THE EFFECTIVENESS OF ROLE-PLAY TECHNIQUE TO IMPROVE SPEAKING SKILLS FOR EIGHTH GRADE STUDENTS

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Abstract

This research aims to examine the effectiveness of the Role Play technique in learning speaking for eighth-grade students. This research used a quantitative method with pre-experimental one-group. This studys' subjects were all 21 students in class VIII. The data was collected through a pretest and the posttest was assisted by IBM SPSS 25. This study used a test as an instrument. The result of this study can be seen in the data, which shows that the average pretest score is 0.122 and the average posttest score is twenty-one students (100%) were in the insufficient category. While the posttest that the students' achievement in experimental classes students' in post-test increased. Five students' (24%) got excellent, two students' (10%) got very good, five students (24%) got good, two students (10%) got sufficient, and seven students' (32%) got insufficient. The result of this study also can be seen in the data SPSS, which shows that the average pretest score is 0.122 and the average posttest score is 0.143. Normality test asymp. sig. (2 talled), 0.122 of pretest and 0.143 on posttest, data was normal. T-test value (sig) of (2-tailed) is 0.000, that means the significant value is less than 0.05. The conclusion from this study is that there is effectiveness in using roleplay techniques to improve speaking skills because the teacher knows how to make the class interesting, exciting and creates an active class using the role play technique.

Keywords: Speaking; Role-Play Technique

INTRODUCTION

Education has a very role urgent in the creation of a generation good nation. According to Erwinsyah (2017), the good and bad of education are influenced by how a teacher can manifest and apply his contribution to formal institutions to realise national intelligence and state ideals, so that between teachers and education is an inseparable component. In Thing, this power teacher must own competence and abilities in giving learning to the student. (Susanto, 2010) suggested that educators create a content analysis map of the suitability of the questions with the indicators on the syllabus. Educators can correspond with the outline of the test content and the learning objectives contained in the syllabus.

Implementing teaching and learning activities often found problems with students' understanding of the teacher's words. The same thing can be found in teaching English. In Indonesia, interest child in studying language in England counted very low, as seen from the Ministry of Education and Culture's Education Assessment Center data in 2019. From the Graph of English Values, it is mentioned that the average child in junior high school level in Indonesia has a percentage 49.19% are interested in studying English.

According to Ministry of Education and Culture (2019), the average value of exam eye lesson language in England only ranges on average 49.19% and is categorized as less. This naturally becomes a duty for all academic circles to increase students' interest in learning English.

Learning English is a complex learning consisting of four skills: reading, writing, speaking, and listening. These four skills need to be honed and structured to produce quality students who can proficiently use the four English skills in their fields.

Speaking is one of the four language skills for which many students learn to communicate fluently in English is a priority. This is because they use speaking skills to maintain a rapport in relationships, influence people, and win or lose negotiations as parts of communication Breene (2012), quoted in the journal Syafiq et al. (2021).

According to Ladouse in Nunan (1991: 23) in Novia Hidayah (2022), speaking is an activity that explains somebody in a specific situation or activity reports something. Whereas according to Tarigan (1990: 8) in Rokhayani & Cahyo (2015), "Speaking is a method influencing communication life every day". It means speaking is a method that can communicate and influence the life of someone.

Speaking is not just expressing something verbally. However, students must acquire some speaking skills to have good speaking skills. As Brown (2004) proposed, those aspects are pronunciation, fluency, vocabulary, and accuracy.

Wulandari et al. (2019) state that role play is a speaking activity when you put yourself in another person's role and an imaginary situation. This role-play technique can be used in interactive teaching in the classroom and can also explore students in everyday life.

There are many to teach speaking, and one of them is Role Play. Role Play can make students communicate by the condition and real-life situations when learning a language. Many experts have different opinions on defining Role Play.

Therefore, classroom role play is suitable for students to set context and support learning. It encourages thinking and creativity, allows students to develop and practice new language and behavioral skills in a relatively non-threatening environment, and creates the motivation and engagement necessary for learning to occur.

According to Sellers (2002), role-playing is a creative teaching technique in which people play the roles of others. Role-playing is a fun technique in learning to speak, where students play roles and act like other people. Therefore, Role Play is a suitable technique for class VIII students at SMP PGRI 1 Cianjur. This research was conducted to examine the use of Role Play in speaking activities to increase the effectiveness of the speaking skills of class VIII.

Based on this statement, the researcher concluded that role play is a technique in teaching speaking that brings students to honest communication to develop students' skill acquisition. In role playing, students learn through observation, think through conceptual analysis, and develop skills in modeling or acting. As a result, students can communicate and be creative in learning. There are six significant steps in the procedure Huang (2008):

1) Decide on the Teaching Materials.
2) Select situations and create dialogues
3) Teach the Dialogs for Role Plays
4) Have Students Practice the Role Plays.
5) Have Students Modified the Situations and Dialogs
6) Evaluate and check students' comprehension

METHOD

This type of research uses a quantitative approach, and the subjects of this study were 21 students' in class VIII. The writer used a pretest, treatment, and posttest to collect data. The design is used a pre-experimental one-group pretest and posttest design.

In collecting data, the researcher obtained data divided into one quantitative stage. Quantitative data was collected by pre-test and post-test. At the same time.

1. Pretest

   The pretest is given to determine the ability of each student. The aim is to measure students' ability to play the roles through Conversation texts. The class will be tested before they learn about the role-play method. The writer asked them to play their roles in the Conversation text.

2. Treatment

   Treatment is the second procedure performed after the pretest. Treatment is given using the same material but different teaching strategies. The experimental class was taught using the sequence picture technique, after which it was given treatment and posttest by the role-play method at the second meeting.

