

**TEACHING TRANSACTIONAL AND INTERPERSONAL DIALOGUES
USING SPONTANEOUS ROLE PLAY**
*(A Pre Experimental Research to Year-8 Students of “SMP Negeri 24 Pontianak”
in Academic Year 2013/2014)*

AN ARTICLE

Jurisdiction Responsibility by
Rizki Maharani
F12106033

Approved by:

Supervisor 1

Supervisor 2

Dr. H. Sudarsono, M.A., Ph.D
NIP.19580414 198703 1 001

Drs. Zainal Arifin, M.A
NIP.19550320 198103 1 008

Legalized by:

**Dean of Teacher Training and
Education Faculty**

**Head of Language and Art
Education Department**

Dr. Aswandi
NIP.195805 13198603 1 002

Drs. Nanang Heryana, M.Pd
NIP.19610705 198810 1 001

TEACHING TRANSACTIONAL AND INTERPERSONAL DIALOGUES USING SPONTANEOUS ROLE PLAY

Rizki Maharani, Sudarsono, Zainal Arifin

English Education Study Program, Languages and Arts Education
Department, Teacher Training Education Faculty of
Tanjungpura University in Pontianak
Email: rh13zky_89@yahoo.com

Abstract: This research aims to investigate the effectiveness of teaching transactional and interpersonal dialogues using spontaneous role play. The research method is pre-experimental, with one group pre-test and post-test design. The sample was Year-VIII students of Class B, consisting of 32 students. The data were collected by giving pre-test before the treatment and post-test after the treatment in the form of written performance test to 32 students with the same test items. The data were analyzed by Effect Size formula. The finding of data analysis showed that the effective size of teaching transactional and interpersonal dialogues using spontaneous role play is high.

Key Words: Transactional, Interpersonal, Role Play.

Abstrak: Penelitian ini bertujuan untuk menyelidiki efektifitas dari pengajaran percakapan transaksional dan interpersonal dengan bermain peran secara spontan. Metode yang digunakan adalah metode pre eksperimental, dengan desain satu grup pre test dan post test. Sampel dalam penelitian ini adalah kelas VIII B yang berjumlah 32 siswa. Data penelitian dikumpulkan dengan memberikan pre test sebelum treatment dan post test setelah dilakukan treatment dalam bentuk test penampilan tertulis terhadap 32 siswa dengan test yang sama. Data penelitian dianalisa dengan rumus tingkat efektifitas. Hasil analisa data menunjukkan bahwa tingkat keefektifitasannya dari pengajaran percakapan transaksional dan interpersonal dengan bermain peran secara spontan adalah tinggi.

Kata Kunci: Transaksional, Interpersonal, Bermain Peran.

English is an essential language for various international communications. One of the language skills required for international communication is speaking. The main function of speaking is to express one's thought to others. In speaking, speakers share information and ideas with the interlocutors. Brown's (1994) state that speaking is "an interactive process of constructing meaning that involves producing and receiving and processing information".

Furthermore, to make students able to produce, receive and process the information, they are taught to be able to say or to give response to others, in the form of transactional and interpersonal dialogues, for instance. A transactional dialogue is to make something done. For example: to get chicken satay, it is necessary to speak to a satay seller. On the other hand, an interpersonal dialogue

is carried out to have communication with people around. We talk for the sake of talking such as chatting and gossiping.

On the other hand, when communicating, a speaker may have a dialogue with his/her interlocutor in transactional and interpersonal forms. According to Brown (2000, p. 273), transactional dialogue is extended form of responsive language. It is not just limited to give the short respond but it can convey or exchange specific information. Whereas, interpersonal dialogue is designed for the purpose of maintaining social relationship than for transmission of fact and information (Brown, 2000, p. 274). There are some factors which can be involved in interpersonal conversation, which can make them a little trickier for the speaker: (a) a casual register, (b) colloquial language, (c) emotionally charged language, (d) slang (e) ellipsis (f) sarcasm.

In addition, transactional and interpersonal dialogues always happen in people's activities in various levels. In this case, researcher focused on the junior high school level. However, to know the students' problems in transactional and interpersonal dialogues, the researcher did pre-observation. Based on the pre-observation, Year-8 students faced difficulties to have spontaneous speaking. The difficulty to have spontaneous conversation is caused by the students were taught guided conversation by using drafted dialogues.

