

The Implementation of Role Play in Increasing Students' Speaking Ability

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Abstract : The objective of this research is to find out whether there is significant increase of students' speaking ability after being taught through Role Play. The population of this research is the second year of SMK PGRI 1 Kota Agung Tanggamus that consists of 6 classes and one class is taken as the sample. The sample is selected by using the random sampling technique by using lottery.

This is a quantitative research and one group pretest-posttest design was employed. This research was conducted in 5 meetings for 3 weeks.

The result of pretest shows that the mean score of students' pronunciation is 10.40. The mean score of students' vocabulary is 9.33, fluency is 9.33, comprehension is 9.33, grammar is 8.26, The total score in pretest is 1410 and the mean score is 47.00. The result of posttest shows that the mean score of students' pronunciation is 13.20, vocabulary is 13.73, fluency is 12.66, comprehension is 13.20, and grammar is 13.06. The total score in posttest is 1972 and the mean score is 65.73. It was therefore concluded that Role Play could significantly increase students speaking ability.

Key words: Role Play, Speaking ability

Abstract : Penerapan Role Play dalam meningkatkan kemampuan berbicara siswa. Tujuan dari penelitian ini adalah untuk mengetahui apakah ada peningkatan yang signifikan dari kemampuan berbicara siswa setelah diajar menggunakan Role Play. Populasi dari penelitian ini adalah kelas dua SMK PGRI 1 Kota Agung Tanggamus, Lampung yang terdiri dari 6 kelas dan satu kelas di ambil sebagai sampel. Sampel dipilih dengan menggunakan tehnik random sampling menggunakan lotere.

Penelitian Ini adalah kuantitatif dan desain yang di terapkan adalah one group pretest-posttest. Penelitian ini dilaksanakan 5 pertemuan dalam 3 minggu.

Hasil dari tes awal menunjukkan bahwa nilai rata-rata siswa dari pengucapan adalah 10.40, vocabulary adalah 9.33, fluency adalah 9.33, comprehension adalah 9.33. Dan grammar adalah 8.26. Jumlah nilai tes awal dari keseluruhan siswa adalah 1040 dan nilai rata-ratanya adalah 47.00. Hasil dari tes akhir menunjukkan bahwa nilai rata-rata siswa dari pronunciaton adalah 13.20, vacabulary adalah 13.73, fluency adalah 12.66, comprehension adalah 13.20. Dan grammar adalah 13.06. Jumlah keseluruhan nilai adalah 1972 dan nilai rata-ratanya adalah 65.73. Dengan hasil di atas dapat di simpulkan bahwa Role Play dapat meningkatkan kemampuan berbicara siswa secara signifikan.

Keywords: Bermain peran, Kemampuan berbicara

INTRODUCTION

English is an International language. English is used in scientific field, new invention, pharmaceutical, medical, etc. As a developing country, Indonesia really needs English because Indonesian government is trying to improve all aspects which are usually faced by all developing countries. One of those aspects is education, which is essential. There are four skills in learning English, they are listening, speaking, reading, and writing. Speaking is very important in the skill, because speaking and human being cannot be separated from each other.

There are several types of speaking such as imitative, intensive, responsive, transactional (dialogue), interpersonal (dialogue), and extensive (monologue). From all the types of speaking above, finally the writer chose interpersonal dialogue in treatment, pretest and posttest. Role Play used to ask the students to take conversation related to the topic. Speaking is used to express their ideas and to communicate to the people in civilized world. That is why speaking is important. However, the students of Senior High School still get hard to be a good speaker Speaking is a productive skill in which the speaker produces and uses the language by expressing a sequence of ideas and at the same time to get the ideas or the message across. As the fact , the students of Senior High School still have difficulties in their speaking ability particularly in English. The facts that the writer's problems from experience in teaching; First, the students feel ashamed and afraid to speak English, so they never practice English subject as the second language for the habit. Second, for the teacher, they have to use variety of teaching such as visual aids.

The teacher actually did not understand the students, what students need, what the students want. The teacher must make affords to understand the material well. As the example, when a teacher teaches English in the classroom and the students do not understand the subject, the teacher should not continue teaching. He or she has to take a part to enjoy the teaching, by guessing about something or any other activities in learning English. For the purpose of the research, the writer would like to apply Role

Play in teaching speaking, because it can bring the students to the real situation and get the knowledge without realized. Role Play is the activity that played by a group or few persons in getting fun. Teaching classroom using Role Play is the activities which make the students enjoy in learning to get the knowledge of the subject.

In reference to the statements described above, the writer in this research would like to know whether there is significant increase of students' speaking ability after being taught by using Role Playa or not.

