

# THE EFFECTIVENESS OF ROLE PLAY TECHNIQUE IN IMPROVING SPEAKING ABILITY TO THE TENTH GRADE STUDENTS OF SMAN 3 PALEMBANG

Andinny Sylvia Putri<sup>1)</sup>

<sup>1)</sup>English Education Study Program, Faculty of Teacher Training and Education, Indo Global Mandiri  
Jl. Jend. Sudirman No 629 KM 4 Palembang Kode Pos 30129  
Email : [andinnysylviaputri@yahoo.co.id](mailto:andinnysylviaputri@yahoo.co.id)<sup>1)</sup>

## ABSTRACT

*This study was aimed to see whether or not role play technique was effective to improve students' speaking ability. The research design selected was non-equivalent control group design. The population of the study was all tenth grade students at SMA Negeri 3 Palembang. Purposive sampling was used to select the sample of the study in which 20 students belong to the experimental group and 20 students belong to the control group. There was a significant difference mean scores before and after they were exposed to role play technique ( $t_0$  39.511,  $p < 0.05$ ) and the  $t_1$  was 2.0244 there was a significant difference in students' test scores between the students who were taught through role play technique and those who were not. The research finding revealed that role play technique was effective to improve students' writing ability. These findings were also supported by the significant improvement in speaking ability between the in term of the four aspects of speaking (pronunciation, vocabulary, grammar and fluency) ( $p = 0.000 < 0.005$ ). The result of the pre-test and post-test showed that role play was very helpful for the students in improving their speaking ability. The study was expected to yield a better quality of speaking*

**Key words :** speaking, role play

## 1. Introduction

English has become the primary language of communication. It is spoken by millions of people all over the world. English has become the dominant language in many fields of activity such as industry, military, business, tourism, transportation, sports, international relation, etc. In Indonesia, English is adopted as the foreign language. It involves into education curriculum that every school runs. It becomes a local content in Elementary School, a compulsory subject in Junior and Senior High School and a complementary subject of the higher education institution. This is because of the situation we are facing now; globalization era, which is very competitive. In learning English language, learners need to master four language skills. According to Harmer (1989, p. 16), those are listening, speaking, reading and writing. Listening and reading skills are regarded as receptive skills while speaking and writing skills are considered to be productive skills. The four skills are all important. However, of all the four skills, speaking seems intuitively the most important.

The phenomena that founded by the the writer in teaching English was most of the students cannot communicate orally in English. There are three reasons why the students cannot communicate orally. First, they do not have enough vocabularies to communicate. Therefore, they get difficulties to speak or to choose what words to use and how to pronounce them. Second, they are afraid of making mistakes or shy to speak in front of others. Third, they lack of grammar that might cause them to be afraid to speak. They do

not know how to make a good sentence, how to put verb, adjective, and adverb in the right place in English.

Based on my experience in PPL, the writer tried to find the effective solution to improve speaking achievement of the tenth grade SMAN 3 Palembang by employing role play as a method of teaching speaking. According to Jeremy Harmer (1984, p. 26), there are many techniques applied in teaching English speaking skill such as role play, games, song, discussion, and simulation. These technique could be implemented in any grade. Thus writer here tried to implement a good teaching speaking technique, the writer wishes to give new experience in learning English and have a fun situation in the classroom. The writer saw many characteristics of students. They want to learn how to speak English, but they do not know to learn or with whom they will speak. They do not have partner to speak English, they do not accostume to speak English. I believe that they only learn English in the school which is learn about grammar and never try to speak directly with others.

In other words, role play technique can be used as teaching and learning strategy to improve speaking achievement. Based on explanation above, the writer was interested to do research entitled "*the effectiveness of role play technique in improving speaking ability to the tenth grade students of SMAN 3 Palembang*".

### A. Literature Review

According to Bailey (2005, p. 2), In language teaching learning, we often talk about four basic language skills, such as: listening, reading, speaking

and writing. In terms of their direction and modality. Modality refers to the medium of the language (whether it is oral or written). Thus, speaking is the productive, oral skill. Speaking consist of producing systematic verbal utterances to convey meaning between two people or more. Speaking is an interactive process of constructing meaning that involves producing, receiving, processing utterances which have meaning to convey information.

