THE INFLUENCE OF ROLE PLAY ON STUDENTS' ABILITY IN SPEAKING ENGLISH AT THE FIRST GRADE OF SMK USWATUN HASANAH JAKARTA

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ABSTRACT

The objective of this research is to find out whether there is an influence of Role Play on students' ability in speaking English. The population in this research was the entire first grade students of SMK USWATUN HASANAH JAKARTA, consist of 60 students divided into 2 classes and the sampling method is Random Sampling, the sample consist of one class with 30 students. The result of Role Play and instrument of the test of speaking consist of 30 items that have been analyzed through validity test using construct validity, reliability test using KR-21, discrimination index and difficulty index analysis. The normality of X variable r-count is = 0.111 which less than r-table is = 0.161, the normality of Y variable r-count is = 0.066 which less than r-table is = 0.161. So that the hypothesis Ho is accepted, it means that the population of the result is normal. The result of data analysis through ANOVA table got r-count is = 5.96 which is more than r-table is = 4.01. The reliability of X variable r-count is = 0.848 which is more than r-table is = 0.361, the reliability Y variable r-count is = 0.885 which is more than r-table is = 0.361. The normality of X variable r-count is = 0.111 which less than r-table is = 0.161, the normality of Y variable r-count is = 0.066 which less than r-table is = 0.161. So, that the hypothesis Ha is accepted and Ho is rejected. Therefore, it can be concluded that there is an influence of Role Play on students' ability in speaking English.

Keywords: Speaking, Role Play

I. INTRODUCTION

Education is one of the important things to increase human resources, especially in this country, Indonesia. Experience established that the rising of human's intellectual has a positive impact on the progress country especially in this globalization era. In globalization era, many people are demand to be able to communicate with different people from different countries. Language is the key to make this communication better.

According to Harmer (1991:1),

"There are some reasons for learning a language and the useful of learning language. The greatest of language students in the world do it because it is on the school curriculum whether they like it or not! For many of these students, in particular, is something that both they and their parents want to have taught".

As we know that most people in the world study English language to fulfill their need to communicate with other people. "English is sometimes described as the global lingua franca. English is the dominant international language in communications, science, business, aviation, entertainment, radio and diplomacy". The influence of the British Empire is the primary reason for the initial spread of the language far beyond the British Isles. Following World War II, the growing economic and cultural influence of the United States has significantly accelerated the spread of the language. Today English is being learnt

by one billion people. Because a working knowledge of English is required in certain fields, professions, and occupations, English is studied and spoken by over a billion people around the world, to at least a basic level. English is one of six official languages of the United Nations.

According to Baugh; Cable (2002: 2-27), English is the language most often studied as a foreign language in the European Union (by 89% of schoolchildren), followed by French (32%), German (18%), and Spanish (8%). In the EU, a large fraction of the population reports being able to converse well in English. Among non-English speaking countries, a majority reported such English skills in the Netherlands (87%), Sweden (85%), Denmark (83%), Luxembourg (66%), Finland (60%), Slovenia (56%), Austria (53%), Belgium (52%), and Germany (51%).

Based on these conditions, English in Indonesia should be taught better at school. English as a foreign language should be taught at every Education Institutes such as courses and formal and informal schools. In most of schools in language class, especially English class, students are demanded to speak English during the class. That's why most of students become so quite. Even if they find some difficulties, they will not ask their teacher of their questions. A completely different reason for student silence may simply be that the class activities are boring or are pitched at the wrong level. Very often our interesting communicative speaking activities are not quite as interesting or as communicative as we think they are and all the students are really required to do is answer 'yes' or 'no' which they do quickly and then just sit in silence or worse talking noisily in their L1. So maybe teachers need to take a closer look at the type of speaking activities teachers are using and see if they really capture student interest and create a real need for communication. The teaching way of English subject especially English speaking skill, must have a good attention. The teachers must be creative in teaching. So, it can influence the students to be more active in class. The creative teacher means that they are able to use a good technique in teaching.

Based on this problem, the writer tries to finding out the way to students' speaking English. The writer is interested in finding out "The influence of Role Play on Student's Ability in Speaking English".

II.   THEORETICAL BACKGROUND

A. The Nature of Speaking
According to Lawtie (2002: 2) the English teacher of British council, Caracas, *speaking is fundamental to human communication*. Just think of all the different conversations you have in one day and compare that with how much written communication you do in one day. The goal of your language course is truly to enable your students to communicate in English, and then the speaking skill should be taught and practice in the language classroom.

If students feel really shy about talking in front of other students then one way to go about breaking this cultural barrier is to create and establish your own classroom culture where speaking out loud in English is the norm. One way to do this is to distinguish your classroom from other classrooms in your school by arranging the classroom desk differently, in groups instead of lines etc. or by decorating the walls in English language and culture posters. From day one teach your students classroom language and keep on teaching it and encourage your students to ask for things and to ask questions in English. Giving positive feedback also helps to encourage and relax shy students to speak more.

