

## APPLICATION OF ROLE-PLAY IN SPEAKING SKILL

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**Abstract:** This study is focused on the speaking skill of at Bintang Mulia Course students because the writer saw that their speaking skill is still so low. Role-Play is a classroom activity which gives the students the opportunity to practice the language, the aspects of role behaviors, and the actual roles s/he may need outside the classroom. In this study, the writer used the experimental research design which it needs the pre-test and post-test to know their progress in speaking. In experimental, there are control class and experimental class. The writer have to make the treatment for experimental class so that it can be seen their progress after doing the treatment before taking the post-test. In findings data, the writer has got the score of control and experimental classes' pre-test; the control class average is 60 and the experimental class is 63, 47. The post-test score average, control class is 65,21 and experimental class is 81,73. In pre-test, the lowest score either in control class or experimental class is 50 and the highest is 80. In post-test, the lowest score is still 50 and the highest score is still 80, but in experimental, the lowest score is 70 and the highest score is 90. The value of the t-test is 5.41 and it means that  $5,41 > 2.66$ . Finally, the t-test is higher than t-table for both the significance level. ( $5.41 > 2.00$  and  $5.41 > 2.66$ ).

**Keyword:** speaking skill, role-play, control class, experimental class, treatment

### INTRODUCTION

Language is essentially speech, and speech is basically communication by sounds and according to him, speaking is a skill used by someone in daily life communication whether at school or outside (Gudu, 2015; Khan, 2013; Oradee, 2013; Somdee & Suppasetsee, 2007). It means that language is so important in human life because it is impossible for the human to communicate in their life especially in their own society or the neighborhood. Speaking is the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts (Gudu, 2015; Khan, 2013; Oradee, 2013; Somdee & Suppasetsee, 2007). The skill is acquired by much repetition; it primarily a neuromuscular and not an intellectual process. It consists of competence in sending and receiving messages.

English is one of the international languages to communicate with the people in the world and it is a language to know more knowledge in many aspects and subjects such as technology, education, computer, science, research and many more (Gudu, 2015; Oradee, 2013; Somdee & Suppasetsee, 2007).

Speaking skill is an ability to communicate to other people anywhere in the society. English speaking skill is one of basic English skills in

communicating to other people in the world either in formal or informal situation.

The students of Bintang Mulia Course still have low skill in speaking because they suppose to learn vocabulary and then they will have skill to speak English. If their opinions are like that so the students will have good speaking for a long time because they begin from the vocabulary. Meanwhile there are some good and fast methods to make the students speak English. One of the methods is *Role-Play Method*. Here, the students will ask to do the play as the instructions as the *play*. So the researchers take the *role-play method as application in speaking skill*.

The *Role-play* is a special kind of case study, in which there is an explicit situation established with students playing specific roles, spontaneously saying and doing what they understand their "character" would, in that situation (Arham, Yassi, & Arafah, 2016; Bowman, Crow, Nelson, & Heeter, n.d.; Çerkez, Altınay, Altınay, & Bashirova, 2012; Graves, 2008; Kilgour, Reynaud, Northcote, & Shields, 2015; L. Saptono, 2010). Role-plays differ from other case studies in the immediacy of the experience. Students find themselves in the role-play. In a case study, they read about situations and characters. One of the reasons role-play can work so well is because of the power of placing oneself in another's shoes.

This provides opportunities for learning in both the affective domain, where emotions and values are involved, as well as in the cognitive domain where experiences are analyzed. In this Role-play, it needs the simulation. The simulation as “a chance to rehearse real-life encounters. For example, we can move the classroom furniture so that we represent a station office with a ticket window.” This situation requires playing a role of a passenger and a travel clerk, so one learner likewise in a role-playing, must take on a role of somebody else. As presented above, the distinction is not clear and it could be only proposed that in role-plays students are cast roles of different characters, whereas in simulations players do not take any roles and play themselves in real-life situations.

Role-playing, as mentioned before, is an activity that involves at least two students. Regardless of the number of learners involved in the exercise, pair work and group work are the patterns of classroom interaction (Çerkez et al., 2012; L. Saptono, 2010). In pair work, students have both the possibility to practice the language or study a text together. Working in a pair dramatically boosts the amount of time devoted to speaking any student can receive in the class. Moreover, it also allows students to work and interact independently without the necessary help from the teacher, hence it promotes the learner’s autonomy. Pair work also gives an educator a possibility to work with one pair while the other learners continue speaking. To add more, students learn to share responsibility and such a classroom interaction pattern promotes cooperation which helps the classroom to be a more likeable place. However, there are some bad points about pair work.

To know whether the success of this method is, it will have the hypotheses so that the successful measurement can be seen. The hypotheses of this study can be described:

H0: There is no significant effect of Role-Play to the students’ speaking skill of Bintang Mulia Course students in Sei Balai in Academic 2016-2017.

Ha: There is significant effect of Role-Play to the students’ speaking skill of Bintang Mulia Course students in Sei Balai in Academic 2016-2017?

