

**THE IMPLEMENTATION OF ROLE PLAY TECHNIQUE IN TEACHING SPEAKING
(AN EXPERIMENTAL STUDY TO THE FIRST YEAR STUDENTS OF
SMP N 8 NAGAN RAYA)**

Maulizan ZA¹, dan Nurfajri Safalinda²

Abstract

This study aimed to examine whether there is a significant difference in the speaking mastery of students between those who are taught using role play and traditional technique. The subjects of the study were all students of First grade students of SMPN 8 Nagan Raya. The population in this research is the first grade students which consist of 42 students from two classes. In this research, the researcher does not take any sample. The subject of this researcher is the population; 42 students. The population was divided into two groups; 21 students were experimental group and 21 students were control group. The data collected through pre-test and post-test. The pre-test was given to control and experimental group. The scores were obtained to know whether the means of the two groups were not significantly different. From the result of data analysis on the students' score in pre-test found that the mean score of experimental group was 50.71, the mean score of control group was 49.61, the t-value was 0.64, and the t-critical was 1.684. From the result above, it is found that there is no significant difference between two mean because t-value is smaller than t-critical. Therefore, it can be concluded that experimental and control groups had same English ability at the time of the test. The result of data analysis on the students' score of post-test, it was found that the mean score of experimental group was 70.14, the mean score of control group was 54.67, t-value was 18.31 and t-critical was 2.021. From the result above, it is found that there is a significant difference between two means because t-value is greater than t-critical. Therefore, it can be concluded that the students who were taught by using role play gave better result compared the using speaking through traditional technique.

Keywords: *Role Play, Speaking, Mastery*

¹ Maulizan ZA, Dosen Prodi Pendidikan Bahasa Inggris, STKIP Bina Bangsa Getsempena, Email: maulizan@stkipgetsempena.ac.id

² Nurfajri Safalinda, Mahasiswa S1 Prodi Pendidikan Bahasa Inggris, STKIP Bina Bangsa Getsempena

A. INTRODUCTION

Learning English without practice speaking is useless, because practice in speaking English can improve students' knowledge, without practice the student found easier to forget many thing in their learning. It means that speaking is second commonly used skill in daily life. Kayi (2008) says that ability to communicate in the second language clearly and efficiently contributes to the success of the learner in school and success later in every phase of life.

It is naturally stated by Davies and Pearse (2008:82) that speaking comes naturally to humans, but it is not a simple at it seems. For a start many people do not like speaking in front of large groups of people. This is especially true in a foreign language, because we are worry about producing utterances with many errors or oddities in them. Like listening ability, speaking ability should partly be the natural result of using English as the main means of communication in the classroom.

Speaking is an activity used by someone to communicate with other. It takes very where and become part of our daily activities when someone speaks she or he interacts and use language to express his or her ideas feeling and though he or she also share information through other communication.

In fact, the students at the first SMP Negeri 8 Kuala Nagan Raya very interest with English lesson, especially speaking. But they face a lot of problems in mastering speaking ability. The time that limited considered to support the failure of the students' speaking

ability since the English lesson at schools is usually held just for four hours per week which is divided into two meetings. Since the time for teaching English is very limited, English teacher are expected to be able to make use of the available time more effectively by applying a certain technique that can involve all students more actively in joining in speaking class.

Based on the observation when researcher on in May 01st 2011 to the first grade student of SMPN 8 Nagan Raya, from it was found that some problems were faced by the teacher and students in learning English. *Firstly*, students feel unconfident for speaking English. Student is inhabited to practice to speak in English and they do not have opportunity for practicing English. Here, teacher only focuses her lesson based on the book and teacher seems be more dominant than students in class. *Secondly*, the students' speaking ability in English still unclear, it is caused by the fact that every materials which are given by the teacher in learning English is always for purpose of preparing students for the national examination. *Finally*, teacher and students faced to two challenges, teaching English for getting good score (UAN) or teaching students' skill on how to use English as a means of communication. The fact that, the first option is more than choices, because teacher only focuses on national examination score. Therefore, teaching learning process will be bored day by the day because students' time in learning process only for working examination practice. The students have studied English for several year, but they

could not speak in English well. In other, to improve students' speaking ability at SMPN 8 Nagan Raya, researcher tries to use role play technique in teaching speaking.

