

THE EFFECT OF ROLE PLAY ON THE SPEAKING ABILITY OF THE FIRST YEAR STUDENTS OF SMP N 14 PEKANBARU

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Abstract: *Role play is one of teaching techniques that can be used to familiarize students to use the language orally. It provides more oportunities for the students to use the language orally and build interaction with each other. This study was a pre-experimental research. This research was aimed to find out the effect of role play on the speaking ability of the first year students of SMP N 14 Pekanbaru. This reasearch was conducted toward the first year students of SMP N 14 Pekanbaru from May to June 2015. The subject of this research was class VII.7 which consisted of 32 students. The data was collected by giving a pre-test and a post-test to students in the form of picture descripyion. The data was assesed by the three raters and analyzed by using SPSS 20. The result of the reserch showed the interval score in the pre-test and the post-test was 10.49 where the score of the pre-test was 50 and the score of the post test increased to 60.38. Therefore, it can be concluded that role play gives positive effects to the students' speaking ability.*

Keywords: *Role Play, Speaking Ability*

EFEK ROLE PLAY TERHADAP KEMAMPUAN BERBICARA SISWA KELAS 1 SMP N 14 PEKANBARU

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Abstrak: Role Play adalah salah satu tehknik mengajar yang dapat digunakan untuk membiasakan siswa dalam menggunakan bahasa secara lisan. Teknik ini memberikan banyak kesempatan kepada siswa untuk menggunakan bahasa secara lisan dan membangun interaksi antar mereka. Penelitian ini adalah penelitian Pre-Eksperiment. Penelitian ini bertujuan untuk mengetahui efek role play terhadap kemampuan berbicara siswa kelas 1 SMP N 14 Pekanbaru. Penelitian ini dilaksanakan pada murid kelas 1 SMP N 14 Pekanbaru dari bulan Mei hingga Juni tahun 2015. Subjek dalam penelitian ini adalah siswa kelas VII.7 yang terdiri dari 32 siswa. Data dikumpulkan dengan memberikan pre-test dan post-test kepada siswa dalam bentuk mendeskripsikan gambar. Data tersebut dinilai oleh 3 orang penilai dan dianalisis menggunakan aplikasi SPSS.20. Hasil dari penelitian ini menunjukkan perbedaan nilai pre-test and post-test adalah 10.38 yang mana nilai pre-test adalah 50 dan nilai post-test meningkat menjadi 60.38. Oleh karena itu dapat disimpulkan bahwa role play memberikan efek yang positif terhadap kemampuan berbicara siswa.

Kata Kunci: *Role Play*, Kemampuan Berbicara

INTRODUCTION

English is known as international language that has an important role in many aspects of life. Realizing its importance, English has been treated as a foreign language in Indonesia. 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. According to Nunan (1991) Speaking is the same as oral interaction which are conventional ways of speaking information, expressing our idea, and thought have in our mind. In addition, Brown (2001) pointed that the terms 'speaking' is an interactive process of constructing meaning that involves producing and receiving and processing information. Through speaking the students will be active to express their ideas, feelings, and interaction with each other in their daily communication.

Even though speaking is very important to be mastered, lack of teachers' ability to encourage the students to speak and students' low motivation in learning caused them to have difficulties to master speaking skill. Most of the students assumed that English was a difficult subject and they were not interested in learning it. 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. On the other hand, teacher's technique in teaching speaking was not make the students motivated to use English orally. It caused the students have low motivation in using the language. The teacher also rarely asked students to practice their English orally. It cause students not familiar to use the language. Therefore, it needs to find out an appropriate teaching technique to minimize these problems.

The technique is the one that can motivate and give students opportunities to be active in building interaction among them by using English orally. According to Brown (2001) group work gives students opportunities to speak. Group work is a generic term covering a multiplicity of techniques in which two or more students are assigned a task that involves collaboration and self-initiated language. It means that group work can be used to provide more opportunities for students to practice the language.

One of the group work activities is role play. Role play is a technique that can encourage students to speak. This technique emphasizes the social nature of learning, and sees the behavior as stimulating students both socially and intellectually. According to Brown (2001) role play involves giving a role to one or more members of a group and assigning an objective or purpose that participants must accomplish. Ladousse (2004) stated that role play can develop fluency in using the language, promotes interaction in the classroom, and increase motivation in learning the language.

Role play is included in simulation based on individual's real life. It can ask students to communicate based on their real-life. It offers several advantages for both teacher and student. First, students' interest in the topic is raised. Research has shown that "integrating experiential learning activities in the classroom increases interest in the subject matter and understanding of course content" (Poorman, 2002). Secondly, there is increased involvement on the part of the students in a role playing lesson. Students are not passive recipients of the instructor's knowledge. Rather, they take an active part (Poorman, 2002). Thirdly is role play teaches empathy and understanding of different perspectives (Poorman, 2002). A typical role playing activity would have students taking on a role of a character, learning and acting as that individual would do in the typical setting.

