

Improving Students' Speaking Skill Through Cooperative Role Play

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1. INTRODUCTION

Language is one of the ways people use to communicate each other. In this globalization era, people should be able to understand some foreign languages, especially English. It has been stated as an international language. According to Patel and Jain (2008:6) "English is the language of the world." The writer points out that English is one of the important languages that is used as the international language on many interrelationships with the various aspects of life in the world. Therefore, English is used by people in order they are able to communicate each other from the different countries in the world. In Indonesia, English is set as the first foreign language and it becomes one of compulsory subject that is formally taught by students from Junior High School to Senior High School and University.

Nowadays, along with the strengthening position of English for international communication, speaking ability increasingly becomes more important in English as a second or foreign language (ESL/EFL) context that to be used for communicative purposes. There are three reasons why people communicate to each other. First, they want to say something. Second, they have some communicative purposes. The last, they select from their language store (Harmer, 2001:48).

In learning speaking, students must learn different teaching materials; one of them is a daily language expression. It is one of the general things that become the most popular forms of speaking skill in daily life. According to Bygate (2003:1) "speaking is often thought as a popular form of expression which uses the un-

prestigious colloquial register." The writer points out that students who want to be expert in speaking, they must learn the daily language expressions because it is one of the general English speaking communication skills in the life.

Students get problems when they learn speaking. One of them is learning daily expression of asking and giving something. Such as: they do not know to ask and give or service to people.

Based on the students' problem in speaking, the writer is interested in solving students' problem by using teaching method of Cooperative Role Play with Three Steps Interview technique in order to improve students' speaking skill on expression of asking and giving something or service.

The writer assumes that the method of Cooperative Role Play with Three Steps Interview technique is able to improve students' speaking skill towards expression of asking and giving something or service. Because, the role play as a term describes a range of activities characterized by involving participants in as-if or simulated actions and circumstances. On the other side, cooperative learning is a learning method when the students learn and work in a small group which collaborate their members that consist of four or six students, by the group structure having the teacher from different heterogenic characteristics. On the other hand, Three Steps Interview cooperative gives test having each member of a team chooses another member to be a partner. During the first step, individuals ask their partners by asking clarifying question. During the second step partners reverse the roles. For the final step members share their partner's response with the

team. For example, someone may be asked to imagine being in a dentist's waiting room anxiously awaiting a painful procedure, or to be a victim following a mugging that be practiced in a small group or partner. Moreover, Morry (2000:4) points out that "Role plays are people who imagine that they are either themselves or other people in a particular situation." Therefore, role play is used to help student imagines the different particular situation, people, job, and so on. It is looked from they are performing speaking from different material individually or groups.

2. THEORETICAL FOUNDATION

A. Speaking Skill

1. Meaning of Speaking Skill

According to Jill, Charles (2007 : 105) speaking skill is the human's ability to release orally something and produce the sounds, pronunciation, intonation, and pitch from words, sentences, and phrases' structures in order to have interaction to other people. Therefore, students must have speaking skill to communicate each other the skills are: Listening, speaking, reading, and writing are referred to as the four skills in English. Listening and reading are receptive skills such as they require the learners only understanding teaching material. Speaking and writing are productive skills such as they require the learners to produce something. Moreover, to improve speaking skill, students should practice speaking very often and they should be able to speak something and produce fluently their idea.

2. Elements of Speaking

Elements of speaking is one of important roles for student becomes fluently speaking in order they pay attention to the phonemes, appropriate stress, and, intonation pattern. Moreover, Harmer states (2010:343) that "if students want to be able to speak fluently in English, they need be able to pronounce

phonemes correctly, use appropriate stress and intonation." Moreover, Harmer also states that the elements of speaking are pronounce correctly phonemes, use appropriate stress and, good intonation.

3. The Objectives of Teaching Speaking

The objectives of teaching speaking English are divided into two categories: generally and specifically.

In generally, it makes students be able to use four different skills in English like listening, speaking, reading, and writing. According to Patel and Jain (2008:61) state that "the general objectives of teaching English are to enable the student to understand the spoken language, to speak English correctly, to write the language properly, and to read the language with ease." So the teacher delivers the teaching material for students that contain four aspects of English skills properly and correctly. In specifically, it makes students achieve the goal in a short time at the end of the learning material of languages.

