THE EFFECTIVENESS OF ROLE PLAY IN TEACHING SPEAKING AT THE EIGHT GRADE STUDENTS OF MTs NURUL FALAH KOTA CIMAHI

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Abstract

Speaking is a part of language and one of important skills that should be learned by the students. Role Play is offered to overcome the problems in speaking. In fact, The Students face difficulties in speaking such as difficulty to arrange the sentences, fear or making mistakes, and lack of motivation The aim of this research was carried out to find the effectiveness of using Role Play in teaching speaking for second grade of junior high school at MTs Nurul Falah Kota Cimahi whether there is significance different in speaking achievement of the students who are taught without using a role play. The use of Role Play does not increase the students' speaking skills. Alternative Hypothesis says that the use of Role Play increases the students' Speaking skill. This research use Quantitative Method by SPSS for collecting the data The subject of the study were 33 students and the sample of population collected from second grade in junior high school. From the result of the analysis the students' score of speaking is improve. It's as a result of role play helps the back students by providing a chance, wherever students with problem in oral communication ar ligated.

Keywords: *Speaking, Role Play, Motivation*

INTRODUCTION

In MTs Nurul Falah Kota Cimahi, Students had several issues in speaking. They still did not grasp in speak English Well, the way how to speak English well. the matter was: initial, they still had poor of vocabulary. Second, they were not curious about speaking the fabric about English that was given. Third, they were seldom following English. Fourth, they always afraid to try to made an error and also the last they were not assured and felt keep to talk English. Fourth, they afraid to try to made an error and also the last they were not assured and felt keep to speak before of the category. Speaking English as a remote language is look upon a troublesome ability to be educated and learned since the learners need to suppose and speak at a similar time to gift their plan orally (Haryudin & Jamilah, 2019)

Communication is one of the implementation of language function in society as means of carrying out the affairs (Parmawati, 2018). Related to the importance of speaking, it's not a simple for the teacher to show speak within the schoolroom. In fact, most of the scholars' square measure that reluctant to talk up within the schoolroom and that they have low motivation. it's supported by Nunan (1993) he states that their square measure many some challenges in teaching oral talent in English Foreign Language schoolroom particularly lack of motivation, and that they tend to victimization their tongue. There square measure four indicators to live the extent of students' competence in English speaking ability namely: Pronunciation synchronic linguistics, vocabulary, fluency, and comprehension. (Haryudin, 2017)

Speaking is a something that comes from throat which produce become sound and a meaning and speaking is one of among productive skills that ought to be learned by students. Terrell & Brown (2006) states that speaking as associate interactive method of constructing that means that involves manufacturing, receiving, and processing speech of sounds as main instruments. additionally, Cameron (2005) states that speaking is employed to specific meanings in order that people will be of them. In other alternative word, speaking is a crucial ability that's want to communicate with people. Speaking is one in all of the four language basic skills that occur in every state of affairs. Learners of a language ought to develop effective communication ability in daily things yet as in conflict state of affairs. Carolyn Duffy (2003) provides a decent suggestion for land language learner to develop the communicative ability, it's vital to develop effective communication ability so as to hold out positive interaction in everyday social things yet as in conflict state of affairs.

According to Ur (1996) cited in Aristi, Hadyansyah & Apsari (2019), speaking as the most important skill of all four skills. Moreover, Brown (1994: Burns & Joyce, 1997) states that speaking is associate interactive method of constructing that means that involves manufacturing and receiving and process info. however not as simply as attainable after we speaking there area unit many techniques for increase speaking talent.

One of the techniques to extend their speaking talent is Role Play. in line with (Tarbiyah, 2015) Role Play is incredibly vital in teaching speaking as a result of it offers students a chance to observe human action speaking in numerous social contexts and in numerous social roles. additionally, it conjointly permits students to be artistic and to place themselves in another person's place for a jiffy. in line with author D. Hattings (1993:165) supported his observation within the spoken language category, the role play looks to be the perfect activity during which students would possibly notice themselves and provides them a chance to observe and develop their communication ability. The aim of exploitation Role Play in Teaching English speaking is to form students encourage thinking and power (Sunardi, 2013). When we need to implementation Role Play techniques in line with Linking learning I (New royal family New bristly House, 1990) Here is a few steerages for English academics whereas teaching oral language:

1. Offer most chance to talk for the target language by providing fashionable surroundings that contains cooperative work, authentic materials and tasks, and shared information.
2. To involve every student in each speaking activity; for this aim, apply other ways of student participation.
3. Scale back teacher speaking time in school whereas increasing student speaking time. Step back and observe students.
4. Indicate positive signs once commenting on a student's response
5. Raise electing queries like What does one mean? however did you reach that conclusion? so as to prompt students to talk a lot of.
6. Offer written feedback like your presentation was extremely nice. it absolutely was a decent job. i actually appreciated your effort in making ready the fabric and economical use of your voice.
7. Don't correct the student's pronunciation mistakes fairly often whereas they're speaking. Correction mustn't solely in school however conjointly out of class: contact oldsters and people UN agency will facilitate.
8. Flow into around schoolroom to make sure that students square measure on right back and see whether or not they would like our facilitate whereas they add cluster or pairs.
9. Offer the vocabulary beforehand students would like in speaking activities.

