

CHAPTER I

INTRODUCTION

1.1 Background of the Study

English speaking skills are one of the skills that have an important role in English language learning. Today, speaking skills in English are a basic skill that must be mastered by Indonesian subjects. Speaking is an activity carried out by subjects to communicate with other people as Nunan (2003) states that speaking is such a fundamental human behaviour that we do not stop to analyse it unless there is something noticeable about it. According to Richards (2006:22), when people meet, they exchange greetings, engage in small talk, recount recent experiences, and so on because they wish to be friendly and to establish a comfortable zone of interaction with others. Subjects can exchange information with each other through communication. Therefore, speaking is considered a skill that must be mastered, considering that the purpose of learning a language is to be able to communicate using language in everyday life.

Speaking skill is something that may not be categorized as an easy thing. According to Richards (2006:24), mastering the art of talk as interaction is difficult and may not be a priority for all learners. Without practice, their speaking ability will not be able to improve as expected. To optimize the course of communication, subjects must be able to understand what the speaker is saying. Only understanding is not enough, subjects must also be able to respond to what the speakers say. Accordingly, subjects are expected to be able to speak well and fluently so that the interlocutor is able to understand what the speaker is saying.

Subjects sometimes feel nervous and afraid to speak English. They feel anxious about the pronunciation of the vocabulary as well as their proficiency in using grammar. Subjects are accustomed to communicating in their mother tongue, which makes them have to learn more about how to communicate in foreign languages as Thornbury (2005) state that so natural and integral is speaking that we forget how we once struggled to achieve this ability-until, that is, we have to learn how to do it all over again in a foreign language. To master these things, subjects must be diligent in practicing, not just learning theory.

Based on statements from Nunan (2003), Richards (2006), and Thornbury (2005), subjects find it difficult to speak because they feel nervous and afraid. Proficiency in grammar as well as incorrect and correct pronunciation of the various vocabularies they use in speaking is a big dilemma for them. Most of them feel uncomfortable when the teacher asks them something in English as foreign language. Therefore, they will stutter in answering and what's worse is that they are just silent-without any answer.

The researcher has conducted an interview with one of the English teachers at SMP Wisata Sanur. The result obtained from these activities is that it is true that there are problems in subjects' speaking abilities, especially for seventh-grade subjects. It is known that the teacher's way of teaching speaking to subjects is still very traditional, therefore, subjects still have difficulty in speaking skills; subjects lack in vocabulary, grammar, pronunciation and fluency. In addition, they have trouble in expressing ideas, choosing words, and low self-esteem to speak. However, it has become commonplace when they speak English, they spend much time thinking about what to say, some of them do not say anything.

Based on these facts, the English-speaking skills of the seventh-grade subjects of SMP Wisata Sanur must be improved by applying an appropriate technique that can increase their self-confidence in speaking ability. Therefore, the researcher proposes an alternative technique called the role-play technique. According to Wills, Leigh, IP. A (2013) role-play is designed primarily to build first-person experiences in a safe and supportive environment. Here, the act of giving and asking for information about identity in the conversation scripts reflects the linguistic elements, textual structure, and social function. The speaking class through conversation scripts-based video shooting activity becomes more exciting and interesting.

In the role-play technique in this research, first, subjects are given introduction of the act of giving and asking for information related to identity, short and simple, taking into account social functions, text structure, and linguistic elements that are correct and in context. Then, subjects are given the opportunity to watch a video of how to role-play related to the material, once or twice together. Then they try to learn how to pronounce sentences that are in accordance with the role being taught. They try to understand the contents of the video step by step. After that, several pairs of subjects will be performed the example of conversation scripts which have been delivered by the researcher by recording the video in 1-2 minutes. The recording video activity is only done in practicing session, meanwhile in test session, the subjects will perform some topics that they have choose given by the researcher in front of the classroom without recording the video.

