

**THE EFFECT OF ROLE PLAY TECHNIQUE ON THE SPEAKING
ABILITY OF THE SECOND YEAR STUDENTS OF SMPN 29
PEKANBARU**

Marisa Risdayanti, Dra. Eliwarti, M. App.L, Drs. M. Syarfi, M. A
Email : marisa_risdayanti@ymail.com, elieliwarti@gmail.com, mhd_syarfi@yahoo.co.id
Cp : 082283914047

*Student of English Study Program
Language and Arts Department
Faculty of Teacher Training and Education
Riau University*

Abstract : *This pre-experimental research is aimed to find out the effect of Role Play technique on the speaking ability of the second year students of SMPN 29 Pekanbaru. The research data were collected from April to May 2016. The subject of this research was class VIII.1 which consist of 43 students. The data were collected by giving a pre-test and a post-test to the students in the form of limited picture-cued task. The data were assesed by the three raters and then analyzed using SPSS 16.0. The result of the research showed that the increase of mean score from the pre-test to the post-test was 11.79 where the score of the pre-test was 52.07 and the score of the post test was 63.86. And the result of t-obs was 19.820, mean-while the t-table values was 2,018. Therefore, it can be concluded that Role Play technique gives positive effects to the students' speaking ability.*

Keywords: *Role Play, Speaking Ability*

EFEK ROLE PLAY TERHADAP KEMAMPUAN BERBICARA SISWA KELAS 2 SMPN 29 PEKANBARU

Marisa Risdayanti, Dra. Eliwarti, M. App.L, Drs. M. Syarfi, M. A
Email : marisa_risdayanti@ymail.com.elieliwarti@gmail.com.mhd_syarfi@yahoo.co.id
Cp : 082283914047

Mahasiswa Program Studi Bahasa Inggris
Jurusan Bahasa dan Seni
Fakultas Keguruan dan Ilmu Pendidikan
Universitas Riau

Abstrak: Penelitian pre-eksperimen ini bertujuan untuk mengetahui pengaruh teknik role play terhadap kemampuan berbicara siswa kelas dua SMPN 29 Pekanbaru. Data penelitian dikumpulkan dari bulan April hingga Mei tahun 2016. Subjek dalam penelitian ini adalah siswa kelas VIII.1 yang terdiri dari 43 siswa. Data dikumpulkan dengan memberikan pre-test dan post-test kepada siswa dalam bentuk limited picture-cued task. Data tersebut dinilai oleh tiga orang penilai dan selanjutnya dianalisis menggunakan aplikasi SPSS 16.0. Hasil dari penelitian ini menunjukkan peningkatan nilai rata-rata dari pre-test menuju post-test adalah 11.79 yang mana nilai pre-test adalah 52.07 dan nilai post-test adalah 63.86. Dan hasil dari t-observed adalah 19,820, sedangkan nilai t-tabel adalah 2.018. Oleh karena itu dapat disimpulkan bahwa teknik role play memberikan pengaruh yang positif terhadap kemampuan berbicara siswa.

Kata Kunci: Role Play, Kemampuan Berbicara

INTRODUCTION

English is a language which plays an important role in every country in this world. In the international relationship, English speaking ability is very important for communication. Therefore, English learners should acquire speaking skill. As states in Hughes (2002), speaking skill is one of the important and essential skills that must be practised to communicate orally. According to 2006 curriculum (KTSP, Kurikulum Satuan Tingkat Pendidikan), there are four language skills to be mastered by students, namely; listening, speaking, reading, and writing. Among the four language skills, speaking is extremely important in foreign language settings. Brown and Yule (1989) states that speaking is to express the needs-request, information, service, etc. In the same way, Nunan (1991) says that speaking is same as oral interaction which is conventional ways of speaking information, expressing ideas, and thought in one's mine.

On the contrary, for most people especially students, speaking seems to be the most difficult skill when they learn a foreign language. It is difficult for them to say and express the words. In addition, they are not happy to speak in English. The students also have limited vocabulary. They required too much time to construct their ideas and also they were afraid of making mistakes when they were speaking. From the problem above, to guide the students to speak English in the classroom, the teacher should be able to make interesting topic and suitable technique of teaching.

One of well known teaching techniques which involve real time English produce is Role Play. Applying Role Play in classroom allows the teacher to have various situations in conducting the speaking activities. As Hattings (1993) states, the Role Play technique would seem to be the ideal activity in which students could use their English creatively, stimulate a conversation situation in which students might find and give themselves an opportunity to practice and develop their communication skill.

Role play technique is included in simulation based on individual's real life. It can ask students to communicate based on their real-life. Poormaan (2002) states that Role Play provides real life situation, so that the students will get fun and enjoy in practicing the language.

