

## **The Effect of Roleplay Methods toward Students' Speaking Skills in Grade XI Senior High School Number 9 Jambi City**

Syarah Sicilia Amari, Wennyta, Yurni

English Education Study Program, Faculty of Teacher Training and Education, Batanghari University

### **ABSTRACT**

This Study aimed to find out whether or not there was any significant effect of roleplay method toward students' speaking skills in grade XI Senior High School Number 9 Jambi City. This research used quantitative research method with pre-experimental research design which implicated only experimental class. The total population of this research was the eleventh grade students of Senior High School Number 9 which consisted of 240 students. The samples of this research were chosen by using simple random sampling. The samples were only experimental class consisted of 36 students. The technique of distributing data was speaking test where the students have to choose a topic, make a dialogue and do the role playing with pre-test, treatments, and post-test. This research used t test as the data analysis technique with statistical package for the social sciences (SPSS) for Windows Version 21 Program. The result were found on this research are: (1) Students' speaking skill taught by normal discussion reached the mean score of 6; (2) students' speaking skill taught by using role play method reached the mean of 8; (3) students' speaking skill taught by using role play method is higher than the students' speaking skill taught by using normal discussion method with a value of sig 0.000 < 0.05. Therefore, there are no satisfactory results from this method because the t count is obtained with a value of -4,363.

**Keywords:** *Role Play, Speaking, Students' Speaking Skills*

### **INTRODUCTION**

In the scope of language learning people need to master the skill to speak. Because, in everyday life the skills to speak is very important. Therefore, it is one of the means of communication that everyone must apply, meanwhile not everyone can communicate by speaking. Many people are gifted with not being able to speak, but God gave them another way to keep talking even though it's not as normal as people who can talk. Hence speaking has a very broad meaning.

Chaney & Burk (1998) stated that speaking constructs and shares meaning through verbal and non-verbal cues in a variety of ways. Speaking is the transmission of language through the mouth. To speak, we use many parts of our body to produce sound, including our lungs, vocal tracts, vocal cords, tongue, teeth, and lips.

According to Harmer (2007) there are three main reasons that students talk in the classroom. First, because speaking can provide opportunities to practice real-life speaking safely in the classroom. Second, speaking tasks where

students try to use some or all of their language provide feedback to both the teacher and what language problems he has. Third, through speaking, students have opportunities to be active in the various language elements that they have stored in their brains.

A problem often encountered is that it is difficult to use a foreign language for the native language. Many students find it difficult to start speaking English because they don't have the right intonation and pronunciation, don't master vocabulary, teachers don't provide effective methods, and there are still many students who didn't know what role play is and how to do it. Most students when they speak lack confidence, they are shy, and doubtful so it is difficult to get the right words to talk about, so this role play method can overcome the problems that exist within these students.

According to Brown (2004) role play is a popular pedagogical activity in communicative language classes, within the limits defined in the manual, it frees students to be a little creative in their

language production. In some versions, role play allows some time to practice the dramatic discussion for that the students can map what they will say. From this statement, the teacher knows that the use of role-playing discussion helps their students to be more active and gives a good boost to their learning motivation integrated assessment.

A problem often encountered is that it is difficult to use a foreign language for the native language. Many students find it difficult to start speaking English because they don't have the right intonation and pronunciation, don't master vocabulary, teachers don't provide effective methods, and there are still many students who didn't know what role play is and how to do it. Most students when they speak lack confidence, they are shy, and doubtful so it is difficult to get the right words to talk about, so this role play method can overcome the problems that exist within these students. There are also teachers who convey material to their students without first seeing whether the student is able to accept the material provided. such as using too much English in class, unfortunately many students do not understand what the teacher conveys, thus making them lazy to learn English.

In the context of the classroom and daily activities based on the mother tongue without leaving the context of learning English. Also role playing can also be said to be useful than other methods because students can practice their own abilities, and show their own confidence to stand in front of the class, students become creative, interactive and innovative, role playing also increases their sense of responsibility and trains good cooperation. Carol (1983) explain that A role-playing activity popular with foreign speakers writers and educators. They are vaguely labeled in the classroom as pretenders who play games the differences between drama, role-playing and are not

clear and the researcher seems to use them as her own frame of reference.

## **REVIEW OF RELATED LITERATURE**

### **Definition of Speaking**

Speaking is a skill that must be mastered by everyone. if speaking is not used, people will not know what the intent and purpose of the interlocutor is. Louma (2009) stated Speaking is an important part of the language teaching curriculum. One of the four abilities that should be learned when learning English is speaking. Speaking and writing are both effective language skills. Language that is productive must go through a mental process in order to be referred to as a thinking process. People need speech in order to express themselves and share knowledge. According to Brown (2003) Speaking is an important skill that may be observed practically and empirically. The definition suggests that speaking is a form of verbal communication that people utilize and that is directly visible when they do so.