The specific objectives of learning spoken language students they are: to differentiate sounds of English words and sounds of words of mother tongue, recognize the sounds of English, Associate ideas with pictures, chart or object during speaking, carry out oral instruction, following the meaning of words, phrases, and structures in their context, and get main idea of the narration, talk, and discussion. The specific objectives of learning to speak correctly English they are: pronounce the sounds of English letters and words correctly, speak sentences with proper stresses, pauses, and intonation pattern, use appropriate words and sentences pattern, answer the questions, speak without any reversion, speak without using any meaningless and unnecessary words, put ideas in proper sequences, speak with confidence, acquiring skill of effective communication, and acquire active vocabulary. The specific objectives

of learning to enable students to write language properly they are: write and shape the letters correctly, write words with proper spacing between words, use capital letters in writing, use appropriate words, phrases and sentences pattern, use correctly punctuation, spell the words correctly, write the different types of composition, and write answer keeping on mind the format of questions.

B. Teaching Speaking

1. Means of Teaching Speaking

The teacher must be able to teach and guide students in learning of spoken language in order they understand teaching material that is learnt orally. The successful of teaching English especially should use an appropriate method and technique in order to achieve learning objective, goals, and aim. It must be considered on the effective of types learning from deferent situation and students. According to Patel and Jain (2008:53-56) they state that “Methodology is systematic and scientific way of teaching any subject. It guides teacher “How to teach” and “How his teaching is may be affective”. On the other side, Method is always used for making plan and its process to deliver teaching material for students. However, Patel and Jain (2008:53-56) they state that “Method is the process of planning, selection, and, grading language materials and items.” Moreover, according to Richard (2001: 3) he states that “Method is specifications for the process of instruction in language teaching – that is questions of how – they also make assumptions about what needs to be taught, that is, the content of instruction.” So, before the teacher teaches any subject or teaching material he must firstly determine the effective methodology or method that he uses for successful learning outcomes especially in teaching speaking.

2. The Technique in Teaching Speaking

Technique is sequence of ways that includes in teaching method. It also make easier to deliver teaching material in order to achieve learning goal. So, to teach speaking skill the teacher must use techniques both of technique is cooperative learning and role play technique. Two techniques are collaborated in learning students’ speaking. The use of cooperative learning enables students to improve their speaking skill in a group or partner and the use of role play support the group to imagine the different situation based on the teaching material that is given by the teacher. In this case, students learn individually or group and they practice speaking with illustrating the different character, atmosphere, and role in which they perform in a group or partner that is referred to teaching material.

a. Jigsaw Techniques

Jigsaw activities are more elaborate information gap activities that can be done with several partners. In a jigsaw activity, each partner has one or a few pieces of the "puzzle," and the partners must cooperate to fit all the pieces into a whole picture. The puzzle piece may take one of several forms. It may be one panel from a comic strip or one photo from a set that tells a story. It may be one sentence from a written narrative. It may be a tape recording of a conversation, in which case no two partners hear exactly the same conversation.

In one fairly simple jigsaw activity, students work in groups of four. Each student in the group receives one panel from a comic strip. More elaborate jigsaws may proceed in two stages. Student first work in input groups (groups A, B, C, and D) to receive information. Each group receives a different part of the total information for the task. Students then reorganize into groups of four with one student each from A, B, C, and D,

and use the information they received to complete the task.

b. Role Play Techniques

Role play is one of teaching strategies that becomes students be active and imagine an imaginary situation from different actor in learning language as stated by (Budden, 2002. In Killen, (2007: 261) he states that “Role playing is an unrehearsed dramatization in which individual improvises their behavior that illustrates act expected of persons involved in defined situation.” Therefore, to create a dramatization of student characters in illustrating real on un-real learning activities through role play learning. Donn Byrne (2002: 38) he also defines that “role play is a part of drama activity. In details, he described that there are three terms to cover the drama activities. They are mime (mimicry-memorization), role play and simulation.” He distinguished the terms as follows: first, mime: it is the participants perform actions without using words (although as we shall see, this activity leads naturally on to talk). Second, role play: it is the participant interact either as themselves in imaginary situations. The last, simulation: this involves role play as defined above. However, for this activity the participants normally discuss a problem of some kind with some setting that has been defined for them.

