

THE APPLICATION OF ROLEPLAY IN IMPROVING STUDENTS' SPEAKING ABILITY AT SMA NEGERI SATU TENGA

YERICHO CHRISTIAN EGETEN, IGNATIUS J.C.TUERAH, PAULA HAMPP

Universitas Negeri Manado

Correspondance author: yerichoegeten@gmail.com

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Abstract : This study raises a problem that occurs in SMA Negeri 1 Tenga, which is the difficulties experienced by students while learning English, especially on speaking ability. As for some students who still have difficulty to speak in english and it makes them difficult to expressing their ideas in English. This research was appointed to examine eleven grade of Science Program students at SMA Negeri 1 Tenga. This study aims to find out that the student speaking ability could be improve by using roleplay as learning model. The research used was one group pretest-posttest design. The research design of the one group pre test and post test design was measured using the pre test carried out before being given the treatment and the post test which was carried out after given treatment. The instrument used is a test. The population in this study were 20 students of class XI Science Program SMA Negeri 1 Tenga. The results showed that the pre-test score of all students was 975, with an average score of 48.75, while the post-test score was 1215 with an average of 61. These results indicate that students' speaking ability has improved after using roleplay, so that the application of roleplay is effective in improving students' speaking ability. Therefore, roleplay can be recommended as a learning model that can be used to improve students' speaking ability.

Keywords: *Roleplay, Learning Model, Speaking Abilit, Communicative Language Teaching*

INTRODUCTION

Language is a person's ability to communicate with other people using signs or symbols. Language is used to express the thoughts and feelings of a social group (Husain, 2015). English is a common language because most of the countries in the

world use it as their main language. In addition, English has become the main language of communication. It is spoken by millions of people around the world. English has become the dominant language in many fields of activity such as industry, military, business, tourism, transportation, sports, international relations, etc (Nikmah, 2019). English is used as a foreign language in Indonesia. It refers to the curriculum that each school takes.

There are four skills in learning English, they are listening, speaking, reading and writing. Speaking and writing are called productive skills because when they use these skills, the learner/user is not only active, but also produces sounds in speech and symbols in writing (letters, etc.), while listening and reading are considered receptive. skills, because here the student is mostly passive and receives information either by listening or by reading (Husain, 2015).

Speaking is one of the four language learning. Speaking is one of the skills to communicate with others through language media (Setyonegoro, 2013). According to Brown (2001), speaking is an interactive meaning-making process that involves the production, reception and processing of information. From this it can be concluded that speaking is a means of communication between themselves, where the speaker can convey his thoughts, opinions, feelings to the listener through verbal skills. Therefore, speaking should be taught in language classes using interactive technology (Suryani, 2015). In this case, the role-playing learning model can be an effective way to train students' speaking ability.

Role-playing is a learning model in which students assume the role of characters whose purpose is to dramatize and express personality and movements, behavior as in real life. According to Ladous in Daniastut (2018), role play can be defined as a whole set of communication techniques that develop students' language skills, promote communication in the classroom and increase motivation. This not only promotes peer learning, but also the sharing of responsibility for learning between

the teacher and the students. This learning model gives students the opportunity to practice their speaking ability.

When the researcher conducted an observation in SMA Negeri 1 Tenga, the researcher found that the students had difficulty in speaking English because most of the teachers only focus on reading and writing because these skills are usually used in school examinations. Therefore, many students have poor speaking skill. Symptoms of low speaking skill appear because most students are still afraid to express their opinion, are not used to speaking in front of the class, are afraid to ask questions, do not trust communication. The researcher found problems in learning where teachers only focused on existing textbooks. To make the learning seem monotonous and less interesting to the students, when the teacher asks the students to speak in English, the students look scared and embarrassed. And when students are called to communicate in English, students seem to find it difficult to express their opinions because these students are worried that what they say is wrong or that other students will laugh at it. From that situation that is why, the researcher chose the title of "THE APPLICATION OF ROLE PLAY IN IMPROVING STUDENTS' SPEAKING ABILITY AT SMA NEGERI SATU TENGA".

RESEARCH METHOD

This study was conducted in pre-experimental design, by using quantitative approach with one group pretest – posttest design. This study used pre-experimental because to know the effectiveness of teaching using roleplay in students speaking ability at SMA Negeri 1 Tenga. The researcher just took one group or class and used pretest and posttest to see the result of the treatment.. In this study, the researcher measures the effectiveness of using roleplay in students speaking ability by experimental research. The impact was assessed by providing a specific treatment. The effectiveness would be identified after knowing the significant difference between the students who were taught before using roleplay and after using roleplay. The

research subjects in this study were 11 IPA 1 students at SMA N 1 Tenga. The selection of class 11 IPA 1 which is consist 20 sturdernts.

The researcher used an oral test as instrument to get the data. To collect the data, The researcher gave students twice tests, those are pre-test and post-test. The pre-test was aimed at measuring the students' preliminary their speaking knowledge and achievement before they entered the experimental circle. The post-test was aimed at finding out the data needed to evaluate after got the experiment.

In giving the score, the researcher used oral proficiency scoring categories from Brown (2004). The scoring consists of five items: Grammar, Vocabulary, Comprehension, Fluency, and Pronunciation.

