

## USING ROLE PLAY IN TEACHING SPEAKING AT THE THIRD YEAR STUDENTS OF SMP ISLAM RUHAMA CIREUNDEU

**Yudi Septiawan**  
STISIPOL Pahlawan 12  
yudi.septiawan@stisipolp12.ac.id

### Abstract

This research is aimed to know whether Role Play Technique is effective in improving student's speaking skill at 9<sup>th</sup> grade students of SMP Islam Ruhama Cireunde. This research is based on the last observation result that the students were still difficult to speak. This research is categorized as Experimental Study. It is carried out to solve students' problem in speaking. The findings of the research stated that students' comprehension (66) is the lowest score and students' grammar (66.5) is the highest score in post test score of experiment class while students' comprehension (72.5) is the lowest score and students' vocabulary (74) is the highest score in post test of experiment class. The subject of this research is the students of class IX.1 and IX.2 of SMP Islam Ruhama Cireunde. In collecting the data, this research uses observation and test. Based on the result and the discussion of this research, it can be said that the using of role play in teaching speaking is successful since the criteria of success were achieved. The criteria of success is there is a significant improvement from pretest result to posttest. The result shows that the pretest average score in experiment class is 66.2 becomes 73.1 in post test while in control class, the significant improvement is only 1.2 (pre test 65.9 and post test 67.1). Based on the result that is mentioned before, the writer suggests that the English teacher should implement a role play in order to improve students' speaking skill.

*Keywords : Role Play, Speaking, SMP Islam Ruhama*

### Introduction

Language becomes an essential part of human life. It is the most important thing as a means of communication human beings live in society. Nowadays, many people can speak more than one language and among those languages, English is the highest priority to choose to communicate cross countries because English is the most common auxiliary language in the world as an international language. It cannot be denied that in the competitive era of globalizations, the ability to communicate in English's precious value because in international relationship, English speaking ability is very important to able to participate in the wider world of work. In learning English, a learner has to master the four basic language skills, namely: listening, speaking, reading and writing. But, of all the four skills speaking, seems intuitively the most important because people who know a language are referred to as 'speaker' of that language (Penny Ur., 1991, p.120).

Mastering speaking skills in English is the most important thing. As Jo McDonough and Christopher Shaw (1993, p.151) explains "with the recent growth of English as an international language of communication, there is a need for many learners to learn to speak and to interact in multiplicity of situations through language, be it for foreign travel, business or other professional reasons". It seems that speaking is absolutely needed to be used to interact

in any aspects today. Indonesian government also realizes that how urgent English in current situation. The idea to increase the quality of national education has become a serious commitment today. Various efforts to increase the quality of national education have been done immediately. First, it begins with the training to increase the quality of the teachers, curriculum, facility, and school management.( Masnur Muslich , 2007, p.11). This is because of the situation we are facing now; globalization era which is very competitive.

In Indonesia, English as a foreign language is a part of national curriculum as a compulsory subject (to learn) in formal schools, it is taught from the elementary school until junior high school. The teaching-learning process of English is concentrated on the four skills that have to be mastered by the students; they are Listening, Speaking, Writing and Reading. As a language skill, speaking becomes an important component to master by the students as the main tool of verbal communication because it is the way to express ideas and opinions directly what we have in our minds. As Jo McDonough and Christopher Shaw (1993, p.152) states that “there are some reasons for speaking involve expressing ideas and opinions: expressing a wish or a desire to do something; negotiate and/or solve a problem; or establish and maintain social relationships and friendships”.

Another expert, Philips M. Brudden (1995, p.85), states that “ speaking is an activity which is done by a person to communicate with others in order to express their ideas, feelings, as well as opinions to achieve a particular goal. It clearly explains that speaking is a medium for someone to express their ideas or anything. Moreover, Kayfetz (1992, p.22) states “ speaking is human verbal communication which sets out the ability of utilizing mechanism that will involve oral production of language. Oral production of language is the main concern in speaking”. It just explained that speaking as an oral production which sets out our ability in communication. According to Oxford Advanced Learner’s Dictionary of Current English, speaking from the word *speak*, is to say words.

