**THE IMPACT OF THE USE OF ROLE-PLAY TECHNIQUES ON THE STUDENT’S ENGLISH SPEAKING SKILL**

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**ABSTRACT** *Many students usually find it hard to speak in English, because they have not practiced enough. This reason make them cannot speak English well. Speaking is the skill which student should master it in order to communicate with other people. The situation in the learning process is one of the important things that the teacher should consider. This research aimed to know (1) student achievement of the third semester of English Education Department at the University of Technology Yogyakarta in speaking English using role-play technique on academic year 2018/2019, and (2) about the technique that teacher can use to improve students’ ability communicating in English. The method of this research was experiment with 9 students as the subjects. The result of the calculation data was calculated by Microsoft Excel 2013. The data at this experiment said that the mean score increased from 70 to 78.88. The standard deviation at this experiment also improved from 6.123 to 7.817. Furthermore, the collection’s data from questionnaire indicated that the students had positive respond toward the use of role-play technique with mean score 79.96. The result above concludes that the use of role-play technique can improve the students’ speaking ability at this experiment.*

**Keyword:** Speaking, skill, language, learning

1. **INTRODUCTION**

Not all students can speak in English well, especially for us who live in Indonesia. Many students face difficulties to speak in English because they have not practiced enough. At a particular time, they cannot speak in English even one word of it. Danielson et al state: “the way in learning a language should involve listening skill first, then followed by speaking and finally the writing of the language.” In the earlier stages, English teaching should be focused on the involvement of the listening and speaking skills.

Speaking skill is the most important ability in to learn English well. Linse (2005) states that every young English language student can read and write in English after they master speaking skills. To the students, there are some problems in learning speaking skills. The students too shy and afraid to take part in the conversation. Another reason is the lack of motivation to practice English in daily conversation which is caused it difficult to use it effectively. Furthermore, the teachers must use a strategy to minimalize these insufficiencies.

Through practice, students could be improving their speaking skills better than before. The practice is the right way to improve speaking skills. To improve the speaking skills of students, the teacher can use several techniques. Larsen Freeman (2000:68) states that role play is important in the communicative approach because it allows the learners an opportunity to practice how to communicate in different social contexts. Hence, teachers should know the suitable technique to improve students’ abilities. This research will explain more about role play technique, and their benefits.

The objectives of this research are (1) to know student achievement in speaking English using role-play technique (2) to provide knowledge about the technique that teachers can use to improve students’ ability to communicate in English.

1. **REVIEW OF LITERATURE**

Tarigan (1990:3-4) defines that speaking is a language skill developed in a child's life, produced by listening skills, and in that period speaking skills are learned.. Remembering that the English language in Indonesia is a foreign language, it is impossible if students learned about speaking in English when they child. To improve students’ speaking ability, the teachers and the students have to work together to reach the goal of speaking ability. Since Curriculum 2013 gives a big impact on the way of teaching and learning, the teachers should find suitable techniques.

According to Harmer (2001): states that speaking divide into two categories. First is accuracy, it is an aspect covering the language feature, such as the correct to use vocabulary, grammar, and pronunciation and second, fluency is related to the mental processing which may be defined as the ability to maintain speaking in a real-life context and process information. Students’ speaking ability is the skill that students should have to complete four skills in English, such as speaking, listening, writing, and reading skills.

The students and the teachers need solutions directly to feel the advantages of learning materials by experiencing and learning about speaking skills. Roleplay in the classroom involves students actively in the learning process by enabling them to act as stakeholders in an imagined or real scenario. It is a technique that complements the traditional teachers and assignment format of tertiary level social science learning (Kanokwan and Pollock: 2008). In a role-play, the teachers select a particular event or situation that students will learn.

According to Brierly, Devonshire, and Hillman, the role-play technique develops functioning knowledge: “a combination of propositional knowledge (knowing about the academic knowledge base), and procedural knowledge (knowing how – having the skills). As a benefit of role-play activities which can make students both more independent and confident. Then students can also participate in teaching and learning activities to practice their ability to speak in public and can learn how to think critically through speaking skills.

