

THE EFFECT OF ROLE PLAY TECHNIQUE ON THE SPEAKING ABILITY OF THE THIRD YEAR STUDENTS OF SMPN 14 PEKANBARU

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Abstract: *This pre-experimental study is aimed at finding out if there is a significant effect of role play technique on the speaking ability of the third year students of SMPN 14 Pekanbaru. The design of the study is one group pre-test-treatment-posttest design. There are 8 classes in the third year. As many as 37 students of class IX 3 in the first semester of academic year 2018/2019 are chosen as the sample by using cluster random sampling technique due to the particular class presents various characters of the whole classes like; academic achievement, the students' learning seriousness toward English and the size of the classroom. The instrument of the test is in the form of acting from script. To collect the needed data the treatments using role play technique were conducted for six times. The students' scores were analyzed by using SPSS (Statistical Package for the Social Sciences) version 23.00 for windows. The results of the data analysis show that the mean score of the pre-test is 51.24 and the mean score of the post-test is 60.42. It means that the value of t-test is higher than t-table ($10.767 > 2.028$) at 5% the significance level. Therefore, the alternative hypothesis (H_1) of this study is accepted. In other words, there is a significant effect of Role Play technique on the speaking ability of the third year students of SMPN 14 Pekanbaru. The implication of this finding is beneficial for the teachers in teaching and learning English especially in teaching speaking.*

Keywords: *Effect, Role Play, Ability, Speaking.*

PENGARUH DARI TEKNIK ROLE PLAY TERHADAP KEMAMPUAN BERBICARA PADA SISWA SISWA KELAS TIGA DI SMPN 14 PEKANBARU

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Abstrak: Penelitian pra-eksperimen ini bertujuan untuk mengetahui apakah ada pengaruh yang signifikan dari teknik role play terhadap kemampuan berbicara pada siswa kelas tiga di SMPN 14 Pekanbaru. Desain penelitian ini adalah satu kelompok desain pre-test-treatment-posttest. Ada 8 kelas di tahun pertama. Sebanyak 37 siswa kelas IX 3 pada semester pertama tahun akademik 2018/2019 dipilih sebagai sampel dengan menggunakan teknik cluster random sampling karena kelas tertentu menyajikan berbagai karakter dari seluruh kelas seperti; prestasi akademik, keseriusan belajar siswa terhadap bahasa Inggris dan ukuran kelas. Instrumen tes ini dalam bentuk berakting dari naskah. Untuk mengumpulkan data yang dibutuhkan perlakuan menggunakan teknik role play dilakukan sebanyak enam kali. Skor siswa dianalisis dengan menggunakan SPSS (Paket Statistik untuk Ilmu Sosial) versi 23.00 untuk windows. Hasil analisis data menunjukkan bahwa nilai rata-rata pre-test adalah 51.24 dan nilai rata-rata post-test adalah 60.42. Ini berarti bahwa nilai t-test lebih tinggi dari t-tabel ($10.767 > 2.028$) pada 5% tingkat signifikansi. Oleh karena itu, hipotesa alternatif (H1) dari penelitian ini diterima. Dengan kata lain, ada pengaruh yang signifikan dari teknik role play terhadap kemampuan berbicara pada siswa kelas tiga di SMPN 14 Pekanbaru. Implikasi dari temuan ini bermanfaat bagi para guru dalam pengajaran dan pembelajaran bahasa Inggris khususnya dalam pengajaran membaca.

Kata Kunci: Pengaruh, Role Play, Kemampuan, Berbicara.

INTRODUCTION

Speaking has been an important language skill since the communicative approach movement got influence, especially in teaching and learning a foreign language. Speaking is an important part of the curriculum in language teaching and learning and an object of assessment as well. Brown (1994) states that speaking is an interactive process of constructing meaning that involves producing and receiving and processing information. Speaking is highly used to deliver messages to other people in spoken.

In School-Based Curriculum, speaking is one basic competence that the students should learn. To speak well, students should have good capabilities in speaking. Someone who wants to speak must know the components of speaking. There are many components that should be considered in speaking such as pronunciation, grammar, vocabulary, fluency, and comprehension. But conditions of their environments is not support them to speak English.

For the students, the speaking ability is an important measurement of academic success. Speaking is an interactive process of constructing meaning, receiving, and processing information. In teaching speaking, teachers should have the ability to guide students in learning and increasing students' speaking ability by using some strategies which can help the students improve their skills. However, speaking becomes a problem for some students because they are complicated production skills. In speaking class, the students should be taught how to speak. Teaching and learning process will be more interesting if the teachers can create fun activities by applying some kinds of techniques that fit the students' level.

