

The Application of Teaching Students' Speaking Skill through Role Play

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Abstract

This study focuses on improving speaking skills using role playing techniques. Speaking is the skill of conveying messages through spoken language. The link between messages and spoken language as a medium of delivery is very heavy. The message received by the listener is not in the original form, but in another form, namely the sound of language. The listener then tries to divert the message in the form of the sound of the language into its original form. The sample was students of the tenth-grade of SMA Negeri 1 Kragan Rembang with a total of 36 students. Instrument of the research was speaking test. The researchers conducted pre-test and post-test sessions. Data collection was done by using quantitative methods. Based on data analysis from the experimental group showed that the mean of pre-test was 338.75 while post-test was 353.64. In the T-test showed that the sig. (1-tailed) of experiment $2.045 > 2.756$ It means that there is a significance difference in the result of students' learning scores. The result of this research showed that role play technique can improve students' speaking skill. role play technique is a good and easy technique to help develop and organize ideas in speaking.

Keywords: speaking skill and role play technique

Introduction

According to Hanifa (2018) he stated that the mastery of speaking becomes the most crucial aspect in learning foreign language compared with other language skills. It is signed by the large number of the language learners wanted to master speaking. Thus, it can be claimed that the main goal of learning foreign language is mastering speaking. One of the successful of learning foreign language is when the learners able to speak the target language fluently.

Role play is very important in teaching speaking because it gives students an opportunity to practice communicating in different social contexts and in different social roles. In addition, it also allows students to be creative and to put themselves in another person's place for a while. According to Stephen D. Hattings (1993) based on his observation in the conversation class, the role play would seem to be the ideal activity in which students might find themselves and give them an opportunity to practice and develop their communication.

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From this technique, the writer chooses, "Speaking and listen, listen and do" for teaching speaking, but from this technique the writer gives modification on this technique. The technique become "Speaking using role play". This method is "Speaking using role play" technique that the teacher makes conversations and students act out the conversation made by the teacher.

The research question of this study is: Is there any significant difference effect in speaking skill between using role play technique and without using role play technique of the tenth-grade students at SMA Negeri 1 Kragan Rembang?

The researchers hope implementing role play technique will be useful for teacher in teaching English, it can also be a new speaking skill, the researchers hope can motivated the students to be more interested in learning English actually in increasing speaking skills.

Literature Review

A. Application of Teaching Speaking

Teaching speaking is one of the important things in the process of teaching and learning. There are many theories of teaching speaking which purposed by the expert such as; According to Harmer in Nirmawati (2015) it can sometimes be easy to get students to speak in the classroom if the atmosphere of the class is good such as students who get on with each other and whose English is in an appropriate level.

Based on David Meier (2000) there are four phases in application teaching learning. Each phases have specific purposes in teaching process, especially in improvement students' mind to develop the object. The phases are preparation, presentation, practice, and performance.

a. Preparation

The Preparation Phase has to do with preparing the learner to learn. It's the essential first step in learning. Without it, learning slows or comes to a complete halt altogether. Yet, in the rush to "cover the material" we often neglect this phase to the detriment of good learning. The researchers do this phase through:

- Positive suggestion
- Learner benefit statements
- Creating a positive social environment

b. Presentation

The Presentation Phase of the learning cycle is intended to give learners an initial encounter with the learning material that initiates the learning process in a positive and engaging way. When hear the word "presentation," automatically related with the facilitator does and not with something the learners do. But in this phase to begin to associate "presentation" with something both the facilitator and the learners do in various mixes depending on the situation. Presentation is encounter. The facilitator can lead, but the learners must do the encountering. If you understand "presentation" as only something the facilitator does to the learner, this phase of the learning cycle becomes the weakest one by far. The researchers do this phase through:

- Interactive presentations
- Partner-and team-based learning projects
- Problem-solving exercise

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c. Practice

The practice (integration) phase, is the very heart of accelerated learning. Without it there can be no real learning. This phase of the learning cycle can account for 70% (or more) of a total learning experience. It's in this phase that the learning actually takes place. After all, it's what the learner thinks and says and does that creates the learning, and not what the instructor thinks, says, and does. The researchers do this phase through:

- Action learning exercise
- Partner-and team-based dialog
- Individual reflection and articulation

d. Performance

The goal of the Performance Phase is to make sure the learning sticks and is applied successfully. After experiencing the first 3 phases of the learning cycle, we need to make sure that people are performing with (and continually extending) their new knowledge and skill on the job in ways that create real value for themselves. The researchers do this phase through:

- Creating and executing action plans
- On-going coaching
- Performance evaluation and feedback

So teaching speaking is the way for students to express their emotions, communicative needs, interact with other persons in any situation, and influence the others. For this reason, in teaching speaking skill it is necessary to have clear understanding involved in speech and also encourage the potential of the learners to develop their speaking skill naturally. Overall, teaching speaking skill emphasizes on the activities to make the students active and creative.

