviation is to find out the difference between of two variables, X and Y. The standard deviation is calculated using the following formula:

Formula: pre-test

$$\sum SD1 \;\; =\sum X^2 - \frac{(\sum X)^2}{N}$$

SD : standard deviation difference

$\sum X^2$: Total of difference score

N : total sample

Formula post-test

$$\sum SD1 \quad = \sum X^2 - \frac{(\sum Y)^2}{N}$$

In which :

SD : standard deviation difference

$\sum Y^2$: Total of difference score

N : total sample

c.T -score

The t-score is a very important part of the analysis in this study. The T-score aims to saw a significant difference between the pre-test as the first test and the post-test as the second test to compare data, scores, and also the effectiveness result obtained from the study. The formula is as follows by thefigure above (sudjana 1989). Formula :

$$\text{T-score} = \frac{X_1 - X_2}{\sqrt{\frac{\sum SD1 + \sum SD2}{N+N-2} \times \left(\frac{1}{N} + \frac{1}{N}\right)}}$$

$X_1 = mean\ of\ the\ post - test$

$X_2 = mean\ of\ the\ pre - test$

SD^1 = standard deviation of post-test

SD^2 = standard deviation of post-tes

N= total students.

3. Questionnaire

The questionnaire was analyzed in chapter four, consisting of 10 questions. The acquired data from the questionnaire were also analyzed statically by counting the percentage of the students" answer in each item of the questionnaire. To count the percentage of the answer chosen by the participants, the researcher referred to the statistical formula by Sudjana (2008), as follows:

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

P : Percentage
F : Frequency of respondents
N : Number of sample
100%:Constrant
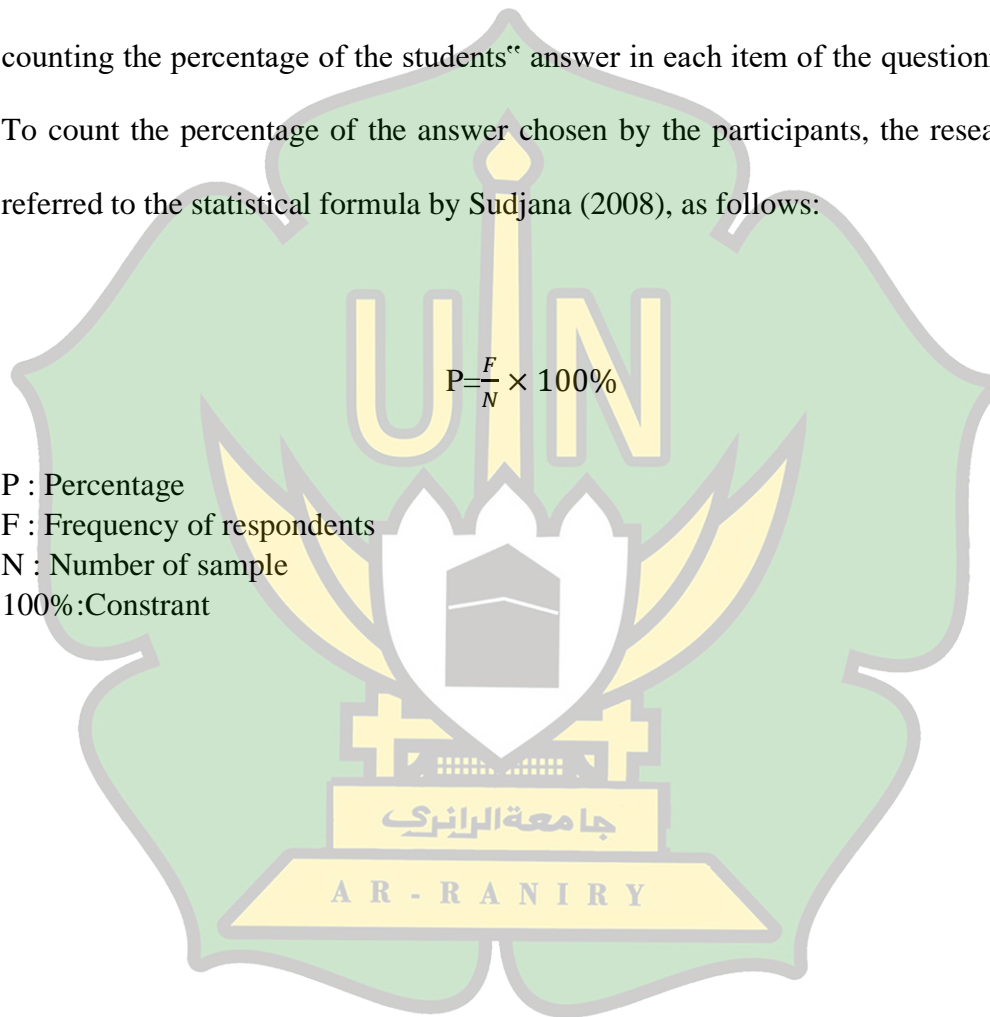
CHAPTER IV

FINGDINS AND DISCUSSIONS

A. Findings of the Research

In this chapter, the researcher disscussed about the findings of the research related to the using role play method in improving student's speaking ability that was done at Mtsn 4 Banda Aceh. The discussion includes the result of test pre-tes, post-test, hyphotheses and questionnaire.

1. Result of The Pre-Test and Post-Test

To analyze the collected data, the researcher used the results of the pre-test,and post-test. These results were used by the researcher to saw the improvement in students speaking ability with individuals and groups, the reseacher used the average results of the students' pre-test and post test.

Table 4.1. The Result of Pre-test and Post-test

No	Students initial	Pre-test score	Post-test score
1	AS	58	88
2	AD	42	68
3	AA	40	69
4	AA	36	70
5	AF	28	70
6	CA	24	69
7	CR	48	78
8	DF	32	64
9	FA	30	78
10	FA	30	70
11	FC	32	79

12	GR	28	52
13	HD	40	75
14	HN	40	75
15	KM	28	70
16	MY	48	80
17	MA	32	70
18	MN	32	64
19	MR	33	68
20	MA	28	64
21	NS	38	69
22	NP	38	70
23	NT	31	69
24	PA	45	72
25	RP	54	93
26	RR	23	60
27	RA	31	67
28	UM	42	85

Sumber data : penelitian tahun 2022

Based on the table presented above, it could be saw that the hignest score for the pre-test for the pre-test was 58 and the lowest one was 23. Meanwhile, the highest score for post-test was 52 and the lowest one was 93. Following the further statistical analysis of each test result: pre-test and post-test.

a. **Pre-test score of student speaking's test before using role play method**

The raw scores of Pre-test are show below, starting from the lowest to the highest score 23, 24, 28, 28, 28, 28, 30, 30, 31, 31, 32, 32, 32, 32, 33, 36, 38, 38, 40, 40, 40, 42, 42, 45, 48, 48, 52, 58. The range of the pre-t est scores presented above 35 (58-23). To analyze the data that had been obtained by the researcher,it could calculate by using the formula below :

1. Range

    (R=H-L)