Besides, fluency is important goal in speaking. Students may fear of being laughed by their friends, having less confidence of their own ability, feel ashamed and afraid to speak or even they have no idea of what they should say, or may fear seeming foolish in front of the others worry about getting things wrong, and so on (Jim Scrivener, 1994, p.147). Those factors can make them silent during the activities in the classroom. Because of that, students are often inhibited about trying to say things in a foreign language. The students’ ability to develop speaking skill depends on how the teacher attracts their attentions and interest by creating new situation in the classroom that can encourage the students’ motivation. So that English teachers are required to help the students to overcome the speaking skill problems. For this reason, the teachers should use suitable methods, teaching aids or techniques in order to make teaching-learning process become more interesting and so doing creates a good atmosphere for the students for the students to enjoy speaking.

As Celce-Murcia (1991) states that English teachers should be adept organizing class activities that are authentic, motivating, and varied. Teachers may use the technology, showing movies or recorded television programs and playing audiotapes that can be enjoyable for the students and provide them with authentic practice to native speaker speech. It is extremely important to emphasize that using role play is one of the ways to achieve the goal in encouraging students to be keen in using English and especially to be mastered in speaking English. In this case, the writer is interested in researching and analyzing the process of teaching speaking by using role play at the third year of SMP Islam Ruhama Cireundeu because in this school, the students look less enthusiastic in learning English further in speaking. Also, the writer chooses third grade because the third grade of SMP Islam Ruhama is the appropriate object to observe. The third grade students are brave and undoubt to speak up. Through this research, the writer hopes that role play can improve students’ speaking skill at the third year of SMP Islam Ruhama Cireundeu. From the previous discussion in the background of study,

the writer finds out that using role play in teaching speaking is quite useful. Therefore, the writer would like to prove whether the scores of speaking taught by using role play better or not. The writer also wants to know the process of role play activities.

## Methodology

### Method of Research

The study used experiment class and control by administering a pre and post treatment test whereas the writer gave the pre test before the material had been given and the post test is given in the last meeting in both classes. To see there is any influence of this technique to the students' speaking skill; the writer uses the comparative technique. The writer compares students test scores in both experiment class and control class whether there are students' gain scores before and after treatment. Then, he used t-test formula in counting two variables.

### Sample Taking and Data Collecting

The population of the study is the third year of SMP Islam Ruhama Cireundeu which is divided into two classes, namely IX.1 and IX.2. It means that the writer used IX.1 as the experiment class which is taught by using role play and IX.2 as the control class which is taught without using role play. Each class consists of 30 students and all of the students are involved in his research. The writer used the test to collect the data. The pre-test and post-test were administered to both classes. The pre-test was done before the teaching learning process and the post-test was done after teaching learning process. The pre-test was done in order to know the ability (homogeneity) of the two classes in speaking skill and the post-test was done in order to know the significant difference on students' speaking skill and to know the influence of using role play in teaching speaking. In collecting data, the writer has designed the items for speaking test. The writer used the interview technique. The questions start with short simple questions such as "what's your name?" There is an important question about the instrument of the test "Does the test work properly?" one of the ways in order to know how valid the questions is by asking people who use it such as from the advisor and the teacher what they think of the content and design of the test, their opinions are important because they have a lot of experiences with the test (Underhill, 1987, p.104).

### Data Analysis

The writer analyzed the data of students' oral test. In analyzing the data from pre-test and post test of the two classes, the writer used the statistical formulation of T-test to determine the differences of the result of score of students' achievement in studying speaking by using role play or without using role play. Here are the following steps in order to analyze the data from the two classes:

a. Seek the gained score from students' question and answer test and describe in the tables. The gained score from the experiment class symbolized by  $X_1$  as the variable 1 and the gained score of control class symbolized by  $X_2$  as the variable 2.

b. Determining mean of variable 1 (variable X) with formula:

$$MX = -\frac{\sum X_1}{N_1}$$

c. Determining mean of variable of control class with formula:

$$MY = -\frac{\sum X_2}{N_2}$$

d. Determining derivation score of variable  $X_1$  with formula:

$$X_1 = X_1 - M_1$$

Note: Sum of  $X_1$  or  $\sum X_1$  must be equal to null.