To enable the students to speak spontaneously, the teacher needs to apply a particular teaching technique. The teaching technique that is applied in this research is Spontaneous Role Play (SRP). SRP refers to improvisational role play. It does not depend on guided script or dialogue. This technique can encourage students to speak spontaneously. It also motivates students to speak in a high level of competence. SRP helps build the students' bravery and communication ability with other people or friends, because by using this technique the students can share, tell the story with English language with their partner and also can give opinion or response from their friends' performance.

Thus, it was interesting to conduct a research on applying this technique to teach transactional and interpersonal dialogues. This research was conducted to Year-VIII students of "SMP Negeri 24 Pontianak". This research was to find out the effectiveness of teaching transactional and interpersonal dialogues using spontaneous role play.

The aim of role play in teaching English speaking is to encourage students' 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. Furthermore, role play technique is a technique which provides an opportunity for students to become more deeply involved in thinking about how they would react in real world situation (Killen, 2008) cited in Saroh (2012, p. 8). In this case, the students can come into real situation although they are not in that situation. For example, a student pretends to be a receptionist and a guest in a conversation about how to book a room. In addition, according to (Harmer, 2007), Role play can be used as teaching technique to encourage general oral fluency or to train students for specific situation, especially where they are studying for specific purposes.

Ladousse (1987, p. 107) further explains: “Spontaneous role-play also known as “live” or “hot” role-playing, deals with real people (the participants) and their actual problems with others – on the job, at home, in the community, elsewhere in the everyday world.” By role play technique the ability of the interaction can be explored, as well as the students were talking more actively and their braveness is being improved.

Role play instructions require good preparation and management. Kodotchigova (2000) suggests the step-by-step guide to making a successful role play in teaching speaking to students. The guidelines for applying role play activities according to her are as follows: (a) situation for a role play, (b) role play design, (c) linguistic preparation, (d) factual preparation, (e) assigning the roles, and (f) follow-up (feedback and evaluation).

METHOD

This research was pre experimental, with one-group pre-test post-test design. Cohen, Manion, & Morrison (2000, p. 213) represent the one group pre-test post-test design as O is pre-test and post test and X is treatment. The design is illustrated below:

O X O

The sample technique of this research is a cluster sampling technique. Gray (2004, p. 395) defines it as a technique sampling strategy involving successive sampling of units or clusters, progressing from larger units to smaller ones. In cluster sampling, the researcher randomly selected a number of clusters from the collection of clusters of the entire population. The research sample was the Year-VIII students of Class B, SMP Negeri 24 Pontianak which consisted of 32 students. It was randomly selected out of four classes of Year-VIII students of SMP Negeri 24 Pontianak.

This research applied measurement technique to collect the data. Blerkom (2009, p. 6) defines measurement as “the process of assigning meaningful numbers (or labels) to persons or objects based on the degree to which they possess some characteristic.” This technique is applied to collect quantitative data. The tool of the data collection was a performance test in the written form that was given before and after the treatment. The written test was in the form of cue cards, which contain short-bullet-style, prompt which is used by the role players to control the pace of speakers’ delivery. By improvising or speaking off-script, it can provide the speakers with the essential information to get back on track.

The data are collected from students’ speaking ability through role play as a technique. Here, students’ performance speaking ability focuses on their fluency, idea expressed and content. The data were scored and analyzed as follows:

Table 1: Items of Specification

No.	The Speaking Items to be evaluated	Specification
1.	Fluency	It refers to transmitting idea and information smoothly
2.	Idea Expressed	It refers to expressing idea (advice or suggestion)

correctly and appropriate with the topic

3. Content	It refers to the usage of content of transactional and interpersonal dialogues.
------------	---

To compute the effective size of the treatment, the effect size formula was applied. The formula is as follows:

$$ES = \frac{t}{\sqrt{N}}$$

ES is the Effect Size, 't' is the result of t-test and N is the total number of students. The result of effect size is categorized as seen below:

ES < 0.3	Low
ES 0.3-0.5	Moderate
ES > 0.5	High

Muijs (2004, p. 195)

"t" in the above ES formula is calculated by t-test. The formula is adapted from Ary, et al (2010, p. 177) as follows:

$$t = \frac{\sum d}{\sqrt{N \cdot MD}}$$

- where t is the obtained for correlated sample,
- MD is the mean of difference,
- $\sum d$ is the sum of difference students' scores between pre-test and post-test, and
- N is the total number of students.