Based on the background, role-play technique is one of the techniques in teaching English to help subjects improve their speaking skill. Every pair of

subjects shows their speaking skill with conversation scripts which has been delivered by the researcher by recording their performance in practicing session. The video recording activity will be carried out directly by the researcher to convince the researcher about the development of students' speaking skill starting in practicing session. They are able to role-play the conversation scripts that has been designed because of this technique. Therefore, in this research, researcher is interested in conducting scientific research entitled "The Use of Role-play Technique with Conversation Scripts-Based Video Shooting Activity to Improve Speaking Skills of the Seventh-Grade Subjects of SMP Wisata Sanur in Academic Year 2021/2022".

1.2 Research Problem

Based on the research background, the main problem of this research is that seventh-grade subjects of SMP Wisata Sanur are lacking in speaking English. The solution to overcome this problem is to apply interesting technique and media to improve subjects' speaking skill. The teaching technique in this study focuses on the application of role-play technique with conversation scripts-based video shooting activity. Therefore, based on the research background, the research problem can be formulated as follows: can the speaking ability of seventh-grade students of SMP Wisata Sanur in the academic year of 2021/2022 be improved through role-play technique with conversation scripts-based video shooting activity?

1.3 Objective of the Study

Every study has its own purpose. The purpose of a study must be in line with the background and problems in the research. The objective of the study is the goal

the researcher intends to achieve to describe or solve the phenomenon that has been observed and formulated. Through the interview session with the English teacher in SMP Wisata Sanur, the researcher finds that in general the seventh-grade subjects of SMP Wisata Sanur have difficulty in speaking English. Therefore, the researcher uses the role-play technique with conversation scripts-based video shooting activity to improve the subjects' ability in speaking based on the research problems formulated above. Thus, the purpose of this study is to determine whether the speaking ability of the seventh-grade subjects of SMP Wisata Sanur for the academic year 2021/2022 can be improved through the role-play technique with conversation scripts-based video shooting activity.

1.4 Limitation of the Study

It is important to limit the study in order to avoid complicated discussion. Therefore, the present study is limited on improving speaking skill of the seventh-grade students of SMP Wisata Sanur in academic year 2021/2022 through role-play technique with conversation scripts-based video shooting activity. It is important for the researcher to know the curriculum and the syllabus that applied in the school in order to produce lesson plan and learning material as the research requirement. In this present study, SMP Wisata Sanur applies the revised 2013 curriculum. According to the curriculum and syllabus of the school, the researcher focuses on the fourth main competency and basic competency.

The fourth main competency is focused on reasoning, presenting and producing in the realm of concrete and abstract in accordance with what have been learned in school and act effectively and creatively, and being able to use methods according to scientific principles. Besides, the researcher focuses on the fourth basic

competency 4.2 about Illustrating very short and simple spoken conversation involving the act of giving and asking for information related to identity, short and simple, taking into account social functions, text structure, and linguistic elements that are correct and in context. In this present study, the students' speaking skill is limited on performing a short conversation scripts in 1-2 minutes by recording the video, which is done only in practicing session. In addition, YouTube is the platform that is used to download the video to put subjects in real situations and make the subjects find out how to do role-play. The assessment of student performance is speaking skill during the teaching and learning process focuses on three aspects: fluency, comprehension, and grammar.

1.5 Significance of the Study

The present study is concerned in improving student's speaking skill through Role-play technique with conversation scripts-based video shooting activity. This skill is crucial in learning English. The findings of the present study are expected to provide both theoretical as well as practical significance. The significance of the present study is intended to give beneficial for students, teachers, and other researchers in the teaching and learning process. Therefore, theoretical significance and practical significance of this present study could be explained as follows:

Theoretically, the finding can be beneficial as theoretical evidence about the implementation of theory based on the problem that is faced. Then, the result of the study is expected to enrich theories and can be used as a reference for future studies related to Role-play technique with conversation scripts-based video shooting activity in improving speaking English. Besides, it can contribute new research findings about the implementation of Role-play technique with conversation

scripts-based video shooting activity in teaching speaking. In addition, the finding of the study is expected to find an appropriate technique for teaching speaking.