According to Florez (1999,p. 1), Speaking is an interactive process of constructing meaning that involves producing, and reciving and processing information. It is often spontaneous, open-ended and evolving. According to Hornby (1995,p. 826), Speaking is making use of words in an ordinary voice, uttering words, knowing and being able to use language; expressing one-self in words; making speech. While skill is the ability to do something well. Therefore, the writer infers that speaking skill is the ability to make use of words or language to express one self in an ordinary voice. In short, the speaking skills are the ability to perform the linguistics knowledge in actual communication. The ability functions to express one ideas, feeling, thought, and needs orally. speaking is expressing ideas, opinions, or feelings to others by using words or sounds of articulation in order to inform, to persuade, and to entertain that can be learn by using some teaching methodologies.

Speaking is a crucial part of second language learning and teaching. Despite its importance, for many years, teaching speaking has been undervalued and English language teachers have continue to teach speaking just as a repetition or drills or memorization of dialogues. However, nowadays world requires that the goal of teaching speaking should improve student's communicative skills because only in that way students can express themselves and learn how to follow the social and cultural rules appropriately in each communicative circumstance.

According to Bailey (2005,p. 2), Speaking is such a fundamental human behavior that we do not stop to analyze it unless there is something noticeable about it. For example, if a person is experiencing a speech pathology (if a person stutters or if his speech is impaired due to a stroke or a head injury), we may realize that the speech is atypical. Likewise, if someone is a particularly effective or lucid speaker, we notice on a daily basis. However, physical, mental, psychological, social, and cultural factors that must all work together when we speak. It is even more impressive feat when we hear someone speaking effectively in a second or foreign language. In addition, according to Heaton (1990,p. 70-71), Speaking is a complex skill requiring the simultaneous use of a number of different abilities, which often develop at the different rates. Either four or five components are generally recognized in analyzing the speech process, namely : (a) Pronunciation (including the segmental features-vowels and consonants and the

stress and intonation patterns). (b) Grammar, (c) Vocabulary, (d) Fluency, (e) Comprehension.

Harmer (1998,p. 1), Roleplay activities are those where students are asked to imagine that they are in different situations and act accordingly. Stocker (2006,p. 1), Role play as a vehicle by which students can more easily learn the fundamentals of English conversation in a specific situation, requiring the use of key words which act as signifiers for that particular situation.

Scott et al (1990,p. 33), state that "working with dialogues is a useful way to bridge the gap between guided practice and free activities. Controlling dialogues can easily develop into freer work when the pupils are ready for it. Putting pupils into pairs for doing the dialogues is a simple way of organizing even large classes. Dialogues, which involve some sort of action or movement, are the ones which work best with the pupils. Intonation is terribly important too, and pupils love to play around with it".

Harmer (1990,p. 91), students pretend that they are in various social contexts and have a variety of social roles. In role play activities, the teacher gives information to the learners such as who they are and what they think or feel. Thus, the teacher can tell the student "You are David; you go to the doctor and tell him what happened last night". Besides, Howe (1990,p. 91) states that "in role play the pupils are pretending to be someone else like the teacher, or a shop assistant, or one of their parents, etc." One way of getting student to speak in different social context and to assume varied social roles is to use roleplay activities in the classroom. Additionally, Stocker (2000,p. 34), 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.

According to Murcia (2001,p. 108), One way of getting student to speak in different social context and to assume varied social roles is to use roleplay activities in the classroom. Because socio-culture is so crucial in the production of speech acts, it is suggested that discourse rating task, in which students rate dialogues or scenarios on various continua of formality and the like, can raise awareness about language and can transfer this knowledge to production activities such as roleplays. Besides, the social interaction activities, on the other hand, also requires the learner to pay more attention to the establishment and maintenance of social relationships. Mean while, two things can be added to this description. Firstly, the teacher could make the role play a whole class activity by having all the students act out a public meeting with many speakers. Secondly, not all roleplays part the situation, for example, all you might need to do is to set the party scene and then tell students to go either as themselves or as a living or dead person they would like.

Roleplay is one of the activities to promote

speaking. Through roleplay activities, the students learn how to express ideas, opinions, or feeling to others by using words or sounds of articulation. Paulston and Bruder (1976,p. 70), define role plays as “exercises where the student assigned a fictitious role from which he has to improvise some kinds of behavior towards the other role characters in the exercise”. Similarly, livingstone (1986,p. 6), defines roleplay as “a classroom activity which gives the student the opportunity to practice the language, the aspects of role behavior and the roles he may actually meet outside the classroom”.

