THE USE OF ROLE PLAY IN TEACHING SPEAKING

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Abstract : This research purpose is to investigate the effect size of the use of role play in teaching speaking at the eighth grade students in SMPN 12 Pontianak. The total number of sample in this study was 34 students. The method that is used in this research is pre-experimental method that applies pre-test and post-test to measure the effect (ES) size of the treatment. The instruments of this research are pre-test and post-test. Pre-test is applied before the treatment is given. Meanwhile post-test is applied after the treatment given. The different score of pre-test and post-test are respectively 50.58 and 64.41. The result show that the effect size of the use of role play in teaching is high because the Effect Size (ES) is > 0.5. Based on the mentioned results above, it can be concluded that teaching students to speak in English through role play was successful to be implemented. In other words, role play technique helped the teacher to teach her students to speak in English and encourage students to speak up in the classroom.
Keywords: Teaching, Speaking, Role Play.

Abstrak : Penelitian ini bertujuan untuk mengetahui besaran pengaruh penggunaan role play dalam pembelajaran berbicara pada siswa kelas 8 SMPN 12 Pontianak. Jumlah sampel dalam penelitian ini adalah 34 siswa. Metode penelitian yang digunakan adalah pre-experimen yang menerapkan pre-test dan post-test untuk mengukur besaran pengaruh dari treatment. Instrument dalam penelitian ini merupakan pretest dan posttest. Pretest dilakukan sebelum pemberian treatment. Sementara itu posttest diberikan setelah pemberian treatment. Perbedaan angkaa ntara pretest dan posttest berturut – turut yaitu 50.58 dan 64.41. Hasil ini menunjukkan bahwa pengaruh penggunaan role play dalam pembelajaran tergolong tinggikarena ES > 0.5.Berdasarkan hasil yang disebutkan sebelumnya, dapat disimpulkan bahwa membelajarkan siswa untuk berbicara bahasa inggris menggunakan role play berhasil dilakukan. Dengan kata lain, teknik role play membantu guru dalam mengajar bahasa inggris dan mendorong siswa untuk berani berbicara di dalam kelas.
Kata Kunci :Pembelajaran, Berbicara, RolePlay.

English becomes the most essential language in the world. Almost all the people from many different countries around the world use it to communicate. It's because of the importance of English in any scope of our lives.

Speaking is a language skill of oral communication to express human idea, feeling, option, and thought or information which helps people to communicate one other (Chaney and Burke, 1998). This means people can express their felling and understand what the other say. Learning language does not mean just learning about structure and vocabulary but the important thing is learning how we use language for communication to one or the other person, how we speak and make the people understand what we talk.

Moreover, in developing speaking activity, the students need a good condition to increase their speaking frequency such as learner's language environment. In addition, speaking brings massage from one person to others in the form of verbal language or orally. Furthermore, the purpose of learning speaking is to improve the capability in communication that is expressing all idea in his or her mind orally.

In learning English speaking ability, the students often find some problems. The problem frequently found is the lack of motivation to practice the target language in daily conversation. There are also too shy and afraid to take part in the conversation. Many factors can cause the problem of the students' speaking skills namely the students' interest, the material, and the media among others including the technique in teaching English. Many techniques can be applied including role play because many research finding say that this technique is effective to use in teaching speaking.

Role play is very important in teaching speaking because it gives students an opportunity to practice communicating 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 would seem to be the ideal activity in which students could use their English creatively and it aims to stimulate a conversation situation in which students might find themselves and give them an opportunity to practice and develop their communication skill.

In SMPN 12 Pontianak, 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.

Based on the investigation in SMPN 12 Pontianak, the most of students had problem about speaking. They rarely practice speaking in class. The writer ever asked the teacher about her students. She told the writer that the students rarely speaking in front of the class.

For these reason, many technique could be used. One of the technique could be used 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 context and in different social roles. In addition, it also allows students to be more motivated and put themselves in another person's place for a while.

Therefore, the writer conduct a pre experimental research for eighth grade students by using role play technique in teaching them to speak in English. The

reason in selecting pre experimental study was to find out the effectiveness of this technique in teaching students to speak in English. The writer hopes this technique can be used by English teacher in teaching students in classroom. The writer also suggest English teacher to apply this technique with more creative activity to attract student's motivate in learning speaking skill.

Considering the topic of the research, the writer varied out the scope of research in order to acquire the clarity of the research components as well as to avoid ambiguity and misinterpretation about the terms that were used in this research. The writer restricts the scope of research into main points. Marczyk (2005: 42) stated that the independent variable is the factor that is manipulated or controlled by the researcher. Independent variable of this research is the using of role play method in teaching speaking. Marczyk (2005: 42) also stated that the dependent variable is a measure of the effect (if any) of the independent variable. Dependent variable of this research is the improvement of student's speaking ability.

