

INCREASING STUDENTS' SPEAKING ABILITY THROUGH ROLE PLAY IN MAN 1 BANDAR LAMPUNG

Muhammad Rozi, Patuan Raja, Ramlan Ginting Suka

Rozimohawk@yahoo.com

Abstrak

Salah satu keterampilan berbahasa yang paling penting untuk dikuasai dalam pemenuhan fungsi bahasa adalah berbicara. Kita dapat menggunakan berbagai macam teknik untuk meningkatkan kemampuan berbicara siswa. Salah satu teknik yang dapat digunakan adalah main peran. Main peran dapat menciptakan simulasi kondisi nyata dimana bahasa digunakan. Oleh karena itu tujuan dari penelitian ini adalah untuk melihat apakah main peran dapat meningkatkan kemampuan berbicara siswa. Peneliti menggunakan desain *pre-test and post-test*. Hasil penelitian menunjukkan bahwa nilai rata-rata meningkat dari 58.25 (pretest) ke 70.38 (posttest) dan nilai signifikansi berada dibawah 0.05 yang berarti peningkatan yang terjadi signifikan. Jadi, dapat disimpulkan bahwa main peran merupakan salah satu teknik yang sesuai untuk meningkatkan kemampuan berbicara siswa.

One of the most important language skills to be mastered is speaking. We can use various fun and effective methods and techniques to increase students' speaking ability. One of the methods can be used known as role play. Role play can provide the real reflection of condition in real life where the language used. That is why the objective of this research was to see whether role play can improve students' speaking ability. The researcher used pre-test and post-test design in this research. Based on the data, the researcher found that there were significant improvements in students' speaking performance. The data shows that the mean improved from 58.25 (pretest) to 70.38 (posttest) and the value of significance (2 tailed) was 0.000 and the $\text{sign} < \alpha$ ($0.000 < 0.05$). It can be said that role play can be used as one of the most suitable techniques in teaching speaking in order to increase students' speaking ability.

Keywords: role play, speaking ability, teaching speaking.

INTRODUCTION

In order to make students able to use English as a language, active skill (speaking) is needed to be taught. In teaching speaking we can use various fun and effective techniques to increase students' speaking ability. One of the techniques can be used is role play. According to Brown (2001:250), language teaching is devoted to instruction in mastering English conversation. He divided oral language into two types: monologue (Planned, unplanned) and dialogue (interpersonal, transactional). The meaning of monologue is the oral language involves only one people in it. There is only one person who speaks as in lectures, news casting, radio broadcast, etc. Monologue can be divided into two types, planned monologue and unplanned monologue. The meaning of planned monologue is the person who speaks use monologue has prepared a note or text to help him or her to speak fluently. The meaning of unplanned monologue is the person who speaks in monologue does not use any notes or texts. All words spoken emerge from the speaker's mind naturally and spontaneously.

Dialogue is the oral language involves two or more speaker in it. Based on the function dialogue can be divided into two types, interpersonal and transactional. Interpersonal dialogue is functioned to promote social relationship meanwhile the transactional dialogue is aimed to convey proportional or factual information. In this research, researcher will focus on interpersonal dialogue because it is suitable with

the purpose of role play as a simulator for learners in experiencing real atmosphere of daily speaking in society. Many researchers' findings say that role play is an effective technique in teaching speaking and increasing students' speaking ability especially in fluency. According to Ladousse (1995), role play uses different communicative techniques and develops fluency in the language promotes interaction in the classroom and increases motivation. Role play can improve learners' speaking skills in any situation, and helps learners to interact. As for the shy learners, role play helps by providing a mask, where learners with difficulty in conversation are liberated. Budden (2006) said that role-play is any speaking activity when you either put yourself into somebody else's shoes, or when you stay in your own shoes but put yourself into an imaginary situation. From the statements above we can say that role play is very good technique in teaching speaking in order to improve student's speaking ability because role play is demanding creativity from the learner. Learners are guided to be creative and role play also forced the students to be confident. From the background problems and theories that have been explained above, the researcher formulates the research question as follow: "Can role play in teaching speaking improve students' speaking ability?" and "What aspect of speaking is increased more by using role play in speaking class?"