Larsen Freeman (2000,p. 68), explained that roleplays are important in the communicative approach because they give learners an opportunity to practice communicating in different social contexts and different social roles. A roleplay is a highly flexible learning activity, which has a wide scope for variation and imagination. Similarly, Ladousse (1995,p.4) states that “a roleplay uses different communicative techniques and develops fluency in the language, promotes interaction in the classroom and increases motivation”. Thus, role play can improve learners’ speaking skills in any situation, and helps learners to interact. As for the shy learners, role play helps by providing a mask, where learners with difficulty in conversation are liberated. In addition, It is fun and most learners will agree that enjoyment leads to better learning.

Several reasons for using roleplay in teaching speaking quoted from ladousse (1995,p. 4), as follows :A very wide variety of experience can be brought into the classroom and the teachers , can train their students in speaking skill in any situations through roleplay, roleplay puts students in situation in which they are required to use and develop those certain forms of language which are so necessary in oiling the works of social relationships, but which are so often neglected by the language teaching syllabuses, some people are learning English to prepare for specific roles in their lives. It is helpful for those students to have tired out and experimental of a classroom. The most important reason for using roleplay is that it is fun, roleplay helps many shy students by providing them with a mask.

In short, roleplay is a technique, which can develop student’s fluency in target language, promotes students to speak or interact with others in the classroom, increases motivation and makes the teaching learning process more enjoyable.

**B. Methodology**

In this study, the writer used Quasi Experimental design. It involved two groups : one Experimental Group and one Control Group. While the Experimental group received the treatment, and the control group were not. In conducted the research, the writer used non – equivalent control group design where the design is identical to pre test and post test control group design in all aspects except for the random assignment of subjects to conditions. The form of non equivalent

control group design suggested by Fraenkel (2012, p. 270) can be seen as follows:

**Table 1.** *The form of non equivalent control group*

Group	Pre-test	Treatment	Post-test
Experimental	O <sub>1</sub>	X	O <sub>2</sub>
Control	O <sub>3</sub>	-	O <sub>4</sub>

In this research, the writer conducted an experimental teaching to the selected sample. There were two groups in this study, one was the experimental group and the other one was the control group. For the experimental group, the writer used role play technique to help students improve their speaking achievement, while the control group did not receive any treatment by the writer.

**C. Population and Sample**

The population of this research involve tenth grade students of SMA N 3 Palembang. There are eleven classes of tenth grade students in this school as described below:

**Table 2.** *Population Of The Study*

CLASSES	GENDER		TOTAL
	MALE	FEMALE	
X MIPA 1	11	21	32
X MIPA 2	11	20	31
X MIPA 3	13	19	32
X MIPA 4	11	21	32
X MIPA 5	11	21	32
X MIPA 6	10	22	32
X MIPA 7	11	21	32
X IPS 1	11	21	32
X IPS 2	10	22	32
X IPS 3	13	19	32
X IPS 4	11	21	32

*Source : SMA N 3 Palembang in academic year 2014/2015*

In taking the sample, the writer used purposive sampling, where the writer used the judgment to select a sample that the writer believe, based on prior information, will provide the data she needs (Frankel). There are 20 students will be taken as a sample. The writer chose the sample based on these following criterias:

1. The students are taught by the same teacher
2. The students who has average score
3. The students who have same major

**Table 3.** *Sample Of The Study*

No	Groups	Number Of Students
1	Experimental Group	20
2	Control Group	20
<b>Total</b>		<b>40</b>

*Source : SMA N 3 Palembang in the academic year 2015/2016*

*D. Procedures*

The procedures of teaching speaking by using role play technique are as follows :

1) *Pre-Activities :*

1. The teacher greeted the students.
2. The teacher checked the students attendance.
3. The teacher motivated the students by asking some questions related to the topic of lesson

2) *Whilst-Activities :*

1. The teacher explained the meaning and function of role play for their speaking achievement
2. The teacher told the students that they should act like the other person which is based on the theme given by the teacher.
3. The teacher divided the students into some groups, and give them theme.
4. The teacher did an example how to do a role play. The teacher should act based on the theme given.

