Developing Students' Speaking Competency Through Role Play

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Abstract. The purpose of this study is to develop students' speaking competency through role play. This research is quantitative research through a pre-experimental design with a one-group pretest-posttest design. The population of this research is students of the English Department at FBS Unima, and the sample is the first semester, which consists of 25 students. The instrument of this research is a test; there are two pre- and post-tests. It is in the form of an oral test. The items in the test are constructed based on the instructional materials given to the students. The test will be given to evaluate the students' achievement. The result shows that there is a significant improvement in students' speaking ability through role-play technique, as shown by the scores they get. In the pre-test, the highest score is six (6) achieved by twelve students, six (5) achieved by ten (18) students, and the lowest score is five (4) achieved by three (3) students. The mean score of the pre-test is 5.20. While in the post-test, the highest score is nine (9) achieved by four (4) students, eight (8) achieved by eleven (11) students, seven (7) achieved by nine (9) students, and the lowest score is six (6) achieved by one student. The mean score of the post-test is 7.36.
Keyword: Speaking Ability, Role Play, Undergraduate Student

Abstrak. Tujuan dari penelitian ini adalah untuk mengembangkan kompetensi berbicara siswa melalui permainan peran. Penelitian ini merupakan penelitian kuantitatif melalui desain pra-eksperimental dengan desain one-group pretest-posttest. Populasi penelitian ini adalah mahasiswa Jurusan Bahasa Inggris FBS Unima, dan sampelnya adalah mahasiswa semester satu yang berjumlah 25 mahasiswa. Instrumen penelitian ini adalah tes; ada dua tes sebelum dan sesudah. Bentuknya adalah tes lisan. Soal-soal dalam tes dikonstruksi berdasarkan bahan ajar yang diberikan kepada siswa. Tes akan diberikan untuk mengevaluasi prestasi siswa. Hasilnya menunjukkan bahwa terdapat peningkatan yang signifikan pada kemampuan berbicara siswa melalui teknik bermain peran, yang ditunjukkan oleh skor yang diperoleh. Pada pre-test nilai tertinggi adalah enam (6) yang diraih oleh dua belas siswa, enam (5) diraih oleh sepuluh (18) siswa, dan nilai terendah adalah lima (4) yang diraih oleh tiga (3) siswa. Nilai rata-rata pre-test adalah 5,20. Sedangkan pada post-test nilai tertinggi adalah sembilan (9) yang diraih oleh empat (4) siswa, delapan (8) diraih oleh sebelas (11) siswa, tujuh (7) diraih oleh sembilan (9) siswa, dan terendah adalah skor adalah enam (6) yang dicapai oleh satu siswa. Nilai rata-rata post-test adalah 7,36.
Kata kunci: Kemampuan Berbicara, Permainan Peran, Mahasiswa Sarjana

INTRODUCTION

English is a foreign language. It is very important to be learned in Indonesia, with the intention of absorbing science, technology, culture, and art, and also to promote relationships with other countries in the world. For these reasons, the Indonesian government has included English as a compulsory subject that must be taught from secondary school up to university level.

Speaking is a meaningful and creative activity used to express something, including an opinion or experience, to others by using meaningful words, phrases, or sentences. According to Lado (1972:240), speaking is described as "the ability to express oneself in a life situation, or the ability to report acts or situations in precise words, or the ability to converse to express a sequence of ideas fluently".

As a foreign language, English is considered a difficult subject by most of the students in the English Department at FBS Unima. This difficulty is believed to be able to lessen their interest in learning the language. This condition had encouraged the teacher to challenge the difficulty by trying to create a good atmosphere in the teaching and learning process of speaking subjects. It is believed that it is caused by the structure and system of the language, which are different from those of Indonesian as their first language. English, like all languages, is full of problems for a foreign learner. For instance, although the students have studied much about its structure, vocabulary, and pronunciation for years, they still cannot use it to communicate, even in simple expressions or everyday conversation.

The phenomenon could also be observed in the English Department. Although the students had studied English for more than three years at school, it was still difficult for them to speak the language, even to produce simple expressions. Their speaking ability was considered insufficient compared to the curriculum expectations, which organized the topics to make them able to speak. Subject to this problem, an effective way to teach speaking at English Department should be improved in order to get solution to the problem. It was necessary to create a teaching and learning activity that was believed to be effective in overcoming the speaking problem. Therefore, the writer tried to overcome this problem through role-playing.

REVIEW OF LITERATURE

The Teaching and Learning Process

In the teaching and learning process, there are some factors that can influence the achievement of successful goals in school. They are curriculum, materials, methods, and techniques. The two active parts consist of the teachers who are to teach and the students who are to learn.

