

Improving Students' Speaking Ability by Using Role Play

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ABSTRACT

Role play is a tool of dramatic explorations, which engages participants within an aesthetic, three-dimensional problem-solving process to examine, explore, and reflect upon issue of personal and collective importance. The aim of study was to find out whether or not the use of role play of daily conversation in teaching speaking is able to improve the students' speaking ability or not. This research used quasi-experimental method. The sample of the research is 30 students of first grade of SMA Muhammadiyah Aimas which was divided into two classes. The data has collected through interview on pre-test and role play show on post-test. The data analysis showed the improvements of the students' speaking ability who are studied through role play. It was proven by the mean score of experimental class was 72.3 with SD 3,527 higher than control class was 65,7 with SD 4,154. In other words, Role Play techniques can improve the speaking ability of the students.

Key Words: Role Play, Speaking Ability

INTRODUCTION

Teaching about speaking skill is focus on making students active and creative. So in the process of learning the students must speak more. English is not simple one, because there are several components should be mastered, they are pronunciation, grammar, vocabulary, fluency, and comprehension (Brown, 1983). In this case teachers are supposed to be creative in developing their teaching learning process, to create the good atmosphere, improve the students' speaking skill, give attention to the elements of speaking and make the English lesson be more exciting.

Because of the complexity of speaking, many students have problem on it. They are lack of motivation in speaking, their anxious to take part in conversation and don't know what to say. Those cases also happened in the first grade students of SMA

Muhammadiyah Aimas. To help the students in solving their speaking ability, the teacher of SMA Muhammadiyah Aimas held a conversation subject, to facilitate the students in order to express their ideas using English. However, the writer has seen directly, the teacher of SMA Muhammadiyah used insufficient strategy in teaching the conversation subject. It may be because the lack of students' attention in English lesson.

The writer tried to use Role Play in improving the students speaking ability. (Tompkin, 2018) defines role play as "it is one of the classroom teaching techniques that encourage students to participate actively in the process of learning English. Therefore, foreign language students practice the target language in context similar to real-life situations where stress and shyness are removed" (p. 1). Role play makes the students be more active in participating of teaching learning process, because this method provides a way of creating a reach communicative environment where the students actively become a part of some real word system and function according to predetermined roles as member of that group (Kanneth O, 2008).

The purpose of this research are to increase the students' self-confidence to speak English by creating the class atmosphere as relaxes as possible during the classroom activity and improve the speaking ability of the students. As an English teachers, we should give them some motivation in order that they fell enjoy in study English.

LITERATURE REVIEW

Previous Study

There are some researchers has concerned about role play. (Muhammad, 2012) investigated about the use of Role Play method to improve the students English speaking skill at the fifth years of SDN Bungkal. The result of the test showed that in cycle 1 the minimum score was 36. But in cycle 2 they improved became 72. The result of checklist proved that the students were very active in the class. They were active in cooperating group, doing the conversation, and asking about difficult material. The result of questionnaire proved that most of the students were motivated and interested using role play method because it made them easier to speak. Finally, the researcher concluded that the result of this research showed there is improving students speaking skill through role play method at the fifth year students of SDN Bungkal.

Second study was done by (Debra, 2007) with the focus on the use of Role Play for medical students learning about communication. Before and after the session, students completed questionnaires. In the pre-session questionnaire, students were asked about their experiences of role play and asked to identify helpful and unhelpful elements. Immediately after the session, students answered similar questions in relation to the role play activity they had just completed. Descriptive statistics were used to analyze quantitative data and qualitative data was thematically analyzed. The result showed

that 284 students completed evaluation forms. Although 63 (22.2%) had prior unhelpful experiences, most students (n = 274; 96,5%) found this experience helpful. Summary findings were that students reported the key aspects of helpful role play were opportunities for observation, rehearsal and discussion, realistic roles and alignment of role with other aspects of the curriculum. Unhelpful aspects were those that evoked strong negative emotional responses and factors that contributed to a lack of realism. Role play, therefore, was valued by students in the acquisition of communication skills even though some had prior unhelpful experiences. Guidelines for effective role play include adequate preparation, alignment of roles and tasks with level of practice, structured feedback guidelines and acknowledgment of the importance of social interactions for learning.