According to various experts, speaking has many definitions. Tillit and Brude (1999) stated in all languages, formal and informal speech patterns are different from one another. In English, we typically speak informally with close family, friends, and coworkers and formally with strangers and persons of higher position. The way that people communicate, both professionally and informally, relies on a variety of circumstances.

Based on the explanations provided above regarding speaking, the researcher can make the conclusion that speaking is one of the language skills that is most crucial and also serves as the first method of oral interaction, sharing ideas with others, and producing a specific point of language

while also understanding how to use linguistic competence. Speaking is the most challenging aspect of learning and teaching English since speaking calls for knowledge of grammar, vocabulary, pronunciation, and other linguistic elements.

### **Types of Speaking Skill**

A useful ability that can be directly and empirically observed is speaking. One of two useful abilities in language teaching is speaking. Brown (2009) Stated that six types of speaking skill areas are described as a process of creating and exchanging meaning by the use of verbal or spoken form. These are the six categories:

1. Imitative

This group contains the capacity to work on tone and the ability to concentrate on specific linguistic nuances. That merely constitutes word, phrase, or sentence imitation.

2. Intensive

The students are practicing various phonological and grammatical elements of language in this speaking performance.

3. Responsive

Interaction and text comprehension are included in responsive performance, but only to a degree that is confined to brief exchanges of greetings, small talk, requests, and remarks

4. Transactional (dialogue)

It is performed in order to communicate or share particular information

5. Interpersonal (dialogue)

It is performed more for the goal of sustaining social bonds than it is for the dissemination of knowledge.

6. Extensive (monologue)

Students are given lengthy monologues by the teacher in the form of oral reports, summaries, storytelling, and brief speeches.

### **Role Play Methods**

Role play is a method for acting out specific behaviors or impersonating other individuals in order to deal with unexpected situations. Ladousse (1997) claims that when students take on a "Role," they act out a specific circumstance (either as themselves or as someone else). "Play" refers to activities carried out in a secure setting where students can be as happy and fun as possible.

According to Brown (2004) in communicative language education classrooms, role play is a common pedagogical activity. It liberates the students to express themselves freely using their original linguistic contributions.

### **The Advantage of Using Role Play Methods**

According to Bowman (2010) since they are acting out a situation, role play encourages students to use natural expressions and intonation as well as gestures. Children, even teenagers and adults, frequently imagine themselves in different situations and roles when they play games. Role play gives students the opportunity to use the language they have practiced in a more creative way. It also increases motivation because the opportunity to imagine different situations adds interest to a lesson.

Through role play, a highly diverse range of experiences may be introduced into the classroom, and we can teach our kids how to talk confidently in every circumstance.

In conclusion, because role play gives students the ability to create a dialogue or discourse on their own, it might inspire them to construct their performance as good as they can. As a result, the majority of students' are inspired to communicate and express their thoughts during the exercise.

## **METHODOLOGY**

This research used quantitative research method with pre-experimental design. The pre-test experimental design that researcher employs is also known as one group-pretest-posttest design. Because the researcher is interested in how the role-play method effect student's speaking skills.

Adnan (2016) stated that pre-experimental research involves doing a pre-test before treatment and post-test following treatment to determine if the examined variable had an significant effect or not by comparing the average scores from the two test According to Ary et al. (2014) the one group pretest-posttest design typically entails three steps: (1) giving an pretest to gauge the dependent variable; (2) giving the subject the experimental treatment X; (3) giving a posttest to gauge the dependent variable once more. The pretest and posttest are identical test formats, however they are given at different times. When comparing the results of the pretest and posttest, differences due to experimental treatment are then assessed. The researcher in this study only used one group and used pretest posttest to determines the effectiveness of the treatment. The researcher conducted a study of 6 meetings.

According to Ary, et. al. (2010) a population is defined as all individuals who belong to a specific category of persons, occasions, or items. The population of this research is all of students at the eleventh grade in Senior High School Number 9 Jambi City. Ary. et. al. (2010) s tated that a sample is a small portion of the general population. This Research used Simple Random Sampling. According to Ary, et. al. (2010) The most popular method for probability sampling is random sampling. Simple random has as its fundamental property that each member of the population has an equal and independent probability of being selected for the random sample. With

36 students from XI IPS 3 as the experimental group. The researcher chose to use simple random sampling for the sample in this study.

