

**THE USE OF ROLE PLAY TECHNIQUE IN IMPROVING
STUDENTS' SPEAKING ABILITY**

(Journal)

By

Arief Munandar ZS

0913042026



LAMPUNG UNIVERSITY

BANDAR LAMPUNG

2013

THE USE OF ROLE PLAY TECHNIQUE IN IMPROVING STUDENTS' SPEAKING ABILITY

Arief Munandar ZS, M. Sukirlan, Ramlan Ginting Suka

Abstract: The objective of this research is to know whether there is a significant improvement of the students' speaking ability after being taught through Role Play. The population of this research was the Second year students of SMA Negeri 1 Tanjungbintang that consists of seven classes and one class was chosen as the experimental class. One group pre-test and post-test design was used. The result of the research proved that there is a significant difference of students' achievement in Speaking ability before and after being taught through Role Play. The mean score of pre-test was 57.13 and post-test was 82.46. By comparing between the mean of pre-test and post-test, it can be found that the increase of the mean was 25.33. It proved that the students' scores increase significantly because $p < 0.05$ ($p = 0.000$). Based on the data, it can be concluded that there is a significant difference of students' achievement in speaking ability before and after being taught through Role Play technique. Therefore, Role Play technique is recommended to be used by teachers to improve the students' Speaking ability.

Keywords: improving, speaking ability, role play.

THE USE OF ROLE PLAY TECHNIQUE IN IMPROVING STUDENTS' SPEAKING ABILITY

Arief Munandar ZS, M. Sukirlan, Ramlan Ginting Suka

Abstrak: Tujuan dari penelitian ini adalah untuk mengetahui apakah terdapat peningkatan signifikan dari kemampuan berbicara siswa setelah pembelajaran melalui teknik bermain peran. Populasi dalam penelitian ini adalah siswa kelas 2 SMA Negeri 1 Tanjungbintang yang terdiri dari tujuh kelas dan hanya satu kelas yang dipilih sebagai kelas untuk percobaan. Desain pre-test dan post-test satu kelompok digunakan dalam penelitian ini. Hasil penelitian membuktikan bahwa terdapat perbedaan signifikan dari pencapaian siswa dalam kemampuan mendengar sebelum dan sesudah pembelajaran melalui teknik pendiktean. Nilai rata-rata dari pre-test adalah 57.13 dan post-test adalah 82.46. Dengan membandingkan rata-rata dari pre-test dan post-test, itu dapat diketahui bahwa peningkatan rata-rata adalah 25.33. Ini membuktikan bahwa skor siswa meningkat dengan signifikan karena $p < 0.05$ ($p = 0.000$). Berdasarkan data, ini dapat disimpulkan bahwa terdapat perbedaan signifikan dari pencapaian siswa dalam kemampuan berbicara sebelum dan sesudah pembelajaran melalui teknik bermain peran. Oleh karena itu, teknik bermain peran dianjurkan untuk digunakan oleh para guru agar meningkatkan kemampuan berbicara siswa.

Kata Kunci: kemampuan berbicara, meningkatkan, teknik bermain peran.

INTRODUCTION

English becomes more and more important these days. We need to be able to use English in facing globalization era because it is the access of international communication. Language skills such as reading, speaking, listening and writing as well as language elements such as vocabulary and grammar should be taught to students. Nowadays, speaking skill is crucial because it is likely to be the requirement in many aspects of modern life. Therefore, policy makers in many countries in the world put English as the important subject in school curriculum.

In Indonesia, English is the first foreign language that should be taught from elementary level to university level. After learning English the students are expected to be able to use the language for communication both in spoken and written form. Since English is the means of international communication, the students must be able to use in variety of communicative situations..

The demand in English curriculum of SMA states that SMA/MA students should be able to use language in informational level. Arriving at informational level means that the students are expected to be able to access knowledge and information from the target language supported with the language skills. There are four language skills to be taught, namely listening, speaking, reading, and writing (Depdiknas, 2006:307).

Although English has been taught for years, we can say the students' capability of speaking English in Indonesia is still unsatisfactory because many students are still shy to speak. Speaking is an important skill to be acquired. In fact, based on researcher's interview with English teacher and researcher's experience in Field

Practice Program (PPL) and observation at SMAN 1 Tanjung Bintang , it can be inferred that the second grade students had low ability in speaking. Most of them were not actively involved in the learning process and they had low self-confidence in producing their sentences so that they could not speak well. Their average score in speaking was only 50. The students in the class were often embarrassed when they made mistakes in the class. They still hesitated to interact with their friends or with their English teacher.

These situations might be caused by the facts that the teachers seldom make the students to speak English, they seldom make various interesting communicative activities in the class. In addition, the teacher did not use appropriate technique for teaching speaking. The teacher taught speaking by explaining the form of sentences, drilling it to students and asking students to do some written exercise at students' worksheet or LKS. This made the students passive and speaking class became writing class and students did not have chance to speak. She taught the lesson by giving the formula of sentence for about twenty five minutes and then asked the students to memorize the formula and did the exercise from English textbooks. The teacher just focused on the grammar. This situation made most students kept silent. When the teacher asked the students to show their speaking task in front of the class, only the active students produced good communication in English. In addition, most of the students' pronunciation was not clear. It could be seen from the sound, stress and intonation they produced.

