DEVELOPING STUDENTS' SPEAKING SKILL THROUGH IMPLEMENTATION OF ROLE-PLAY TECHNIQUE

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ABSTRAK

Tujuan dari penelitian ini adalah untuk mengetahui apakah penerapan teknik bermain peran dapat meningkatkan kemampuan berbicara. Populasi dari penelitian quasi ini adalah kelas sebelas MA Alkhairaat Pusat Palu. Sampelnya dipilih berdasarkan teknik pengambilan sampel acak. 19 siswa dari kelas XI MIA 2 diambil sebagai grup experimental dan 19 siswa diambil sebagai grup kontrol. Untuk mengukur kemampuan berbicara siswa, peneliti menggunakan tes berbicara. Para siswa ditanya beberapa pertanyaan yang berkaitan dengan bullying dan unhealthy food sebagai pre-test dan Post-test. Berdasarkan analisis data, hasil dari post-test menunjukan grup experimental lebih baik (71.68) dibandingkan dengan grup kontrol (65.77). Dari hasil skor deviasi, para peneliti menggunakan hasil yang ditemukan untuk mendapatkan t-counted menggunakan formula t-test. Hasilnya menunjukan t-counted (2.89) lebih tinggi dari t-table (1.69). Ini menandakan bahwa penerapan teknik bermain peran dapat meningkatkan kemampuan berbicara siswa kelas sebelas MA Alkhairaat Pusat Palu.

Kata kunci: meningkatkan, kemampuan berbicara, bermain peran.

ABSTRACT

The objective of this research was to find out whether or not the implementation of Role-play technique can develop speaking skill. This quasi-research population was grade eleven students of MA Alkhairaat Pusat Palu. The sample was selected by using a random sampling technique. 19 Students from grade XI MIA 2 were taken as the experimental group and 19 students taken as control group. In order to assess students' speaking skill, the researchers used speaking test. The students were asked some questions related to bullying and unhealthy food as pre-test and post-test. Based on the data analysis, the result of post-test showed the score of experimental group are better (71.68) in comparison to control group (65.77). From the result of the score deviation, the researchers continued using the result to find out t-counted using t-test formula. The result showed that the t-counted (2.89) is higher than the t-table (1.69). It indicates that the implementation of Role-play technique can develop speaking skill of the grade eleven students of MA Alkhairaat Pusat Palu.

Keywords: developing, speaking skill, role-play.

INTRODUCTION

Speaking skill is one of the most essential skills of a language. It is the way for people to create a social relationship as a human being. It consists of words speaking and skill. Speaking is the process of making and sharing meaning using a verbal and

non-verbal symbol in a different context. Skill is the potential capacity of power to do something physically or mentally (Woods, 2005).

In order to master the speaking skill, the students must understand several elements of language contributing to speaking, i.e. grammar, vocabulary, and pronunciation. Grammar refers to the rules about how words change their form and combine with other words to make sentences (example: "eat" becomes "ate" according to tenses). Vocabulary is one of the aspects that support speaking skill dealing with the appropriate words. The last, pronunciation refers to the production of speech sound for communication, and it is very important to make people understand what we are talking about.

Speaking skill is quite difficult to cope with, because it is a complex skill requiring the simultaneous use of a number of different abilities, which often develop at different rates. According to Syafryadin (2011), most Indonesian students are unable to speak English well due to several reasons, like lack of vocabulary, grammatical problems, mispronunciation of words and frequently pausing. Meanwhile, the researchers find out the problems from an English teacher at MA Alkhairaat Pusat Palu. The problems include that they do not want to speak in English because of mispronunciation. It is difficult for students to pronounce some words because they still confused about how to pronounce them. The wrong pronunciation may cause misunderstanding between the speaker and the listener. For example, when the students pronounce "morning" to be /marning/. The next problem is the lack of vocabulary. The students sometime find difficulties to find suitable words for their sentence in English. This problem, make them change the vocabulary become Bahasa Indonesia also they feel nervous or not confident to speak. The causes of the problems are due to their lack of practice, no self-motivation in learning English, they are afraid of being laughed by their friends with their own ability when they studied in the class, it makes a bad effect on them, and the last is not using time well to learn to speak.

There are varieties of techniques examined by the researchers in order to solve the speaking problem. For example, guessing game technique. It is a kind of game that includes interactions among groups of people. Next three steps interview technique. It is a technique to share students' thinking, asking questions, and taking notes. Last, jigsaw

technique. This technique splits classes into mixed groups to work on small problems that the group collates into the final outcome.

Relating to the techniques in which the researchers mentioned above, they found another innovative strategy to improve the students' speaking skill by implementing Role-play. Brown (2001) states that role-play is relatively acting out of specified roles and functions. This kind of technique can encourage students to speak up. It gives the students an opportunity to practice to communicate in a different social context and social roles.

