

# **The Effect of Role Play Technique on The Students Speaking Skill at The Eleventh Grade Students of SMA Negeri 1 Rantau Selatan**

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## **ABSTRACT**

Role play is a piece activity exploited by different approaches to language teaching. In role play students must be directed to a particular situation and condition as if they were can make students feel that they really are someone they play. The purpose of this research was to determine the effect of role play technique on speaking skill. Populations in this research were all class XI SMA Negeri 1 Rantau Selatan 2019/2020 academic year that consisted of 9 classes with 324 students in total. The research of sample was taken using a purposive sampling technique with experimental method. The data was taken by pretest and post-test. The average students learning outcomes on pretest showed data, experimental class = 65.69 and control class = 61.94. After being taught using problem-based learning strategy the data showed = 80.55 with a standard deviation = 3.95 while those that did not use problem-based learning strategy = 77.15 with a standard deviation = 4.37. The result of analyzing the data also showed that the score of T-test is higher than t table ( $2.920 > 1.667$ ) with level  $\alpha = 0.05$ . this explains that the class that gets treatment is better than the class that doesn't get it, and in the teaching process the students were more active and confident to speak English. So, it can be seen that use of role play technique can affected speaking skill at the eleventh-grade students of SMA Negeri 1 Rantau Selatan in the academic year 2019/2020.

**Keywords: Role Play Technique, Speaking.**

## **INTRODUCTION**

Speaking is how to activate all of language elements, such as vocabulary, grammar, and pronunciation to communication. Speaking is an interactive process of making meaning that involves producing and receiving and processing information (Brown , 2001:267). Its form and meaning are dependent on the context

in which it occurs. In generally, we use speaking as a means of communication in daily interaction. The presence of speaker and listener is a must to build up a mutual communication in speaking activity. Thus, speaking is considered to be inseparable to something that we call communication. Communication is the way individual can show the feelings, tell the thoughts, ask questions, ask for help, argue, persuade, explain, and give order each other.

Dominant the spoken language is not only dominant its articulation and forms. The ultimate aim of mastery of spoken language is to communicate. It means that mastery of the art of speaking and conversational skill is important. In other words, the students must be able to use English for either interactional or transactional purposes. Therefore, the students must be taught about the acceptable expression of language functions and formulaic expressions when opening, responding, and terminating a conversation. For this reason, the teachers of English need to use teaching techniques by which the students can be involved in the communication actively. (Chotibul Umam, 2011).

One of well-known teaching techniques which involve real time English production is Role Play. Applying Role Play in classroom allows the teacher to have various situations in conducting the speaking activities. As Hattings (1993) states, the Role Play technique would seem to be the ideal activity in which students could use their English creatively, stimulate a conversation situation in which students may find and give themselves an occasion to practice and develop their communication skill. Role play technique is included in simulation based on individual's real life. It can ask students to communicate based on their real-life.

Wenti antarika's (2015) the result of her research shown that RPP in basic competence in drama playing skill has been

arranged by using role playing model. The learning process of drama playing skill by using role playing model has changed the condition of study become attractive, and there is a raise in student learning activity in learning process. The scoring of skill and attitude in learning has been suitable to know the skill of student drama playing. The raise of drama playing through role model playing development is pre-cycle 47,25%, 1st cycle 61,86% continue with 2nd cycle is 81,87%.

According to some facts which found in the real life, it shows some phenomenon of speaking itself especially in the students' areas. Most of the students have problems in learning English speaking.

When the researcher is doing PPL (teaching training) at SMA NEGERI 1 RANTAU SELATAN, the research found: Students are lackness in vocabulary, Students are lackness in pronunciation and they are afraid to making mistakes.

All of that be seen when the researcher has instructed students to speak with their classmates. It was about how to introduce themselves as the first introduction and presenting their discussion, the students lower in vocabulary, lower in pronunciation. Some students still used bahasa even the teacher forced them to speak English. And according to the short interview with students, I got the admission that they were too shy to make permission by using English. Some examples, many learners lack the important vocabulary to get their meaning across, and consequently, they can not keep the interaction going. Sometimes the students may want to speak English with other but they do not know what actually they want to speak. Some students may lose their words that actually was stored in their mind but can not produce by them.

There are many reasons why teachers should use role play technique in teaching speaking as viewed by Nation and Thomas :

1. Role play allows a wider range of language functions and language varieties to occur than would normally occur within a classroom.
2. Based on the research above they are proved that the role play can effect to student. Therefore the researcher would like to conduct a study about THE EFFECT OF ROLE PLAY TECHNIQUE ON THE STUDENTS SPEAKING

3. Role play can add interest to an activity and by distributing roles can ensure participation in an activity. SKILL AT THE ELEVENTH GRADE STUDENTS OF SMA NEGERI 1 RANTAU SELATAN.

