

THE IMPACT OF CREATIVITY ON THE IMPLEMENTATION OF ROLE PLAY ACTIVITY IN TEACHING SPEAKING

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Abstrak: Tujuan dari penelitian ini adalah untuk mengetahui proses pengajaran berbicara dengan menggunakan aktivitas role play, untuk mengetahui dampak aktivitas role play dalam prestasi belajar siswa, dan untuk mengetahui perbedaan prestasi belajar siswa antara siswa berkekrativitas tinggi dan rendah setelah diajar melalui role play. Penelitian ini menggunakan rancangan metode campuran dimana penulis menggunakan tes t-test dan ANOVA untuk menganalisis data. Hasil analisis menunjukkan bahwa: (1) proses belajar mengajar berbicara melalui role play berjalan dengan baik; (2) ada dampak signifikan dari aktivitas role play terhadap prestasi belajar siswa; dan (3) siswa yang memiliki kreativitas tinggi memiliki prestasi berbicara yang lebih baik daripada mereka yang memiliki kreativitas rendah. Kesimpulannya, role play cocok untuk siswa yang kreatif karena prosedur metode ini memberikan apa yang dibutuhkan oleh siswa berkekrativitas tinggi. Namun, guru harus memperhatikan kreativitas siswa saat menerapkan kegiatan ini.

Kata Kunci: *Aktivitas bermain peran, keterampilan berbicara, kreativitas.*

Abstract: The objectives of the research are: to know the process of teaching speaking by using role play activity, to find out the impact of role play activity in students' speaking achievement, and to find out the difference of students' speaking achievement between high and low creative students after being taught through role play. This research used mixed method design that the writer used repeated t-test and ANOVA test in analyzing the data. The result of the analysis show that: (1) the teaching learning process of speaking through role play runs well; (2) there is a significant impact of Role play on students speaking achievement; and (3) the students who have high creativity have better speaking achievement than those who have low creativity. In conclusion, role play is suitable for creative students since the procedures of this method provide what the high creativity students need. However, teacher should pay attention to students' creativity when applying this activity.

Keywords: *Creativity, role play activity, speaking skill.*

INTRODUCTION

When one learns a language, he/she needs four language skills to completely master the language. Those four skills include listening, speaking, reading, and writing which are called the four "language skills". Of the four language skills, speaking seems literally to be the most important skill to master. Richard and Rodgers (2001: 40) state that speech is regarded as the basis of a language. On daily basis, one gets involved in oral communication for various purposes. In doing so, he/she needs speaking skill to communicate. It is supported by Widdowson (1978: 57) who claims that speaking is the active production skill and use of oral communication.

However, learning speaking is assured not easy. Many classroom activities have failed to create effective language learning due to students' passivity. There are some causes that might lead students to this condition such as lack of pronunciation, grammatical accuracy, adequacy of vocabulary, fluency, and interactional strategy (involving comprehension), Weir (2005: 195-196). With all those problems, it is important to conduct a research dealing with speaking because it can help the teacher to find the effective way in teaching speaking to satisfy the characteristics of effective speaking.

There are many techniques that can be used to teach speaking effectively. Role play is an attractive technique that is very useful for teaching speaking because it encourages the students to speak more, think creatively and socialize with other students. Many previous research have been conducted the research regarding the important of the teacher in applying role play

technique and also the result of applying role play technique to the student. One of them is Liu and Ding (2009: 140) that the main focus of their result is seeing the process of applying role play from point of view of the teacher. Here, I would like to take different focus, the student.

There are many factors coming from the student that also give different result to the application of role play, one of them is creativity. It is assumed that creativity of the student is influential in students' acquisition of spoken language. Moreover, providing effective techniques that will utilize students' creativity in mastering speaking is also another important thing to deal. In relevance with above statements, teaching speaking by using role play is claimed to meet the challenges described. This is the reason why the writer proposes this research.

Therefore, the objective of the research was to know the process of teaching speaking by using role play activity, to find out the impact of role play activity in students' speaking achievement, and to find out the difference of students' speaking achievement between high and low creative students after being taught through role play. The results of this research are expected to be a useful and a scientific reference for further research and to further research and development with technique for teaching speaking and students' creativity; and strengthen or weaken previous research dealing with role play technique and students' creativity.

RESEARCH METHOD

This research was conducted in SMA Negeri 1 Gedong Tataan. It is located at

Jl. Swadaya, Sukaraja V, Gedong Tataan. The researcher took XI IPA 1 Class that consist of 30 students as the sample of the research. In choosing the classes as the sample of the research, the writer used a certain technique called cluster random sampling. A lottery system was used to select one class from those eleven classes. The writer made eleven folded papers that represent each class. A folded paper was then randomly picked to determine which class was selected as the sample of the research.