    N= 28

    J=Xmaks - Xmin

    R=58-23-=35

2. Class interval

    I=1+(3,3) log n

    = 1+(3,3) log 28

    =1 + 3,3 (1,44)

    = 1+ 4,75=5,75

    =6

    P= $\frac{R}{I}$=$\frac{35}{6}$= 5,8 =6
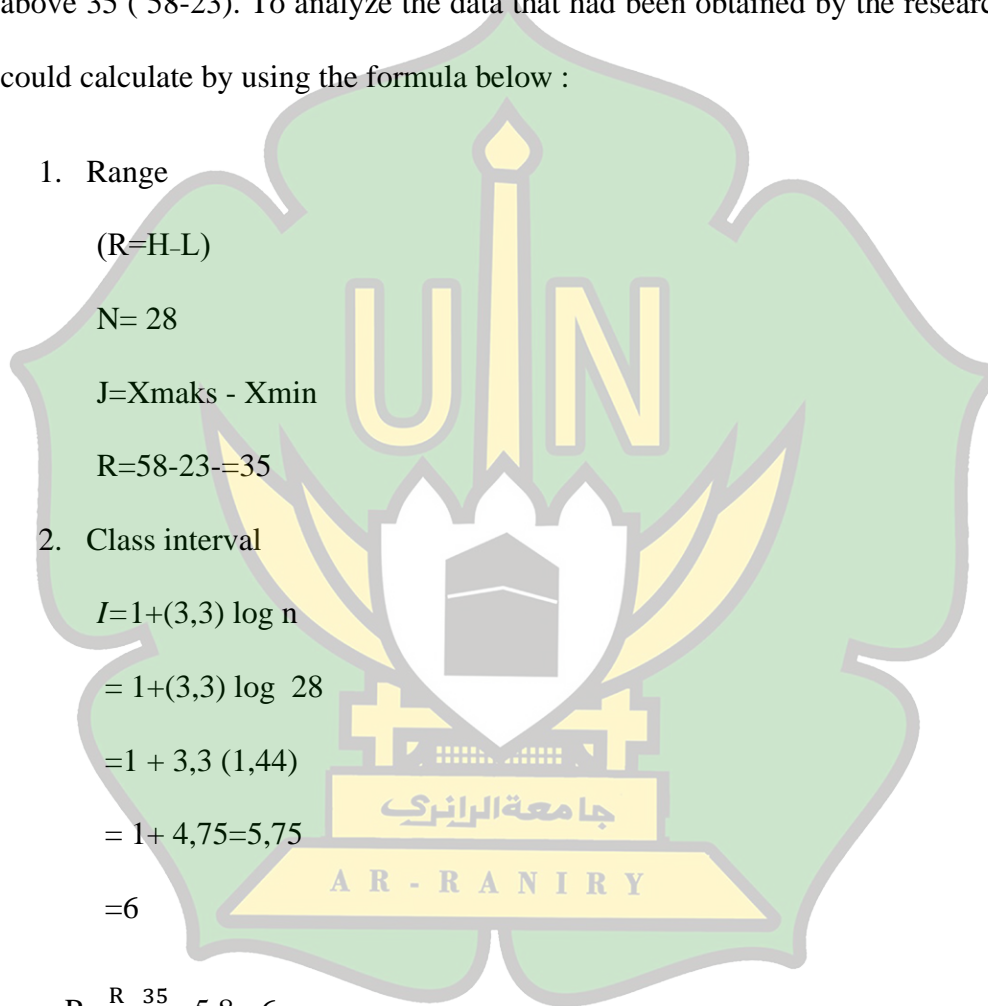
Based on the student calculated data, the frequency distribution of pre-test could be formuated as follows:

Table 4.2. The Frequency Distribution of Student Pre-Test Score

No	Student Score	Fi	Xi	FiXi
1	23-28	6	25,5	153
2	29-34	9	31,5	283,5
3	35-40	6	37,5	225
4	41-46	3	44	132
5	47-52	3	51	153
6	53-58	1	57,5	57,5
	Total :	**N=28**	**247**	**1004**

Formula :

$$X = \frac{\sum fx}{\sum f}$$

$$X = \frac{1004}{28} = 35,85$$
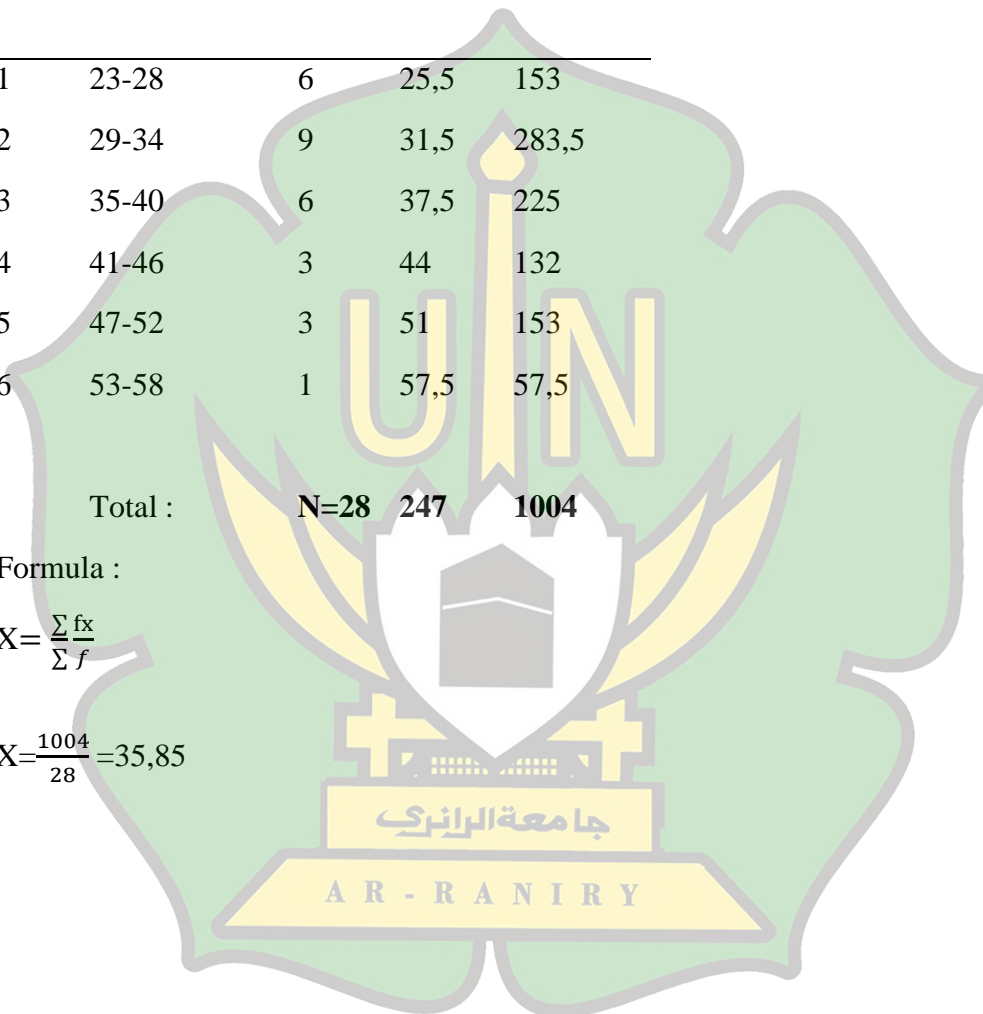
Table 4. 3.The Averange of Pre-Test Score in Speaking Ability

