

THE INFLUENCE OF USING ROLE PLAY ON THE EIGHTTH GRADE STUDENTS' SPEAKING ABILITY

Febriyanti Ayusandini (1510231034)

Advisor (1): Dr. Mohammad Hatip M.Pd, (2): Nur Kamilah, M.Pd.
English Language Education Program, Faculty of Teacher Training and
Education, University of Muhammadiyah Jember
Email: fayusandini@gmail.com

ABSTRACT

Speaking in a foreign language learners is one of difficult skill to be mastered by the students especially for the students in Junior High School. Therefore, it is important to do a research entitled "The Influence of Using Role Play in Students' Speaking Ability".

In this research, the problem was formulated as "Is there any significant difference on the eighth grade students' speaking ability between those who are taught by using role play and those who are not taught by using role play?". The hypothesis of this research is there is a significant difference on the eighth grade students' speaking ability between who are taught by using role play and those who are not taught by using role play.

The data were collected by using speaking test. In order to analyze the data students' speaking score, the result of t-test in pre-test and post-test score are used. The result of t-test post-test is 0.018, means that it is less than ($<$) 0.05. It can be concluded that the null hypothesis (H_0) is rejected and the hypothesis alternative (H_a) is accepted.

It can be concluded that the use of role play in teaching speaking can be an alternative solution to improve the eighth grade students' speaking ability. By using role play the students were more active, more motivated to speak like native speaker more interested in learning speaking than the students who are not taught by using role play.

Key Word: Speaking Ability, Role Play

INTRODUCTION

Speaking is one of language skills that must be practiced to communicate orally. Speaking ability is the ability with pronunciation, fluency, vocabulary, grammar, comprehensibility. The mastery of speaking skills in English is a priority for many second language or foreign language learners (Richards, 2008, p.19). It means that speaking skill on English is an important skill to be learnt.

According to Saleng, et.al, (2014, p.2) students' speaking ability in Indonesia especially for Junior High School student is still low. It may be caused by the traditional method applied by the teacher (Saleng et.al, 2014, p.2). In the traditional method, the teacher often instructs the students to memorize words without looking at the context. It makes the students get difficulty to remember the words longer and the students get problem to use it when they speak the target language.

CLT is one of a method that can be used in teaching speaking English. There are many types of activities that we can do in CLT, one of which is role play (Richards, 2006, p.20).

This research chooses role play activity because in role play, the students have to speak and act from their new character's point of view (Harmer, 2007, p.125). Role play is particularly suitable for practicing the sociocultural variations in speech act, such as complimenting, complaining (Celce-Murcia, 2001, p.107). It helps students practice speaking skills like debating, enacting, reasoning, and negotiating (Bharathy, 2013, p.18).

The purpose of this research is to know whether there is a difference significant in students' speaking ability of VIII grade between those who are taught using role play and those who are not taught using role play. Moreover, this research used film because film is one of the speaking media (Harmer, 2007, p.354). They can see the language in use from a film, for example; they can see how the intonation matches facial expression and what gestures accompany certain phrases.

REVIEW OF RELATED LITERATURE

Communicative Language Teaching

Communicative Language Teaching (CLT) is one of language teaching speaking methods. There are many kinds of activities that we can imply when we use CLT (Richards, 2006, p.14). They are accuracy versus fluency activities, mechanical, meaningful, and communicative practice, information-gap activities, jigsaw activities and role play.

This research chooses role play activity because it is particularly suitable for practicing the sociocultural variations in speech act, such as complimenting, complaining (Celce-Murcia, 2001, p.107). It can help the students in their conversation especially in speaking. It helps students practice speaking skills like debating, enacting, reasoning, and negotiating (Bharathy, 2013, p.18). Role play make the students participate actively (Krebt, 2017, p.864) because the students will be different people by acting or as a police, doctor, teacher, etc.

Role Play

Role play is a speaking activity that acts of imitating the character and behavior of someone who is different from ourselves. Role play is one of the activities that stimulate students to communicate with fun activities.

By using role play, the students are pretending to be someone else and learning new vocabulary so they can make a new sentence to communicate.

To help the students do the role play, this research use a film as the media. The teacher provides situation from a film and the students have to write the dialogue based on the film and they performed it in front of the class.

Film is widely used in many different fields, such as science, literature and foreign teaching (Wang, 2009, p.179). In teaching English, we can use film as a media. Film is one of the speaking learning media (Harmer, 2007, p.354) that we can use in the teaching and learning process. Film allows students entre into a whole range of other communication worlds.

Speaking Ability

Speaking is one of language skills that must be practiced to communicate orally. According to Nation and Newton (2009, p.1) in speaking and writing is focused on the output, where the learner's attention is on conveying ideas and messages to another person. While in listening and reading is focused on the input, where the learner's attention is on the ideas and messages conveyed by the language. There are some major components that will be used to assess the speaking ability of the students generally recognized namely

pronunciation, fluency, vocabulary, grammar and comprehensibility (Brown, 2010, p.184). The aspects was used to assess the students speaking ability.

How to Assess Speaking Ability?

This research chooses interactive, because there is a conversation about human daily activity that the students must do. It will need long interaction in their conversation.

Designing tasks in interactive speaking consist of some tasks, which are interview, role play, discussion and conversation and games (Brown, 2010, p.207-215). This research chooses discussion and conversation in assessing the students' speaking ability, because the students will make a conversation with their partner.