### **Defenition of Role Play**

According to Porter-Ladousse (1987: 3) (World Scientific News 1, 2015, p. 81) “role play activities distance from highly-controlled guided conversations at one end of the scale, to improvised drama activities at the other; from simple rehearsed dialogue performance, to highly complex simulated scenarios.” The author of these words puts a lot of emphasis on a wide scope of role-play activities. Such a speaking task may be a restricted one and be supported by prepared cues, for example by dialogues; or, conversely, role-play may be an activity where students rather improvise than rely on the practised dialogue. Porter-Ladousse also points out that role-play may differ in complexity, that is, some performances may be very low and humble, whereas some utterances may be very structured. The difficulty of the activity depends, therefore, on the language level.

According to (Aliakbari and Javandi , 2010 , p.20) Role-play is a piece of activity exploited by different approaches to language

teaching. It is a useful tool since through this activity, more cognitive demands on learners’ comprehension and production system are made and learners’ ability to instantaneously incorporate sociopragmatic and pragmalinguistic knowledge in interaction are examined. This technique is virtually one of the ways we can give our learners the opportunity to practice improving a range of real-life spoken language in the classroom (Chen-jun, 2006).

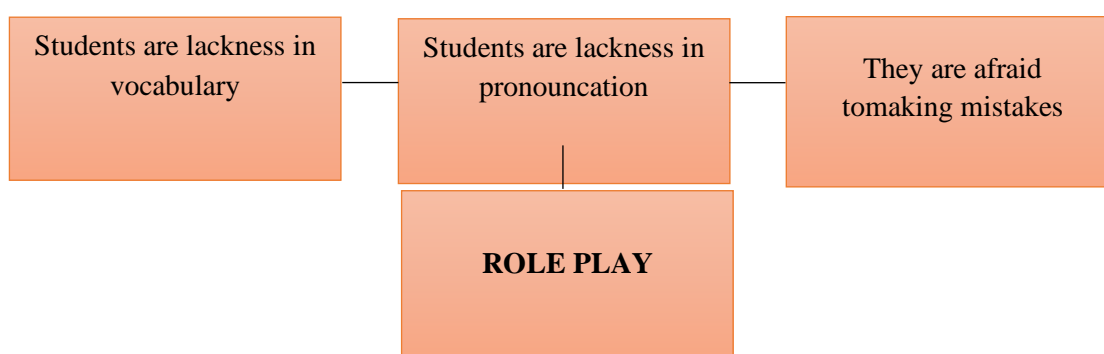
Based on the definitions above, it can be concluded that role play is a learning model aimed at helping students find the meaning of themselves in the social world and solve the dilemma with the help of the group. That is, through role play students learn to use role concepts, aware of different roles and think about the behavior of himself and the behavior of others.

### **Conceptual Framework of the Research**

The problems were the students pronouncation and fluency in speaking English, the opportunity to speak English and teaching activity in the class. The students lacked speaking activities. Consequently, they where shy and afraid of making mistakes. So, they were bored during the teaching and learning process and most of them just chatted with their friend in Bahasa Indonesia.

Therefore, the research wanted to overcome the problems by using Role Playing technique was chose because it was fun and interesting. It could be applied in the practice and production phase. The students would get more oppourtunity to explore their speaking ability. Thet had to speak with their friends in pair using role cards and expression. This activity provides natural drilling for them and helps them to improve their fluency.

### CONCEPT OF THE STUDY



Students are able to improve their speaking ability

**Table.2.**

**Sample of Research**

| NO    | CLASS                                 | AMOUNT |
|-------|---------------------------------------|--------|
| 1     | IIS <sup>1</sup> (Experimental Class) | 36     |
| 2     | IIS <sup>2</sup> (Control Class)      | 36     |
| TOTAL |                                       | 72     |

**Table.3.**

**Research Design Concept**

|  | Pre-test | Treatment              | Post-test |
|--|----------|------------------------|-----------|
| IIS <sup>1</sup><br>(Experimental Class) | ✓        | Role Playing Technique | ✓         |
| IIS <sup>2</sup> (Control Class)         | ✓        | -                      | ✓         |

**a. Result Validity Test**

Validity test is done to ascertain how well an instrument is used to measure the concept that should be measured. The formula used to test the validity of this instrument in chapter III. of student (N) = 36, if

significances level  $\alpha = 0.05$  is obtained  $r_{table} = 0,329$ . While the data is obtained (validity) of each item about the appendix . The evaluation criteria if  $r_{xy} > r_{table}$  the moment if was said about the product is valid.

**b. Result Reliability Test**

Pre-test by using formula of determining reliability in chapter III obtained reliability coefficient with (N) = 36 and significances level  $\alpha = 0.05$  by  $r_{11} = 0.578$ . Assessment criteria if 0.60-0.80 coefficients it is said that data is reliable and the criteria is high.