In addition, some researchers had been conducted the research by implementing Role-play Technique, one of them was by Sumpana (2010) discussed about the use of role play technique to improve the students speaking skill. This action research was conducted in grade XI of Immersion Program 1. The students were assigned to work in a group of two people. Then, learning their roles and situations that they have to perform in the role-play. This research was using non-observational technique and observational technique supported with a test to collect data. From the result of this research shows that role-play technique improve the students' speaking competence of students at eleven grade of Immersion Program 1 of the State Senior High School of Karang pandan.

Role-play has many scenarios and roles can be played by the students in the speaking activities to develop their speaking skill in imaginary situations. For example, they can play their own role in the scenarios to be a tour guide, checking in the airport, and so on are all possible role-play with suitable scenarios. For this research, the researchers implemented Role-play Technique to solve the students' problems.

METHOD

In this research, the researchers used a quasi-research design. There were two classes involved in this research, experimental class, and control class. The experimental class was given pre-test, treatment, and post-test. Meanwhile, the control class was given pre-test and post-test without treatment. These two classes were given the same pre-test and post-test. The research design proposed by Arikunto (2006) can be seen as follows:

$$\frac{O1 \ X \ O2}{O3 \quad O4}$$

The researchers selected the research sample to limit the sample. In taking the sample of this research, a random sampling technique was applied. To determine the random classes, the researchers used a lottery, which were they wrote all classes for the sample in the paper then selected the paper randomly. The first class was XI MIA 2 as the experimental class with 19 students and the second was XI SOSIAL as the control class with the equal number of students.

To collect the data, the researchers used a speaking test as an instrument of this research. The test was made by the researchers. It was an oral test and the researchers used an audio recorder to collect the data. The test was administered twice as pre-test and post-test. The topics asked in the test were bullying as a pre-test and junk food as a post-test. Researchers used this topic because it is very familiar with students, besides the topic can be a reminder of the dangers of bullying and junk food because it is related to teenage life.

The data of the research was analyzed by using statistical analysis. First, the students' score was computed by using the formula proposed by Arikunto (2006:308). Next, the mean score of each group was calculated using the following formula by Ary, Jacobs, and Sorensen (2010:108-109). After getting the mean score of both experimental and control groups, the researchers computed the mean deviation using a formula suggested by Arikunto (2006:313). Afterward, the researchers analyzed the sum-square deviation using formula by Arikunto (2006:312). Last, to get the value of t-counted, t-test formula is needed to know whether the treatment is effective or not after get the square deviation, the researchers used t-test formula purposed by Arikunto (2006:311) as follows:

$$ t = \frac{Mx - My}{\sqrt{\left(\dfrac{\sum x^2 + \sum y^2}{Nx + Ny - 2} \right)\left(\dfrac{1}{Nx} + \dfrac{1}{Ny} \right)}} $$

FINDINGS AND DISCUSSION

FINDINGS

To find out whether the students' speaking skill increases or not, the students were tested before and after treatment. The pre-test was conducted in the first meeting.

It is administrated in order to find out the students' speaking skills before the treatment. The post-test was conducted at the end of the treatment in order to know the effectiveness of treatment by implementing Role-Play technique.

Table 1 Result of the Pre-test and Post-test of Experimental Class

No.	Individual Score	
	Pre-Test	Post-test
1	16.67	38.10
2	57.14	76.19
3	45.24	73.81
4	40.48	66.67
5	52.38	78.57
6	47.62	76.19
7	50	78.57
8	16.67	45.24
9	40.48	64.29
10	45.24	73.81
11	83.33	90.48
12	50	76.19
13	16.67	45.24
14	50	76.19
15	78.57	83.33
16	57.14	78.57
17	45.24	76.19
18	50	78.57
19	66.67	85.71
Total Score	909.54	1361.91
Mean Score	47.87	71.68

The pre-test results indicate that the highest score is 83.33 and the lowest score is 16.67. Since MA Alkhairaat using 2013 curriculum, it is stated that the students' minimum grade is 70. As a result, there were only two students passed the test. Then,

the mean score achieved by the experimental class in the pre-test was 47.87. After the researchers applied the treatment, the post-test results of students in the experimental class had significantly changed. The students got score 90.48 for the highest and 38.10 for the lowest, while the mean score is 71.68. There were 14 from 19 students passed the test and the rest were not. The result of the pre-test and post-test of control class is presented on table 2.