In conclusion, role play is a technique which can develop students' fluency in target language, promote students to speak or interact with each other in the classroom, increase motivation and create the teaching and learning process more enjoyable. It aims to encourage students' thinking and creativity, and give them an opportunity to developed and practice a new language.

Based on the statement above, the writer was interested in conducting a pre experimental research to help students overcome their problems in speaking. This research was conducted to find out the effect of role play on the speaking ability of the second year students of SMPN 29 Pekanbaru.

METHODOLOGY

Research Design

One Group Pretest-Posttest design was used in this research. The cycle process was using Pre-test – treatment - Post- test. According to Gay, 2000, the activity in performing this research can be shown in this schema; ($O_1 \rightarrow X \rightarrow O_2$). This One Group Pretest-Posttest design involves a single group that is pretested which presented by (O_1), exposed to a treatment is presented by (X), and post-tested is presented by (O_2). The participants of this research were the second year students of SMPN 29 Pekanbaru. For this purpose, class VIII.1 became the subject of the research which consists of 43 students.

Instruments Technique and Analysis

This research used quantitative data to find the result of this research. Quantitative data is basically data measured on a numerical scale. In collecting the data, researcher used three procedures which are a) Pre-test, b) Treatment, c) Post-test. The data was analyzed from students score in pre test and post test that given before and after treatment. The instrument that used in this research was an oral test in the form of limited picture-cued task. It was given to the students in both of pre test and post test. The material of the test was about narrative text. The students needed to tell about one of the pictures that they choose.

The researcher divided the score into five criteria, the score of pronunciation, grammar, vocabulary, fluency and comprehension. In order to compare the difference results of students' speaking ability in pre-test and post-test, the t-test technique was used in SPSS 16.0. The researcher discovered the complete results in SPSS including mean, the correlation coefficient, and t-test score.

To score students' speaking ability researcher use scoring system by Harris (1974) :

Speaking Scoring System

No.	The Aspects of Speaking	Range Score
1.	Pronunciation	5 : 4 : 3 : 2 : 1
2.	Grammar	5 : 4 : 3 : 2 : 1
3.	Vocabulary	5 : 4 : 3 : 2 : 1
4.	Fluency	5 : 4 : 3 : 2 : 1
5.	Comprehension	5 : 4 : 3 : 2 : 1

(Harris, 1974)

RESEARCH FINDING

The result of this research was presented by showing the result of T-test table in comparing the difference results of students' speaking ability in pre-test and post-test. The data was analyzed based on students' score in pre-test and pos-test. The data analysis showed that there was a significant difference of students' speaking ability between pre-test and post-test.

The Result of T-Test Table

Paired Samples Statistics

	Mean	N	Std. Deviation	Std. Error Mean
Pair 1 Pretest	52.07	43	6.794	1.036
Posttest	63.86	43	6.614	1.009

The table describes about mean score of students speaking ability. The mean score in the pre-test as shown on the table is 52.07 and increases in the post-test to 63.86. Thus, the difference of the mean score between pre-test and post test is 11.79. It mean there was an improvement on students' speaking ability after the treatment.

Paired Sample Correlations

	N	Correlation	Sig.
Pair 1 Pretest & Posttest	43	.831	.000

Paired samples correlation table is explained the correlation coefficient of pre-test and post-test. It presents the correlation coeeficient was 0.831. It shows that the correlation between variable x and y were strong in order to find out the effect of role play on students' speaking ability. The probability of (Sig.) 0.000 is smaller than 0.05 also shows a high correlation of using role play for students' speaking ability.

Paired Sample Test

	Paired Differences					t	df	Sig. (2-tailed)
		Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pair 1 Pretest - Posttest	11.791	3.901	.595	12.991	10.590	19.820	42	.000

t table = $n-1 ; \alpha/2$

= $43-1 ; 0,05/2$

= $42 ; 0,025$

= 2,018

Result of this research also showed that the results of t-observed was 19.820, meanwhile the t-table was 2,018. Therefore, it can be stated that there was a significant difference on students' speaking ability before and after treatment. It means that the alternative hypothesis of this research, "There is a significant effect of role play technique on the speaking ability of the second year students' of SMPN 29 Pekanbaru" was accepted and null hypothesis was rejected.

Result of Students Average Score in Each Aspect of Speaking

Students' Average Score in Each Aspect of Speaking

No	Speaking Aspect	Pre-test	Post-test	Difference Score
1	Fluency	53	65,1	12,1
2	Pronunciation	49	58,3	9,3
3	Comprehension	54	68	14
4	Vocabulary	55	66	11
5	Grammar	51	64,0	13
Total		52	64	11,88

The score of students' pre-test and post-test was collected based on five aspects of speaking, there are fluency, pronunciation, grammar, vocabulary, and comprehension. The result also described about students' score in each aspect of speaking. There are two aspects that have significant different score in the post-test and pre-test, comprehension and grammar. Comprehension increase to 14 point which is the score in the pre-test was 54 and in the post-test was 68, while grammar increase to 13 point which is the score in the pre-test was 51 and in the post-test was 64,0.