## METHODOLOGY

This research was conducted in all samples Groups, Pre – test – post – test design. The design generally regarded as the most sophisticated research methods for testing hypotheses. This design was assigned to quantitative research method by using the experimental. In this research, the method will divide the students in the control groups and experimental group by all samples method and they were given a pre-test on the dependent variable (Dtu, 2015; Levy & Ellis, 2011; Systems & Matotek, 2012). The treatment was introduced only to the experimental subjects for a specified time, after the groups were measured on the dependent variable and independent variable (two variables). The average difference between the *pre-test* and *post-test* were found for each group and then these arrange the difference scores were compared in order to a certain whether the experimental treatment produced a greater change than the control situation.

*Table 1. Groups, Pre-Test and Post-Test design*

Group	Pre-Test	Independent Variables	Post - Test
R Experiment al G <sub>1</sub>	Y1	Treated by Role-Play	Y2
R Control Group	Y1	Convention al Teaching	Y2

## Population and Sample

This research is conducted at Bintang Mulia Course students and the location of this study is in Desa Pematang Rambai Kecamatan Nibung Angus Sei Balai Kabupaten Batu Bara North Sumatera. The students have to be able to have skill and ability both in other subjects and English. It is one of qualification of students before they graduate from their study. The students that are put as the population of this research where those students are at Bintang Mulia Course students in 2016/2017 academic year. The total population of the students who are used in this experiment was only one; on the other hand, there were about 25 student and they were as sample of this study because the students for each class are 25 (twenty five) students.

### Location of Place

This research is located Bintang Mulia Course in Desa Pematang Rambai Kecamatan Nibung Angus Sei Balai Kabupaten Batubara North Sumatera. This place is a training English-Computer Course which the course creates the Quality Human Source in English and Computer so that the students have skill both in English and Computer after they graduate from the course and they are ready to compete with other people especially in getting their jobs in National level.

### Validity and Reliability of the test

#### Validity of the test

The instrument is said to be valid if the instrument is used to measure what intends to measure. It can be said that speaking test conducted by using the vocabulary or expressions which they have, to test measured the speaking knowledge. Focus on the level of students' knowledge.

The formula to measure validity test

$$r = \frac{n(\sum XY) - (\sum X)(\sum Y)}{\sqrt{(n\sum X^2 - (\sum X)^2)(n\sum Y^2 - (\sum Y)^2)}}$$

#### Reliability of the test

A research instrument is said a high reliability value, if the test are made to have a consistent outcome measure to be measured or the result be produced consistently.

The formula to measure reliability test

$$r_{11} = \frac{2 \cdot r}{1 + r}$$

### The Procedure of Data Collection

#### Pre-Test

The pre-test is conducted to find out the homogeneity of the sample. It functions to know and get the scores of *Role-Play* (RP) and Conventional (C). The researcher hopes that the students' ability are same level.

#### Treatment

The experimental groups are given some materials which are consisted communicative aspects that will be taught by the teacher in different ways. The first experimental group is taught by using the *Role-Play*, the second one is taught by using the conventional teaching method. The treatment is done for 6 meeting or weeks. Here, the researchers also hope the

treatment will take the change to the experimental class.

#### Post-Test

After giving the treatment, the researchers conduct a post-test which the same the pre-test and it has been conducted in the previous of the research. This post-test is as the final test in this research, to measure the treatment whether it is so significant or not. Then the researcher finds out the effect of using *Role-Play* in the experimental groups. Here, the students' ability will appear the differences their ability between the experimental class and control class.

#### Technique of Data Analysis

A test is valid if it measure what is purposed to measure. Firstly, measure the test with the validity and reliability test according the formulas above, and then measure with t-test is the most commonly used method to evaluate the differences in means between two groups. For example, the t-test can be used even if the sample sizes are very small, as long as the variables are normally distributed within each group and the variation of scores in the two groups are not reliably different.

The groups were expected through chance alone under a true null hypothesis. The data analyzed by applying *t-test*, finally, the significant of the sum, the t-test and t-table was compared with the degree of freedom (df) of the test, the t-test as follow.

$$t = \frac{M_x - M_y}{\sqrt{\left(\frac{\sum x^2 + \sum y^2}{N_x + N_y - 2}\right) \left(\frac{1}{N_x} + \frac{1}{N_y}\right)}}$$

Where:

$M_x$  = Mean of experimental group

$M_y$  = Mean of control group

$X^2$  = The deviation score of experimental group

$Y^2$  = The deviation score of control group

$N_x$  = The total sample of experimental group

$N_y$  = The total sample of control group

### FINDINGS AND DISCUSSIONS

#### Findings

Based on data collected the result of tests of speaking skill and then students are asked to speak English based on the *role-play* which has been prepared in this study, the results are then

analyzed in this chapter to answer the problem formulation. The steps undertaken in this study are as follows:

- a. The average value of the control class students is **64,6**
- b. the average value of *experimental class* is **80,6**

After assessing the post-test result from experimental classes and control classes, the next step is the analysis. In the first step, students' scores are calculate with different tables, in accordance with their respective classes. Furthermore, students calculated the total score, and the sum of squares of each test. The next step, the final data were analyzed using students t-test (t) formula. The result showed that the average students in the experimental class is 80,6, and the average value of the control class is 64,6. This suggests that there are differences in outcomes scores of students in the control class and experimental class.