3) *Post test :*

1. The teacher asked the students to come in front of classroom and do their role play while the other students can see their performance.
2. The teacher did the evaluation to get the student's score based on their pronunciation, expression,etc.

*E. Instrument*

To carry out the research, the writer has several techniques of collecting data. Then the technique of collecting data is called instrument. In this study the writer uses a test as the main method.

Test

1) *Pre Tests*

Pre test gave to the experimental group and control group in order to identify the students of speaking ability in each member of sampling before carrying out the experimental. The score of the students in the pre-test was analyzed from the pre-test which will be given before the treatment is conducted.

2) *Post test*

At the end of the experimental, the researcher would give the students post-test. The purpose of this test was to measure the students general achievement at the end of the experiment. The result of the pre-test was compared with the result of the post-test. We know the achievement of speaking through obtained by each of those groups after the teaching and learning process.

The writer gave the post-test to the students. The test is similar with the pre-test. However, the post-test is given after the treatment had been done by teaching speaking using role play. The score are taken by four criteria which are pronunciation, grammar, vocabulary and fluency. In scoring the student's works, the writer used the rubric for assesment purposes. In scoring the student's works, the writer used the range of the student's score described below.

**Table 4. The Range Of Student's Scores**

Score range	Category	Explanation
≤4	Poor	Below average achievement

5 – 8	Average	Average achievement
9 – 12	Good	Above average achievement
13 – 16	Very good	Outstanding average achievement

**2. Findings And Interpretations**

*A. Research Findings*

The summary scores of pre-test and post-test in Experimental and Control Group were calculated by using SPSS 22.0 like shown in this following table

1) *The result of experimental and control group*

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	PretestEXP	5.3500	20	1.30888	.29267
	PosttestEXP	11.3000	20	1.08094	.24170

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	PretestCONT	5.6500	20	1.38697	.31014
	PosttestCONT	7.1500	20	.93330	.20869

Based on the paired sample statistics of the experimental group, the mean of the pre-test was 5.3500, the standart deviation was 1.30888, and the standart error mean was 29267. On the other hand, the mean of the post test was 11.3000, the standart deviation was 1.08094, and the standart error mean was 24170. The result of paired sample t-test in experimental groups showed that t-obtained was -19.081. at the significant level of  $p \leq 0.05$  for two tailed test and degree of freedom (df) 19, t-table was 1.729. Since the t-obtained was higher that t-table, the null hypothesis ( $H_0$ ) was rejected and the research hypothesis ( $H_1$ ) was accepted. It can be stated that there was a significant difference in speaking achievement before and after treatment in the experimental group.

Based on the paired sample statistics of the control group, the mean of the pre-test was 5.6500, the standart deviation was 1.38697, and the standart error mean was 31014. On the other hand, the mean of the post test was 7.1500, the standart deviation was 93330, and the standart error mean was 20869. The result of paired sample t-test in experimental groups showed that t-obtained was -11.052. at the significant level of  $p \leq 0.05$  for two tailed test and degree of freedom (df) 19, t-table was 1.729. Since the t-obtained was higher that t-table, the null hypothesis ( $H_0$ ) was rejected and the research hypothesis ( $H_1$ ) was accepted.

2) *Interpretation of the study*

Based on the finding above, the writer made some interpretations. The writer made the interpretation based on some analysis related to the result of the test that the writer found during the research. At the beginning of the experiment, the student were excited in speaking activities done in class. The writer would like to interpret that after doing the experiment in teaching speaking through role play technique. This

can be seen from the result of the test showed that the students speaking score in pre test experimental was 5.35. While the students average score in the pre test of control group was 5.65. And the students average score in the post test of experimental group was 11.30. While the students average score in the post test of control group was 7.15.

It means the result of the students average score in experimental group was higher than in control group. So, through role play technique, the students in this study can practice speak English because it offered the opportunity for the students to speak English naturally. It means that teaching role play technique is effective to develop student speaking skill of the tenth grade students of SMAN 3 Palembang.

According to Croocal Rebecca (2011, p. 67) stated that one of the communicative activities that can be implemented in teaching and learning process in the classroom in role play. According Blatner (2008, p. 30) stated that, role play is a methodology derived from socio drama which help students become more interested and involved, not only learning about material but also integrate the knowledge in action. Hence, the students who were taught speaking used role play in experimental group had better speaking improvement than the students who were taught without it. The research of the experiment and control group showed that the used of role play was helpful for the student's because of some reasons. First, role play provided the students with a brief descriptions of what to speak to their friends. Second, role play gave them high motivation to practice speaking. Third, role play helped them to express their ideas with oral expression.