C. Role Play

1. Advantages of Role play

Role play has advantages that support a students’ learning process, its advantages are:

- a. It introduces problems dramatically. Using this method and technique in the classroom can help teaching children in the class about certain situations in a relatable and dramatic fashion. This will cause the children to better remember the situations.
- b. It allows the students to play the roles of certain characters in these

situations so they are able to see things from a new perspective, opportunity to practice speaking skill.

- c. In a role playing situation, students get the opportunity to practice speaking skills. The skills such as: debating, acting, reasoning and negotiating can be used in different situations.

2. Disadvantages of Role Play

Role Play has disadvantages that influences in learning process, they are:

- a. It uses a large amount of time. Role play needs much time in speaking. It can be looked from students who practice speaking in different sequences of material.
- b. It uses other resources – people, space, special items. Role play needs resources, places, spaces, special items that support to the students in performing speaking.
- c. It depends on the quality of tutor and student. Teacher must have a good quality in teaching English by using role play. Because it will affect on students input of learning objectives.

3. Steps of Role Play

In doing role play activities and creating learning activities, it needs to take the procedures of role playing that becomes learning activity become more active:

- a. Brief students: Explaining the topic and establishing the situation in understandable terms for each student.
- b. Conducting the drama: Behaving as an actor in the described situation.
- c. Debriefing: Analyzing how the roles were played and identifying what concepts were learned.

4. Types of Role Play

In case of role play activities, according to Donn, role play can be grouped into two forms, scripted and

unscripted role play. In details, those types of role play activities described as follows:

a. Scripted Role Play:

This type involves interpreting either the textbook dialogue or reading text in the form of speech. The main function of the text after all is to convey the meaning of language items in a memorably way.

b. Unscripted Role Play

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

c. Cooperative Role Play

Cooperative role play is a learning that can be collaborated in doing role play which involves student in a group or partner. It makes the way that students and teachers work together which the teacher helps students learn how to learn more effectively.

In this case, the teachers teach students collaborative or social skills so that they can work together more effective. Indeed, cooperation is not only a way of learning, but also a theme to be communicated about and studied (Jacobs 1998).

D. Cooperative Role Play

1. Basic Principles of Cooperative Learning

Cooperative learning is the learning in small groups through which students work together to maximize their skills and each other learning. Moreover, Diane (2000: 167-168) states that the basic principles based on their observations are:

Observations Principles

The vocabulary lesson will be done in cooperative groups. Each student is to help the other students learn the new vocabulary. Students are encouraged to think in term of "positive interdependence." Which means that students are not thinking competitively and individually, but rather, cooperatively and in term of the group?

The students ask which groups they should form. The teacher tells them to stay in the same groups they have been in this week. In cooperative learning, students often stay together in the same groups for a period of time so they can learn how to work better together. The teacher usually assigns students to the groups are mixed – males and females, different ethnic groups, different ethnic proficiency levels, etc. this allow students to learn from each other and also gives them practice in how to get along with people different from themselves.

There are five key elements of cooperative learning that becomes a vital in students' learning, they are:

- a. Positive interdependence: is the learning when students learn lesson or complete the task in partner or in a small group. Moreover, Jolliffe, (2007:3) states that "positive interdependence of cooperative learning key element requires each pupil in a small group to contribute to the learning of the group. Pupils are required to work in a way so that each group member needs the others to complete the task." So, this key element of cooperative learning facilitates students to do the task or learn lesson together in a group.
- b. Individual accountability: is the students must complete the task or enhance their skill to do the part of learning by him/her. Moreover, Jolliffe, (2007:34) states that "Individual accountability of cooperative learning key elements requires each pupil in the group to

develop a sense of personal responsibility to learn and to help the rest of the group to learn.”

- c. Group processing: processing means giving students time and procedures to analyze how well their groups are functioning and using the necessary skills. This reflection identifies group strengths and goals. It helps all group members achieve while maintaining effective working relationships among members. Feedback from the teacher and/or student observers on how well they observed the groups working may help processing effectiveness.
- d. Small group and interpersonal skills: Moreover, Jolliffe, (2007:34) states that “students do not come to school with the social skills they need to collaborate effectively with others.” So, the teachers need to teach the appropriate communication, leadership, trust-building, decision-making and conflict-management skills to the students and provide the motivation to use these skills in order for groups to function effectively.
- e. Face to face interaction: there are two aspects to this. Moreover, Jolliffe, (2007:34) states that “the first is the physical proximity needed for effective communication, or ‘eye-to-eye and knee-to-knee’. The second is that it supports thinking skills by more active involvement with the task and greater discussion.” So, the oral summarizing, giving and receiving explanations, and elaborating (relating what is being learned to previous learning) are important types of verbal interchanges. Therefore, the five key elements of cooperative learning does not become students understand an important learning rules in achieving teaching material or lesson but also become students do the task and acquire teaching material by personal interaction of groups but

also by groups effectively. Jolliffe, (2007:40).

