

TEACHING SPEAKING ABILITY THROUGH ROLE PLAY

An Article

Jurisdiction Responsibility

SUNARDI

NIM: 12207032



TEACHER TRAINING AND EDUCATION FACULTY

TANJUNGPURA UNIVERSITY

PONTIANAK

2013

TEACHING SPEAKING ABILITY THROUGH ROLE PLAY

An Article

Jurisdiction Responsibility

SUNARDI
NIM: F12207032

Approved

Main Supervisor

Drs. Zainal Arifin M.A
NIP. 1955032019810310008

Assistant Supervisor

Eni Rosnija, S. Pd, M. Hum
NIP. 197201031997022001

Legalized by

The Dean of Teacher Training and
and Art Education Faculty

Dr. Aswandi
NIP. 19580513 198603 1002

The Chairperson of Language
Education Department

Drs. Nanang Heryana., M. Pd.
NIP. 196107051988101001

TEACHING SPEAKING ABILITY THROUGH ROLE PLAY

Sunardi, Zainal Arifin and Eni Rosnija
PBS, FKIP Tanjungpura University, Pontianak
email: sunar_Di@ymail.com

Abstract: The purpose of this research is to know whether role play can increase the students' ability in speaking of the tenth grade of second semester's students of SMA Negeri 1 Pesaguan Ketapang in academic year 2011/2012. A pre-test was given to the students, and then the application of using role play was carried out as the treatment. After the treatment, the students were tested (post-test). The interval score of post-test and pre-test is 11.47. Based on the formulation of the effect size analysis (0.07), it can be concluded that teaching speaking ability through role play can increase the students' speaking ability.

Keyword: teaching, speaking ability, and role play

INTRODUCTION

In SMA NEGERI 1 PESAGUAN, students had many problems in speaking. They still did not know to speak English well. The problems were: first, they still had poor vocabulary. Second, they were not interested in the material about English that was given. Third, they rarely practiced English. And the last they were not confident and felt shy to speak in front of the class.

One of the techniques to increase their speaking skill is Role Play. Role play is very important in teaching speaking because it gives students an opportunity to practice communicating speaking in different social contexts and in different social roles. In addition, it also allows students to be creative and to put themselves in another person's place for a while. According to Stephen D. Hattings (1993: 165) based on his observation in the conversation class, the role play seem to be the ideal activity in which students might find themselves and give them an opportunity to practice and develop their communication ability.

For these reasons, the researcher was interested to investigate teaching speaking ability through role play for students of the tenth grade of SMA NEGERI 1 PESAGUAN KETAPANG. The researcher also wanted to know whether role play can increase students' ability in speaking.

Speaking is one of the four language basic skills that occur in every situation. Learners of a language should develop effective communication skill in daily situations as well as in conflict situation. Carolyn Duffy (2003) provides a good suggestion for the English language learner to develop the communicative competence, it is important to develop effective communication skills in order to carry out positive interactions in every day social situations as well as in conflict situations. According to Pachler and Redondo (2007, p.66)' speaking is a language

skill which some people believe either you are good at or you are not, a skill that in some ways is down to personality factors such as confidence or extroversion'.

Based on the Kurikulum Tingkat Satuan pendidikan (KTSP), the goal of teaching speaking ability today is communicative efficiency. In the communicative language teaching, teachers help their students to develop the knowledge by providing the authentic practice that prepares students for real-life communication. Therefore, teaching strategy should be focused on students' participation and teaching learning process due to attract the students to be active in class, so that they will be motivated to learn in classroom.

Teacher is better not only teaching how to say or to give response to others but more specifically how to organize their thought. Nunan (2003) as cited in Kayi (2006) says that teaching speaking is to teach learners to: (a) Produce the English speech sounds and sound patterns, (b) Use word and sentence stress, intonation patterns and the rhythm of the second language, (c) Select appropriate words and sentences according to the proper social setting, audience, situation and subject matter, (d) Organize their thoughts in a meaningful and logical sequence, (e) Use language as a means of expressing values and judgments, (f) Use the language quickly and confidently with few unnatural pause, which is called as fluency.