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 at the students to encourage students' thinking and creativity, and give them an opportunity to develop and practice a new language.

Based on the above explanation, the writer was interested in conducting a pre experimental research to help students overcome their problems in speaking. In this case the writer applied role play for speaking activity of the first year students of SMP N 14 Pekanbaru. This research was conducted to find out the effect of role play on the speaking ability of the first year students of SMP N 14 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 first year students of SMP N 14 Pekanbaru. For this purpose, class VII.7 became the subject of the research which consisted of 32 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 picture describing. It was given to the students in both of pre test and post test. The material of the test was about descriptive text. The students needed to make a description about one of the picture that they choosed.

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 20.0. The researcher discovered the complete results in SPSS including mean, the correlation coefficient, 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)

In classifying students' speaking ability, researcher modified the classification table by Harris (1974):

The Classification of Students' Score		
No	Range Score	Level of Ability
1	85-100	Excelent
2	69-84	Good
3	53-68	Average
4	37-52	Poor
5	0-36	Very Poor

(Adapted from 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.

Result of T-test Table

Paired Samples Statistics					
		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Posttest	60.38	32	6.441	1.139
	Pretest	50	32	4.982	.881

The table describes about mean score of students' speaking ability, standard deviation and standard error mean. The mean score in the pre- test as shown on the table is 50 and increases in the post-test to 60.37. Thus, the difference of the mean score between pre-test and post test is 10.46. It mean there was an improvement on students' speaking ability after the treatment. Standard deviation in pre-test is 4.982 and standard error mean is 0.881. Besides, the standard deviation in post-test is 6.441 and standard error mean is 1.139.

Paired Sample Correlations				
		N	Correlation	Sig.
Pair 1	posttest & pretest	32	.871	.000

Paired samples correlation table is explained the correlation coefficient of pre-test and post-test. It presents the correlation coefficient was 0.871. It shows that the correlation between variable x and y is 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.

Result of this research also showed that the results of the t-test was 18.357, meanwhile the t-table was 2,040. Therefore, it can be stated that there is 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 on the students' speaking ability of the 1st year students' of SMP 14 Pekanbaru" is accepted.

Result of Students Average Score in Each Aspect of Speaking

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. Grammar and vocabulary were the two aspects that have significant different score in pre-test and post-test. Grammar increase to 14.3 point which the score in pre test was 42 and in post test was 56.3, while vocabulary increase to 10.6 point which the score in pre test was 54 and in post test was 64.6.

Besides, the different scores of fluency, pronunciation, and comprehension were lower than grammar and vocabulary. The different score of fluency was 9.6 point. It increased from 46 to 55.6. On the other hand, pronunciation increases to 8.1 point which the score in pre test was 50 and in post test was 58,1. The different score of comprehension increase to 8.3 point. It increases from 59 to 67.3. Overall, total different score for those aspects was 10.38. 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 conducted by Erasma, Y. Gatot Sutapa, Urai Salam (2010). Their reasearch also showed that speaking ability in class increased by using role play technique. It because role play trains and give students opportunity to use language orally. During the implementation of role play for speaking acitivity 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 confident when they were speaking English.

According to the result, the lowest score in pre test and post test was fluency. In this case, students need much time to construct their ideas spontaneously. It made them often do repetition or silence for a second in sharing their ideas. The highest score in pre test and post test was comprehension. The students were easy to comprehend their ideas each other even they made a mistakes by saying the incorect sentences.

Besides, the aspects that have significant different in post test are grammar and vocabulary. In applying role play during learning activities, researcher guide students in finding a new vocabulary that help them in making the dialogue based on their role and also guides them in making a sentence by using the new vocabulary. This result was in line with the result by Lin and Jitpanat (2011). They stated that "role play has positive effect on improving students' speaking in terms of language quality and language production'. 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 grammar. Overall, role play help students in building communication with and comprehending each other.

CONCLUSIONS AND RECOMENDATION

This research answeres the research question that role play gives positive effects to the speaking ability of the 1st year students of SMP N 14 Pekanbaru. Applying role play gives a significant difference on students' speaking ability and students' average score in each aspect of speaking. The score showed that the implementation of role play technique has beneficial effect in teaching speaking. 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 is one of the techniques that give students opportunity to use the language. This research has proven that applying role play give postive effects to students' speaking ability. Besides, this research still has some weaknesses. So, it is recommended for other researchers to conduct a research regarding the implementation of role play to improve students' speaking ability and to make them active in using the language. Secondly, this activity is needed to apply in speaking activities and/or teaching and learning process, because the students more active in using the language and interacting with each other. The last is in applying this technique, the situation needs to be clear and interesting . It is used to engaged the students in this activity and make them enthusiastic in using the language orally.

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