

THE EFFECT OF ROLE PLAY TECHNIQUE ON SPEAKING SKILL OF THE SECOND GRADE STUDENTS OF *MTS MA'ARIF NU KOTA MALANG*

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Abstract

Speaking skill is hard to be mastered by the students because of the lack of teachers' ability to improve students' speaking ability. Role play is also a technique that makes students work in pairs, supports one another and makes the class more interesting and reduces students' boredom. This study tried to figure out the effect of role play technique to students in junior high school level in Indonesia as EFL learners who face various obstacles in learning and practicing speaking in English in order to look for a problem-solving of the difficulties found and a way to boost the students' interest in learning this skill. A research design is essential as the guide to carry out the study because the right research design will help the researcher to obtain the good result in the study and avoid errors in the research process. In the current study, the researcher applied pre-experimental research or One-Group Pretest-Posttest design. This research only use one group as the experiment object and the tests were given before and after the treatment. The population of this research was 36 students of second grade in MTs Ma'arif NU Kota Malang and VIII B class with 10 students as the sample to observe by using cluster random sampling. The data obtained were calculated by using IBM SPSS 20 program. The result from SPSS and finding out if the data distribution is normal, and employed paired sample t-test to analyze the pretest and posttest of the participants. The paired sample t-test is designed in order to compare the means of both pre-test and post-test. Based on the research analysis, the result of t-value was more than t-table ($5.056 > 0.7646$) which indicated a rejection of the null hypothesis. The sig (2-tailed) of the data was 0.001 which means that it less than α (0.01). Table 4.3 showed that $0.001 < 0.01$, therefore the null hypothesis as mentioned in the chapter 1 (There is no effect of role play on the speaking ability of second grade students at MTs Ma'arif NU Malang) is rejected. So, it is clearly showed that role play technique full has a significant effect to improve the learners' speaking ability.

Key words: role play technique, speaking skill, pre-experimental

Introduction

In teaching and learning spoken English in EFL countries, the techniques often collide between the necessity of universe communication and rote memorisation. Because our communicative approach is student-centered approach, the teacher must work as a facilitator to assist students develop English speaking mastery for a spread of purposes. Our teaching techniques are focused on increasing speaking English within the classroom, additionally because the pronunciation of words, and utilizing new vocabulary the maximum amount as possible. The classroom optimizes communication through a range of methods including classroom discussion, discussions, small-group conversations, group work, peer instruction, job enrichment and task-oriented activities.

Speaking skill is difficult to be mastered by the scholars due to the dearth of teachers' ability to boost students' speaking ability. Besides that, many teachers use local language and Bahasa once they teach English within the classroom. Many teachers often simply teach speaking by reading some dialogs and telling their students to learn and engage in other

dialogues. Such approaches will deliberately allow scholars not to speak English and believe that learning English is not exciting.

In fact, most students still have difficulties when speaking English. It might be due to some causes including:

1. Too afraid to take apart in the head-to-head. In other word, the students' problem are lack with their self-confident.
2. Clumsy in speaking, in other word students just speak when they are instructed by the teacher.
3. Unenthusiastic and uncourageous enough to be involved in the learning process of speaking. An attractive technique are needed to stimulate students speaking skill.

Because of these problems, we have to search out a good method in teaching and refine the students' speaking skill. The researcher chooses role play technique to solve the student's problem in speaking. Since by doing role play, students get a chance in practicing communication skill in various contexts and social roles, so the students' oral performance will be improved.

Role play technique can also make students work in pairs, supports each other and makes an interesting class and reduces boredom. This study tried to figure out the effect of role play technique to students in junior high school level in Indonesia as EFL learners who face various obstacles in learning and practicing speaking in English in order to look for a problem-solving of the difficulties found and a way to boost the students' interest in learning this skill.

Review of Literature

Speaking is a communication form, so it is essential to hold it in the most constructive way. How a person says something can be as important as what the person says in getting meaning across. To communicate the central message, speakers must be able to articulate what they wish to say in the most efficient manner possible. Bygate (1987) even implied that Speaking is an ability that deserves recognition in both the first and second languages as well as literary skills. It's the strength the students are always rated.

Speaking skill is also contributes a big part in social solidarity, social ranking, professional advancement and also business. It could be a strong proof that speaking because the one among language skills deserves to induce more attention from language teachers and learners because it plays the important role in our real sociality life.