Table 2 Result of the Pre-test and Post-test of Control Class

No.	Individual Score	
	Pre-Test	Post-test
1	50	78.57
2	45.23	66.67
3	57.14	78.50
4	28.57	50
5	28.57	52.38
6	78.57	83.33
7	26.19	26.19
8	38.1	66.67
9	50	66.67
10	42.86	54.76
11	50	71.43
12	45.24	54.76
13	50	66.67
14	50	76.19
15	66.67	78.57
16	54.76	54.76
17	57.14	78.57
18	78.57	83
19	45.24	61.90
Total Score	924.85	1249.59
Mean Score	49.62	65.77

From 19 students, only two of them achieved the standard score since the highest score is 78.57 while the lowest is 26.19 for pre-test. Post-test result showed eight students past the test and the rest were not. The data analysis above showed the mean score of both experimental and control classes are different. The mean score of the pre-test in experimental class is 47.87 and control group is 49.62. The mean score post-test in experimental class is 71.68 while the mean score of the post-test in control class is 65.77. After getting the mean score of pre-test and post-test, the researchers continued to count the mean deviation of post-test and pre-test. The result shows in the table 3.

Table 3 Result of Deviation Score and Square Deviation

Group	Deviation Score	Square Deviation Score
Experimental	452.37	11699.89
Control	306.74	6428.45

After counting the sum-square deviation of control and experimental class, the researchers continued computed t-counted to find out the significant different of the two classes. Based on the computation, the t-counted value is 2.89. Afterwards, the researchers compared the value of t-counted with the value of t-table. It is done to determine the effect of Role-play on developing speaking skill of grade eleven students at MA Alkhaiaraat Pusat Palu. The researchers counted the t-table by applying the degree of freedom (df) = NX + NY – 2 = 19 + 19 - 2 = 36 with the level of significance 0.05. The researchers found that the t-table value is 1.69. From the calculation result, t-counted (2.89) is higher than t-table (1.69). It means that the research hypothesis is accepted. It indicates that role-play technique is effective to be applied in developing speaking skill of grade eleven students at MA Alkhairaat Pusat Palu.

DISCUSSION

The finding of this research supports the findings of the previous studies. Purnamawati (2014) researching the use of role-play in teaching speaking to SMPN 12 Pontianak. Similarly, Suryani (2015) applied role-play technique to grade eight students. In contrast, Rahayu (2015) chose Semester II of English Education Study Program as a sample and using classroom action research in her study. The result of

using role-play in these previous studies was effectively increased students' speaking skill. Yet, in this research, the researchers chose high school students as the sample of implementation role-play technique. Both previous and recent studies showed development in students' speaking skill. This means that role-play is effective to use for all levels of education.

Speaking is the right way to express ideas and feelings by using language as a connector and the people must know the topic. From the topic, student can talk to each other and know the purpose and the meaning of their speaking. It aimed to make the students more confidence to speaking. Therefore, the students were given topic to speak using role-play technique.

Role-play gives a very high variety of experience, which can be brought into the classroom. It means that the students can express their thought. The range of vocabulary can be introduced in their conversation activities. By implementing Role-play, the researchers could train the students in speaking skills in any situation because Role-play technique is very flexible. They were performing in front of the class and act freely. Moreover, the researchers also gave them feedbacks after having performance. As stated by Brown (2001:269) the teacher should provide appropriate feedback and correction. It is due to the role of teacher in teaching speaking. This can make the students still motivated during the lesson. In the action, the researchers always gave feedbacks to the students' presentation. The students seemed to have better performance in speaking. It was easier for them to find ideas to speak than before.

In the process of giving treatment in experimental class, the researchers saw that some of students have improvement in fluency, accuracy and comprehensibility. Because of that, the researchers have confidence that this technique will be successful if it is carry out continuously. Although it cannot be denied, there were obstacles in the implementation of role-play technique such as limited teaching time for each pair to do dialogue and noisy students when other students are doing dialogue. To minimized the problems occurred, the researchers manage learning time that is more targeted and more assertive to students so that the treatment process be more effective and efficient.

By implementing role-play, students are free to play, improvise and create their idea to make dialogue. Students are creative and active to play their role and explore their actions. Using role-play in teaching speaking also trained their intellectual, social

and imaginative because by using role-play, students had a chance to choose and make decisions about direction of their play. They thoroughly enjoy letting their imagination. The result showed that the implementation of role-play is attracting the students' interest in speaking.

Another factor that influences role-play technique is working in pairs. By applying role-play, the students need to work in pair and tend to participate actively. They also have greater independence and more change to discuss material and topic with their pair. They who involved as a pair could help each other in understanding the material and the roles they will play. This fact convinced the researchers that role-play technique can stimulate the students to be active and cooperative.

CONCLUSION

In regard with the research question is accepted, it was proved by the score of post-test in experimental class is higher than the post-test mean score of control class. It also supported by the value of the t-counted (2.89) and the t-table (1.69) in which the t-counted is higher than the t-table. In short, this research has answered the research question that implementing Role-play technique can develop speaking skill of the grade eleven students at MA Alkhairaat Pusat Palu.

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