Dealing with this reality, the English teacher supposed to apply more interesting and motivate technique for students. There are many technique that can be applied in teaching speaking, they are discussion group, re-tell story, debate, drilling dialogue line, guessing games, role play, etc. The Role Play technique is the choice implemented by the researcher in improving the speaking ability at the first grade SMP Negeri 8 Kuala Nagan Raya, through Role Play students can produce their own language and express their ideas freely.

In a role play student, students are provided with facts about situation into which they are Sufficient detail to challenge and engage the students, in should contain and underlying problem that needs to be addressed and it should appeal to students' imaginations (Brown, 2004:112).

Role play technique is a solution to make process in optimal teaching especially in learning or practicing in conversation English. Role play is entertaining, it motivates the students to improve their confidence of hesitant student at SMP Negeri 8 Kuala Nagan Raya. The researcher wants to increase student ability through Role Play technique and comparing with traditional technique.

B. REVIEW OF RELATED LITERATURE

a. Definition of Speaking

Speaking is a communication of one people with other people. It also supported by

Lisnayani (1999: 6) says that speaking is an activity involving two or more people in sending and receiving the information or the message in oral form. In Oxford Advanced Dictionary the definition of speaking is to express or communicate opinions, feelings, ideas, etc, by or as talking and it involves the activities in the part of the speaker as psychological, physiological (articulator) and physical (acoustic) stages. In expression one's need-request, information, service, we must considered some points about speaking. Jones stated, "some point should be considered about speaking, they are clarity, variety, audience and tone." (2005:66)

Meanwhile, Jones stated, "Speaking is a form of speaking"(2005:2). While another expert says, "Question and answer, major elements in natural conversation sessions" (Yusnaini Lubis, 2005:48)

Therefore, by mastering speaking skill the student will be able to use English to transfer their idea and to interact with English speaker or to live in spoken English community.

Whatever the purpose of the speaking event the characterize it as interactive or non interactive. The conversation that take place when we buy news paper at a news kiosk is interactive, whereas leaving a message on an answer phone is non interactive. Some speaking in job may be for the exact purpose of maintaining and sustaining good inter personal relations and most interviewees do their best to plan what they are going to say. Nevertheless, thinking of speaking in terms of

purpose, participation and planning helps us to provide speaking activities.

From the above definition, the writer concludes that the talk has played an important role in everyday life because the conversation took place in the first time, because most people carry all their activities through communication. It can be concluded that the speech is to express ideas, opinions or feeling to others by using word or voice articulation in order to inform, to persuade, and for entertaining that can be studied using several techniques in teaching and learning English. In this case, talking is the most important part in expressing the ideas of student so that they can communicate with other people. Speaking is a very important aspect in the daily life. In order the communication can run well, one should consider the context when and where the communications occur. And role play is one of techniques for communication.

b. The Teaching Speaking

Teaching is process of transferring knowledge from the teacher to the students that related to a subject. The teaching of speaking mean teaching students to converse in the target language, since speaking course can not separated from the conversation itself.

According to Kayi (2006:1-2) there are several definition of teaching speaking. First, it is producing the English speech and sound pattern. Using word and sentence stress, intonation, pattern and rhythm of second language which is related to pronunciation. Second, it also works with grammar which selecting appropriate words and sentences according to the proper social setting,

audience, situation, and subject matter. Next, it is organizing their thoughts in the meaningful and logical sequence which closely related to vocabulary. Also it is using language as a mean of expressing values and judgments, or in another word we call it comprehension. The last is teaching speaking is uses the language quickly and confidently with few unnatural pauses, which are called as fluency.

c. The Component Skill in Speaking

There are a number of speaking skills that will be evaluated in English as stated by Wipf (1998:227). These five skills in speaking are:

1. Pronunciation

Pronunciation is the act or manner of pronouncing words; utterance of speech. Pronunciation is very important to successful spoken communication, without any good pronunciation the listener will be difficult to understand and get the point of what the speaker says. Additionally, pronunciation is the way in which a language or a particular word or sound is pronounced.