X

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e. Determining derivation score of variable  $X_1$  with formula:

$$X_2 = X_2 - M_2$$

Note: Sum of  $X_2$  or  $\sum X_2$  must be equal to null.

f. Quadrate  $X_1$ , then add; namely  $\sum X_1^2$

g. Quadrate  $X$ , then add; namely  $\sum X^2$

h. Analyzing  $t_0$  with formula:

$$t_0 = \frac{M_1 - M_2}{\sqrt{\frac{(\sum X_1^2 + \sum X_2^2) \cdot (N_1 + N_2)}{(N_1 + N_2 - 2)(N_1 \cdot N_2)}}}$$

i. Give the interpretation

## Discussion

### Data Description

The data that writer used in this study is English oral test which is taken from English in Focus for Grade VIII and students' worksheet. The students did the test in pairs with the given time 10 minutes for a pair of students. There are two types of technique that the writer used. They are describing technique and role play technique. In the describing technique, the students asked to describe two of their family members about their names, their age, their job, the description of their job and where they work. Then, the writer continued to the role play test. In this technique, the students were needed to choose one of the envelopes provided which contain two role cards for them to play then they performed it. The tests focused on the five components of speaking skill. They are pronunciation, grammar, vocabulary, fluency, and comprehension. So, the writer scored the students based on the five components by using the rating scores of oral test by David P. Harris, the students' scores can be classified as follow: Firstly, the writer gave pre-test to the students of experiment class and control class. To process the data, the writer gave the scores of the pre-test by using scoring sheet directly. The description of the pre-test data as followed:

### Pronunciation scores

The average score of pronunciation in the experiment class is 66.1. it is because there are 26 students who get score 65, one student gets score 70 and three students who get score 75. It means that most of the students' pronunciation is very hard to understand because of pronunciation problems, most frequently be asked to repeat. And, the average score of pronunciation in the control class is 66.3. it is because there are 25 students who get score 65, two students get score 70 and three students who get score 75. It means that most of the students' pronunciation is very hard to understand because of pronunciation problems, most frequently be asked to repeat.

### Grammar scores

In the experiment class, there are three students who get score 75, five students get score 70, twenty students who get score 65 and two students get score 60. It means the average score of grammar is 66.5. So, the students' grammar score can be said their grammar and word order error make comprehension difficult, must often rephrases sentence and or rest of rich himself to basic pattern. There are two students who get score 75, seven students get score 70, nineteen students who get score 65 and two students get score 60 in the control class. It means the average score of grammar is 66.5. So, the students' grammar score can be said their grammar and word order error make comprehension difficult, must often rephrases sentence and or rest of rich himself to basic pattern.

### **Vocabulary scores**

For the vocabulary scores in the experiment class, the writer found that four students get score 75, five students get score 70, sixteen students get score 65 and five students get score 60. So, the average score is 66.3. And it can be explained that most of students are misuse of words and very limited vocabulary makes comprehension quite difficult. The vocabulary scores of the control class can be explained that most of students are misuse of words and very limited vocabulary makes comprehension quite difficult. Because the writer found that three students get score 75, four students get score 70, sixteen students get score 65 and seven students get score 60 So, the average score is 65.6

### **Fluency scores**

The average score of fluency in the experiment class is 66.1. It is because there are four students get score 60, eighteen students who get score 65, five students get score 70 and three students who get score 75. It means that there is usually hesitant, often farced into silence by language limitation. And, the average score of fluency in the control class is 66. It is because there are four students get score 60, nineteen students who get score 65, four students get score 70 and three students who get score 75. It means that there is usually hesitant, often farced into silence by language limitation.

### **Comprehension scores**

For the comprehension scores in experiment class, the writer found that two students get score 75, four students get score 70, twenty two students get score 65 and two students get score 60. So, the average score is 66. And it can be explained that most of the students have great difficulty following what is said, can comprehend only “social conversation” spoken slowly and with frequent repetition. For the comprehension scores in the control class, the writer found that five students get score 70, twenty two students get score 65 and three students get score 60. So, the average score is 65.3. And it can be explained that most of the students have great difficulty following what is said, can comprehend only “social conversation” spoken slowly and with frequent repetition. Secondly, after the writer did experiment in two classes, then she calculated the students’ post-pre test scores. And the descriptions are below:

#### **a. Pronunciation scores**

The average score of pronunciation in the experiement class is 72.6. it is because there is one student who get score 85, five students get score 80, ten students get score 75, nine students get score 70, three students get score 65 and two students get score 60. It means that after role play technique applied in the class, the students’ pronunciation problem necessities concentrarted listening and ocassionaly lead to misunderstanding. And, the average score of pronunciation in the control class after taught through conventional technique is 67. it is because there are two students who get score 75, seven students who get score 70, and 21 students get score 65. It means that most of the students’ pronunciation is very hard to understand because of pronunciation problems, most frequently be asked to repeat.

