

**THE EFFECT OF ROLE PLAY METHOD (RPM) ON STUDENTS' ACHIEVEMENT IN SPEAKING**

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**ABSTRACT**

This study was aimed to find out the effect of using role play method (RPM) on the student's achievement in speaking. This study was conducted by using an experimental design with two-groups. They were experimental and control groups. The location of the research is SMA Negeri 11 Medan. For efficiency and practicality of the research, 60 students were taken as the sample. The data of this research was collected by administrating a test. There was prepared speaking test through role play. To analyze the data, the writer used t-test. The result of the test shows that  $t_o$  3.14 was higher than the value of  $t_{table}$  from table at the level significant Of 0.05 (2.000). In other words, it can be said that t- observed or  $t_o$  was higher than  $t_{table}$  at the level of significant of 0.05 (2.002) at df= 58 for two tailed test. It can be concluded that the students' achievement taught by using role play method (RPM) was higher than taught by memorizing dialogue in speaking.

**INTRODUCTION**

In the class, it was not easy for the students to speak English fluently. Therefore, most of them were not interested in speaking and did not pay attention to the process of teaching learning speaking. This situation happened because the approach applied is not suitable. The teacher usually teaches speaking skill by asking the students to read dialog and say it in many times. In fact, they always forgot to use a suitable word; in consequence, the process of communication did not run well. Therefore, the teacher should make variations and choose a suitable method in teaching speaking through role play in the classroom.

Furthermore, Johnson (1999) states that role play can be an interesting way to get the students more involved in the class. It can use of it in the current events class like choosing the monitoring. The class is broken up into two groups which each choose a person to be their candidate. The group then researches the candidate and prepares him for a debate to be held in class. The students really enjoy the project and it allows them to learn a lot about the candidates. It means that role play construct a display with possible solutions, finally research, discuss, debate, and decide on the proper solution. Like this situation, students can be given role assignments by their teacher. They also force to see the issue as best they can through the eyes of an individual affected by this in a different way from themselves.

**The Identification of the Problem**

Related to the background above, the problem of this study is formulated as follows: The effect of using role play method on the student's achievement in speaking.

**Scope and Limitation**

The study is focused on the effect of using role play on the student's achievement in speaking. Role play can be applied in three ways namely simulation, debate, and drama. In this research, role play is applied through debate. Through debate, role play are activating, energizing, involving and absorbing activity and it provides opportunities for developing new insights and sensitivity by looking into oneself as well as others points of view, feelings, behaviours and experiences. It generates valuable data about human relationships and interactions and exposes learners to the dynamics of a situation.

### **Formulation of the Problem**

The problem of this study was formulated as follows:  
is there any significant effect of the students' achievement in teaching speaking by using role play method (RPM) ?

### **The Objective of the Study**

In relation to the problem of the study, the objective of this study is aimed at finding out the effect of using role play method (RPM) on the student's achievement in speaking.

### **The Significance of the Study**

A study on question is a very interesting and challenging one to be conducted because it is one of the many aspects of the language being studied. It is expected that the findings of this study are useful for

1. English teachers, as information for them to increase teaching - learning processes, especially teaching speaking by using role play method.
2. Students of English language to be used as a reference to make the students active in teaching speaking.

## **REVIEW OF LITERATURE**

### **1. Definition of Method**

Method is a way of teaching in the class as systematic and logical arrangement. Heel (2005:45) states that method is a procedure in doing something treatment. In this case, in the teaching learning process, method is a procedure how one applies a teaching material by new way.

### **2. The Students' Achievement**

Teaching English at SMA schools is aimed at enabling the students to obtain the language skills namely listening, speaking, reading, and writing. One of them is in speaking. In the students' achievement based on Competency-Based Character and Professional, there is a stating that students are expected to be able to speak fluency to share information. The students' achievement in speaking can be improved if the teacher and students can cooperate. It means that teacher and students can be active in teaching speaking process to make the purpose of speaking can be understood by all the students.

### **3. Role Play Method**

Role play method is one of teaching method can be used in teaching English. Manas (2011:78) states that role-play is a structured experience in which learners get an opportunity to act out problems concerning human relations and human interactions before a group of co-learners and facilitators. It is a conscious attempt to examine the various roles played in actual life. Then, Brady et al (2001) state that role-playing is useful for practicing appropriate behavior in more complex social interactions where students must choose from a wide range of possible behaviors. It means that using role play can guide the students to choose good topic for discussing. Good topics for role-playing include sharing materials, including classmates in activities, and supporting someone who makes a mistake. It allows the teacher to acknowledge the complexity of these situations and give students practice in making responsible choices.