2. Vocabulary

Vocabulary is one of the language aspects which are very important in any language learning including speaking. Therefore, to be able to communicate as a clearly as possible in a target language, the student have to master a lot of vocabulary. Vocabulary is about the words, where come from, how they change, how they relate to each other and how to use them to view the word. In brief, vocabulary is a total number of words that make up the language.

3. Grammar

According to Nunan (2003:154), grammar is generally thought to be a set of rules specifying the correct ordering of word at the sentence level. The Longman Dictionary of Applied Linguistic quoted by Nunan (2003:154) defines grammar as description of the structure of a language and the way in which units such as word and phrases are combined to produce sentences in the language. Also, grammar is ordering of words which are arranged into sentence to give meaning.

4. Fluency

One of the main factors in speaking ability in order to make the ideas or message of speaking understood by listeners, someone must speak fluently. Hieke (1985) quoted by Rafida (2003:13) states that fluency is an ability to use long sentence with few pauses, in coherence in the topics, and be creative and imaginative in their language use. In summarize, fluency is the ability to speak a language smoothly and easily.

5. Listening Comprehension

Comprehension is the understanding between speaker and listener that communicate in the same language as the base of communication. O'Malley, et al (1989) says that listening comprehension is viewed theoretically as an active process in which individuals focus on selected aspects of oral input, construct meaning from passages, and relate what they hear to existing knowledge. Thus, comprehension is how to improve understanding fully.

d. Definition of Role Play

In a role play student, students are provided with facts about situation into which they are given sufficient detail to challenge and engage the students, it should contain and underlying problem that needs to be addressed and it should appeal to students' imaginations (Brown, 2004:112).

Role play also can be defined as a technique in which people are presented with a real or artificial environment and they are exposed with some kind of case or situation and they need to exhibit the same in form of roles. It is a spontaneous human interaction involving realistic human behavior under artificial or stimulated environment.

Based on those explanations above, the writer views that role play is a technique which involves fantasy imagination to be someone else or to be ourselves situation for a while, improvising dialogue and creating a real world in scenario. It aims to encourage student in thinking and creativity, let students develop and practice new language and behavioral skill in relatively non-threatening setting, and can create the motivation and involvement necessary for learning to occur.

e. Types and Procedure in Using Role Play

Ladousse (1995:13) explain that there are several types of role. The first is the role which corresponds to a real need in the students' lives. In this category, it involves such role as doctors dealing with patients or salesman travelling abroad. The second type of role is the students played themselves variety of situation with 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 teacher has such vast indirect experience of them. The television journalist is a good example of this type and it is very useful kind and role taken from real life. The last step is fantasy roles, with are fictitious, imaginary, and possible even absurd. In the role play activity, teacher must be selection in choosing scripts in playing role. Based on the explanation, the writer chooses the first type of using role-play to this research.

C. RESULT AND DISCUSSION

A. Result

The writer used experimental and control groups in this research. Experimental group was taught using role play whereas control group was taught with traditional technique.

There are two result of data analysis. They are the results of data analysis on the students' score in pre-test and post-test.

a. The result of data analysis on students' score of pre-test

In this study, both groups were got pre-test to determine the ability of each group before treatment. The result of this data analysis on the students' score of pre-test is in table 1 and 2.

Table 1. Pre Test Score of Experimental and Control Group

Experimental Group			Control Group		
N	X_1	X_1^2	N	X_2	X_2^2
1	50	2500	1	52	2704
2	46	2116	2	40	1600
3	56	3136	3	56	3136
4	52	2704	4	50	2500
5	53	2809	5	50	2500
6	52	2704	6	52	2740
7	54	2916	7	50	2500
8	58	3364	8	50	2500
9	50	2500	9	56	3136
10	46	2116	10	50	2500
11	44	1936	11	56	3136
12	50	2500	12	50	2500
13	54	2916	13	46	2116
14	50	2500	14	45	2025
15	50	2500	15	58	3364
16	50	2500	16	46	2116
17	52	2740	17	50	2500
18	50	2500	18	44	1936
19	52	2740	19	35	1225
20	40	1600	20	50	2500
21	56	3136	21	56	3136
$\sum X_1 = 1065$		$\sum X_1^2 = 54433$	$\sum X_2 = 1042$		$\sum X_2^2 = 52370$

The mean score of the experimental group was 50.71 while the mean score of the control group was 49.61. The experimental group had higher mean score than the control group.