No	Ability	Score	Score Conversion
1	Fluency	1,59	25,2=25
2	Vacobulary	2,50	39,2 =39
3	Grammar	1,95	30,5=30
4	Pronounciation	1.70	25,2 =25
5	Comprehention	2,30	30,2= 30

From the table above, the researcher estimated and calculated the average before the test, as we could saw the average pre-test 35,85. In addition, the researcher evaluated the average of each ability that students completed: Fluency is 25, Vocabulary is 39, grammar is 30, pronunciation is 25 and comprehension is 30. Therefore it is concluded from the score range that the student's English speaking ability is still good and also in the moderate or still poor range. The conclusion is that the average range of students speaking abilities is still relatively low, and they are challenged to find solutions to existing problems. The researcher chose a role-play method in prohibiting speaking ability to make it easier for students to greet and speak, and to make it easier for students to think critically.

b. Post-test score of student's speaking test after using role play method

The post-test was carried out by students and on average they got an average profit. The next treatment was that the researcher carried out a post-test. Before conducting this post-test, the researcher first explained in more detail and more accurately the role play method used in speaking and included in the lesson

or material. The raw scores of the Post-test are shown below, starting from the lowest to the highest score: 52, 60, 64, 64, 64, 67, 68, 68, 69, 69, 69, 69, 70,70,70,70,70,70, 72, 75, 75, 78, 78, 79, 80, 85, 88, 93. The range of the post-test scores presented above is 41 (93-52). To analyze the data that had been obtained by the researcher, it could be calculated by using the formula below :

1. Range

    N=28

    (R=H-L)

    J=Xmaks - Xmin

    R=93-52=41

2. Class interval

    I=1+(3,3) log n

    = 1+(3,3) log 28

    =1 + 3,3 (1,44)

    = 1+ 4,75=5,75

    =6

3. Interval Class's Range

    $P\frac{R}{I}=\frac{41}{6}=$ 6,8= 7

4. Distribution of frequency

Table 4.4. The Frequency Distribution of Student Post-Test Score

No	Student Score	Fi	Xi	FiXi
1	52-58	1	55	55
2	59-65	4	62	284
3	66-72	14	69	966
4	73-79	5	76	360
5	80-86	2	83	166
6	87-93	2	90	180
		N=28	435	2011

5. Mean of Post-test

$$X= \frac{\sum fx}{\sum f}$$

$$X=\frac{2011}{28} = 71,82$$

Table 4.5.The Average of Post-Test Score in Speaking Ability

No	Ability of Speaking	Score	Score conversion
1	Fluency	3,00	65,2 =66
2	Vocabulary	3,68	75,0 =75
3	Grammar	3,40	70,0=70
4	Pronounciation	3,35	65 = 65
5	Comprehension	4,00	75,0 =75

From the table above, the researcher managed to assess and calculated the post-test average of 71,82 and this is, of course, a very big increase compared to the previous pre-test where the pre-test value was only 35,85. In addition, the researcher assessed and calculated the average of each ability that has been done by students in class: fluency 66, vocabulary 75, grammar 70, pronunciation 65, and comprehension 75. The results of this post-test saw much better than the previous pre-test and here we could conclude that by used the role-play method in speaking English helps children improve the ability students English speaking ability.

2.Examing the Hypothesis

In examining the hypothesis, the t-test was used to determine any significant different in the student scores (Sudjono,1994). Hypothesis alternatif (H_a) and hypothesis (H_0) were determined follow:

a. If *t*-test is higher then t-table,it means H_a,is accepted and H_0 is

b. rejected

c. If t-test is lower then t-table,it means H_0 is accepted and H_a is rejected

According to sudjana (2008), the t-test is needed to find out and saw the results of the research hypothesis. T-score is a very important part of the analysis of this study. The T-score aims to detect significant differences between the first pre-test and the second post-test to compare the information, evaluation and result obtained from the research. After receiving the t-test calculation results, the researcher compared the t-test results obtained with the t-table values. Here the researcher could saw whether the values and results of the t-test are greater than

the t-table (alpha: 5%) it could be concluded that there are very prominent and significant changes and differences in the results achieved by students during the learning process. The pre-test and post-test scores are described in table below:

Table 4.6 The Overall Deviation Scores of Student's Pre-test and Post Test

No	Student Initial	Pre-test	Pre-test²	Post-test	Post-test²
1.	AS	58	3364	88	7744
2.	AD	42	1764	68	4624
3.	AA	40	1600	69	4761
4.	AA	36	1296	70	4900
5.	AF	28	784	70	4900
6.	CA	24	576	69	4761
7.	CR	48	2304	78	6084
8.	DF	32	1024	64	4096
9.	FA	30	900	78	6084
10.	FA	30	900	70	4900
11.	FC	32	1024	79	6241
12.	GR	28	784	50	2500
13.	HD	40	1600	75	5625
14.	HN	40	1600	75	5625
15.	KM	28	784	70	4900
16.	MY	48	2304	80	6400
17.	MA	32	1024	70	4900
18.	MN	32	1024	64	4096
19.	MR	33	1089	68	4624
20.	MA	28	784	64	3600
21.	NS	38	1444	60	4096
22.	NP	38	1444	70	4900

23.	NT	31	961	69	4761
24.	PA	45	2025	72	5184
25.	RP	54	2916	93	8649
26.	RR	23	529	60	3600
27.	RA	31	961	67	4489
28.	UM	42	1764	85	7225
	Jumlah	$\sum$=**1011**	$\sum$=**38573**	$\sum$=**1995**	$\sum$=**144269**
		$\sum^2$=**1022121**		$\sum^2$=**3980025**	

a. Calculating the standard deviation of Post-Test

$$\sum SD1 = \sum X^2 - \frac{(\sum X)^2}{N}$$

$$=144269 - \frac{3980025}{28}$$

$$=2125$$

b. Calculating the standard deviation of Pre-Test

$$\sum SD2 = \sum Y^2 - \frac{(\sum Y)^2}{N}$$

$$=38573 - \frac{1022121}{28}$$

$$=2068$$

$$S_{X-Y}= \sqrt{\frac{\sum SD1 + \sum SD2}{N+N-2} - \left(\frac{1}{N} + \frac{1}{N}\right)}$$

$$= \sqrt{\frac{2125+2068}{28+28-2} - \left(\frac{1}{28} + \frac{1}{28}\right)}$$

$$= \sqrt{\frac{4193}{54} - \left(\frac{2}{28}\right)}$$

$$= \sqrt{77,65 - 0,071}$$

$$= \sqrt{77,57}$$

$$= 8,807$$

c. T-score$= \dfrac{X_1 - X_2}{\sqrt{\frac{\sum SD1 + \sum SD2}{N+N-2} - \left(\frac{1}{N} + \frac{1}{N}\right)}}$

$$= \frac{35,85 - 71,82}{8,807}$$

$$= \frac{35,97}{8,807} = 4,084$$

d. Calculating T-Table used level 5 persen with df;

$df = N+N-2$

$= 28+28-2$

$= 54$

In the significant in t-table level of 5% that showed the score with df 54. The method of testing the hypothetis with t- score in regression analysis is if t-score > t-table then the hypothesis is accepted,otherwise if t-score < t-table than the hypothesis is rejected. The final result show that t-score is 4,084 and t-table is (1,67). That means hypothesis (H_a) that stated there a significant difference of students speaking ability improvement after using role play method was accepted based on the evidence of the comparison of t score and t-table. Of couse H_0 that stated there is no significant different after used role play method for students during learning procces in improving students speaking ability definitely rejected.

