
THE EFFECT OF ROLE-PLAY METHOD IN ENGLISH SPEAKING SKILL

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Abstract: This study is focused on the speaking skill of M.Ts. Muhammadiyah students on grade VIII because the writer saw that their speaking skill is still so low. Role-Play is a classroom activity which gives the students the opportunity to practice the language. In this study, the writer used the experimental research design which it needs the pre-test and post-test to know their progress in speaking. In experimental, there are control class (conventional class) and experimental class. The writer have to make the treatment for experimental class so that it can be seen their progress after doing the treatment before taking the post-test. In findings data, the writer has got the score of control and experimental classes' pre-test; the control class average score is 60 and the experimental class is 63, 47. The post-test score average, control class is 65,21 and experimental class is 81,73. In pre-test, the lowest score either in control class or experimental class is 50 and the highest is 80. In post-test, the lowest score is still 50 and the highest score is still 80, but in experimental, the lowest score is 70 and the highest score is 90. The value of the t-test is 5.41 and it means that $5,41 > 2,66$. Finally, the t-test is higher than t-table for both the significance level. ($5,41 > 2,00$ and $5,41 > 2,66$).

Keywords: speaking skill, role-play, control class, experimental class, treatment

Abstrak: Penelitian ini difokuskan pada kemampuan berbicara siswa M.Ts. Muhammadiyah kelas VIII karena peneliti melihat kemampuan berbicara mereka masih sangat rendah. Role Play adalah kegiatan kelas yang memberi siswa kesempatan untuk mempraktekkan bahasa. Dalam penelitian ini, peneliti menggunakan rancangan penelitian eksperimental yang memerlukan pre-test dan post-test untuk mengetahui kemajuan mereka dalam berbicara. Dalam percobaan, ada kelas kontrol (kelas konvensional) dan kelas eksperimen. Peneliti harus melakukan perlakuan untuk kelas eksperimen sehingga bisa dilihat kemajuannya setelah melakukan perlakuan sebelum mengikuti post test. Pada data temuan, peneliti mendapatkan nilai uji coba dan uji coba kelas eksperimen; skor rata-rata kelas kontrol adalah 60 dan kelas eksperimen adalah 63, 47. Nilai rata-rata tes post-test, kelas kontrol adalah kelas 65,21 dan kelas eksperimen adalah 81,73. Pada pre-test, skor terendah baik di kelas kontrol maupun kelas eksperimen adalah 50 dan yang tertinggi adalah 80. Pada post test, skor terendah masih 50 dan nilai tertinggi masih 80, namun secara eksperimental, skor terendah adalah 70 dan skor tertinggi adalah 90. Nilai uji-t adalah 5,41 dan berarti $5,41 > 2,66$. Akhirnya, uji-t lebih tinggi daripada t-tabel untuk kedua tingkat signifikansi. ($5,41 > 2,00$ dan $5,41 > 2,66$).

Kata kunci: kemampuan bicara, role play, kelas kontrol, kelas eksperimen, perawatan

INTRODUCTION

In learning speaking skill, the students often find some problems. The problem frequently found is that their native language causes them difficult to use the foreign language. Other reason is because of least motivation to practice the second language in daily conversation. They are also shy and afraid to take part in the conversation. Many factors can cause the problem of the students speaking skills namely the students' interest, the material, and the media among others including the technique in teaching English. Many techniques can be applied including role play because many research findings say that this technique is effective to use in teaching speaking. Speaking is an interaction process between speaker and listener. In speaking, there is a process communication, which conveys message form, speaker to a listener. In speaking skill, the students have many difficulties to speak English well because they think that English language is not as communication language in Indonesia (as foreign language).

The writer is interested in *Role-Play Method Teaching Effects* in this research because many Junior High School (Madrasah Tsanawiyah) students can not speak English in the reality so *Role-Play* method is so suitable and effective to make the students speak English more actively because the students can be divided in a small group so that they are expected to give their opinions or responds about the assignment or tasks which are given by their teacher in the class. They have to do what the teacher gives in teaching-learning process. Then they also have a role in the process of English learning in speaking skill.

Based on the background of the study, the researcher's problem in this study is: "*Does the Role-Play Method have an effect significantly to the*

students' speaking skill of Madrasah Tsanawiyah Swasta Muhammadiyah 01 Medan on Grade VIII in Academic 2016-2017?"

Speaking is the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts (A. L. Chaney and T. L. Burke:1998).

While another expert, Theodore Huebner (1960:5) said that Language is essentially speech, and speech is basically communication by sounds and according to him, speaking is a skill used by someone in daily life communication whether at school or outside. The skill is acquired by much repetition; it primarily a neuromuscular and not an intellectual process. It consists of competence in sending and receiving messages.

From the some experts' explanations above, speaking is to communicate the opinions, feelings, ideas, or other things as a communication language that is always used by human in their daily life communication either in their formal life or in their informal life. So all of things are pronounced or expressed by human and it can be verbal or non verbal symbols which they use in the life.

