

THE IMPLEMENTATION OF ROLE PLAY IN TEACHING SPEAKING: An Experimental Study to The Second Years Students of Ma Putra Al-Islahuddiny Kediri Lombok Barat In Academic Year 2017/2018

By MUHAMAD SARIFUDDIN

Program Studi Bahasa Inggris, FPBS IKIP Mataram

Email: dgreat_ngloriousone@yahoo.com

ABSTRACT: This study was designed to improve the students' speaking ability using role play. The study was intended to describe how role play can improve the speaking ability of the second years' student of MA PUTRA AL-ISLAHUDDINY Kediri Lombok Barat. This research was an experimental research in which the researcher employed the two group design where the control and experimental group were given pretest before treatment and posttest after the different treatment have been given. The population of this research was the second grade students of MA PUTRA AL-ISLAHUDDINY Kediri Lombok Barat in academic year 2017/2018 while the sample for this research was taken using *cluster random sampling* technique, then taken XI A as the experimental group and XI B as the control group. The finding of the study revealed that role play was successful in improving students' speaking ability. Data obtained for the students' speaking ability from the two groups were analyzed using *t test* formula to determine degree of significant of the differences between two groups. Based on the test data analysis found the mean score of experimental class was higher than the mean score of control class ($MX = 6,80 > MY = 4,86$) then further analyzed using *t test*, found that $t_{count} > t_{table}$ that was $t_{count} = 0,1$ % or 0,99 is 2,42 and $t_{table} = 0,95$ or 0,5% is 2,68. It is found that 3,35 is higher than 2,42 and 2,68. So level of significant and according to the existing criteria that the differences between control group and experimental group was significant.

Keyword: Role play and Speaking Ability

INTRODUCTION

English is important and many people attempt to learn it. Some of them are: for finding job, traveling, interacting each other, doing business, taking examination, doing research, writing in the foreign language. The students learn English and intended to obtain various knowledge, to comprehend and understand the textbooks written in

English to gain knowledge and skills, and to be ready to enter to the university, as one of the test requirements for students in the school.

One of the skills that deeply demanded is speaking skill. As a skill, speaking is the most used skill by people rather than the three other skills. Learners consequently often evaluate their success in language learning as

well as the effectiveness of their English course on the basis of how well they feel they have improved in their spoken proficiency. From the statement, writer can say that most language learners study English in order to develop proficiency in speaking. Besides, many language learners regard speaking ability as the measure of knowing a language.

The common problem that students sometimes think that they have nothing to say on a particular topic in reality, they may be bored and feel that the topic is unreality to anything they know. If this is the case, they will have no motivation to speak other than the fact that they should be participating in the speaking activity. In the classroom the teacher must create the student's motivation that can encourage real communication using some of techniques in teaching English. Many techniques can be applied consist of discussion, simulation, brainstorming, role play, etc. one of the technique in teaching speaking is role play.

Role play is a useful technique for thinking about difficult situations before they occur, so that you have good

pre-prepared responses for the different eventualities that can arise. Role-play can also be used to analyze problems from different perspectives, to spark brainstorming sessions, to experiment with different solutions to a problem, to develop team work, and help group problem- solving.

Role play is a primary technique to provide participation and involvement in the learning process. In a training environment, role playing allows the learner to receive objective feedback about one's performance. Role play techniques can be used to diagnose interactive skills, to provide models and practice, and to motivate individuals to pay more attention to their interpersonal impact. One of its primary benefits is that it allows the learner to experience a real life situation in a protected environment.

Based on the conversation in class, the 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 them and give them an opportunity to practice and develop their communicative skill. For these reasons, the writer is interested

in analyzing the effect of role play technique in teaching speaking for the students of the second years in MA PUTRA AL-ISLAHUDDINY Kediri Lombok Barat.