3. **The result of Questionnaire**

A set of questionnares consisted of 10 questions divided into three parts. The parts include the student studenst interested is speak in English, the student about English material that were given by teacher, using a role play could improve speaking ability**.** The questionnare was given at the fourth meeting after the researcher completed the treatment. The questionnaires result could be saw in the following tables.

Table :4.7 . Student Interested is Speak in English

Option	Frequency	Percentage
Yes	5	20%
Sometime	20	70%
No really	3	10%
Other	-	-
Total	28	100%

The table shows that 15% of students have an appreciation for learning English. However, 70% of their interest in learning English students said the desire to learn English depends on the condition depending on the material and the way the teacher explains whether it is easy to understand or not. While 20 % of them had no interest in learning English at all.

Table : 4.8 The student about English material That were given by teacher

Opini	Frequency	Percentage
Very easy	8	30%
Not really	18	65%
Very difficult	-	-
Other	2	5%
Total	28	100%

The table indicates that there were 30 % of the students said that the teacher provides material that is easy to understand. However, there were 65% of students stated that sometimes the teacher gave easy material but sometimes the teacher gave difficult material, therefore many students still did not understand English learning it. It could be concluded that the material would affect student's interest in English lessons and there are 5% of students wh do not understand all.

Table 4.9 Using a role play method could improve speaking ability

Option	Frequency	Percentage
Yes	24	85%
Not really	3	10%
No	1	5%
Other	-	-
Total	28	100%

The table above shows that 85% of students experienced an increase in using the role play method. Students had a positive response to the user role-play method. While only a few students did not have an increase in speaking in the role play method.

B. DISCUSSION

In this discussion,the reseacher discussed about the reseach question that mentioned in chapter I . Here, the researcher expalined about the findings that related with the research. For discussion of the research question in chapter I, it we be discused below.

1. Whether any improvement in using the role play method in teaching speaking ability?

The first research question related to whether the role play method could improve students speaking ability. Using the learning method the researcher conducted two tests, namely the pre-test, and post-test. For both tests, the researcher instructed the students to introduce themselves in English, the researcher did not only listen but evaluated here, assessing the extent to which students spoke English before using learning strategies. In the post-test, new students use the role play method and dialogue with other friends in the same group. Through these two tests, the researcher got results that we could saw directly in improving speaking ability. The researcher calculated the scores obtained by the students on the pre-test before using the role-play method that had been analyzed. After calculating the scores, many students still had low average scores in each ability. From the result of the pre-test scores got 35,85. The results

are the average score of students in the pre-test on fluency ability, namely 25, vocabulary 39, grammar 30,pronunciation 25, comprehension 30, and the average score of 32. And here we also assess that there are still many students who cannot interpret words well so fluency pronunciaion in speaking English is also hampered especially the lack of vocabulary.

Through the problems above, the researcher tried to use the role play method by first explaining the details about the role play method until they understood and could master the role play method. Before using the role play method, the researcher explained the rules and how to use this role play method, each student was divided into several groups, each group was distributed by one person whose score was the highest in the pre-test because it made it easier for them to exchange opinions because in this role play method , it involved students thinking critical and direct students to gain knowledge from the analysis of the various knowledge and learning experiences they have. Here the researcher also helps students in learning, giving direction to each member of the group. in the end the researcher saw an increase in speaking ability, with extraordinary enthusiasm and activeness in speaking.The researcher obtained the results that the students experienced a very good improvement in speaking ability. In fluency the average student achieves a score of 65, vocabulary 75, grammar 70, pronunciation 65, comprehension 75. Fluency with pronunciation has the same increase. From the result of the post-test scores got 71,82 we could saw from the result above that using role play grealty improves students English speaking ability well. This proves the hypothesis that (Ha) was accepted. because after the researcher

calculated the t-score and t-table (4,084 > 1,67), in the end, students experienced an increase in their treatment in speaking ability.

The were a lot of previous studied that had similarities with this present study, such as from Sellers (2002) creative teaching technique in which people play role of others. A role play becomes a un teaching technique in the role and teachers should be motivate learners to perform as best possible avoiding instructors interference (Duxbury). According to Dananjaya (2013) role play is an activity in learning process which is the student shouldbe not be worry, because in this role play activity, the real situation of live will be create. This activity differ with drama, the durattion is vert short. The teachers only give short scenario and the students feel free to modify or improve the situation and character.

2. What is the student's response to using the role play method in teaching speaking ability?

The second research question is about students' responses to the role-play method in improving their speaking ability. The findings showed that students agreed that the role-play method has an advantage in the process of learning English and they also agreed that the role-play method used improves their speaking ability. Furthermore, students also feel that role play could help them to express their ideas and be able to solve problems in the learning process, especially in terms of speaking English and they are also motivated to be even more active in learning high English.

From the explanation above we could conclude that most of the students in class IX 5 Mtsn 4 Banda Aceh experienced a lot of improvement in their speaking ability after using the role play method. The researcher concluded that role play

method could improve students' achievement in speaking English, students are more curious, more interested in learning to pursue learning used role play method.

CHAPTER V
CONCLUSION AND RECOMMENDATION

A. Counclusion

After the researcher conducted the research, it can be concluded that the role-play method is very suitable to be applied/used in learning English speaking ability. This allows students to enjoy their learning. Students can also be active during the learning process because they could discuss the material with their friends. That this method can make students do a lot of activities in learning and can create a pleasant atmosphere and is a form of motivator so that students are more enthusiastic in participating in lessons, especially in terms of speaking, thus the results of students also increase and the role-play method will help them to speak and express their opinions efficiently. From the results that the researchers got, this method gave good results for students. Based on the findings, the teaching technique gave a good improvement in their English speaking ability.

For the second conclusion, this study also collected data and looked at students' responses in speaking English using the role play method and students' feelings about this role play method and their work in using this role play method in learning English speaking ability. Most of the students agreed that the role play method was an interesting and easy technique to understand in their learning. They also agreed that they enjoyed learning using the role play method. They also felt satisfied when they could share and convey their opinions to other friends. Students also enjoy learning and get a good spirit by using the role play method during the learning process. This will enable students to participate actively in the

learning process. They also get good motivation, so it will have a good impact on improving students' speaking ability.

