

## THE EFFECT OF ROLE PLAYING TECHNIQUE APPLIED ON STUDENTS` SPEAKING COMPETENCE

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This study aims to see the effect of the role playing technique application in on students` speaking competence, that covers (1) How is the effect of Role Playing teaching technique applied to the students` speaking competence on experimental class; and (2) How is the effect of conventional teaching applied to students` speaking competence on control class.

The study based on the several language teaching technique principles such as the role playing technique and the speaking itself and some related previous studies. This study uses quantitative approach, specifically the experimental one. In this technique, there are two groups as the subjects, experimental and control and two instruments. The experimental group contains thirty students and the control group contains twenty five students. The experimental group has the role playing technique as the treatment, while the control doesn`t. Before the treatment given, both of the group is given the pre-test to check their ability level. Then, after the treatment is given, the post-test is given to the both groups. The instruments to get the data are the oral test and questionnaire for the discussion. The subjects are the students of Junior High 2 level book program in YPIA English Course, Jalan Sumatera Branch, Surabaya. The data of this study is students` score and from the tests` score it can be seen there is a positive significant difference in the experimental group. The t-test to test hypothesize also shows that it is accepted which said that there is an improvement on the students` speaking competence achievement. In conclusion, the role playing application effects on the significant difference on the students speaking competence achievement.

**Keywords:** Role Playing, Speaking Competence

## INTRODUCTION

Speaking is the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts (Chaney, 1998: 13). Many language learners regard speaking ability as the measure of knowing a language. They regard speaking as the most important skill they can acquire, and they assess their progress in terms of their accomplishments in spoken communication. That is why speaking is a very crucial part in language learning and teaching.

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. This is supported by the book that is used in this subject of the study. According to the book publisher, Longman, the dialogue is used as the book gives the students a communicative material that represents the daily life that could be applied by the students. Take Off truly communicative approach- with concrete grammar support-teaches student to use language correctly and fluently in real situations. And the family center of the action gives students a real insight to the American life, people and culture. ([www.pearson.ch/LanguageTeaching/Longman/1449](http://www.pearson.ch/LanguageTeaching/Longman/1449)). As mentioned in one the kind of role playing, that simulation is a teaching method that used in a learning process by behavior with the aim that student could understand deeper about how he feels and doing something or a method where students play the other person's role in himself as replication (Thoifuri, 2008). That is why the observation is conducted. As mentioned by Soetopo (1994) in *Jurnal Ilmu Pendidikan* by Abdul Hadis, that simulation is a teaching method that emphasizes in learning by doing.

Teaching speaking is to teach ESL learners to organize their thoughts in a meaningful and logical sequence (<http://iteslj.org/Articles/Kayi-Teaching-Speaking.html>). Therefore, if a teacher wants to see an effective learning for students, they need to consider various strategies, methods, or

innovative teaching techniques. As stated in Oxford (1990: 1), learning strategies are very important because they are tools for active and self-directed involvement which is essential for developing communication competence appropriate language learning strategies result in improved proficiency and greater self-confidence. Role Playing is one of teaching method which is very valuable for second language teaching. It encourages thinking and creativity, lets students develop and practice new language and behavioral skills in a relatively nonthreatening setting, and create the motivation and involvement necessary for learning to occur (<http://iteslj.org/>). This pedagogical activity can be classified in integrated skills in English language learning because when the students learning English using role playing, they do the productive and receptive skill on the same time.

The focus of this study generally is to see how is the effect of the Role Playing teaching technique applied to the students' speaking competence. The specific are: (1) How is the effect of Role Playing teaching technique applied to the students' speaking competence on experimental class in Junior High 2 Level at YPIA English Course Jalan Sumatera Branch, Surabaya? (2) How is the effect of conventional teaching applied to students' speaking competence on control class in Junior High 2 Level at YPIA English Course Jalan Sumatera Branch, Surabaya?

After conducting this study, the teacher could handle the teaching process better by applying role playing technique on students' speaking skill. It is expected the applied technique could make the classroom interaction and material delivery easier. Besides that, this study's result is expected will give a contribution for the teachers in the speaking skill by applying role playing technique at YPIA English Course Surabaya.