Speaking

Speaking is a crucial part of second language learning and teaching. (Chaney, 1998) states that speaking ability is the process of sharing and building meaning while using verbal and non-verbal symbols, in different situations. Speaking is significant in both language learning and teaching. For long time, students recall the activities and memorized the conversations but nowadays, they should study how to express themselves. They should follow social and cultural rules in any context. (Nunan, 2003) explained the purpose of teaching speaking, they are: (1) to produce the English speech sounds and sounds patterns, (2) use words and sentence stress, intonation patterns and the rhythm of the second language, (3) select appropriate words and sentences according to the proper social, (4) setting, audience, situation and subject matter, (5) organize their thoughts in a meaningful and logical sequence, (6) use language as a means of expressing values and judgments and (6) use the language quickly and confidently with few unnatural pauses, which is called fluency.

Role Play

When we talk about role playing as a method of teaching can be considered as a problem can solved consciously which is briefly acted out so that the student can identify with the characters (Blanter, 2009). (Kanneth O, 2008) states that role play can be defined as the type of student's behaves in a certain context. In the field of managing, discrepancies in the identifying role that can be seen as role conflict which does not match for a person or by others role playing as a method of teaching which is the conscious practicing and discussion of the role in a group. While in the class, the difficulty can be briefly acted out so that the student can identify with the roles. Role play activities could be shown as the way student behaves in specific context and situation. The researcher defines it as the role playing technique as a methodology for teaching which is conscious representation and discussion of the role in a group. In the

class a problem context is shortly acted out so that the students can cope with the character.

There are many terms can be interchangeable that associated with the role play teaching technique, and different ideas can be with and against when we compare role play with teaching methods. The expressions that can be interchangeably used like game, simulation, simulation game, and role play game with no agreement on preferable term (Ments, 1983). (Ladousse, 1987) states simulation as complex, inflexible and lengthy. On the other hand, role play technique is brief, simple, and flexible. Holt and Kysilka (2006) state that role play technique can be fun and lead to develop learning, these techniques can be used a student-student communication, they help EFL students to comprehend the importance of cooperation and to have an interest in learning.

(Mitchell, 1997) confirms that process of group relies on four factors: observation, reflection, interaction, and plan. Interaction is the peer-relation; observation is the feedback given by peers; reflection is the thoughts provided by group members; and the plan is the procedure to achieve the shared outcome. Once students in a suitable way employ those factors, their oral skills will be working together. Teachers try to establish an environment of a class where students have authentic activities and real-life communication that improve speaking skill. So, the students should collaborate and work in groups to achieve these objectives. (Blanter, 2009) shows that the role play technique can specify or assess how students act when they face a situation that need to be solve. Also it allows students to practice aspects and problems that have been produce during the lessons and behave like real life situation when students need to be active.

METHOD

Design and Samples

The research used quasi-experimental research. There were 30 students who became the sample of the research. They were separated into experimental and control class. They are consisted of 23 females and 7 males. In taking the sample, the researcher used cluster random sampling.

Instrument and Procedure

The instrument of this research were free interview and role play show. In pretest, the researcher used free interview to know the students ability before teaching by Role Play. The free interview was about the personal information and educational background. It consisted of 20 items. After conducting pretest, it is continued with teaching the students using role play in six meeting for experimental class. In control class, the researcher also taught them with conventional method with the same material

with experimental class. In pretest, the researcher used role play show to know the students improvement in speaking.

Data Analysis

After analyzing the data using speaking rubric score, the researcher calculated the mean score, standard deviation, and the t-test score using manual formula. The students score classified in the following table:

Table 1. Students Score Classification

No	Classification	Score
1.	Excellent	81-100
2.	Very Good	71-80
3.	Good	51-70
4.	Fairly good	41-50
5.	Bad	0-40

(Depdiknas, 2006)

RESULT AND DISCUSSION

After giving the post test, the researcher analyzed the mean score for both experimental and control group. The result can be seen in the following table:

Table 2. Mean Score and Standard Deviation

Class	Mean Score		Standard Deviation	
	Pretest	Posttest	Pretest	Posttest
Experimental	48,5	72,3	5.764	3,527
Control	58,5	65,7	6,890	4,154

In pretest, the mean score of students in experimental class was 48,5 with SD was 5.764 and in control class was 58.5 with SD was 6.890. There is an improvement in posttest. The mean score of experimental class was 72,3 with SD 3,527 and control class was 65,7 with SD 4,154. Therefore, we can say that the speaking ability in experimental class improve after teaching used Role Play. The result of the table above can be seen in the following chart.

