INCREASING STUDENTS' SPEAKING ABILITY THROUGH ROLE PLAY TECHNIQUE

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Abstract: This study aimed at finding out whether the use of role play could improve the students' speaking ability or not. The goal of this study was to see if students' speaking improved after using role play. The quantitative method was used to conduct this study. This study used a pre-experimental design with a single group pre-test and post-test. The subject of this research was second grade of SMP Anugrah Tondano which consisted of 10 students. The tests were in the form fill in test with dialogue. The result of this research showed that the mean scores in the post-test was higher (76) than those of pre-test (45). It was found that students' speaking ability was still low before using Role play technique; however, it was found that students' speaking ability improved after implementing Role play technique. It could be concluded that, the use of role play was effective to increase students' speaking ability.

Keywords: *Increasing, Teaching, Speaking, Role Play*

INTRODUCTION

In almost every country, English is spoken as a second language. It is considered one of the international languages. (R, Paranduk., Rombepajung P., 2001) stated that" language is human ability to communicate with others using sign". English is very important for humans and it has been used in Global communication. (Mogea, 2019) "English take up a very important position in almost every aspect of life: business, commerce, academic field, tourism, etc. It is

has claimed as the first foreign language in Indonesia. "Even though in Indonesia English has not been established as a second language but English is already one of the foreign languages available" (Rorimpandey, 2019). So it is put in the curriculum as the first foreign language to be taught in School". (Sudarsono L, Samola N, Maru, M. G. 2018) "Language is fundamental to all social processes, and human do need languages to communicate to each other"

According to (Polii, M. C., Liando, N., & Olii, S. T., 2022) "Learning is the process of student interaction with educators and learning resources in a learning environment that includes teachers and students who exchange information". In the teaching-learning of English, there are four skills of language to master, they are, listening, speaking, reading, and writing. Speaking is one of the language skills that must be mastered. Speaking is the way to communicate with other people. The spoken word allows a large number of people to exchange ideas and information with one another. (Cremin, 2009) stated that "Talk is a rich resource to learn, it is also a way of communicating with considerable artistic power and potential.

(H. N. Wajong, S. ., T, Olii, S. ., & Rombepajung, P. 2020) stated that "Schooling is a significant resource in the age of human existence". In SMP Anugerah Tondano, the students' speaking skill is still low because many of the students are reluctant to engage in conversation in English in front of their peers because they are embarrassed or ashamed of their poor command of the language. One of the good techniques to solve the problems is Role Play. (Gillian 1987:5) says that Role Play is, The method of organization is quite simple and brief, and it is also more flexible, allowing for the exercise of individual variation, initiative, and imagination to a greater extent. The Role Play could help students' especially Students' in SMP Anugerah Tondano to develop their speaking skills in common practice in most classrooms.

1. Speaking

At school, at home, or somewhere else, a person uses speaking as a means of communication. When we speak, we create a piece of text, and that text should have some sort of purpose. The speaker, the listener, the message, and the feedback can all be found in the nature of communication. Pronunciation can't be separated from speaking because it encourages students to learn the sounds of English.

(Tarigan 2008:1) stated that "speaking is a language skill that is developed in child life, which is produced by listening skill, and at that period speaking skill is learned". To put it another way, the ability to communicate verbally is acquired and refined early in life. Before speaking, he listens carefully to what is being said. According to (Flucher 2003:23), "speaking is the verbal use of language to communicate with others." We generally use speaking as a means of communication in daily interaction.

Based on the experts above, The act of speaking can be referred to as oral communication. Teachers should include this as an important subject in their curricula. Because of this, the teacher faces a challenge in helping students learn and use English effectively, whether in or out of the classroom.

Speaking ability, according to (William O'Grady 1996:4), is a measure of a student's ability to express themselves verbally, as measured by their speaking test scores. According to the expert, a student's ability to do well in speaking and presenting is measured by their ability to achieve high speaking and presentation scores.