This research was about implementation of Role Play. This research was conducted at SMK PGRI 1 Kota Agung Taggamus, Lampung and the object of this research was the second grade of Senior High School. The writer focused on the implementation of Role Play to increase speaking ability. In this research, the writer used one class, which consists of 33 students, and the material was taken from the book of Senior High School. The writer chose one class as an experimental class. This research was held for five times, two times for pretest and posttest and the last three meeting for the treatments. The treatments took 3 meetings. The focus of the research was on the implementation of Role Play. The materials were based on the students' handbook. The writer applied Role Play technique in teaching speaking and focused on the aspects of grammar, vocabulary, fluency, comprehension, and pronunciation.

METHODS

The research was conducted based on the one-group pretest posttest design. In this research, the writer had one class only. The students had a pretest, 3 treatments and a posttest. The one-group pretest posttest design referring to Setiyadi, (2006:133) is represented as follows:

T1 X T2

T1 : Pretest

X : Treatment, The writer conducted three treatments in this research.

T2 : Posttest, students' revision draft

Population of this research was the students of the second year of SMK Negeri 1 Kota Agung. The sample is one class from ten class, that is 2P1 which consist of 23 students. The writer collected the data by giving speaking test to the students. He asked them to perform dialogue (pre-test). Then, the researcher conducted the treatment by giving three materials (Expressing satisfaction or dissatisfaction, Asking and giving opinion, and Offering and Asking advice). In the final, the writer asked the students to perform dialogue (post-test).

Furthermore, the instrument in this research is speaking test in the pre-test and post test. It was needed to know the speaking ability of students. The writer asked the students to perform dialogue by group or pair. After treatments done, post-test was used to measure the increasing of students' speaking ability. In the post-test, the writer asked the students to perform dialogue to know the increase of them.

The procedure of this research: Selecting and arranging materials, choosing the material from the student's handbook, determining the instruments of the research, Determining population and sample, administering the pre-test Pretest was given before the treatment. Conducting the treatment, administering the post-test, analyzing the data (the result of pre-test and post-test), and after conducting pretest and posttest, the writer analyzed the data

RESULTS

The writer held five meetings to get the data. The first meeting the writer conducted the pre test in order to get the result of pre test and to know how far the students' speaking ability. After getting the pre test, the writer conducted the treatment in three meetings. The scoring system was based on Harris namely; pronunciation, vocabulary, fluency, comprehension, and grammar. In the meetings, the writer gave three topics to the students. The last meeting the writer conducted post test. The students were asked to perform the dialogue in front of the class by group. After getting the post test, the researcher analyzed the result between the pre test and the post test to see the significant increase of students' speaking ability.

Table 1. The Increase of Students' Speaking Ability

Aspect of Writing	Pre test Score	Post test Score	The Increase
Pronunciation	10.40	13.20	2.8
Vocabulary	9.33	13.73	4.0
Fluency	9.33	12.66	3.33
Comprehension	9.33	13.20	3.87
Grammar	8.26	13.06	4.8

The data above showed that there is an increasing in all aspects of writing.

a. Pronunciation

The mean score of in pretest was 10.40 and the mean score in post test was 13.20. The increase of this aspect was 2.8. It means that there is an increase of students' speaking ability. Role Play has increased students' speaking ability in speaking class.

b. Vocabulary

For the Vocabulary aspect, the mean score of pre test was 9.33 and 17.30 in post test. The increase of this aspect was 4.0. It means that Role Play has given the increase in students' speaking ability in speaking class.

c. Fluency

The mean score of this aspect was 9.33 and 12.66 in post test. The increase of this aspect was 3.33. It means that there is an increase in students' speaking ability in this aspect. Role Play has given the increase in students' speaking.

d. Comprehension

In comprehension aspect, the mean score in pre test was 9.33 and the mean score in post test was 13.20. The increase of this aspect was 3.87. It means that Role Play has given the increase in students' speaking class.

e. Grammar

In grammar aspect, the mean score in pre test was 8.26 and the mean score in post test

was 13.06. The increase of this aspect was 4.8. It means that there is an increase of students' speaking class.

From the explanation above, it could be concluded that Role Play has given increase of students' speaking ability in five aspects. The highest increase is on the aspect of grammar. The increase could be also seen from the total score of the pre – test to the post – test, from 1410 up to 1972. The mean was from 8.26 up to 13.06.