Besides, the different scores of fluency, pronunciation, and vocabulary were lower than comprehension and grammar. The different score of fluency was 12,1 point. It increased for 53 to 65,1. On the other hand, pronunciation increases to 9,3 point which is the score in the pre-test was 49 and in the post-test was 58,3. The last is different score of vocabulary which is increase to 11 point. It increases from 55 to 66. Overall, total different score for those aspects was 11,88. It can be concluded that applying role play for speaking activity give significant different on students' average score in each aspect of speaking.

DISCUSSION

The result of T-test table and students' average score in each aspects of speaking showed enhancement of students' speaking ability after applying role play in speaking activity. It also showed that the correlation of using role play for the students' speaking ability was strong. It was connected with the research that was conducted by Erasma, Y. Gatot Sutapa, Urai Salam. Their research also showed that speaking ability in class increased by using role play technique. It because role play technique trains and give students opportunity to use language orally.

In this research, during the implementation of role play for speaking activity in classroom, most of students active in using the language. Researcher also provided opportunity for all students to act their own dialogue spontaneously. It help them to familiarize themselves in using the language, so that they can feel more confidence when they were speaking English. Overall, role play helps students in building communication with and comprehending each other.

Besides, the aspects that have significant different in the post test are comprehension, vocabulary, and fluency. In applying role play during learning activities, researcher guide students in finding a new vocabulary and also guides them in making a sentence by using the new vocabulary. So, they were easy to comprehend their ideas and they can speak fluently. This result was in line with the result of study that was conducted by Phatcharin Phuetchon, Anchalee Chayanuvat, and Pragasit Sitthitikul. They stated that "the mean score of students' fluency, pronunciation accuracy, and appropriate language use after the course was statistically significantly higher than that before the course." It can be stated that through role play students train in using the language that might use in real life situation and try to product the sentence with the appropriate language use. Overall, role play helps students in building communication with and comprehending each other.

CONCLUSIONS AND RECOMENDATION

Overall, the result of this research showed the different score before and after applying role play for speaking activity. It showed from the result of students' score in pre-test and post-test. The score of pre-test was 52.07 and it increased to 63.86 in the post-test. It also can be seen from the result of t-observed 19.820 was higher than t-table 2.018. It could be concluded that the implementation of Role Play technique has beneficial effect in teaching speaking. Hence, the alternative hypothesis was accepted

and the null hypothesis was rejected. Therefore, the result of this research answered the research question that Role Play gives significant effect on the speaking ability of the second year students of SMPN 29 Pekanbaru.

Concerning the conclusion, there are several recommendations that are useful for teaching and learning English, especially in teaching speaking through role play. Firstly, role play technique is needed to apply in speaking activities or in teaching learning process, because the students are more active in using the language and interacting with each other. Secondly, teachers' creativity is needed to create an interesting and clear situation before applying Role Play. It uses to engage students in this activity and make them enthusiastic. The last, related to the result of the research, the highest score increase in speaking aspect in comprehension. So, it is recommended for other researchers to conduct a research regarding the implementation of role play to improve comprehension skill.

BIBLIOGRAPHY

Brown, G. and Yule, G. 1989. *Teaching the Spoken Language*. Cambridge: Cambridge University Press.

Departemen Pendidikan Nasional. 2006. *Kurikulum Tingkat Satuan Pendidikan (KTSP)*. Jakarta: Departemen Pendidikan Nasional.

Erasma, Gatot Sutapea, Urai Salam. 2010. *Improving Students' Speaking Ability in Class through the Role Play Technique*. <http://jurnal.untan.ac.id/index.php/jpdpb/article/download/3634/3643> (accessed on 10 October 2013)

Gay, L.R, Geoffrey E. Mills, Peter Airasian. 2000. *Educational Research: Competences for Analysis and Applications*. New Jersey: Ninth edition.

Harris, David. P. 1974. *Testing English as a Second Language*. New Delhi: Tata Mc. Graw-Hill Publishing Company Ltd.

Hattings, Stephen D. 1993. *Role Play*. Cambridge: Blandwell.

Nunan, David. 1991. *Language Teaching Methodology*. London: Prentice-Hal.

Phatcharin Phuetphon, Anchalee Chayanuvat, Pragasit Sitthitikul. 2012. *Using Unscripted Role Play to Improve Speaking Ability of Thai EFL Students*. Retrieved on April 21st, 2012, Faculty of Liberal Arts, Prince of Songkla University.

Poorman, P.B. 2002. *Biography and Role-Playing: Fostering Emphaty in Abnormal Psychology*. Teaching of Psychology, 29 (1).