An experimental design was used in this research. Experimental research is the most conclusive scientific method because the researcher actually establishes different treatments (Fraenkel and Wallen, 2000: 7). The purpose of an experimental study is to investigate the correlation between cause and effect and how far its correlation is between variables by giving certain treatment to experimental class.

There are three variables in this research: one dependent variable, one independent variable, and one moderator variable. The dependent

variable of this research is students' speaking achievement. It is the students' ability to perform speaking based on given instruction. Speaking performance test is used to measure this variable before and after the treatment. In addition, five aspects of speaking, namely, comprehension, fluency, grammar, pronunciation, and vocabulary will be used in measuring this variable. Role Play technique is the second variable of this research, independent variable. It is a technique where the students do speaking activity by acting as someone else. It is used to create change/improvement on the dependent variable. An observation checklist will be used to see whether this technique satisfy the standard of successful speaking activity. The moderator variable is students' creativity. It refers to students' capability to come up with novel and appropriate solutions in dealing the challenge life poses, or in this case, to find solutions when they are doing Role Play in speaking activity. A creativity test is used to measure each student's creativity level with four measurements of criteria including fluency, flexibility, originality, and elaboration.

Table 1 Research Instruments and Variables to Measure

No	Instruments	Variable to Measure	Function
1	Speaking Test	Students' speaking skill after treatment	To test the hypothesis
2	Creativity Test	Students' creativity	To classify students' creativity level into high creativity and low creativity
3	Observation Check List	The process of teaching speaking by using Role Play	To know how good the activity that takes place

In collecting the data, the writer used three instruments, one for speaking, one

for creativity, and one for the process of teaching by using Role Play. The

instrument for measuring creativity was given prior the treatment. The instrument of teaching process was conducted during the process of teaching and learning. Lastly, measuring speaking could only be done after the treatment. The treatment itself consisted of 3 meetings of teaching speaking. Table 1 shows the function of each instrument.

The techniques used to analyze the data of this study are descriptive and inferential statistics. The descriptive statistics is used to describe how well he process of teaching speaking by using Role Play. Inferential statistics is used to test the research hypothesis. Inter rater reliability was used to make sure that the data has enough reliability. It means that the researcher did not score the students' speaking achievement

subjectively. Later, the writer used repeated t-test and ANOVA test in order to find out which hypothesis is accepted. Repeated t-test was used to answer research question number 2, while ANOVA test answered research questions number 3.

RESULTS AND DISCUSSION

To see whether role play is successfully used in teaching and learning process, the amount of checklist in the observation sheet is used as the reference. The more the number of checklist, the more successful the activity is. There are four aspects concerning whether an activity is considered successful or not, namely (1) learners talk a lot, (2) participation is even, (3) motivation is high, and (4) language is in acceptable level.

Table 2 Summary of Observation Checklist

Pair	Member	Aspects/Criteria			
		Learners Talk a Lot	Participation is Even	Motivation is High	Language is of Acceptable Level
HC - HC	Rey - Evi	√	√	√	√
	Rik - Ahm	√	√	√	√
	Yes - Put	√	-	√	√
	Adh - Del	√	√	√	√
	Sha - Sit	√	√	√	√
HC - LC	Juw - Amb	√	√	√	√
	Nir - Ade	√	√	√	√
	Dim - Agi	√	-	√	-
	Tet - Nia	√	-	√	√
	Vin - Wah	√	√	-	-
LC - LC	Ers - Rau	-	√	-	-
	Tom - Ari	√	√	-	-
	And - Riz	-	√	√	-
	Des - Eri	-	-	√	√
	Int - Isn	-	√	√	√

Note:
 HC = High Creativity
 LC = Low Creativity

During the process of teaching and learning, observations were done in

three times to get the data as valid as possible, specifically, during the time

when the students did their task in pair. The observation was done by taking into account the students' creativity category in every pair there is. The summary of the result can be seen in table 2.

The finding shows that role play does not manage to fulfill all those four criteria of successful speaking activity. For students' pair consisting of both students with High Creativity (HC-HC), it can be concluded that the activity ran extremely well. All four categories were fulfilled. None of the students were slacking off during the activity, and in the end, the task assigned to them were done completely. At the end of each meeting, it is often these students that volunteered to come in front of the class and perform their dialogues. Students who have high creativity are usually active, curious, and spiritfull in exploring their ability for getting other and better competency and skill. Because of their activity, curiosity, and energy, they like to have class situations in which they can express their ideas and explore their skills in challenging activities. They have great stock of ideas, fresh and novel approaches, and modify their ideas to create something creative. Besides, creative students like to see possibilities and alternatives when doing something. As stated by Stenberg in Dornyei (2005: 205) who claimed that a good index of the creative intelligence is how well individuals could cope with relative novelty.