In collecting data, the researcher uses some procedures as follows: (1) The researcher was provided a pre-test to establish the students' abilities before beginning the treatment. The students were separated into groups of 7-8 persons, and be given a dialogue to complete for ten to fifteen minutes. There are five aspect that are evaluate: Fluency, Pronunciation, Grammar, and Comprehension. In this research, the researcher's tool will be a recording device. (2) After giving the pre-test, the researcher gave a treatment to the students. The researcher used to saw how effective the role play methods towards students' speaking skill. The student divided into 7-8 of people. For the first to the last meeting the researcher was share a topic that has its own theme, after they have read the dialogue, each group must presented the dialogue and start the role playing. (3) After delivering the treatment, the researcher conducts a post-test that is identical to the pre-test that is done in a prior round of the study. The purpose of this post-test, which serves as the research's last assessment of the treatment's efficacy, is to determine its significance. The researcher then determines the impact of role-playing in the experimental groups.

This research used SPSS for Windows 21 Version application for analyzed the data of the effect of role play method towards students' speaking skills to obtain from the test.

### 1. Descriptive Statistic

To summarize the students ' speaking skills towards role play methods. (1) Analyze the mean score. (2) Analyze the median score. (3) Analyze standard deviation.

### 2. Normality Test

The Kolmogorov-Smirnov test was used to evaluate normality in this research.

### 3. T-test

The T-test formula was used to compare the post test scores of both groups

## FINDING AND DISCUSSION

This research was conducted on students of grade XI IPS 3 as the Experiment Class of Senior High School Number 9 Jambi City and held for six meetings starting from 23<sup>rd</sup> February to 14<sup>th</sup> March 2023. The subject teachers are chosen as validator in giving grades to students' speaking skills.

This research determined that the level of significance in this research was 5% (0,05). The experimental class pre-test and post-test were taught with same materials but different technique in teaching the role play methods.

### Descriptive Statistic

To summarize the student's responses on speaking skills through role play methods. The researcher used descriptive statistics to analyze the data of students' speaking scores.

Based on the data, it can be said the Mean Score of the pretest is 6, and the maximum score is 9, with the standard deviation is 1.30045 and variance is 1.207. After the researcher gave the treatment using the role play method, the results of the post test were obtained. The results of the post test data show that the mean value is 8 greater than the mean value in the pre test which is 6, while for the median value in the post test is 8, for a standard deviation value of 1.1230 with a minimum of 7 and a maximum of 10, this shows that there is a change in the results of post test score students after being given treatment with the role play method.

### Normality Test

To find out whether the data in this

research are regularly normally distributed, a normality test is used. The Kolmogorov-Smirnov test was used to evaluate normality in this research. The SPSS Windows 21 Versions application was used for the calculations for this research.

The data is normally distributed because of the *Sig.* Kolmogorov-Smirnov test result shows that the data for the experiment class (XI IPS 3) is normally distributed because of *Sig.* Kolmogorov-Smirnov is  $0,020 > (\alpha=0,05)$ . As a results, it is concluded that the research data for both the pretest and posttest of experiment classes are normally distributed.

### T-test

The t-test formula was used to compare the post test scores of both groups, Researcher used Paired Samples Test to find out the different Null Hypothesis (*H<sub>0</sub>*): There is a significant effect of role play methods towards students' speaking skills in eleventh grade at senior high school number 9 Jambi city, and Alternative Hypothesis (*H<sub>a</sub>*) There is no significant effect of role play methods towards students' speaking skills in eleventh grade at senior high school number 9 Jambi city. the output table of the t test results above, the value sig = 000 is obtained, which means it is smaller than a 0.05. Thus, *H<sub>0</sub>* is rejected *H<sub>a</sub>* is accepted this shows that role-play method doesn't affects students' speaking skills by -4.363

Based on the findings of this research,

The researcher used SPSS 21 for windows to examine data on students test results. Can be started from the Experimental Class which has an average pre-test score of 6 and a post-test score of 8. This show that the post test is higher than the pre test result.

Based on this research at Senior High School Number 9 Jambi City, it can be

concluded that this method not really affect students speaking skills for many reasons, it can be the students' already taught by different effective method.

With the above results researchers have not found any significance to the hypothesis this is because The problem with a non-significant result is that it's ambiguous, It could mean that the null hypothesis is true that there really is no effect or because indeed the students who are given treatment are already accustomed to using this method in the lesson. The Null hypothesis is a hypothesis that does not no difference, no effect, nothing influence, that's why the null hypothesis is also called Null Hypothesis, a hypothesis that is nothing (null).

after analyzing, the researcher got the results of this study, namely the results show that the data for the experiment class (XI IPS 3) is normally distributed because of *Sig.* Kolmogorov-Smirnov is  $0.020 > (\alpha=0.05)$ . and t-count -4.363 and sig 2 000, t this shows that the relationship between the two variables is negative and significant, among other things, the relationship between the two variables is significantly inverted, if variable a increases significantly, variable b will also decrease significantly.