Motivation that encourages students to speak is important side in learning speaking too. Nunan (2006: 23) states, "to help develop fluency, we must generate a need to speak, to make learners want to speak. The learners themselves must be convinced of the need to relate the subject and communicative about it to others. The motivation itself can be gained through an approach used by teachers that is assigning a topic and require them to discuss it or to come up with a short talk. As Burk and Chancy (1998: 78) states, "Being able to interact is essential. Therefore, a language instructor should provide learners with opportunities for meaningful communicative behavior about relevant topics by using learner to learner interaction or learner to teacher. The key to teaching language for communication because communication derives essentially from interaction".

Speaking cannot be separated from listening, especially in the interaction activity. One speaks because he/she wants to respond or to give ideas or information. If someone cannot understand what is said, one is certainly unable to respond. Like Cunningham (1999:9) says, "There is little doubt that listening plays an extremely important role in development of speaking abilities". Speaking feeds on listening, which precedes it. One person speaks and other responds through attending means of the listening process. In fact, during interaction, every speaker playa a double role both as a listener and a speaker.

According to Celce (1991: 49) learners should be taught how to be good speakers.a good speaker should (1) give effective feedback, (2) play cooperative behavior and (3) understand and use accurate appropriate verbal and nonverbal language.

Speaking skill is one of manner interaction with people in social community. According to Harmer (2001) and Gower (1995: 99) note down that from the communicative point of view, speaking has many different aspects that including in two major categories.

Accuracy is involving the correct use of vocabulary, grammar and pronunciation practiced through controlled and guided activities. Moreover, accuracy is ability to produce correct sentences using correct grammar and vocabulary, and fluency is the ability to read, speak, or write easily, smoothly, and

expressively. In other word, the speaker can read, understand and respond the language clearly and concisely while relating meaning and context.

According to Nation (2008: 55) accuracy is the extent to which students' speech matches what people actually say when they use the target language. Here, accuracy concerns to a matter of grammatical productivity of a speech that is performed by a speaker. According to Nunan (2003), the accuracy in speaking ability can be seen in the indicators such as usage, language for display, language for knowledge, attempts at communication are judge by linguistic competence and attention is given to language.

Fluency considered being the ability to keep going when speaking spontaneously and fluency is the ability to read, speak, or write easily, smoothly, and expressively. In other word, the speaker can read, understand and respond the language clearly and concisely while relating meaning and context.

According to Brown (1997: 4), fluency can be defined as the ability to speak fluently. Signs of fluency include a reasonably fast speed of speaking and only a small number pauses and "ums" or "ers". These signs indicate that the speaker does not have to spend a lot of time searching for the language items needed to express the message. Therefore,fluencyis the extent to which speakers use the language quickly and confidently, with few hesitations or unnatural pauses, false starts, and word searches.

The criteria of developing fluency and includes the features that are needed in fluency development activities. First the learners choose a topic or are given a topic with which they are very familiar. The first time that learners use this technique it may be best if the topic involves recounting something that happened to them. This is because the chronological order of the events will make it easier to recall and repeat because the time sequence provides a clear structure for the talk. Furthermore, Nunan (2003) also points out the indicators of fluency in the speaking ability such as usage, language for communication, language for skill, attempts at communication are judged by performance, attention is given to meaning, correction is generally a minor clarification of fluency in use.

According to Levin and Nolan (1996:4) "teaching as the use of preplanned behaviors founded in learning principles and child development theory and directed toward both instructional delivery and classroom management, which increase the possibility of affecting a positive change in students' behavior". So, during teaching speaking as the communicative learning process, the teacher should be wise to apply the proper technique so he/she can create a condition or situation to motivate her/his students speak more often in addition, the communicate skill that the students learn in the classroom can be furthered to their daily life communication outside the classroom. It means, they have a motivation to implement their speaking skill in their social context. As a result, their speaking skill will be improving as long as they often practice it orally. According to Kayi (2006) teaching speaking is to teach ESL learners to: produce the English speech sounds and sound patterns; use word and sentence stress, intonation patterns and rhythm of the second language; select appropriate words and sentences according to the proper social setting, audience, situation and subject matter; organize their thoughts in a meaningful and logical sequence; use language as a means of

expressing values and judgments; use the language quickly and confidently with few unnatural pauses, which is called as fluency.