B. Recommendation

This study provides evidence that the use of the role-play method in improving students' speaking ability greatly influences the final results achieved. This role-play method also has drawbacks, namely: This role-play learning method will not work well if the class atmosphere is not supportive. If students are not well prepared, there is a possibility that they are not serious but still have some recommendations for teachers, students, and especially for future researchers who will take the same topic as this research. The first is for teachers this method is a good method to be implemented in the teaching process. However, if the teachers always use this technique, it will make students bored while studying. At this time, the teachers could find new ways to make the classroom situation more lively.

The second is for students who must know about the advantages that students can get by using the role-play method in learning. The students should open their minds to see how effective this technique is to improve their English speaking ability. This will help them learn because they can easily share their opinions with their friends.

Finally, for future researchers who will examine the same topic as this research. The next researchers must develop the scope of this research. This can explain in depth students' motivation in learning speaking ability using this

technique and the difficulties students face in learning to speak using the role-play method. In addition, future researchers could be using or adding other instruments to collect data, so that the final results of the data could be more detailed.

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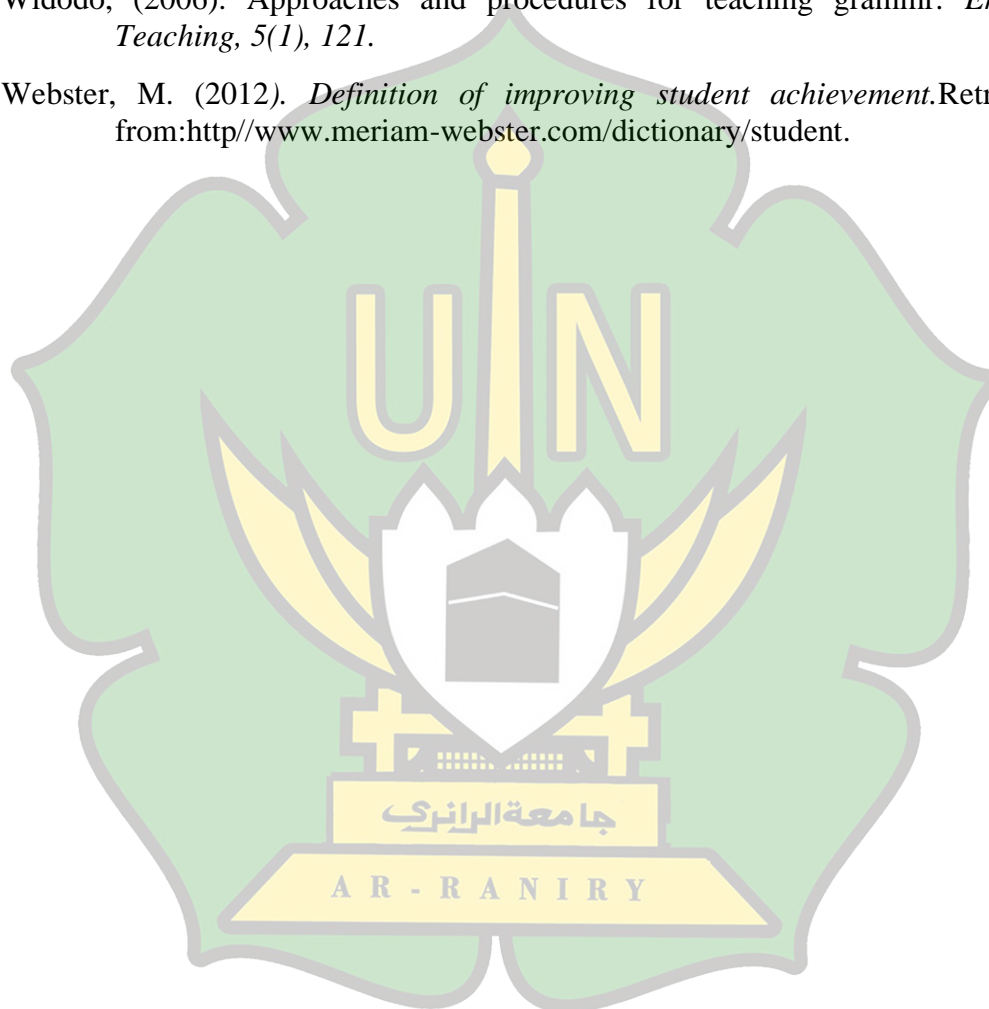
APPENDICES

Appendices 1 : SK

SURAT KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY
Nomor : B - 4417/Un.08/FTK/KP.07.6/03/2023

TENTANG
PENYEMPURNAAN SURAT KEPUTUSAN DEKAN NOMOR Un.08/DT/TL.00/5970/2015 TENTANG
PENGANGKATAN PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-
RANIRY

DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY

Menimbang : a. bahwa untuk kelancaran bimbingan skripsi dan ujian munaqasyah mahasiswa pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh, maka dipandang perlu meninjau kembali dan menyempurnakan keputusan Dekan Nomor: **B-11788/Un.08/FTK/KP.07.6/9/2022** tentang pengangkatan pembimbing skripsi mahasiswa Fakultas Tarbiyah dan Keguruan Ar-Raniry Banda Aceh.

b. bahwa saudara yang tersebut namanya dalam surat keputusan ini dipandang cakap dan memenuhi syarat untuk diangkat sebagai pembimbing skripsi.

Mengingat : 1. Undang Undang Nomor 20 tahun 2003,Tentang Sistem Pendidikan Nasional;
2. Undang Undang Nomor 14 Tahun 2005, Tentang Guru dan Dosen;
3. Undang Undang Nomor 12 Tahun 2012, Tentang Pendidikan Tinggi;
4. Peraturan Presiden RI Nomor 64 Tahun 2013, tentang Perubahan Institut Agama Islam Negeri Ar-Raniry Banda Aceh menjadi Universitas Islam Negeri Ar-Raniry Banda Aceh;
5. Peraturan Menteri Keuangan RI. Nomor: 190/PMK.05/2012, tentang Tata Cara Pembayaran dalam rangka Pelaksanaan APBN;
6. Peraturan Menteri Agama RI Nomor 12 Tahun 2014, tentang Organisasi & Tata Kerja UIN Ar-Raniry Banda Aceh;
7. Keputusan Menteri Agama Nomor 492 Tahun 2003, tentang Pendelegasian Wewenang Pengangkatan, Pemindahan, dan Pemberhentian PNS di Lingkungan Depag RI
8. Peraturan Menteri Agama RI Nomor 21 Tahun 2015, tentang Statuta UIN Ar-Raniry Banda Aceh;
9. Keputusan Rektor UIN Ar-Raniry Nomor 02 tahun 2016, tentang Pendelegasian Wewenang kepada Dekan dan Direktur Pascasarjana di Lingkungan UIN Ar-Raniry Banda Aceh;
10. Keputusan Rektor UIN Ar-Raniry Nomor 28 tahun 2019, tentang Satuan Biaya Khusus Tahun Anggaran 2020 di Lingkungan UIN Ar-Raniry Banda Aceh;
11. Peraturan Kementerian Keuangan (PMK) Republik Indonesia Nomor: 72/PMK.02/2020, tentang Perubahan atas Peraturan Menteri Keuangan Nomor: 78/PMK.02/2020 tentang Standar Biaya Masukan Tahun Anggaran 2020.

