

THE USE OF ROLE PLAY TO IMPROVE THE STUDENTS' SPEAKING ACHIEVEMENT OF THE SECOND GRADE OF SMA MUHAMMADIYAH 2 BANDAR LAMPUNG

Yona May Rahayu, Mahpul, Gede Eka Putrawan

yonamayrahayu@gmail.com

Tujuan dari penelitian ini adalah untuk mengetahui bagaimana keterlibatan dari keaktifan siswa pada kemampuan berbicara melalui teknik role play dan apakah ada efek yang signifikan terhadap kemampuan berbicara siswa setelah diajarkan menggunakan teknik role play. Penelitian ini menggunakan pendekatan kualitatif dan kuantitatif dan dilaksanakan di kelas X1 SMA Muhammadiyah 2 Bandar Lampung yang berjumlah 30 siswa. Data penelitian dikumpulkan dengan menggunakan observasi dan tes berbicara. Data yang diperoleh dianalisis menggunakan *one group pretest and posttest design* dengan menggunakan SPSS versi 16.0. Hasil penelitian menunjukkan bahwa mayoritas siswa aktif dalam belajar berbicara dengan menggunakan teknik role play dan adanya peningkatan kemampuan siswa dalam berbicara setelah diajarkan menggunakan teknik role play. Terdapat sebuah statistik mengenai efek dari teknik role play yang signifikan terhadap pencapaian berbicara siswa dengan level 9.4. Hal tersebut dapat disimpulkan bahwa role play adalah cara efektif untuk meningkatkan berbicara siswa.

The aims of this research were to investigate (i) the students' active involvement in speaking through role play technique and (ii) whether there was a statistically significant effect of the students' speaking achievement after they were taught using the role play technique. It was a qualitative and quantitative research. The subject were 30 students of SMA Muhammadiyah 2 Bandarlampung. The datas of this research were collected through observation and speaking tests. The datas were analyzed by using *one group pretest posttest design* through SPSS version 16.0. The result of the observation showed that the majority of the students were actively involved in the teaching learning through role play technique. There was also a significant effect of role play on the students' speaking achievement with significant level 9.4. This suggests that role play is effective to improve students' speaking performance.

Keywords: role play technique, speaking achievement, students' involvement

INTRODUCTIONS

English is one of the students' majors from all level of degrees need to learn in Indonesia. English has four language skills, including reading, writing, speaking and listening. Based on the survey by Elgo Forum or language learning forum in the UK (2016), 67% from 100% of voting results showed that the most difficult English skill to be learned is speaking. That reason was also supported by the interview done by the researcher during PPL in 2015 to the English teacher of SMA Cukuh Balak Tanggamus that speaking was a difficult skill to be learned by students. That happened because of some factors, such as the lack of confidence,

Harmer (1983) states that role play activities are those when students are asked to imagine that they are in different situation and act accordingly. Furthermore, speaking role-play involves being an imaginary person usually in a hypothetical situation and sometimes in a real one (Venugopal, 1986). Procter (1996: 123) defines role play as the person whom an actor represents in a film or play, while role play is a method of acting out particular ways of behaving or pretending to be other people who deal with new situations. It is used in training courses, language learning and psychotherapy.

In this research, the researcher used role play because of some advantages, including: role play is important in the communicative approach because it

limited vocabularies and low motivation to learn English.

Based on those problems, the researcher was interested to conduct a research about students' speaking achievement. The researcher was also interested to use an appropriate technique or method to solve the problem in teaching speaking and to make the students more interested in learning speaking. In this research, the researcher used role play as a technique in teaching speaking. It was stated by Doff (1990) that "role play is a way to bring situations from real life in to the class room." It means that role play is an appropriate technique that can be applied in the classroom.

gives the learners an opportunity to practice communicating, role play also can increase the motivation of the students to speak English.

So, this research were aimed at investigating the students' speaking achievement through the implementation of role play and to finding out the effect of role play to the students' speaking achievement.

METHODS

This research is a qualitative and quantitative research. The aims of this research were investigate the students' speaking achievement through the implementation of role play technique in teaching speaking for the second grade students of SMA Muhammadiyah 2 Bandar Lampung

and to find out the effect of students' achievement through the implementation of the role play technique in teaching speaking for the second grade students of SMA Muhammadiyah 2 Bandar Lampung.