In brief, teachers should create a classroom environment, authentic activities, and meaningful task that promote oral language in expressing the language into speaking. This can occur when students collaborate in groups to achieve a goal or to complete a task through questions-answer in manner of role play technique for instance. The teacher allows to provide the topic that provokes them to speak. The topic of asking and giving opinions that are the proper ones, since each student can ask each other about their own opinions on something or things. After all the teacher considers to prepare the technique to improve the students' speaking skill. one of technique is by using role play. In that way students are able to improve their speaking skill in context transactional and interpersonal expressions. The most aspects of speaking that the writer will investigate on this experimental research covering the fluency and the accuracy.

The term "role" comes from the "rolled-up" script actors to used over two thousand years ago in ancient Greece. In time, the script become the part, and actors were said to play the "role" of, say, Hamlet or Othello or Ophelia or Desdemona.Dr J. L. Moreno designs the first known role playing techniques in 1910. Role-playing become more widely known and used after he moved from Vienna, Austria to the United States in the 1930; Cited in Srimuhadir (2006).

According to Tompkins (1998) tells role playing/simulation is an extremely valuable method for L2 learning. It encourages thinking and creativity, lets 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. It means that while speaking the language the student experience the characters that are beyond of their daily life as well. They can pretend to play the nurse, policeman, the teacher etc for instances. Moreover; Matwiejczuk (1997: 1) also says that "role play as a term describes a range of activities characterized by involving participant in "as if" or "simulated" actions or circumstance".

Blatner (2009) sees role playing as a methodology derived from sociodrama that may be used to help students understand the more subtle aspect of literature, socio studies, and even some aspect of science or mathematics. Furthermore, it can help them become more interested and involved, not only learning about the material, but learning also to integrate the knowledge in action, by addressing problems, exploring alternatives, and seeking novel creative solutions. Role playing is the best way to develop the skills of initiative, communication, problem-solving, self-awareness, and working cooperatively in teams.

Finally, from the explanation of experts' theories, it concluded that application of role play gave the opportunity for the students to enable to improve their speaking. In addition, Budden (2006) said that there are some strengths and weaknesses by applying role play in the classroom by means of promoting the students to speak.

In view of the persons taking an actor, Gillian (1998:13) explained that there are several types of role. The first is the role which correspond to a real need in the students' lives. In this category, it involves such roles as doctors dealing with

patients, or salesman traveling abroad. The second type of role is the students play themselves in variety of situation which may or may not have direct experience. The example which include in this category is a customer complaining or a passenger asking for information. The third type is the type that few students will ever experience directly themselves, but it is easy to play because the teachers have such vast indirect experience of them. The television journalist is a good example of this type and it is very useful kind of role taken from real life. The last type is fantasy roles, which are fictitious, imaginary, and possible even absurd.

In case of role play activities, according to Donn Byrne (1986: 122) role play can be grouped into two forms, scripted and un scripted role play.One way of getting student to speak in different social context and to assume varied social roles is to use role-play activities in the classroom. Role plays can be performed from prepared scripts, created from a set of prompt and expression or written using and consolidation knowledge gained from instruction or discussion of the speech act and its variations prior to the role plays Themselves (Marianne Celce-Murcia, 2001).

Role play is a classroom activity that gives the students the opportunity to practice speaking in a real situation for example if a topic about hospital so the students have to act as a pharmacist, doctor, and nurse. The students setting in a group and they have to act the role appropriate that the teacher gives. In role-play activity, the groups usually consist of two, three or four students and it may different based on the topic and characters that students will play in each role play activity.

In conclusion, role play is a technique which can develops students' fluency in target language, promotes students to speak or interact with others in the classroom increase motivation and makes the teaching learning process more enjoyable.

METHOD

In this research, the researcher uses pre-experimental design. Cohen (2000: 212) divides three types of pre experimental design, those are *One-shot case study, one group Pre-test and Post test Design, and Statistic group comparison.* The researcher uses One Group Pre-test and Post test design in conducting this research. This design is chosen because the researcher wants to know the effect of Role play technique for whole students in the class before and after treatment given.

Population is all of the research is second year students of SMPN 12 Pontianak in academic year 2013-2014. It consist of 223 students that are divided into seven classes, they are:

Table 1
Number of Students

Class Number of Students	
Total	223

Sample is representative of population that will be researched. Cohen (2000) stated that sample is a smaller group of population. In this research, the researcher uses cluster sampling. Based on its definition, the researcher takes class G as a sample to be researched, because the students' English ability in that class is equal. By seeing their ability, the researcher believes that the technique will be successful applied in that class and give the effect for students' achievement. The number of students in class G is 34 students.