Memperhatikan : Keputusan Seminar Proposal Skripsi Program Studi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Tanggal **06 Juli 2022**

MEMUTUSKAN

Menetapkan :
PERTAMA : Mencabut Surat Keputusan Dekan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Nomor: **Nomor: B-11788/Un.08/FTK/KP.07.6/9/2022** tanggal **6 September 2022**

KEDUA : Menunjuk Saudara:
1. Dr. Nashriyah, M.A.   Sebagai Pembimbing Pertama
2. Mulia,M.Ed   Sebagai Pembimbing Kedua
Untuk membimbing Skripsi:
Nama : **Rita Febriyanti**
NIM : 180203215
Program Studi : **Pendidikan Bahasa Inggris**
Judul Skripsi : **Improving Student Speaking Ability through Role Play Method**

KETIGA : Pembiayaan honorarium pembimbing pertama dan kedua tersebut diatas dibebankan pada DIPA UIN Ar-Raniry Banda Aceh tahun 2021 dengan Nomor: 025.04.2.423925/2022 tanggal 17 November 2021;
KEEMPAT : Surat keputusan ini berlaku sampai akhir semester Genap Tahun Akademik 2022/2023
KELIMA : Surat Keputusan ini berlaku sejak tanggal ditetapkan dengan ketentuan segala sesuatu akan diubah dan diperbaiki kembali sebagaimana mestinya apabila kemudian hari ternyata terdapat kekeliruan dalam penetapan ini.

Ditetapkan di: Banda Aceh
Pada tanggal: 02 Maret 2023
Dekan,

Safrul Muluk

Tembusan
1. Rektor UIN Ar-Raniry (sebagai laporan);
2. Ketua Prodi PBI Fak. Tarbiyah dan Keguruan;
3. Pembimbing yang bersangkutan untuk dimaklumi dan dilaksanakan;

Appendices 2 : Research letter from the English Education Department of UIN Ar-Raniry

KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI AR-RANIRY
FAKULTAS TARBIYAH DAN KEGURUAN
Jl. Syeikh Abdur Rauf Kopelma Darussalam Banda Aceh
Telepon : 0651- 7557321, Email : uin@ar-raniy.ac.id

Nomor   : B-14819/Un.08/FTK.1/TL.00/11/2022
Lamp   :-
Hal   : *Penelitian Ilmiah Mahasiswa*

Kepada Yth,

1. Kepala Kantor Kementerian Agama Kota Banda Aceh
2. Kepala MTSN 4 Rukoh Banda Aceh

Assalamu'alaikum Wr.Wb.
Pimpinan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry dengan ini menerangkan bahwa:

Nama/NIM   : **Rita febriyanti / 180203215**
Semester/Jurusan : IX / Pendidikan Bahasa Inggris
Alamat sekarang : Jl. Laks. Malahayati Gampoeng Baet Kec. Baitussalam Kab. Aceh Besar

Saudara yang tersebut namanya diatas benar mahasiswa Fakultas Tarbiyah dan Keguruan bermaksud melakukan penelitian ilmiah di lembaga yang Bapak/Ibu pimpin dalam rangka penulisan Skripsi dengan judul *Improving Student Speaking Ability Through Problem Based Learning Strategy*

Demikian surat ini kami sampaikan atas perhatian dan kerjasama yang baik, kami mengucapkan terimakasih.

Banda Aceh, 15 November 2022
an. Dekan
Wakil Dekan Bidang Akademik dan Kelembagaan,

Berlaku sampai : 15 Desember 2022

Habiburrahim, M.Com., M.S., Ph.D.

Appendices 3 : Letter of Recommendation to do Research

KEMENTERIAN AGAMA REPUBLIK INDONESIA
KANTOR KEMENTERIAN AGAMA KOTA BANDA ACEH
Jalan Mohd. Jam No. 29 Telp 6300597 Fax. 22907 Banda Aceh Kode Pos 23242
Website : kemenagbna.web.id

Nomor	:	B-5956 /Kk.01.07/4/TL.00/11/2022	17 November 2022
Sifat	:	Biasa	
Lampiran	:	Nihil	
Hal	:	**Rekomendasi Melakukan Penelitian**	

Yth, Kepala MTsN 4 Banda Aceh

Assalamu'alaikum warahmatullahi wabarakatuh

Sehubungan dengan surat Dekan Fakultas Tarbiyah dan Keguruan Universitas Islam Negeri Ar-Raniry Banda Aceh Nomor : B-14819/Un.08/FTK.1/TL.00/11/2022 tanggal 15 November 2022, perihal sebagaimana tersebut dipokok surat, maka dengan ini kami mohon bantuan saudara untuk dapat memberikan data maupun informasi lainnya yang dibutuhkan dalam rangka memenuhi persyaratan bahan penulisan Skripsi, kepada saudara/i :

Nama	:	**Rita Febriyanti**
NIM	:	180203215
Prodi/Jurusan	:	Pendidikan Bahasa Inggris
Semester	:	IX

Dengan ketentuan sebagai berikut :

1. Harus berkonsultasi langsung dengan Kepala Madrasah, sepanjang tidak mengganggu proses belajar mengajar.
2. Tidak memberatkan Madrasah.
3. Tidak menimbulkan keresahan-keresahan lainnya di Madrasah.
4. Mematuhi dan mengikuti protokol kesehatan.
5. Foto copy hasil penelitian sebanyak 1 (satu) eksemplar diserahkan ke Kantor Kementerian Agama Kota Banda Aceh.

Demikian rekomendasi ini kami keluarkan, atas perhatian dan kerja sama yang baik kami ucapkan terima kasih.

Wassalamu'alaikum warahmatullahi wabarakatuh

Plh. Kepala,

Aida Rina Elisiva

Tembusan :

1. Kepala Kantor Wilayah Kementerian Agama Provinsi Aceh.
2. Dekan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh.
3. Yang bersangkutan.

Apendices 4 : Letter have done research

KEMENTERIAN AGAMA REPUBLIK INDONESIA
KEMENTERIAN AGAMA KOTA BANDA ACEH
MADRASAH TsANAWIYAH NEGERI 4 BANDA ACEH
Jln. Utama Desa Rukoh Kopelma Darussalam, Telp. (0651) 7555725 Kode Pos 23111
email; mtsnrukohbna@yahoo.com website : http://mtsn4bna.sch.id
NSM : 121111710004   NPSN : 10114183

Nomor   : B-527/Mts.01.07.4/TL.00/12/2022   19 Desember 2022
Lampiran   : -
Perihal   : Telah Melakukan Penelitian

Kepada Yth.
Dekan Fakultas Tarbiyah dan Keguruan
Universitas Islam Negeri Ar-Raniry
di -
    Banda Aceh

Assalamu'alaikum Wr. Wb.