The teacher has a very important role in teaching. Clark (1981:40) language teacher must decide what objective she should strive for, what content she should include (and exclude), what procedures (method, technique, language teaching media) she should use, how best to evaluate what she has accomplished, and how to repair any mistakes and omissions in the students' learning".

In learning, students are expected to change from knowing nothing to knowing something. According to Richard (1983:13), "learning is the changing of behavioral tendencies through experiences the experience could be gained from the materials that are taught in school, from daily activities, or in society.

In the classroom, there is always interaction between teacher and students. As Brown (1979) points out, "Teaching is showing or helping someone learn how to do something; providing them with knowledge and helping them to do something; providing them with knowledge and helping them to understand it

Speaking

It is commonly understood that through speech, people can express their feelings, ideas, communicative intentions, and reactions to other people and situations. Speech enables people to associate with one another in daily life. Rivers (1981:189) states that "spoken language is a tool in everyday life". Similarly, with one of the five slogans of the Audio-Lingual Method from Walton (1966), it is pointed out that language is speech, not writing. Thus, this statement does not mean that the written form of the language is neglected, but writing activities are developed and continued. Nothing should be said before it has been heard. Nothing should be written before it has been read. It was assumed that speaking has an important role in language learning. One aspect of language learning is 'talking' (Ladouse, 1987:8).

It is commonly accepted that speaking skills are more complex since the learner will have to decide what he wants to say and choose the pattern he is going to use. He must use the correct sound, voice, pitch, and forms. He also places his tongue and lips in certain positions to produce the sound and make sure that what he wants to say is appropriate in the situation. However, all of this can be done simultaneously. This is supported by Brooks (1960:43), "The students should understand the foreign language as it is spoken by native speakers in

situations with reasonable fluency and correctness and with pronunciation acceptable to the native speaker of the language."

The ultimate goal in teaching the productive skill of speaking is that oral fluency is given emphasis. The students must gain the ability to express themselves intelligibly, reasonably, accurately, and without hesitation. Otherwise, communication may break down because the listener loses interest. To develop the learners' speaking ability, they must hear and understand what is said by the teacher before having the chance to produce an utterance (Brown, 1980). In other words, their ears and tongues should be trained first without the support of the written language. In order to be able to communicate effectively, the learners need an appropriate mastery of grammar and vocabulary, as well as phonology.

In learning to speak English, it is also understood that it is important for learners to be able to communicate orally with that language. But in fact, learning to speak is more difficult than learning to understand the spoken language. More efforts are required on the part of the students, and more concern for the sequential arrangement of activities is required on the part of the teacher. It is important for the teacher to decide the appropriate objective in a particular teaching situation and select a methodology and design that provide opportunities for the students to develop their speaking abilities.

To achieve the aim mentioned previously, students have opportunities to imitate a model or respond to cues to the point where they can use the language to express their own ideas. According to Bryne (1980), there are two complementary levels of training to develop oral production. One of them is practice in the manipulation of the fixed elements of language, principally the use of grammatical patterns and lexical items. The other is practice in the expression of personal meaning.

Role Play

Role-play belongs to the category of language learning techniques sometimes referred to as low input or high input. This means that the teacher-centered presentation phase of the lesson is very effective and not at all the same as it would be for a controlled practiced drill.

In deciding to use the role-play technique, Ladouse (1987:6-7) suggests the following reasons:

1. A very wide variety of experiences can be brought into the classroom through role play. Through this technique, we can train students in speaking skills in any situation.

2. Role play puts students in situations in which they are required to use and develop those forms of language that are so necessary in the works of social relations.

3. Role play is a very useful dress rehearsal activity. It enables them not just to acquire set phrases but to learn how interaction might take place in a variety of situations.

RESEARCH METHODOLOGY

Research Design

This research is quantitative through a pre-experimental design with a one-group pretest-posttest design. This design was chosen because there are two tests (pre-test and post-test) given to the students, and the treatment will be given after the pre-test. About this design, Hatch and Farhady (1982:20) state: "One group pretest-posttest design is similar to the one-shot case study". The difference was that a pre-test was given before instruction (or treatment) began and a post-test was given after treatment: T_1 as the pre-test and T_2 as the post-test, and X is used to symbolize the treatment in the following representation of design:

Table 1. Research Design

Pre-test	Treatment	Post-tes
T_1	X	T_2

Population and Sample

The population of this research is students of the English Department at FBS Unima, and the sample is the first semester, which consists of 25 students.