In reference to the statement above, the researcher intends to use a technique that can motivate and give students opportunities to speak or express their ideas in a

situation they are likely to encounter outside the classroom. One of the techniques that are going to apply is Role Play. It is a type of drama activities where the students can play dramatization of real life situation and the researcher want to use this technique because it is very enjoyable for the students'. Killen (2008) stated that role play is a technique which provides an opportunity for students to become more deeply involve to thinking about how they would react in the real world situation. Harmer (2007) claim the role play can be used to encourage general oral fluency or to train student for specific situation especially where they are studying foe specific purpose.

Ladousse (1995) explaines that when students assume a "Role" they a part (either their own or somebody's) in specific situation, ' Play 'means that is taken on in safe environment in which students are as an inventive and playful as possible. Therefore by doing role play, students can put theirsself into an imaginary situation.

Based on the cases above, role play will not make the students bored because they can corporate with their friends and it is very enjoyable for the students. Therefore, the researcher will like to investigate the use of role play technique in improving student's speaking ability at second year students of SMAN 1 Tanjung Bintang.

METHOD

In this research, the researcher used a quantitative research based on the experimental design. A quantitative research was used to measure how far the Role Play technique influences the students in improving their Speaking ability. The researcher used *one group pre-test and post-test design* which took one class as the experimental class.

The population of this research was the second grade of SMAN 1 Tanjung Bintang. The researcher took one class for treatment. The researcher chose XI IPA 2 because they have potential to be observed in Role Play task.

The design of the research was presented as follow:

T1 X T2

Note:

- T1 is the pre-test.
 - X is the treatment.
 - T2 is the post-test.
- (Hatch and Farhady, 1982: 24)

In collecting the data, the researcher used speaking test as the instrument. The speaking test consisted of pre-test and post-test in dialogue. And there are some procedures that are applied for taking the data

In evaluating the students' speaking scores, the researcher, used the Oral English Rating sheet proposed by David P. Haris (1974: 84). Based on the Oral English Rating sheet, there were five components for the test to the students, namely: pronunciation, fluency, grammar, vocabulary and comprehension

First, scoring pretest and posttest, and then tabulating the results of test and calculating the mean of the pretest and posttest, that was doing by using *Repeated measures t-test of SPSS (statistical package for social science)* version 16.0 for windows. The last, the data was gained from one group and the researcher intent to find out whether there was a significant improvement students' speaking ability using role play technique.

RESULT AND DISCUSSION

The research conducted the pre test and post test of speaking. In this research, the researcher conducted three treatments. The pre test was conducted before treatments and the post test was conducted after treatments.

Result of Pre Test

The pretest administered to measure the students' speaking ability before the treatment. The reseracher measured the aspects of speaking ability by Haris (1974: 84). Based on the oral rating sheet, there are five components that are going to be measured to the students, namely: vocabulary, grammar, comprehensibility, pronunciation and fluency.

Statistics of pre-test

	vocabulary	grammar	comprehensibility	pronunciation	fluency
N Valid	30	30	30	30	30
Missing	0	0	0	0	0
Mean	14.0333	12.6667	10.7000	9.6000	10.5333
Std. Error of Mean	.37900	.54527	.35606	.36389	.48833

Median	14.0000	12.0000	12.0000	8.0000	12.0000
Mode	12.00	12.00	12.00	8.00	8.00
Std. Deviation	2.07586	2.98656	1.95024	1.99309	2.67470
Variance	4.309	8.920	3.803	3.972	7.154
Range	5.00	8.00	5.00	4.00	8.00
Minimum	12.00	8.00	8.00	8.00	8.00
Maximum	17.00	16.00	13.00	12.00	16.00
Sum	421.00	380.00	321.00	288.00	316.00

Table above shows the mean of each aspect of speaking. The mean of vocabulary is 14,03. The mean of grammar is 12,66. The mean of comprehensibility is 10,7. The mean of pronunciation is 9,6. While the mean of fluency is 10,53

Considering the higher and lower score of the pretest, the lower score of vocabulary is 12 and the higher score is 17. The lower score of grammar is 8 and the higher score is 16. The lower score of comprehensibility is 8 and the higher score is 13. The lower score of pronunciation is 8 and the higher score is 12. The lower score of fluency is 8 and the higher score is 16.

Result of Posttest

The posttest administered to measure the students' speaking ability after the treatment.