This research was conducted through *One-group pre-test posttest design* there was one experimental class that got treatments. The research design was as follows:

T1 X T2

Notes:

T1 : Pretest (Speaking test)

X : Treatment (Role play Technique)

T2 : Posttest (Speaking Test)

(Setiyadi, 2006)

In collecting the data, the researcher used observation sheet and speaking test. It consisted of pretest and posttest, tabulating the results of the tests and calculating the mean of the pretest and posttest using *Repeated measures t-test of SPSS (statistical package for social science)* version 16.0 for windows.

RESULTS AND DISCUSSION

The result of observation showed that most of the students in the class were active during the implementation of the role play in speaking. There were twelve students (39,50%) who were actively involved, the students did not chat with their friends and listened to the teacher attentively, although sometimes they glanced right and left with their friends and there were ten students (33,79%) who were very actively involved, they followed the teacher's explanation and never chatted with their friends. The least percentage was passive, there was only

speaking

and there were some procedures to obtain the data. The researcher used the rating sheet proposed by Harris (1974:84) to evaluate the students' speaking score. Based on the rating sheet, there were five aspects of speaking proposed by Harris, but in this research the researcher used three aspects of speaking, namely: pronunciation, grammar, and vocabulary.

To see the students speaking achievement, the researcher also did the observation during the treatment which was based on the teaching procedures. In addition, to know the effect of role play in students speaking achievement, the researcher examined the students' score using some steps: first, scoring pretest and posttest, then one student (3,39%) who was passively involved, the student was sleeping during the learning process and ignored the teacher's directions. The last was less active, there were about seven students (23,30%) who were less actively involved, they chatted with their friends and disturbed their friends. However, sometimes they still listened to the teacher's explanation. The result of speaking test showed that role play technique improved the students' speaking ability in all aspects of speaking, including pronunciation (4.0 improved), vocabulary and (3.1 improved), grammar (2.3 improved). In addition, the aspect of the students' speaking achievement that improved the most was pronunciation. Before the treatment, their ability was 10.5, but after the treatment their ability was 14.5.

CONCLUSION AND SUGGESTIONS

Conclusion

With respect to the findings, it is shown that the majority of the students were actively involved in all sections of the teaching learning process and there were positive effects on students' speaking achievement, in terms of pronunciation, grammar, and vocabulary, it also showed that there was a significant difference in pronunciation improvement before and after being taught through role play technique. These findings support the theories from previous researches that also used the role play technique in teaching speaking.

Therefore, for further research, it is expected to investigate the other aspects of speaking, such as comprehension and fluency.

2. For Teaching

During the treatment, the writer found that the students were lack of motivation in learning English, they were afraid of learning English and were not interested in the teaching technique used in the classroom. Thus, it is recommended for English teachers to use the other interesting

Suggestions

With respect to the conclusion above, there are some suggestions as follows:

1. For Further Research

In this research, the researcher only used one topic in teaching speaking through role play technique, it was about offering, accepting and refusing to do something. By using one topic, it made the students were bored because from the pre-test, treatment and post-test, the researcher only used one topic. Therefore, for further research, it is expected to use more topic variations in implementing role play. This research also focused on the effects of role play on students' speaking skill, but the researcher just investigated three aspects, including pronunciation, grammar, and vocabulary

media to make the students more interested in learning English. English teachers should also pay attention to the students to make them focus to the teacher's explanation, so they will not bother the other students.

Using role play can be an appropriate technique to the students' speaking achievement and make them more motivated to practice speaking. Therefore, this technique is recommended to be applied in teaching speaking.

REFERENCES

- Doff, A. 1998. *Teaching English*. Cambridge: Cambridge University Press.
- Harris, D.P. 1974. *Testing English as Secondary Language*. London: Longman
- Harmer, J. 1993. *The Practice of English Language Teaching*. London: Longman.
- Proctor, M. 1996. *Role Play and the World as Stage in the Comedia*. London: Longman.
- Philip, C. "Association for Language Learning". 10 Desember 2016. <http://www.all-languages.org.uk/>
- Setiyadi, Ag. B. 2006. *Teaching English as a Foreign Language*. Yogyakarta: Graha Ilmu.
- Venugopal. S. 1986. *Language Teaching Methodologies for Nineties*. Aberdeen: University Press.