Role-play is important technique in teaching speaking which can be used by teachers. Whether in social contexts or social roles, it gives students the opportunity to practice in communicating. According to Hatting (1993:165) role play would seem to be an ideal activity where students could use their English effectively to stimulate a conversation situation and give them an opportunity to practice and develop their communication skills. In doing role play, students also may feel doing great activities, because they can act like professional people.

Maria A. Kodotchigova (2002) explains step by step to making a role-play. The first is the situation for a role play, the teachers should keep students’ interest, by letting students to choose situations. The second is role-play design, to come up with ideas on how this situation may develop. The third is linguistic preparation, the teachers must predict the language needed for it. The fourth is factual preparation, this step implies providing the students with concrete information and clear role descriptions so that they could play their roles with confidence. The fifth is assigning the roles. The last is follow up, this does not mean pointing out and correcting mistakes.

Ladousse (1995) explains there are several types of roles. The first is the roles with correspond to real need in the student lives. The second type of roles is the student played themselves variety of situation with may or may not have direct experience. The third type is the type that few students will ever experience directly themselves. The last is fantasy roles, which are fictitious, imaginary, and possible even absurd. Each type of role can be implied in the classroom and can make students active more. Based on the study results above, we can conclude that learning speaking through role play technique is one effective and interesting way that we can apply in the classrooms.

1. **METHOD**

This research use experimental group methodology in order to find a certain result such as students’ speaking skills. The subject of this research was employed by two groups. This research conducted to 9 students in University of Technology Yogyakarta, 3rd semesters, as samples of the experiment and treat for using role play technique. Independent variable of this research is the use of role play technique, and dependent variable was the students’ speaking ability.

***Instrument***

There were two instruments that used in this experiment. First, the students were tested to speak and imitated the environment duties using the text dialog. In the first instrument, the students were tested through pre-test and post-test. The pre-test and post-test was similar although in the post-test students imitated without text dialog. The second, this research used questionnaire that consists of 14 number of questions which can explore the students’ interest in the learning process toward the use of role-play technique.

***Procedure***

Before starting the test, researchers divide 9 students to become 2 groups. Each group consists of 4 students and 5 students. The students are given dialogue and they watch videos related to the material. First, the researcher applied the measurement and arranged in two stages: Pre-test and post-test. Procedures of data collections are: (1) the researcher gave the pre-test to the students through role-playing as a technique. The score is taken by looking at the fluency, accuracy, pronunciation, and intonation of students in language speaking. (2) In post-test, the researcher asked students to practice the conversations in a group based on the situation given. The first group is given text A, which is a classroom situation. In this situation, one student becomes a teacher, and 3 others become the students. They act in the teaching and learning process in the classroom. Meanwhile, the second group is given text B, which is a restaurant situation. This situation is a condition which makes the student becomes a waitress and guests.

***Rubric of Assessment***

|  |
| --- |
| Students' Score Classification  |
|
|   |   |   |
| Aspect  | Categories | score qualification  |
| Fluency  | 1. Very smooth, like native speakers | 85 - 100 |
|   | 2. The speaking seems a bit disturbed by language problems  | 75 - 80  |
|   | 3. The speaking seems disturbed by language problems quite a lot | 65 – 70 |
|   | 4. The speaking hesitant and stalled due to language limitations frequently | 55 – 60 |
|   | 5. The speaking is interrupted and stopped then the conversation is not possible  | 00 – 50 |
|   |  |   |
| Vocabulary  | 1. Use vocabularies and expressions like native speakers | 85 - 100 |
|   | 2. Sometimes use inappropriate vocabularies  | 75 - 80  |
|   | 3. often use inappropriate vocabularies  | 65 – 70 |
|   | 4. Use wrong vocabularies so that it's difficult to understand  | 55 – 60 |
|   | 5. Vocabulary is very limited so the conversation is not possibly happened  | 00 – 50 |
|   |  |   |
| Pronunciation  | 1. Easy to understand and has native speaker accents  | 85 – 100 |
|   | 2. Easy to understand even though only have a certain accents  | 75 - 80  |
|   | 3. There is a problem of speaking that makes the listener must concentrate  | 65 – 70 |
|   | 4. Difficult to understand because there is a pronunciations' problem  | 55 – 60 |
|   | 5. There are pronunciations' problems so that couldn't be understood  | 00 – 50 |
|   |  |   |
| Understanding  | 1. Understand all conversation without problems  | 85 - 100 |
|   | 2. Understand all conversations, even though there are repetitions in certain parts | 75 - 84  |
|   | 3. Understand the most of conversation even though there are several conversations  | 65 – 74 |
|   | 4. Hard to follow what is said in the conversations | 55 – 64 |
|   | 5. could not understand even though it's only a simple conversations | 00 – 54 |