B. Application of Role Play

According to Krebt (2017), role-play is defined as a participation in social situations that is simulated. Role-play is intended to demonstrate the roles and contexts in real life situation. Role-play technique also can be defined as the teaching technique which provides the learners the meaningful experience. It sets the learners to act and behave as in the real situation.

In this research, the researchers take three steps of using role play:

1) Planning and preparing

In this step included:

- a) Determined the materials
- b) Determined the number of students
- c) Chose the role play strategy
- d) Selected the situation and created the dialogue

2) Interaction

In this step included:

- a) Introduced the materials
- b) Told the rule to the students
- c) Designed the situation based on the topic
- d) Divided the role to each student
- e) Practiced by group in front of the class

- 3) Reflection and evaluation

C. Teaching Speaking Skill

In this part, the researchers discuss teaching speaking skill. A teacher should know about it because teaching speaking skill will be different from teaching another skill. Speaking is the process of building meaning and conveying intentions that produce, receive, and process information. Rahma (2017) Speaking is “the process of conveying meaning or expressing ideas through the use of verbal and non-verbal symbols, in various context. In language, there are four types of skill, namely listening, reading, speaking and writing. These skills are needed to master in order to communicate well in oral or written

Pertaining to Chaney in Neupane (2019), said that speaking skill is the procedure of allocation and construction meaning when using verbal and non- verbal symbols in different situations. It is not only about uttering and saying the word or sentences, but how the meaning can be conveyed and can be understood by the listeners. The speakers are supposed to speak fluently to make it more understandable. Thus, it is important to master this skill. In the international relationship, English speaking ability is very important to be able to participate in the wider world of work. This reality makes teachers and parents think that speaking ability should be mastered by their students and children.

Method

A. Design of the Research

In this research, the researchers use a quantitative method. This research was aimed to improve the student’s speaking skills. The researchers used pre-experimental One-group Pre-test Post-test Design.

B. Subject of the Research

The subject of this research are the students of tenth graders of SMA Negeri 1 Kragan Rembang. So, the researchers explain the population and sample as follows.

1. Population

Population refers to the object of an investigation. According to Sugiyono (2017:117) population is a generalization area consisting of subjects or objects that have certain qualities or characteristics that are selected by the researchers for researching and then making conclusions. The population of this research is the tenth-grade students of SMA Negeri 1 Kragan Rembang in academic year of 2022/2023.

2. Sample

The researchers took sample because the population is too large to be studied. The sample represented of the population. Sugiyono (2017:118) views that the sample is part of the number and characteristics of the population. This research involved tenth grade students of SMA Negeri 1 Kragan Rembang as a sample.

C. Technique of the Collecting Data

The writer used two ways to get a data, the researchers used pretest and posttest.

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1. Pre test

The writer uses a pre test and post test tool which is called an oral test that is by speaking the activities of the teacher and student in teaching and learning process.

2. Post test

Post test activity will be done after teaching and learning process having finished. The researchers do post test the teacher.

D. Instrument of the Research

The writer used pre test and post test as the instrument to get the data. Pre test and post test conducted during the class to obtain following information how to use the “Teaching speaking using role play” technique in teaching English Speaking. The researchers decided that the data source of this research is SMA Negeri 1 Kragan Rembang, especially in tenth graders class.

E. Method of the Data Analysis

This research used three kinds of instrument. The instrument was pre test, treatment and post test. The pre test and post test here, the research used oral test. It consisted of 20 questions and was checked by the researchers. The observation list, as follow:

Tabel 1: Five elements of speaking score

Rated Qualities	Behavioral Statements	Rating Score
Pronunciation	Have few traces of foreign accent.	95-100
	Always intelligible, though one is conscious of definite accent.	85-94
	Pronunciation problems necessitate concentrated listening and occasionally lead to misunderstanding	75-84
	Very hard to understand because of pronunciation problems. Must frequently be asked to repeat.	67-74
	Pronunciation problems to severe	Bellow 60
Grammar	Makes few (if any) noticeable errors of grammar or word order.	95-100
	Occasionally makes grammatical and/or word order errors which do not, however, obscure meaning	85-94
	Makes frequent error of grammar and word order which occasionally obscure meaning.	75-84
	Grammar and word order error make comprehension difficult. Must often rephrase sentences and/or restrict him to basic patterns.	67-74
	Errors in grammar and word order to severe as to make speech virtually unintelligible.	Bellow 60

