

THE STUDENTS' ABILITY IN EXPRESSING GRATITUDE AND APPRECIATION BY USING ROLE PLAY TECHNIQUE IN SPEAKING AT VII GRADE STUDENTS OF SMP METHODIST 12 MEDAN

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ABSTRAK

In Indonesia, English as foreign language or second language uses most of people, and English is a second language that should be mastered by language learners. In teaching English, four language skill such as; reading, speaking, writing, and listening should be taught integratedly to the language learners. Speaking is primary of language skill. The good teacher is able to find techniques in teaching and learning process. One of technique used in teaching speaking ability is express gratitude and appreciation. Gratitude is the general expression used to express thanking to people who gave us something. While appreciation is the feeling or showing gratitude to appreciate gift from people. Both of the expressions are extremely significant in teaching English especially speaking skill because can motivates and stimulates the language learners. Two research questions were formulated; (1) To what extent is students' ability in expressing gratitude and appreciation in speaking for the Seventh grade of SMP Methodist 12. MEDAN ? (2) To what extent is the achievement levels of students' ability in expressing gratitude and appreciation in speaking for the seventh grade of SMP Methodist 12 Medan This study was descriptive research. The target population of this study was all of the first year students of SMP Methodist 12 Medan. The number of population was 90 students. The researcher took 61 students as the sample. To collect the data, the researcher used speaking test. These test consisted of two types, namely pre-test and post-test. As the result of the test, t-observed was 7.90 and t-table was 1.671 (p:005) the result of the data analysis show that the value of t-table 7.90 it means that hypothesis alternative (H_a) is accepted while the null hypotesis (H_o) is rejected, therefore it is concluded that role play technique significantly affects on students' speaking achievment. Based on the explanation above, the research can be chosen as one alternative in teaching learning process.

Key Words : *Gratitude, Appreciation, Role Play, Technique*

INTRODUCTION

Speaking is one of four language skill, which is basic function of language as communication instrument. It is important for the learners to practice their capability and their understanding, how to send idea, and how to spell word well. In this case the students' motivation and interest are very needed to make the process of their understanding more easily. Some of figures also say that speaking is gold silent is silver. Those expression showed us about the importance of speaking skill.

In teaching speaking, most teachers wish their students could speak fluently, but it is not as easy as they hope; it needs various ways in reaching the target. In this case, one of the ways of speaking is expressing gratitude and appreciation in conversation form.

Gratitude is the general expression used to express thanking to people who gave us something. This expression often heard in our

daily life. While appreciation is the expression used to appreciate gift of people, it is also often heard and often expressed to people in our daily life and it is not strange again for us (Hariyono, 2006:93).

Those expression will make the students be motivated to study. The teacher who is able present the material easily will be students' idol. The teacher can use picture and dialog in teaching learning process to help the students' understanding about the material that is explained.

So, to make the students have strong interest in teaching and learning process especially in learning speaking, the teacher should take the best approach, method, and strategies. Then, the teacher can use gratitude and appreciation in teaching of English language, both are used to help the students for speaking to make interaction between the students with students. Furthermore, the teacher

has to prepare the interested technique before teaching learning process done.

Gratitude and appreciation must be able to increase the students' motivation in learning English, especially in speaking English. Those expressions have to be able to manipulate, seeable, listenable, and readable. At last the teacher hopes that gratitude and appreciation can motivate his students to speak English communicate their need, especially in the classroom and in their daily need in general.

The research is interested in investigating the students' ability in expressing gratitude and appreciation in speaking ability because she wanted to know the students' ability in expressing gratitude and appreciation in speaking. Gratitude and appreciation can be designed for foreign language teaching because she thinks that gratitude and appreciation can provide the students' Motivation and enthusiasms.

Example in conversation form:

Students : Excuse me, Sir.

Teacher : Yes, what can I do for you?

Students : I don't understand this sentence.

Could you explain me again?

Teacher : Certainly

Students : Thank you for your help.

You are very kind.

Teacher : I'm glad I could help.

Based on the above description the research decides to investigate this phenomena entitled 'students' ability in expressing gratitude and appreciation in speaking.

RIVIEW OF LITERATURE

Speaking Ability

Four language skills consist of listening, speaking, reading, and writing. Speaking is the second skill that needs to be comprehended by the people chronologically in their life. In fact, the first times he comes to the world just proud of his ear to listen to his mother, subbing and surrounding. Then he tried to utter the guidance to the adults likes his mother.