3. Posttest

   A posttest was conducted to determine student learning outcomes after being taught using the role-play method (experimental class). Posttest will be given after the treatment is finished. The posttest aims to determine student achievement results after students are offered teaching/treatment.

Table 1.The Percentage of Student's Pretest Scores

Category	Score	Frequency	Percentage
Excellent	90-10	0	0%
Very Good	80-89	0	0%
Good	70-79	0	0%
Sufficient	60-69	0	0%
Insufficient	0-59	21	100%
Total		21	100%

RESULTS AND DISCUSSION

Results

The table below shows the students' pretest and posttest scores. There are 21 students in the class.

a. Pretest Score

Table 2. Students' Pretest Score

No.	Name	L/P	Pretest Score
1	AS	L	40
2	AR	L	36
3	AS	L	34
4	EN	P	42
5	M. AA	L	20
6	NK	P	42
7	RS	P	36
8	RM	L	24
9	RJ	P	34
10	RMR	L	56
11	SAH	P	52
12	SM	P	31
13	SA	P	28

14	SJ	P	24
15	S	P	26
16	TR	P	56
17	YS	P	36
18	HN	P	52
19	KP	P	32
20	HTP	L	20
21	SY	L	24

Table 3.The Percentage of Student's Pretest Scores

Category	Score	Frequency	Percentage
Excellent	90-10	0	0%
Very Good	80-89	0	0%
Good	70-79	0	0%
Sufficient	60-69	0	0%
Insufficient	0-59	21	100%
Total		21	100%

Table 3 above shows that most of the experimental class students' pretest results were in the poor category. Twenty-one students (100%) are classified as insufficient.

b. Posttest score

Table 4. Students' Posttest Score

No.	Name	L/P	Pretest Score
1	AS	L	60
2	AR	L	74
3	AS	L	44
4	EN	P	68
5	M. AA	L	46
6	NK	P	86
7	RS	P	70
8	RM	L	56
9	RJ	P	54
10	RMR	L	96
11	SAH	P	92
12	SM	P	92
13	SA	P	70
14	SJ	P	70
15	S	P	38
16	TR	P	96
17	YS	P	46
18	HN	P	90
19	KP	P	70
20	HTP	L	46
21	SY	L	80

Table 5. The Percentage of Student's Posttest Score

Category	Score	Frequency	Percentage
Excellent	90-10	5	24%
Very Good	80-89	2	10%
Good	70-79	5	24%
Sufficient	60-69	2	10%
Insufficient	0-59	7	32%
Total		21	100%

Based on the data above, the students' achievement in experimental classes students' in post-test increased. Five students' (24%) got excellent, two students' (10%) got very good, five students' (24%) got good, two students (10%) got sufficient, and seven students' (32%) got insufficient.

c. Normality test

Normality testing aims to see whether the data on the pretest and posttest results are standard. For this test, the Shapiro-Wilk test was used using a significance level of 5% or 0.05, namely,

If P-value > α = 0.05, then the distribution is normal
If P-value < α = 0.05, then the distribution is abnormal

Table 6. Table Test of Normality

Tests of Normality						
	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	df	Sig.
Pretest	.148	21	.200[*]	.927	21	.122
Posttest	.126	21	.200[*]	.931	21	.143
*. This is a lower bound of the true significance.						
a. Lilliefors Significance Correction						

Based on Table 5 above, the analysis of student learning outcomes scores in Speaking conversation after applying the Role play technique shows Sig's value. The Shapiro-Wilk or P value column, namely 0.143 > 0.05, shows that the posttest scores are in the normal category.

d. The Data of Paired Sample T-test

Table 7. One Sample Test

One-Sample Test						
			Test Value = 0			
					95% Confidence Interval of the Difference	
			Sig. (2-tailed)	Mean Difference	Lower	Upper
	t	df				
Pretest	14.394	20	.000	35.476	30.34	40.62
Posttest	16.791	20	.000	68.762	60.22	77.30

Based on Table 7 above shows that the calculated t pretest is 14.394, the t posttest is 16.791 with degrees of freedom of 20, and the value of Sig (*2-talled)* is 0.000 < 0,05.

Discussion

Research that researchers have conducted shows that the role-play technique is effective or can be used to improve speaking skills. In calculating, the researcher uses a rubric from Harris (1969), as cited in Hadriana (2016). The rubric assessment includes fluency, pronunciation, grammar, vocabulary, and comprehension. The rubric assessment consists of pronunciation, grammar, vocabulary, and fluency. To find out the calculation of the percentage, the researcher uses. It can be seen In the description of the data taken from 21 class VIII B students in Table 4.1 it shows that the scores of students who have grades that are categorized as insufficient, namely those with a range of values below 59 are classified as having 21 students before the role-play technique is applied. After the teacher used the small group discussion technique in class, the post-test scores of students who scored in the excellent category were five students (24%), in the very good category there were two students (10%), in the good category there were five students (24%), in the sufficient category there were 2 students, and in the insufficient category there were 7 students (32%). Therefore there is effectiveness after applying the role play technique to students after treatment.

Based on Table 5 it shows the analysis of student learning outcomes scores in Speaking conversation after applying the Role play technique show that the value of Sig. The Shapiro-Wilk or P value column, namely 0.143 > 0.05, shows that the posttest scores are in the normal category.

CONCLUSION

The role play technique is effective because the teacher knows how to make the class interesting, exciting and creates an active class by using the role play technique. In addition, role playing techniques help students develop speaking skills and understand the subject more easily. This is supported by Joko Priono (2014) who stated in his research results that "The application of role play in learning English, especially students' speaking ability is effective or good enough."

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