This study is directed to find out the answer of the following research problem, which is stated in form of research question, which reads: “Is there any effects of role play activities in teaching speaking to the second year students of MA PUTRA AL-ISLAHUDDINY Kediri Lombok Barat?”

This study is merely intended to find out the effects of role play technique in teaching speaking to the second year students of MA PUTRA AL-ISLAHUDDINY Kediri Lombok Barat.

REVIEW OF RELATED LITERATURE

Speaking is expressing ideas, opinions, or feelings to others by using words or sounds of articulation in order to inform, to persuade, and to entertain that can be learnt by using some teaching learning methodologies.

Speaking is a crucial part of second language learning and teaching. Despite its importance, for many years, teaching speaking has been undervalued and English language

teachers have continued to teach speaking just as a repetition of drills or memorization of dialogues. However, today's world requires that the goal of teaching speaking should improve students' communicative skills, because, only in that way, students can express themselves and learn how to follow the social and cultural rules appropriate in each communicative circumstance.

What is meant by teaching speaking is to teach English language learners to:

1. 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 setting, audience, situation and subject matter.
4. Organize their thoughts in a meaningful and logical sequence.
5. Use language as a means of expressing values and judgments.
6. Use the language quickly and confidently with few unnatural pauses, which is called fluency. (Nunan, 2003).

When teaching young learners, we constantly have to keep in mind the fact that what we have in front of us is a mixed class with varied abilities, expectations, motivation level, knowledge and last but not least, different learning styles. Thus, we need to vary our approaches and offer as much opportunity as possible to make the whole class find a little something to hold on to, expand and grow. Natasa Intihar Klancar (2006: P1-2). Young learners are like sponges, they soak up everything we say and how we say it. Thus clear and correct pronunciation is of vital importance, since young learners repeat exactly what they hear. What has been learned at an early stage is difficult to change later on. One rule that applied here is slowly and steadily through constant revision and recycling. With the help of mixed activities, such as dialogues, choral revision, chants, songs, poems and rhymes, students speaking abilities grow, their pronunciation gets better and their awareness of the language improves. When applying the above-mentioned tools into the teaching practice, what should be kept in mind is that interaction is an important way of learning. Therefore, increased oral

emphasis should be included in our teaching to give the students as much speaking time as possible. (Hayriye Kayi, 2006: p.1-2).

Now many linguistics and English as second language (ESL) teachers agree on that students learn to speak in the second language by "interacting". Communicative language teaching and collaborative learning serve best for this aim. Communicative language teaching is based on real life situations that require communication. By using this method in ESL classes, students will have the opportunity of communicating with each other in the target language. In brief, ESL teachers should create a classroom environment where students have real-life communication, authentic activities, and meaningful tasks that promote oral language. This can occur when students collaborate in groups to achieve a goal or to complete a task.

A role-playing game is a game in which the participants assume the roles of characters and collaboratively create stories. Participants determine the actions of their characters based on their characterization, and the actions succeed or fail according to a formal system of

rules and guidelines. Within the rules, they may improvise freely; their choices shape the direction and outcome of the games. Role-playing can also be done online in the form of group story creation, involving anywhere from two to several hundred people, utilizing public forums, private message-boards, mailing lists, chat-rooms, and instant-messaging chat clients (e.g. MSN, Yahoo!, ICQ) to build worlds and characters that may last a few hours, or several years. Message boards such as Pro Boards and Invasion Free are popularly used for role-playing. For some, romance and sex (though more often the former) are key elements to publicly-viewable role plays, with the majority of such play taking place in chat-rooms or so-called "1x1" (one-on-ones) and very small groups, with other elements taking a back-seat in terms of importance. Typically, for medium and large groups of role players, and large role plays, the reverse is true, with romantic sub-plots taking a back-seat to story and setting development and action scenes, yet when it *does* occur, it is often (and in some cases expected to be) of a far less blatant nature.

