THE EFFECTIVENESS OF ROLE PLAY IN TEACHING SPEAKING

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ABSTRACT

Speaking is one of essential skills that should be mastered by students. In fact, the students face difficulties in speaking such as difficulty to arrange the sentences, fear of making mistakes, and lack of motivation. It is supported by Nunan (1993), he states that there are some challenges in teaching speaking skill in EFL classroom namely lack of motivation, and they tend to use their first language. Related to those problems, role play is offered to overcome the problems in speaking. The aim of the research was to know the effect of using role play in teaching speaking. The research used pre-experimental design with one group pre test and post test design which consist of 30 students as the sample. The data were obtained by using pre test and post test. Then, obtained data were analyzed by using SPSS 20. The result of the research showed that significance value was .00 and it is lower than the significance level .05. It means that the null hypothesis was rejected. Thus, teaching speaking by using role play has a significant effect on improving the students' speaking ability.

Keywords: role play, speaking, motivation

A. Introduction

Speaking is one of productive skills that should be learned by students. Brown (2001) states that speaking as an interactive process of constructing meaning that involves producing, receiving, and processing speech of sounds as main instruments. In addition, Cameron (2005) states that speaking is used to express meanings so that other people can make sense of them. In other word, speaking is an important skill that is used to communicate with other people.

Related to the importance of speaking, it is not an easy for the teacher to teach speaking in the classroom. In fact, most of the students are reluctant to speak up in the classroom and they have low motivation. It is supported by Nunan (1993), he states that there are some challenges in teaching oral skill in EFL classroom namely lack of motivation, and they tend to use their first language.

To improve students speaking skill, teacher should find the appropriate technique of teaching speaking. It means that teacher plays an important role to create interesting teaching and learning process. In this research, the researcher would like to choose role play to solve the problem of speaking. Harmer (2007) says that role play can stimulate the students in real world and it gives learners an opportunity to practice communicating in different social contexts and different social roles (Larsen and Freeman, 2000).

Research Questions
The problem that was investigated in the research can be focused on the following research question: Is it effective to teach speaking by using role play?

Hypothesis
Since the research is designed to investigate the effect of using role play in teaching speaking ability, the research is guided by the following hypotheses:

Null Hypothesis (H_0)   : Role play is not effective in teaching speaking.
Alternative Hypothesis (H_a) : Role play is effective in teaching speaking

B. Literature Review

Speaking is one of the important skills in human. Nunan (1993) says that the importance of speaking skill is obviously noticed regarding the role of human as social being who depends himself more on speaking rather than writing when interacting with others. It is supported by Brown (2001), speaking is an interactive process of conducting meaning that involves producing, receiving and processing information. It can be concluded that speaking is a tool of communication to each other' where the speaker can deliver his/her idea, opinion, feeling through verbal skill to the listener.

Speaking is fundamental to human communication. That is why teaching speaking skill should be taught in language classroom with interactive technique. One of the techniques in teaching speaking is role play. Based on previous research, role play is effective way to teach speaking.

Role play is a method of acting out particular ways of interacting with others in imaginary situations (Byrne, 1986) and it promotes interaction in the classroom and increase motivation (Ladousse, 1995). In addition, Budden (2006) says that role-play is any speaking activity when you either put yourself into somebody else's or put yourself into an imaginary situation. Based on the explanations above, role play is not only used to interactive teaching in the classroom but also to stimulate the students in real life situation.

Furthermore, Byrne (1986), role play can be grouped into two forms, scripted and unscripted role play. In details, those types of role play activities described as follows:
a. Scripted Role Play
Scripted role play involves interpreting either the textbook dialogue or speaking text in the form of speech. The main function of the text after all is to convey the meaning of language items in a memorably way.

b. Unscripted Role Play
In contrast to scripted role play, the situations of unscripted role play do not depend on textbooks. It is known as a free role play or improvisation. The students themselves have to decide what language to use and how the conversation should develop. In order to do this activity, good preparation from teacher and students is really necessary.

Based on the explanation above, there are some kinds of role play which can be used in teaching and learning process. This research used scripted role play materials. It means that the students make the dialogue in a group and present it in the classroom.

C. Research Method
The research used quantitative as method and pre experimental as design. According to Crowl (1996: 10), "quantitative method is used to examine questions that can be best answered by collecting and statistically analyzing data that are in numerical form". This research used pre experimental as design. The writer used one group pre test and post test design. Here is the design of pre experimental.

O1   X   O2

Pre test   Treatment   Post Test

(Hatch and Farhady, 1987)
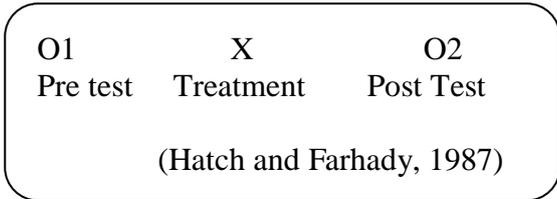
Subject of the Research

A population is any group of individual that have one or more characteristics in common that are interest to researcher (Best, 1997, 267). In this research, the eighth grade students of one junior high in Subang were taken as population. Besides, sample is part of the population which is used as the source of the real data of research. 8A class was used to be sample of the research. There were 30 students, 13 boys and 17 girls students.

Data Collection and Data Analysis

In this research, the research collected the data by using pre test and post test. Pre test was implemented to find out the students' ability in speaking before the treatment. Then, the researcher did some treatments and role play technique was used as treatment. After treatment, the post test was done to know the effect of using role play in teaching speaking comprehension. The data gathered from test were analyzed by using SPSS 20 and interpreted to know the students progress in speaking comprehension through role play.

C. Results and Discussions

The data gathered from tests were analyzed by SPSS 20 with the result shown below.

Table 1

One-Sample Kolmogorov-Smirnov Test

		Pre Test	Post Test
N		30	30
Normal Parameters[a,b]	Mean	64.3333	74.1667
	Std. Deviation	10.80655	7.77744
Most Extreme Differences	Absolute	.174	.207
	Positive	.174	.171
	Negative	-.167	-.207
Kolmogorov-Smirnov Z		.955	1.132
Asymp. Sig. (2-tailed)		.322	.154

a. Test distribution is Normal.

b. Calculated from data.

Based on table 1, the mean of pre test was 64.33, the Asymp.sig (two –tailed) of the pre test was .322 and it was divided by two, the result was $\frac{.322}{2} = .161$. Besides, the mean of post test was 74.16, the Asymp.sig (two –tailed) of the post test was .154 and it was divided by two, the result was $\frac{.154}{2} = .77$. Both of the data (pre test and post test) were higher than the level of significance .05. It means that the data of pre test and post test were normally distributed.

Table 2
Paired Samples Test

		Paired Differences				t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference			
					Lower	Upper		
Pair 1	Pre Test- Post Test	-9.83333	8.75759	1.59891	-13.10347	-6.56320	-6.150	29	.000

Table 2 showed that Asymp.Sig value was .000, with the level of significance level was .05. The result was $\frac{.000}{2} = 0 < .05$ and it means that significance value was lower than the significance level. In other word, the null hypothesis was rejected. Thus, role play was effective to teach speaking.

D. Conclusion
Related to the results and discussions elaborated in the previous explanation, it can be concluded that role play is effective in teaching speaking. There was a significant difference scores between pre test and post test. This conclusion is drawn as a result of the increase of the students' speaking score before and after treatment. In addition, significance value (.00) was lower than the significance level (.05), so the null hypothesis was rejected. Therefore, role play was effective in teaching speaking and it can be one of alternative techniques in teaching speaking.

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