#### **b. Grammar scores**

In experiement class, there are seven students get score 65, three students get score 70, twelve students who get score 75 and eight students who get score 80. It means the average score of grammar is 73.5 . So, the students’ grammar score can be said they made frequent errors of grammar and word order, which ocassionaly obscure meaning in grammar. There are three students who get score 75, ten students who get score 70 and seventeen students who get

score 65 in the control class. It means the average score of grammar is 67.6. So, the students' grammar score can be said their grammar and word order error make comprehension difficult, must often rephrases sentence and or rest of rich himself to basic pattern.

c. Vocabulary scores

For the vocabulary scores in the experiment class, the writer found that two students get score 85, eight students get score 80, eight students get score 75, seven students get score 70, four students get score 65 and one student get score 60. So, the average score is 74. And it can be explained that most of students are frequently uses the wrong words conversation somewhat limited because of inadequate vocabulary. The vocabulary scores of the control class can be explained that most of students are misuse of words and very limited vocabulary makes comprehension quite difficult. Because the writer found that four students get score 75, eight students who get score 70 and eighteen students get score 65, so, the average score is 67.8.

d. Fluency scores

The average score of fluency in the experiment class is 73.1. It is because there are five students who get score 85 and fifteen students who get score 75. It means that the speed of the fluency are rather strongly affected by language problem. And, the average score of fluency in the control class is 67.1. It is because there are three students who get score 75, seven students wh get score 70 and twenty students who get score 65. It means that there is usually hesitant, often farced into silence by language limitation.

e. Comprehension scores

For the comprehesion scores in experiment class, the writer found that seven students get score 80, nine students get score 75, seven students get score 70, six students get score 65 and one student get score 60. So, the average score is 72.5. And it can be explained that the students understand most of what is said at slower than normal speed without repetition. For the comprehension scores in the control class, the writer found that there are six students who get score 70, twenty three students who get 65 and a student get score 60. So, the average score is 65.8. And it can be explained that most of the students have great difficulty following what is said, can comprehend only "social conversation" spoken slowly and with frequent repetition.

### Data Analysis

Based on the data collected from post-test of experimental class and control class, the average scores of test in experimental class was 73.1. while the average scores of test in control class was 67.1. Then , the result calculation of the post-test scores both of experiment class and control class are calculated by using t-test formula.

### Data Interpretation

From the explanation above, teaching speaking skill through role play technique is success.

It can be seen on the table above that the students who are taught by using role play technique get higher score than the students are taught by using conventional technique, the average scores of test in experimental class was 73.1 while the average score of test in control class was 67.1.

More detail, it is explained by the calculation result of t-test, the valueof the  $t_o$  is 6.3 and the value of the degree of significance is 2.37. because  $t_o$  is bigger than  $t_t$ , so the writer's hypothesis ( $H_a$ ), *there is significant difference between teaching speaking skill through role play technique and teaching speaking skill through conventional technique to the third year*

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*students of SMP Islam Ruhama Cireundeu*, is accepted. It means that role play is a better technique because it can improve the students' speaking skill.

### Conclusion

Based on the data analysis and interpretation previously discussed, the writer would like to make a conclusion by showing the calculation result of t-test and the difference of average scores of pre-test and post-test. The result of calculation of t-test shows that  $t_0$  is bigger than  $t_t$ ,  $t_0 = 6.3$  and  $t_t = 2.37$ . It means the writer hypothesis  $H_a$  (there is a significant difference in teaching speaking by using role play technique to the third year of SMP Islam Ruhama, is accepted). And the average scores of pre-test is 66.2 and the average scores of post-test is 73.1 or the scores of post-test is higher than the scores of pre-test. It means that the students' score of speaking taught by role play is better. This result has answered the research question that the use of role play in teaching speaking is quite effective.

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