Data Collection

The instrument of this research is a test; they are pre-test and post-test. It is in the form of an oral test. The items in the test are constructed based on the instructional materials given to the students. The test will be given to evaluate the students' achievement.

Data Analysis

In analyzing the data, the writer used the mean score formula. Hatch and Farhady (1082:30) state that: $X = \frac{\Sigma X}{N}$

$X = Mean\ score$
$\Sigma X = All\ score\ of\ the\ sample$
$N = Total\ of student$

The data will be presented in a data matrix with a score value (x), a tally, and a frequency distribution (f). Proprtion (p), percentage (%) of cumulative frequency (c.f.), and the percentage of cumulative frequency (c.f.%) will be depicted in a graphic polygon.

In the process of analysis, the data will be presented in frequency distribution, with the computation of the mean score X and the standard deviation, and the entire test can be presented in frequency polygon.

The data were analyzed after each of the processes (pre-test) was done. The results of the tests are put in the tables to show the frequency distribution of the tests. The mean and standard deviation are computed for each of the tests.

The data will be presented in a data matrix with a score value (x), tally frequency distribution (f), proportion (p), percentage (%) of cumulative frequency (c.f.), and the percentage of cumulative frequency (c.f.%). Then, it will be depicted in a graphic polygon.

DATA ANALYSIS

Data Presentation

The data obtained from the use of the test were put into the following table of frequency distribution and were computed with mean score formula:

The data obtained from the use of the test were put into the following table of frequency distribution and were computed with mean score formula:

- Table 1. The scores of the students in T1
- Table 2. The scores of the students in T2
- Table 3. The scores of students' T1 and T2 Gain
- Table 4. The Frequency Distribution Matrix of Pre-Test (T_1)
- Table 5. The Frequency Distribution Matrix of Post-Test (T_2)
- Table 6. The Frequency polygon of Pre-test (T_1)
- Table 7. The Frequency polygon of Post-test (T_2)
- Table 8. The Frequency polygon of Pre-test (T_1) and Post-test (T_2)

Table 1. The score of students in Test 1

Students	Score (T_1)
1	5
2	5
3	4
4	4
5	6
6	6
7	4
8	4
9	6
10	6
11	5
12	5
13	5

14	6
15	5
16	6
17	6
18	5
19	5
20	5
21	6
22	5
23	5
24	6
25	5
	130

$$\text{Mean} = \frac{\Sigma X}{N}$$

$X = Mean\ score$

$\overline{X} = \text{Mean}$

$\Sigma X = \text{Total of scores}$

$N = \text{Number of student}$

$\Sigma = 130$

$N = 25$

$$= \frac{130}{25}$$

$= 5{,}20$

Table 2. The Score of Students in Test 2

Students	Score (T_1)
1	7
2	7
3	6
4	6
5	8
6	8
7	6
8	46
9	8
10	8
11	6
12	7
13	7
14	9
15	7
16	9
17	8
18	7
19	7
20	6
21	9
22	7
23	8
24	9
25	8
	184

ΣX = Total of scores

N = 25

$\Sigma = 184$

$N = 25$

$= \frac{184}{25}$

$= 7,36$

From table 1, there were 25 students took part in the test. There were seven (7) students got in increased by three (3) points higher, there were eighteen (18) students got two (2) points.

Table 3. The Scores of students' T1 and T2 Gain

Students	T1	T2	Gain
1	4	7	3
2	4	7	3
3	5	7	2
4	5	7	2
5	5	8	3
6	6	9	3
7	4	6	2
8	6	9	3
9	6	9	3
10	6	9	3
11	5	7	2
12	5	8	3
13	5	7	2
14	6	8	2
15	5	7	2
16	6	8	2
17	6	8	2
18	6	8	2
19	5	8	3
20	5	7	2

21	6	8	2
22	6	8	2
23	5	7	2
24	6	8	2
25	6	8	2

Table 4. The Frequency Distribution Matrix of Pre-Test (T_1)

Score	Tally	Frequency	Cumulative Frequency	Cumulative Proportion	Cumulative Percentage
6	///// ///// //	12	25	1	100
5	///// /////	10	15	0,60 0,60	60
4	///	3	12	0,48	48

Table 5. The Frequency Distribution Matrix of Post-Test (T_2)