To calculate MD , is used the formula as follows:

$$MD = M_2 - M_1$$

M of M_1 and M_2 is the mean score of pre-test and post-test. The formula to compute "M" which is taken from Blerkom (2009, p. 245) as follows:

$$M = \frac{\sum X_1}{N} \quad \frac{\sum X_2}{N}$$

where:

- M_1 is the students' mean score of pre-test
- M_2 is the students' mean score of post-test
- $\sum X_1$ is the sum of individual score of pre-test
- $\sum X_2$ is the sum of individual score of post-test
- N is the total number of students

FINDINGS AND DISCUSSION

Findings

Table 2: The comparison of the test result

No	Students' Code	Students' Score		Difference (D=X ₂ -X ₁)	D ²
		Post-Test (X ₁)	Pre-Test (X ₂)		
1	AZ	64	74	10	100
2	APR	54	74	20	400
3	AA	46	64	18	324
4	BH	26	64	38	1444
5	CP	54	74	20	400
6	DRS	44	74	30	900
7	DSC	64	74	10	100
8	DAW	36	54	18	324
9	FR	74	90	16	256
10	HW	44	80	36	1296
11	HVO	44	64	20	400
12	JK	60	70	10	100
13	KJ	64	74	10	100
14	LS	54	74	20	400
15	MR	26	60	34	1156
16	MA	56	64	8	64
17	NAU	80	90	10	100
18	NY	60	80	20	400
19	NL	70	70	0	0
20	RO	60	70	10	100
21	RF	74	84	10	100
22	RS	46	64	18	324
23	SDP	54	64	10	100
24	SAA	64	70	6	36
25	SM	70	80	10	100
26	SA	36	64	28	784
27	SF	44	60	16	256
28	SK	46	64	18	324
29	VY	60	70	10	100
30	VK	54	74	20	400
31	WMS	36	64	28	784
32	YA	64	70	6	36
Total (Σ)		ΣX₁: 1728	ΣX₂: 2266	ΣD: 538	ΣD²:11,708
Mean		54	70.81	16.81	365.88

The computation of the students' mean score of pre-test can be seen as follows:

$$\begin{aligned} & \text{---} \\ & = \text{---} \\ & = 54 \end{aligned}$$

The computation of the students' mean score in post-test can be seen as follows:

$$= 70.81$$

The computation of the students' interval score can be seen as follows:

$$\begin{aligned}
 MD &= \\
 &= 70.81 - 54.13 \\
 &= 16.68
 \end{aligned}$$

The computation of the effect size of the treatment is as follow:

$$\begin{aligned}
 ES &= \frac{16.68}{12.7} \\
 &= 1.31 \\
 &= 1.31 (0.17) \\
 &= 1.75
 \end{aligned}$$

Based on the data analysis, the post-test score is 70.81. It is higher than the pre-test score, 54. Besides, based on the statistical analysis the effect size is 1.75. It is categorized "high." It indicates that spontaneous role play is one of the potential techniques that can be used to teach transactional and interpersonal dialogues successfully.

Discussion

The findings show that the application of spontaneous role play affects students' speaking ability. It can be seen from the effect size, 1.75 which is higher than 0.5 (high). Thus, the application of spontaneous role play is functional to teach transactional and interpersonal dialogues to improve students' speaking ability. This technique helps the teacher make the students able to guide them in encouraging their creativity in organizing their thought in transactional and interpersonal dialogues.

Moreover, role play is a great way to get students involved in the subject matter. The teacher can have the students play all the characters involved in related issues (past or present). By using role play, there are number of positive impacts that the role play has on the students and the class: (a) role play forces students become actively involved in the issues brought up in the class, (b) it increases students' awareness in facing the brought issues, (c) it helps students to understand the material better, because it takes concepts and links them to the real world people, and (d) it improves students' public speaking abilities.