Data of this research is the result of speaking performance of students that is gotten from the teaching and learning activity the students are eighth grade of SMPN 12 Pontianak. Determining the technique of data collection in a research is absolutely important. The technique of data collecting in this research is measurement technique. A measurement technique is employed for measuring the speaking ability of the students.

Having mentioned above that measurement technique is applied to collect the data. Then, it is necessary to determine the tool of data collecting. In relation to the quantitative data, the appropriate tool of collecting data is in this research is through evaluation sheet because the speaking ability is performance of students' ability so it is more effective if the data are collected through the evaluation sheet. The aspect of the evaluation sheet consist of two components. They are fluency and accuracy.

Table 2
Students Speaking Evaluation Sheet

ACCURACY		FLUENCY	
Little or no language produced	1	Little or no communication	1
Poor vocabulary, mistake in basic grammar, may have very strong foreign accent	2	Very hesitant and brief utterances, sometimes difficult to understand	2
Adequate but not rich vocabulary, makes obvious grammar mistakes, slight foreign accent.	3	Get idea across, but hesitantly and briefly	3
Good range of vocabulary, occasional grammar slips, slight, foreign accent	4	Effective communication in short turns	4

Wide vocabulary appropriately used, virtually no grammar mistakes, native like or slight foreign accent.	5	Easy and effective communication, uses long turns	5

(Adopted from: Penny Ur, 1996:135)

Because the form of this research is quantitative research in form pre experimental study, after calculated the data writer analyzed the data by using statistical calculation. The writer analyzed the effect of the treatment by using effect size formula. It was to know the effectiveness degree of Role-Play technique in teaching students to speak in English.

Then, the researcher calculated the student's mean score in students' speaking activities by using mean formula. The formula is as follows:

$$\bar{x} = \frac{\sum x}{n}$$

(Adopted from Timothy C. Urdan, 2005:23)

$\bar{x}$ = the average of the fluency and accuracy of students' speaking English

$\sum \chi$ = the sum of students' score

N = the number of students

After calculating the average of the fluency and accuracy of the students' speaking activities, the researcher determined students' different score of pretest and posttest by using this formula.

$$d = \bar{X}_2 - \bar{X}_1$$

(Adopted from Haris (1969:134) cited in Indah A.R (2007:42))

d = the average of students' total score

X_2 = the average of the students' total score of posttest

X_1 = the average of the students' total score of pretest

The significance of students' interval score of pretest and posttest can be seen trough t-test computation by using this formula:

$$t = \frac{\bar{X}_2 - \bar{X}_1}{\sqrt{\frac{\sum_{d^2} \frac{(\sum d)^2}{n}}{n(n-1)}}}$$

$\bar{X}_2$ = the average of the students' total score of posttest

$\bar{X}_1$ = the average of the students' total score of pretest

d = the average of students' total score

n = the number of students

To compute the effect size of this research, this following formula is used.

$$ES = t \sqrt{\frac{1}{n}}$$

ES = Effect sizes
t   = number of t-test
n   = number of students

Criteria of effect size are classified as follows:

The criteria of Muijs' effect size, ES 0-0.1 is weak, ES 0.1-0.3 is modest, ES 0.3-0.5 is moderate and ES≥0.5 is strong. Muijs (2004:195)

FINDINGS AND DISCUSSION
Findings
Pretest was given before the treatment, which was aimed to know the pre-condition of the students' speaking ability. Pretest was conducted on April 3rd, 2014 to see whether the students' speaking skill improved or not when the role play technique was applied in classroom. The writer observed the class with help of students speaking evaluation sheet that showed the students' speaking ability in the classroom. In analyzing the data, the writer used ten criteria of assessing speaking (5 score for fluency and accuracy each).

The total mean score of the students' speaking activities in role play can calculate as follows:

$$\bar{x} = \frac{\sum x}{n}$$

$$\bar{x}_1 = \frac{1720}{34}$$

$$\bar{x}_1 = 50.58$$

The treatment was the application of role play technique teaching students to speak in English. It was held on April 12th, 2014 and it was done on one meeting. In this meeting the teacher tried to make the meeting interesting. The teacher explained their rules, the situation that the students have to do in the role play and the goal or outcome that they have to get. The teacher also gave them motivation that can attract the students in achieving good result in learning. The class was so alive when the teacher asked the students to try role play with their classmate. In the treatment of this research, the students' confidence could be seen in their courage to speak by using role play technique. Here, the students showed their good progress.

Posttest was given after the treatments to know the students' post condition on speaking activities. It was aimed to have certain answer for the hypothesis that is suggested, whether there is influence of role play activity toward students' motivation in speaking or not. The posttest was conducted on April 19th, 2014.