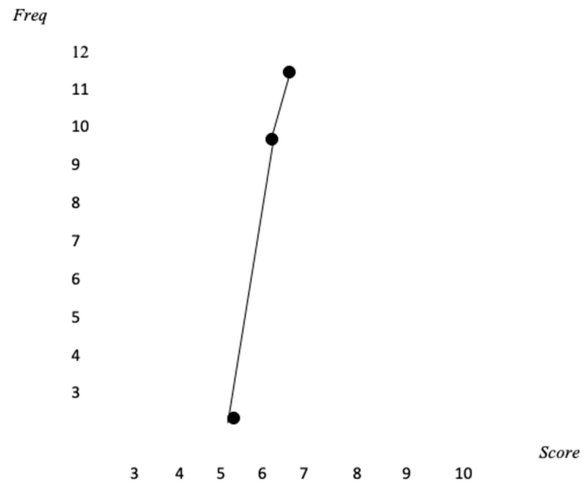| Score	Tally	Frequency	Cumulative Frequency	Cumulative Proportion	Cumulative Percentage
9	////	4	25	1	100
8	///// ///// /	11	24	0,96 0,96	96
7	///// ////	9	13	0,52	52

Figure 1. The frequency polygon of the pre-test score (T1)

In pre-test, there were twelve students who got score 6, ten students got score 5, and three students got score 4.
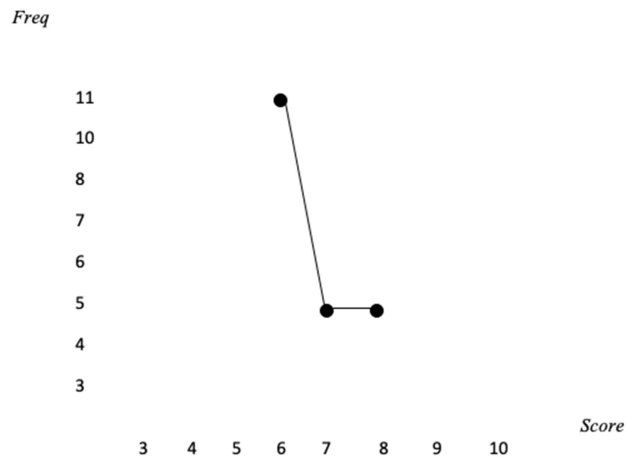

Figure 2. The frequency polygon of the post-test score (T2)

The frequency polygon above showed the scores of students in post-test, there were five students who got score 8, five students got score 7, and eleven students got score 6, It can be seen the comparison between the frequency polygon of the pre-test and the frequency polygon of post-test. The post-test score result was higher than the pre-test.
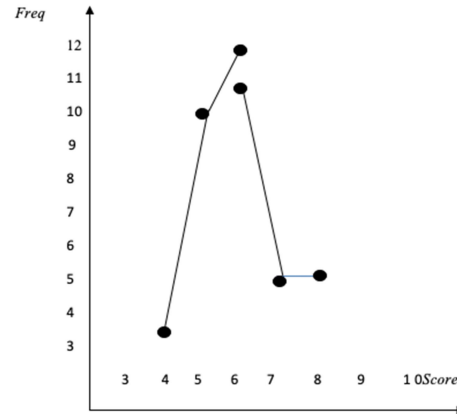
Figure 3. Polygon of Pre-test (TI) and Post-Test (T2)

The result of the analysis shows that there were twenty- five (25) students took part in test. In pre-test, the highest score is six (6) achieved by twelve students, six (5) achieved by ten (18) student), and the lowest score is five (4) achieved by three (3) students). The mean score of pre-test is 5.20.

While in post-test the highest score is nine (9) achieved by four (4) students, eight (8) achieved by eleven (11) students, seven (7) achieved by nine (9) students, and the lowest score is six (6) achieved by one student. The mean score of post-test is 7.36. It can be concluded that the result of post-test is much better that pre-test.

The result of the pre-test indicates that the students' ability in speaking is still poor (low) before applying role play technique. And the result of post-test indicates that the students' ability in speaking by applying role play is increased. It means that this technique is appropriate to be applied in teaching speaking skill.

The result of this research shows that role play technique is effective to improve students' ability in speaking.

CONCLUSION AND SUGGESTION

Conclusion

1. There is a significant improvement of students' speaking ability through role play technique showed by they score they get. The scores of post-tests were higher than

the pre-test. The result has answered the research question that role play can improve students' speaking ability.

2. Role play makes the students more interested and motivated in learning English especially speaking.

3. The use of role play makes the teaching and learning activity more enjoyable and interesting.

Suggestion

Based on the conclusion above, the writer gives some suggestion as follow:

1. The teacher should choose the teaching material based on the students' background.

2. In applying role play, the teacher should know for sure that the students have fully understood the instruction.

3. The students are expected seriously and actively act out their role.

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