### **4. The Nature of Speaking**

Speaking is fundamentally an instrumentact Speakers talk in order to have some effects on their listeners. Diversity in interaction involves not only verbal communication but also paralinguistic elements of speech such as pronunciation, vocabulary, structure, and fluency. The learners' biggest difficulty faced in their attempt to speak is not the multiplicity of sounds, words, phrases, and discourse forms, but rather the interactive nature of most communication.

### **5. Purposes of Speaking**

The purpose of speaking is to exchange ideas and thoughts and to broaden personal horizon on a certain thing and subject, feeling, environment, etc. Burns and Joyce (1997:23) who are quoted by Nunan (1999:229), speaking tasks and carried out by telling, chatting, calling, discussing, gossiping, answering, and ordering, and others. Based on the purposes for speaking, all of these criteria are important, but the effectiveness to the students' speaking purposes are only telling, calling, discussing, answering, and ordering. The students can use the actualization in the teaching learning process such as:

- a. To tell what is the information which they know. For example, the teacher says something about the information from news based on the topic in teaching learning process. And the students tell something about the news by their words.
- b. To call someone in the classroom. For example, the student calls his friends to borrow or give something and to excuse to the teacher when wants to go out from the class.
- c. To discuss the material in teaching learning process. For example, the teacher asks the students to discuss the topic based on the group. In discussing, they will tell about their ideas, suggestions, and views.
- d. To answer the question. For example, the student answers the question from the teacher or the other students when teaching learning process.
- e. To order something. For example, the student orders himself like pen, books, or food to his friend or his teacher.

### **6. Speaking Achievement**

The word achievement is derived from "achieve". Based on the Oxford Advanced Learner's Dictionary according to Wehmeier (2005:12), "achieve" means a) to succeed in reaching the particular goal, status or standard, especially by effort, skill, courage, etc. b) to succeed in doing something or causing to happen, while "achievement" means 1) a thing done successfully especially with effort and skill, 2) the act or process of achieving something. Therefore, score gained after certain practice of certain goal can be categorized as achievement.

### **7. The Activities of Role Play Method in Speaking Achievement**

Many of the role play method are used to make the communication of students run well. In this section, it will look at some of the most widely used of role play method in speaking (Harmer, 2001:271-274)

#### **a. Acting from script**

The students can act out scenes from plays and/ or their course books, sometimes filming the result. Students will often act out dialogue they have written by them selves. This frequently involves them in coming out to the front of the class.

#### **b. Communication games**

Games which are designed to provoke communication between students frequently depend on an information gap. So that one student has to talk to a partner in order to solve a puzzle, draw a picture (describe and draw), put things in the right order (describe and arrange), or find similarities and differences between pictures

#### **c. Discussion**

After a content-based lesson, a discussion can be held for various reasons. The students may aim to arrive at a conclusion, share ideas about an event, or find solutions in their discussion groups. Before the discussion, it is essential that the purpose of the discussion activity is set by the teacher. In this way, the discussion points are relevant to this purpose, so that students do not spend their time chatting with each other about irrelevant things. For example, students can become involved in agree/disagree discussions.

#### **d. Debate**

Debate is a contest, or, perhaps, like a game, where two or more speakers present their arguments intent on persuading one another. Men have been debating with one another since the beginning of time when the serpent first debated with Eve the benefits of eating certain fruits in the Garden. We shall limit ourselves here

with discussing formal contest debating between educational institutions, or, in the world of home schooling, between families that choose to bypass educational institutions and educate their children at home.

### **8. Measurement of Speaking**

Speaking is fundamentally and instrumental act (Brown, 1983:23). It means that speakers talk in order to have some effect on their listeners, they assert things to change state of knowledge.

In scoring the students' speaking ability, Finochiaro and Sake (1983:223-228) states that there are four categories evolution scale namely vocabulary, accuracy pronunciation, and fluency. Every category score is ranging from 1-25. A student can get the highest score is 100, if he/she gets score 25 for every category.

### **B. Conceptual Framework**

Speaking is an interaction process between a speaker and a listener. In speaking there is process of communication which conveys the message from the speaker to listeners. One has to encode or interpret the message from the speaker to listeners to share information. Speaking is a complex skills, it requires the simultaneous number of different abilities which develop in different rates either or five components are generally recognized in analysis of speech process, they include pronunciation, grammar, vocabulary, fluency and comprehension.