The ability to speak a second or foreign language well is very complex task if we try to understand the nature of what appears involve. To begin with speaking is used for many different purposes and each purpose involves different styles. When we use casual conversation, for example our purposes may be to make social context with people, to establish rapport, or to engage in the harmless chitchat

that occupies much of the time we spend with friends.

In this parts the researcher is going to describe about the meaning of speaking ability, the importance of speaking ability, the nature of speaking ability, function of speaking ability, the factors effect of speaking ability, and the assessment of speaking ability. Speaking ability consists of two words "speaking" and "ability". Speaking is the capability to articulate the expression and delivering thought, opinion and wish (Tarign,2010:21). According to Djiwandono (2009: 68) that speaking is the activity to deliver language and to communicate idea and though orally.

Ability is a power in doing to something, fitness for ability for being improved (Hornby, 2011:78). Ability is capability or a power to do something physically or mentally. Based on the explanations, it can be concluded that speaking is to utter the articulation of sound to express or state also deliver the opinion and wish. Therefore, it both speaking and ability are combined, so it means that capability to utter the articulation of sound to express or deliver thought, wish to other people to do communication task. The process of speaking is used to be able to speak well and right. Haryanto (2010:26) says that a well speaking must be able to deliver right message and can be understood, familiar by other people or the listener. Referring to the aspects of speaking, Tarigan 2010:42) states the speaking activity may be viewed from appropriate utterances, stress, choice of appropriate word of speaking target. The other opinion says that the aspect of speaking consist of utterances, grammar, vocabulary, fluency, content and comprehension. (Nurhadi, 2005:23) Furthermore, Richard (2002:206) states that communicative activity include grammatical competence, discourse competence, sociolinguistic competence and strategic competence, which reflect use of linguistic system and the functional aspect of communication. Based on the above opinion, it can be concluded that aspects of speaking ability are determined by utterances, grammar, vocabulary, fluency, content, comprehend, appropriate of word choice, familiar, placement of stress etc. However, not all of them will be describe below, but, it will be focused on the some aspect of utterances, or pronunciation, vocabulary, grammar and comprehension.

Gratitude and Appreciation

Interesting and motivation of the learners are main factors importance in determining his/her achievement. In language learning, the teacher's skillful may give each students feeling of success and achievement. Gratitude and appreciation might be used more effectively to develop and sustain motivation, to produce positive attitude toward English and reinforce language learning skills.

In teaching English as foreign language, the teacher cannot detach from expression as means that it is to facilitate teacher and students in teaching and learning process in classroom. As Wright (1976:41) states gratitude and appreciation can help by providing a variety of context for the teaching items, which is son necessary at the manipulating stage. Also, if required, they can provide convincing representation and stimulations of real life situation in which the language is to be manipulated.

In other hand, gratitude and appreciation can make in helping the students to communicate that is to understand, to speak, to read, to listen, and to write English. Furthermore, these expressions are as means to facilitate, and motivate students with presenting any skill of language in classroom activities.

This study discusses about definition of gratitude and appreciation, kinds and usage of gratitude and appreciation.

Gratitude is the feeling of being grateful of the desiring to express one's thanks (Oxford dictionary). While according to Hariyono (2006: 92) gratitude is the general expression used to express thanking to people who gave us something. This expression often heard in our daily life. All of us also often use it very time when we got something from people.

Appreciation is the feeling or showing gratitude to appreciate gift from people (Oxford dictionary). The other opinion stated that appreciation is the expression used to appreciate gift of people, it is also often heard and often expressed to people in our daily life and it is not strange again for us (Hariyono, 2006: 93).

In this study, the researcher asked the students to express gratitude such as "Thank you very much", and appreciation such as "it's very good of you". After analyzed the students' speaking ability, the students were able to express and respond those expression well especially in speaking English. Therefore, gratitude and appreciation can help the students

in improving their mastery in communication, especially in speaking English.

So, gratitude and appreciation are the kind of expression used to express thanking to people and to appreciate their gift, we express it by using expression of appreciation (Hariyono, 2006: 97). He also stated that those expressions used when we got something from friends or people and we express by thanking and appreciation. Those expression are can used in the formal and informal situations.

The expression of gratitude used in the formal situation such as; thank you, thank you very much, thank you for your help, thank you for your tips, etc. replying for gratitude in the formal situation such as; you are welcome, it was my pleasure, don't mention it, etc. while the expression of appreciation can used in the formal and informal situations (Hariyono, 2006: 98).

