

# **THE EFFECT OF ROLE PLAY ACTIVITY ON SPEAKING ABILITY OF THE FIRST YEAR SCIENCE STUDENTS AT SMAN 8 PEKANBARU**

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**Abstract:** *This research is aimed at finding out the effect of role-play activity on students' speaking ability of the first year science students of SMAN 8 Pekanbaru academic year 2017/2018. The total of the population of the first year science students at SMAN 8 Pekanbaru is 323 students. This number of the students is large enough to be taken as the sample, it is selected by using cluster random sampling technique. The selected sample was 10 science students 4 which consist of 36 students. The instrument of this research is speaking test form focusing on the oral narrative text. The test used role-play activity for both pre-test and post-test. The data were analyzed by using five components of speaking as inferred by Brown (2004). They are pronunciation, grammar, vocabulary, fluency, and comprehension. The results show that the mean score of the speaking test of the first year students in pre-test is 68,86 while in post-test is 74,25. The highest score in pre-test is 54,17 for pronunciation while the lowest score is 48,19 for grammar. The highest score in post-test is 57,5 for comprehension and the lowest score is 53,89 for vocabulary. Therefore, it can be concluded that there is an effect of role-play activity on the first year science students' speaking ability. In other words, the alternative hypothesis of this research, "There is an effect of role-play activity on the speaking ability of the first year science students at SMAN 8 Pekanbaru" is accepted and the null hypothesis is rejected. It can be inferred that teaching speaking by using role play activity as one of the alternative speaking activities has an effect on the students' speaking ability.*

**Keyword:** *Role Play, Speaking Ability*

# **PENGARUH AKTIVITAS *ROLE PLAY* TERHADAP KEMAMPUAN BERBICARA SISWA JURUSAN MIPA KELAS 10 DI SMAN 8 PEKANBARU.**

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**Abstrak:** Penelitian ini bertujuan untuk mengetahui pengaruh aktivitas role play terhadap kemampuan berbicara siswa siswi kelas 1 SMAN 8 Pekanbaru tahun ajaran 2017/2018. Total populasi siswa sains tahun pertama di SMAN 8 Pekanbaru adalah 323 siswa. Jumlah siswa ini cukup besar untuk diambil sebagai sampel, dipilih dengan menggunakan teknik cluster random sampling. Sampel yang dipilih adalah 10 siswa sains 4 yang terdiri dari 36 siswa. Instrumen penelitian ini adalah bentuk tes berbicara yang berfokus pada teks naratif lisan. Tes ini menggunakan aktivitas bermain peran untuk pre-test dan post-test. Data dianalisis dengan menggunakan lima komponen berbicara sebagaimana disimpulkan oleh Brown (2004). Mereka adalah pelafalan, tata bahasa, kosakata, kelancaran, dan pemahaman. Hasil penelitian menunjukkan bahwa skor rata-rata tes berbicara siswa tahun pertama dalam pre-test adalah 68,86 sedangkan pada post-test adalah 74,25. Nilai tertinggi dalam pre-test adalah 54,17 untuk pengucapan sedangkan nilai terendah adalah 48,19 untuk tata bahasa. Nilai tertinggi dalam post-test adalah 57,5 untuk pemahaman dan nilai terendah adalah 53,89 untuk kosakata. Oleh karena itu, dapat disimpulkan bahwa ada pengaruh dari aktivitas bermain peran pada kemampuan berbicara siswa sains tahun pertama. Dengan kata lain, hipotesis alternatif dari penelitian ini, "Ada pengaruh aktivitas bermain peran pada kemampuan berbicara siswa sains tahun pertama di SMAN 8 Pekanbaru" diterima dan hipotesis nol ditolak. Dapat disimpulkan bahwa mengajar berbicara dengan menggunakan aktivitas bermain peran sebagai salah satu kegiatan berbicara alternatif memiliki efek pada kemampuan berbicara siswa.