    Sehubungan surat saudara Nomor B-14819/Un.08/FTK.1/TL.00/11/2022 tanggal 15 November 2022 perihal Permohonan Izin Penelitian dan Rekomendasi Melakukan Penelitian dari Kantor Kementerian Agama Kota Banda Aceh Nomor B-5956/Kk.01.07/4/TL.00/11/2022 tanggal 17 November 2022, dengan ini kami sampaikan bahwa:

    N a m a   : Rita Febriyanti
    N I M   : 180203215
    Prodi/Jurusan   : Pendidikan Bahasa Inggris

    Telah selesai melaksanakan Penelitian Untuk Menyusun Penulisan Skripsi dengan judul "IMPROVING STUDENT SPEAKING ABILITY THROUGH PROBLEM BASED LEARNING STRATEGY".

    Demikian surat ini kami sampaikan untuk dapat dimaklumi atas perhatiannya kami ucapkan terima kasih.

Kepala

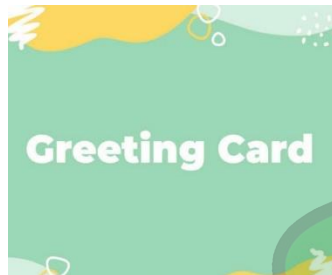Dra. Ina Rezkina, M.Pd
NIP. 196603241997032001

Tembusan :
Kepala Kantor Kementerian Agama Kota Banda Aceh.

Appendices 5 : Learning Materials

Materi pembelajaran

- Definitation : Greeting cards is small letters in the form of cards that are given to other people to show greeting.

- Purposes: To wish,To show sympathy for someone,To congratulate

- Generic Structure: In making greeting cards there are things that must be considered, one of which is the text structure/generic structure. The structure of the greetings card consists of a receiver (recipient), body (content), and sender (sender).

- Expression of congratulation : Happy new years,happy birthday,happy anniversary, happy father day,happy mother day,happy teacher day,congratulation,semprotulation,granduation and others.

EXAMPLE OF GREEDING CARDS

Appendices 6: student worksheet

Dear Ariani

Congratulations on your winning at the regional chess competation. You hard work has been paid off.

Wishing you get the best result in the higher competation.

Good luck

Samson

1. Why does Samson send the greeting card?
   A. To compliment Ariani on her success.
   B. To congratulate Ariani on her winning.
   C. To encourge Ariani to be successful.
   D. To wish Ariani win in the higher competition.
2. How does Samson probably fell when giving the greeting card to Ariani?
   A. Proud
   B. Anxious
   C. Amused
   D. Surprised

The following test is for question 3 to 4

My love Futu,

Now you are turning 23.
Wishing your birthday full of joy and wonderful memories.
Happy Birthday!
May you have a healthy and long life and grab the briht future!
Vandra

3. Vandra writes the text in order to …..
   A. thank
   B. apologise
   C. compliment
   D. congratulate
4. What is the relationship between Vandra and Futu?
   A. Siblings

6. From the text we know that….
   A. Tito's family cares for Susanti
   B. Tito's mother has passed away
   C. Tito's family attend the funeral
   D. Susanti father has passed away

Dear Rendra,

Sorry to hear you feeling unwell.
In your rest and heal,I do hope yo recover soon. I believe staying at your lovely home lead you fast recovery. I know you are strong and can pass this situation.
Keep spirited!

Feby

7.Feby want to …. Rendra through this card.
   A. cure
   B. examine
   C. support
   D. accompany
8. From the text, we know that Rendra is …..
   A. sick
   B. fine
   C. healthy
   D. hospitalized

To: Andre Fatih
For Being a bright and enthusiastic student in 1/2J. Your bright smile lights up our classroom everyday. Great work this year, Fatih!

Joni
9. 9. What is the text about?
   a. A letter from a teacher
   b. A student report
   c. A greeting card
   d. An email

10. Joni is Fatih's ….
    a. mom.
    b. friend
    c. headmaster.

B. Girlfriend
C. Pen pals
D. Schoolmates
 	
Dear Susanti,
 	
On the sad of loss your beloved mommy,
With our deepest sympathy
May your beloved mommy rest in peace.
We do apologise we cannot come to the funeral.
Wish you and your family hold on tightly and full of patience.
 	
Warm regards,
Tito and family
 	
5. What is the writers' intention to write the card?
     A. To show their sadness.
     B. To express their condolences.
     C. To wish Susanti and family be fine.
     D. To support Susanti to face her hard time.
	d. teacher.
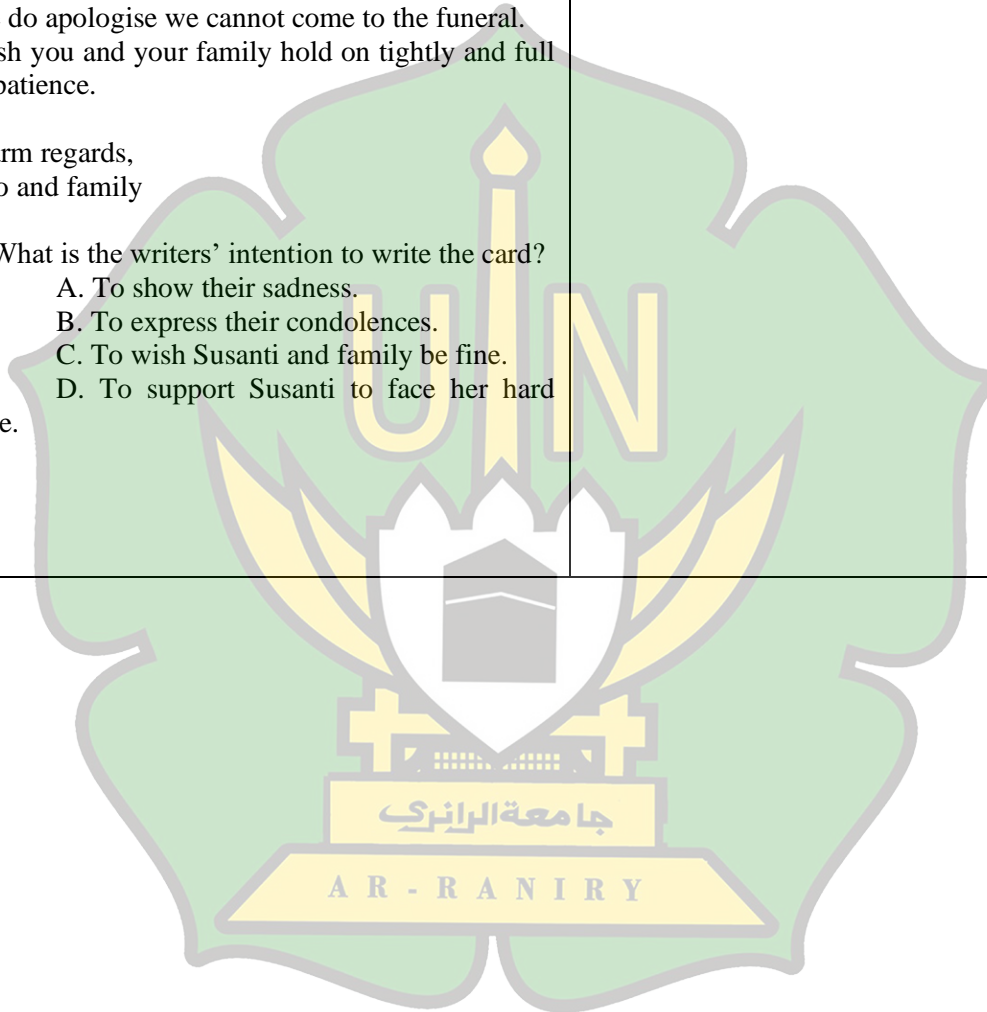
Appendices 7: Questionnaire

Note : anda bisa menjawab dengan menglingkari atau mencetang salah satu pilihan di bawah ini jika tidak tersedia maka sesuai dengan yang anda inginkan maka isilah pilihan no D.

