

The influence of role play on student's english speaking skill at ninth grade of SMP negeri 9 bekasi

Ferawaty Puspitorini

¹ Universitas Indraprasta PGRI Jakarta, l. Nangka Raya No.58 C, RT.5/RW.5, Tj. Bar., Jagakarsa, Kota Jakarta Selatan, 12530

¹ feraliang06@gmail.com

* corresponding author

ARTICLE INFO

Article history

Received September 08, 2017

Revised January 15, 2018

Accepted March 20, 2018

Keywords

Role Play

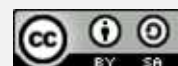
Speaking Skill

Students

ABSTRACT

This research investigates the influence of using role-play as teaching technique in teaching English speaking at ninth grade students of SMP NEGERI 9 BEKASI. There are two variables, they are teaching technique of role-play as independent variable and students' speaking skill as dependent variable. The population consists of 62 students from all classes (2 classes). This research used population sample because the amount of sample is same with the amount of population. By simple random sampling technique, the writer determined 1 class as experimental class and the other class as control class. The research method used quasi experimental research. The research design used post test only. Instruments consist 3 indicators with 4 sub indicators for each. Test used oral technique of students speaking skill in role-play. The result of instrument test is validity. it determines higher than 0,275 of pearsons correlation standard. The instrument is also reliability. It determines higher than 0,5000 of alpha scale. The normality test with Kolmogorov-Smirnov is lower than 0,240. it means that the population is normality. The result of hypothesis test with R-square is 0,743. It determines that the influence is 74,3 % by using role-play technique. The writer concludes that there is significant influence of using role-play towards students' English speaking skill at ninth grade of SMP NEGERI 9 BEKASI.

This is an open access article under the [CC-BY-SA](#) license.



1. Introduction

In speaking ability, there are many factors involve in it, such as structure, vocabulary, arranging sentences. We can see the following. Speaking is an "activity requiring the integration of many subsystems. All these factors combined to together to make speaking a second or foreign language a formidable task for language learners. Yet for many people, speaking is seen as the central skill.

"Teaching speaking is sometimes considered a simple process. Commercial language school around the world hire people which no training to teach conversation. Although speaking is totally natural, speaking in a language other than our own is anything but simple." (Bailey, 2003: 48).

We consider that teaching speaking is simple. It is because when the teachers teach speaking, they are like when they are speaking naturally. Most of the activities when the teachers teach speaking, they teach conversation. Through conversation activities, the students practice speaking actively.

We can conclude that we need some factors to support speaking and from the four skills in English, speaking is the important thing, because by speaking someone can get their idea across.

Many of us in Indonesia often think that we have a unique problem when our students are reluctant to speak. But this problem is more universal than we think, especially in the school going population. As Malcolm cited in Gaudart (2003: 2); “Refers to the guarded and taciturn behavior of students who refuse to speak, as the “shyness syndrome”.

In fact, the result of students learning in speaking is still unsatisfied. We can see from the data which mentions the students’ low ability in speaking skill. Most of the students got speaking score is lower than KKM (SMPN 9 Bekasi, 2008). Most of them were passive. They got difficulties to express their ideas orally.

National Department of education of Jakarta government has determined the target of junior high school graduation. It is not 100% but 93,78 % (Trans-tv, 2009). It means that they taught still difficult to get 100% of the standard for junior high school students, it includes English as one of the subjects.

From the information above, the writer is being one of the English teachers who teaches at that school, I am determined to do experimental research focusing on speaking skill.

There are many ways to treat our students speaking, both in using teaching technique or teaching media. The writer concerns with teaching technique. One of the ways to increase the student’s speaking skill is the role play. As stated by Bailey in Nunan (2003: 57);

“Role-plays are also excellent activities for speaking in the relatively safe environment of the classroom. In a role-play, students are given particular roles in the target language. For example, one student plays a tourist telephoning the police to report his wallet stolen. The other plays the role of a police officer trying to help the tourist file a report. Role-plays give learners practice speaking the target language before they must do so in real environment.”

Through role-play, students act and practice speaking actively. They practice speaking while they pretend to be or to act as any profession. The class environment can be created into the particular situation. The students enjoy their learning because they are active in playing any roles.

From the above statement it is said that the students can improve their speaking through their imagination and act as if it was real when they act or play at being somebody else in the role play to know their part well. The students should be able to understand what kind of action will they have and they should really master the part that they should play.