One of the goals of teaching speaking is to develop fluency in language use. Fluency is natural language use occurring when a speaker engages in meaningful interaction and maintains comprehensible and ongoing communication despite limitations in his or her communicative competence. Prof. Kev Nair's in (www.fluentzy.com) stated that fluency means the skill of speaking English smoothly and continuously without hesitation preventing you from speaking on the skill of speaking about things clearly and easily in English that is natural, appropriate and easy to understand without struggling for breath or for words. In second and foreign language teaching, they further explained that fluency is the ability to communicate ideas effectively.

Pronunciation refers to the way a word or a language is spoken, or the manner in which someone utters a word. If one is said to have "correct pronunciation", then it refers to both within a particular dialect. Surveys of student needs consistently show that our learners feel the need for pronunciation work in class (Willing 1989). Thus some sort of pronunciation work in class is essential.

The aim of using role play in teaching English speaking is to make students encourage thinking and creativity, let students develop and practice new language and behavioral skills in a relatively non-threatening setting, and can create the motivation and involvement necessary for learning to occur. Role-playing can be used as a method for teaching insight and empathy competence (Blatner, 2005). According to Killen (1998) role play can give students practice in thinking real-life roles and dealing with real-world problem. In this case, the students can come to the real situation although they are not in that situation. For example, students pretend to be travel agents and customers in a conversation about how to book an airplane's ticket.

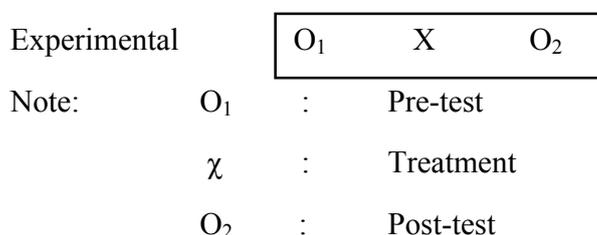
In case of role play activities, according to Donn Byrne(1986), role play can be grouped into two forms, scripted and unscripted role play. Larsen Freeman (1986), explained that role plays are important in the communicative approach because they give learners an opportunity to practice communicating in different social contexts and different social roles.

According to Teed (2009), the role-play instruction requires good preparation and management. It is important that the teachers are aware of the following steps: goal setting, context and role defining, role-playing introducing strategies, character researching and preparing, role performing, feedback providing, and concluding evaluation.

METHOD OF RESEARCH

The researcher chose pre-experimental research method by using one group pre-test and post-test design because the researcher wanted to compare the ability of the students before and after treatment using role play techniques. The researcher wants to know about the effectiveness of Role Play as a technique to increase Students' speaking ability.

Following the experimental treatment, the researcher had again measured group attitudes (O_2) and proceeded to account for differences between pretest and post-test scores by reference to the effects of X. The one group pretest-post-test design can be represented as:



The population of this research was the tenth grade students of SMA Negeri 1 Pesagan Ketapang in academic year 2012. There are four classes of this grade, which consists of 30 students in one class.

Sample is a small proportion of the entire population. Concerning this, the researcher selected all the population of this research. By having this way, the sample of this research will be taken by conveying total sampling technique.

In collecting the data, the researcher applied the measurement technique to measure the effectiveness of Role Play in increasing students' speaking ability. The measurement was arranged in two stages: pre-test and post-test. Procedures of data collecting are: (a) The researcher gave the pre-test to the students before the treatment in increasing students' speaking ability through Role Play as a technique. The score is taken by looking at the fluency and pronunciation of students in using the language in speaking, (b) The researcher gave treatments in two times. The researcher gives the

post-test to the students. The test is similar with the pre-test. However, the post-test is given after the treatment. The score is taken by looking at the fluency and pronunciation of students in using the language in speaking, (c) The researcher asked students to practice the conversation in pairs based on the situation given, (d) The conversations were recorded by tape recorder. The conversations were recorded as the pair discussed and talked. This help much to know what they are talking about and how their speaking ability. It is measured after the conversation is recorded.