Meanwhile, the second type of pair consists of a student with high creativity and a student with low creativity (HC-LC). These pair of students is similar to the first type. The difference is that they are a little bit inconsistent in keeping their activity fulfilling the four criteria.

Some pairs are short of motivation, the others are lacking in their language level, or the amount of words produced. But the most noticeable point is that many of them are lacking in the criterion of even participation. One student (HC) tends to dominate the other student (LC), resulting the other become quite passive during their activity.

Moreover, the last type of pair is those consisting of only students with low creativity (LC-LC). These pairs are the most lacking of the three types of students pairing. Every pair has at least one aspect of successful speaking activity which is not fulfilled. Some of them even have two or more lacking criteria. Participation is even aspect is somehow fulfilling due to their member is equally passive, since the word "even" doesn't exclusively describe activity, but also inactivity. The next aspect is the amount of talk by the pairs which almost all (LC-LC) pairs lack. The reason behind this is perhaps the fact that Low Creativity students often struggle in dealing new challenge, condition, or situation as presented in role play activity. With no idea to deliver, there will be no talk. So, this is also the cause why the amount students' talk is also very limited. It is also coupled by the next aspect dealing with motivation.

However, pairing students with High creativity with ones having Low Creativity gives quite favorably result. It is because in role play, students have to interact, and interaction cannot be done alone. In this kind of pair, students with High creativity act as the engine of the pair. When needed, the students can help his partner with Low Creativity by giving the partner guidance on what needs to be done by both of them. In

other words, the High Creativity students will drag the partner to reach their shared goal. This results that these pairs are able to satisfy almost all four indicators. The only weak indicator is “even participation” as the High creativity students often take charge of the team and end up doing most during the activity.

The second research question regards the impact of role play on students’ speaking achievement. . In role play, the students are paired so that they can finish the task. Between them, the exists

situation where both students have to act out a role in given situation. In order to finish their task, they have to work cooperatively in interacting by getting and giving their information to the other by any possible means using English. Each student plays an important role because the task cannot be finished unless they complete their job of sharing information the other needs. As explained by Kayi (2006), in role play, each partner plays an important role because the task cannot be completed if the partners do not provide the information the other needs.

Table 3 Summary of Repeated T-test for Speaking

No	Speaking	Mean	Sig. 2-tailed	(α)	Test Decision	Description
1	Pretest	59,43	0.000	0.05	H_0 is rejected	Sig. difference
2	Posttest	64,40		0.05		

Table 4 Summary of Repeated T-test for Each Speaking Aspects

No	Speaking Aspects	Sig. 2-tailed	(α)	Test Decision	Description
1	Comprehension	0.000	0.05	H_0 is rejected	Sig. difference
2	Vocabulary	0.005	0.05	H_0 is rejected	Sig. difference
3	Grammar	0.013	0.05	H_0 is rejected	Sig. difference
4	Pronunciation	0.003	0.05	H_0 is rejected	Sig. difference
5	Fluency	0.000	0.05	H_0 is rejected	Sig. difference

From table 4, we can see that sig. 2-tailed $< \alpha = 0.05$. it can be seen that there is significant difference between pretest and posttest of students’ speaking achievement. It means that role play gives significant impact on students’ speaking achievement, in all 5 aspects of speaking.

In general, this finding supports several previous studies. For instance, Liu & Ding (2009: 140) study is in line with this research where they revealed that role play is an effective technique to animate the teaching and learning atmosphere, arouse the interests of learners, and make the language acquisition impressive. Furthermore,

they also underlined the need for the teacher to provide real and relevant topic, to provide correct and enough input for the students to perform, and finally to correct students’ error in proper way. Also, Dorathy and Mahalakshmi (2011: 1) found that role play helps the students not only develop a broader perspective about a task or new role but also the horizon of understanding others behavior resulting into empathy, team work, better communication, interpersonal skills and management development. And lastly, the finding of this research strengthens Kusnierek’s (2015: 92). The research revealed that implementing role play activities develops students’ speaking

skills. Such a task is more appealing to the learners because they find it funny to play someone else's role. The majority of the students claimed that they felt that their speaking skills increased, in other words, it is conclusive proof.

In summary, it can be said that role play is a teaching practice that can make/force the students to get involved and work. It provides a way to get students who normally remain passive during teaching learning process to talk

and interact with other. Role play holds all students responsible for having something to say.

The third research question regards the difference of achievement between students having high creativity and students having low. In order to answer the research question, the researcher used the data from posttest on students' speaking achievement. The data were divided into two groups of High Creativity and Low Creativity.