Scrivener (2005: 155) states that in role-play, learners are usually given some information about a role" (e.g. a person or a job title). These are often printed on role cards". Learners take a little preparation time and then meet up with other students to act out small scenes using their own ideas, as well as any ideas and information from the role cards. A simple role card could do nothing more than name the role e.g. mother, detective or alternatively they could offer guidance as to what to do rather than the role itself, e.g. buy a train ticket to Brighton. In this method, the researcher used Video as audio-visual media.

Harmer (2012: 121) stated that the simulation as “a chance to rehearse real-life encounters. For example, we can move the classroom furniture so that we represent a station office with a ticket window.” This situation requires playing a role of a passenger and a travel clerk, so one learner likewise in a role-playing, must take on a role of somebody else.

Harmer (2012: 178) said that the educator has to be convinced that role-play is an exciting technique to use and has many benefits. If the teacher is not enthusiastic about the play, the students will not as well. Any teaching sequence necessitates three vital elements: the engage stage, study stage and activate stage. In the first phase – the engage stage, the teacher’s task is to attract and keep learners’ attention and interest in a lesson.

Richards and Bohlke (2011: 17) stated that as there is no teacher control and students work on their own, they may talk in their mother tongue rather than in the target language. Group-based learning is used on a large scale in many forms of teaching. Altering the classroom interaction is important because it prevents learners from getting bored when working still on their own. There is also a greater opportunity of different opinions and varied involvements than in pair work, and it encourages learner’s autonomy by allowing students to make their own choices within the group, without being told what to do. Similarly to a pair work, group work is likely to be an interaction pattern which is typical of full of noise (Harmer 2001: 117).

Having analyzed the definition of role-play, the organization of such an activity, its advantages and also the notion of pair and group work, another very important issue has to be explained, namely, the teacher’s role in a role-play activity. One of the teacher’s function is being a facilitator. As learners practise role-play they may discover that they lack words or phrases (Budden 2004).

METHOD

This research was conducted in all samples Groups, Pre – test – post – test design. The design generally regarded as the most sophisticated research methods for testing hypotheses. This design was assigned to the experimental and control groups by all samples method and they were given a pre-test on the dependent variable. The treatment was introduced only to the experimental subjects for a specified time, after which the groups were measured on the dependent variable. The average difference between the pre-test and post-test was found for each group and then these arrange the difference scores were compared a certain whether the experimental treatment produced a greater change than the control situation. The significant of the difference in average changed (found when the average change for the control group was subtracted from the average change for the experimental group was determined by an appropriate statistical test, such as F test.

Table 1. Groups, Pre-Test and Post-Test Design

Group	Pre-Test	Independent Variables	Post-Test
Experimental	Y1	Treated by Role-Play	Y2
Control	Y1	Conventional Teaching	Y2

This research is conducted at M.Ts. Swasta Muhammadiyah No. 1 Medan students on Jl. Darussalam no.05 Medan. There were about 46 students in seventh grade class that would not be selected by using randomized technique. 23 (twenty three) students were done experimental group of treatment and 23 (twenty three) students were control group (they were not done treatment).

The topics and cognitive processes must be sampled in proportion to their emphasis in the entire content universe. In this case the researcher considers the *Role-Play* as the beginning point of making test.

The reliability of characteristics of a good test refers to the consistency of the measurement. To obtain the reliability of test, the researcher used Kuder Richardson's Formula, as the following formula

The groups were expected through chance alone under a true null hypothesis. The data analyzed by applying t-test, finally, the significant of the sum, the t-test and t-table was compared with the degree of freedom (df) of the test, the t-test as follow (Arikunto,2006)

RESULT AND DISCUSSION

After doing the research, the writer has found some findings and to find out whether or not the influence of Jigsaw, research to test the hypothesis with the t test analysis of differences in average test score of the control class and experimental class at a significant level of 0.05 (95%), provided that if t count greater than the t-table, so H_0 is rejected, otherwise accepted H_a . Based on t test result indicate that learning is Jigsaw is one effective method as an approach in writing. The result of these findings has been demonstrated from the result of t-test. T- test value is higher than the value of t-tables for both

the significance level. ($6,45 > 2.00$ and $6,45 > 2.66$). It shows that the differences are between Pre-Test and Post-Test scores in the *experimental class*. In the Pre-Test, the lowest score is 50 and the highest score is 80, but in Post-test, the lowest score is 70 and the highest score is 90. In this Post-Test, some students have the progress in their score to be much better until the score is 90.

CONCLUSION

1. The speaking skill is one of four skills in English education which the role-play is one of communicative teaching methods and it is so suitable in English teaching because the students participate directly in the role-play which has been prepared based on the syllabus of English subject on the grade VIII.
2. The experimental research is one of good research design to know the progress of students' speaking skill because the writer has got the data from the students' test directly, either in pre-test or in post-test. The writer also did the treatment especially in experimental class to know the students' skill after doing the treatment.
3. In the data findings, the writer has found the control (conventional) class and experimental class that the progress of control class did not have good progress in their score test either in pre-test or in post-test, but in experimental class, the writer found better progress in speaking skill because the experimental class has got the treatment and then the post-test score is better than the pre-test.
4. This study is teaching the speaking skill, the result of these findings has been demonstrated from the

result of t-test. T-test value is higher than the value of t-tables for

both the significance level. (5.41>2.00 and 5.41>2.66).

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