Practically, the significance of the present study gives valuable feedback for teachers, students, and other researchers. For teachers, the present study is expected to help them in the teaching and learning process. By carrying Role-play technique with conversation scripts-based video shooting activity, teachers make the learning atmosphere more active and fun, increase students' interest and improve the students' speaking skill as well. When students pay attention to every lesson which the teacher gives to them, the students' ability will increase. For students, the present study helps them to be more focused and get opportunities to improve their speaking ability. The researcher gives an easier way to do discussion that helps them in understanding the material that is provided.

Furthermore, for other researchers, the present study is beneficial for references for the next researchers who use this teaching technique. In addition, this present study can be used by them if they want to learn and get information for increasing their knowledge about Role-play technique with conversation scripts-based video shooting activity. The other researchers also can try to find the weakness of the present study for future research. In addition, they can use the present study in developing Role-play technique with conversation scripts-based video shooting activity in teaching speaking.

1.6 Definition of Key Term

To avoid intermission in the understanding of the research activities carried out by the researcher, therefore, the researcher included definitions of the three key operational terms; speaking skill, role-play technique, and conversation scripts-

based video shooting activity. Thus, these three definitions need to be presented to create a better understanding.

1. Speaking Skill

Speaking skill can be operationally defined as the ability of the seventh-grade students of SMP Wisata Sanur to understand every conversation script given to students and they are able to perform the conversation scripts in front of the classroom with better pronunciation, grammar, a lot of vocabulary, and they may speak English more fluently.

2. Role-play Technique

Role-play technique is operationally defined as a teaching technique that is used by the researcher to improve speaking skill of the seventh-grade subjects of SMP Wisata Sanur in academic year 2021/2022. In the implementation of this technique, it begins with the introduction of the material to be carried by the researcher. Then, subjects were given the opportunity to watch a video on how to play the role as the character related to the material, once or twice. Thereupon, they try to learn how to pronounce sentences which are in accordance with the role-play being taught. They try to understand the contents of the video in step by step. Then, every student was given several times to master and perform the conversation-script, where the subjects had to choose 2 to 3 of their friends in the classroom to be their group for performing the conversation script. This performance is in practicing session and it will be recorded by the researcher directly. Meanwhile in test session, the subjects will be given some situations and they will perform it in shortly conversation context with their partner based on the topics they have choose. In this session will not record by the video.

3. Conversation Scripts-Based Video Shooting Activity

Conversation scripts-based video shooting activity is an operationally a teaching media which is used by the researcher to improve speaking skill of the seventh-grade subjects of SMP Wisata Sanur in academic year 2021/2022. In this case, the act of giving and asking for information related to identity, short and simple, taking into account social functions, text structure, and linguistic elements that are correct and in context will be the material for performing the role-play. Conversation scripts-based video shooting activity will be implemented in practice session. Practicing session of this study is when the subjects perform the example of conversation scripts. The activity of recording the video in this study will be done directly by the researcher.



CHAPTER II

THEORETICAL AND EMPIRICAL REVIEW

2.1 Theoretical Review

The theoretical review is a chapter that is about the related theories that were used in this research. Theory has an important role in research. With the existence of a theory, a research can be said to be accurate research. In other words, the accuracy of a research can be seen from the existing theories that support the research. In this chapter, the researcher states some theoretical reviews that are related with this research, such as (1) speaking skill, (2) component of speaking, (3) Role-Play Technique, (4) conversation scripts-based video shooting activity, and (5) assessing speaking.

2.1.1 Speaking Skill

Speaking is one of the four skills that must be mastered by the subjects when learning English. Speaking has its own utility, where speaking is one of the ways to communicate. Speaking is something that is commonly done by various parties. According to Nunan (2003:02) stated that speaking is such a fundamental human behaviour that humans do not stop to analyze it unless there is something noticeable about it. Both the young and the elderly enjoy communicating by speaking. Despite the fact that speaking is commonplace, something must be taken into account in speaking activities and must not be careless.