Hence speaking as a language skill is a very essential component for the scholars to learn as it is the major tool of verbal communication, as it is the path to concrete ideas and

thoughts that we have directly in our minds. Speaking is synthesized as the process of pronouncing vocal symbols by using the urge of speech, so as to share the data, knowledge, idea, and opinion to the opposite person. Moreover, speaking involves speaker and listener, it cannot be separated from listening aspect.

Speaking is fundamentally an instrument which acts as an collaborative process to construct meaning that require producing, receiving, and processing information (Burns & Joyce, 1997). It means that speaking is one of the ways to share our information, knowledge, and idea with other people as social human. Speaking as others have observed and reported by oral presentations of this particular category is the most difficult ability to develop (Melendez, Zavala, & Mendez, 2014).

Speaking skill is important because these skilled speakers will be the first user of learners before using other skills such as writing, reading, and listening skill in their real life. According to Chaney and Burk (1998), the main concern of speaking is building and sharing meaning by using the verbal and non-verbal symbols in various contexts. it's also an important a part of second instruction and learning then students should have a capability to speak with others so as to share or to induce information and to precise their feelings.

Besides to study the mechanics of speaking skills, students need to learn about the use of intonation to express mood and the proper pronunciations. The pace of the spoken language is also crucial to be concerned so that the students are neither too fast nor too slow to be understood.

Another simple definition, speaking is an important skill to be developed and enhanced to create a meaningful efficient communication. Speaking mastery is consider as one of the most heavy part in learning languages since many language learners face difficulties in expressing themselves in through speaking (Leong & Ahmadi, 2017). According to Leong & Ahmadi (2017) as cited in (Nunan, 1999), speaking, in both first and second language, is worthy of attention. In teaching English as a foreign language, speaking ability is the most important skill since it is the communication basis (Oradee, 2012).

The most essential feature of process of learning a second language is the ability to communicate and the assessment of progress is based on the ability to have a communication in the language target. On the other hand, we can get the points from above that speaking skill is very important for our English learning process to develop speaking or expression ability. It was not easy to the master this skill, so the learners need to focus and seriously for the learning process of the foreign language. The learners also need some vocabulary to make a lot of practice in their daily.

The goal of a communicative competence is students' activeness in speaking. Since speaking has a high level of difficulty, this is really important to expose the children to English as a second language as they are in the kindergarten. The professor instructs his pupils to communicate by demonstrating speaking skills. Speaking isn't just talking, but language students have to be able to use their reasoning and awareness (Oxford Advanced Learner's Dictionary, 2003:414 & 443).

There are different opinions of expertise in defining role play. Any of the points of view concerning role play are explained as follows. According to Gower et. al. (1995), a Role play is where the students behave in the sense of a specific role: for example, a client, a boss, a shop assistant. They engage in a situation as this individual, having a conversation. This is unscripted, while basic expectations of what they should mean will be formulated in advance. This can may come from a document or a previous context. This means that role play has a range of opportunities for the art of conversation. Students are no longer limited to the form of language used in a classroom by the learners.

Additionally, according to Revell (1994), role play is characterized as the spontaneous actions of an person who responds to others in a hypothetical scenario. The core of the activity is to consider another person's circumstance and to do that well the player wants to come to grips with the other participants' positions, not just his own. It can be shown when a player is given clear facts about who he is, who he is and what he needs to do in role play. A player needs to communicate with others in regard to their condition.

The Previous Related Studies

Some previous studies were done by other researchers, which are believed to support this study. A previous study by Thanyalak Oradee (2012) entitled "*Developing Speaking Skills Using Three Communicative Activities (Discussion, Problem-Solving, and Role-Playing*". The aims of this study were: to evaluate and compare grade 11th student speech skills using three communicative activities, and to test the attitude of the students towards teaching English speaking skills using the three communicative approach.

The experiment sample consisted of 49 high, medium and low graded students at a secondary school in Udon Thani, Thailand, according to their English-speaking ability level. The work was designed using mixed method design. The objective data came from the language check and the attitude of the students towards English speaking instruction. The qualitative data was taken from a Learning Record, a semi-structured questionnaire and a Journal of Teachers. A pretest-posttest method for one party was also used.