Based on the students’ score classification above, the speaking ability of the students can be got as follows:

* + - 1. Individual score of the students (pre-test and post-test) can be counted from evaluating each items.
			2. The mean score pre-test and post-test of the students.

|  |  |
| --- | --- |
| $\overbar{x}$1= ∑x1 N | $\overbar{x}$2 = ∑x2 N |

Note:

 $\overbar{x}$1 : Pre-test mean score of the students

$ \overbar{x}$2 : Post-test mean score of the students

 ∑X1 : Pre-test total score of the students

 ∑X2 : Post-test total score of the students

 N : Total number of the students

* + - 1. The students’ score of pre-test and post-test then classified into 5 categories as follows:

**Table 1 Classification**

|  |  |
| --- | --- |
| **Score**  | **Category**  |
| 85 - 100 | Excellent  |
| 75 - 84 | Very good  |
| 65 - 74 | Good  |
| 55 - 64 | Poor  |
| 00 - 54 | Very poor |

* + - 1. Counting the Mean, Standard Deviation, and Range of pre-test and post-test by Microsoft Excel 2013.
			2. After distributing the questionnaire at the experiment group and calculate the result, the data were analysed by using the percentage analysis formula below:

P = ∑f

 n

Note:

P : percentage

∑f : total number of frequency

N : total number of students

* + - 1. The result of the questionnaire classified by Likert scale as follow:

**Table 2 Scoring classification**

|  |  |
| --- | --- |
| **SCORE**  | **CLASSIFICATION**  |
| 90 – 100 | Strongly Positive  |
| 80 – 89 | Positive  |
| 60 – 79 | Nearly Positive  |
| 50 – 69 | Negative  |
| 0 - 49 | Strongly Negative  |

1. **FINDING AND DISCUSSION**

**Finding**

This research was held in University Technology of Yogyakarta, Campus 3, Prof. Dr. Soepomo Sh Street No.21, Muja Muju, Umbulharjo regency, Kota Yogyakarta at the 3rd semester of English Education Department, year academic 2018 – 2019.

* + - 1. The pre-test and post-tests’ calculation were gathered from minimum to maximum. This illustration could be looked at table below:

**Table 3 The minium and maximum score of the students with statistic descriptive**

|  |  |  |  |
| --- | --- | --- | --- |
| *Pre-test* |  | *Post test* |  |
|  |  |  |  |
| Minimum | 60 | Minimum | 65 |
| Maximum | 80 | Maximum | 90 |
| Confidence Level(95,0%) | 4,70711123 | Confidence Level(95,0%) | 6,008955 |

With the confidence level 95% of the research, the table above illustrate that the minimum of pre-test at this research increased from 60 to 65 on the post-test. In the same word, happened in maximum score of the students too. The maximum pre-test and the post-test improved from 80 to 90.

* + - 1. Score of the Range, Mean, and Standard Deviation of pre-test and post-test in the experiment were derived from Microsoft Excel 2013 and illustrated as table below.