Speaking in spoken communication is done by combining words into structured sentences so that they have meanings that can be understood by the interlocutor as Nunan (2003) states that speaking consists of producing systematic

verbal utterances to convey meaning. In communicating, both parties involved in the conversation must understand the meaning of what the interlocutor is saying. Understanding of the two parties involved in an interaction about what the interlocutor said can create a conversation that is in accordance with the function of the activity. By speaking, a person can convey what he feels and what ideas are in his mind. The use of language in speaking activities is also very influential. The use of various languages in communicating by speaking has their respective fluency portions.

Speaking is not an easy thing to do, especially speaking in a foreign language, in this case English. Subjects have difficulty communicating by speaking due to their fear of pronunciation and grammar. It can be categorized that student fear is a manifestation of the student's lack of self-confidence. In designing a speaking activity, the teacher must ensure that subjects' comfort is guaranteed. Pollard (2008:33) states that gaining confidence will help subjects speak more easily. This is something that absolutely must be created by the teacher so that speaking activities can run smoothly.

Teachers must be creative in building a fun atmosphere for subjects. There are aspects that must be prepared by the teacher when wanting to design a speaking activity in the classroom as Pollard (2008) states that there are three key elements to remember when planning and setting up speaking activities. First, language is used when planning any speaking activity with subjects, analyzing carefully the language they will use to carry out the activity. Second, preparation is vital as it will help subjects to speak more easily. One aspect of preparation is warming subjects up to the subject matter. If they are to communicate well, it's important to engage

them in the topic. Third, the reason for speaking is that the subjects are communicating something the others don't know or that the others would like to hear.

Based on the statement above, it can be concluded that speaking is one of the four skills in English which is a priority in teaching English. Pollard, L (2008) stated that we should try to use English as much as possible with our subjects. When teaching subjects at intermediate level and above, all teaching can be done in English. There should really be no need to use the subjects' mother tongue at these levels. Moreover, speaking is a skill that must be familiarized so that it can be applied properly. Therefore, to liven up the atmosphere in speaking, the teacher must be able to create an activity that involves speaking that is fun for subjects. In addition, role-play combined with video will help subjects to improve their speaking skills which creates a fun atmosphere and increases their confidence.

2.1.2 Component of Speaking

In learning speaking, subjects must master the components contained in speaking. The component influences how well people speak in English. There are four components of speaking skill that can be defined as follows:

2.1.2.1 Vocabulary

Vocabulary means the appropriate diction which is used in communication. Without having a sufficient vocabulary, one cannot communicate effectively or express their ideas, opinions, feelings in both oral and written form. Having limited vocabulary is also a barrier that precludes learners from learning a language. Vocabulary is all about words, the words in a language or a special set of words you are trying to learn. According to Thornburry (2002:2) states that learning the

vocabulary of the second language will help the subjects to making the correct connection, when understanding the second language between the form and the meaning of words including discriminating the meaning of closely related words.

2.1.2.2 Grammar

Grammar is needed for subjects to arrange a correct sentence in conversation. It is important that everything we want to say is conveyed in an effective way, because speaking is not only producing sounds but also a process of achieving goals that involves transferring messages. The utility of grammar is also to learn the correct way to gain expertise in a language in oral and written form. Richard (2008:28) states one of the skills involved in using speaking as performance in using correct pronunciation and grammar. Moreover, the other definition of grammar stated by Greenbaum and Nelson (2002:1) who argue that grammar refers to the set of rules that allow us to combine words in our language into large units.

2.1.2.3 Pronunciation

Pronunciation includes many aspects that include articulation, rhythm, intonation and phrasing, and more peripherally even gesture, body language, and eye contact. Pronunciation is the way to produce clear words, phrases or sentences when they are speaking. Subjects should be able to master their pronunciation by knowing how to pronounce or sound the words. It deals with the phonological process that refers to the components of grammar made up of the elements and principles that determine how sounds vary and pattern in a language.