While the expression of gratitude used in formal situations, such as; much obligated, I can't thank you enough, I can't find words how to thank you. Replying for gratitude in formal situation such as, not at all, no problem, thank you just the same, okay, the same, and forget it (Hariyono, 2006: 98).

The formal situation is usually used by student with teacher, employee with boss, student with advisor, younger with older and patient with doctor. While the informal situation is used by student with student, friend with friend, husband with wife, etc. (Hariyono, 2006: 99).

Role Play Technique.

Role play is one of the best techniques to make students speak. This technique is very useful for developing the interpersonal skill of learners, for example, in role play activities a teacher give a role to students and invite them to act a police, hotel reception, doctor etc. by giving them scenario. Perhaps in other session, the teacher also could give an opportunity to the students to create another creation, ideas for dialogue or scenario. The definition of Role Play may vary from one expert to another. Ladousse (2008:5) defines the word role is the play means the role is taken on in a safe specific situation. The word play mean the role is taken on in a safe environment in which students carrying out a successful role play in classroom has much in common with a group of children playing school, doctors and nurses. He mentions that role play technique is perhaps the most flexible technique in the range and teachers who have it

at their finger trip are able to meet an infinite variety of needs with suitable and effective role play exercise. He also emphasize that role play should be concerned with the process of playing a part rather than finished product.

The examples of Role Play Technique:

Formal situation

Student with Teacher

Student : Excuse me sir, can I borrow your pen?

Teacher : Sure, but where is your pen?

Student : I'm sorry sir my pen is lost last time.

I don't know who is

Take it. I put it in my bag, but after I want to use it for writing suddenly I didn't find it.

Teacher : Okay, I will lend you but you must be careful next.

Here you are.

Student : Yes sir. Thank you very much.

It's very good of you.

Teacher : You are welcome.

Employee with boss

Employee : I am sorry sir i want to ask about the meeting now.

what topic our meeting now?

Boss : Where are you ask me now?

Employee : Because I absent yesterday.

Boss : I always hope that you always present everyday.

Employee : Once again I am sorry Sir, Can you repeat again?

Boss : Okay, our meeting now speak about building of hotel near beach.

Employee : Thank you for your information, Sir. You are very kind.

Boss : Don't mention it.

Patient with doctor

Doctor : What is your name?

Mr. Ahmad : My name is Ahmad

Doctor : What's wrong with you?

Mr. Ahmad : I feel very bad cold but my body is very warm.

I ever to the other doctor, he said that I get typhus.

I am very sad with my sick.

Doctor : I am sorry to hear that.

Mr. Ahmad : Thank you for your sympathy.

Doctor : Don't be sad. I will give your medicine,

I hope you will get better soon.

Mr. Ahmad : Thank you for your tips.

You are very kind.

Doctor : It was my pleasure.

Student with advisor

Student : Sir, can you tell me to solve my problem?

I am very confuse about that.

Advisor : Of course. What is your problem?

Student : I don't understand about this sentences.

Can you explain me again?

Advisor : Yes, I can. You must study hard about that.

You must change the sentence into past tense sentence.

Student : Thank you, Sir. It's very kind of you.

Advisor : You are welcome.

Informal situation

Student with Student

A : Good morning friend. How are you this morning?

B : Good morning, I'm fine' and you?

A : I am fine too. Where are you going?

B : I go to library, and you?

A : I go to library too.

B : I think you will go to canteen.

A : Friend, can you help me get book of health?

B : Sure. Let's go now

A : Much obliged. You are very kind.

B : Forget it.

Friend with Friend

A : What are looking for?

B : I am looking for my bag.

A : Do you need help me?

B : Sure, thanks a lot.

A : This is your bag. I get in the table near selves.

B : I can't thank you enough.

A : Not at all

Kinds and Usage of Gratitude and Appreciation

Gratitude used when we got something from people, and it was used to appreciate their gift. According to Hariyono (2006 : 92), the kinds and replying of gratitude are as follow :

| The kinds of gratitude | Replying |
|-------------------------------|------------------------------|
| Formal form | Formal form |
| Thanks | You are welcome |
| Thank you | I am glad I could do it |
| Thank you very much | I am glad I could be of help |
| Thank you so much | Don't mention it |
| Thanks a lot | I am glad I could help |
| I don't know how to thank you | Glad to be of help |
| Thank you for your help | It was my pleasure |
| Thank you for your tips | Okay, the same |

| The kinds of gratitude | Replying |
|---|--|
| Informal form | Informal form |
| Much obliged I can't thank you enough I can't find words how to thank you | Not at all Thank you just the same Forget it |

RESEARCH METHODOLOGY

Research Design

In this study, the researcher prepared or sets up communication strategies toward speaking fluency. For the students who were examined to answer speaking that would be tested. The idea concerned with the statement of Arikunto (1998: 67) says that by using an experimental design and control design, the examiner intentionally revised appearance of the difference and then it was examined how the result was.