RESEARCH METHOD

This research was designed as a quantitative research. In order to find out whether role play can improve students' speaking, The researcher used one group pre-test and post-test design. A pre-experimental design with a repeated measures t-test

instrument was applied. Repeated measures t-test usually was called as paired t-test or sample t-test. This analyze was to compare two kinds of data or mean that came from the same sample (Setiyadi, 2006:170).

The population of this research was the second grade of MAN 01 Bandar Lampung. The researcher used one experimental class to be treated. The population selected by using purposive sampling. The researcher chose the class that has moderate score in English subject.

This research used two instruments namely pre-test, post-test in order to answer the research questions. There would be one pre-test and one post-test in this research. Sugiyono (2006) states that instrument is a media used to collect the data. Between the two tests there were treatments held in three meetings. In the treatments, researcher used role cards as a media to guide the students in doing role play. The role cards used are always different in each of meeting. This was aimed to improve students' creativity in creating dialogue.

The procedures of this research were first, preparing the lesson plan. Second preparing the material. Third, administering pre-test. Fourth, conducting treatment. Fifth, administering post-test. The last, analyzing the test results. The analysis of the results was aimed to know whether role play can improve students' speaking ability significantly in each aspect. The researcher analyzed the data by using SPSS. Hypothesis of this research were:

Ho: There is no significant improvement in students' vocabulary achievement before and after being taught through word categorization method.

H1: There is any significant improvement in students' vocabulary achievement before and after being taught through word categorization method. If the significant > 0.05 , Ho is accepted, but if the significant < 0.05 , Ho is refused.

RESULT AND DISCUSSION

The research used pre-test and post-test as the instruments to collect the data. The test was role play. The researcher used role cards as the media in the pretest. The researcher was scored the students speaking based on the speaking aspects and they criteria. They content were, pronunciation, fluency, grammar, vocabulary, and comprehension. The whole result of pre test was explained in the following table.

Table. 1 The whole Result of Pre Test

Score	Frequency	Total
44	5	220
48	5	240
52	2	104
56	3	168
60	5	300
64	4	256
68	4	272
72	2	144
80	2	160
Total	32	1864
Mean	58.25	
Minimum	44	
Maximum	80	

We could see from the table that the mean of the student's speaking test result was 58.25 and the maximum score in the class was 80 while the minimum score of the class was 44. The table above also shows that students who got 44 were 5 students. The students who got 48 were 5 students. The students who got 52 were 2 students. The students who got 56 were 3 students. The students who got 60 were 5 students. The students who got 64 were 4 students. The students who got 68 were 4 students. The students who got 72 were 2 students. The students who got 80 were 2 students. In the test we also have aspects which used as a basic foundation to score the students' speaking ability and each of aspect also had score.

The whole result of Post-test was explained in the following table.

Table.2 The whole Result of Post-test

Score	Frequency	Total	Percent
56	1	56	3.1
60	3	180	9.4
64	2	128	6.3
68	6	408	18.8
72	12	864	37.5
76	6	456	18.8
80	2	160	6.3
Total	32	2252.0	
Mean	70.38		
Minimum	56		
Maximum	80		

We could see from the table that the mean of the student's speaking test result in Post-test was 70.375 and the maximum score in the class was 80 while the minimum

score of the class was 56. The table above also shows that student who got 56 was 1 student (3.1%). The students who got 60 were 3 students (9.4%). The students who got 64 were 2 students (6.3%). The students who got 68 were 6 students (18.8%). The students who got 72 were 12 students (37.5%). The students who got 76 were 6 students (18.8%). The students who got 80 were 2 students (6.3%). In the test we also have aspects which used as a basic foundation to score the students' speaking ability and each of aspect also had score.