2.1.2.4 Fluency

Fluency can be defined as the ability to speak fluently and accurately. Fluency in speaking is the aim of many language learners. Signs of fluency include a

reasonably fast speed of speaking and only a small number of pauses and “ums” or “ers”. The teacher allows subjects to express themselves freely without interruption. The aim is to help subjects speak fluently with ease.

2.1.2.5 Comprehension

Comprehension is an ability to perceive and process stretches or discourse, to formulate representations of meaning of sentences. Comprehension of a second language is more difficult to study since it is not; directly observable and must be inferred from overt verbal and nonverbal responses, by artificial instruments, or by the intuition of the teacher or researcher. Comprehension refers to the fact that participants fully understand the nature of the research project, even when procedures are complicated and entail risk (Cohen, 2005:51). Therefore, in speaking can be conclude that the comprehension refers to the speakers' understanding information about what are they saying to the listeners in order avoid misunderstanding information; in addition, its function is to make the listener easily to catch the information from the speakers.

2.1.3 Role-play Technique

Role-play is a classroom activity that provides subjects with opportunities to practice language, aspects of role-play behaviour, and actual roles that they may need outside of the classroom. In addition, role-play is an activity which subjects are given roles and improvise scenes or exchanges based on the information or clues given and it is one way to make subjects speak comfortably in different social contexts and to assume varied social roles is to use role-play in the classroom.

Richards (2006:20) states that role-play is an activity in which subjects are assigned roles and improve a scene or exchange based on given information or

clues. In role-play activities, the teacher provides information to subjects, such as who they are and what they think, feel, or should express. In addition, subjects bring items to class to create a realistic environment, which reinforces the scene to be shown. For example, if a student is acting as the host, he or she can bring a microphone. Therefore, subjects will become more creative to create a realistic environment during the teaching and learning process. Therefore, the teacher uses the media to set the scene and role-play roles for subjects. By using media, subjects are more interested and focused on following the instructions.

Based on experience, the process of role-playing in learning pays attention to what is being done. With increased attention to detail, one will improve with practice. It is a general principle in skill acquisition that improvement occurs only through conscious effort during the performance. Role-play easily demonstrates that hostility, threat, and suspicion stimulate hostility and defensive. In experiencing these relationships in the practice of reality, they become principles of practical life. Therefore, role-playing is a technique that has proven to be very useful for many teachers to deal with various classroom problems.

Brown (2004:174) states that role-play is a popular pedagogical in communicative language teaching classes. Within constraints set forth by guidelines, it freed subjects to be more creative and stimulated their linguistic output. Role-play allowed some rehearsal time so that subjects map out what they were going to say. Besides, the effect of lowering anxieties as students can, even for a few moments, take on the personality of someone other than themselves. While role-play was controlled or “guided” by the interviewer, this technique took

test-takers beyond simple intensive levels to a level of creativity and complexity that approaches real-world pragmatics.

In conclusion, role-play is the right technique to be applied in this study. This study focuses on the theory of Richards (2006:20) which states that role-play is an activity in which subjects are assigned roles and improve a scene or exchange based on given information or clues. Subjects as subjects in this study will be given a situation based on the topic. In addition, they have to choose one of the given roles related to the situation. They make conversations and act in front of the class like the roles that have been chosen in the situation. Therefore, role-play provides more opportunities for subjects to practice their speaking skills through creating real conditions with higher self-confidence.

2.1.4 Conversation Script-based Video Shooting Activity as Teaching Media

In this century, the media has evolved significantly. There has always been a close relationship between education and media (Martin, 2011:8). Recently, it is virtually impossible to imagine a school without technology. It is also impossible to defend an educational model that does not include a media. Moreover, Martin (2011:9) states that media as teaching resources or tools is to improve the teaching of curriculum content which is almost always in the hands of teachers. It tends to be the first step to integrate media into curriculum development at schools and other learning centres. Therefore, related to the present study, a media which is used by the researcher is conversation script-based video shooting activity.

