THE IMPLEMENTATION OF ROLE PLAY TECHNIQUE TO IMPROVE STUDENTS' SPEAKING ABILITY

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Abstract

Tujuan penelitian ini adalah untuk mengetahui apakah ada peningkatan kemampuan berbicara setelah diajarkan dengan menggunakan teknik *role play*. Penelitian ini menggunakan pendekatan kuantitatif dan dilaksanakan di kelas X MIA 3 yang berjumlah 36 orang. Data penelitian ini dikumpulkan dengan menggunakan tes berbicara. Hasil penelitian menunjukkan bahwa ada peningkatan kemampuan siswa dalam berbicara setelah diajarkan dengan menggunakan teknik *role play*. Hal ini dapat dibuktikan dengan adanya peningkatan nilai rata-rata siswa dari pretes ke postes yaitu 59.1 ke 67.8, uji hipotesis menunjukkan bahwa nilai t-value 8.621 lebih besar dari t-table 2.0301. Oleh karena itu dapat disimpulkan bahwa teknik *role play* dapat meningkatkan kemampuan siswa dalam berbicara.

The aim of this research was to find out whether there was a significant improvement of the students' speaking ability after they were taught by using role play. This research used quantitative approach and it was conducted to 36 students in class X MIA 3. The data of the research were collected by using speaking test. The result showed that there was a significant improvement in students' speaking ability after they were taught by using role play. It could be proven from the improvement of students' mean score from pretest to posttest, which was 59.1 to 67.8, hypothesis test showed that t-table is 2.0301 and the t-value is 8.621. In conclusion, Role play Technique can improve students' speaking skill.

Keywords: role play technique, improving, speaking skill

INTRODUCTION

Speaking is the important factor that can support the quality of communication in English. A student has to master the four basic language skills, namely listening, speaking, reading and writing. Speaking might be the skill that must be emphasized. This is like what Welty's (1976: 47) statement that speaking is the main skill in communication. The teacher should promote the students to be able to communicate well.

In addition, speaking is one of the productive skills of language that can be used to express ideas or send message to the listener. It means that when one speaks, he/she produces expression that should be meaningful. Then, the receiver or the hearer can receive the message from the speaker directly without any miscommunications.

In teaching, the teacher usually uses a technique which can improve the students' speaking skill. Teacher chooses the technique that is appropriate for his/her students' condition or situation. The goal of teaching speaking should improve students' communicative skills because students can express themselves and learn how to follow the social and cultural rules appropriately in each communicative circumstance.

Based on researcher's experience in Field Practice Program (PPL) at SMAN 1 Liwa, it was found out that most of the students were not actively involved in the learning process and they had low self-confidence in producing their sentences, The student also felt embarrassed when they made mistakes in the class.

Consequently, they could not speak well. In this research, the researcher chose a technique that is expected to be able to motivate and give students opportunities to speak or express their ideas in a situation they were likely to encounter outside the classroom, that is using role play.

Role play is a type of drama activities that the students can play dramatization of real life situation. Role play is one of the activities to promote speaking. Through role play activities, the students learn how to express ideas to others by using words or sounds of articulation. Larsen Freeman (2000: 68) stated that role play is important in the communicative approach because it gives the learners an opportunity to practice how to communicate in different social contexts and different social roles. A role play is a highly flexible learning activity, which has a wide scope for variation and imagination.

The researcher used role play technique because there were some advantages of role play, for examples: 1) It can build students' self confidence, 2) It will give a chance to get some experience in handling difficult situation, 3) Increasing students' listening ability. The researcher assumes that role play technique is very enjoyable for students because they can be more active and it can make good interaction to their friends through drama situation based on their knowledge.

So, from the explanation above, this research was focused on the improvement of the students' speaking ability after they were taught by using role play Technique. The research problem of this research is to find out whether there is any significant improvement of the students' speaking ability after they were taught by using role play Technique.

METHODS

This research was quantitative research which used *one group pretest posttest design*. The population of this research was the first grade of SMAN 9 Bandar Lampung. There were 10 classes of first grade in this school. Those classes were classified into MIA class and Social class. There were 6 MIA classes and 4 Social classes. There was one class as the experimental class and it was MIA 3. This class consists of 36 students. In determining that sample, the researcher used Random Sampling Technique.