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Vocabulary	Use vocabulary and idioms is virtually that of a native speaker.	95-100
	Sometimes uses inappropriate terms and/or must rephrase ideas because of lexical inadequacies.	85-94
	Frequently uses the wrong words; conversation somewhat limited because of inadequate vocabulary.	75-84
	Misuse of words and very limited vocabulary make comprehension quite difficult.	67-74
	Vocabulary limitations so extreme	Bellow 60
Fluency	Speech as fluent and efforts as that of native speaker.	95-100
	Speech of speaker seems to be slightly affected by language problems	85-94
	Speed and fluency are rather than strongly affected by language problems.	75-84
	Usually hesitant; often forced into make comprehension difficult. Must often rephrase sentences and/or restrict him to basic patterns	67-74
	Errors in grammar and word order so severe as to make speech virtually unintelligible	Bellow 60
Comprehension	Appears to understand everything without difficulty	95-100
	Understands nearly everything at normal speed, although occasional repetition maybe necessary	85-94
	Understands most of what is said at slower-than-normal speed with repetitions.	75-84
	Has great difficulty following what is said. Can comprehend only "social conversation" spoken slowly and with frequent repetitions	67-74
	Can not be said to understand even simple conventional English	Bellow 60

1. The data collected from speaking are classified according to the following classifications:

Table 2. Tabel Classification Score

Score	Classification
80-100	Excellent
66-79	Good
56-65	Fair
40-55	Poor
0-40	Very Poor

F. Procedure of the Research

In completing the data, the researchers run some steps, they are:

- 1) The researchers prepared some audio to pre test.
- 2) The researchers conducted treatment activities in the form of conversations that are played by students in front of the class.
- 3) The researchers played the audio and the students came forward to answer the post test.
- 4) The researchers made some conclusions based on pre test and post test.

Finding and Discussion

A. Research Findings

The instrument used pre test, treatment and post test toward students to collect the data. The results of pre test, treatment and post test as follows:

1. The result of pre-test

Table 3. The Result of Pre test

No.	Pronunciation	Grammar	Vocabulary	Fluency	Comprehend	Total
1	75	70	75	70	80	370
2	60	65	60	60	50	295
3	60	60	60	60	50	290
4	60	60	63	65	50	298
5	70	63	70	65	60	328
6	75	65	73	65	60	338
7	70	65	65	65	50	315
8	70	65	68	70	70	343
9	65	63	75	70	70	343
10	70	63	70	70	60	333
11	70	67	70	70	60	337
12	75	70	70	70	70	355
13	75	65	70	68	60	338
14	60	60	60	68	50	298
15	70	68	70	70	70	348
16	70	68	70	70	60	338
17	75	65	70	68	60	338
18	77	70	77	75	70	369
19	75	70	77	75	70	367
20	75	70	77	75	70	367
21	60	63	65	60	40	288
22	70	65	65	65	50	315

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23	80	75	75	77	80	387
24	77	75	70	77	80	379
25	63	60	65	60	50	298
26	70	65	70	70	60	335
27	63	60	63	65	50	301
28	77	77	77	75	80	386
29	70	65	75	70	70	350
30	70	65	70	70	60	335
31	77	65	75	70	70	357
32	77	65	75	75	70	362
33	75	68	75	75	70	363
34	70	68	70	70	60	338
35	70	65	70	70	60	335
36	75	68	75	70	70	358

After the data is analyzed, it shows that the mean (\bar{x}) is 338,75 the standard deviation is 27.57367 the median is 338 the highest score is 387 and the lowest score is 288.

2. The Result of Post-test Score

Table 4. The Result of Post test

No.	Pronunciation	Grammar	Vocabulary	Fluency	Comprehension	Total
1	75	75	75	70	90	385
2	60	65	60	63	60	308
3	60	60	63	60	60	303
4	63	60	63	65	60	311
5	70	65	70	65	70	345
6	75	65	75	68	70	353
7	70	70	68	65	60	333
8	70	68	70	70	80	358
9	70	65	75	70	80	360
10	75	65	73	70	60	343
11	70	70	75	70	70	355
12	75	70	70	75	80	370
13	75	65	75	70	70	355
14	63	63	60	68	60	314
15	70	70	70	70	80	360
16	75	70	70	70	70	355
17	75	70	70	70	70	355

18	77	75	77	75	80	384
19	75	75	77	75	80	382
20	75	75	77	70	80	382
21	63	63	65	60	50	301
22	70	65	65	70	60	330
23	80	75	80	80	90	405
24	77	77	70	80	90	394
25	65	65	65	60	60	305
26	70	70	70	70	70	350
27	65	60	65	65	60	315
28	80	75	80	75	90	400
29	70	65	75	75	80	365
30	70	65	75	70	70	350
31	77	70	75	70	80	372
32	77	70	77	77	80	381
33	75	70	75	77	80	377
34	70	70	75	70	70	355
35	70	65	70	70	70	345
36	75	70	75	75	80	375

After the data is analyzed, it shows that the mean (\bar{x}) is 353.64 the standard deviation is 28.51782 the median is 355 the highest score is 405 and the lowest score is 301.