**Kata kunci:** Role-Play, Kemampuan berbicara

## INTRODUCTION

Speaking means as communication to build the interaction among the people in social life. The speaking ability is really important and essential to maintain the daily interaction, to express an opinion, meaning, and feelings of the speakers.

As stated in the Curriculum 2013, in general grade ten students at the senior high school, the students are expected to be able to build and express the meaning in simple transactional and interpersonal conversation, functional text that consists of descriptive text, recount text, and narrative text.

The ten grade students at SMAN 8 Pekanbaru have studied English by using the scientific approach that can help students more active. In contrast, students still face difficulties, especially for speaking skill. Based on the writer's interview with an English teacher in SMAN 8 Pekanbaru, the teacher admit that the students have good academic history, They are good in reading, writing, and listening but there are many also students are reluctant to speak English in the school environment.

According to Harmer (2007), there are some classroom speaking activities that can be used to encourage and engage the students to speak English in the classroom, they are acting from a script, discussion, questionnaires, communication games, simulation and role play. The focus of this research is to use role play activity as an innovative way to teach speaking and see whether there is an effect of role play on students' speaking ability or not. Applying role-play activity can help the teacher to provide various situations.

Considering all the descriptions above, the writer is interested in finding out the effect of role-play activity towards the speaking ability of the first year science students at SMAN 8 Pekanbaru.

## METHODOLOGY

This research was conducted in SMAN 8 Pekanbaru. The design of this research is a pre-experimental design. The population of this research is the first year science students in SMAN 8 Pekanbaru. The population can be seen in the following table.

Table 1. The Population of the First Year Science Students at SMAN 8 Pekanbaru.

Class	Total of Students
10 Science 1	36
10 Science 2	36
10 Science 3	36
10 Science 4	36
10 Science 5	35
10 Science 6	36
10 Science 7	36
10 Science 8	36
10 Science 9	36
Total of Population	323

To limit a large number of the students, the writer used cluster sampling. The writer prepared nine pieces of paper, one of those papers was written the word "sample" and then the writer asked each chairman to pick up the lottery. The selected sample of this research was class 10 Science 4 which consist of 36 students. This research used quantitative data to find out the result measured on a numerical scale and analyzed by using the statistical method and using the table to display the results. The data were collected from the students' pre-test and post-test scores. The instrument used was a spoken test in the form of a role-play task. The task was given to the students for both pre-test and post-test.

To score the students' work and classify the students' scores in pre-test and post-test, Brown's analytical rubric was used in this research.

## RESULTS AND DISCUSSIONS

The participants in this research are 36 students. They have done the speaking test in pre-test and post-test and the scores had been analyzed by three raters. It is found that the mean score of the pre-test is 68,86 and the post-test is 74,25.

In the pre-test, there is only one student who gets the scores of the minimum passing grade criterion of English subject (KKM = 80) and there are 3 students who get the scores of the minimum criterion of SMAN 8 PEKANBARU passing grade (KKM = 75). In the post-test, There are 2 students who get the score of the minimum criterion of English subject passing grade (KKM = 80) and there are 3 students who get score more than passing grade of English subject and there are 3 students who get the scores of the minimum criterion of SMAN 8 passing grade (KKM = 75). There are 7 students who get score more than the passing grade of the minimum criterion of SMAN 8 passing grade Then, the highest score of the post-test is 83 that is got by only one student and the lowest score is 65 while the pre-test is 63. It can be concluded that there is an effect of the role play activity on the speaking ability of the first year science students in SMAN 8 PEKANBARU.

Table2. The Results of the Pre-test and the Post-test Scores in Terms of The Speaking Elements.

No	Elements of Speaking	Average Score		Increase of Scores
		Pre-test	Post-test	
1	Pronunciation	54,17	55,56	1,39
2	Grammar	48,19	55	6,81
3	Vocabulary	51,39	53,89	2,5
4	Fluency	51,11	56,39	5,28
5	Comprehension	53,47	57,5	4,03

Table 2 demonstrates the results of the pre-test and the post-test based on five speaking elements. There is an effect of the treatment on students' speaking ability The highest score in the pre-test is pronunciation (54,17) and the lowest score is grammar (48.19). Then, the highest score in the post-test is also comprehension (57,5) and the lowest score is vocabulary (53,89).

