

TEACHING SPEAKING ENGLISH THROUGH ROLE PLAY AT THE THIRD GRADE OF SMAN

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ABSTRACT

Tujuan penelitian ini adalah menemukan apakah *role play* dapat meningkatkan kemampuan berbicara siswa dan untuk mengetahui aspek berbicara yang paling meningkat dalam pengajaran menggunakan *role play*. Subjek terdiri dari 31 siswa di kelas XII IPA 2 di SMAN 6 Bandar Lampung. Hasil menunjukkan bahwa teknik ini dapat memperbaiki kemampuan berbicara siswa dan terlihat bahwa aspek kelancaran berbicara adalah yang paling meningkat di dalam penelitian ini. Penelitian ini menggunakan desain *one group pretest posttest*. Terdapat dua penilai untuk menilai pertunjukan siswa. *Repeated measure t-test* digunakan untuk menganalisis data kuantitatif menggunakan SPSS(16.0). Hasil menyimpulkan bahwa terdapat adanya perbedaan kemampuan berbicara siswa secara signifikan pada level 0.05 karena t-ratio lebih besar dari t-table ($10.865 > 2.093$), kemampuan berbicara siswa meningkat setelah diajarkan melalui teknik *role play*, dan aspek berbicara yang paling meningkat adalah aspek kelancaran berbicara.

The aims of this research were, to find out whether role play can improve the students' speaking ability, and to find out the aspect of speaking which improve the most after implementation of role play in teaching speaking. The subject consist of 31 students in XII IPA 2 class of SMAN 6 Bandar Lampung. The result showed that this technique can improve students' speaking ability and the researcher can see that fluency is the aspect of speaking which improved the most. The research used one group pretest posttest design. There were two raters to judge the students' speaking performances. Repeated measure t-test was used to analyze the quantitative data and the hypothesis testing was computed using SPSS(16.0). The result concluded that there was a significant difference on level 0.05 because t-ratio more than t-table ($10.865 > 2.093$), students' speaking ability improved after they were taught by using role play technique, and the aspect of speaking which improved the most is fluency.

Keywords : *improvement, role play, speaking, teaching speaking*

INTRODUCTION

Speaking is one of the English skills that student must master. When students have mastered the speaking skills in their learning activities, it can support their confidence to start the conversation with their friends or teacher. And also when students can master speaking skill, they are expected to be able to express their expressions in English for example: short dialogue, offering invitation, giving suggestion or comments, pay attentions to their friends, etc. Byrne (1984:1) states that our concern as language teacher is not to inform our students about language, but to develop their ability to use language. The main purpose of teaching English for students is that the students can use English as means of communication based on the situation and context. Students are able to express their meaning without being afraid when that was failure on the grammar. But we can see the students can't convey their mean orally.

This research deals with the implementingrole play to improve students` speaking ability. AccordingtoHarmer(1998:94), role plays are an excellent way to get students interacting with one another and practicing target vocabulary using reallife scenarios. Role play lessons allow students to see and experience how English can be used outside the classroom. It can help to build student confidence. Tarigan(1983:5) states that speaking is the instrument of language and the primary aim of speaking is for communication. Based on the explanation above, we can see that the goal of speaking skill is to communicate our meaning.

Through this technique, a teacher might ask student to do, answer questions in the class. It can create the students to be more active and creative in learning

activities. Students may enjoy the activities and teacher can try to put themselves in another person's place for a while.

In line with the background of the study, the questions to be answered in this study are to find out whether role play can improve the students' speaking ability after that technique implemented, and to find out what the aspect of speaking improved the most after implementation of role play technique in teaching speaking.

METHOD

The method used in this research was quantitative research focused on improving speaking ability by using role play technique. The subject of the research consisted of 31 students of the first grade of SMAN 6 Bandar Lampung. Quantitative research was conducted in order to know whether there was improvement of students' speaking ability after role play technique implemented or not. The researcher used the *One-group pretest-posttest design*, in which there was one group (Setiyadi: 2006) in order to find the problem of the student by using role play technique. The researcher used validity in her research. Validity refers to the extent to which the test measured what was intended to measure. According to Hatch and Farhady (1982 : 281), there are two basic types of validity, they are content validity and construct validity. The class got the treatments from the researcher and also got pretest and posttest. Pretest gave before the treatment was conducted and then post test gave after treatment was conducted.

Pretest, Treatment, Posttest, Recording, and Transcribing are used by the researcher to collect data. The procedure of the research were: Preparing the Lesson Plan, Preparing the Material, Administering the Pretest, Conducting the Treatment and the last Administering the Posttest. There are some aspects of speaking that used to measure the speaking test. According to Heaton (1978:99), there are some criteria for analyzing oral ability, they are pronunciation, fluency, and comprehensibility. The researcher was used those kinds of elements as the scoring standard for students' speaking ability.