2. Advantages of Cooperative Role Play

Cooperative learning has advantages in making students more effectively learn through a small group. Its advantages are:

- a. Its improvement in learning have been shown through: greater productivity in acquiring teaching materials, higher process gain that is more higher level reasoning, more frequent generation of new ideas and solutions, greater transfer of learning from one situation to another, more time on task, and, greater problem-solving.
- b. Its improvements in interpersonal relationships have been shown through: promoting the development of caring and committed relationships, establishing and maintaining friendships between peers, a greater sense of belonging and mutual support, and, improved morale.
- c. Its improvements in psychological health and social competence have included: higher self-esteem, improved self-worth, increased self-confidence, greater independence, supporting sharing of problems, and, increased resilience and ability to cope with adversity and stress. Jolliffe, (2007:40).

The other advantages of cooperative learning have three main categories, they are:

- a. Achievement: over 375 studies in the past 100 years have shown how working together to achieve a common goal produces higher achievement and greater productivity than working alone. Cooperative learning also results in process gain (that is, more higher-level reasoning) that has greater transfer of what is learned within one situation to another and more time on task.

- b. Interpersonal Relationships: over 180 studies have been conducted since the 1940s, which have shown that cooperative learning experiences promote greater interpersonal skills.
- c. Psychological health and social competence: working co-operatively with peers and valuing co-operation, results in greater psychological health, higher self-esteem and greater social competencies than competing with peers or working independently. Jolliffe, (2007:46).

Finally, the advantages of cooperative learning bring successful students' learning in many aspects of teaching learning process of students.

3. RESEARCH METHODOLOGY

Experiment Method

According to Fredderick (2011:15), "In the experiment method one variable is manipulated while another variable is observed and measures". The variable that is manipulated by the researcher is Cooperative Role Play with Three Steps Interview techniques and the variable that is observed and measured is the student's speaking skill. This method relies on controlled methods, random assignment and the manipulation of variables. The purpose of the experiment method is to test the hypothesis proposed in the research. In this research, the writer wants to know the student's speaking skill which uses Cooperative Role Play with Three Steps Interview techniques and

those students which uses Three Phases technique.

There are two classes in this paper:

1. Class of students which use Cooperative Role Play with Three Steps Interview techniques (Experimental Class)
2. Class of students which use Three Phases technique (Control Class)

To get the accurate data, the writer taught expression of asking and giving something or service by using Cooperative Role Play with Three Steps Interview techniques in Experiment Class and Three Phases technique in Control Class. Speaking test is given after the teacher has taught expression of asking and giving something or service, and the procedure of giving score is divided into four aspects such as pronunciation, grammar, vocabulary and performance. Each aspect has 5 point as the highest, 5 multiplied by twenty is 100. So, the total of score for students will get 100.

4. FINDINGS

The writer collected the data analysis on March from 28th to 30th, 2014. In having analyzed the test using criteria, the scores of the test for both groups between control and Experiment Class can be shown in the table 3.1 below. For the technical purposes, X1 is the Experiment Class and X2 is the Control Class

Table 3.1

The score f the test of two classes.

Experiment Class			Control Class	
No.	Students	Score	Students	Score
1	Student 1	9	Student 1	6.5
2	Student 2	8.5	Student 2	7
3	Student 3	8.5	Student 3	6.5

4	Student 4	8	Student 4	7
5	Student 5	8.5	Student 5	6.5
6	Student 6	8.5	Student 6	6.5
7	Student 7	8.5	Student 7	7
8	Student 8	8	Student 8	6
9	Student 9	8	Student 9	6.5
10	Student 10	8.5	Student 10	7
11	Student 11	8	Student 11	6.5
12	Student 12	8.5	Student 12	7
13	Student 13	8	Student 13	6
14	Student 14	8.5	Student 14	7
15	Student 15	8	Student 15	6.5
16	Student 16	8.5	Student 16	6.5
17	Student 17	8.5	Student 17	7
18	Student 18	8.5	Student 18	6.5
19	Student 19	9	Student 19	7
20	Student 20	8.5	Student 20	6
N= 20	Total	$\sum X_1= 168$	Total	$\sum X_2= 132.5$

Based on the table score above, the writer further did statistical calculation including frequency distribution, central tendency (mean, median, mode), dispersion (range and standar deviation), difference between two mean, t-test, and t-observed.