Table 3. The Students' Ability in Terms of Each Speaking Elements in the Pre-test

No.	Elements of Speaking	Average (R1+R2+R3)
1.	Pronunciation	54,17
2.	Grammar	48,19
3.	Vocabulary	51,39
4.	Fluency	51,11
5.	Comprehension	53,47
<b>Average Total Score</b>		<b>68,86</b>

Table 3 demonstrates the result of the pre-test which indicates the first year science students' speaking ability in SMAN 8 PEKANBARU. The average score in the component of 'pronunciation' is 54.17, 'grammar' is 48.19, 'vocabulary' is 51.39 'fluency' is 51.11, 'comprehension' is 53.47. Based on the previous description, the lowest score among the five speaking is grammar and the highest one is pronunciation.

Table 4. The Students' Ability in Terms of Each Speaking Elements in the Post-test

No.	Elements of Speaking	Average (R1+R2+R3)
1.	Pronunciation	55,56
2.	Grammar	55
3.	Vocabulary	53,89
4.	Fluency	56,39
5.	Comprehension	57,5
<b>Average Total Score</b>		<b>74,25</b>

Table 4 shows the result of the post-test. The average score of 'pronunciation' is 55,56, 'grammar' is 55, 'vocabulary' is 53,89, 'fluency' is 56,39, 'comprehension' is 57,5. The average score of the students' ability in speaking increased from the pre-test average score of 68,86 to become the average score of 74,25 in the post-test. Based on the previous description, the lowest score of the speaking element is vocabulary and the highest one is comprehension. Even though the treatment had been done in six meetings, the students still have difficulties in vocabulary and grammar element. Therefore, the students should have more practice in daily conversation in order to make them be active to build the transactional and interpersonal exchange communication and express the meaning as expected in curriculum 2013.

In order for the hypothesis could be accepted, the results of the "t" test formula are also required. T-test can be calculated by using the following formula:

$$\begin{aligned}
 T \text{ table} &= n-1 ; \alpha/2 \\
 &= 36-1 ; 0,05/2 \\
 &= 35 : 0,025 \\
 &= 1.400
 \end{aligned}$$

Table 5. T-Test Table  
Paired Samples Statistics

	Mean	N	Std. Deviation	Std. Error Mean
Pair 1 posttest	74.2500	36	4.72304	.78717
pretest	68.8611	36	5.25984	.87664

Table 5 shows that the mean score of pre-test is 68,86 and the mean score of post-test is 74,25. The difference between the mean score of the pre-test and the post-test is 5,38. The difference of the mean score shows the effect of the role-play activity on students' speaking ability test after treatment. So, the spread of values in the sample of pre-test is 5.25984 while standard error of the mean is 87664. Besides, the standard deviation and standard error for post-test are 4.72304 and 78717.

Table 6. Paired Samples Test  
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 posttest - pretest	5.38889	3.28875	.54812	4.27614	6.50164	9.831	35	.000

Table 6 shows the value of the T-test is 9.831 while the T-table is 1.400. Therefore, it can be concluded that there is a difference between the pre-test and the post-test results. In other words, the alternative hypothesis of this research is accepted and the null hypothesis is rejected. After knowing the mean, the standard deviation, and the standard error score, there are paired samples correlation table that explains the correlation of pre-test and post-test. The paired sample correlation can be seen in table 1.7 below:

Table 7. Paired samples Correlations  
Paired Samples Correlations

	N	Correlation	Sig.
Pair 1 posttest & pretest	36	.788	.000

Table 7 shows the correlation coefficient of pre-test and post-test. Based on the result of the paired sample correlation above, it is found that the correlation coefficient is 0.788. to find out the correlation between variable X (role-play activity) and variable

Y (Students' speaking ability). The classification of the correlation variable X and Y according to Anas (2009) in Risdianti (2016) can be seen in the following table.