According to Freeman (in Risnadedi, 2001:56-57), the ability to speak is more complex and difficult than most people think, and speaking study, like other cases in language study, helps teachers become more fluent in many situations. Making good sentences and using correct grammar are both difficult tasks that go hand in hand with good verbal fluency.

From the definitions above, speaking ability is student ability in expressing their ideas orally fluently with good vocabularies and good pronunciation which is represented by the scores of speaking.

2. Role play

Role play is a type of drama activity in which students act out a real-life scenario. Learners benefit from role-playing in the communicative approach because it provides them with a variety of contexts and social roles to practice their communication skills," (Larsen Freeman 2000:68) writes.

One of the most effective techniques for getting students to speak is through role play. For example, in role play activities, a teacher assigns a role to students and invites them to act as police officers, doctors, security guards, and so on by providing them with scenarios. This technique is extremely useful for developing the inter personal skills of learners.

(Brown 2004:174) defined "role playing is a popular pedagogical activity in communicative language-teaching classes". Role play, on the other hand, provides students with some rehearsal time, allowing them to plan out what they will say in advance. Furthermore, it has the effect of lowering anxiety levels because students can, even for a brief period of time, assume the persona of someone other than their own.

Contrary to this, (Harmer 2007:125) stated that "role play simulates real life in the same kind of way, but the students' are assigned specific roles and informed of their identities, as well as their opinions on specific topics". They must express themselves and act from the perspective of their new characters.

3. Technique

The technique refers to a classroom practice that the teacher employs, as well as the implementation of an approach or method. In the words of Anthony (in Fauziati 2002:16), approach is defined as "a set of correlative assumptions dealing

with the nature of language and the nature of language teaching and learning." (Anthony 1963:95) further defined method as "an overall plan for the orderly presentation of language material, none of which contradicts the others, and all of which is based on the approach that has been chosen." "An approach is predicated on certain premises, whereas a method is procedural." A technique must be consistent with a method and, as a result, must be in harmony with an approach, according to (Anthony 1963:36).

4. The Role play in teaching speaking

Due to the fact that the students practice a contextual script that occurs in their daily lives, role play can help students improve their communication skills. All that is required of the teacher is to explain the material and provide instruction to the students. The students will write the script for the role play and practice it in front of the class before it is performed.

The role of the teacher in learning through role play, according to (Freeman 2000:128), consists in facilitating communication in the classroom. One of the primary responsibilities of the teacher in this role is to create an environment that is conducive to communication. When the activities are taking place, they serve as an advisor, answering students' questions and observing their progress.

According to (Laddouse 1995:14), there are several different types of roles. The first set of roles corresponds to a genuine need in the students' lives, and the second set of roles is a combination of the two. This category includes positions such as doctors who deal with patients on a daily basis or salespeople who travel internationally.

Second, students act out their own lives in a variety of situations, some of which they may or may not have had direct experience with. A customer making a complaint or a passenger seeking information are both examples of situations that fall into this category.

The third type is one that few students will ever have the opportunity to experience firsthand, but it is relatively simple to play because teachers have such extensive indirect experience with them. The television journalist is a good example of this type of role, and it is a very useful type of role that has been adapted from real-life circumstances. In the final category, there are fantasy roles, which are made up, imaginary, and possibly even absurd.

When using role play, there were several procedures to follow:

a. Students' read and familiarize themselves with the (example) dialogue.

b. Divide the class into pairs, A and B, give A and B roles from the dialogues.

c. Allow students to act out their role plays, rather than just saying them; however, students should read their role plays aloud.

d. Walk around the room making corrections and double-checking.

e. Students switch roles and repeat the process. Those who finish first can be asked to make up their own role play, filling in the gaps with different words from those used in the previous one.

As for role play activities, (Donn Byrne, 1988) believes that they can be divided into two types: scripted role play and unscripted role play. In more detail, the types of role-playing activities described in the following sections:

a. Scripted role play

Interpreting either the textbook dialogue or reading text in the form of speech is required for this type of assignment. After all, the primary purpose of the text is to convey the meaning of language items in a memorable manner. For more information, here is an example of scripted role play dialogue and reading text, as well as an explanation of how the process works:

Angela: "Good morning. I want to send a letter to Singapore."