The data are collected from the students' Speaking ability through role play as a technique. Here, the students performance in speaking ability which focuses on their fluency and pronunciation. The data were scored and analyzed as follow:

Speaking Score Table

ASPECT	STUDENTS' ACTION	SCORE
Fluency	The speaking is natural, smooth as a native speaker	80-100
	The speaking is occasionally hesitant	60-79
	The speaking is very slow	50-59
	The speaking is stuck and producing non-contextual words	0-49
Pronunciation	Native pronunciation, with no trace of foreign accent	80-100
	Not foreign accent and occasional mispronunciations but do not interfere the understanding	60-79
	Foreign accent required concentrated listening, and mispronunciation, lead to occasional misunderstanding	50-59
	Frequent errors and very hard to understand	0-49

Adapted from: Brown, Douglas, (2003). Language Assesment: Principle and classroom practice. San Fransisco:Longman

Speaking score classification

MEAN SCORE	SCORE IN LETTER	CLASS PERFORMANCE
80 – 100	A	Good to Excellent
60 – 79	B	Average to Good
50 – 59	C	Poor to Average
0 – 49	D	Poor

Adapted from: Brown, Douglas, (2003). Language Assesment: Principle and classroom practice. San Fransisco: Longman.

Based on the profile of scoring above, the students' speaking ability scored as follows:

1. The students' individual score of pretest and posttest. The students' individual score can be got from the total number of each items to be evaluated.

2. The students' mean score of pretest and posttest

$$= \frac{\Sigma}{N} \qquad \qquad \qquad = \frac{\Sigma}{N}$$

(Hatch & Farhady, 1982:55)

Note:

- M_1 : The students' mean score of pretest
- M_2 : The students' mean score of posttest
- ΣX_1 : The students' sum of individual score of pretest
- ΣX_2 : The students' sum of individual score of posttest
- N : The total number of students'

3. The analysis on the students' different score of pretest and posttest

$$MD = M_2 - M_1$$

(Arikunto, 2006:307)

Note:

- MD = The different students' mean score of pretest and post test
- M_2 = The students' mean score of posttest
- M_1 = The students' mean score of pretest

4. The significant of the students' score

$$= \frac{\sum d}{N} \quad \sum d = \sum (X_2 - X_1)$$

(Arikunto, 2006:306-308)

Note:

- t : The obtained for correlated sample
 - MD : The mean of difference
 - $\sum d$: The sum of difference students' scores between pretest and post test
 - $\sum d^2$: The sum of difference students' scores between pretest and post test
 - N : The number of students'
5. The effect size analysis

$$ES = t -$$

Note:

- ES : Effect size
- T : Result of test
- N : Number of students'

The result is categorized as follows:

- $E_s \leq 0.02$ is categorized as low
- $0.02 < E_s \leq 0.08$ is categorized as moderate
- $E_s > 0.08$ is categorized as high

RESEARCH RESULT

1. The comparison of the test result.

The comparison of the test result could be seen in the table below:

Students	X1	X2	D = X2-X1	
1. Al	65	75	10	100
2. Mn	60	70	10	100
3. Ad	60	70	10	100
4. Ag	50	70	20	400
5. Dw	50	75	25	625
6. Ed	60	65	5	25
7. Hr	50	75	25	625
8. Hn	55	60	5	25
9. Hr	60	70	10	100
10. Mk	53	65	12	144
11. Jn	60	70	10	100
12. Jm	58	60	2	4
13. Jl	55	65	10	100
14. Jt	65	70	5	25
15. Ls	70	60	-10	100
16. Rm	65	75	10	100
17. Mr	60	70	10	100
18. Nf	50	60	10	100
19. Pt	65	75	10	100
20. Rd	55	80	25	625
21. Ro	60	70	15	225
22. Sel	60	65	5	25
23. Sp	55	75	20	400
24. Tn	60	80	20	400
25. Ut	50	70	20	400
26. Wd	50	65	15	225
27. Yg	60	75	15	225
28. Zk	70	70	0	0
$\Sigma N=28$	$\Sigma X1=1629$	$\Sigma X2=1950$	$\Sigma D= 324$	$\Sigma D^2= 5498$

This was formulation to know about the students' mean score of pre-test and post-test.

$$\begin{array}{r}
 = \frac{\Sigma}{n} \\
 = \frac{5817}{97} \\
 = 58.17
 \end{array}
 \qquad
 \begin{array}{r}
 = \frac{\Sigma}{n} \\
 = \frac{6964}{97} \\
 = 69.64
 \end{array}$$

The next is the formulation to analyses the students' different score of pre-test and post-test.

$$\begin{array}{l}
 MD = M_2 - M_1 \\
 MD = 69.64 - 58.17 \\
 MD = 11.47
 \end{array}$$

The next the formulation to significant of the students' score

$$\begin{array}{l}
 = \frac{MD}{\frac{\Sigma}{n}} \\
 = \frac{11.47}{\frac{5817}{97}}
 \end{array}$$

From the calculation of the formula, the result show that there was significant score of student's speaking ability by using role play. It can be concluded from the t score was 0.40.