Post test by using formula of determining reliability obtained reliability coefficient with (N) = 36 and significances level  $\alpha = 0.05$  by  $r_{11} = 0.762$ . Assessment criteria if 0.60-0.80 coefficients it is said that data is reliable and the criteria is high.

**Data Analysis Research**

Analysis of the data in this study is the Statistical Test, the Statistical Test used is the t-Test to test the hypothesis. Before the t-test was tested, the analysis prerequisite test was

conducted first. The prerequisite test is the normality test and homogeneity test to check the validity of the sample as a prerequisite for data analysis.

Calculation of mean (average) and standard deviation of student learning outcomes are

:

Pre test exp.class :  $\bar{X} 1 = 65.694$

S.Dev1 = 6.760

Post test exp.class :  $\bar{X} 1 = 80.556$

S.Dev1 = 3.957

Pre test co.class :  $\bar{X} 1 = 61.944$

S.Dev2 = 5.306

Post test co.class :  $\bar{X} 1 = 77.153$

S.Dev2 = 4.376

### **Normality Test**

To test the student's ability to use data normality test Liliefors. From the calculation of the two classes, namely the

value of learning outcomes of Role Play Technique on the students speaking skill in class XI IIS<sup>1</sup>SMA Negeri 1 Rantau Selatan post test obtained  $L_{count} = -0.0012722$   $L_{table} = 0.147$  and error analysis of students using Role Play Technique on students speaking skill of student in class XI IIS<sup>2</sup> post test obtained  $L_{count} < L_{table} = 0.0002411$ ,  $L_{table} = 0.147$ . because  $L_{count} < L_{table}$  it can be concluded that two groups of samples are normal distribution.

### **Homogeneity Test**

Of the calculation in the appendix, shows that the price of F experiment class = 1.24436 with  $F_{table} = 4.14$  and F control class = 0.78723 and F table = 4.14 and the real level  $\alpha = 0.05$ . Turns  $F_{count} < F_{table}$ , means learning outcomes with using Role play Technique on the students speaking skill have the same variance (homogeneous).

### **Hypothesis Test**

The data used for testing this hypothesis is the ultimate test of student learning. It is known that the two sets of data are normally distributed and have the same variance (homogeneous). Hypothesis testing is done to test the one hand by using statistical T-test.

From the calculation in obtained t count = 3.460. Then compared to the price of t tabel in dk 70 and level  $\alpha = 0.01$  it is 2.380. With the testing criteria are :accept  $H_0$  if t count  $>$  t table is obtained from the distribution list with dk =  $(n_1 + n_2 - 2)$  and opportunities  $(1 - \alpha)$ . For prices of other t,  $H_0$  is rejected (Sudjana, 2005: 239). In other words. there is an effect of role play technique on the students speaking skill at the eleventh grade students of SMA Negeri 1 Rantau Selatan.

### **Discussion research**

Role play is a learning model aimed at helping students find the meaning of themselves in the social world and solve the dilemma with the help of the group. That is, through role play students learn to use role

concepts, aware of different roles and think about the behavior of himself and behavior of others. And it can help the students building their confidence. In SMA Negeri 1 Rantau Selatan, one of teacher method in teaching speaking is role play so that the students are able to speak English.

In addition , it also allows students to be creative and to put themselves in another person place for a while. It is an excellent way to get students target vocabulary using real life scenarios. The students are expected to be able to speak English fluently. So, the teacher should be able to improve and expand their technique in teaching English in order to reach the goal especially in speaking skill.

In paying attention to the lesson, the attention of other students is directed at groups who are told to go forward to carry out teaching and learning activities using role play. This shows that there is attention from students. When students pairs come forward or there is an irregular sound, students themselves tell their friends to be quiet and pay close attention. The teacher also intersperses the role play technique activity with a little explanation at the end of each group that has advanced. Such the writer does in this thesis, the writer apply this role play technique in teaching English, especially in the class so that the students practice in the English speaking skill more actively. And this is supported by the data, based on the calculation of the student's value at XI IIS 1 found that the average value of current students of Post-test examination on classroom using conversation is 80.556 and 3.957 greater than the average value of error analysis of student XI IIS 2 is 77.153 and 4.376. Pretest average value at XI IIS 1 is 65.694 and 6.760 while the average value of error analysis at XI IIS 2 is 61.944 and 5.306. And the result of analyzing the data, the score of T-test is higher than t tabel ( $3.460 > 1.666$ ). It explains that the class that gets treatment is better than the class that doesn't

get it. And can be concluded that there is an effect of role play technique on the students speaking skill at the eleventh grade students of SMA Negeri 1 Rantau Selatan.

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