Speaking

To most people, mastering the art of speaking is the single most important aspect of learning a second or foreign language, and success is measured in terms of the ability to carry out a conversation in the language. Bygate cited in Nunan (1991: 40) suggests that;

“Oral interactions can be characterized in terms of routines, which are conventional (and therefore predictable) ways of presenting information routines contain frequently recurring types of information structures, being either be expository or evaluative.”

Information structures are studied by the students such as; descriptive, narrative, explanation, etc. while interaction routines are also studied by students such as; a job interview, etc.

Speaking means communication. In speaking, the people is not only asked to talk to each other, but also they are able to communicate what they have in their opinion and feelings either direct or indirect. When they talk, they should be able to say in a good and polite sentence, so another people can understand what they say. Human beings is a social creature. Human is called human when they live in their environment. Wherever there is human being, there will be a language. It is a fact. Both

in traditional and modern people and also it is clear that in our daily life we need communication skill. It always happens in our daily life, such as dialog held among members of a family or we can say the dialog between father, mother and their children; or in the market between the seller and the buyer, the teacher and the student, etc.

The writer can conclude that speaking basically is very important and everyone who wants to communicate they have to know the way to speak. Communication can be done with many ways, In the main point, there are verbal communication non-verbal communication. Verbal communication uses language as a tool, while non-verbal uses a symbol such as flag, colorful pictures. And verbal communication is perfect, efficient and effective.

Skill

We have already known that a conventional approach to syllabus design has been to produce specifications or inventories of discrete linguistic items to build into composite items in the learning program. These specifications have variously taken the shape of lists of forms, or functions, or notions, or particular skills. Nunan (1990) says that skill emphasis on language behavior, which we shall find most useful in helping us to chart those language activities which will help us make up our language learning tasks.

Everyone who was born in this earth, they must have a skill. It can be build and grown as normally as they live in this world. It is usually gained through training or experience. Sometimes the people said that skill is also called talent. Someone can develop their skill as long as they want to learn much. As in the following above. Skill is "ability to do something expertly and well", The Advanced Learner's dictionary of current English (Hornby, Gatenby, and Wakefield).

It is clear that a person who has skill in any kind of field, they can easily do it because by training and practicing it regularly he/she gets the results to be a success person.

From the statement above, when someone has a skill, he / she can do what they have and they must do it well and also improve it again and again in order to gain the maximum grade. Skill must be grown if we want to be an expert.

In summary then, successful oral communication involves developing:

- "the ability to articulate phonological features of language comprehensibly;
- Mastery of stress, rhythm, intonation patterns;
- An acceptable degree of fluency;
- Transactional and interpersonal skills;
- Skills in taking short and long speaking turns;
- Skills in the management of interaction;
- Skills in negotiating meaning;
- Conversational listening skills (successful conversations require good listeners as well as speakers);
- Skills in knowing about and negotiating purposes for conversations;
- Using appropriate conversational formulate and fillers" (Nunan, 1990:

Suggestion that in developing language, rather than teaching learners to make well-formed sentences and then putting these to use in discourse, we should encourage learners to take part in discourse, and through discourse, help them to master sentences.

Role Play

Role playing is used to improve one's speaking skill in learning English. It means how someone acts in a drama and that action as if they come into the real thing.

"Role playing merupakan salah satu jenis teknik simulasi yang pada umumnya digunakan dalam pendidikan sosial dan hubungan antar sesama" (Mahmudah,Siti,[http:// www. Klubguru.com/view](http://www.Klubguru.com/view)).

We can see that role playing is a simulation technique in knowing and understanding the social education and how to make a relationship with another. Here, this technique can help the students to find the meaning in their social environment that is useful for themselves.. Beside that this technique is asked the students how to solve the problem between them while they involve in role-play action ,and. in this role play the teacher acts only as the jury and the other students as a noticer.

The next, “ role playing which is particularly suitable for practicing the socio-cultural variations in speech acts, such as complimenting, complaining, and the like.”(Marianne Celce–Murcia, Teaching English as a Second or Foreign Language,1992,). Here, we can see that in role-play can be used in many kinds of socio-cultural. Moreover, when someone complain about something or complain with another person , in turn when we want to compliment someone, we can use it.