This research required two groups of student namely experimental group and control group. experimental group was treated with role play technique during speaking. where as control group was treated without role play technique.

Population

Population is the number of people, which have the same characteristic (Arikunto, 1998). Moreover she states that a population is a set of collection, all elements processing one or more attributes of interest. Meanwhile Arifin (2003: 6) states that a population is a number objects with a certain characteristic that are aimed at a field of investigation.

Based on definition above, the researcher inferred that population was the entire subject of study which was examined. So, the population of this study was all of the first year students of SMP Methodist 12 Medan. The number of the first year students of Methodist 12 Medan consists of 90 students which were divided into three classes.

Sample

In taking the sample of study SMP Methodist 12 Medan consists of 30 students were chosen randomly by using lottery technique.

Instrument of data collection

In this study the researcher used interview test as the instrument for collecting data. The interview test was conducted in both groups: Experimental and Control group.

The accuracy of the result was very determined on how accurate the use of instrument.

Relating to researcher used oral test as an instrument. Ary (2005: 216) states that a test is a set of stimuli presented to an individual in order to elicit responses on the basis of which a numerical score can be assigned. Moreover Heaton(2007: 89) states that the test must be appropriate in terms of our objectives, it depends on the evidence provide and particular situation.

In order to avoid misunderstanding in the readers' mind, the researcher informed the kind of test that used in this research was speaking test as an instrument. The aim of it was to measure the skill, knowledge, ability, etc. the statement in situation form was used to stimulate the subject to build their opinion and the subject changed the situation into the conversation form.

Technique of Data Collection

In order to get data, the researcher administrated the way of collecting data as follows;The writer prepared statement in situation form which focused in gratitude and appreciation. Then the students practiced the situations into conversation form with their partner. It means that they changed the situations into conversation form. While, the students were doing conversation, the researcher recorded them by using tape recorder. Before practice the conversation, the students were given 15 minutes to study the situations, and practiced the conversation in 20 minutes.

THE DATA AND DATA ANALYSIS

Data

The data were taken from the result of sample's speaking test. The data were divided into two groups namely experimental and control group. Both experimental and control group were given speaking test form on pre-test and post-test. The students' score we obtained. The following is the result of the pre- test and post-test of both experimental and control group.

Table 4.1.1. The result of experimental group

| NO | STUDENTS' INITIAL NAME | PRE-TEST (y1) | POST-TEST (y2) |
|----|------------------------|---------------|----------------|
| 1 | AGN | 52 | 82 |
| 2 | ALX | 71 | 79 |
| 3 | ANDK | 54 | 70 |
| 4 | ASM | 39 | 72 |
| 5 | BHT | 61 | 82 |
| 6 | DS | 60 | 78 |

| | | | |
|----|-------|-------|-------|
| 7 | DNA | 45 | 70 |
| 8 | DWI | 40 | 75 |
| 9 | ES | 65 | 82 |
| 10 | FS | 68 | 88 |
| 11 | GUM | 50 | 71 |
| 12 | GAH | 65 | 79 |
| 13 | IPS | 60 | 80 |
| 14 | IBS | 36 | 68 |
| 15 | JP | 35 | 63 |
| 16 | JH | 62 | 74 |
| 17 | JT | 71 | 93 |
| 18 | JD | 36 | 71 |
| 19 | JFS | 64 | 80 |
| 20 | JISN | 42 | 72 |
| 21 | JN | 52 | 76 |
| 22 | KAL | 54 | 79 |
| 23 | KHS | 36 | 65 |
| 24 | LS | 62 | 69 |
| 25 | MJS | 40 | 75 |
| 26 | MS | 65 | 85 |
| 27 | MPB | 60 | 85 |
| 28 | MFS | 52 | 84 |
| 29 | NKPG | 36 | 83 |
| 30 | OSWS | 41 | 75 |
| 31 | RHCH | 49 | 80 |
| | TOTAL | 1623 | 2385 |
| | MEAN | 52,35 | 76,93 |