There are different genres one can choose while role playing, including, but not limited to, fantasy, modern, medieval, steam punk, historical, etc. Books, movies or games can be, and often are, used as a basis for role-plays (which in such cases may be deemed "collaborative fan-fiction"), with players either assuming the roles of established canon characters or using those the players themselves create ("Original Characters") to replace - or exist alongside - characters from the book, movie or game, playing through well-trodden plots as alternative characters, or expanding upon the setting and story outside of its established canon.

According to Crookal and Oxford, there is a little consensus on the terms used in the role playing and simulation literature. A few of the terms often used interchangeably are simulation, games, role play, role play simulation, and role playing game.

RESEARCH METHODS

This research is an experimental research. Experimental research is the method of the research which explains the data for predicting the events in the future. Surakhmad (1989:29). The writer gave

the regular instruction to both of groups of sample. The experimental group treated using Role Play, While the control group treated without using Role Play.

Soon after two weeks the instruction, both of group is given the similar post-test. However, before the writer comes to field, the instruction design and the post-test materials are providing first. The experimental research by using quantitative approach. In this research, the writer used experimental method.

Sampling

The sample to be investigated is taken by Cluster Random Sampling. It is a sampling technique used when "natural" groupings are evident in a statistical population. In this technique, the total population is divided into these groups (or clusters) and a sample of the groups is selected. (Wikipedia, P.1). The

numbers of sample are 30 students from XI A as the experimental group. In this case the writer chooses 30 students from XI B as the control group as the cooperation group

Research Instrument

To know the effect of teaching speaking by using role play, the writer gives oral test to the students. In the testing is oral test, the writer divided the score into five criteria, which are the scores of pronunciation, grammar, vocabulary, fluency and comprehension. Each criterion then, is rated into five scale of rating scores, it is based on Haris (1969) scale rating scores. After that, to get the mean, the scores from all criteria are sum and divided into five. The pre-test that initial proficiency in speaking before the different treatment given the result of the posttest counted for the data then compared with the result of the post test.

Table 1 : The scoring and guidelines for analytical scheme of the student's speaking ability.

To score	SCORING
1. Fluency	1. Very hesitant and disjointed 2. Sometimes hesitant, little natural flow of language 3. Ready responses, some evidence of an ability to sustain a conversation: little, if any, initiative. 4. Answer without hesitation and extends responses 5. Responds readily and shows some initiative, conversation sustained at a reasonable speed, language expressed fluently.

2. Grammar	<ol style="list-style-type: none"> 1. There are not accurate structures observed at all. 2. The grammatical structures available to the candidate are insufficient. There are very few accurate structures observed at all. 3. There may be obvious or even basic mistakes, but the use of grammatical forms appropriate to the level is still adequate. 4. The candidate's use of the grammatical form of the level is sufficient for all the tasks, although there may be errors. 5. The grammatical forms of the level are accurately used for most of the best.
3. Vocabulary	<ol style="list-style-type: none"> 1. Occasional words which make little coherent sense. 2. Vocabulary is not at all adequate for the situation. 3. Vocabulary is very limited for the level, but is just sufficient to cover most of the subjects discussed. 4. An adequate range of vocabulary is used to cover the entire subject discussed. 5. A wide range of vocabulary appropriate for the level is well used.
Pronunciation	<ol style="list-style-type: none"> 1. The language used makes comprehension almost impossible. 2. Very poor articulation, virtually impossible to understand. 3. Words are sufficiently well pronounced to be understood, even if there are a few mistakes. 4. Good articulation but there may be some mistakes. 5. Words are very well articulated and can easily be understood.
Comprehension	<ol style="list-style-type: none"> 1. The subject cannot understand what they speak. 2. The subject cannot speak intelligibly about the subjects. 3. The candidate can speak about the subject in a basic way, but no more than that. 4. The candidate has the ability to speak sufficiently about the subject and can react adequately. 5. The candidate shows the ability to speak more than adequately about the subjects, is clear, and can add personal views.