After the data in the form of row score is tabulated, then finding the t-test, the formula of t-test is:

$$t = \frac{\bar{X}_1 - \bar{X}_2}{SD\bar{X}}$$

Notes:

\bar{X}_1 = Mean score of the experimental group

\bar{X}_2 = Mean score of the control group

$SD\bar{X}$ = Standard error of the difference between two means

a. Finding the mean score of pre test and post test of the two groups

b. Finding the Standard deviation of the two groups

$$S = \sqrt{\frac{\sum X^2}{N} - \bar{X}^2}$$

Standard deviation of the experimental

$$\begin{aligned} \text{group: } S_1 &= \sqrt{\frac{\sum X_1^2}{N_1} - \bar{X}_1^2} \\ &= \sqrt{\frac{54433}{21} - (50,71)^2} \\ &= \sqrt{2592,04 - 2571,51} = \\ &\sqrt{20,53} = 4,35 \end{aligned}$$

Standard deviation of the control

$$\begin{aligned} \text{group: } S_2 &= \sqrt{\frac{\sum X_2^2}{N_2} - \bar{X}_2^2} \\ &= \sqrt{\frac{52370}{21} - (49,61)^2} = \\ &\sqrt{2493,81 - 2461,15} \\ &= \sqrt{32,66} = 5,72 \end{aligned}$$

a. Finding the standard error of the difference between two means:

$$\begin{aligned} SD\bar{X} &= \sqrt{\frac{N_1 S_1^2 + N_2 S_2^2}{N_1 + N_2 - 2} \left(\frac{1}{N_1} + \frac{1}{N_2} \right)} \\ &= \sqrt{\frac{21(4,53)^2 + 21(5,72)^2}{21+21-2} \left(\frac{1}{21} + \frac{1}{21} \right)} \\ &= \sqrt{\frac{21(20,52) + (37,72)}{42-2} \left(\frac{2}{21} \right)} \\ &= \sqrt{\frac{1223,04}{40} \left(\frac{2}{21} \right)} \\ &= \sqrt{2,92} = 1,71 \end{aligned}$$

b. Finding the t-value: $t = \frac{\bar{X}_1 - \bar{X}_2}{SD\bar{X}}$

$$\begin{aligned} &= \frac{50,71 - 49,61}{1,71} \\ &= \frac{1,1}{1,71} = 0,64 \\ \text{t-value : } &0,64 \end{aligned}$$

The result is tabulated as the following table:

Table 2 The Pre-Test Result of Experimental and Control Groups

Data	Experimental Group	Control Group
N	21	21
Mean	50,71	49,61
Standard Deviation	4,53	5,72
Standard Error of Difference	3.91	
t-value	0,64	
t-critical	1.684	
Degree of freedom	40	

Level of significant	0.05
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b. The result of data analysis on the students' score of post-test

result of data analysis is in table 4.3 and 4.4 below:

The result of post-test was made to see the significant difference of both groups. The

Table 3. Post-Test of Score of Experimental and Control Group

Experimental Group			Control Group		
N	X ₁	X ₁ ²	N	X ₂	X ₂ ²
1	71	5041	1	58	3364
2	73	5329	2	58	3364
3	65	4225	3	56	3136
4	65	4225	4	59	3481
5	65	4225	5	58	3364
6	72	5184	6	56	3136
7	78	6084	7	53	2809
8	70	4900	8	56	3136
9	80	6400	9	52	2704
10	65	4225	10	54	2916
11	73	5329	11	50	2500
12	74	5476	12	50	2500
13	66	4356	13	54	2916
14	70	4900	14	58	3364
15	66	4356	15	64	4096
16	65	4225	16	52	2704
17	65	4225	17	54	2916
18	72	5184	18	50	2500
19	65	4225	19	50	2500
20	82	6724	20	54	2916
21	71	5041	21	52	2704
	ΣX ₁ = 1473	ΣX ₁ ² = 103879		ΣX ₂ = 1148	ΣX ₂ ² = 63026

The mean score of the experimental group was 70,14 while the mean score of the control group was 54,67. The experimental group had higher mean score than the control group.