One technique that can be used by the teachers in teaching speaking is Role Play technique. Role play technique is one of the techniques to teach students by acting and speaking as if we are the character we are portraying. In Oxford Advanced Learner's Dictionary the definition of role play is "a learning activity in which you behave in the way somebody else would behave in a particular situation. Role-play allows students to practice language in a safe situation." Role play is important in teaching speaking because it gives students an opportunity to practice communicating in different social contexts and with different social roles. In addition, it also allows students to be creative and to put themselves in another person's place for a while. According to Stephen D. Hattings (1993) role play would seem to be the ideal activity in which students could use their English creatively and it aims to stimulate a conversation situation in which students might find themselves and give them an opportunity to practice and develop their communication skill.

Finally, based on the description, the writer decides to conduct a research entitled: The Effect of Role Play Technique on the Speaking Ability at the Third Year Students of SMPN 14 Pekanbaru.

METHODOLOGY

This research was conducted in SMPN 14 Pekanbaru. The design of this research is a pre-experimental design. The population of this research is the third year students of SMPN 14 Pekanbaru. The population can be seen in the following table.

Table 1.1 The Population of the Third Year Students of SMPN 14 Pekanbaru

Classes	Number of Students
IX 1	38
IX 2	36
IX 3	37
IX 4	36
IX 5	37
IX 6	35
IX 7	33
IX 8	38
Total	291

Source: Teachers office of SMPN 14 Pekanbaru

Since the total population of the third year students of SMPN 14 Pekanbaru is large enough to be taken as sample, it was necessary to select the sample. The sample is selected by using cluster random sampling technique. Cluster random sampling is used when there are well-defined clusters (groups) within the population. Cluster sampling technique is used in order to choose the sample of this research.

To get the The writer write all classes of third year students in eight pieces of paper, while one paper has written "sample" and the other were blank. The writer asked the chairman of the classes to pick one. The chairman who get the paper which is written "sample" on it, their class became the sample. Finally, the one who got the paper with the word "sample" became the sample of the research. As the result, class IX.3 was chosen as the sample which the total number is 37 students.

RESULTS AND DISCUSSIONS

After collecting the data, the writer analyze it. The results of this research are presented by showing the t-test table after comparing the result of students' speaking ability in the pre-test and the post-test. The results show the students' speaking ability for each aspect of speaking (pronunciation, grammar, vocabulary, fluency, and comprehension).

The results of this study show that the mean score of the post-test (60.42) is higher than the mean score of the pre-test (51.24). This result shows that the students' scores after receiving the treatments have significantly improved compared to their scores before the treatment. Then, the t-test shows that there is a significant difference between the pre-test result and the post-test result. The data analysis shows that the t-test is higher than the t-table ($10.767 > 2.028$). It means that alternative hypothesis was accepted. So, it can be stated that role play technique is one of valueable and applicable

ways to improve the speaking ability of the third year students of SMPN 14 Pekanbaru and the researcher question of this study has answered.

The Results of the Pre-test

The pre-test is intended to know the students' speaking ability achievement before getting the treatment. The result of the pre-test is shown on table 1.1. It shows that the average score of the students' speaking ability in the pre-test is 40.99.

Table. 1.1 The Students' Ability in Each Aspect of Speaking in Pre-test

No	Aspect of speaking	Average (R1+R2+R3)
1	Pronunciation	40.94
2	Grammar	41.37
3	Vocabulary	40.65
4	Fluency	40.07
5	Comprehension	41.95
Average Total Score		40.99

Table 1.1 shows that the average score of 'pronunciation' is 40.94. Then, the average score of 'grammar' is 41.37. The average score of 'vocabulary' is 40.65. The average score of 'fluency' is 40.07 and the average of 'comprehension' is 41.95.

The Results of the Post-test

The post-test was given to the students after the treatment through teaching speaking by implementing role play technique. The result is shown on table 1.2. It shows that the average score of the students' speaking ability in the post-test is 48.35.

Table. 1.2 The Students' Ability in Each Aspect of Speaking in Post-test

No	Aspect of speaking	Average (R1+R2+R3)
1	Pronunciation	47.86
2	Grammar	48.43
3	Vocabulary	47.57
4	Fluency	47.42
5	Comprehension	50.45
Average Total Score		48.35

Table 1.2 reviews the result of the post-test which indicates the third year students' speaking ability in SMPN 14 Pekanbaru. The average score of 'pronunciation' is 47.86. Then, the average score of 'grammar' is 48.43. The average score of

‘vocabulary’ is 47.57. The average score of ‘fluency’ is 47.42 and the average score of ‘comprehension’ is 50.45.

The Comparison Between the Results of the Pre-test and the Post-test

After calculating the results of both tests, the differences can be presented. The result can be seen in the following table:

Table 1.3 Students’ Average Score in Each Aspect of Speaking

No	Aspect of speaking	Pre Test Score	Post Test Score	Different Score
1	Pronunciation	40.94	47.86	6.92
2	Grammar	41.37	48.43	7.06
3	Vocabulary	40.65	47.57	6.92
4	Fluency	40.07	47.42	7.35
5	Comprehension	41.95	50.45	8.5

The table 1.3 shows that the students’ average score of the each aspects of speaking increased.