According to the writer there is the same meaning from the statement above that role- playing is used to practice speaking English acts to compliment, complain and the like. Here, the students who involve in the role-play they must be able to have interact between them to reach the maximum result.

2. Method

This research is an experiment study to make an influence of role-playing towards the results of students’ speaking skill at ninth grade in SMPN 9 Bekasi. There is an experiment condition with role-playing as independent variable. Dependent variable is speaking skill that is stated on students’ score through speaking test.

The research method used in this study is quasi experimental design (Suryabrata, 1994:33). It is a quasi design where the writer used the design which cannot control all the characteristics of the samples, but controlling is based on the situation. Syamsuddin (2006) explains that control group design is used without giving pre-test, so the research does not measure the fulfillment equivalent, so the generalization is low.

The research design used in this study is post test control group design where the data collected from the final test (Suryabrata, 1992: 41-42). The design is like the following;

Research Design:

R X-1 O

R X-2 O

Notes;

R = Random, which is used in determining the class samples.

X-1 = Experimental class.

X-2 = Control class.

O = Observation. It means to test the students after learning speaking.

Then the write design some lesson plans for three meetings at each class, both experiment and control class. (See the attachment of lesson plans/ RPP).

Research Instrument

It has mentioned before that the instruments are developed based on speaking indicators. The instruments are used both in the experimental class and control class. Because it is oral test, the writer has difficulties in doing try-out, so it was not tried-out.

Then, in order to get the quality of the instruments, the writer uses two kinds of instruments test, they are;

- Validity, it means it can be used to measure what we want to measure (accurately).

- Reliability, it means to measure the consistency in taking the data

a. Validity

The validity of items resulted from the measurement of content validity. The validity measures over the students' relevance on subject and knowledge. The test uses product moment correlation.

b. Reliability

Divided from the word reliable, reliability analysis shows the reliable conditions of instruments although they have been used for several times. It means that the result of the first test can be used to other test. It is the consistency of the instrument in measuring whatever it measures. Reliability coefficients can take on values of 0 to 1, inclusive (Wiersma, 1991: 274).

The interpretation of instrument reliability degree is based on the height or low of the correlation, as shown:

Correlation coefficient score	The correlation degree
Less than 0,200	Very low
0,200 – 0,399	Low
0,400 – 0,599	Moderate
0,600 – 0,799	High
0,800 – 0,999	Very high
1,000	Perfect

3. Findings and discussion

By using SPSS, the writer got the result, in experimental class, the highest score is 9 while in control class is also 9. Meanwhile the lowest score in experimental class is 7, while in control class is 6, it is lower one point than in experimental class.

By knowing the result of students' score both from experimental class and control class, the writer can analyze the statistic as it can be seen as follow:

Table 1. Descriptives

		Conventional technique	Role play
N	Valid	30	32
	Missing	0	0
Mean		7.67	7.88
Median		8.00	8.00
Std. Deviation		.76	.70
Variance		.57	..50
Range		3	2
Minimum		6	7
Maximum		9	9
Sum		230	252

From the histogram above, we can conclude that the sample used in this research is normal. It is shown by the description/ picture of histogram is cymetrical curve. By using Kolmogorov-Smirnov, the normality test for the experimental class is 0,068 lower than 0,240. While in the control class is 0,085 lower than 0,240. It means that both experimental class and control class used normal distribution population. The final step is to test the hypothesis by R-square. It is used to know the influence of using treatment (role-play) in the experimental class. The result of R-square test is 0,743. It means that the role-play influenced the students' English speaking skill in 74,3 percent ($R \times 100\% = 0,743 \times 100\% = 74,3 \%$). And other factors influenced the students' speaking ability in 25,7 percent ($100\% - 74,3 \% = 25,7 \%$). In other words that the success of using role-play in teaching speaking is 64,5 %, while the unsuccessful of using role-play is 35,5 %.

By using role-play in teaching speaking is six times ($6,105 = 6$) more success than by using conventional technique.

From the hypothesis test, it can be seen that H_0 is rejected otherwise H_a is accepted. It can concluded that there is significance influence of using role-play technique in teaching speaking at ninth grade graders in SMPN 9 Bekasi

4. Conclusion

The research can be concluded that the teaching speaking using role-play technique influenced students' English speaking skill at ninth grade of SMPN 9 Bekasi. The R-square test determined that using role-play technique is 74,3 % higher than using conventional teaching technique 25,7 %. The success of using role-play technique is 64,5 %, it means that using role-play technique is supported to use in increasing students' English speaking skill.