Role Play in Teaching Speaking Ability

Teaching speaking through role play will give the students a chance to participate actively during the teaching and learning process. According to Krebt (2017, p.864) using role play make the students participate actively, so the students will always try to speak.

The Steps of Using Role Play in Teaching Speaking ability:

For the first step is preparation and instruction. The step consists of selecting the role-playing problem, put the students into some groups, warm up, explain the participants' roles, explain the audience roles.

For the second step is watching a film. The students are asked to watch a film by the teacher. The teacher will give them 15 minutes to make a script. Then, the teacher will give them 15 minutes to learn the script. This research chooses a film

to help the students in writing the script.

For the third steps are dramatic action and discussion. After the students get the problem or the issue from the film, the students act or do the dramatic action of the situation that the teacher had given. Analysis of the dramatic action can be discussed after they perform their role play.

RESEARCH METHOD

Kind of the Research

This research used experimental research. Experiment is a way to generate the emergence of a situation, then examined how the consequences (Arikunto, 2013, p.9). The goal of experimental research is to determine whether a causal relationship exists between two or more variables.

This research used quasi-experimental because the school did not give permission to random the class that was given the treatment. Quasi-experimental designs were which did not use random assignment to treatment groups with nonrandomized control group, pretest-posttest which used in the class and the students were given pretest and posttest to measure that there is a significant different score in the control group and the experimental group.

This research collected the data by using the test to measure the students' speaking ability. According to Arikunto (2013, p.193), test is a set of question or exercise which is used to measure the skill, knowledge, intelligence and aptitude for individual or group. This research used speaking test, especially conversation task to measure the students' speaking ability which was as the data collecting. Then, the

score was taken based on the oral scale assessment guidelines

To calculate the result of reading comprehension, the writer used statistical analyses by independent t-test formula and using SPSS 20 version.

RESULT AND DISCUSSION

The ability of the students as respondent before they got treatment was analyzed in pre-test. The form of the test given to the students in this research was a speaking test. The result of pre-test as follows:

Table 4.2 The Result of Pre-test Scores in Experimental and Control Group

Statistics	Experimental Group	Control Group
Mean	48.00	44.75
Variance	72.105	40.724
Minimum	30	35
Maximum	60	60
Range	30	25

From the table 4.2 shows that the pretest mean scores in experimental and control group are 48.00 and 44.75.

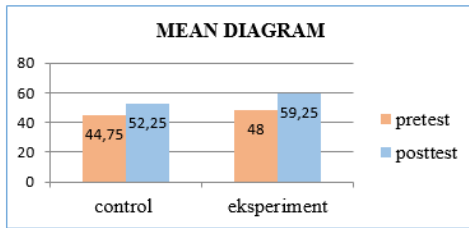
After that compare the improvement on post-test both experiment and control group after giving the treatment. Post-test is used to know earlier knowledge of the students' speaking ability after the students got the treatment. The result of post-test as follows:

Table 4.4 The Result of Post-test Experiment and Control Group

Statistic	Experimental Group	Control Group
Mean	59.25	52.25
Variance	71.776	88.092
Minimum	45	35
Maximum	80	70
Range	35	35

From the table 4.4 shows that the posttest mean scores in

experimental and control group are 59.25 and 52.25.



From the figure above the score in experimental group and control group was decreased, the mean score of experimental group was 48.00 and control group was 44.75. Then, in table 4.4 the mean score of experimental group was 59.25 and the control group was 52.25. That means the score was decreased.

To know whether the hypothesis is accepted or not, it can be classified into two:

- Ho (null Hypothesis): There is no significant different in students speaking ability of eighth grade between those who were taught by using role play and those who were not taught by using role play.
- Ha (Alternative Hypothesis): There is a significant different in students speaking ability of eighth grade in 2018/2019 academic year between those who were taught by using role play and those who were not taught by using role play.

If t-test is more than (> 0.05) means that Ho is accepted, if the t-test is less than (< 0.05) means that Ho is rejected. In this thesis, the result of using role play has a significant different in students speaking ability. It means that Ho is rejected and Ha is accepted. The result of Independent sample t-test is as follows:

Independent Samples Test										
		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
								Lower		Upper
Result	Equal variances assumed	.242	.625	2.476	38	.018	7.000	2.827	1.277	12.723
	Equal variances not assumed			2.476	37.808	.018	7.000	2.827	1.275	12.725

Based on the Independent Samples Test, the null hypothesis (H_0) is rejected and the alternative hypothesis (H_a) is accepted. The Sig. (2-tailed) is 0,018 and it was less than of 0.05 ($0.018 < 0.05$), it means there was a significant difference in students' speaking ability of eighth grade between those who were taught by using role play and those who were not taught by using role play.

Conclusion

The research result of reading comprehension after using role play as a teaching method to the eighth grade students can be stated that the result of the post-test in experimental group is higher than that of the control group. It is caused the students were more active than control group, the students more motivated to speak like native speaker than in control group and the students more interested in learning speaking than in control group. It can be concluded that the use of role play in teaching speaking can be an alternative solution to improve the students' speaking ability of VIII grade students.

From the result, there are some suggestion for the English teacher and prospective researcher. Role play can be an alternative method that the English teacher can be used in teaching English speaking. There is some weakness in this research, which are: the weakness of the subject, design and media. So, if the prospective researchers want to implement this method in the class, they must take notice with the weaknesses in order to decrease the weaknesses of this research.

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