The research instruments were eight lesson plans, an English speaking skills test, and a questionnaire on attitudes. To quantitatively evaluate the results, percentage, mean, standard deviation and t-test were used for dependent samples. The results of the study have been as follows:

1. After using the three communicative exercises, the English speaking skills of the students were slightly higher than before their implementation. (Pretest = 60.80; Posttest = 85.63).
2. The attitude of the students to develop English language skills using the three communicative practices has been graded as excellent ($\bar{X}$ =4.50)

The second study was from Aliakbari and Jamalvandi (2010) entitled *The Impact of 'Role Play' on Fostering EFL Learners' Speaking Ability* This marked a single dramatic turnover in teaching, task-based teaching (TBLT) has proven helpful and successful in bringing in specific circumstances of language use that involve position and in meeting learners' communicative needs when the previous approaches have been unable that fulfill the learners' actual demands to communicate within the target settings. Correspondingly, it has been widely adopted by professionals and content creators simply because it gives serious and practical attention to oral ability in particular.

Relying on the theoretical background of this paradigm, this study focused on role-play as a praised technique in task based teaching (TBLT) to analyze and display its effect on boosting EFL learners' speaking skill. Following the termination of the study, the findings indicated for a positive effect of TBLT-based role-play technique on the candidates' speaking skill. The expected population was EFL studying at various universities inside the town of Ilam-Iran. 60 learners were randomly chosen from this population for study purpose. IELTS-speaking intervention was applied to compensate for the homogeneity of the themes. Supporting their ratings on IELTS, the candidates ranged from the highest to the lowest of all time. Regardless of the candidates' ethnicity, each individual was put in study and control groups in compliance with their ratings from the top to the bottom. The age of the chosen subjects who were 40 female and 20 male students ranged from 18 to 30.

Research Method

A research design is essential as the guide to carry out the study because the right research design will help the researcher to obtain the good result in the study and avoid errors in the research process. In the current study, the researcher applied pre-experimental research or One-Group Pretest-Posttest design. It means that this research only use one group as the experiment object and the tests were given before and after the treatment. The population of this research was 36 students of second grade in MTs Ma'arif NU Kota Malang. The

researcher chose VIII B class with 10 students as the sample to observe by using cluster random sampling.

Instrumentation

To know the effectiveness of teaching speaking by using role play, the researcher gave oral test to the students in the pretest and posttest. Both test based on the standard competence of the curriculum 2013 (K13): “Mengungkapkan makna dalam teks percakapan transaksional dan interpersonal lisan pendek sederhana untuk berinteraksi dengan lingkungan sekitar.”

The researcher began the research by discussing the material and the schedule with the English teacher of MTs Ma’arif NU Kota Malang. In this research the researcher plays role as the teacher and verse speaking by role play technique in VIII B class as the experimental group. The data were collected by giving the students treatment of role play technique is given in between the tests. The sequence is explained as follow:

1. Pretest

The experimental class takes a pretest before the treatment in the classroom. The purpose of the pretest is to get some information regarding the initial ability of students in speaking by observing their pronunciation, vocabulary, fluency, grammar, and comprehension.

2. Treatment

After one meeting of pretest, the treatment was given in two meetings. The experimental class is treated through role play in increasing speaking.

3. Posttest

The last step, the researcher conducts a posttest after giving the treatment to the students. The aim of post-test is to see the different result between before and after the class which was having the treatment using role play. It was also to determine whether a student has extent an improvement from their initial ability after they have a period of treatment.

Findings

The research object of the study was 10 second-grade students of MTs Ma’arif NU Malang. As the treatment, the researcher enriched their speaking technique through role play. To know the significance of role play technique on the students’ speaking ability, the researcher conducted speaking test in two occasions; pretest (before the treatment) and posttest (after the treatment). Utilizing SPSS Statistic 20, the researcher computed some data by using paired sample t-test to test the hypothesis. Before computing the data, the researcher

computed the normality of the pretest and posttest score as the requirement of paired sample t-test to make sure that the distribution of the data was normal. The researcher used *Lilliefors* method (*Kolmogorov-smirnov* and *Saphiro-Wilk*) and determined the normality significance value by using *Saphiro –Wilk* as the indicator of the normality test.