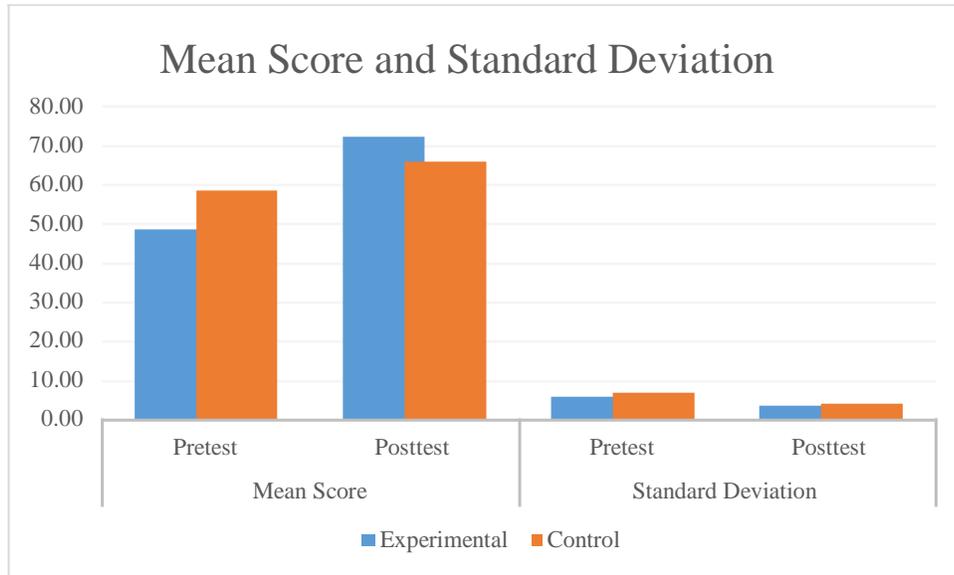


Figure 1. Mean Score and Standard Deviation

In proving the hypothesis, the researcher also analyzed the data with t-test analyzing. The result of t-test in pretest and posttest can be seen in the following table:

Table 3. The T-test of Pretest and Post-test

Group	P-value (Sig-2 tailed)
Pretest	0.236
Posttest	0.000

According to testing criteria hypothesis, there is no significant difference score between two groups if the P-Value is higher than α (0.05) and there is a significant difference score between two groups if the P-Value is smaller than α (0.05). In the table we can conclude that in pretest there is no significance different score between experimental and control group because the P-value (0.236) is higher than α (0.05) and in posttest there is a significance different score between experimental and control group because the P-value (0.000) is smaller than α (0.05). In other word, the use of role play can improve the students speaking ability.

Based on the obtained results, certain justifications concerning the effectiveness of using role play techniques on the students' speaking skill can be made. Accordingly, the students under experimental group seemed to succeed because of getting involved and practice in role play technique such as group work and peer. It can be inferred that if the class is framed as a community to work together supporting each other, it will

have the opportunity to work for the same aims. This builds their ability to interact with and understand each other, the best basis for all learning.

Furthermore, the results of the present study confirm that role play techniques provide a kind of interesting environment for the students to flourish in. such environment leads to better attention in learning and stimulate them to participate in role-play techniques. In role-play techniques, students take a new identity and learn to use a foreign language students for every day interaction. Furthermore, students' vocabulary improved in experimental group more than control group, but not significantly. Students' receptive skills enhanced but not as much as productive one. The vocabulary improvement between the two groups was expected that there could be an important difference in.

The reason for this result was that experimental group students interacted with different students in different dialogues and different situations. Therefore, it was normal to assume suggest that experimental group students maybe employ a large number of vocabulary items or may be just different types of lexis than control group. The necessarily limited type of the posttest role play technique could mean that both group students did well. Moreover, students in the posttests might not find the contexts very complicated or even tried overcome these contexts. In the contrary, students were very aware of making conversation clear for themselves and their partners. As a result, the difference between two groups was not a significant in terms of their vocabulary and speaking skill.

CONCLUSION

The conclusion of the research is Role Play technique can improve the students speaking ability. It is proved by the students' mean score of experimental class is higher than the control class. Besides, the t-test score stated that there is a significance score between pretest and posttest. The use of Role Play technique in teaching the students is not only improving the students speaking ability but also the students' vocabulary.

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