In view of theoretical framework and related studies, Eviani (2001) as cited in Saroh (2012, p. 9) claims that role play is a communicative activity in which learners are given a situation to complete and in order to ensure a lively and unpredictable course of the activity, the students are told who they are, what their opinions are, and what they know that is unknown by the others. Stern (1991, p. 213) explains that role play helps the individual to become more flexible and develop sense mastery in many situations. Through role play, learners can

experience many kinds of situations in which they will use the language; and as they develop a sense of mastery in them, they should be able to apply the language more easily to new situations. According to Larsen-Freeman (2000, p. 134), “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.” Role plays can be set up so that they can be structured. For example, the teacher tells the students who they are, or what they would say. On the other hand, role plays can also be set up in a less structured way. For example, the teacher tells the students who they are, and what they are talking about, and the students determine what they will say. In addition, Jones (1982, p. 113) as cited in Altaf (2011, p. 746) assumes that role play clearly promotes the effectiveness of interpersonal reactions and social transactions among participants. In order for a role playing to occur the participants must accept the duties and responsibilities of their roles and functions, and do the best they can in which they find themselves.

Role play technique is a technique which provides an opportunity for students to become more deeply involved in thinking about how they would react in real world situation (Killen, 2008) cited in Saroh (2012, p. 8). According to Harmer (2007), Role play can be used as teaching technique to encourage general oral fluency or to train students for specific situation, especially where they are studying for specific purposes.

There are many advantages of using role play. Furness (1976) cited in Huang (2008) states that a child can enjoy and benefit from a role play experience “in terms of improved communication skills, creativity, increased social awareness, independent thinking, verbalization of opinions, and development of values and appreciation of the art of drama. The others major advantages of using role play is that the entire body is used; this is more like real interaction as compared to using storyboards or scenarios. It is also ‘implementational’ – that which actually takes place in a classroom. Role play technique can help in developing and determining the interaction between teacher and students during learning process. In a role-playing technique, teacher performs the tasks of the interaction by means of re-enactment. Role-playing is just like theatre acting: by acting out the task the students have to perform, to reach better understanding of the complexity reached, and different ideas for the interaction can be developed.

Role play technique has two purposes, the students can come into real situation and role play can motivate students. First, students can come into real situation. According to Killen (2006, p. 262) role play can give students practice in taking real – life roles and dealing with real-world problems. In this case, students can come into the real situation although they are not in that situation. For example, the students are pretend at the cinema and in a conversation to watch movie. Although the situation is not in a cinema, students can imagine that they are buying tickets and watching movie.

Second, role play can motivate students. Particularly, when introducing new lesson of studying. The students will feel motivated if the method of teaching and learning in the class is interesting, not boring and easy to be learned. Liu (2010, p. 136) suggests the use of role play is more effective in arousing students’

motivation in speaking English than using oral English test. Moreover, role play also offers a great deal to the language students because it provides an interesting and an intensive participation in speaking activities. Furthermore, role play can facilitate a less obstructed approach. Indeed it could provide fun and real situation between students and teacher.

Furthermore, teaching strategy should be focused on students' participation and teaching learning process to attract the students to be active in the class, so that they will be motivated to learn in classroom. In addition, students are also allowed to be creative and to put themselves in another person's place for a while. While the implementation of this technique, the teacher also helps the students express their thought by talking the hottest topic under relaxing circumstances learning process. It helps the students' bravery to talk actively in the classroom. On the other hand, after the role play, teacher also spends some time discussing the problems that have been raised in the role play. It helps the students gain a number of new perspectives on a topic and makes a strong impression on students, which helps them to retain material better.

Thus, based on the research findings, theoretical, and related studies which say that role play is communicative techniques which develops fluency in language students, promotes interactions in the classroom, and increases students' motivation also give students the opportunity to demonstrate how to use English in real life situation and make them focus more on communication than on grammar. It can be concluded that the use of spontaneous role play in teaching transactional and transactional dialogues to Year-VIII of "SMP Negeri 24 Pontianak" in Academic Year 2013/2014 is categorized as "high" effective and could be an appropriate technique that can be used as a variation in teaching speaking.