It is expected that the outcomes of the study are able to develop teaching activity to the students of English Courses. The English learning will be more fun by using role playing technique in speaking skill.

## REVIEW OF RELATED LITERATURE

There are several previous studies about role playing. In teaching English, the studies are about role playing in teaching speaking. The first is by Meike E. Siwu in her thesis entitled "Improving Speaking Skill of the Second Grade Student of SLTP Negeri 5 Tahuna by Using Role-Playing." She says that the implementation of the Role Playing technique had improved the students' speaking skill. It was revealed through the students' in increased of fluency, self-confidence, active involvement, and ability in applying the learned material in their written and spoken dialogue during the instructional process as well as informal situation whenever the opportunity arises.

In 1998, Tompkins conducted a study. She investigated the using of role playing technique for teaching conversation. According to Tompkins, role playing in conversation is "an extremely valuable method for L2 learning". Due to its benefits, the benefits of the role playing technique noted by Tompkins are i.e. it encourages to think and to generate creativity, and helps students develop and practice the new language in a relatively non threatening setting.

The next is Nizar (2007) et al in his report classroom action research, entitled "Increasing of the Eleventh Year Students of SMA Negeri 1 Tumpang Malang by Using Role Playing". Role Playing was considered as an appropriate model to increase the of the eleventh year students of SMA Negeri 1 Tumpang, Malang. Likewise, he adds that the most important thing is that Role-Playing can provide the students with the good impact to improve their confidence in conversing in English, without feeling ashamed, afraid or inferior.

The correlation from all the above studies with this study is the using of Role Playing technique in teaching English. From the explanation above, it could be seen that role playing technique is a familiar teaching technique for speaking or conversation.

Here, teaching speaking is to teach ESL learners to make the English speech sounds and sound patterns, use word and sentence stress, intonation patterns and the rhythm of the second language, correct words and sentences according to the certain social setting, listeners, situation

and material, arrange their thoughts in a meaningful and logical order, use language as a tool of expressing values and judgments and use the language quickly and less anxious with few unnatural pauses, which is called as fluency. (Nunan in <http://iteslj.org/Articles/Kayi-Teaching-Speaking.html>)

Wolfson (in Richards,1983 :61) states that communicative competence is the ability not only to apply the grammatical rules of a language in order to form grammatically correct sentences but also to know when and where to use these sentences and to whom. He also stated that communicative competence includes four competence, those are (a) knowledge of grammar and vocabulary of the language, (b) knowledge of rules of speaking, for example knowing how to begin and end the conversation, (c) knowing how to use and respond to different types of communicative action, such as greeting, request, apology, thanks and invitation, and (d) knowing how to use language roughly.

In order to understand the current paradigm shift in language teaching, we have to understand some common terms such as methods, approach, technique, and procedure. Anthony (in Brown, 2000: 169) has his concept of method that was the second of three hierarchical elements, namely approach, method and technique. An approach, according to Anthony, is a set of assumptions dealing with the nature of language, learning and teaching. Method is an overall plan for systematic presentation of language based upon a selected approach. Techniques are the specific activities manifested in the classroom, which are consistent with a method and therefore in harmony with an approach as well.

There are several opinions stated that approach, method and technique is related one another. Yet, the writer chooses Brown's opinion, because his opinion has the most complete theory. Brown has methodology, approach, method, curriculum/syllabus, and technique in his theory. He could differentiate between methodology and method well. So the reader of this theory could understand its function in teaching activity. Also, he could make the right classification which one is the biggest umbrella and the small part or hierarchy

in it. The biggest umbrella is methodology and the smallest part there is technique. Where methodology is the study of pedagogical practices in general (including theoretical underpinnings and related research) and technique is any of a wide variety of exercises, activities, or devices used in the language classroom for realizing lesson objectives. And method is between them, the second hierarchy after methodology is method.

Role play itself is a planned pedagogy activity that is design to accomplish the specific education objective (Zaini, Munthe and Aryani, 2008 : 98). Role play is an activity, so that based on Brown`s hierarchy it can be said that role play itself is a teaching technique. Role playing is one of teaching learning activity that is classified in simulation method. Role playing/simulation is an extremely valuable method for L2 learning. It encourages thinking and creativity, lets students develop and practice new language and behavioral skills in a relatively nonthreatening setting, and can create the motivation and involvement necessary for learning to occur. (<http://iteslj.org/Techniques/Tompkins-RolePlaying.html>).

