

THE EFFECTIVENES OF ROLE PLAY IN IMPROVING ENGLISH SPEAKING SKILL TO THE TENTH GRADE STUDENTS OF MA NIDA'UL KHAIRAAT POMBEWE

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Abstract

This study aims to determine the process of improving speaking skill through role play for tenth grade students of MANida'ul Khairaat Pombewe in the academic year 2020/2021. This study used pre-experimental design research methods. The researcher chose class 10th as a sample consisting of 10 students. In collecting the data, researchers used four types of instruments, namely: pre-test, treatment, post-test and documentation. The result of the data calculation showed that mean score of the students' pre-test was 40.9, it was lower than the mean score of post-test 52.6. In analyzing the data the researchers used the 0.05 and 0.01 degree of significance and df (degree of freedom) $N-1$. This study has two hypothesis which are the null hypothesis or H_0 (there is no improvement of using role play to the students' speaking skill, and the alternative hypothesis or H_a (there is improvement of using role play to the students' speaking skill). It can be concluded that H_0 was rejected and H_a was accepted. The use of role play was effective to improve the students speaking skill at the tenth grade of students in MA Nida'ul Khairaat Pombewe.

Keywords: Improving, Speaking Skill, Role Play

1. INTRODUCTION

Speaking is an important skill of English. Students who are able to speak means that able to share their ideas and opinions to other people. The important thing in speaking is how to deliver the ideas as well. The students also can improve their self-confidence and achievement if they can communicate with others.

There are three aspects in speaking English namely fluency, accuracy and comprehensibility. Fluency it is the ability to express self-clarity, naturally, accurately, and without hesitation. Comprehensibility is about how a listener get message from a speaker in communication. If we cannot understand the message that means we are not successful in communication. In short, both speaker and listener must understand what they are talking about.

Even though speaking is important, there are still many student speaking problems encountered. Communication problems happens due to lack of vocabularies, being unable to express ideas an responding speaker.¹

In teaching speaking skills, the teacher must use appropriate teaching techniques to make students interested. Teachers can apply many techniques to develop speaking skills such as short conversations, small group discussions, role plays, retelling stories or speech contests. These techniques are very useful for students to motivate students in the learning process. Each technique has strengths and weaknesses.

Based on the researchers' preliminary research that had been conducted in MA Nida'ul Khairaat Pombewe, the obtained

information from the English teacher of tenth grade of MANida'ul Khairaat Pombewewas students' speaking skills was still low². Based on preliminary observations by researchers she found that students had some difficulty in speaking. First students lack vocabulary, second they cannot pronounce words properly, and finally students cannot choose the right words to express. Role play has many advantages for students in the learning process. Students can be more motivated and challenged to communicate in English in their daily lives because they do it in their classrooms. Then, the researchers planned role play as a technique for developing speech. In this case, the researcher establishes role play as a technique for improving speaking skill of tenth grade students at MA Nida'ul Khairaat Pombewe. But the researchers limited, to examine fluency and comprehensible. students

Role play is important in a communicative approach because it gives students an opportunity to practice how to communicate in different social contexts and different social roles.³ Role playing is a very flexible learning activity, which has a broad scope for variety and imagination. Researchers assume that the role playing technique is very fun for students because they can be more active and that it can make good interactions with their friends through role playing situations based on their knowledge. So from the explanation above, this research is focused on improving students'

²Zilyarti S. Pd, English Teacher of the tenth grade of MA Nida'ul Khairaat Pombewe, *interview*, Sigi July 21st, 2020.

³Diane Larsen and Freeman, *Techniques and Principles in Language Teaching* (Oxford:2000),68

¹Hinkel, *Handbook of Research in Second Language Teaching and Learning* (London: Seattle University: 2005), 41

speaking abilities after they are taught using role playing techniques.

The research problem of this research is to find out if there is a significant improvement of students' speaking abilities after they are taught using role playing techniques. This research was located at MA Nida'ul Khairaat Pombewe.

II. Literature Review

2.1. Previous of Studies

There are some previous studies that have similarity with this research. The first research by Dian Faqih, used the classroom action research method.⁴ The researcher conducted three cycles for three meetings. Each cycle consists of four sides, namely plan, action, observation, and reflection. Participants in the study were 8A grade students of SMP Negeri 1 Sleman consisting of 32 students and an English teacher in the class. There are four research instruments, namely a checklist of observations, interviews, questionnaires, and observation notes. First, the researcher explains about role play and the rules of role playing. Second, research on students and they must make a script in accordance with what has been given to them. Third, researchers explore to help students if they have problems related to the script to play their roles. Then, the researchers called on students to display their role playing. Finally, researchers take value from their appearance. Based on the results of the analysis, the research shows that the use of role play for 8A grade students of SMP Negeri 1 Sleman there gave improvement in each

cycle during the implementation of role playing in the classroom.