CONCLUSION AND SUGGESTIONS

Conclusion

In conclusion, spontaneous role play was an effective technique to teach transactional and interpersonal dialogues to Year-VIII students of "SMP Negeri 24 Pontianak" in Academic Year 2013/2014. It could be used to motivate and attract more attention from the students. They were interested in participating teaching learning activity. As a result, it affected the students' speaking ability. It can be seen from the result of the students' score of post-test, which is better than their score in pre-test before the treatment. The mean score of pre-test was 54 and the mean score of post-test was 70.81. The effect size score of treatment by using spontaneous role play is 1.75 ($ES > 0.5$). This score is categorized as high. It means that the use of spontaneous role play is high effective. However, because this is a pre-experimental study and the writer is still inexperienced well in conducting the research, the weaknesses of this research is still encountered. Better research like true experimental study needs to be conducted especially for future research. Then, a high effective size may be not only affected by the use of technique but also affected by the length of the treatment itself. Finally, it is hoped that the result of this research can be an initial reference for English teachers to make better variation in teaching, in order to help their students understand the

teaching material well, especially speaking the transactional and interpersonal dialogues spontaneously.

Suggestions

Referring to the result of data analysis and the conclusion of conducting this research, in this case the researcher would like to provide some suggestion as follows:

- a. In teaching speaking, the teachers of SMP Negeri 24 Pontianak are suggested to use spontaneous role play as the technique.
- b. The teachers of SMP Negeri 24 Pontianak are suggested to provide some interesting and enjoyable media; providing a contextual teaching media like cue cards or showing pictures or attractive power point, as variation in teaching learning activity especially in teaching speaking to Year-8 students. In this case, the using of cue cards or role cards is recommended.
- c. The teachers of SMP Negeri 24 Pontianak are suggested to convince students before they do the role play. It helps reducing students' hesitations when they try to start the conversation.
- d. The teachers of SMP Negeri 24 Pontianak are suggested to manage the time effectively by giving the attention of technique implementation process, because it influences the successes of students speaking achievement.

REFERENCES

- Altaf, J. (2011, November 11). Language in India. *Simulation in Language Learning Acquisition* , 745-751.
- Ary, D., Jacobs, L. C., Sorensen, C., & Razavieh, A. (2010). *Introduction to Research in Education*. Canada: Nelson Education Ltd.
- Blerkom, M. V. (2009). *Measurement and Statistic For Teachers*. New York & London: Routledge Taylor & Francis Group.
- Brown, H. D. (1994). *Principles of Language Learning and Teaching*. New York: Prentice Hall Regents.
- Brown, H. D. (2000). *Teaching by Principles: An Interactive Approach to Language Pedagogy* (2nd Edition ed.). San Fransisco, California.
- Burns, A., & Joyce, H. (1997). *Focus on Speaking*. Sydney: National Center for English Language Teaching and Research.
- Cohen, L., Manion, L., & Morrison, K. (2000). *Research Methods in Education* (5th Edition ed.). London: Roulledge Falmer.
- Gray, D. E. (2004). *Doing Research in the Real World*. London: SAGE Publications Ltd.
- Harmer, J. (2007). *The Practice of English Language Teaching* (3rd Edition ed.). Cambridge: Longman.
- Heaton, J. B. (1988). *Writing English Language Test*. New York: Longman Group UK Limited.
- Huang, I. Y. (1998). Retrieved October 8, 2012, from Role Play for ESL/EFL Children in the English Classroom: <http://iteslj.org/Techniques/Huang-RolePlay.html>.

- Kodotchigova, M. A. (2000). Retrieved November 25, 2012, from Role Play in Teaching Culture: Six Quick Steps for Classroom Implementation: <http://iteslj.org/Techniques/Kodotchigova-RolePlay.html>.
- Killen, R. (2006). *Effective Teaching Strategies: Lesson From Research and Practice* (4th ed.). Thomson: Social Science Press.
- Ladousse, G. P. (1987). *Role Play: Resources Book for Teachers*. New York: Oxford University Press.
- Larsen-Freeman, D. (2000). Techniques and Principles in Language Teaching. In R. N. Campbell, & W. E. Rutherford (Eds.), *Teaching Techniques in English as A Second Language*. New York: Oxford University Press.
- Liu, X. (2010). International Education Studies. *Arousing the College Students' Motivation in Speaking English through Role-Play , III*, 136-144.
- Muijs, D. (2004). *Doing Quantitative Research in Education*. London: SAGE Publication Ltd.
- Saroh, A. (2012). *The Use of Role Playing in Teaching Speaking: Unpublished Thesis*. Bandung: Universitas Pendidikan Indonesia.
- Stern, H. H. (1991). *Fundamental Concepts of Language Teaching*. London: Oxford University Press.