The last the formulation of the effect size analysis

$$\begin{array}{l}
 ES = t - \\
 ES = 0.07
 \end{array}$$

Based on the classification of the formulation of the effect size analysis was 0.07. It means the students were moderate.

The result is categorized as moderate.

$$\begin{array}{l}
 \text{Pre-test} < \text{Compare} > \text{Post-test} \\
 1629 < 324 > 1950
 \end{array}$$

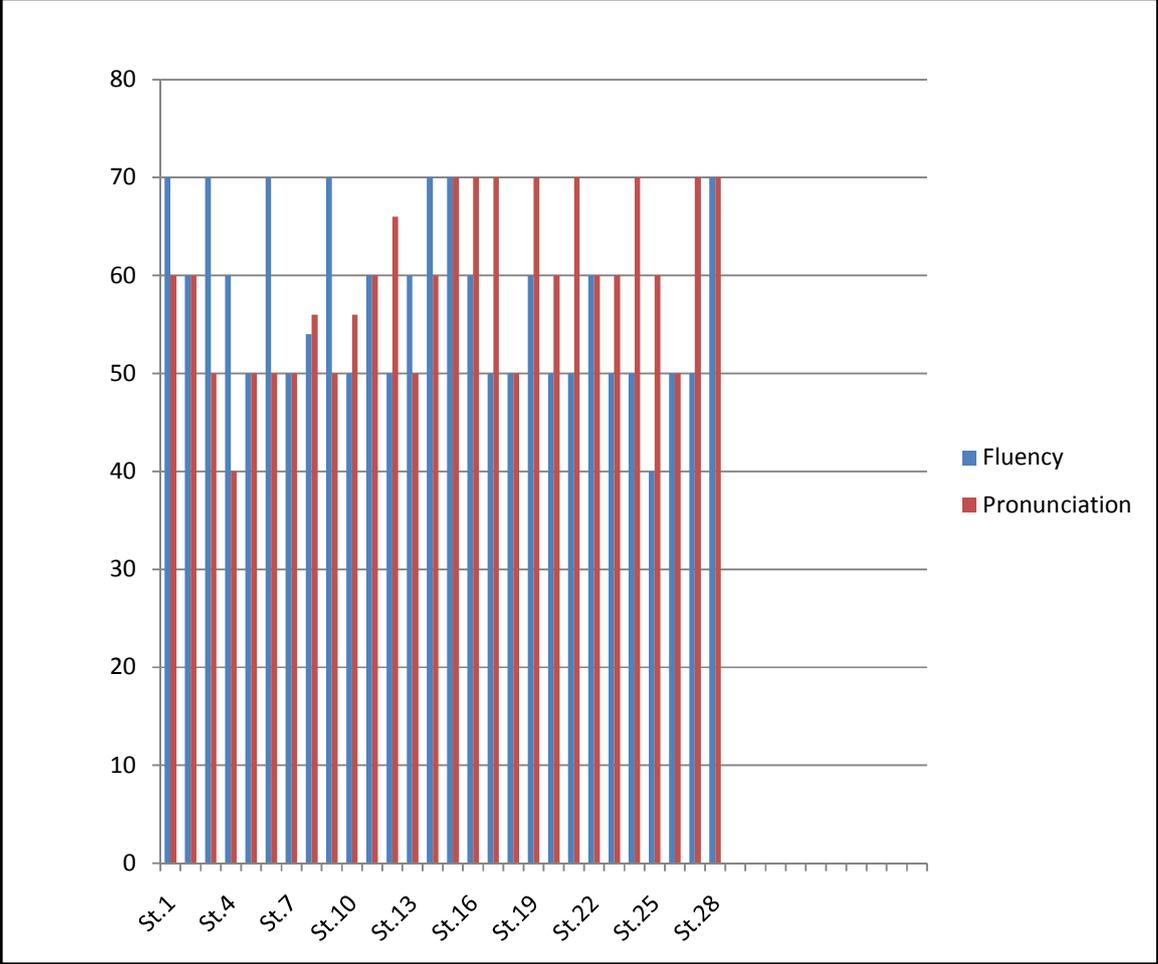


Diagram 1. Pretest Score

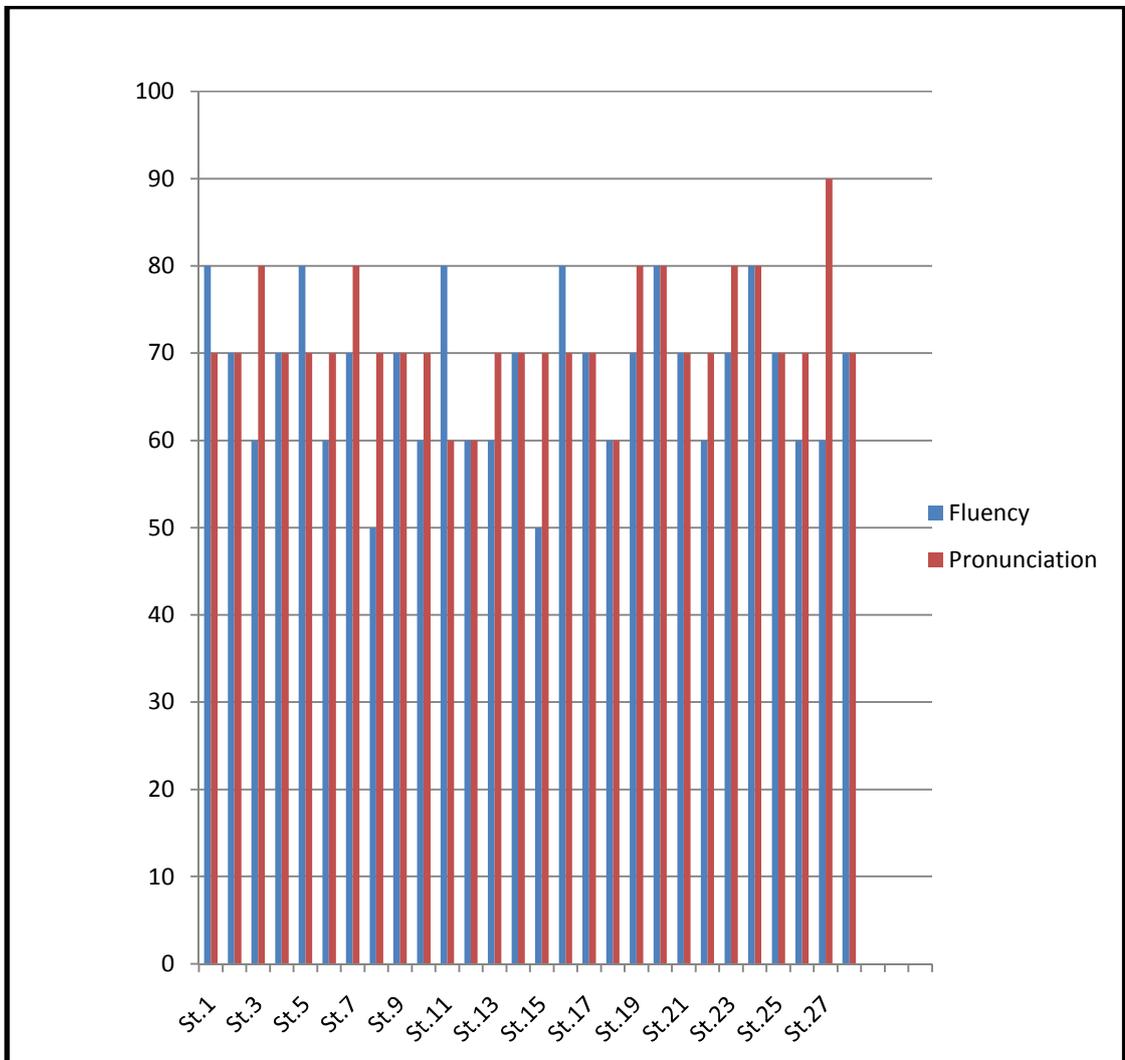


Diagram 2. Post-test Score

From the table above, the lowest score of pre-test was 50 and the highest score was 70. Whereas the lowest score of post-test was 60 and the highest score was 80. It means that role play can increase their speaking ability.