3. The Result of Comparison Score

Table 5. The Result of Comparison Score

No.	Score of Pre-Test (X)	Score of Post-Test (Y)	D = (X-Y)	D ² = (X-Y) ²
1	370	385	-15	225
2	295	308	-13	169
3	290	303	-13	169
4	298	311	-13	169
5	328	345	-17	289
6	338	353	-14	196
7	315	333	-18	324
8	343	358	-15	225
9	343	353	-10	100
10	333	343	-10	100
11	337	355	-18	324
12	355	370	-15	225

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13	338	355	-17	289
14	298	314	-16	258
15	348	360	-12	144
16	338	355	-17	289
17	338	355	-17	289
18	369	384	-15	225
19	367	382	-15	225
20	367	382	-15	225
21	288	301	-13	169
22	315	330	-15	225
23	387	405	-18	324
24	379	394	-15	225
25	298	305	-7	49
26	335	350	-15	225
27	301	315	-14	196
28	386	400	-14	196
29	350	365	-15	225
30	335	350	-15	225
31	357	372	-15	225
32	362	381	-19	361
33	363	377	-14	196
34	338	355	-17	289
35	335	345	-10	100
36	358	375	-17	289
N=36	$\Sigma X = 12.195$	$\Sigma Y = 12.724$	$\Sigma D = -528$	$\Sigma D^2 = 7.978$

Based on the data in table 9, the researcher calculated the result of $\Sigma D = -528$ and $\Sigma D^2 = 7.978$.

B. Discussion

In this section, the researcher presents the results of the research findings above as follows:

1. The ability of speaking of the tenth-grade students at SMA Negeri 1 Kragan Rembang taught using role play technique.

The students' ability to speaking taught using role play technique showed a significant increase. These results indicate that the use of role play techniques can improve students' ability to

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speaking skills. Role Play techniques can make it easier for students to organize ideas, develop ideas, and help to start speaking.

Based on the previous study conducted by Hermina Prima (2018), the results of student achievement taught using role play techniques are better than using other techniques. Students show their enthusiasm when using the role play technique. So the technique used in the speaking process is very necessary, especially the role play technique.

The result of this research also relates with the theory of Larsen Freeman explained that role plays are important in the communicative approach because they give learners an opportunity to practice communicating in different social contexts and different social roles. A role play is a highly flexible learning activity which has a wide scope for variation and imagination. 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.

2. The speaking ability of class X students of SMA Negeri 1 Kragan Rembang taught without using role play techniques.

The speaking ability of students who were taught without using the role play technique did not show a significant increase. Based on the statement, it shows that the use of techniques is needed to facilitate the conversation. Thus, students are more motivated and can write well.

According to Kusnah (2018), learning techniques are needed by teachers, so that the teaching and learning process can be carried out and get good results. Learning speaking without the right technique will make students confused about how to start speaking and the class situation will feel boring.

3. The difference in the ability to write descriptive texts of class X students of SMA Negeri 1 Kragan between those taught with the role play technique and without the role play technique.

Based on the research findings, there is a significant difference in speaking ability between students who are taught using the role play technique and without using the role play technique. This can be seen from the average score of students who are taught using the role play technique is higher than the students who are taught without using the role play technique. So, the role play technique really helps students in the writing process.

The results of this study strengthen the research of Annas Jaya (2017) that the use of role play techniques is effective in improving students' speaking skills. Students find it easier to explore ideas and explore speaking, so that they become good speaking products.

Based on the result of the data analysis, it is proven that the students' score of speaking taught by using role play is better. It means that the use of role play in teaching speaking is quite effective. Another reason based on the students' responses is because most students find that role play is enjoyable. This reason leads to better attention in learning and stimulate them to participate in role play activities. But the problem that they faced mostly is lack of confidence and lack of vocabulary. In the early stages of the role play the students were uncomfortable and uncertain. This led to initial lapses of silence. But soon they began helping one another to decide who should speak. Towards the end, their shyness left them and they began prompting each other with ideas.

Conclusion

Based on the result of Speaking test, there are three conclusions as follows:

1. From the result of the analysis of the research, it is proven that the students' score of speaking taught by using role play is better. This result has answered the research question that the use of role play in teaching speaking is quite effective.
2. The use of role play makes the speaking and learning activity more enjoyable and interesting. It's because role play helps the shy students by providing a mask, where students with difficulty in conversation are liberated. In addition, it is fun and most students will agree that enjoyment leads to better learning.
3. In role play, the world of the classroom is broadened to include the outside world. This offers a much wider range of language opportunities. So, the students can be anyone and in any situation they wish.
4. The use of role play makes the class more active and alive. Students are willing to participate without any forces from the teacher.
5. The use of role play makes the students more motivated in learning and easier to grasp the lesson.

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