## CONCLUSIONS

Following the data analysis, the researcher reached the following conclusions:

1. The students' speaking skill at experiment class mean score was 6,89 in pre test, with minimum score was 5, and maximum score was 9. Meanwhile, the students' speaking skills score after being taught through Role-Play got mean score 8,08 in the post-test, with the minimum score was 7 and the maximum score was 10.
2. The results for hypothesis testing by paired samples test, show that. the *Sig*

Value for XI IPS 3 as the Experiment Class is 0.000. which means  $H_0$  is rejected and  $H_a$  is accepted for the Experiment Class (XI IPS 3), meaning that this role-play method has no significant effect because of the result of the t count is -4,363, it is possible that the method does not really affect students because maybe students in schools have been taught by other methods.

## REFERENCES

- Ary, Donald. Et. al. (2010). *Introduction to Research in Education*. New York: Wadsworth Cengage Learning.
- Archer, A. & Hughes, C. (2011). *Explicit Instruction: Effective and Efficient Teaching*. New York: Guilford Publications.
- Anderson, M. Larsen. F. & Diane. (2004) *Techniques & Principles in Language Teaching*. UK: Oxford University Press.
- Agustin, W. P. (2020). *The Effectiveness of role play method towards students' motivation in speaking skills*. Malang: Universitas Islam Malang. LangEdu Journal.
- Anderson, M. F., & Diane. (2004) *Techniques & Principles in Language Teaching*. UK: Oxford University Press.
- Anne, Cummings., & Sally, Featherstone. (2009) *Role-Play in The Early Years: Developing Children's Language*. London: Soho Square.
- Brown, H. Douglas. (2003). *Principles of Language Assessment*. San Fransisco: State University, Longman.
- Bruce, Tillitt., & Mary, Newton. Bruder. (1999). *Speaking Naturally*. Cambridge: Cambridge University

- Press.
- Celce-Murcia Marine, (2001) *Teaching English as a Second or Foreign Language*, United State of America: Inc. Thomson Learning.
- Chaney, A. L., & Burk, T. L. (1998). *Teaching Oral Communication In grades K-8*. Boston: Allyn and Bacon.
- Cohen, L., Manion, L., and Morrison, K. (2007). *Research Methods in Education*. New York: Routledge.
- Carol, Livingstone. (1983) *Role Play in Language Learning*. Singapore: Longman.
- Gillian, Porter., & Ladousse. (1987) *Role Play*. New York: Cambridge University Press.
- G, Rexlin, Jose., & B., William, Dharma, Raja. (2012). *Multimedia Modular Approach for Augmenting the Speaking Skill of Student-Teacher*. India: Journal on English Language Teaching.
- Gay, L. R. (1981) *Educational Research: Competencies for Analysis and Application, Third Edition*, Colombus Toronto, London and Melbourne: Merrill Publishing Company.
- Harmer, J. (2001). *The Practice of English Language Teaching*. London: Pearson Education Limited.
- Heaton, J. B (1988). *Writing English Language Test. English*. New York; Longma.
- Jack, C, Richards. (2000). *The Context of Language Teaching*. Cambridge: Ambridge University Press.
- Laouma, Sari. (2009). *Assessing Speaking*. Cambridge: Cambridge University Press.
- Lynne, Cameron. (2001). *Teaching Language to Young Learners*. Britain: Cambridge University Press.
- Lindsay, Cora., and Paul, Knight. (2006). *Learning and Teaching English. A Course for Teacher*. New York.
- Nunan, David. (2003). *Practical English Language Teaching*. New York: Mc Graw Hill.
- Neupane, Binod. (2019). *Effectiveness of Role Play in Improving Speaking Skill*. Nepal: Journal of NELTA Gandaki.
- Purpura, J, E. (2013) *Assessing Grammar. In The Companion to Language Assessment*. John Wiley & Sons, Inc.
- Richard, Jack. C., and Willy, A. Renandya. (2002). *Methodology in Language Teaching: An Anthology of Current Practice*. Cambridge University.
- Sue, Rogers., & Julie, Evans. (2008). *Inside Role-Play in Early Childhood Education: Researching Young Children's Perspective*. First Edition. London.
- Sarah, Lynne. Bowman. (2010). *The Function of Role-Playing Games*. Britain: Mc
- Yuliana, Y., M. Kristiawan & T. Suhartie. (2014) *The Effect of Role Play toward Students' Speaking Skill (an Experiment Study at Grade XI IPA High School 1 Batang Anai, Padang Pariaman Regency, West Sumatra, Indonesia)*. Padang Pariaman: The Journal of Applied Sciences Research.
- Yenny, R. & Ertin. (2014). *Developing Assessment for Speaking*. Jakarta: Syarif Hidayatullah State University of Jakarta. IJEE.