From the table 4.1 above, it can be seen that in the experimental group, The lowest score of the pre-test was 35 and the highest score was 71, while the lowest score for post-test was 63 and the highest score was 93. Meanwhile, there is an important of mean score from pre-test (52.35) to post-test (76.93). So the deviation is 23.9

Table 4.1.2 The Result of Control Group

| N O | STUDENTS' INITIAL NAME | PRE- TEST (y1) | POST-TEST (y2) |
|--------|---------------------------|----------------------|-------------------|
| 1 | AFS | 50 | 55 |
| 2 | ACMS | 60 | 66 |
| 3 | AFWS | 45 | 53 |
| 4 | BS | 34 | 48 |
| 5 | CUP | 43 | 45 |
| 6 | CAS | 45 | 50 |
| 7 | DMN | 42 | 52 |
| 8 | EDS | 47 | 58 |
| 9 | EN | 40 | 45 |
| 10 | EMN | 45 | 62 |
| 11 | FEB | 65 | 66 |
| 12 | FSB | 65 | 66 |
| 13 | GJP | 60 | 65 |
| 14 | HDW | 44 | 48 |
| 15 | INS | 45 | 51 |
| 16 | JN | 47 | 59 |
| 17 | JT | 41 | 54 |
| 18 | LIN | 43 | 48 |
| 19 | LKS | 45 | 55 |
| 20 | MZ | 44 | 48 |
| 21 | NVP | 40 | 47 |
| 22 | ONH | 39 | 53 |
| 23 | PBH | 37 | 49 |

| | | | |
|----|-------|-------|------|
| 24 | PCS | 53 | 59 |
| 25 | RHS | 40 | 53 |
| 26 | SJ | 53 | 58 |
| 27 | SN | 59 | 65 |
| 28 | WAS | 54 | 72 |
| 29 | WL | 49 | 52 |
| 30 | ZN | 44 | 48 |
| | TOTAL | 1418 | 1650 |
| | MEAN | 47,26 | 55 |

From the table 4.1.2 above, it can be seen that in the control group, the lowest score of the pre-test was 34 and the highest score was 65, while the lowest score for the post test was 45 and the highest score was 72. Meanwhile, there is an improvment of mean score from pre-test (47.26) to post-test (55.00).

Data Analysis

The writer used role play technique in this research. Role play technique is one of teaching strategies as a tool to increase the students' speaking echievment. Role play technique can make the students active when learning english in the classroom.

Before the strategy was applied for experimental group the writer gave the students in experimental group pre-test to see their ability. The next step was applied by using role play technique of this group. After applied the strategy, the writer gave the students post-test to see whether their ability in english grammar would be affected by the technique. The result of the post-test by the students in experimental group can be shown in the following tables.

Table 4.2.1 The Calculation of Experimental Group

| NO | STUDENTS' INITIAL NAME | PRE-TEST (y1) | POST- TEST (y2) | DEVIATION (d) | Square Deviation (dx) ² |
|----|---------------------------|------------------|-----------------------|------------------|--|
| 1 | AGN | 52 | 82 | 30 | 900 |
| 2 | ALX | 71 | 79 | 8 | 64 |
| 3 | ANDK | 54 | 70 | 16 | 256 |
| 4 | ASM | 39 | 72 | 33 | 1089 |
| 5 | BHT | 61 | 82 | 21 | 441 |
| 6 | DS | 60 | 78 | 18 | 324 |
| 7 | DNA | 45 | 70 | 25 | 625 |
| 8 | DWI | 40 | 75 | 35 | 1225 |
| 9 | ES | 65 | 82 | 17 | 289 |
| 10 | FS | 68 | 88 | 20 | 400 |
| 11 | GUM | 50 | 71 | 21 | 441 |
| 12 | GAH | 65 | 79 | 14 | 196 |
| 13 | IPS | 60 | 80 | 20 | 400 |
| 14 | IBS | 36 | 68 | 24 | 576 |
| 15 | JP | 35 | 63 | 28 | 784 |
| 16 | JH | 62 | 74 | 12 | 144 |
| 17 | JT | 71 | 93 | 22 | 484 |
| 18 | JD | 36 | 71 | 35 | 1225 |
| 19 | JFS | 64 | 80 | 16 | 256 |

| | | | | | |
|----|-------|-------|-------|-----|------|
| 20 | JISN | 42 | 72 | 30 | 900 |
| 21 | JN | 52 | 76 | 24 | 576 |
| 22 | KAL | 54 | 79 | 25 | 625 |
| 23 | KHS | 36 | 65 | 29 | 841 |
| 24 | LS | 62 | 69 | 7 | 49 |
| 25 | MJS | 40 | 75 | 35 | 1225 |
| 26 | MS | 65 | 85 | 20 | 400 |
| 27 | MPB | 60 | 85 | 20 | 400 |
| 28 | MFS | 52 | 84 | 32 | 1024 |
| 29 | NKPG | 36 | 83 | 47 | 2209 |
| 30 | OSWS | 41 | 75 | 34 | 1156 |
| 31 | RHCH | 49 | 80 | 31 | 961 |
| | TOTAL | 1623 | 2385 | 749 | 2485 |
| | MEAN | 52,35 | 76,93 | | |