1. Frequency Distribution

A frequency distribution (f) showed that how the scores were distributed and how many times each scores are appeared. The following table presents that the frequency distribution of the Experiment Class (X_1) and Control Class (X_2):

Table 3.2

The Frequency Distribution of the Experiment Class and the Control class

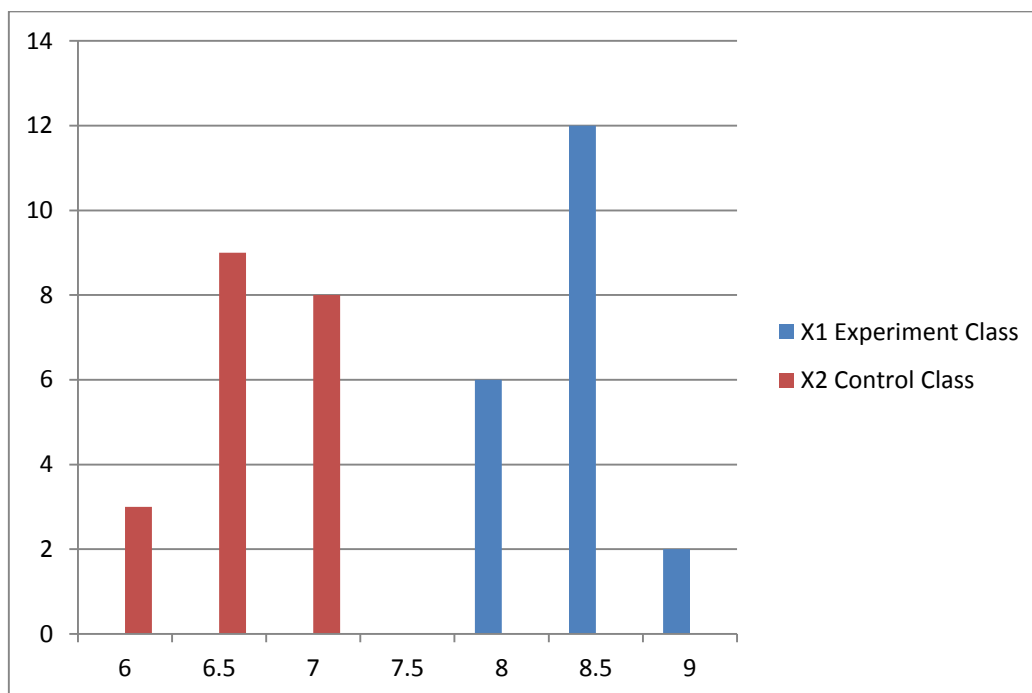
Score	Experiment Class		Control class	
	F	f.x ₁	F	f.x ₂
9	2	18	0	0
8.5	12	102	0	0
8	6	48	0	0

7.5	0	0	0	0
7	0	0	8	56
6.5	0	0	9	58.5
6	0	0	3	18
Total	N=20	$\sum f.X_1= 168$	N=20	$\sum f.X_2= 132.5$

The table shows that the average score of Experiment Class are higher than Control Class.

Graphic 3.1

Frequency distribution X1 and X2



A. DATA ANALYSIS

There are four ways used for the data analysis. They are the measure of central tendency, dispersion, distribution of sampling and t-test.