The second research by Joko Priono who used the Classroom Action Research (CAR) method to help solve the problems in students' ability to speak in English.⁵ This class action research was conducted in 2 cycles where each cycle consisted of planning, action, observation, and reflection. In getting data, researcher used qualitative and quantitative methods. Qualitative data were obtained through observation and interviews, while quantitative data were obtained through tests (pre-test and post-test) and questionnaires. The results of the study showed that the application of the role playing method was successful.

2.3. Definition of Speaking

Speaking is the productive skill consisting of producing systematic verbal utterances conveying meaning. Although speaking is natural, speaking in a language other than our own is anything but simple.⁶

In speaking, we can say that is component of language. Therefore, to be able to speak English well, students must consider the language components as well. Among the four skills, speaking is a difficult one to assess with precision, since speaking is a complex skill. According to Harris there are four components in speaking, namely

⁵Joko Priyono, *The Using Role Play To Improve Students' Speaking Ability* (Jakarta:2014), 5

⁶David Nunan, *Practical English Language Teaching*, (New York: McGraw-Hill Companies, 2003), 48

⁴Dian Faqih, *The Use of Role Play in Speaking Activities for Eight Grade Students' of SMPN 1 Sleman* (Yogyakarta:2017), 6

pronunciation, grammar, vocabulary and fluency.⁷

- a. Pronunciation (including the segmental features: Vowels and consonants; and the stress and intonation); is the basic component in a spoken language, because by using it students know the differences between written and spoken language.
- b. Grammar; is the language system. It consists of semantics and communication significance of particular points of grammar. It can influence the successful human speech in communication.
- c. Vocabulary; is one of the most important aspects of foreign language. In some cases, the students may not be confident to speak English because they are lack in vocabularies stock. It is because students seldom hear English in daily life.
- d. Fluency (the ease and speed of the flow of speech); people who can use English well are usually fluent and accurate. Fluent speakers can express themselves appropriately and without hesitation and do not worry about making mistakes.

2. Teaching Speaking

Speaking English is the main goal of many adult learners. Their personalities play a large role in determining how quickly and how correctly they will accomplish this goal. Those who are risk-takers unafraid of making mistakes will generally be more talkative, but with many errors that could become hard to break habits. Conservative, shy students may take a long time to speak confidently, but when they do, their English often contains fewer errors and they will be proud of their English ability. It's a matter of quantity vs. quality, and neither approach is wrong so how shall we prioritize the two clearly important speaker goals of accurate (clear, articulate, grammatically and

phonologically correct) language and fluent (flowing, natural) language?

However, if the aim of speaking is communication and that does not require perfect English, then it makes sense to encourage quantity in your classroom. Break the silence and get students communicating with whatever English they can use, correct or not, and selectively address errors.

Speaking lessons often tie in pronunciation and grammar which are necessary for effective oral communication. Or a grammar or reading lesson may incorporate a speaking activity. Either way, your students will need some preparation before the speaking task. This includes introducing the topic and providing a model of the speech they are to produce. A model may not apply to discussion-type activities, in which case students will need clear and specific instructions about the task to be accomplished. Then the students will practice with the actual speaking activity.

2.2. Definition of Role Playing

Role playing is a learning method in which there is a pretend behavior (acting) of students in accordance with the predetermined role.⁸ Where students imitate the situation of the characters in such a way with the aim of dramatizing and expressing behavior, expressions, movements someone's gesture in social relations between humans. Role playing method can lead to learning experiences, such as the ability to cooperate, communicate, and interpret an incident. Through role playing, students try to explore relationships between people by demonstrating and discussing them, so that together students can explore their feelings, attitudes, values, and problem

⁷Devi Novita Swary *A Study of Students' Problems In Learning Speaking English at the Second Grade Of SMPN 1 Talaga* (Cirebon:2014),13

⁸Abdul Aziz Wahab, *Metode dan Model-Model Mengajar* (Bandung:2007),86

solving strategies. Role playing is a fun activity for students because they can play while learning, this activity also teaches directly the values of goodness and creativity that they want to grow. By experiencing it directly students will be able to feel the importance of growing those values, even can foster an inner bond between teacher and students.⁹

2.3. Reason to Using Role Play

Role playing is a method that lays interalization between two or more students about a topic or situation. Students perform their respective roles according to the principle that he believes in. They interact with fellow roles openly. This method can be used in practicing new lessons. Playing roles while learning is a fun and memorable activity.¹⁰ The use of role play are; a) fun and motivating, b) silent students get opportunity expressing themselves in the environment of classroom and outside that becomes limitless and offers opportunities widely.¹¹ In addition, students who have the opportunity to use English can repeat in a comfortable situation. Real situations can be created and students benefit from the practice.