After the data in the form of row score is tabulated, then finding the t-test, the formula of t-test is:

$$t = \frac{\bar{X}_1 - \bar{X}_2}{SD\bar{X}}$$

Notes:

\bar{X}_1 = Mean score of the experimental group

\bar{X}_2 = Mean score of the control group

$SD\bar{X}$ = Standard error of the difference between two means

a. Finding the mean score of pre test and post test of the two groups

b. Finding the Standard deviation of the two groups

$$S = \sqrt{\frac{\sum X^2}{N} - \bar{X}^2}$$

Standard deviation of the experimental

group: $S_1 = \sqrt{\frac{\sum X_1^2}{N_1} - \bar{X}_1^2}$

$$\begin{aligned}
 &= \sqrt{\frac{103879}{21}} - (70,14)^2 \\
 &= \sqrt{4946,62 - 4919,62} = \sqrt{27} = 5,20 \\
 &\text{Standard deviation of the control} \\
 &\text{group: } S_2 = \sqrt{\frac{\sum X_2^2}{N_2} - \bar{X}_2^2} \\
 &= \sqrt{\frac{63024}{21} - (54,67)^2} \\
 &= \sqrt{3001,14 - 2988,81} \\
 &= \sqrt{12,33} = 3,51
 \end{aligned}$$

a. Finding the standard error of the difference between two means:

$$SD\bar{X} = \sqrt{\frac{N_1 S_1^2 + N_2 S_2^2}{N_1 + N_2 - 2} \left(\frac{1}{N_1} + \frac{1}{N_2} \right)}$$

$$\begin{aligned}
 &= \sqrt{\frac{21(5,20)^2 + 21(3,51)^2}{21+21-2} \left(\frac{1}{21} + \frac{1}{21} \right)} \\
 &= \sqrt{\frac{21(27,04) + (12,32)}{42-2} \left(\frac{2}{21} \right)} \\
 &= \sqrt{\frac{526,56}{40} \left(\frac{2}{21} \right)} \\
 &= \sqrt{1,25} = 1,12
 \end{aligned}$$

b. Finding the t-value: $t = \frac{\bar{X}_1 - \bar{X}_2}{SD\bar{X}}$

$$\begin{aligned}
 &= \frac{70,14 - 54,67}{1,12} \\
 &= \frac{15,47}{1,12} = 13,81
 \end{aligned}$$

And the result is tabulated as below:

Table 4. The Post Test Result of Experimental and Control Group

Data	Experimental Group	Control Group
N	21	21
Mean	70,14	54,67
Standard Deviation	5,20	3,51
Standard Error of Difference	5.13	
t-value	18.31	
t-critical	2.021	
Degree of freedom	40	
Level of significant	0.05	

Figure 2. The Normal Curve of Post – Test

Based on the curve above, we know that the difference between two mean is significant because t-value is greater than the t-critical.

b. Discussion

This section interprets the result of the data analysis on the students' score in pre-test and post-test in research finding.

1. Interpretation of the Result of Students' Pre-test Score Analysis

From the result of data analysis on the students' score in pre-test found that the mean

score of experimental group was 50.71, the mean score of control group was 49.61, the t-value was 0.64, and the t-critical was 1.684.

From the result above, it is found that there is no significant difference between two mean because t-value is smaller than t-critical. Therefore, it can be concluded that experimental and control groups had same English ability at the time of the test.

2. Interpretation of the Test Result of the Students' Post-test Score

From the result of data analysis on the students' score of post-test, it was found that

the mean score of experimental group was 70.14, the mean score of control group was 54.67, t-value was 18.31 and t-critical was 2.021. From the result above, it is found that there is a significant difference between two means because t-value is greater than t-critical. Therefore, it can be concluded that the students who were taught by using role play had better speaking mastery.

From the statement above, this study indicated that teaching speaking using role play can increase the students' speaking mastery. Role play can also help the students to understand the lesson easily. In short, there are effects teaching English through role play for teaching speaking at the first grade students of SMP Negeri 8 Kuala, Nagan Raya.

D. CONCLUSION

Based on the research, the writer concludes that 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 a mask, 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.

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