Clerk: "Yes, do you want to send it by air mail or ordinary mail?"

Angela: "I think I'll send it air mail. I want it to get there quickly. How much does it cost?"

Clerk: "To Singapore? That will be 30 pence, please."

Angela: (give the clerk 50 pence) "Here you are."

Clerk: "Here's your stamp, and here's 20 pence change."

Angela: "Thank you. Where is the post box?"

Clerk: "You want the air mail box. It's over there, by the door."

The following procedures should be followed in order to demonstrate a role-play activity based on the dialogue:

1. For starters, the teacher directs the role play by writing the following prompts: (where? / air mail? / how much? / post box? / thank you). Talk about what you're writing to demonstrate your understanding of the prompts.

2. If necessary, go through the prompts one by one with the students and ask them to respond with sentences or questions for each prompt they encounter.

3. As Angela, one student will play the part of the post office clerk. The other student will play the part of Angela. They should use the prompts to help them come up with a conversation. Explain that the conversation should be similar, but not exact. It should be a little shorter than what is in the textbook; it should not be longer than what is in the presentation. It should only cover the main points that the prompts say.

4. Then call out a few more pairs of students at a time and ask them to engage in additional conversations in response to the prompts.

A discussion about how to organize this dialogue can be done in pairs of students who would then improvise a conversation in front of the class, according to the writer's interpretation of these procedures. The teacher can also instruct the students to practice the conversation with their partners privately before performing it in front of the class.

b. Unscripted role play

Unscripted role play, in contrast to scripted role play, does not rely on textbooks to create the situations that occur. It is referred to as a free role play or improvisational performance. Each student is responsible for deciding which

language to use and how the conversation should progress. It is absolutely necessary for both the teacher and the students to do thorough preparation prior to participating in this activity.

The following is an example of unscripted role play, as well as the procedures to be followed: One of the students has misplaced his or her bag. The other student poses as a police officer and inquires about the situation.

To brings out this idea:

1. The teacher can prepare the entire class by doing the following:

-Speculating on what the speakers might say (for example, the police officer might inquire as to how the students lost their bag).

-Prompts for the role play, as well as any key vocabulary words, should be written on the board to guide the activity.

2.The teacher can divide the class into pairs and instruct the students to:

-Allow them to discuss what they might say in a group setting.

-Allow them all to practice the role play in private before selecting one or two pairs to perform it in front of the class as a whole.

The procedures outlined above are not intended to be followed to the letter. It is adaptable: the teacher can devise or develop procedures that are appropriate and appropriate for his or her particular class.

5. The Advantages of Role Play

In this section, the researcher discussed the benefits of incorporating role-playing activities into the classroom. According to (Wehrli and Nyquist 2003), incorporating role-playing activities into the classroom has a number of advantages for students.

1. Students must participate actively because they will be working in a group setting.

2. Role play enhances the learning experience by providing variety, realism, and specificity.

3. It helps students improve their problem-solving and verbal communication skills.

4. When real-world experiences are not readily available, it provides practice to help develop skills prior to their application in the real world.

5. It provides learners with the opportunity to experiment in a safe environment with behaviors that strike them as potentially useful, as well as identify behaviors that aren't so useful

6. It has the potential to provide an entirely new perspective on a situation while also developing insights into feelings and relationships with others.

7. It allows the teacher to receive immediate feedback on the learner's understanding and ability to apply concepts to new situations. After the role-playing activity, the teacher will usually provide feedback, evaluation, and suggestions.

8. It increases the likelihood that students will apply what they have learned in the classroom to real-world situations.

6. The Disadvantages of Role Play

Although the researcher does not only discuss the advantages of role playing, she also discusses the drawbacks of role playing. According to (Wehrli and Nyquist 2003), there are a number of drawbacks to using role play in the classroom.