2.4. Types of Rule in Role Play

a. Ready to Succeed

Role play at the elementary level. Try to think of the language students will use. Students may need extra support to have the language.

⁹ Atik Triwiyati, *Asiknya Bermain Peran* (Solo:2018), 4

¹⁰Yamin and Martinis, *Profesionalisasi Guru dan Implementasi KTSP*, (Jakarta:2007),3

¹¹ Gillian Porter Ladousse, *role play* (Oxford University:1987),6

When they are playing roles, students feel they have been equipped with adequate language. For higher levels, students do not need much support but they need time to be included in the role.

b. Teacher's role

Some possible teacher roles.

- 1) Facilitator, students may need new vocabulary from the teacher
- 2) Audience: the teacher observes gives comments and advice in the end
- 3) Participants: sometimes take part in the game
- 4) Bring the situation of activities to life.

Play warfare by taking stories and real property, such as acting as a pizza owner with his customers. This will make learning more fun and easy to remember.

Stay real and relevant. Maintain the role of students to play as real as possible. Although it is difficult students are invited to imagine the activity.

c. Correction of Errors

There are many ways to justify mistakes when using role playing techniques. Some students like to be justified right after the game is over. Wrong sentences can be written on the board to be corrected together. There are 3 ways in correcting mistakes, namely:

- 1) Self Correction If recording devices such as video or audiocassette are available, students are given the opportunity to listen to the results of the display and reflect on the language that has been used. They might easily check it.
- 2) Peer-correction. His classmates can correct their friends' mistakes. But while maintaining that peer correction is a positive

- and beneficial experience for the involvement of all students.
- 3) Make notes of common mistakes for the success of the next lesson so that students do not lose motivation after being corrected. Negotiate with students first how they want to be corrected.
 - d. Use imagination and have fun

In role playing, players are asked to perform certain roles and present "role plays" and conduct certain "dialogues" that emphasize the characters, traits or attitudes that need to be analyzed. Role playing must reveal a real problem or condition that will be used for discussion material or discussion of certain material. Thus, after completing the role, an important step is the analysis of playing the role. Players are asked to express their roles and feelings about the roles played, as well as other participants. Applying role play to the class can add variety, change and opportunities to produce language and also provide a lot of fun. Role play can also be part of the whole class. If the teacher believes that the activity will take place and important support available will bring success. However if the teacher is not sure of the validity of playing the role then he fails in his desire.

2.6 The Purpose of Role Play

Role play in the learning process aims to make students dramatize behavior, or expressions of the movements of a person's face in social or human relationships.¹² The role playing learning method has the following objectives:

- a. Provide concrete experience of what has been learned.
- b. Illustrate the principles of learning material.
- c. Grow sensitivity to problems of social relations.
- d. Grow student interest and learning motivation.
- e. Provide the means to express the feelings that are hidden behind a desire.

The method of playing role in the learning process has a goal so that students can appreciate what role is being played, able to put themselves in other people's situations that the teacher gives.

2.7. The Advantages and the Disadvantages of Role Play

Role play has advantages and disadvantages among others are:

a. The Advantages

- 1) Can impress with a strong and long-lasting in student memory, in addition to being a pleasant experience also provides knowledge inherent in brain memory.
- 2) Very interesting for students, making it possible to make the class dynamic and enthusiastic.
- 3) Awaken the passion and spirit of optimism in students and foster a sense of togetherness.
- 4) Students can go directly to play something that will be discussed in the learning process.¹³

b. The Disadvantages

- 1) Role playing requires a relatively long time.
- 2) Requires high creativity and creativity on the part of both the teacher and students and this is not all teachers have it.

¹²AsisSaefuddin and Ika Berdiati, *PembelajaranEfektifRemajaRosdakarya* (Bandung : 2014),8

¹³Djamrah, Syaiful Bahri and Aswan Zain, *Strategi BelajarMengajar*(Rineka Cipta: Jakarta,1997),126

- 3) Most students who are appointed as cast feel shy to portray a particular scene.
- 4) If the implementation of role playing fails, not only can it give a bad impression, but at the same time means the learning objectives are not achieved.

Not all subject matter can be presented through this method.