Table 4 Descriptive Statistics

|  |  |  |
| --- | --- | --- |
| Statistics | *Pre-test* | *Post-test* |
|  |  |  |
| Mean | 70 | 78,88888889 |
| Standard Deviation | 6,123724357 | 7,8173596 |
| Range | 20 | 25 |
| Minimum | 60 | 65 |
| Maximum | 80 | 90 |
| Sum | 630 | 710 |
| Count | 9 | 9 |

Based on the data above explains that the number of the students in the experiment are 9. The range value at the experiment group was higher from 20 at the pre-test, turned to 25 at the post-test. This indicated that the range data from experiment group was getting wider.

The same thing seem at the minimum score at the experiment also increased from 65 to 65. In the maximum score of pre-test and post-test at the experiment increased from 80 to 90. The total score at experiment group increased from 630 to 710. The mean scores also increased which was 70 to 78.88. The mean of the pre-test was categorized Good and the post-test was categorized Very Good. On the same side, the Standard deviation of this experiment improved from 6.123 of the pre-test to 7,817 at the post-test.

* + - 1. Calculation of the significance score of pre-test and post-test at the experiment can be seen at the table below:

**Table 5 T-test students' score**

|  |  |  |
| --- | --- | --- |
| *statistic* | *pre-test* | *post-test* |
| Mean | 70 | 78,88888889 |
| Variance | 37,5 | 61,11111111 |
| Observations | 9 | 9 |
| Pearson Correlation | 0,587512089 |  |
| Hypothesized Mean Difference | 0 |  |
| df | 8 |  |
| t Stat | -4,097180158 |  |
| P(T<=t) one-tail | 0,001725588 |  |
| t Critical one-tail | 1,859548038 |  |
| P(T<=t) two-tail | 0,003451177 |  |
| t Critical two-tail | 2,306004135 |   |

The table above explains that about 0.003 the significance score of the pre-test and post-test. From the category of significance score 0.003 < 0.05, it conclude that there are means’ differences between score of pre-test and post-test. It means that there are influences of the use of role-playing in order to improve the students speaking ability.

* + - 1. To find out the students interest towards learning speaking by using role-play technique can be measured by distributing questionnaires to the experiment after giving post-test. The questionnaires consists of 14 numbers with close-ended questions. The questions were answered by students individually within 20 minutes. After getting the responds, the data were collected and counted. The result of the data seem at the table below:

**Table 6 Questionnaire's percentage of the students**

|  |  |  |  |
| --- | --- | --- | --- |
| **Classification**  | **Range**  | **Frequency** | **Percentage**  |
| Strongly positive | 90 - 100 | 1 | 12% |
| Positive  | 80 - 89 | 5 | 55% |
| Nearly positive | 60 - 79 | 3 | 33% |
| Negative  | 50 – 69 | - | - |
| Strongly Negative  | 0 - 49 | - | - |
| **Total**  |  | **9** | **100%** |

Related to the questionnaire above, 12 % whose score categorized as Strongly Positive. That means only 1 students that included in this category. Although, in the positive category, there were 5 students or 55% and 3 students or 33% whose categorized as nearly positive. However, there were none students who’s categorized as Negative and Strongly Negative. The data above explains that the most students had positive respond toward the use of role-play technique as learning strategy.

* + - 1. After counting the frequency from the result of the questionnaire forms above, the mean score was counted as follows:

**Table 7Mean Score of students' questionnaire**

|  |  |  |
| --- | --- | --- |
| **Group** |  | **Mean Score** |
| Experiment  |  | 79,96 |

From the table above explains that the mean of the students attitude at the experiment was 79.96, it means the students had positive agreement about applying role-play technique in the learning process.

1. **CONCLUSION AND SUGGESTION**

Based on the finding and the result above, the writers conclude that the use of role-playing technique can improve the students’ speaking at the experiment group of 3rd semester in University Technology of Yogyakrta. By following the activities and interesting, the students really help the writer to do the treatment. The writers suggest that the teacher should try the role-play technique to improve their English skills especially their speaking’s ability. This can see the significant score of the students in this research.

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