In this research, the researcher used the test of speaking ability of students' to speak orally in the class as the instrument. The researcher started the research by conducting the pre-test. The researcher administered pre-test before treatment. It was aimed at knowing the students' speaking ability before being given the treatment using role play Technique. In administering the pre-test, the researcher chose the topic for the students. Then, the students had a discussion group consisting of 2 students. They had to prepare a dialogue. There are five aspects that were scored, namely: pronunciation, grammar, vocabulary, fluency, and comprehension. Pre-test was similar to the posttest. The researcher recorded the oral test by using voice recorder.

After the pretest, the students were taught using Role play. This was done after pre-test to teach the students through Role play Technique. There were three times of treatments. In the treatment, the researcher used role play in teaching speaking class. First, the researcher started the meeting by brainstorming the students' mind

then they were divided into pairs. After the students had been divided into pairs the researcher gave them role card for each pair. The researcher used different role cards in every meeting during the treatment. After that the students were asked to make their own dialogue without any notes based on role card they have got. The researcher gave five minutes for practice time, then asked the students to perform the dialogue in front of class. After all of the pairs had delivered their dialogue, the researcher evaluated their performance and gave them correction related to it. Then, the researcher gave them the right examples of doing role play. The treatments were implemented in three meetings with the same procedures.

Then, the researcher administered the posttest after the treatment. It was aimed at seeing the difference of students' speaking ability after they have taught by using role play Technique in speaking class. Posttest was similar to pre-test. In administering posttest, the researcher chose one topic for the students. Then, the students had a discussion in peer. They had to prepare a dialogue before the researcher started scoring their performance. The researcher used recorder in this research as recording tool because the researcher focused on the five aspects of speaking, namely; pronunciation, grammar, vocabulary, fluency, and comprehension.

Then, in order to see whether there was an improvement of students' speaking skills, the researcher examined the students' score using some steps. First, the students' utterances were transcribed. Then, all students' utterances were listened again to find out their scores in speaking. The raw score were tabulated and calculated using repeated measures T-test of Statistical Package for Social Science (SPSS) for windows version 17 to test whether there is an improvement or not.

RESULTS AND DISCUSSION

This research was conducted in 5 meetings: first, the researcher administered pre-test. In the second, third, and fourth meeting, the researcher conducted the treatment by using role play Technique. In the fifth meeting, the researcher administered post-test to find out the students' improvement in their speaking skill after they were taught by using role play Technique.

The researcher used inter-rater to analyze the scores of the pre-test and the posttest in the experimental class. The researcher was conducted on April 9th- April 28th, 2015. At the first meeting, the researcher conducted pre test to find out the students' ability in speaking before the treatments. The researcher administered the pre test for 90 minutes. The material of test was descriptive text. The researcher used role card as the media in the pretest. The researcher scored the students' speaking based on the speaking aspects and the criteria. The contents are pronunciation, fluency, grammar, vocabulary, and comprehension.

Table 1. The result of pre-test and posttest

Aspects of Speaking	Pretest Score	Posttest Score	The Increase
pronunciation	11.11	12.61	1.5
Grammar	11.22	13.33	2.11
Fluency	11.44	13.33	1.89
Comprehension	13.77	14.44	0.67
Vocabulary	11.55	14.16	2.61

From the statistical calculation formula by using SPSS 17, it was found that there was an increase between the mean score of the pre-test and posttest. The mean

score in the pre-test was 59.1, meanwhile the score in the posttest was 67.8. It was also found that t-value was 8.621, in which the data based on t-table was at least 2.0301. Thus, t-value was higher than t-table (8.621 > 2.0301) and the two tails showed that $p < 0.05$ (p= .000). Therefore, it could be stated that there was an increasing between pre-test and posttest score of students' speaking ability.

The researcher found out the improvement from the five aspects of the students' speaking skill from the pretest and the posttest. In the pretest, in pronunciation, the students sometimes mispronounced the English words. Such as "animal" was read /animal/ whereas it should be /'ænɪml/. The students often use the simplest sentence because it was difficult for them to elaborate their ideas, due to their vocabulary. Fluency, the students often stuck in delivering their ideas, because they were afraid of making mistake and they were not habituated in speaking English. There are some of the students who still did not understand what their friend's means, in other words, they still have low comprehension. For grammar, students found some difficulties in using the right grammar when they were speaking. Sometimes they used simple present tense and sometimes they used simple past tense.