2. Methodology

3.1. Methodology of research

In this research the researcher used quantitative research. Quantitative research is research that uses statistical figures in the process of analyzing data. The researcher used pre-experimental design. Pre experimental design, in which the writer used one group pretest-posttest design.

a. Population and Sample of Research

The population is the whole which is the target in generalizing the results of research. In this study the sampling technique was a purposive sampling technique, the reason why the researcher used the purposive sampling technique in this study because it is one of the most effective sampling techniques to determine the sample with a certain consideration. There 10th class as the sample of this study. 12 students' 4 males and 6 females. But the student active only 10 students'.

b. Variable of Research

The variables involved in this research were two, the first was the use of role play technique as the independent variable (X variable), and the second was students' speaking ability as the dependent variable (Y variable).

c. Research Instrument

The researcher used a test as the research instrument to know the effectiveness of students' speaking skills by using role play the researcher gave

oral test to the students in the pre-test and the post-test at the first meeting and the last meeting. For measuring the effectiveness of using a role play in teaching speaking ability the researcher considered their fluency and comprehensibility.

d. Data Collection Technique

In this collection technique the research used several data. The technique were:

Pre-test

Pre-test was given to the students before the teacher giving the treatment. It can be a guidance for the researcher to know the students ability in speaking skills. This will be given at the first meeting. The writer gave a pre-test to find out the results of students' speaking skills.

Treatment

Treatment was conducted after giving pre-test to the students. The researcher provided speaking treatment for 10th class.

Post-test

The post-test was given after the treatment has already done. It has no other test that given in post-test, the test were the same with the test of pre-test.

e. Technique of Data Analysis

To analyze the data, the researcher used the comparative technique, the researcher analyzed and compared the score of pre-experimental design, this technique is useful to prove statistically, in analyzing data from pre-test and post-test for class 10th,

3. Result and Discussion

4.1. The Description of the Research Results

Table 1.Score of Pre-test

No	Initial Name	Score Components		Total Score
		Fluency	Comprehensibility	
1.	ZEH	18	19	37
2.	PTI	20	20	40
3.	AL	20	21	41
4.	DNO	19	19	38
5.	RF	18	20	38
6.	AF	19	22	41
7.	RSI	21	21	42
8.	PT	19	21	40
9.	AWL	27	24	51
10.	BSR	20	21	41
N=10	Total			409
	Mean			40.9

As the result in the table above, it shows that the total score of students is 409 and the mean score is 40.9. After she obtained the result of the pre-test, hence

the writer calculated the post-test as follow:

Table 2. Score of Post-test

No	Initial Name	Score Components		Total Score
		Fluency	Comprehensibility	
1.	ZKH	24	26	50
2.	PTI	31	32	63
3.	AL	25	26	51
4.	DNO	22	24	46
5.	RF	29	27	56
6.	AF	28	24	52
7.	RSI	21	28	49
8.	PT	24	22	46
9.	AWL	32	33	65
10.	BSR	23	25	48
N=10	Total			526
	Mean			52.6

As mentioned in the table, it shows that the total score of students' post-test is 526 and the mean score is 52.6, it higher than their pre-test score.

Hereinafter, the writer calculated the comparison results of pre-test and post-test as follows:

4.2.. The comparison the test result

The comparison of the test can be seen in table below:

Table 3 : The Comparison of the Test Result

No	Pre-test (X)	Post-test (Y)	D = (X - Y)	D ²
1	37	50	-13	169
2	40	63	-23	529
3	41	51	-11	121
4	38	45	-8	64
5	38	56	-18	324
6	41	52	-11	121
7	42	49	7	49
8	40	45	6	36
9	51	63	-14	196
10	41	43	-7	49
Total	$\Sigma x = 409$	$\Sigma y = 526$	$\Sigma D = -119$	$\Sigma D^2 = 1658$

4. Conclusion

Based on the result of calculation, it is gained the value of the t-observation (t_o) is 6.900 the degree of freedom (df) is 9 (obtained from $N-1 = 10-1=9$). The writer used the level significance 0.05 (5%) and 0.01 (1%). If seen from the table of significance, df of 9 in 0.05 is 2.262 and 0.01 is 3.250 which is lower than the result of $t_o(6.900)$. If the result of t_o (t-observation) is higher than t_t (t-table) or $t_o > t_t$; the null hypothesis is rejected and the alternative hypothesis is accepted. While if the result of t_o is lower than t_t or $t_o < t_t$; the null hypothesis is accepted and the alternative hypothesis is rejected. Accordingly, based on the result of the data calculation it showed that t_o (t-observation) is higher than t_t (t-table) then the null hypothesis is rejected and the alternative hypothesis is accepted. It proven that there is a significant improvement in students speaking skills by using role play.

Build upon the result of the data analysis above, it proven that the students' score of speaking after taught by role play is increase. It implies that the use of role play in teaching english speaking is effective.

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