Mean of deviation of the experimental group is 24,16 it means that the deviation is high. This group was taught by using role play technique. The result of the post-test by the students in control group can be shown in the following table.

Table 4.2.2 The Calculation of Control Group

| NO | STUDENTS' INITIAL NAME | PRE-TEST (y1) | POST-TEST (y2) | DEVIATION (d) | Square Deviation (dy) ² |
|----|------------------------|---------------|----------------|---------------|------------------------------------|
| 1 | AFS | 50 | 55 | 5 | 25 |
| 2 | ACMS | 60 | 66 | 6 | 36 |
| 3 | AFWS | 45 | 53 | 8 | 64 |
| 4 | BS | 34 | 48 | 14 | 196 |
| 5 | CUP | 43 | 45 | 2 | 4 |
| 6 | CAS | 45 | 50 | 5 | 25 |
| 7 | DMN | 42 | 52 | 10 | 100 |
| 8 | EDS | 47 | 58 | 11 | 121 |
| 9 | EN | 40 | 45 | 5 | 25 |
| 10 | EMN | 45 | 62 | 7 | 49 |
| 11 | FEB | 65 | 66 | 1 | 1 |
| 12 | FSB | 65 | 66 | 1 | 1 |
| 13 | GJP | 60 | 65 | 5 | 25 |
| 14 | HDW | 44 | 48 | 4 | 16 |
| 15 | INS | 45 | 51 | 6 | 36 |
| 16 | JN | 47 | 59 | 12 | 144 |
| 17 | JT | 41 | 54 | 13 | 169 |
| 18 | LIN | 43 | 48 | 5 | 25 |
| 19 | LKS | 45 | 55 | 10 | 100 |
| 20 | MZ | 44 | 48 | 4 | 16 |
| 21 | NVP | 40 | 47 | 7 | 49 |
| 22 | ONH | 39 | 53 | 14 | 196 |
| 23 | PBH | 37 | 49 | 12 | 144 |
| 24 | PCS | 53 | 59 | 6 | 36 |
| 25 | RHS | 40 | 53 | 13 | 169 |
| 26 | SJ | 53 | 58 | 5 | 25 |
| 27 | SN | 59 | 65 | 6 | 36 |
| 28 | WAS | 54 | 72 | 18 | 324 |
| 29 | WL | 49 | 52 | 3 | 9 |
| 30 | ZN | 44 | 48 | 4 | 16 |
| | TOTAL | 1418 | 1650 | 222 | 2182 |
| | MEAN | 47,26 | 55 | | |

Mean of the deviation in control group is 7,1 means that the deviation is low. This group was taught without role play technique on.

Discussion

There were 61 students as the sample in the experimental and control groups. The writer choose this popoulation because based on the writer's observation it was found that most of the students have minimum skill in learning english especially when the writer persuade them to speak english. Based on my observation, many students in smp not interest to study english subject. It also happened on grade seventh students SMP Methodist 12 Medan. Their ability in english subject is lack. Actually they need a new learning style in teaching learning process. The result of the study indicated that teachers of english might be familiar with role play technique on students' speaking achievement. Besides, the english teachers who are teaching english may use this information to develop a good skills in listening, speaking, reading and writing. In conducting the research, the writer found some experience problems from the students during the teaching and learning process, namely :the students are difficult in speaking english. To solve this, the writer thaught them in treatment. In the middle of teaching and learning process, some of students were not interested to that lesson. To solve this, the writer gave the students motivation and jokes to build students spirit in the class. The data obtained from the score were the result of the experimental and control class. From the total score pre test of the experimental class (1.623) and the total score pre test of the control class (1.418) can be concluded that the achievement of both group was the same. After getting the treatment (taught role play technique), the total score post-test of the experimental (2.385) was higher than the total score post-test of the control class (1.650) which did not get the treatment. It can be said that teaching role play technique gave positive effect on the students, speaking achievement.

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