Table 17. The Increase of Students' Score

	The Score of Pre – test	The Score of Post – test	The Increase	Level Significance
Mean (m)	47.00	65.73	18.73	0.05

From the average score it was attained that there was significant increase of students' speaking ability scores at second grade of students who were taught by using Role Play. It was proven by the result of Paired Sample T – test, which showed that the value of two tail significance was less than α ($0.00 < 0.05$).

There was increase of students' speaking ability after being taught by using Role Play. It was proven by analyzing the result of the students' pretest and posttest. Before the treatment, the teacher asked to the students to make the dialogue and asked them to perform in front of the class. The teacher recorded the voices of them to get the scores of them. Before applying the technique, the writer gave the treatments to the students in three meetings.

After the treatments done, the writer gave the posttest as the same as pretest, then analyzed students' speaking and listened (rater 1 and 2) the voices of the students. Based on the result of students' score, it was found that there was increase of students' speaking ability after being taught by using Role Play.

DISCUSSIONS

The finding that Role Play significantly increased students' speaking ability from pretest to posttest indicated that by using Role Play had a positive impact in increase students' speaking ability. Based on the result of research, the writer found that it was important to use interesting technique to increase students' speaking ability. In this research, the writer found that there was significant increase of students' speaking ability after taught by using Role Play. It was taken from hypothesis testing. It indicated that the (H_i) hypothesis was accepted. The increase can be seen by comparing the mean score between pretest (47.00) and posttest (65.73). So, the increase of the students' speaking ability was 18.73%.

Among the five aspects of speaking, there was one aspect which was higher increased, that was grammar. The students minimized their mistakes and produced the sentences with better construction in English grammar. It could be seen aslo from the average score from pretest to posttest, 8.28 up to 13.06 or increased 4.8. When the others, pronunciation, vocabulary, fluency and comprehension increased 2.8, 4.4, 2.8 and 3.87. In taking conversation with Role Play they had understood that they had to use simple present tense and continuous tense. They mastered more vocabularies used in the Role Play and they were able to choose the appropriate way by acting the Role Play.

There was a significant increase of students speaking ability. It could be seen from the mean of pretest and posttest result. The result found that the total score of pretest was 1410. The highest score was 64 and the lowest score was 32. The mean score of pretest was 47.00. From the result total score of posttest was 1972. The highest score was 80 the lowest score was 60 and mean was 65.73. Based on the discussion above, it can be concluded that the (H_i) hypothesis of this research was accepted. Role Play had positive impact to increase students' speaking ability. The use of Role Play in teaching speaking encouraged the students' to learn speaking through enjoyable way. Role Play can also increase students' speaking ability.

CONCLUSIONS AND SUGGESTIONS

Having conducted the research at the first grade of SMK PGRI 1 Kota Agung Tanggamus Lampung and analyzing the data, the writer has conclusions that there is significant increase of students' speaking ability after being taught speaking by using Role Play. It can be proved from the increase of the students' mean score from the pretest to posttest. The result of post test was higher than the result of pre test. There is positive increase in students' speaking ability from the mean pretest (47.00) to posttest (65.73) or increase 18.73%. The result of the hypothesis test shows that the hypothesis is accepted ($p > 0.05$). It means that there is a significant increase of students' speaking ability after being taught speaking by using Role Play. Role Play gives the positive increase on each aspects of speaking the class situation, such as: 1) pronunciation, from 40.10 to 13.20, the students focused seriously on the pronunciation and they got the increase of fluent. 2) vocabulary. From 9.33 to 13.73, the students got better in using appropriate words and how to rephrase it. 3) fluency, from 9.86 to 12.66, the students were faster in the level of speaking. 4) comprehension, from 9.33 to 13.20, the students understood most of what is said at slower than normal speed with repetition. 5) Grammar, from 8.26 to 13.06 they got better in grammar almost entirely in almost accurate.

Since there is positive impact in students' increase speaking ability after being taught by using Role Play, English teachers are suggested to use Role Play in teaching speaking. Speaking is essential that most students considered as difficult skill. In order to make the lesson was easy and interesting, the teacher have to clever and initiative in using an interesting way or strategy that attract the students attention and interest. They should also use any technique in teaching. Role Play is one of effective technique that can be used in teaching speaking. The teacher should be able to select the appropriate topic of the conversation for their students. Teacher can find it from any sources or make it by themselves since in the rule of education. Then, it brings into the class and uses it as teaching technique with any interesting activities. By doing this, the students are motivated in joining the class. They also will not get bored in teaching learning process. For institutions, it is necessary for the institutions to

provide any facilities in supporting the teaching and learning process so that it will run more efficient and effective. The use of appropriate facilities and technique in class can gain the students interest and motivation in studying a subject at school.

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