Moedjiono and Dimiyati (1991: 81) also divide simulation teaching method into three categories, as follow:

- a. Simulation Game. It is the same where the person who act the role as the decision maker place, act as if they really involved in the real situation and / or compete to achieve such goal as with their role that has been chosen.
- b. Role Playing is playing any roles which is definitely based on the past events, creating events possibilities in the future, creating sophisticated that could be enriched or imagine a certain place and situation.
- c. Sociodrama is a solving problem group made that is centered to a certain problem that relates to humanity. Sociodrama gives chance to the students to decide solving problem alternative that occurs and become group concern.

As mentioned Oemar Hamalik (1990: 246), there are three Role Playing organization pattern. Those are: single, multiple and repetition, as follow:

- a. Single Role Play

Single Role Play asks the students to act as observer to the role play performance.

- b. Multiple Role Play  
Multiple Role Play where the students are classified into groups with the same member in each group. And it depends on the roles that are needed.
- c. Role Play Repetition  
The main role or the role play could be done by every student in turn.

There are several assumptions in role playing teaching model to develop social values and behavior, that equivalent with another teaching model. Mulyasa states that there are four assumptions that basically the role playing learning. Those are:

- a. Role Playing supports a learning situation based on experience by emphasizes the main lesson on situation “here on this time”
- b. Role playing enable the students to express their feeling that can not be recognize without reflect to the other person with the aim to reduce emotional problem.
- c. Role Playing assumes that emotion and ideas could take to the conscious level that increased by group process. Solving problem does not always come from a certain person, but it could be occur from observer reaction to the problem or topic that played. Thus, the students could learn from other`s experience about problem solving way that could be used to develop themselves optimally, and
- d. Role Playing model, assumes that hidden psychology process as behavior, values, feeling, and sureness system could be take to the conscious level by role combination spontaneously. Thus, the student could test their behavior and values that match with other people, whether their values and behavior should be changed or kept (Mulyasa in <http://nazwadzulfa.wordpress.com/2009/11/21/role-playing-bahasa-inggris-landasan-teori/>)

Moreover Bailey (2005: 137) states that Role Playing and simulation are extremely important for several reasons. First, students can tell the topic before they perform their speech. Second, role playing can give students a good chance to try out their English speaking skill in a safe environment. Third, in role playing or simulation, students have opportunity to try

again and they redo the interaction with improvements.

In Bruce and Weil (1984:10), role playing is designed by Fannie and George Shaftel to help the students to study their social values and reflect them. Role playing help students gather and arrange about social issues, develop empathy with others, and an effort to improve their social skills. The model asks students to 'act out' conflicts, to learn to take the roles of others, and to observe social behavior. And with appropriate adaptation, role playing can be used with students of all ages.

While according to Ladouse (1997:6) there are some advantages of using role play, those are a) through role-play we can train our students in speaking skills in any situation b) role-play is a very useful dress rehearsal for real lives. It enables them not just to acquire set phrases, but also to learn how interaction might take place in a variety situation c) role play helps many shy students by providing them with a mask d) role play is fun. The students can enjoy their imagination trip e)role play gives the students a chance to explore and play with the possibilities offered the new language and provide situations where this new language can be related to the students' own experience.

Haycraft (1978: 89) acting in language learning is valuable because actors when speaking another language, it accustoms students to perform in front of others, it helps them to overcome the nervousness which this entails, it gets them speaking expressively in a situation and thus make them aware of stress and intonation in speech. It also involves everyone, as those in the 'audience' want to see how their fellow students will perform, conscious that they too will soon be on 'stage' themselves.