The Result of T-test

In this research, t-test formula was used to compare the pre-test and the post-test results to determine whether the hypothesis is accepted and measuring whether the treatment could have an effect in the students’ speaking ability or not.

$$\begin{aligned}
 t_{table} &= n-1 (\alpha 5\%) \\
 &= 37-1 (\alpha 5\%) \\
 &= 36 (\alpha 5\%) \\
 &= 2,028
 \end{aligned}$$

Table 4.5 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	-9.18811	5.19060	.85333	-10.91874	-7.45748	-10.767	36	.000	

Finally, to prove the hypothesis, the data is calculated by using t-test formula with assumption as follows:

1. If $t\text{-test} > t\text{-Table}$, the Null Hypothesis (H_0) is rejected and alternative hypothesis (H_a) is accepted.
2. If $t\text{-test} < t\text{-Table}$, the Null hypothesis (H_0) is accepted and alternative hypothesis (H_a) is rejected.

The results of t-test is 10.767, the t-table from 37 students was 2.028. The comparison between t-test and t-table is $10.767 > 2.028$. It means that t-test is higher than t-table. It can be concluded that the alternative hypothesis “There is a significant effect of using role play technique on the speaking ability of the third year students of SMPN 14 Pekanbaru” is accepted and null hypothesis is rejected.

Discussions

The result of t-test table and students average scores in each aspect of speaking of third year students of SMPN 14 Pekanbaru showed enrichment of students' speaking ability after the application of Role Play technique in speaking activity.

According to the result, the lowest score of speaking aspects in the pre-test and the post-test is ‘fluency’. In the learning process, students were unable to speak fluently because they may have lack of practices. The students were also lack of confidence when they speak English in front of the class. Meanwhile, the highest score in the pre-test and the post-test is ‘comprehension’. It is as a result of the activity of what students do during the learning process in English class because they may usually read more texts in English class.

In addition, the aspect that has significant increase in the post-test is ‘comprehension’. After the application of Role Play technique, the students were familiar with the words related to the context and materials which made the students were able to understand about the dialogue. It is in line with Brown (2001) that defines speaking as an interactive process of constructing meaning, involving producing, receiving and processing information.

In this research, after the application of Role Play Technique, the students were motivated to speak in the activities because the students should become the character based on the dialogue in the script and they should present in front of the class with their partner. The students also enjoyed the activities and became more confident when they perform with their partner in front of the class. It is in line with Ladousse (2004:21) “Perhaps the most important reason for using Role Play is that it is fun”. In role play technique the students expected enjoy when they play their roles in front of the class.

This result was in line with the result of the previous study entitled “The Effect of Paired-Story-Telling Technique on the Speaking Ability of the Second Year Students of SMPN 8 Pekanbaru” which was conducted by Andriani Sutanti (2017). She stated that she used a set of oral test to gather the data of the speaking ability of second year students of SMPN 8 Pekanbaru then compare between the data before and after being taught by using Paired-Story-Telling Technique. From the finding, the writer concluded that Role Play is effective in teaching speaking.

CONCLUSIONS AND RECOMMENDATION

Conclusions

In this research, the writer used Role Play as a technique to make the students familiar in using English to communicate with other students and to improve their speaking ability. After analyzing the data of this study, some conclusions can be drawn. First, Role Play technique is quite effective to teach speaking since there is an improvement that the third year students of SMPN 14 Pekanbaru made on speaking. The effect of Role Play technique can be seen from the increase in the post-test score which was 48.35. Meanwhile, the pre-test score is 40.99. The result shows that there was a significant difference between pre-test and post-test.

It was found out that the t-test score (10.767) is higher than t-table score (2.028). Therefore, the alternative hypothesis is accepted and the null hypothesis is rejected. In other words, there is a significant effect of Role Play technique on the speaking ability of the third year students of SMPN 14 Pekanbaru.

For those reasons, it can be concluded that the implementation of Role Play can be an alternative technique in supporting teaching and learning through speaking. So, the research question is answered that Role Play technique has a significant effect in teaching students' speaking ability.

Recommendation

Based on the implementation of Role Play technique in teaching speaking to the third year students of SMPN 14 Pekanbaru, the writer would like to offer two recommendations. The 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. The teachers are suggested to use Role Play technique as an alternative technique to improve the students' speaking ability. Based on the result, Role Play technique has an effect on the students' speaking ability and also effective to make students communicate actively in the classroom.
2. Since the lowest score are in fluency and vocabulary aspects, the teachers are suggested to train the students to practice more in speaking and also the students are suggested to should learn more and should do much improvement in vocabulary aspect.
3. The students are suggested to be more confident in expressing their ideas, emotions, attentions, and reactions. Students can practice expressing it with their friends in the class.

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