1. Central Tendency

Central tendency is used to know whether there is a difference between Experiment Class X₁ and Experiment Class X₂. Brown and Rodgers (2003:128) stated **“another convenient way of summarizing data is to find a single statistic**

which represents an entire set of number is called central tendency”. They are mean, mode and median:

a. Mean

Brown and Rodgers (2003:128) state that the mean is **“the sum of all the values in a distribution divided by the number of values”**. According to them the formula of mean is written as follows:

$$\bar{x} = \frac{\sum fx}{N}$$

Where:

\bar{x} = Mean

$\sum fx$ = total score of variable x

N = Number of values

The mean of variable X_1 is as follows:

$$\begin{aligned} \bar{x}_{X_1} &= \frac{\sum fx_1}{N} \\ &= \frac{168}{20} \\ &= \mathbf{8.4} \end{aligned}$$

The mean of variable X_2 is as follows:

$$\begin{aligned} \bar{x}_{X_2} &= \frac{\sum fx_2}{N} \\ &= \frac{132.5}{20} \\ &= \mathbf{6.7} \end{aligned}$$

By comparing both means, it can be concluded that Experiment Class X_1 was higher than Control Class X_2 (**8.4 > 6.7**)

b. Median

According to Brown and Rodgers (2003:128) median is “**the point the distribution below which 50% of the values lie and above which 50% lie.**” The median of Experiment Class X_1 and median of Control Class X_2 can appear on the graphic 3.1 (see graphic 3.1). Total number of students who were given a test was 20, the centermost scores took from the nine score. The centermost of the Experiment Class was 8.5, and the centermost scores of control lass was 6,5.

c. Mode

Mode is the most frequently occurring value in the data set. According to Brown and Rodgers (2003: 128) mode is “**value in a set of numbers that occurs most frequently**”.

Mode of the Experiment Class was **8.5** (emerged 12 times) and, mode of the Control Class was 6.5 (emerged 9 times), (see graphic 3.1).

Thus, the mean, median, and mode of Experiment Class X_1 and Control Class X_2 can be clearly seen on the table 3.3 below:

Table 3.3

The mean, mode and median of the Experiment Class and the Control Class

Variable	Mean	Median	Mode
X_1	8.4	8.5	8.5
X_2	6.7	6.5	6.5

Based on the table above, we can see that the mean, median and mode of the Experiment Class were higher than the mean, mode and median of the Control Class. It can be concluded that there was a difference between Experiment Class X_1 and Control Class X_2 . So, Experiment Class X_1 was higher than Control Class X_2 . ($X_1 > X_2$).

2. Dispersion

Dispersion is a distribution from the central score. There are two primary ways of examining dispersion: the range and the standard deviation.

a. Range

The range is calculated by simply taking the difference between maximum and minimum values in the data set.

Brown and Rodgers (2003: 131) define a range as **“the highest value minus the lowest value plus one”**. According to them the formula of a range is as follows:

$$R = H - L + 1$$

Where:

R = Range

H = Highest score

L = Lowest score

The range of Experiment Class X_1 is as follows:

$$\begin{aligned} RX_1 &= H - L + 1 \\ &= 9 - 8 + 1 \\ &= 2 \end{aligned}$$

The range of Control Class X_2 is as follows:

$$\begin{aligned} RX_2 &= H - L + 1 \\ &= 7 - 6 + 1 \\ &= 2 \end{aligned}$$

The result of both ranges was the same. The range of the Experiment Class (VII-A) was 2.5 and the highest score of the students who were taught through Cooperative Role Play with Three Steps Interview Technique was 9 and the lowest was 8. Meanwhile, the range of the Control Class (VII-B) was 2.5 and the highest score of the students who were taught through Three Phases technique was 7 and the lowest was 6. It means that in terms of the students' achievement, the students who were taught through Cooperative Role Play with Three Steps Interview Technique were better than those who were taught with Three Phases technique.

b. Standard Deviation

According to Brown and Rodgers (2003: 131) that standard deviation is **“a sort of average of the differences of all scores from the mean”**. According to them the formula of standard deviation is as follows:

$$SD = s = \sqrt{\frac{\sum(x_i - \bar{x})^2}{n - 1}}$$

Where:

SD = Standard Deviation

X = Values

\bar{x} = Mean of the values

N = Number of the value

Table 3.4

Standard Deviation of Experiment Class X_1

No.	Score X	Mean \bar{X}_1	(X-X)	(X-X) ²
1	9	8.4	0.6	0.36

2	8.5	8.4	0.1	0.01
3	8.5	8.4	0.1	0.01
4	8	8.4	-0.4	0.16
5	8.5	8.4	0.1	0.01
6	8.5	8.4	0.1	0.01
7	8.5	8.4	0.1	0.01
8	8	8.4	-0.4	0.16
9	8	8.4	-0.4	0.16
10	8.5	8.4	0.1	0.01
11	8	8.4	-0.4	0.16
12	8.5	8.4	0.1	0.01
13	8	8.4	-0.4	0.16
14	8.5	8.4	0.1	0.01
15	8	8.4	-0.4	0.16
16	8.5	8.4	0.1	0.01
17	8.5	8.4	0.1	0.01
18	8.5	8.4	0.1	0.01
19	9	8.4	0.6	0.36
20	8.5	8.4	0.1	0.01
	$\sum X = 168$			$\sum (X - \bar{X})^2 = 1.8$

Based on the table 3.4, the result deviation mean of Experiment Class is $\sum (X - \bar{X})^2 = 1.8$.