1. Apakah pembelajaran bahasa inggris,merupakan salah satu mata pelajaran yang anda sukai?
    a. Ya
    b. Kadang kadang
    c. Tidak sama sekali
    d. ………
	d.…………

2. Apakah anda tertarik untuk berbicara bahasa inggris.
    a. Ya
    b. Kadang kadang
    c. Tidak sama sekali
    d. ………..
	6. apakah menurut anda teknik yang di gunakan guru memudahkan anda dalam speaking?
	    a. Ya
	    b. Tidak terlalu
	    c. Tidak sama sekali
	    d. ………….

3. Kesulitan apa yang anda hadapi saat mempelajari bahasa inggris khususnya speaking
    a. Materi terlalu sulit
    b. Kurang nya kosa kata
    c. Kurang nya motivasi
    d. ………
	7. Menurut anda apakah menggunakan metode role play dapat meningkatkan kemampuan anda dalam belajar speaking?
	    a. Ya
	    b. Tidak terlalu
	    c. Tidak sama sekali
	    d. ………

4. Apa pendapat anda tentang materi pembelajaran bahasa inggris yang di berikan guru anda selama ini?.
    a. Sangat mudah di pelajari
    b. Mudah di pelajari
    c. Sulit di pelajari
    d. …………
	8. Menurut anda apa keuntungan mempelajari speaking dengan menggunakan role play method?
	    a. Metodenya menarik
	    b. Menambah antusias
	    c. Tidak ada keuntungan
	    d. ………

5. Apakah guru anda memperkenalkan matode metode atau strategy yang baik dalam memahami dan manguasai bahasa inggris khususnya dalam berbicara bahasa inggris.
    a. Ya
    b. Tidak terlalu
    c. Tidak sama sekali
    d. …………
	9. Apakah menurut anda role play method membuat anda lebih lancar mengungkapkan ide dalam speaking.
	    a. Ya
	    b. Tidak terlalu
	    c. Tidak sama sekali
	    d. ……….

	10. Menurut anda apakah role play method dapat memotivasi anda dalam belajar speaking
	    a. Ya
	    b. Tidak terlalu
	    c. Tidak sama sekali
	    d. ......

Appendices 8 : T-table

Titik Persentase Distribusi t (df = 41 – 80)

Pr / df	0.25 0.50	0.10 0.20	0.05 0.10	0.025 0.050	0.01 0.02	0.005 0.010	0.001 0.002
41	0.68052	1.30254	1.68288	2.01954	2.42080	2.70118	3.30127
42	0.68038	1.30204	1.68195	2.01808	2.41847	2.69807	3.29595
43	0.68024	1.30155	1.68107	2.01669	2.41625	2.69510	3.29089
44	0.68011	1.30109	1.68023	2.01537	2.41413	2.69228	3.28607
45	0.67998	1.30065	1.67943	2.01410	2.41212	2.68959	3.28148
46	0.67986	1.30023	1.67866	2.01290	2.41019	2.68701	3.27710
47	0.67975	1.29982	1.67793	2.01174	2.40835	2.68456	3.27291
48	0.67964	1.29944	1.67722	2.01063	2.40658	2.68220	3.26891
49	0.67953	1.29907	1.67655	2.00958	2.40489	2.67995	3.26508
50	0.67943	1.29871	1.67591	2.00856	2.40327	2.67779	3.26141
51	0.67933	1.29837	1.67528	2.00758	2.40172	2.67572	3.25789
52	0.67924	1.29805	1.67469	2.00665	2.40022	2.67373	3.25451
53	0.67915	1.29773	1.67412	2.00575	2.39879	2.67182	3.25127
54	0.67906	1.29743	1.67356	2.00488	2.39741	2.66998	3.24815
55	0.67898	1.29713	1.67303	2.00404	2.39608	2.66822	3.24515
56	0.67890	1.29685	1.67252	2.00324	2.39480	2.66651	3.24226
57	0.67882	1.29658	1.67203	2.00247	2.39357	2.66487	3.23948
58	0.67874	1.29632	1.67155	2.00172	2.39238	2.66329	3.23680
59	0.67867	1.29607	1.67109	2.00100	2.39123	2.66176	3.23421
60	0.67860	1.29582	1.67065	2.00030	2.39012	2.66028	3.23171
61	0.67853	1.29558	1.67022	1.99962	2.38905	2.65886	3.22930
62	0.67847	1.29536	1.66980	1.99897	2.38801	2.65748	3.22696
63	0.67840	1.29513	1.66940	1.99834	2.38701	2.65615	3.22471
64	0.67834	1.29492	1.66901	1.99773	2.38604	2.65485	3.22253
65	0.67828	1.29471	1.66864	1.99714	2.38510	2.65360	3.22041
66	0.67823	1.29451	1.66827	1.99656	2.38419	2.65239	3.21837
67	0.67817	1.29432	1.66792	1.99601	2.38330	2.65122	3.21639
68	0.67811	1.29413	1.66757	1.99547	2.38245	2.65008	3.21446
69	0.67806	1.29394	1.66724	1.99495	2.38161	2.64898	3.21260
70	0.67801	1.29376	1.66691	1.99444	2.38081	2.64790	3.21079
71	0.67796	1.29359	1.66660	1.99394	2.38002	2.64686	3.20903
72	0.67791	1.29342	1.66629	1.99346	2.37926	2.64585	3.20733
73	0.67787	1.29326	1.66600	1.99300	2.37852	2.64487	3.20567
74	0.67782	1.29310	1.66571	1.99254	2.37780	2.64391	3.20406
75	0.67778	1.29294	1.66543	1.99210	2.37710	2.64298	3.20249
76	0.67773	1.29279	1.66515	1.99167	2.37642	2.64208	3.20096
77	0.67769	1.29264	1.66488	1.99125	2.37576	2.64120	3.19948
78	0.67765	1.29250	1.66462	1.99085	2.37511	2.64034	3.19804
79	0.67761	1.29236	1.66437	1.99045	2.37448	2.63950	3.19663
80	0.67757	1.29222	1.66412	1.99006	2.37387	2.63869	3.19526

Appendices 9 :Documentation Research