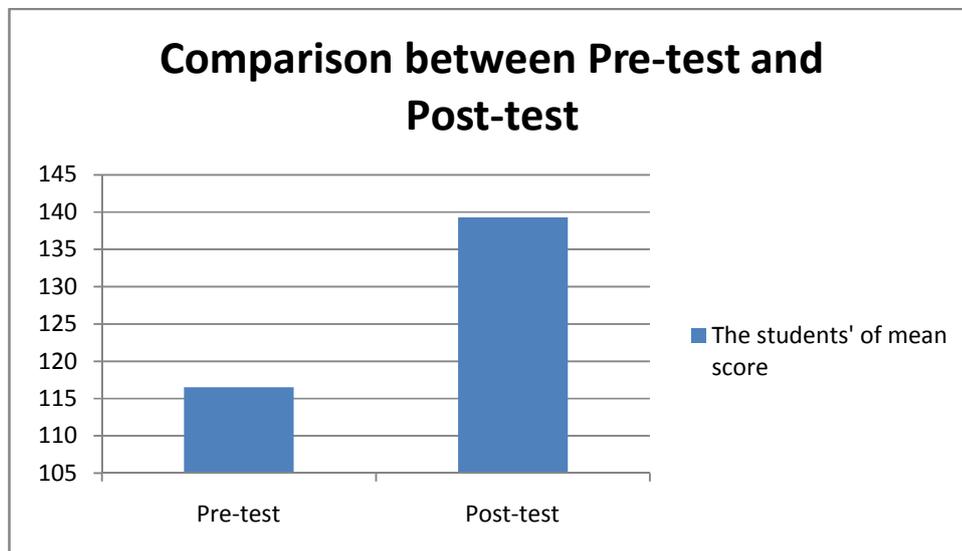


Diagram 3.comparison between Pre-test and Post-test

The table diagram 3 above, the writer wanted to explain about comparing between pre-test and post-test based on the students' mean score. From that table also to know that after using the treatment, the score of post-test became high until **69.64**

The result of analyzing the data by using the above formula shows that the coefficient is **0.07**, and it's categorized as moderate. It means that there was a significance increase after the role play was used to teach speaking ability.

DISCUSSION

Based on the procedure that have been passed in teaching speaking through Role Play, the writer can conclude the result of students' activities in a scoring table. From the table 3 of Pre-test, after the writer gave them pre-test with using speaking orally in front of the class, there were some students that had lowest score of KKM. KKM score was 65. The students had lowest scores were students: 04, 05, 07, 18, 25, and 26. The reason that made them get the lowest scores was: they were lacked of vocabulary, hesitation to develop interaction, and intonation. Other reasons made them get the lowest score: lack of preparing and planning to speak.

After using role play as a technique, the writer can see the different of pre-test and post-test. From the table 4 of post-test the writer could compare the result with table 3 pre-test that the students got lowest score. In post-test there were still some students that got the lowest score of KKM. They are number 08, 12, 15, and 18 got lowest score of KKM. The reason that made them get the lowest score still lack of preparing and planning to speak, hesitation, still not fluent yet, and still error in English pronounce.

From the data analysis, it was found that before the treatment was given, the mean score of pre-test was **58.17**. Then, after the treatment was given, the mean score of post-test was **69.64**. The result of the interval score was 11.47. It means that the use of role play technique is effective to increase their speaking ability especially fluency and pronunciation. We could see the table diagram 1, 3 and 3 above.

Based on the research done by the researcher, there are several advantages of role play when the researcher conducted this research. First of all, this technique can be useful for students in real situation. Because in this technique the students learn to be more active in expressing their performance in front of the other students. In this technique, the students were also asked to be able create dialogue and practice dialogue. So in this time the researcher as a teacher can see the students' vocabulary, fluency and pronunciations mastery in role play technique.