### 3. Conclusion And Suggestion

#### A. Conclusion

Based on the research, the writer concluded that the result of the analysis of the research, it was proven that the student's score of speaking taught by using role play is better. This result had answered the research question that the use of role play in teaching speaking is quite effective in communicating of each students, the use of role play made the atmosphere of classroom more active and alive. Each of students were able to participate in conversation without any burdened from their teacher, the use of role play made the students more motivated in learning, easier to comprehend and encourage to speak in the public.

#### B. Suggestions

The students were not able to communicate each other because they were lack of communicate speak English in the class. The role of the teacher is very important in teaching and learning process. The following suggestions are intended to remind the teachers in teaching speaking :The teacher should prepare additional material in order that their students became active and confidence, the teacher should keep trying to make English lesson interesting. So the

students practice their English in the classroom frequently. So, their students were able to improve their pronunciation, grammar, vocabulary, fluency, and comprehension, the teacher should give a good model, and then she/he was asking the students to do the activity in order to make the students really understand what they have to do and how to do their activity, the teacher should choose the materials that are appropriate and not difficult for the students. And for the students, before the class began to study, the students should prepare themselves for the new materials by studying them at home, so it will be easier for the students when they have learned English. And then, they should practice speaking English with their friends continually and the students should practice as often as they can. In order that the students have a good skill in communicating of English class.

### References

- [1] Bailey, K. M. (2009). *Practical English Language Teaching Speaking*. New York : McGraw-Hill.
- [2] Bygate, M. (1997). *Language Teaching: A scheme for teacher education speaking*. Oxford : Oxford University Press.
- [3] Blatner. (2008). *Cambridge international dictionary of English*. New York: Cambridge University Press.
- [4] Freeman. (2000). *Techniques and principle teaching*. Oxford University Press.
- [5] Harmer, J. (1986). *The Practice of English Language Teaching*. Edinburgh Harlow : Longman.
- [6] Harmer, J. (1989). *The practice of English language teaching*. UK: Longman.
- [7] Harmer, J. (1990). *How to teach English*. New York : Longman.
- [8] Harmer, J. (1998). *How to teach English*. England: Addison Wesley Longman.
- [9] Harmer, J. (2007). *The Practice of English Language Teaching: Fourth Edition*. Harlow : Pearson Education Limited.
- [10] Heaton, J. B. (1990). *Classroom testing: Longman keys to language teaching*. New York : Longman.
- [11] Hornby, A.S. (1995). *Oxford advanced learner's dictionary of current English*. London : Oxford University Press.
- [12] Howe, D. H. (1986). *English today. A 6 – level course for children*. Oxford: Oxford University Pres.
- [13] Keith S. Folse. (2004). *Vocabulary myths: Applying second language research to classroom teaching*. Michigan : University of Michigan.
- [14] Ladousse, G. P. (1995). *Role Play: Resources book for the teacher series*. New York: Oxford University Press,
- [15] Ladousse, G. P. (1997). *Role play*. New York: Oxford University Press. 13.
- [16] Livingstone, H. (1986). *Role play in English learning*. Essex: Longman LTD.

- [17]Murcia, M, C. (2001). *Teaching English as a second or foreign language*. Boston: Heinly and Heinle, a Division of Thomson Learning, Inc.
- [18]Padmadewi, N. N. (1998). *Student's anxiety in speaking class and ways of minimizing it*. Jurnal Ilmu Pendidikan, 5 (Supplementary Edition), 60-67.
- [19]Rebecca L. (2013). *Simulations, gaming, and language learning*. New York : NY: Newbury House Publisher.
- [20]Scott ET, A.W and Ytreberg, L.H. (2003). *Teaching English to children*. UK : Longman.
- [21]Stocker,D. (2000). *English language teaching articles: ESL Role-play*. Retrieved July 19, 2006, from <http://www.eslbase.com/articles/roleplay.asp>
- [22]Tutyandari, C. (2005). *Breaking the silence of the students in an English languageclass*. Yogyakarta : Paper presented at the 53rd TEFLIN International conference.