From the tables above we can see that there was improvement in students speaking ability. The increase was shown by seeing the students' score of speaking. Based on the results above, researcher analyzed the significance of the improvement from pre-test and post-test. The analysis uses SPSS. It shows that the significant is less than 0.05. The table was as follows:

Table.3 t – test Result of Pretest and Posttest

Paired Samples Statistics

	Mean	N	Std. Deviation	Std. Error Mean
Pair 1 Pretest	58.25	32	10.604	1.875
Posttest	70.38	32	5.824	1.030

Paired Samples Test

	Paired Differences					t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pair 1 Pretest Posttest	-12.125	9.557	1.689	-15.571	-8.679	-7.177	31	.000

Null hypothesis is rejected if $t\text{-value} > t\text{-table}$ with the level of significance at <0.05 . From the data above, it could be seen that $7.177 > 2.045$ and $0.00 < 0.05$. Therefore, for the hypothesis, the null hypothesis was rejected and the research hypothesis was accepted. It means that there is a significant increase of the students ability in speaking after being taught using role play as the teaching technique.

Besides the hypothesis tested above, the researcher also has another hypothesis stated that Fluency is the most affected aspects in rising point. In order to know whether the hypothesis is accepted or not, we will see the following tables.

Table.4 The Gain of students' speaking increase for each aspect.

Aspects of Speaking	Pretest Score	Posttest Score	The increase
Pronunciation	11.13	12.88	1.75
Fluency	11.38	14	2.62
Grammar	10.88	14	3.12
Vocabulary	10.75	14.38	3.63
Comprehension	14	15.13	1.13

The data above showed that there is an increase in all aspects of speaking after the treatments was conducted. From the result above we can see that one of hypothesis proposed by the researcher was accepted but the other hypothesis was unaccepted. The first hypothesis proposed by the researcher is there is significant improvement in students' speaking ability after being taught using role play as the teaching technique and it was accepted. The second hypothesis proposed is fluency is the most affected

aspects in rising point/gain but it was unaccepted. During the treatment, the researcher noticed that students speaking abilities slightly increased. Researcher focused on grammar, vocabulary, and fluency when the students were asked to make their dialogue that would be performed. The students took too long to fix their grammar and the words used in their dialogue so when they perform their dialogue they cannot perform it fluently because they always tried to memorize what they had in the practice time. Some of them forgot the aspect such as fluency. About the pronunciation the increase was not so good because the students speaking were still affected by the mother tongue. It was contrary with Harmer (2007) who stated “role play can be used to encourage general oral fluency or to train student for specific situation especially where they are studying for specific purpose” and also Ladousse (1995) who illustrated that when students assume a “Role”, they play a part (either their own or somebody else’s) in specific situation. “Play” means that is taken on in a safe environment in which students are as an inventive and playful as possible. Role play can be used to encourage general oral fluency or to train students for specific situation, especially when they are studying for specific purpose.

CONCLUSION

Based on the findings in the fields and from the statistical report in the last chapter, some of conclusion can be drawn as follows:

1. There were significant improvements because t-value (7.177) is higher than t-table (2.045) and the significance value is less than 0.05

2. There were significant improvements in all of aspects of speaking. It can be seen from the t-table of every aspect which has bigger value than t-table (2.045) and the significance was less than 0.05.

3. Role play can increase students' speaking ability in all aspects of speaking so it could be said that role play is a suitable technique in improving students' speaking ability.

REFERENCES

- Brown, H. Douglas. 2001. *Teaching by Principles: An Interactive Approach to Language Pedagogy*. San Fransisco: State University
- Budden, Joanna. 2006. *Role Play*. UK, London: BBC
- Harmer, Jeremy. 2007. *The Practice of English Language Teaching (4th Edition)*. New York: Pearson Longman Inc
- Ladousse, Gillian Porter. 1995. *Role Play: Resources Book for the Teacher Series*. New York: Oxford University Press
- Setiyadi, Ag. Bambang. 2006. *Metodologi Penelitian untuk Pengajaran Bahasa Asing, Pendekatan Kuantitatif dan Kualitatif*. Yogyakarta: Graha Ilmu
- Sugiyono. 2006. *Statistika untuk Penelitian*. Bandung: Afabeta.