While role playing also has its own procedure, as follow,

- a) Role Playing Preparation:
  - (1) The teacher gives a topic or problem and objective that would be achieved by the simulation
  - (2) The teacher gives the general problem in the situation that will be simulated

- (3) The teacher chooses the ones who will perform and will be involved in the role simulation that will be played by the ones who played and the available time

- (4) The teacher gives the students opportunity to ask question, especially to the students that joined the simulation.

b) According to M.Basyirudin U.,(2002) the steps that should be done in the simulation method are:

- (1) The teacher prepares the situation to play the drama

- (2) The teacher explains to the students, what is expected from dramatized action result

- (3) The teacher orders to take the certain role to the students

- (4) The teacher and the students make a consultation and coordination to the doer

- (5) The drama is performed

- (6) The teacher and the students evaluate the drama together.(<http://nazwadzulfa.wordpress.com/2009/11/21/role-playing-bahasa-inggris-landasan-teori/>)

From the theory above, the hypothesis in this study is:

H1: Role Playing Teaching Technique effect will improve significantly on students speaking competence.

## RESEARCH METHOD

Based on the research questions and the objectives of the research, this research is categorized as an experimental research. Experimental research allows the researcher to carry out the task by performing an experiment, a carefully regulated procedure in which one or more of the factors believed to influence the behavior being studied is manipulated and all other factors are held constant. Experiment research is the only truly reliable method of establishing cause and effect. Cause is the event that is being manipulated and. Effect is the behavior that changes because of the manipulated (Mitchel & Joley, 2007:19).

This research was designed to find out the result of a role playing technique in speaking skill in the two classes that were available. The two classes were called experimental and control classes in this research.

The writer will use experimental method, in Pretest – Posttest Control Group Design (Tuckman,1978: 130). The design illustrated as follow:

**Table 3.1 Research Design**

Experiment Group	T1	X	T2
Control Group	T1	Y	T2

X = Treatment that uses Role Playing Technique  
Y = Conventional Teaching

T1 = Test that is held before the treatment (Pretest) on Experiment and Control Group

T2 = Test that is held after the treatment (Posttest) on Experiment and Control Group

T1 = T2

The population of this research is Junior High 2 level of YPIA English Course Jalan Sumatra Branch. In total there are nine classes of Junior High Program level with ninety students. This population is taken because the score here tend to be low. The sampling technique applied is simple random sampling. The sample for the experimental group that uses role playing technique consists of thirty students (Group A, Monday/Thursday 15.30 – 17.00). Group A is chosen to be the experimental classes because from the two available classes, this group is more appropriate seen from the students` age and grade that already in Junior High School. The sample of control group consists of twenty five students (Group B, Tuesday/Friday 15.30 – 17.00). This group is taken as the control one because even though they are in a Junior High Level book, but most of them are from elementary school`s students that have been studied there several years. The teacher of the two classes is the same person. Then the result will be compared.

The research instruments are (1) Oral Test. There are two kinds of tests used, pre test and post-test. The Pre-Test consists of a dialogue. The questions will cover characters and plot in the dialogue. It is given before the role play conducted. Post Test has the same difficulty level as pre test. (2) Instrument on the students` response. Instrument on the students` response is a questionnaire. It is given to know

the responses of the students to the role playing technique. The result of questionnaire is used on the discussion part. The questionnaire here as the strengthen evidence or the additional information to the first data about the students` score. The questionnaire contains ten questions with the answer in form of check and cross. (3) The Students` Study result. The students` study result that is the students` achievement on the speaking skill sis taken from the oral test that is conducted. The oral test that conducted before the role playing given is called pre-test. While oral test given after the role playing is the post test. The oral test contains of a dialogue that has the same difficulty level.

In accordance with the research design of this study, the process of data collection generally done in this study are categorized into four steps or phases, validation of the test, pre-testing, treatment process and post-testing. Though, before the students are given the test, the test itself should be checked its validation and the level of difficulty.

## RESEACRH RESULT and DISCUSSION

### 1. The Effect Of Role Playing Teaching Technique Applied To The Students` Speaking Competence On Experimental Class

It can be said that in the experimental class there are only 1 student has score between 50-55, 5 students have score 55-60, 1 student has score 60 – 65, 1 student has score 65 – 70 and 10 students have score between 70-75. While the rest, there are 6 students have score 75- 80, 5 students have score 80-85, and 1 student has score 85-90.