Meanwhile, to find out whether the influence of *Role-Play Method* is more significant than conventional method, this research is to test the hypothesis with the *t test* analysis of differences in average test score of the control class and experimental class at a significant level of 0.05 (95%), provided that if t-test count greater than the *t-table*, so  $H_0$  is rejected, otherwise accepted  $H_a$ . Based on t test result indicate that learning is Jigsaw is one effective method as an approach in writing. The result of these findings has been demonstrated from the result of t-test. *T- test* value is higher than the value of t-tables for both the significance level. ( $6,45 > 2.00$  and  $6,45 > 2.66$ ). The criteria of mark can be seen and described in the table 2 so that it is so clear to know the effectiveness of Role-Play treatment.

Table 2. The Criteria of the Marks

NO	Marks	The Criteria
1	85-100	Very Good
2	70-84	Good
3	60-69	Enough
4	50-59	Low
5	0-49	Very Low

Based on the value learning outcomes students in *Class Experimental(the treatment class)* can be seen that the highest value is **90** and the lowest is **60**. Data taken from the test result after jigsaw models is given. After the treatment is given, it can be seen there is an increase in student learning outcomes. Based on the data above, it can be seen there are differences in

students' scores. Students who learn to use jigsaw of learning (experimental class) got better result compared with conventionally taught classes (Class control).

### Discussion

Furthermore, based on the above table, the data are analyzed to prove the presence or absence of the influence of using the *Role-Play* with students' ability to speaking skill. To test the hypothesis of the students in control class and experimental class are at the significant level of 0,05. Based on the above table, then:

$$\bar{X} = 80,6$$

$$\bar{Y} = 64,6$$

$$\sum X^2 = 3266,8$$

$$\sum Y^2 = 1880$$

$$N_X = 30$$

$$N_Y = 30$$

$$t = \frac{M_x - M_y}{\sqrt{\left(\frac{\sum x^2 + \sum y^2}{N_X + N_Y - 2}\right) \left(\frac{1}{N_x} + \frac{1}{N_y}\right)}}$$

$$t = \frac{80,6 - 64,6}{\sqrt{\left(\frac{3266,8 + 1880}{30 + 30 - 2}\right) \left(\frac{1}{30} + \frac{1}{30}\right)}}$$

$$t = \frac{16}{\sqrt{\left(\frac{5146,8}{58}\right) \left(\frac{2}{30}\right)}}$$

$$t = \frac{16}{\sqrt{(88,7)(0,07)}}$$

$$t = \frac{16}{\sqrt{6,20}}$$

$$t = \frac{16}{2,48}$$

$$t = 6,45$$

After obtaining the value of the t-test is 6,45 ,the researcher consults the *t-table* at level 0.05 (5%) and significant level of 0.01 (1%). The value of the *t-table* at level 5% is 2.00 and the 1% level is 2.66. This means that the t-test value is higher than the value of both those levels.

So based on data analysis, followed by testing the hypothesis, it was found that the treatment given to the experimental class is to provide

*Role-Play method*, have a significant effect on students' skills in writing the text.

It means, the result of experimental class is better than the control class. This suggests that learning is *Role-Play Method* is one effective method in speaking skills. The result of these findings has been demonstrated from the result of t-test. T-test value is higher than the value of t-tables for both the significance level. ( $6.45 > 2.00$  and  $6.45 > 2.66$ ).

From the last result of experimental that the students who got the treatment from this research have had better skill in speaking especially in communicating if we can compare from the control class (conventional class) because they have not got the treatment and they just follow the usual teaching method (conventional method). Besides that the experimental class students have improved their ability in the materials. In the treatment, the researcher did the teaching based on the *Role-Play Method* and the students have had good motivation and ability in developing the speaking skill. The students were also so spiritfull and more communicatively in teaching-learning English sepecially in English speaking skill.

*The experimental class* students have good skill and more confident selves strong enough if they are compared in the control class. The control

class students do not change in their ability because they did not get the treatment from this study. *Role-Play Method* make a good effect because the students are asked to do what the teacher's instruction give and they also do as they can do, they can discuss to other friends if they do not know. Here, the students are able to divide in small group to do this study.

## CONCLUCIONS

This study can be concluded:

- a. By using *Role-Play method* in learning-teaching has a significant influence on students' ability in English speaking because the students are also free to speak based on the roles of students at the class and they are able to express their sentences in any plays. They are able to ask the teacher or friends if they do not know the expressions which will be expressed
- b. It can be seen from the result of the t-test was higher in the *t-table level* of 0.05 and 0.01 ( $6.45 > 2.00$  and  $6.45 > 2.66$ ), and it is very effectively in teaching the English speaking skill.

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