Data Analysis

The technique of the data analysis used in the research is quantitative data analysis. This is a technique used to analyze and count the data, to find out the students' speaking ability. The analysis of data and hypothesis testing in this research used paired sample T test stated by SPSS v.25.0. The researcher's assumptions in hypothesis testing bu significance level are as follow :

- If $t_{count} > t_{table}$, the Null Hypothesis (H_0) is rejected and alternative hypothesis (H_a) is accepted. It means there is a significant difference of speaking ability before and after being taught by roleplay.
- If $t_{count} < t_{table}$, the Null hypothesis (H_0) is accepted and alternative hypothesis (H_a) is rejected. It means there is no a significant difference of students' speaking ability before and after being taught by using roleplay.

The formula above has a function to find out the significant difference of students' speaking ability before and after being taught by roleplay. The techniqueo data analysis which used by the researcher belonged to quantitative data analysis and the data were analyzed statistically by using T-test. The test criterion is : H_a is accepted if calculated $t_{count} > t_{table}$, by degrees of freedom of $df = (N - 1)$ and

by the chance of 0.05 level of significance.

FINDINGS AND DISCUSSION

The presentation frequency distribution of the pre-test and the post-test scores was shown below.

Table 1. Frequency Distribution of Pre-test

		Pre-test			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	40.00	5	25.0	25.0	25.0
	45.00	5	25.0	25.0	50.0
	50.00	3	15.0	15.0	65.0
	55.00	5	25.0	25.0	90.0
	60.00	1	5.0	5.0	95.0
	65.00	1	5.0	5.0	100.0
Total		20	100.0	100.0	

The presentation on table 2, it could be clearly seen that the highest score was 65 (sixty five) gained by 1(one) students or in percentage 5%, 1 student obtain 60 or 5% percentage, 3 students obtained 50 or 15% percentage, and 5 students obtained 55 or 25%, 45or 25%, and 40 (fourty) or 25% as the bottom score.

Table 2. Frequency Distribution of Post-test

		Post-Test			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	50.00	2	10.0	10.0	10.0
	55.00	8	40.0	40.0	50.0
	60.00	3	15.0	15.0	65.0
	65.00	3	15.0	15.0	80.0
	70.00	1	5.0	5.0	85.0
	75.00	1	5.0	5.0	90.0
	80.00	2	10.0	10.0	100.0
	Total		20	100.0	100.0

The presentation on table 2, it could be clearly seen that the highest score was 65 (sixty five) gained by 1(one) students or in percentage 5%, 1 student obtain 60 or 5% percentage, 3 students obtained 50 or 15% percentage, and 5 students obtained 55 or 25%, 45or 25%, and 40 (fourty) or 25% as the bottom score.

Table 3. Normality Test

One-Sample Kolmogorov-Smirnov Test

		Unstandardized Residual
N		20
Normal Parameters ^{a,b}	Mean	.0000000
	Std. Deviation	2.99065834
Most Extreme Differences	Absolute	.144
	Positive	.118
	Negative	-.144
Test Statistic		.144
Asymp. Sig. (2-tailed)		.200 ^{c,d}

- a. Test distribution is Normal.
- b. Calculated from data.
- c. Lilliefors Significance Correction.
- d. This is a lower bound of the true significance.

The table above show that the value of sig. is 0.2, that means the value of sig. is bigger than 0.05, so according the hypothesis above then the data was normally distributed. Next step, because the data had a normal distribution then then researcher was used Paired Sample T-Test formula, to analyse the significance between pre-test and post-test.

Table 4. Paired Sample Statistic

		Paired Samples Statistics			
		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	POST	61,0000	20	9,11910	2,03909
	PRE	48,7500	20	7,41176	1,65732

The table shows the mean score of Pretest is 48.75. While the mean score of post-test is 61 The number of students (N) both in pre-test and post-test is 20 The standard deviation of pre-test is 7.412 and the error mean is 1.657. On the posttest, the standard deviation is 9.119 and the error mean is 2.039. Based on the data above, there is a difference between pre-test and post-test. Thus it can be concluded that there is improvement since the mean score of post-test is higher than pre-test.

Table 5. Paired Sample Test

	Paired Samples Test							
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		t	df	Sig. (2-tailed)
				Lower	Upper			
Pair 1 POST - PRE	12,25000	3,79577	,84876	10,47352	14,02648	14,433	19	,000

The way to test whether the null hypothesis can be rejected is by comparing p-value with the standard level of significance, 0.05. The convention to reject the null hypothesis is when the p-value of the obtained statistics is less than 0.05.

The significant improvement in post-test scores not only demonstrates the effectiveness of Role-play in enhancing students' speaking skills but also shows that this method can motivate students to reach their full potential. The higher spread of scores and increased average values indicate that students not only improved their overall abilities but were also more engaged and motivated in the learning process. Therefore, incorporating Role-play into language teaching can be a highly effective strategy for improving students' speaking ability.

CONCLUSION

In conclusion, this research demonstrates that the role-play learning model is effective in improving students' speaking abilities. The study found that students who engaged in role-play activities showed significant improvements in their speaking skills, including pronunciation, fluency, grammar, and comprehension. Initially, many students were hesitant and lacked confidence in their speaking abilities, but through consistent practice with role-play, they gained confidence and proficiency in using English.

The post-test results, which were significantly higher than the pre-test scores, provide clear evidence of the effectiveness of the role-play model in enhancing students' speaking abilities. The data indicated that students were able to perform better in various aspects of speaking after being exposed to role-play scenarios. The

improvement in their scores suggests that role-play offers a practical and interactive method for students to engage more deeply with the language, thereby enhancing their learning experience and outcomes. Therefore, incorporating Role-play into language teaching can be a highly effective strategy for improving students' speaking ability.

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