Table 3.5
Standard Deviation of Control Class X₂

No	Score X ₂	Mean \bar{X}_2	(X ₂ - \bar{X}_2)	(X ₂ - \bar{X}_2) ²
1	6.5	6.7	-0.2	0.04
2	7	6.7	0.3	0.09
3	6.5	6.7	-0.2	0.04
4	7	6.7	0.3	0.09
5	6.5	6.7	-0.2	0.04

6	6.5	6.7	-0.2	0.04
7	7	6.7	0.3	0.09
8	6	6.7	-0.7	0.49
9	6.5	6.7	-0.2	0.04
10	7	6.7	0.3	0.09
11	6.5	6.7	-0.2	0.04
12	7	6.7	0.3	0.09
13	6	6.7	-0.7	0.49
14	7	6.7	0.3	0.09
15	6.5	6.7	-0.2	0.04
16	6.5	6.7	-0.2	0.04
17	7	6.7	0.3	0.09
18	6.5	6.7	-0.2	0.04
19	7	6.7	0.3	0.09
20	6	6.7	-0.7	0.49
	$\sum X_2 = 132.5$			$\sum (X_2 - \bar{X}_2)^2 = 2.6$

Based on the table 3.5, the result deviation mean of the Control Class is $\sum (X_2 - \bar{X}_2)^2 = 2.6$

So, the result of standard deviation between Experiment Class X_1 and Control Class X_2 is as follows:

$$1. \text{SD}_{X_1} = \sqrt{\frac{\sum (X_1 - \bar{X}_1)^2}{N - 1}}$$

$$= \sqrt{\frac{1.8}{19}}$$

$$= \sqrt{0.09}$$

$$= 0.3$$

$$2. \text{SD}_{X_2} = \sqrt{\frac{\sum (X_2 - \bar{X}_2)^2}{N - 1}}$$

$$= \sqrt{\frac{2.6}{19}}$$

$$= \sqrt{0.14}$$

$$= 0.4$$

3. The standard error of differences between two means

The formula of The standard error of differences between two means of this research is as follows:

$$\sigma_{\bar{x}_1 - \bar{x}_2} = \sqrt{\frac{(N_{x_1} - 1).S_{x_1}^2 + (N_{x_2} - 1).S_{x_2}^2}{(N_{x_1} - 1) + (N_{x_2} - 1)}} \sqrt{\frac{1}{N_{x_1}}} + \sqrt{\frac{1}{N_{x_2}}}$$

Where:

$\sigma_{\bar{x}_1 - \bar{x}_2}$: Distribution of sampling

N_{x_1} : Total number of Students in Experiment Class x_1

N_{x_2} : Total number of students in Control Class x_2

$S_{x_1}^2$: Standard deviation of students in Experiment Class x_1

$S_{x_2}^2$: Standard deviation of students in Control Class x_2

Thus of the different variance test is:

$$\begin{aligned} \sigma_{\bar{x}_1 - \bar{x}_2} &= \sqrt{\frac{(N_{x_1} - 1).S_{x_1}^2 + (N_{x_2} - 1).S_{x_2}^2}{(N_{x_1} - 1) + (N_{x_2} - 1)}} \sqrt{\frac{1}{N_{x_1}}} + \sqrt{\frac{1}{N_{x_2}}} \\ &= \sqrt{\frac{(20 - 1).0,3^2 + (20 - 1).0,4^2}{(20 - 1) + (20 - 1)}} \sqrt{\frac{1}{20}} + \sqrt{\frac{1}{20}} \\ &= \sqrt{\frac{(19.0,09) + (19.1.6)}{(19) + (19)}} \sqrt{0,05} + \sqrt{0,05} \\ &= \sqrt{\frac{1.71 + 30.4}{(38)}} 0.22 + 0.22 \\ &= \sqrt{\frac{32.11}{(38)}} \times 0.44 \\ &= \sqrt{0.379} \times 0.44 \\ &= 0.85 \times 0.44 \\ &= \mathbf{0.37} \end{aligned}$$