A conversation script is a series of dialogues that can be used in certain contextual communication situations (Clark Felice, 2021). By having conversation scripts, it can be used by subjects to improve their speaking skill, therefore they

have the ability to communicate in social situations. It is beneficial for subjects because it gives them the opportunity to participate in social communication exchanges. When they communicate successfully, it helps build language, social pragmatics, play skills, and self-help skills. Video recording has the ability to self-reflect and it is widely recognized as the desirable learner attribute that can induce deep learning (Chau and Cheng, 2009). The use of video-recording or shooting activity on subjects' speaking in language learning offers several advantages: First, the subjects can see the appearance of themselves and their friends. When the performance activity while being recorded by video is finished, then the researcher will play the videos and will provide direct feedback to the subjects. Therefore, it can be interpreted that with video shooting activity they will easily realize their mistakes in speaking English and they can learn from their mistakes. Second, teachers can use video to help subjects become better speakers in English.

In conclusion, using a conversation scripts-based video shooting activity can be a medium for subjects of every age to learn to speak reliably. A script contains questions and comments that a student would need to say in specific social situations such as asking to go to the bathroom, playing with Legos during free choice time, or how to ask a friend to play ball with them at recess (Clark Felice, 2021). Odhabi & Nicks-McCaleb (2009) say that media technologies allowed the users to record audio and video by using video cameras in lecture halls and other learning environments. Conversation script is a complete media which can help the subjects to improve their speaking skill. The present study uses conversation scripts which are adapted from conversation on YouTube. Besides, the content of the conversation script is related to the material that is discussed with the subjects. In

addition, the use of video shooting activity is a media that can show subjects' mistakes in speaking English, therefore, it can be improved and optimized in test activities and daily life. In conclusion, the conversation scripts-based video shooting activity can help subjects to improve their speaking skill.

2.1.5 Assessing Speaking

Assessment is a part of the teaching and learning process. Assessment has important role for the teacher and the student. By doing the assessment, the teacher can measure how far the knowledge and skill of the student to the material and it can use as an analysis. Assessment also helps to enhance the student's ability through the result that provided. According to Brown (2004:4), assessment is an ongoing process that encompasses a much wider domain. Whenever a student responds to a question, offers a comment or tries a new structure, the teacher subconsciously makes an assessment of the student's performance. In all activities, when the students respond to the teacher's question even though only a sentence, it is called assessment. The assessment is possible to do when the students understand the material.

Assessment is a process of collecting and analyzing the data to measure the result of students' achievement. Moreover, the assessment also gives feedback in the teaching learning process that has been done by the researcher and it is given in the form of test. According to Brown (2004:3), test is a method of measuring a person's ability, knowledge or performance in a given domain. Test is an instrument requiring the performance on the part of test-taker, therefore, it is called as a method. The test that is given to the students should cover the materials that have

been studied. Therefore, the test shows the result of how the teacher way in delivering the material to be understood by the students.

The rubric is a tool for the assessment and the part of it that is visible to test participants is instruction and any other test information material that the developer might produce (Louma, 2004:52). In this present study, the researcher assesses the students' performance in Pre-test, post-test 1, post-test 2, post-test 3, and post-test 4 without recording with video, where the activity of recording the video is only done in practicing activity. Brown (2004:172) states the components of oral proficiency scoring categories are grammar, vocabulary, comprehension, fluency, and pronunciation. The scoring is used to evaluate students' performance.

The conclusion that can be drawn based on the considerations above is that an assessment is very important in this study to determine the improvement of students' speaking skills. The theory of assessing speaking in the present study is in accordance with Brown (2004:172). Therefore, the researcher administers the speaking performance assessment to know their improvement after teaching through role-play technique with conversation scripts-based video shooting activity. The present study uses the analytic scoring rubric to assess subjects' speaking performance. Furthermore, there are three criteria of giving a score in scoring the subjects' speaking skill: fluency, comprehension, and grammar. First, fluency is the subjects' ability to perform the conversation scripts which has been delivered fluently. Second, comprehension is the subjects' ability to express their ideas about the topic well and the content must be clear, too. Last, grammar is the subjects' ability to arrange sentences greatly without any mistakes or any misspelling.