To improve speaking in the classroom, the use of role play method is aimed at creating interaction, activities, and drills in language teaching and learning. Role play is about experiencing new people, places, thoughts, and ways of thinking that you may not normally encounter. It is useful for practicing appropriate behavior in a more complex social interaction where students must choose from a wide range of possible behaviors. Good topics for role-playing include sharing materials, including classmates in activities, and supporting someone who makes a mistake. Role-playing allows the teacher to acknowledge the complexity of these situations and give students practice in making responsible choices.

### **C. Hypothesis**

The research hypothesis is formulated as follows : "There is a significant effect of students' achievement in speaking by using role play method (RPM)".

## **RESEARCH METHOD**

### **A. Research Design**

This study was conducted by using an experimental design. It is an research which consisted of two group, they are experimental and control groups. Experimental group is the group that receives treatment and control group is the group that receives traditional method (Arikunto 2001:279). It was meant that in this research, experimental group was the group that using role play method (debate), while the control group was the group that using traditional method. It was memorizing the dialogue.

### **B. Location**

The location of the research is Negeri 11 Medan. It is at Jalan Pertiwi No. 93 Medan. The reasons for choosing this school are:

1. The teachers at the school were ready to help the researcher to do the research.
2. The topic of this research had never been conducted in this school.

### **C. Population and Sample**

The population of this research was the ten Grade students of SMA Negeri 11 Medan. There were four parallel classes with the total number of the students were 117. To get the sample in this research, the researcher used random sampling technique. For efficiency and practicality of the research, 60 students were taken as the sample. It was from X<sup>A</sup> as control group which was taught by memorizing dialogues and X<sup>D</sup> as experimental group which was taught by role play method (RPM).

#### **D. The Instrument of Collecting the Data**

The data of this research was collected by administrating a test. There was prepared speaking test through speaking assessment in role play. The test is given to both groups, experimental and control groups. The test can be applied through pre and post test. In pre test, the teacher gave the students some questions to be answered. In the post test, the teacher asked the students to make debate for experimental group and memorizing dialogue for control group. The test can be scored based on Finochiaro and Sako (1983:223-228).

### **DATA ANALYSIS AND FINDINGS**

#### **A. Description of Data**

Before doing the treatments, the writer gave pre test for the students in control and experiment groups. It was aimed to know the homogeneity of the samples and the mean score of each group. The materials of the tests were arranged based on students' English textbook.

After getting the students' score in pre- and post tests of both groups, it was known that there was found the differences of students' achievement after receive the treatment.

#### **B. Data Analysis**

To know the result of control and experiment group by using t-test formula as follows:

$$t = \frac{Ma - Mb}{\sqrt{\frac{da^2 + db^2}{Na + Nb - 2} \frac{1}{Na} + \frac{1}{Nb}}}$$

#### **C. Hypothesis**

Based on the computation of the t- test, it was found that  $t_0$  3.14 was higher than the value of  $t_{table}$  from table at the level significant Of 0.05 (2.002). In other words, it can be said that t- observed or  $t_0$  was higher than  $t_{table}$  at the level of significant of 0.05 (2.002) at  $df= 58$  for two tailed test. It means that the students' achievement taught by using role play method (RPM) was higher than taught by memorizing dialogue in speaking. It is really true in this research.

#### **D. Findings**

It can be concluded that there was significant effect of the students' achievement in speaking through using role play method (RPM).

### **CONCLUSION AND SUGGESTIONS**

#### **A. Conclusion**

Based on the research findings, it was known that t-observed is higher than t-table. It proved that hypothesis was accepted. Therefore, it can be concluded that there is a significant effect of the students' achievement in teaching speaking by using role play method (RPM).

#### **B. Suggestions**

Since teaching English by RPM has a significant effect to increase students' achievement in speaking, it is suggested that:

1. English teacher should teach English especially in speaking by RPM to develop their vocabulary, pronunciation, accuracy, and fluency, so that when the teacher asked some questions to the students, they can give best answered without felt ashamed.
2. Students can improve their achievement in speaking by using RPM through debate where they can shared their idea or opinion with their friend and enlarge their knowledge in speaking. They also can improve their vocabulary, pronunciation, accuracy, and fluency, when there were debates run well.

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