The final score is found through the following formula:

$$Fs = \frac{R}{100} \times 100$$

hR Where:

F_s = final score

R = Students Obtained Raw Score

100 = Possible Highest Final Score (10-100 Scales)

hR = Possible Highest Final Score (in his case *hR* is 25)

After I found the score of each student in the rating scale I need to classify them into the level of ability in speaking. Below is the table of students' speaking level based on the criteria of mastery in rating scale:

Table 2. Score classification

CRITERIA OF MASTERY	LEVEL
91-100	Excellent
81-90	Very good
71-80	Good
61-70	Fair
51-60	Poor
<(less than) 50	Very poor

FINDINGS AND DISCUSSIONS

This particular chapter deals with the interpretation and analysis of the data obtained since the investigation conducted.

Result

The tabulation score are presented bellow:

Table 8: The Deviation scores of the pre-test and post-test for control group.

No.	Y1 (Pre-test)	Y2 (Post-test)	(Y2 – Y1) (d)	(Y2 – Y1) ² (dx) ²
1	28	36	8	64
2	32	40	8	64
3	44	48	4	16
4	40	44	4	16
5	64	64	0	0
6	40	44	4	16
7	36	48	8	64
8	32	36	4	16
9	48	52	4	16
10	52	56	4	16
11	32	40	8	64
12	32	40	8	64
13	40	44	4	16
14	28	32	4	16
15	44	48	4	16
16	44	48	4	16
17	48	48	0	0
18	44	52	8	64
19	32	36	4	16
20	24	28	4	16

21	28	32	4	16
22	60	68	8	64
23	44	48	4	16
24	36	44	8	64
25	24	28	4	16
26	32	40	8	64
27	44	48	4	16
28	40	44	4	16
29	48	52	4	16
30	24	28	4	16
TOTAL			146	880

After the deviation scores of the two-group samples have been obtained, the work is continued to the computation of means score of the two groups. As it is stated above that the mean score of each group is obtained by dividing the sum of the deviation scores with number of samples in the group. So, the mean score of experimental group is: 6, 80 And the mean score of control group is: 4, 86. So the range of mean score between experimental and control group is 2, 34.

Since the two groups are evaluated using the same test then, what we can see from the mean score is that the greater the mean score obtained by certain group, the better they achievement is or vice versa. Comparing and Testing the Mean Scores. The most important process in determining whether the experimental treatment is significant or it is not

comparing the mean score and testing the deviation of mean scores of two groups.

The analysis of the data of the present study, then, eventually leads to its finding. The finding of deviation means scores analysis is referred by the value of “t” that is 3, 05 now, it is to be interpreted to find out if it is significant or not.

Before it is consulted to table of distribution, firstly, the writer determines the degree of freedom (*df*) that is $X + Y - 2 = 30 + 30 - 2 = 58$, the degree of freedom for 58 on t-table on the level of significance of 0,5% and 0,1%, the value of degree of significance are 2,42 and 2,68.

As the degree of freedom and level of significance have been pointed out, the coefficient (t-test) is directly checked on the table of *t* distribution. Based on the table, the critical value of

“t” on the level of significance (t.s. 0, 5% or t 0, 95) is 2, 68. And t.s 0, 1% or 0, 99 is 2, 42 so, it is found that 3, 05 is higher than 2, 42 and 2, 68.

Discussion

Based on the analyzing the result of deviation scores of Pre-test and Post-test, then it is continued to compute the computation and interpretation of the mean scores. Since the two groups are evaluated using the same test then, what we can see from the mean score is that the greater of the mean score obtained by certain group, the better they achievement is or vice versa. Interpreting the mean score of the groups that is 7, 20 for experimental group and 4, 86 for control group, it looks apparently that the speaking achievement of experimental group is better than the control group although it is only the temporary judgments.