Score of the each class is counted as the statistical data or the sample with a certain formula. It counts the score with the students` amount in the class or the total sample in the class, the total of the score too, to get the mean of the data and the standard deviation. The result is shown in the table below:

**Table 4.1** Pre- Test Result Experimental Class

score(x)	frequency (f)	Fx
55	1	55
65	1	65
60	5	300

68	1	68
70	10	700
75	2	150
78	4	312
80	5	400
85	1	85
		2135
$M = \sum x / N$		<b>71,16667</b>
		60,14368
$S^2 = \sum d^2 / N - 1$		60,14368
$S = \sqrt{\sum d^2 / N - 1}$		<b>7,75523</b>

The post test is counted with the same formula as the pre test. That step is taken to get the mean and its standard deviation. To get the mean the total score of the each class is divided with the total sample. Then to get the standard deviation there is a formula deal with the total score and the gained and the total sample. The result is shown is the table below:

**Table 4.2** Post Test Result on Experimental Class

Score(x)	Frequency	Fx
78	1	78
80	3	240
85	3	255
90	9	810
95	7	665
Score (x)	Frequency	fx
96	1	96
98	6	588
		2732
$M = \sum x / N$		91,06667
$S^2 =$		3,14023
$S =$		6,10219

From the Table 4.2 above, it is stated that the mean score of the post test of the experimental group with the thirty samples is 91.0667 with the standard deviation 6.10219. While the mean of post test control group with twenty samples is 74.12 with the standard deviation 11.84. It can be seen that there is a gained 16.9467 between the mean of post test experimental group, 91.0667, and the mean of the post test is 74.12. With that result, it is

assumed that the experimental class's students could answer 91% correct and the control class's student could answer 74,12% correct. With this assumption, it can be said that the students of the experimental class who have undergone the role playing practice as the treatment show a very good achievement than before, in their speaking competence.

From the score result of the experimental student, it can be seen that there are positive significant gained score that gotten by the students between before and after the role play. The gained are from 7 up to 26 points in the post test score. It means that the role play given improves the student speaking skill achievement. It shows that role playing applied as the treatment give a good effect in speaking skill.

Then, the mean and the standard deviation from the score above are used to do the t-test. The t test is to test the hypothesis in this study. The calculated t-test value and its detail is shown in the formula below:

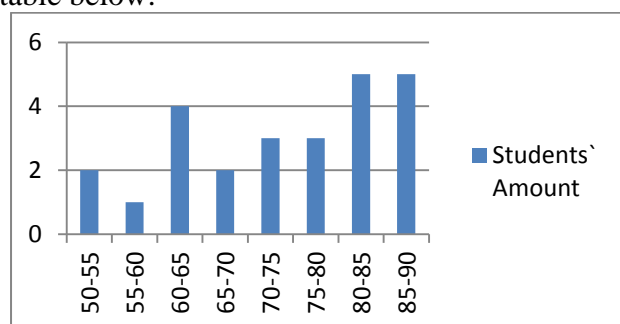
$$t = \frac{M_1 - M_2}{\sqrt{\frac{S_1^2}{N_1} + \frac{S_2^2}{N_2}}} = \frac{91,0667 - 74,1200}{\sqrt{\frac{37,241379}{30} + \frac{140,1933}{25}}} = 4.866$$

The formula above is testing t-test value between the post test in the experimental and the control group. The statistical calculation and analysis, the t-test value is 4.866 with the sig .000 which is smaller than 0.05 means that there is a significant difference. Then the (df) or the degree of freedom is 29 where its t-table is 2.04. It shows that 4.866 > 2.04. So that, it can be said that the t-test > t-table. So that, due to the result of the t-test is higher than the level of significance, the hypothesis is accepted.

## 2. The effect of conventional teaching applied to students' speaking competence on control class

The pre test is conducted in both of the classes, control and experimental classes. Here is the result of the students' speaking competence or achievement before conventional

teaching applied on control class as drawn in table below:



**Figure 4.3** The Students' Pre-test Score on Control Class

It can be seen from the Figure 4.3 above, that there are 2 students have score 50-55, 1 student has score 55-60, 4 students have score 60-65, and 2 students have score 65-70. While the rest there are 3 students have score 70-75, 3 students have score 75-80, 5 students have score 80-85 and 5 students have score 85-90.