2.2 Empirical Review

Empirical review is the way to get the information and theories about previous researcher that are relevant with the present study. In addition, knowledge of empirical review evidence can help the researcher avoid unintentional replication of previous studies result, and place the researcher in a better position for their study result. The purpose is to support the present study by considering the result and as consider whether or not the present study would be as successful as the relevant studies as the empirical review. There are two similar researches with the researcher that chosen.

The first similar study was conducted by Dewi (2018) entitled “The Implementation of Role-Play Technique to Improve Speaking Skill of the Eighth Grade Students of SMPN 5 Mengwi in Academic Year 2017/2018”. This study aims to determine whether the speaking skill of eighth-grade subjects of SMPN 5 Mengwi can be improved through role-play technique. The researcher took 34 subjects as the samples. The objective of the research is to improve speaking skill by implementing role-play technique. The data was gathered from tests and observations. The average score of tests in Cycle I was 71.82 and in Cycle II was 81.00. After the implementation of Role-play technique in every cycle, the subjects’ speaking scores were getting better. It can be concluded that Role-play technique with video can improve subjects’ speaking skill.

The second similar study was carried out by Sirait (2017). She conducted a classroom action research entitled “The Implementation of Role-play Technique to Improve Speaking Skill of the Eighth Grade Subjects of SMPTK Pelita Hati Denpasar in Academic Year 2016/2017”. The researchers took 13 subjects of eighth

grade at SMPTK Pelita Hati Denpasar. Based on the data analysis, the result of the research progressed well. It showed that the subjects' mean score for speaking ability in expressing and responding to invitations was improved. It could be seen on data analysis results from each cycle (69 on cycle I and 82.84 on cycle II). The researcher concluded that role-play technique which implemented by the pervious researcher was running successfully in improving subjects' speaking skill.

The strength of both researchers was from how they presented the material by implementing Role-Play as technique of teaching speaking in the class. The both of studies show that the subject's ability in speaking could be improved through Role-Play technique in teaching and learning process. However, the research also finds the weakness from both of research. The weakness of Dewi's research is in her pre-test. The pre-test that used is similar with the post-test 1 and the post-test 2. Pre-test is a test given before research technique and media are applied. The material used to teach speaking by previous researcher was about asking and giving opinion and asking and giving information related with invitation. The post-test used was in the form of a short role-play performance with a conversation context, while the pre-test also used the same method. By using the same method of test between pre-test and post-test, we cannot measure students' abilities in speaking English honestly, because in the pre-test, the subject was given time to study the text first. Therefore, in this study, the researcher used different context in the pre-test and post-test. The type of test used in the pre-test is describing people. Meanwhile, in post-tests, the researcher used the context of a conversation that would be performed with their partner, where they asked to find group consist of 2-3 people. In post-tests, they will be given several topics and situations, and they

must perform one of the topics they have chosen. By using a different type of test between pre-test and post-tests, the researcher can measure the improvement in the subject's speaking ability before and after the implementation of techniques and media in English speaking classes.

In addition, the research of Sirait also had the weakness. The weakness of her research was there was no teaching media. The teaching process would be more interesting if Sirait used teaching media. In her research, she only used paper and Powerpoint in teaching learning process. These are the old way in teaching learning process. The use of media in teaching and learning process is important. The media can stimulate the student in teaching learning process. It makes the students more interest in the material. The media also can help the student in understanding the material. Therefore, considering the importance of media, the research decides to use conversation scripts-based video shooting activity as the media and it will support Role-play technique. The use of conversation scripts in this present study is applied in practicing session with recording by video. The use of conversation scripts is to provide examples and train students in compiling short conversational texts, speaking English, which are combined in appearances in front of the class. Meanwhile, the use of video shooting activity is to show students about their performance and provide feedback to them, therefore they can correct their mistakes.