4. t-test

According to Brown (2003: 205) “**The t-test is the most frequently used measure in second language research when comparing mean scores for two groups**”.

t-test is the significance of the different between two Classes. They are

Experiment Class and Control Class. It is used to know the differences between the students who are taught using Cooperative Role Play with Three Steps Interview technique with the students who are taught using Three Phases technique. The formula is as follows:

a. t-observed

$$t\text{-observed} = \frac{(\bar{X}_1 - \bar{X}_2)}{\sigma_{\bar{X}_1 - \bar{X}_2}}$$

where :

\bar{X}_1 = Mean of Experiment Class

\bar{X}_2 = Mean of Control Class

$\sigma_{\bar{X}_1 - \bar{X}_2}$ = Different variance between two means

$$\begin{aligned} t\text{-observed} &= \frac{(\bar{X}_1 - \bar{X}_2)}{\sigma_{\bar{X}_1 - \bar{X}_2}} \\ &= \frac{(8.4 - 6.7)}{0.37} \\ &= \frac{1.7}{0.37} \\ &= \mathbf{4.6} \end{aligned}$$

b. t-table

To gain the t-table, the df should be counted first. According to Brown and Rodgers (2003: 205) the formula of *df* is as follows:

a. Degree of freedom

$$df = (NX_1 - 1) + (NX_2 - 1)$$

Where:

df : degree of freedom

N : Total number of students in variable

df of variables are:

$$\begin{aligned} df &= (NX_1 - 1) + (NX_2 - 1) \\ &= (20 - 1) + (20 - 1) \\ &= 19 + 19 \\ &= \mathbf{38} \end{aligned}$$

b. Level of significance (α) 0,01

$$\begin{aligned} t\text{-table} &= df \cdot \alpha 0,01 \\ &= 38 \cdot 0.01 \\ &= 2.46 \end{aligned}$$

$$\begin{aligned} t\text{-table} &= df \cdot \alpha 0,05 \\ &= 38 \cdot 0.05 \\ &= 2.75 \end{aligned}$$

c. Criteria and conclusion

The criteria for accepting or rejecting the hypothesis data are:

- a. H_0 is rejected if $t\text{-observed} > t\text{-table}$. It means H_0 is rejected if $t\text{-observed}$ higher than $t\text{-table}$.
- b. H_1 is accepted if $t\text{-observed} \leq t\text{-table}$. It means H_0 is accepted if $t\text{-observed}$ lower than $t\text{-table}$.

Based on the analysis above, $t\text{-observed}$ (**4.6**) was higher than $t\text{-table}$ (**2.46**) in df was **38**. It means H_0 was rejected and H_1 was accepted. It can be conclude that the difference of this study was significant.

B. RESEARCH FINDINGS

The data of Experiment Class X_1 and Control Class X_2 show that the mean scores of Experiment Class X_1 (**8.4**) was higher than the mean score of Experiment Class X_2 (**6.7**). It can be interpreted that the students' speaking skill in expression asking and giving something that were taught through Cooperative Role Play with Three Steps Interview technique was better than of those who were taught through Three Phases technique.

The result of $t\text{-observed}$ is **4.6 > 2.46**. It is shown that that $t\text{-observed}$ was higher than $t\text{-table}$. It means that the H_0 was rejected and the result in Experiment Class was significantly better than Control Class.

6. CONCLUSION

Based on the researched done, the writer comes to conclude:

1. Finally, the writer found out that the students' speaking skill in expression asking and giving something taught by using Cooperative Role Play with Three Steps Interview technique was better than students speaking skill taught using Three Phases technique. It was proven by the result of mean in Experiment Class was 8.4, while the

result of mean in Control Class was 6.7.

2. There was significant difference from students' speaking skill between the students taught by using Cooperative Role Play with Three Steps Interview technique than the students taught by using Three Phases technique. It can be clearly shown that by $t\text{-observed}$ was 4.6 and $t\text{-table}$ was 2.46. It means that H_0 was rejected because $t\text{-observed}$ was higher than $t\text{-table}$ ($t\text{-observed} > t\text{-table}$).

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