Before conventional teaching is applied, the pre-test is given to the control class, the result is as seen below:

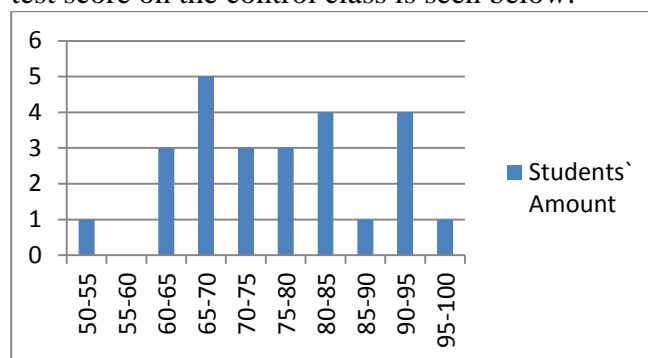
**Table 4.4** Pretest score on Control Class

Score	Frequency	Fx
50	2	100
55	1	55
60	4	240
65	2	130
70	3	210
75	3	225
80	5	400
85	5	425
		1785
	$M = \sum fx/N$	<b>71,4</b>
	$S^2 = \sum d^2/N-1$	130,25
	<b>S=</b>	<b>11,4127</b>

From the Table 4.4 above, it can be seen that from the score of the pre – test in the experimental group the mean or the average from the total score that divided by the total sample are 71.16667 and 71.4. Whereas the total sample of the experimental class and control class are thirty and twenty five. The standard deviations for the pre-test score in the experimental group are 7.75523 and 11.4127. It can be assumed that the experimental class's

students are done 71.1667% correct answer and the control class's students are done 71.4% correct answer.

The post test is conducted after the treatment. The post test itself has the same level of difficulty as the pre – test. The post test is administered in the both of the class, experimental and control class. While the post test score on the control class is seen below:



**Figure 4.4:** Students Post-Test Score on Control Class

From the Figure 4.4 above, it can be seen that there are many students still have a low score between 50 up to 65. In the control class the post test score is 3 students with score 70-75, 3 students have score 75-80, 4 students have score 80-85, 1 student has score 85-90, 4 students have score 90-95 and 1 student only has score 95-100.

The students' speaking competence after the conventional teaching applied on control class is gotten from the post test score, as seen below:

**Table 4.5** Post Test Result on Control class

Score	Frequency	Fx
50	1	50
60	3	180
65	5	325
70	3	210
75	2	150
78	1	78
80	4	320
85	1	85
90	4	360
95	1	95
		1853
	$M = \sum fx/N$	<b>74,12</b>
	$S^2$	140,1933
	<b>S</b>	<b>11,84</b>



From the Table 4.6 above, it is stated that the mean score of post test in control group with twenty samples is 74.12 with the standard deviation 11.84. Whereas the mean score of the pre test in control class is 71.4. The gained of the post and pretest mean score in control class is only 2.72. There is no significant difference here. In control class, without role playing practice they did not have the maximum achievement in the speaking competence. The control group did not use the role-playing technique or use the conventional teaching technique in doing the teaching learning process.

As seen in the table above that in the control class, almost there are no positive significant gained score is gotten. The gained score here starts from 5 to 15. Some of the students have no gained score and other students have a lower score in the pre test. It means that in the control class which does not use role playing technique, there is no significant improvement on their speaking skill achievement.

After checking the normality and the homogeneity of the data, the mean and its standard deviation are counted. The data above is to use the t-test for testing the hypothesis. The result of the test is used to see the difference of the speaking improvement between the experimental class and the control class. The experimental class uses the role playing teaching technique and the control class uses the conventional teaching technique. The table of the t-test of the control group counted is seen below:

$$t = \frac{M_1 - M_2}{\sqrt{\frac{S_1^2}{N_1} + \frac{S_2^2}{N_2}}} = \frac{71,67 - 71,4}{\sqrt{\frac{60,14368}{30} + \frac{130,25}{25}}} = -0,3262$$

The formula above shows that the value of t-count is -0.3262 with the sig. (2-tailed) 0.089 whereas it is bigger than 0.05 so that there is no difference between the pre test and the post test in the control group. It means that the students are done the speaking competence by recognizing the topic, theme, main idea, and

the participants in the dialogue as the material, without role playing practice, yet they did not have the maximum achievement in the speaking competence. The control group done the teaching learning process is not using the role-playing technique or the conventional teaching technique.