10. Diagnose drawback visage by students UN agency have problem in expressing themselves in target language and supply a lot of opportunities to apply the speech.

METHOD

The Method utilized in this analysis was quantitative analysis through similar experimental study by mistreatment pre-test and post-test style. It is consistent with Crowl (1996:10), "quantitative technique is employed to look at queries which will be best answered by aggregation and statistically analyzing information that area unit in numerical form". Before the treatment, the researcher did a pre-test within the category. The researcher scored five components of speaking skills (Comprehension, Fluency, Vocabulary, Pronunciation, and Grammar) of each student in the class. Moreover, the researcher educated speaking by a task play technique within the experimental category. The last, the researcher conducted a post-test to understand whether or not a task play technique is effective for teaching speaking in experimental category.

$$O1 \ X \ O2$$

Experimental
Note   :   O1: Pre-Test
                 X: Treatment
                 O2: Post-Test

RESULTS AND DISCUSSION

Results

Students	Score		N-Gain
	Pre-Test	Post-Test	
S-1	75	78	0.12
S-2	77	86	0.391304
S-3	76	79	0.125
S-4	60	63	0.075
S-5	61	65	0.102564
S-6	62	63	0.026316
S-7	74	77	0.115385
S-8	72	85	0.464286
S-9	70	75	0.166667
S-10	65	67	0.057143
S-11	66	67	0.029412
S-12	68	70	0.0625
S-13	70	75	0.166667
S-14	72	77	0.178571
S-15	63	67	0.108108
S-16	64	67	0.083333
S-17	65	70	0.142857
S-18	66	70	0.117647
S-19	67	70	0.090909
S-20	68	70	0.0625

S-21	68	77	0.28125
S-22	68	77	0.28125
S-23	63	65	0.054054
S-24	64	65	0.027778
S-25	65	79	0.4
S-26	63	78	0.405405
S-27	65	77	0.342857
S-28	71	82	0.37931
S-29	71	82	0.37931
S-30	69	83	0.451613
S-31	72	86	0.5
S-32	73	84	0.407407
S-33	72	85	0.464286

Data Statistics
DESCRIPTIVE STATISTICS

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
PreTest	33	60	77	68.03	4.496
PostTest	33	63	86	74.18	6.935
Valid N (listwise)	33				

Based on the table above, the mean of pretest was 68.03 and posttest was 74.18 and the standard devitation of pretest was 4.496 and posttest was 6.935.

NORMALITY TEST

To finding the data weather it was normal or not the researcher used SPSS.15 formula. SPSS calculated two statistics for testing normality, kolmogrov – Smirnov and Shapiro – Wilk.

Tests of Normality

	Kolmogorov-Smirnov(a)			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	Df	Sig.
PreTest	.113	33	.200(*)	.973	33	.558

Based on the table above, obtained significance data for pretest of $0.558 > 0.05$, which means that the significance for the pretest value is normal because it is more than 0.05. Then the analysis continues to Homogenity SPSS.

Test of Homogeneity of Variances

PreTest

Levene Statistic	df1	df2	Sig.
3.811	9	21	.006

The data is homogen because the table shows that tge significant of the data more than 0,05 it means that the data is homogen.

One-Sample Test

	Test Value = 0					
	t	Df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
	Lower	Upper	Lower	Upper	Lower	Upper
PreTest	61.450	32	.000	68.030	66.44	69.62
PostTest	86.915	32	.000	74.182	71.72	76.64

From the table above T-observe pretest 61.450 the posttest 86.915 and degree of freedom (df) 32 is 1.671. It means that the T-observe is higher than t-table. The sig. (2-tailed) is 0.000 is lower than 0.05. Its means that the null hypothesis was rejected. Thus, it can be concluded that "Role Play is not effective in teaching speaking for junior high school".

Discussion

In this case, after the researcher relate this research, the researcher finds the results of the data analysis in accordance with the score of the research. The data showed that students' score pretest the higher was 77 and the lowest score 60, and for the posttest the higher score was 86 and the lowest score is 63. The mean of the posttest is higher than mean score pretest. Its shows that there is an improvement students' speaking skill before and after treatment. The result revealed that the T-observe is higher than t-table. The sig. (2-tailed) is 0.000 is lower than 0.05. Its means that the null hypothesis was rejected. Thus, it can be concluded that "Role Play is not effective in teaching speaking for junior high school".

CONCLUSION

From the results of the analysis, it's well-tried that the students' score of speaking tutored by exploitation role play is healthier. The utilization of role play in teaching speaking is sort of effective, makes the speaking and learning activity a lot of pleasant and attention-grabbing. It's as a result of role play helps the back students by providing a chance, wherever students with problem in oral communication ar ligated. It is over that role play is effective in teaching speaking. There was a big distinction scores between pre-test and post-test.

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