Table 4.1 Tests of Normality

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	Df	Sig.
Pretest	,216	10	,200 [*]	,887	10	,159
Posttest	,195	10	,200 [*]	,880	10	,131

*. This is a lower bound of the true significance.

Purnomo (2016) mentioned that a normal distribution data shows a significance value of the *Saphiro-Wilk* that is higher than 0.05. As the Table 4.2 shows the *Saphiro-Wilk* test result, the significance value was 0.159 for the pretest and 0.131 for the posttest. Both of the tests indicated the normality of data since the significance value were more than 0.05. After calculating the normality of the scores, the researcher calculated the pretest and posttest mean score to measure the significant difference between the two tests by using paired sample t-test formulation. With the significant level or (α) of the test is 0.01 (1%), if the t-value > t-table it can be defined that the null hypothesis was rejected. The result of the paired sample t-test is presented on Table 4.3. By mean of the pretest score 344.90 and mean of the posttest score 353.80 the result of the t-value was 5.056 with significant two-tailed was 0.001. To know the t-table of the test as the comparing indicator for the t-value, the researcher calculated t-table by using a formulation below.

$$df = N - 2$$

$$df = 10 - 2$$

$$df = 8$$

With the *df* result 8, it can be confirmed the t-table of this research was 0.7646 (see Appendix). Therefore, it can be directly defined that 5.056 > 0.7646 with the error possibility 0.001 or 0.1% which is less than 0.01 or 1% error possibility. From the info analysis above, it may be identified that there's a big effect of role play on students' speaking ability at second grade students of *MTs Ma'arif NU Malang*. Table 4.3 Summary of Paired Sample T-test for Speaking Ability Test

Table 4.3 Paired Samples Test

	Paired Differences					t	Df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pretest - Posttest	-8,900	5,567	1,760	-12,882	-4,918	-5,056	9	,001

Table 4.3 clearly presented that the result of t-value was more than t-table (5.056 > 0.7646) which indicated a rejection of the null hypothesis. The sig (2-tailed) of the data was 0.001 which means that it less than α (0.01). Table 4.3 showed that $0.001 < 0.01$, therefore the null hypothesis as mentioned in the chapter 1 (There is no effect of role play on the speaking ability of second grade students at MTs Ma'arif NU Malang) is rejected. So, it is clearly showed that role play technique full has a significant effect to improve the learners' speaking ability.

Discussion

The single research question that has been stated in the first chapter guided this research discussion. After analyzing the data and testing the hypothesis to examine the effect of role play technique on EFL learners' speaking ability, the results were discussed as follows.

As an interactive process, speaking involves a process to construct meaning by producing, receiving, and processing verbal information. It might be not too complicated for the native speakers, but speaking English is not a simple matter for people in EFL countries. Indirectly, mastering speaking skill will demand the learners to consider the basic aspects such as grammar, pronunciation, vocabulary, fluency, and also comprehension in expressing meaningful words to communicate.

Speaking skill in Indonesia, a country which stated English as a foreign language, becomes one of students' difficulties in applying their English since it is not the native language. However, Ur (1996) claimed that speaking is the most crucial one among the other English skills but unfortunately, EFL learners have low interest in learning this skill. Speaking skill is an important base to hold a good communication around the world in order to connect, to share information, and many other businesses that support human life. This is

why finding ways to solve the speaking difficulties of EFL learners becomes a great challenge for EFL teachers.

Thornburry (2005) determined two main problems causing the difficulties of EFL learners in speaking English; the lack of confidence and knowledge of the speaker. The lack of confidence may give a big impact to speaker's fluency, while the lack of knowledge factor mentioned above refers to the speaker's knowledge about language aspects that will help to produce strategies of meaningful communication in English. This fact also happened to the 10 students of MTs Al-Ma'arif NU Malang as the object of this study.

Conclusions

The use of role play technique in speaking class indicated a positive impact on students' speaking ability in MTsN Al-Ma'arif NU Malang. The result of paired sample t-test showed a significant difference between the 10 students of second-grade before and after practiced speaking through role play. From the t-test can be seen that the result $5.056 > 0.7646$ which means that the t value > t table with the sig-2-tailed was 0.001 it can be defined that it was less than 0.01 and can be determined that the probability of the error result was only 0.1% and less than 1%.

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