Meanwhile, in the result of the posttest scores, the researcher found that in pronunciation, they were many students could pronounce words and sentences in appropriate way such as they can pronounce "animal" better than in pretest. Vocabulary, the students speak better diction because they were familiar with the expression after the treatments. Most of the students speak fluently because they have learnt it from the treatments, so it increased fluency score. For comprehension, the students were able to respond their friends clearly and

fluently. The students can make the sentence correctly, they know when they have to use simple present tense, and they know when they have to use simple past tense in their Grammar.

Based on the result of the research, it can be seen that the students got a higher score in the posttest. In short, there was an improvement of the students' speaking skill after being taught by using role play technique. Role play as a vehicle by which students can more easily learn the fundamentals of English conversation in a specific situation, requiring the use of key words which act as signifiers for that particular situation. This is in line with Stocker (2006: 1) who states that Role play is a technique that can make the students work in pairs or group, support one another and make the class more interesting.

From the result of pre-test, it can be reported that the highest mean score in five aspects of speaking was comprehension (13.8) and the lowest mean score was grammar (11.2). This is happened because the students not habituated speak English in class, and also when they answered their friend's question they just speak up without thought about the grammar. They tried to comprehend the question that their friend given to them to give the appropriate answer. For example, when the student asked "*good morning, do you can speak English?*" The other students answer "*morning, yes of course, is there anything I can help*". The question and the answer is coherence although there were some grammatical mistakes. That was why the higher score was comprehension while the lowest was grammar.

From the result above we can see that the hypothesis proposed by the researcher was accepted. The hypothesis proposed by the researcher is, there is improvement in students' speaking ability after being taught using role play as the teaching technique and it was accepted. Finally, the researcher can conclude that role play Technique can be a good technique of teaching speaking to increase students' speaking ability. After implementing this technique, students got improvement from the first until the last treatment. The result of this research is almost the same with the previous research of Irianti Sari (2011), who found out the improvement in students' speaking ability after giving treatments. Irianti already conducted her research with the title *Using role play in improving Students' Speaking Ability in the Second Year Students of SMP PGRI II Ciputat.* And she could prove that role play Technique can improve students speaking ability achievement after implementing the technique. The second previous study was dealing with *Improving Students' Speaking Ability in Class at the Second Semester of the First Grade of SMP Negeri 3 Meliau*, which was conducted by Erasma (2012). The findings of this classroom action research showed that speaking ability in class increased by using role play technique.

In line with the description above, the researcher also analyzed the increase of speaking ability in the pre-test and posttest score. The researcher conducted the research in senior high school. Meanwhile, the previous research was conducted in junior high school. Based on the result showed a positive improvement in students' speaking ability. The mistakes which occurred during the research can be fixed by giving the students longer treatment so that they have more time to develop their ability.

CONCLUSIONS AND SUGGESTION

Conclusion

Based on the results of the data analysis and discussion, the researcher concludes that there was a significant improvement of the students' speaking skill from the pretest and posttest after they were being taught by using role play Technique. Role play Technique is applicable to encourage the students to improve their speaking skill and its aspects namely: pronunciation, grammar, vocabulary, fluency, and comprehension.

It could be proven from the improvement of the students' mean scores in the pretest and the posttest. The result of the posttest was higher than the result of the pretest. The mean score of the pretest was 59.1, and then, it increased in the posttest up to 67.8. Learning process using Role play Technique makes the students can build self confident and solve their problem by themselves, because they practiced to speak and have self correction. By practicing a lot, there will be an improvement of the students' speaking skill.

Suggestion

Referring to the conclusion the researcher suggests the English teacher to be able to make some variation of topics in teaching so that the students will be interested in learning English. In implementing this technique, the teacher should give more attention to students' awareness in comprehension since the result of this research the lowest improvement was comprehension. The English teacher is suggested to use Role Play Technique in teaching speaking because the researcher found in the

field that most of students were interested to study speaking through Role Play Technique.

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