Table 5 Analysis of Variance

No	Data	Group	p-value	(α)	Test Decision	Description
1	Pre-test	HC-LC	0.018	0.05	H_0 is rejected	Sig. difference
2	Post-test	HC-LC	0.022	0.05	H_0 is rejected	Sig. difference

From table 5, we can see that there is significant difference on speaking achievement between high creativity students and low creativity students both in pre-test and post-test of speaking. It means that students having high creativity have better speaking achievement than those having low creativity

The students having high creativity have better speaking skill because their creativity enables them to explore ways to take part actively in teaching learning process. They are able to adapt themselves in any situation or condition to achieve their goal. They also have brilliant ideas or concept to create something and have great deal of energy that makes them energetic in learning. As described by Csikszentmihalyi (1996: 3), creative individuals have a great deal of energy, tend to be smart, and have combination of playfulness and discipline.

Another reason is because it is the nature of creative students to have great

interest in problem solving and are good at ones. When they are given instruction to solve a problem, they are able to produce various ideas and deliver those ideas in respond to others. The above statement is in line with Amabile's (1996: 16) that creative students are good at the production of novel and useful ideas in any domain. In addition, high creative students are also able to produce many points of view in solving problems. The imaginative thinking possessed by creative students will allow them to create unusual response in solving problems. These are particularly important when they are stuck in solving their problem. Munandar (2009: 212) supports those statements as she states that creative attitude has been operationalized in the following traits: Openness to novel and unusual experiences, flexibility of thinking, freedom of expression, appreciation of fantasy, interest in creative activities, confidence in own ideas and independence of judgment.

On the contrary, students having low creativity have the opposite characteristics. They tend to be passive in teaching learning process because they are shy of doing something that will expose their weaknesses. What is more is they sometimes don't have the idea what to do in classroom because they are lacking inspiration. In addition, when they finally do something, they do it monotonously because they lack innovation to develop their own idea and make something different. As a result, when they are given instructions to solve a problem, they expect the teacher to guide them step by step. If the teacher is not there to do it, they will wait for their friends to do the action and then simply follow it. Those statements are similar to Pope's in Herdawan (2015: 113) that uncreative persons speak about or write about what they are not thinking, do not think about rules, problems, and how things and language work, are given tasks only when there is one possible answer, and receive what is told.

One of characteristics of low creativity is that students are afraid to try something new that often lead to mistakes. In line with Stenberg and Williams (1996: 29-30) children who learn that it's not ok to make mistakes will result that they become afraid to risk the independent and the sometimes flawed thinking that leads to creativity. Also, Bowman (2010: 85), explain that in responding to problems at assigned task, often creativity is required on the part of participants. In this sense, role-playing provides a space for players to activate their artistic sensibilities as well as their intellectual Ones and can offer a model for creativity that players can apply to the "real world.". When students having low creativity are faced with a problem solving situation, they

have hard time to present their ideas and when they are stuck in their problem, they struggle to find a way out. Those are the reasons why their speaking scores are lower than students having high creativity. Therefore, from this case, it can be said that students having high creativity have better speaking skill than those having low creativity.

This last finding supports a previous research from Puspita (2015: 64) whose study focused heavily on the influence of creativity in students' writing. She revealed that students with high creativity have better writing skill than those having low creativity. The fact that her study was in writing, and this study is in speaking further shows that creativity plays significant role not just in one skill, but two skills, and maybe all skills there in English.

CONCLUSION AND SUGGESTION

In general, the teaching learning process of speaking through Role play runs quite well in the sense that most the activity fulfills the criteria of successful speaking ability. To be more specific, those done by High Creativity - High Creativity student pairs and High Creativity - Low Creativity student pairs do. There is of course some exception for Low Creativity - Low Creativity student pairs where the activity does not run as well as previously explained one. There is significant impact of Role play towards students speaking achievement at the eleventh grade of SMA N 1 Gedong Tataan. In otherwords, it is an effective technique for teaching speaking. Role play provides the opportunity, challenge, and situation for the students to practice their speaking. The students who have high creativity have better speaking achievement than those who

have low creativity at the eleventh grade of SMA N 1 Gedong Tataan. A creative student thinks beyond what he sees, reads, listens, and feels. A creative student will also be able to come up with new unexpected ideas better than low creativity students do.

Since Role play is an effective teaching technique to teach speaking, English teacher can implement this teaching technique in his teaching by considering the students' creativity. Moreover, the school should facilitate and support the English teachers on implement this technique by providing them with many

resources dealing with the procedure of the technique. It is strongly suggested for the school to provide the teachers with many opportunities on doing discussion or seminar so that their knowledge about this technique will improve. For students, by knowing their level of creativity, students need to adjust themselves to the technique used by the teacher in order to gain a higher achievement of speaking. Last but not least, the result of this research can be used as an additional reference for other researchers and as the bridge to develop the other researches.

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