In accordance, learning through conventional technique has not given the well improvement in students' speaking ability at ninth grade of SMPN 9 Bekasi, even they have spent more hours in their classes. It is very important teaching technique for the students in learning speaking through role-play technique. Students have low skill in speaking English because one of factors is the teaching technique. It is boring and does not vary.

References

- Ary, Donald, Lucy Cheser Jacobs and Asghar Razavieh. (1985). Introduction to Research Education. New York: Holt, Reinhart and Winston.
- Bailey, Kathleen M. Speaking. In Nunan, David (2003). Practical English Language Teaching. Singapore: Mc Graw Hill.
- Ballard, Edward.G. Wikipedia, accessed on 27th Dec.2008
- Barnadib (2008), Analisa Hubungan Keharminisan Keluarga dengan si
kap percaya diri siswa
- Djajasudarma, T. Fatimah (1987), Bahasa Sunda dialek Cikamurang, wilayah Trisi, Kab. Indramayu
- Gaudart, Hyacinth. (2003). English language Teaching Practices. Malaysia: Sasbadi Sdn. Bhd
- Hadi, Soetrisno. (1988). Metodologi Research. Yogyakarta: Andi Offset.
- Harmer, Jeremy. (2001). The Practice of English Language Teaching. England: Longman.
- Hornby, AS. & E.V. Gatenby , H. Wakefield, (1992), The Advanced Learner's Dictionary of current English
- Mahmudah, Siti (2008), www://klubguru.com.view. Accessed on 23 rd Dec.2008
- Marianne Celce – Murcia, (1992) Teaching English as a second or Foreign
Language .
- Malik, Muhammad Farooqi Azam. (1997). English Translation of The Meaning of Al-qur'an. Housto, USA: The Institute of Islamic Knowledge
- Mayora, Carlos A. (2006). Integrating Multimedia Technology in a High School EFL Program.

- English Teaching Forum, Volume 44 Number 3, 2006. Washington: the United States of Department of State for teachers of English.
- Nunan, David. (1991). *Language Teaching Methodology: A textbook for teachers*. New York: Prentice Hall.
-(1990). *Designing Tasks for the Communicative Classroom*. Cambridge: Cambridge University Press.
- Rafael, Simon Petrus. (2008). Implementasi Teori Kognitif Sosial Albert Bandura dalam Proses Pembelajaran Kelas Drama Berbahasa Inggris. *Polyglot; Jurnal Ilmiah*, Vol. 2, No. 2, January 2008. Tangerang: Fakultas Ilmu Pendidikan, Universitas Pelita Harapan.
- Roestiyah, N.K., (2008)*Strategi Belajar Mengajar*, Penerbit Rineka Cipta
- Singarimbun, Masri and Effendi, Sofian (1989). *Metode Penelitian Survey*. Jakarta: LP3ES.
- Sudjana. (1992). *Metoda Statistika*. Bandung: Tarsito.
- Sukmadinata, Syaodih (2005), *Analisa hubungan keharmonisan Keluarga dengan sikap percaya diri siswa*
- Suryabrata, Sumadi. (1994). *Metodologi Penelitian*. Jakarta: Raja Grafindo Perkasa.
- (1992). *Metodologi Penelitian*. Jakarta: Rajawali Press.
- Syamsuddin and Vismaia S. Damaianti. (2006). *Metode Penelitian Pendidikan Bahasa*. Bandung: Sekolah Pascasarjana Universitas Pendidikan Indonesia dan PT Remaja Rosdakarya.
- Wiersma, William. (1991). *Research Methods in Education*. Needham Heights: Allyn and Bacon.
- Departemen Pendidikan Nasional. (2007) *Kurikulum Tingkat Satuan Pendidikan (KTSP)*. Jakarta: Depdiknas.
- KAPIN (2008). *Kriteria Ketuntasan Minimal Tahun Ajaran 2007/2008*. Jakarta: Data Sekolah.
- Trans-TV (2009). Departemen Pendidikan Nasional DKI Jakarta mentargetkan 93,78 % kelulusan Ujian Nasional SMA. Access on News-sticker, March 2nd. 2009. Jakarta: Trns-TV.