Table 8. Classification of the Correlation Coefficient

No	The Value of "r" Product Moment ( $r_{xy}$ )	Interpretation
1	0.00-0.20	The correlation between variable X and Y is very weak
2	0.20-0.40	The correlation between variable X and Y is weak
3	0.40-0.70	The correlation between variable X and Y is mediocre
4	0.70-0.90	The correlation between variable X and Y is strong
5	0.90-1.00	The correlation between variable X and Y is very strong.

(Taken from Anas Sudijono, 2009)

Table 7 shows the correlation coefficient is 0.788 and based on the classification of the correlation coefficient in table 4.8, it can be concluded that the correlation between variable X and Y are strong or in other words, the correlation between role-play activity and students' speaking ability are have a strong correlation in this research.

## Discussion

The result of the first year science students' average score in each element of speaking and the students' mean score in T-test table showed an increased score on the students' score in the post-test after applying to role-play activity at SMAN 8 Pekanbaru. It is also found that the correlation of using role-play activity as an alternative speaking activity to enhance the students' speaking ability in this research was strong.

Based on the result, the lowest score in the pre-test is grammar and in the post-test is vocabulary. The reason is in the learning process, students were reluctant to speak English because they have lack of practices. Meanwhile, the highest score in the pre-test is pronunciation and the post-test is comprehension. It is as a result of the activity of what students did during the learning process in English class because they usually read aloud more texts in English class than speaking.

In addition, the element that has a significant increase in the post-test is grammar. After applying role-play activity, the students could develop their grammar and seems to be familiar with the complex structure of grammar. In this case, the students tried to enhance their grammar while using their own words in producing the language in role-play class activity. Then, the element that has a low increase in the post-test is pronunciation, that it seems that the students have no significant development in the pronunciation element of speaking.

This result was in line with the result of the previous study entitled "The Effect of Role Play technique on the speaking ability of the second year students of SMPN 29 Pekanbaru" which was conducted by Risdianti (2016). She stated that she used a set of

speaking test in pre-test and post-test to collect the data of the speaking ability of eighth-grade students of SMPN 29 Pekanbaru then compare between the data before and after being taught by using Role Play technique. From the finding, the writer concluded that Role Play technique has a significant effect on teaching speaking.

## **CONCLUSION AND RECOMMENDATION**

### **Conclusion**

Based on the result in the previous chapter, it can be concluded that there is an effect on students' speaking ability after being taught by using role-play activity. It can be seen from the increase in the post-test score which was 74,25. Meanwhile, the pre-test score is 68,86. The result shows that there was a difference score between pre-test and post-test. It was found out that the t-test score (9.831) is higher than the t-table score (1.400). Therefore, the alternative hypothesis is accepted and the null hypothesis is rejected. In other words, there is an effect of role-play activity on the speaking ability of the first year science students at SMAN 8 PEKANBARU. It is also can be concluded that the implementation of role-play activity can be an alternative activity in teaching speaking. So, the research question is answered that role-play activity has an effect on students' speaking ability.

### **Recommendation**

Based on the implementation of role-play activity in teaching speaking to the first year science students of SMAN 8 PEKANBARU, the writer would like to offer two recommendations. These recommendations are expected to be beneficial for the teachers and students in teaching and learning English, especially in teaching speaking. They are as follows:

1. As wise word said "Practice makes Perfect" it really important to have practice and due to role-play activity has an effect on the students' speaking ability role-play activity can be an alternative activity to teach speaking in the classroom. It can also be a consideration to use role play activity in teaching speaking in order to have variations in doing classroom activities and to enhance their activeness, creativity in using the language
2. Due to the lowest speaking's elements scores in grammar and vocabulary elements, it is recommended that the teacher and students better concern on those speaking elements deeply without avoiding the other elements.



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