The score on the pre test were tend to be low then after the role playing is given as the treatment to the experimental class, the score of the speaking skill is getting higher. The score is improved because role playing technique that is applied here let the students develop practice new language from the dialogue. Then the dialogue that they practiced they could get the cultural value and practice the behavioral skill there in a relatively nonthreatening setting. They practice the dialogue or the speaking in a relatively nonthreatening setting, it means they don't have to be ashamed to take a certain role because the other students also have to take the role that he takes too. So that, the students could feel more confident in practicing the speaking or the dialogue. They could practice the dialogue, then they could easily recognize the main idea and the details of the material such as topic, theme, the participants there or the setting of the dialogue and its language expression that they had been practiced. This opinion is also supported by Haycraft (1978: 89) acting or role play in language learning is valuable because actors when speaking another language, it accustoms students to perform in front of others, it helps them to overcome the nervousness which this entails, it gets them speaking expressively in a situation and thus make them aware of stress and intonation in speech. It also involves everyone, as those in the 'audience' want to see how their fellow students will perform, conscious that thy too will soon be on 'stage' themselves.

Thoifuri in <http://nazwadzulfa.wordpress.com/2009/11/21/role-playing-bahasa-inggris-landasan-teori/> also agree with this, he stated that role playing that in the simulation umbrella is a teaching technique that used in a learning process by behavior with the aim that student could understand deeper about how he feels and doing something or a

technique where students play the other person's role in himself as replication.

Before the students undergone the conventional teaching, the pre-test is given here. The result of the pre-test on control class ranges from 50 up to 90 with the mean score 74.12. From the pre-test score, the students have almost the same level entry with the experimental class students. Few sessions later, the students here had given the non-role playing teaching or conventional teaching. To see the effect of conventional teaching, the students here were given the post test. After the conventional teaching is applied on control class their mean score is 71.4. The gained between the mean score of the pre-test and post test on control class is only 2.72 with the value of t-count is -0.3262 with the sig. (2-tailed) 0.089 whereas it is bigger than 0.05 so that there is no difference between the pre test and the post test in the control group. It means that they did not have the maximum achievement in the speaking competence. The control group done the teaching learning process is not using the role-playing technique or the conventional teaching technique. There is no significant difference here. It could be understood in reason learning speaking especially for foreign learners are not easy, as stated by Bailey (1994:115) that many English for Speaker of Other Languages (ESOL) learners must struggle constantly to cope with both oral and written directions, understand conversation laced with the idiomatic language, and master not just the language of educational material but also the culture on which they are based.

This is why role playing is very important for several reasons. Often, students are nervous when they have to practice speaking, moreover in front of the class. Also students tend to `read` the dialogue because there is no expression or intonation when they practice it, as stated by Haycraft (1978: 89) acting or role play in language learning is valuable because actors when speaking another language, it accustoms students to perform in front of others, it helps them to overcome the nervousness which this entails, it gets them speaking expressively in a situation and thus make them aware of stress and intonation in speech. Due to the control

class undergone Non role playing or the conventional teaching with the difficulty of learning speaking factors, so that the effect is that they did not have any significant improvement on their speaking competence. This could be drawn from the pretest score that is gotten before the conventional teaching or non role playing given and the post test score that is gotten after the conventional teaching or non role playing on control class.

## CONCLUSION

Generally, the effect of role playing teaching technique is the students' speaking competence is improved than before this technique is applied, which shown a significance difference on the experimental class and there is no significance difference on control class. Specifically as below:

1. The effect of Role Playing teaching technique applied to the students' speaking competence on experimental class is that there is a significant difference on their score after the role playing given.
  - a. The students' speaking competence before role playing teaching technique applied is in the middle level with the mean score is 71.167.
  - b. The students' speaking competence after role playing teaching technique applied is improved than before that in the upper level with mean score is 91.067.
2. The effect of conventional teaching applied to students' speaking competence on control class that there is no significant difference on their score before and after the conventional teaching is given.
  - a. The students' speaking competence before conventional teaching applied on control class is in the middle level. Their average score is 71.4.
  - b. The students' speaking competence after conventional teaching applied on control class is in the middle up level. Their average score is 74.12. There is no significance difference here.

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