The total mean score of the students' speaking activities in role play can calculate as follows:

$$\bar{x} = \frac{\sum x}{n}$$

$$\bar{x}_2 = \frac{2190}{34}$$

$$\bar{x}_2 = 64.41$$

Based on the mean score above, the qualification of students' speaking in role play is average to good.

After having the mean score for both of pretest and posttest, the writer was calculating the students' different score between the result of the pretest and posttest. The students' different score in pretest and posttest is 13.83.

$$d = \bar{X}_2 - \bar{X}_1$$
$$d = 64,41 - 50.58$$
$$d = 13.83$$

The significance of students' interval score of pretest and posttest can be seen through t-test computation. The score result this computation is described as follow:

$$t = \frac{\bar{X}_2 - \bar{X}_1}{\sqrt{\frac{\sum_{d^2} \frac{(\sum d)^2}{n}}{n(n-1)}}}$$

$$t = \frac{64.41 - 50.58}{\sqrt{\frac{8700 - \frac{(470)^2}{34}}{34(34-1)}}}$$

$$t = 9.8253$$

To compute the effect size of this research, this following formula is used.

$$ES = t\sqrt{\frac{1}{n}}$$

$$ES = 9.8253\sqrt{\frac{1}{34}}$$

$$ES = 1.68$$

From the computation above, the effect size of the treatment is 1.68. According to Muijs (2004:195), the effect size is categorized strong because $1.68 > 0.5$

Based on the result of data computation, it was obtained that the effect size of the treatment 1.68 was higher than 0.5. it proves that the use of role play technique to teach eighth grade students of SMPN 12 Pontianak academic year 2013/2014 to speak in English was large effective. As a result, the alternative

hypothesis point three which is "The effectiveness of the use of role play technique to teach eighth grade students of SMPN 12 Pontianak academic year 2013/2014 is strong" was accepted.

Discussions

By seeing the data analysis, the writer found that the use of role play technique gave strong effect in teaching eighth grade students to speak in English. This technique gave good effect for students' ability in speaking. It was proved from the result of post test was higher than that of pre test. The students' score in post test was higher after the treatment given. In addition, it was also shown from the effect size of the treatment was 1.68 means it was higher than 0.5 (1.68 > 0.5).

As stated above, pretest was done to know the general condition of the students' speaking activities in class. Based on the result of pretest shown in table 4.1, the total score of students' speaking activities was 1720 and the mean score of students' speaking was 50.58.

After doing the pretest, the writer conducted the treatment. The students' score increase into 13.83 points, it presented the increase of students' average score between pretest and posttest. Based on this research find the entire processes of treatment have been successfully done by the writer during the teaching and learning process. The processes certainly do not run out from the procedures of classroom performance, which let the writer to provide this technique in motivate the students to speak in English.

Pretest was given after the treatment to know the students' post condition on speaking activities. The result of the students' total score in posttest was 2190 and the mean score of posttest was 64.41. This means the increase of the point showed us that the role play activity could be recommended one of the solutions for teachers to bring their students to a new concept in teaching the students to speak in English.

Furthermore, from the result of pretest in every meeting the teacher tried to focus on encouraging the students' motivation, courageous, willingness to speak everything they need to say and explaining the use of role play to help them in speaking.

CONCLUSIONS AND SUGGESTIONS
Conclusions

Based on the analysis, the writer concludes that: (1) The researcher concerns with the use of role play technique for second grade of junior high school is very helpful for the teacher to teach the students to speak in English; (2) Role play is one of a good technique in teaching and learning speaking. It can motivate and stimulate the students, it is useful to supports the students and the teacher in teaching and learning speaking. Besides, role play technique can make the students easier in learning speaking especially for the students who are in the junior high school; (3) Problem on speaking aspects such as fluency and accuracy could be over come through role play. It is probably because of that students felt enjoying and comfortable in playing the characters and gave them opportunity to

imagine the role and experienced the use of English as both the foreign language for communicative tool and the compulsory subject in the school.

Suggestions

Based on the results of the researcher, the writer would like to give some suggestions as follows: (1) Before assigning the role play to the students, the teacher should make sure that the students have fully understood and have the information they need; (2) The students should be motivated and encouraged to speak since they imagine to play characters that make them excited. It is a good start because the students will enjoy the situation of communicative activity such as role play; (3) The students should be trained to play other roles besides of the characters the play on the script. They can be a corrector of their friends' mistakes on speaking aspects such as fluency and accuracy; (4) The students should ask the teacher if there is something that they don't understand regarding to the role play activities.

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