Comparing and testing the Mean Scores it is found that the deviation of two mean scores (7, 20: 4, 86) is also significant as shown the value of t-test and t-table. It is read the value of t is higher than the value of t-table (3, 05). Based on the data analysis above, it is found that the result of t-test is higher than t-table. It is proven that the

student's score of speaking taught by using role play is better. It means that the use of role play in teaching speaking has significant effect. Another reason based on the students responses is because most students find that role play is enjoyable. This reason leads to better attention in learning and stimulate them to participate in role play activities.

If the result of t test is higher than t table ($t > t_t$), the null hypothesis (H_0) is rejected and alternative hypothesis (H_a) is accepted. It means that there is a significance difference between variable X and variable Y. If the result of t test is lower than t table ($t_o < t_t$), the null hypothesis (H_0) is accepted and alternative hypothesis (H_a) is rejected. It means that there is no significance difference between variable X and variable Y.

Based on the result of the data analysis, it is proven that the students' score of speaking taught by using role play is better. It means that the effect of role play in teaching speaking is quite effective. Another reason based on the students' responses is because most students find that role play is enjoyable. This reason leads to better attention in

learning and stimulate them to participate in role play activities

CONCLUSION

Based on the research, the writer concludes that:

1. From the result of the analysis of the research, it is proven that the students' score of speaking taught by using role play is better. This result has answered the research question that the use of role play in teaching speaking is quite effective.
2. The use of role play makes the speaking and learning activity more enjoyable and interesting. It is because role play helps the shy students by providing a mask, where students with difficulty in conversation are liberated. In addition, it is fun and most students will agree that enjoyment leads to better learning.
3. In role play, the world of the classroom is broadened to include the outside world. This offers a much wider range of language opportunities. So, the students can be anyone and in any situation they wish.
4. The use of role play makes the class more active and alive.

Students are willing to participate without any forces from the teacher.

5. The use of role play makes the students more motivated in learning and easier to grasp the lesson
6. Problems that the students faced mostly in role play are lack of confidence and lack of vocabulary.

BIBLIOGRAPHY

- Arikunto, Suharsimi. 1998, *Prosedur Penelitian Suatu PendekatanPraktik*. Jakarta, PT. Rineka Cipta.
- Chaney, A.L., T.L. Burke, *Teaching Oral Communication in Grades K-8*. Boston: Allyn and Bacon, 1998.
- Crookal, D. and R.L. Oxford, *Simulation, Gaming and Language Learning*. NewYork: Newbury House, 1990.
- Doff, Adrian, *Teach English: A Training Course for Teachers Trainer.sHandbooks*. The British Council: Cambridge University Press Inc., 1988.
- Donald, Ary, *Definition of Population*, New York: Newbury House, 1973.
- Donough, Jo Mc. and Christoper Show, *Material and Method in ELT: Applied Language Studies*. Cambridge: Blackwell, 1993.

- Haris, David P, *Testing English as a Second Language*, New York: Mc. Graw Hill Book Company, 1969.
- Harmer, Jeremy, *The Practice of English Language Teaching: Longman Handbooks for Language Teaching*. USA: Longman Inc., 1983. [HTTP://en.wikipedia.org/wiki/Cluster_Random](http://en.wikipedia.org/wiki/Cluster_Random). www.google.com
- Kayi, Hayriye, *Teaching Speaking: Activities to Promote Speaking in a Second Language*. The Internet TESL Journal, Vol. XII, No. 11, November 2006.
- Klancar, Natasa Intihar, *Developing Speaking Skills in the Young Learner Classroom*. The Internet TESL Journal, Vol. XII, No. 11, November 2006.
- Ladousse, Gillian Porter, *Role Play: Resources Book for the Teacher Series*. New York: Oxford University Press, 1995.
- Mc Camley, Margot, *Consequences Role Play*. UK, London: BBC, 2006. Oxford Advanced Dictionary. Oxford University Press, 1995.