

**ARTICLE**

**THE EFFECT OF ROLE PLAY TO TEACH SPEAKING THE XI<sup>th</sup>  
GRADE STUDENTS OF MA SEJAHTERA PARE  
IN THE ACADEMIC YEAR OF 2018/2019**



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**STATEMENT LETTER**  
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## THE EFFECT OF ROLE PLAY TO TEACH SPEAKING THE XI<sup>th</sup> GRADE STUDENTS OF MA SEJAHTERA PARE IN THE ACADEMIC YEAR OF 2018/2019

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### ABSTRACT

Speaking is one of important skills in learning English because the main target of most English learners is they are able to communicate orally using the target language. However, many students believe that speaking is difficult because they should not only learn on how to use the words, but also to speak properly. One of the solutions is by using role play technique. This research has three problems as follows: (1) How is the speaking ability of the 11th grade students at MA Sejahtera Pare before being taught using role play teaching technique? (2). How is the speaking ability of the 11th grade students at MA Sejahtera Pare after being taught using role play teaching technique? (3) Is there any influence of role-play teaching technique to the speaking ability of the 11th grade students at MA Sejahtera Pare? In this research, the researcher uses experimental design. Here, it uses quantitative approach because to know the students' speaking ability, the researcher uses statistic formula. The data obtained are analysed using statistical formula. In this case, the researcher uses t-test. The population of this research is the eleventh grade students of MA Sejahtera Pare, while the sample is only 1 class that consists of 16 students. The result obtained in this research shows that there is improvement ability of the students's speaking ability by using role play. The t-table for level significant 5% and degree of freedom 15 was 1,753. While the result of t-test is 10,035. It means that t-test is higher than t-table ( $10,035 > 1,753$ ). It means that using role play in teaching speaking is an effective way. In conclusion, role play is an effective technique used in teaching speaking. It can help the students to speak up without being afraid of making mistakes and get idea.

**Keyword: Speaking, Speaking Ability, Role play Technique**

#### A. BACKGROUND

English is one of the main subjects in junior & senior high school. Teaching English in school aims at enabling students to communicate using the target language. The students are able to communicate if they are able to understand and express ideas and feelings. Thus, there are four skills in teaching English language, they are listening, speaking, reading and writing.

One of the skills that the students must learn is speaking. Speaking is an interactive process of constructing meaning that involves producing and receiving and processing information (Brown, 1994; Burns & Joyce, 1997). Chaney (1998: 13) states speaking is the process of building and sharing meaning through the use verbal and non verbal symbols, in variety of context. While Scott and Ytreberg (2000: 38) admitted that

speaking is the most demanding skill for the teacher to teach. Based on the opinions, the researcher concludes that speaking is communicative activity to produce some words or sentences to express the feelings, ideas or wishes.

The teaching and learning process at junior and senior high school in Indonesia is based on the regulation as stated in Peraturan Menteri Pendidikan dan Kebudayaan (Permendikbud) Number 103 Year 2014 (Depdikbud 2014), it means the teaching and learning process should be done according to certain teaching guidelines. It should be based on scientific approach with five activities, namely, observing, questioning, collecting information, associating and communicating.

Teaching speaking at junior high school is teaching students on how to communicate orally to others. Based on curriculum K-13 the purpose of teaching English in junior high school is to gain functions in all level. It means that students should be able to communicate in oral or written form to solve their problems in their daily life and for facing the globalization era.

The goal of the teaching speaking in senior high school according to Indonesian Curriculum is able to communicative efficiency and the competence is making

the students able to express the meaning intrasactional and interpersonal situation formally and informally in the daily life context. This is supported in competency standard (SK) and basic competency (KD) of English material

Teaching speaking process consists of various activities. The teacher should be creative to create many communication activities in the classroom, so that it will motivate the students using English language more actively and productively. Some techniques to teach speaking can be applied by the teacher, example: using speech, debate, conversation, role play etc.

One of the techniques that can make the students active in teaching speaking is using role play. According to Murdibjono (1998), in a role play students are asked to pretend to be someone who is involved in a speech situation in the real-life, such as a shopkeeper and a buyer, people who are involved in shopping. It means to help the students are able to practice their speaking by context of real life.

In addition, role play technique can help some shy students to be active and enjoy their roles acting in speaking English. There are precious resources to develop student's abilities in speaking skills. Harmer (2005: 125) said role-play can be used to encourage general oral fluency or to train students for specific

situation. Through the role play, students will be active and enjoy it.

Based on the things mentioned above, the researcher wants to write his research entitled “The Effect Of Role Play To Teach Speaking The XI<sup>th</sup> Grade Students Of Ma Sejahtera Pare In The Academic Year Of 2018/2019”.

## II. METHOD

In this research used quantitative approach. The researcher gives score after the the role play treatment. Furthermore, the data which has been collected was be analyzed by using appropriate statistical formula.. The technique used by the researcher is experimental research. The design of this research is one-group pre-test and post-test design.

This research was conducted in MA SEJAHTERA PARE of eleventh grade in academic year 2018/2019. The population of the research was all the students of MA SEJAHTERA PARE. For sample, the researcher used XI<sup>th</sup> grade with 16 students at MA SEJAHTERA PARE. The instrument is pre-test, treatment and post-test. In collecting the data, the researcher held two meetings. The test was conducted oral test. For post- test that is the students give a topic from the researcher and demonstrate it with the group in front of the class.

The data by using SPSS. The data which was got from the pre-test score compared with the post-test score. The researcher used Sample T-test with the degree significance 5% (0,05) to know the effect of teaching speaking using Role Play Technique..

## III. FINDINGS AND DISCUSSION

The result of the research, show that Role Play technique bring an impact to XI<sup>th</sup> grade in speaking ability. The value of t-score (10,035) which was higher than the value t-table of Df 15 (1,753) at the degree of significance 5%.. It could be concluded that role play technique has very significant effect and there is an improvement in students’ speaking ability.

The use of the role play technique in the teaching and learning made some changes to the students. They were motivated to join the teaching and learning process due to the role that was played by the students. The students are able to rise their idea to talk in English easier.

In this research, the researcher found some students’ problem or weaknesses. First, they had problem in grammar. The weakness in grammar can be showed by their confusion to make the correct sentence and develop the ideas. Second, they had problem in vocabulary mastery and pronunciation. The weakness can be

caused by their memorizing and understanding about the words in English.

Based on the description above, the result of the research is in line with previous study according Arafah (2016) at STIKES Amanah Makassar, in this research, she did a research about "Using Role Play to Improve Students' Speaking Ability". The result of her research was very important in teaching speaking, because it gives students an opportunity to practice communicating in different social contexts and in different social roles.

Another research by Noraisah (2016) at Sekolah Agama Menengah (SAM) Muhammadiyah, Sabak Bernam. The result of this study shows many students were excited to learn because they enjoyed the simulation.

From this research, the researcher concluded that Role Play technique can improve speaking skill to the students as an alternative for teaching speaking skill and more valuable for the students to be more motivated in increasing their speaking ability.

#### IV. CONCLUSION

Role Play technique is effective to improve students' speaking ability. The students who studied speaking through role play show significant improvement in their speaking performance on the post test.

Role play is an appropriate technique to be implemented vocational class. The English teachers should design it to meet students level such as children class, adult class or vocational class or general class. The role that the students act should be familiar with the students. Role Play technique can be provided in the classroom or outside the classroom. The tools or facilities in role play are considered effective to build communication

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