1. The learner is put under pressure to perform, which can cause embarrassment and even resistance..

2. It is heavily reliant on the imagination and willingness to participate of the learner.

3. It has the potential to elicit strong emotional responses in response to past experiences, empathy, and so on.

4. If role play is not carefully planned, orchestrated, and monitored, it may become disorganized

5. If the performance is not observed by a knowledgeable person who provides appropriate feedback, it has the potential to reinforce ineffective behaviors and strategies.

6. It is possible that the outcome will be unpredictable.

7. Due to the fact that role play requires preparation, it can be time-consuming.

RESEARCH METHODOLOGY

In this research, the study used a quantitative method with one-group pretest-posttest of pre-experimental design to see if the Role Play Technique can help students improve their speaking skills. The pupils' learning achievement before and after the therapies is compared using pre- and post-test data.

T1   x   T2

The design above means that the researcher gave the pre-test before using Role Play as treatment then gave them a post-test after teaching using Role Play. The second grade of SMP Anugrah Tondano is the subject of this research, which consist 10 students.

The information is gathered by administering a test as a research instrument. Because the goal of this study was not to make any comparisons, but to observe if there was an increase in students' scores after receiving Role Play.

There will be two components to the test: a pretest and a post-test. In this research, there were 20 number each test is given to the students. These test are based on scripted role plays dialogue. Furthermore, the results of the pre-test will be utilized as a guide for comparing the results of the post-test. As a result, the greatest score is 100, while the lowest score is 0.

RESULT AND DISCUSSION

As stated previously, the author conducted quantitative research in this study using a pre-experimental design with a single group pre- and post-test design. The

sample of this research was one class consists of ten students. The pre-test and post-test were used to compare the outcomes of the pre-test (before treatment) and the post-test (after treatment) when the researcher was collecting data (after giving the treatment using the Role Play Technique). The information was gathered and statistically examined. The data was entered into a table of frequency distribution and the mean score formula was used to calculate the results.

Table 1. The scores of the students' in pre-test (T1) and post-test (T2) and Gain

Student's Number	T1	T2	Gain
1	55	90	35
2	45	70	25
3	45	75	30
4	40	70	30
5	35	65	30
6	50	85	35
7	55	90	35
8	45	75	30
9	35	65	30
10	45	75	30

$$\bar{x}(\textbf{pretest}) = \frac{\sum x}{N} = \frac{450}{10} = \textbf{45}$$

$$\bar{x}(\textbf{posttest}) = \frac{\sum x}{N} = \frac{760}{10} = \textbf{76}$$

It can be seen from table 1, there were ten (10) students' took part in the test. From 10 students, there was one student increased 25 points, 6 students increased 30 points, and 3 students increased 35 points.

The result showed that the scores of post-test was higher than the scores of pre-test. It means that the treatment using Role play is effective to increase students' speaking ability.

Table 2. Frequency Distribution Matrix of Pre-Test (T_1)

S	T	F	F%	CF	C	C%
55	II	2	20	10	0,20%	100%
50	I	1	10	8	0,10%	80%
45	IIII	4	40	7	0,40%	70%
40	I	1	10	3	0,10%	30%
35	II	2	20	2	0,20%	20%

Code:

S: Score

T: Tally

F: Frequency

F%:   Frequency Precentage

CF: Cumulative Frequency

C: Cumulative Proportion

C%:   Cumulative Precentage

In Table 2 showed the 10 students that were took part in the pretest, 2 students got scores 35 or (20%), 1 student got scores 40 or (10%), 4 students got scores 45 or (40%), 1 student got scores 50 or (10%), and 2 students got scores 55 or (20%).

Table 3. Frequency Distribution Matrix of Post-test (T₂)

S	T	F	F%	CF	C	C%
90	II	2	20	10	0,20%	100%
85	I	1	10	8	0,10%	80%
75	III	3	30	7	0,30%	70%
70	II	2	20	4	0,20%	40%
65	II	2	20	2	0,20%	20%

Code:

S: Score

T: Tally

F: Frequency

F%:   Frequency Precentage

CF: Cumulative Frequency

C: Cumulative Proportion

C%:   Cumulative Precentage

In Table 3 showed that from 10 students that took part in the post-test, 2 students got scores 65 or (20%), 2 students got scores 70 or (20%), 3 students got 75 or (30%), 1 student got scores 85 or (10%), and 2 students got score 90 or (20%).