In getting the data, the researcher uses speaking test as the instrument of the research. The researcher was helped by the English teacher as the inter-rater. They recorded the students' performance and gave scores the students' performance. After getting the raw score, the researcher tabulates the results of the test and calculating the score of pretest and posttest. Then, the researcher used the SPSS to calculate mean of pretest and posttest to find out whether there is an increasing or not after the students are taught by using role play. Repeated Measure t – test used to draw the conclusion. The data computed through Statistical Package for Social Sciences (SPSS) for window. The hypothesis analyzed at the significance level of 0.05 in which hypothesis will approve if $sign < \alpha$.

RESULT AND DISCUSSION

This research was done in five meetings to collect the data. The first meeting was pretest and then followed by three times meeting for treatments. After that, posttest conducted in the fifth meeting to find out the students' improvement in speaking skill.

The research was conducted at the Third Grade of SMAN 6 Bandar Lampung from October 26 2014 up to November 14 2014. The subject was selected randomly through lottery drawing was XII IPA 2.

Table 1. Distribution of the Pretest Score

Score Interval	Number of Students	Percentage
70-79	24	66,7%
60-69	12	33,3%

The table above showed the distribution of the students' scores before the treatment. It can be seen that there were 12 students (33,3%) got score 60-69, and 24 students (66,7%) who got score 70-79. The minimum score of English subject (KKM) at SMAN 6 Bandar Lampung was 73. Based on the result pretest score, there were 24 students who couldn't achieve the minimum score (KKM) and only 12 students who could achieve the minimum score. The total score of pretest is 2530,5 . The average score was 69,83. The highest score was 75,5 and the lowest score was 62,5. The median was 72,00 . The mode was 73.

Table 2. Distribution of the Posttest Score

Score Interval	Number of Students	Percentage
70-79	32	88,9%
60-69	4	11,1%

From the table above, it can be seen that there were 32 students who got score 70-79 (88.9%) and there were 4 students who got score 60-69 (11.1%). The minimum score of English subject (KKM) at SMAN 6 Bandarlampung was 73. The table showed that there was significant increase by seeing the number of students. The

students who achieved minimum score (KKM) were 9 students. The lowest score was 65 and the highest score was 79.5 . The total of the posttest was 2691.5 . The average score was 69.5 , The median was 76 and the mode was 78.

Table 3. Increase of Students` score in Five Aspect of Speaking.

NO	Aspect	Pretest	Posttest	Increase
1	Fluency	68.19	74.02	5.83
2	Comprehension	71.44	75.83	4.39
3	Pronunciation	69.75	73.83	4.08
	Total	209.38	223.68	14.3
	Average	69.73	74.56	4.76

The final data analysis was computing hypothesis test. This test was conducted to find out whether the hypothesis test was accepted or not. The hypothesis of the research are:

1. There was a significant improvement toward role play technique after this technique was implemented.
2. The aspect of speaking which improved the most was fluency.

The researcher used t-test in order to find out the significance of treatment affect. The hypothesis was analyzed at significant level of 0,05 in which the hypothesis was approved if $\text{sign} < \alpha$.

From the result of t-test computation, we can see that t-ration was higher than t-table and with the level of significant is $p < 0,05$ and 2 tails is $p = 0.0000$ ($p < 0.05$), it means there was a significant increase of students` speaking ability after role play implemented.

CONCLUSIONS

Having conducted the researcher at the third grade of SMAN 6 Bandar Lampung and analyzing that data, the researcher would like to state conclusion as follow:

- There was a significant improvement towards role play technique. It can be proved that 11.1 % students scored 60-69, and 88.9% students 70-79. There was a significant improvement of students` speaking ability before and after pretest and posttest after being taught by role play technique. It can be proved by the increase of students` mean score in the pretest and posttest. The result of posttest is higher than the result of pretest. There was an increase from the average score of the pretest (69.83) to posttest (74.52). The result of hypothesis test show that the hypothesis was accepted ($p < 0.05$). It mans that there was a significant improvement students` speaking ability after being taught by role play technique.
- In terms of fluency, this aspect was improved the most from the others speaking skill aspects. It can be proved from the pretest and posttest. It can be seen that the increase score in pronunciation was 4.08 point, in fluency 5.83 point, and in comprehensibility 4.39 point. So, we can conclude that fluency was the speaking skill aspect which improved the most after being taught role play as the technique.

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