Statistics of Post test

		vocabulary	grammar	comprehensibility	pronunciation	fluency
N	Valid	30	30	30	30	30
	Missing	0	0	0	0	0

Mean	18.1000	17.1000	15.8667	14.6667	16.6000
Median	18.0000	16.0000	16.0000	16.0000	16.0000
Mode	16.00	16.00	16.00	16.00	16.00
Std. Deviation	1.76850	2.27959	2.45979	2.42591	1.75381
Variance	3.128	5.197	6.051	5.885	3.076
Range	4.00	8.00	8.00	8.00	8.00
Minimum	16.00	12.00	12.00	12.00	12.00
Maximum	20.00	20.00	20.00	20.00	20.00
Sum	543.00	513.00	476.00	440.00	498.00

After giving three times treatments to the students, the researcher administered the posttest to know whether there was an improvement of students' speaking ability or not. Table shows the mean of each speaking aspects in posttest. The mean of vocabulary is 18, 10. The mean of grammar is 17,10. The mean of comprehensibility is 15,86. The mean of pronunciation is 14,66. The mean of fluency is 16,60.

the lower and higher score of each aspects in posttest. The lower score of vocabulary is 16 and the higher score is 20. The lower score of grammar is 12 and the higher score is 20. The lower score of comprehensibility is 12 and the higher score is 20. The lower score of pronunciation is 12 and the higher score is 20. The lower score of fluency is 12 and the higher score is 20.

Based on the mean, lower and higher score that shown by table 1 until table 4, the researcher concluded that there is significance differences from the pretest and the posttest.

Table The analysis of the Hypothesis

Group Statistic

Paired Samples Statistics

	Mean	N	Std. Deviation	Std. Error Mean
Pair 1 pretest	57.1333	30	7.45901	1.36182
posttest	82.4667	30	5.79377	1.05779

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	-2.53333E1	6.71249	1.22553	-27.83982	-22.82685	-20.671	29	.000

Table showed that value of two tail significance was 0.000. since the sign $< \alpha$ (0.000 < 0.05).

In this research, the lowest improvement of students speaking ability compared to other aspects of speaking was fluency. It is caused by the limited time given to the students to practice the words with their friend during teaching learning process. It can be solved if the students practice more often with their friend or teacher during teaching learning process in classroom. By frequent practicing, their speaking aspects such as pronunciation and fluency unconsciously will improve. The highest improvement in students speaking ability was vocabulary. The mean

score of students vocabulary in pretest was 70 while the mean score students vocabulary in posttest was 90. It happened because they pay attention to the role card given and had a good cooperation with their pair in making dialogue. it contrasts with Harmer (2007) who claimed that the 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.

The result showed that there was significant improvement of students speaking ability from pretest to posttest, which makes the researcher, recommends Role Play technique to be used in teaching speaking. This is line with Larsen-Freeman (2000:137) who state that role play is very important in communicative approach because it gives students an opportunity to practice communicating in different social context and in different social roles. It means that role play can make students actively involve in using language orally. Students attempt to think, act, speak, and react as another person.

Finally, from the result above, the researcher concluded that Role Play can improve students' speaking ability. There were any significant differences after the researcher gave them treatments. Besides, Role Play can be an alternative technique for the teacher in English teaching learning process because the students responded role play positively.

CONCLUSIONS AND SUGGESTIONS

Based on the results on data analysis and discussions, the following conclusions are drawn:

1. There was significant improvement of the students' speaking ability after treatment by role play. The result of the posttest was higher than the result of the pretest. The mean of posttest was 82, and mean of pretest was 57. The result of the hypothesis test shows that the hypothesis was accepted ($p < 0.05$, $p = 0.000$). Based on this result, the researcher concluded that role play can help the teacher to improve students' speaking ability.
2. Based on the interview, the students response are positive toward role play because the students are active when learning teaching process.
 - a) Improved their ability to speak in the target language, because the students can pronounce the words well, knowing the meaning of the words, and also able to apply the words in the sentences.
 - b) Role Play is not only teaching about English, but also teaches the students how to communicate and interact in the real situation, how to act in front of class, express their ideas with other using target language, and how to work in pair.
 - c) The students enjoyed and more confident to speak in the target language in the process of teaching learning because the students they practiced it first with their friends so they do not feeling afraid to make mistakes in the activity.

In line with the conclusions above, the following suggestions are put forward:

1. Applying the Role Play technique in speaking is difficult at first. The teacher must consider about time allocation in applying Role Play technique. Since role play needs more time, so the teacher should use time as efficient as possible.
2. To improve students' pronunciation, the teacher should give extra time for the students to practice with their friends in using words that can make the students deliver the word easily.

REFERENCES

- Harmer, Jeremy. 2007. *How to Teach Speaking*. Singapore. Longman.
- Harris, David P. 1974. *Testing English as A Second Language*. New York. Mc. Graw Hill Book Company.
- Hatch and Farhady. 1982. *Research Design and Statistic for Applied Linguistic*. Los Angeles: New Bury House Publisher Inc.
- Killen, Roy. 1988. *Effective Teaching Strategies*. Katomba: Social Science Press.
- Ladousse, G. P. 2004. *Role Play*. Oxford: Oxford University Press.
- Larsen-Freeman, Diane. 2000. *Techniques and Principles in language teaching*. Oxford: Oxford University Press.
- Shohamy, Elena. 1985. *A Practical Handbook in Language Testing for The Second Language Teacher*: Tel Aviv University.