Table 4, Computation of Mean (X) and Standard Deviation (S) of pre-test

SN	S (X)	$(\bar{X})$	$(X-\bar{X})$	$(X-\bar{X})^2$
1	55	45	10	100
2	45	45	0	0

3	45	45	0	0
4	40	45	-5	25
5	35	45	-10	100
6	50	45	5	25
7	55	45	10	100
8	45	45	0	0
9	35	45	-10	100
10	45	45	0	0
	450			450

$$S = \sqrt{\frac{\sum x^2}{n-1}} = \sqrt{\frac{450}{10-1}} = \sqrt{\frac{450}{9}} = \sqrt{50} = 7,1$$

Code:

SN: Student Number

S: Score

Table 5. Computation of Mean (X) and Standard Deviation (S) of Post-test

SN	S (X)	$\overline{(X)}$	$(X-\overline{X})$	$(X-\overline{X})^2$
1	90	76	14	196
2	70	76	-6	36
3	75	76	-1	1
4	70	76	-6	36
5	65	76	-11	121
6	85	76	9	81
7	90	76	14	196

8	75	76	-1	1
9	65	76	-11	121
10	75	76	-1	1
	760			790

$$S = \sqrt{\frac{\sum x^2}{n-1}} = \sqrt{\frac{790}{10-1}} = \sqrt{\frac{790}{9}} = \sqrt{87,7} = 9,3$$

Code:

SN: Student Number

S: Score

Table 6. Result of mean score

Pre-test		Post-test	
$\sum x$ (T1)	450	$\sum x$ (T2)	760
N	10	N	10
Mean Score	45	Mean score	76

The analysis revealed that ten students took part in the test. Pre-test scores ranged from 55 to 35, with two (2) students achieving the highest score of 55 and two (2) students achieving the lowest score of 35. The highest score on the post-test was 90, which was achieved by two (2) students, and the lowest score was 65, which was achieved by two (2) students. The mean (x) of the pre-test (T1) is 45, whereas the mean (x) of the post-test (T2) is 76.

1. Discussion

This is what a table looked like. It showed how well each student did on both the pre-test and the post-test It also talks about how the students did before and

after they got the treatment. People who took the post-test got a better score overall than people who took the pre-test got. It was 760 in the post-test, and the pre-test was 450.

Table 2 is the frequency distribution matrix of pre-test, and table 3 is the frequency distribution matrix of post-test. The result of pre-test and post-test were calculated to see mean score (x), standard deviation (s). Table 4 computation the result of mean and standard deviation of pre-test and table 5 computation the result of mean and standard deviation of post-test. Table 6 is the results on mean score. Based on the results, showed that there was a progress in the students' speaking ability through role play. It can be seen from the mean score and standard deviation. The mean score of post-test was 76 while the pre-test score was 45. The standard deviation was 9,3 for the post-test and 7,1 for the pre-test.

It was found that students' speaking ability was still low before using Role play technique; however, it was found that students' speaking ability improved after implementing Role play technique. This research's final conclusion is that students' speaking abilities can be improved through role play.

2. Conclusion

There are some important points that the researcher find out after doing the research. The result of data analysis showed the impact of using role-playing techniques in the classroom when teaching public speaking. The writer concludes that:

1. The post-test score was higher (76) than the pre-test score (45). It means that using the role-playing technique to teach speaking is effective.

2. Students' communication skills can be improved through the use of role-playing techniques. Students become more adaptable and enjoy learning public speaking skills when they use the role-playing technique.

3. Students' attention can be captured and they can become more active participants in the learning and teaching process when role play is used to teach speaking. The classroom atmosphere is made more enjoyable and enjoyable by the use of role play. This resulted in a very positive outcome for the teaching and learning process.

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