Secondly, this technique can develop the students' creativity. At the same time the role play as a technique give the opportunity to the students to be more active and creative to find the new thing in the opportunity, so that become understanding for the students in expressing their idea. Because through this technique, the students were given the opportunity to play role based on the topic that simulated.

Thirdly, this technique could improve students' courage and confidence. In role play, students were demanded to be courage and confidence in each the opportunity. In this technique, the students were always given the opportunity to try doing the conversation in peer with relax situation based on their experience. So that, with this technique the students can express themselves more confidently.

Fourthly, this technique could enrich the students' knowledge, attitude and skill in social problem. Based on the research experienced by the researcher, in this technique the students demanded to be more diligent to develop the all of weaknesses that having by the students such as less of vocabulary. So in this opportunity the students must enrich their vocabulary in order to be easier to express what they want to talk about. And also this technique can lessen students' bad attitude like feeling shy, anxiety, and fear. So in this case, the students were trained to perform in front of the class and lose that bad attitude.

And the last, this technique could improve the students' motivation in learning process. By applying the communicative technique and the using of materials that suitable to students prior knowledge. So, it can improve student's motivation during the teaching learning process.

However, this technique has several weaknesses. such as, the class management was not under control because the class was noisy. And then, the affraidness of making errors and the confidence could be the factors of why students did not participate in classroom activities.

There are several ways to eliminate the weaknesses of this technique. First of all, the researcher give the guidance to the students in discuss the materials. Which in understanding the material the students usually still confuse and anxiety to practice speaking in front of the class. So the researcher guide and train the students slowly.

The researcher gives the material that easy to understand for the students. And then the researcher as a teacher becomes a model in a situation by asking one of the students to be a speaking partner in front of the class.

CONCLUSION

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. The use of role play makes the speaking and learning activity more enjoyable and interesting. It's because role play helps the shy students by providing an opportunity, where students with difficulty in conversation are liberated. In addition, it is fun and most students will agree that enjoyment leads to better learning. 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. The use of role play makes the class more active and alive. Students are willing to participate without any forces from the teacher. The use of role play makes the students more motivated in learning and easier to grasp the lesson. Problems that the students faced mostly in role play are lack of confidence and lack of vocabulary.

REFERENCES

- Arikunto, Suharsimi, (2006). *Procedur Penelitian. Edisi Revisi VI*. Jakarta: PT. Rineka Cipta
- Blatner, A. (2005). Using role playing in teaching empathy. *British Journal of Psychodrama & Sociodrama*, 20(1), 31-36
- Brown, Douglas, (2003). *Language Assesment: Principle and classroom practice*. San Fransisco:Longman
- Byrne, Donn.(1986). *Teaching Oral English: Longman Handbooks for English Teacher*. Singapore: Longman Group.
- Duffy, Carolyn. 2003. *Chapter 5, speaking the language of peace*,[online]. Available: URL<http://www.exchanges.state.gov/forum/journal/pea5background.htm>[Accessed:02 April 2003].
- Kayi, Hayriye. 2006. *Teaching Speaking: Activities to Promote Speaking in a Second Languge* (online). Available in: <<http://itesli.org/techniques/Kayi-Teaching-Speaking.html>> (Accessed: 20 November 2008)
- Killen, Roy. 1998. *Effective Teaching Strategies*. Katoomba NSW: Social Science Press
- Nair, Kev. *Fluentzy : The Author of the English Fluency books*. [online]. Available : <http://www.fluentzy.com/kevnair.asp>

- Pachler, N and Redondo, A. 2007, *A practical guide to teaching modern foreign languages in the secondary school*, London : Routledge.
- Roy killen.2009. *Effective teaching strategies*.australia: Thomson
- Stephen D hattings. (1993). *Role play*. Cambridge : Blandwell
- Teed, R. (2009). *Role playing exercises*. Retrieved June 05, 2009 from Starting Point Web Site <http://serc.carleton.edu/introgeo/roleplaying/>
- Wallace, Marie. 1996-2003. Guide on the side: A communication skill suite; speaking, writing and graphics [online]. Available: URL<<http://www.llrx.com/library/index.htm>> [Accessed: 11 April 2002].
- Willing, K 1989. *Teaching how to learn*. Sydney: NCELTR