Chaney (1998: 13) Speaking is "the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts". Speaking is a crucial part of second language learning and teaching. Despite its importance, for many years, teaching speaking has been undervalued and English language teachers have continued to teach speaking just as a repetition of drills or memorization of dialogues. However, today's world requires that the goal of teaching speaking should improve students' communicative skills, because, only in that

way, students can express themselves and learn how to follow the social and cultural rules appropriate in each communicative circumstance.

Many ESL or EFL text books include role play among their communicative activities, there are many more ways in which role play techniques can be incorporated into a speaking or four –skills ESL or EFL class. It is widely agreed that learning takes place when activities are engaging and memorable. Jeremy Harmer, from Wikipedia the Free Encyclopedia [16th February, 2004] advocates that the use of role play for the following reasons;
1.   It is fun and motivating
2.   Quieter students get the chance to express themselves in a more forthright way
3.   The world of the classroom is broadened to include the outside world-thus offering a much wider range of language opportunities.

In addition to these reasons, students who will at some points travel to an English speaking country are given a chance to rehearse their English in a safe environment. Real situations can be created and students can get the benefits from the practice. Mistakes can be made with no drastic consequences.

From definitions above, we can see that speaking is the way of human's communication by using verbal and non-verbal symbols. Speaking should be taught to students directly, because communicative language teaching is based on real-life situations that require communication.

B.   The Nature of Role Play

According to Ladousse (2004: 2) "Role play is a group of students carrying out the play of a part in a specific situation as a doctor, nurses, star wars, etc". In role playing, participants adopt and act out the role of characters, or parts, which may have personalities, motivations, and backgrounds different from their own. Role play is like being in an improvisational drama or free-form theatre, in which the participants are the actors who are playing parts, and the audience.

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There are Tips on successful classroom role play, for the teacher and even for the students itself.
 Some of the possible teacher roles are:
1.   *Facilitator – students may need new language to be 'fed' in by the teacher. If rehearsal time is appropriate the feeding in of new language should take place at this stage.*
2.   *Spectator – the teacher watches the role play and offers comments and advice at the end.*
3.   *Participants – it is sometimes appropriate to get involved and take part in the role-play yourself.*
4.   *Error Correction - Some students do like to be corrected straight after a role-play activity, while the*
     language is still fresh in their minds.
5.   *Feed in language-In the practice stage the teacher has a chance to 'feed-in'   the appropriate language.*

According to Harmer (2004: 72),

"Role-play is a form of improvisation. When you role-play, you pretend to be someone else in a particular situation and find words that are appropriate for that person and situation. It is an activity that can be particularly effective undertaken by an individual or in pairs".

Based on the definitions above, we can see that role-play is a speaking activity, the students act-out as other characters. Students pretend to be someone else in particular situation. It can be as a doctor, nurse, pilot, or etc.

Role play is one of good technique for the teachers to do the speaking activity because of some reasons;

1. A very wide variety of experiences can be brought into the classroom through role play. The range of functions and structures, and the areas of vocabulary that can be introduce.

2. Role play puts students in situation in which they are required to use and develop those forms of language which are so necessary in oiling the works of social relationship.

3. Some people are learning English to prepare for specific roles in their lives: people who are going to work or travel in an international context. It is helpful for these students to have tried out and experimented with language they will require in the friendly and safe environment of a classroom.

4. Role play helps many shy students. Some more reticent members of a group may have a great deal of difficulty participating in conversation about themselves, in other activities based on their direct experience.

5. Perhaps the most important reason for using role play is that it is fun. Once students understand what is expected of them, they thoroughly enjoy letting their imagination rip.

Finally, role play is one of a whole of communicative techniques which develop fluency in language students, which promotes interaction in the classroom and which increases motivation. Role plays belongs to language work category of language learning techniques, sometimes referred to as low input-high output. This means that the teacher – centered presentation phase of the lesson is very short and not at all the same as it would be for a controlled practice drill.

III. RESEARCH METHODOLOGY

A. Purpose of Research

The fundamental purpose of this research is to determine "*The influence of role play on students' ability in speaking English at the first grade of SMK USWATUN HASANAH Jakarta Majority in Secretary Class*". This research needs empirical data in order to examine the purposed hypothesis.

B. Time and Allocation

This research conducted at second semester of first grade school year 2013/2014 at SMK USWATUN HASANAH Jakarta.

C. Population Research
a. Population

The population of this research is all the tenth grade students' at SMK USWATUN HASANAH Jakarta
b. Sample

In this research the writer uses Random Sampling Technique. Random sampling Technique is "*Cara pengambilan sample berdasarkan sekelompok individu atau perorangan*" Sudjana (1996: 93).
The steps to take the sample are:
a. The writer divides the 60 students who have different ability in speaking English (Excellent, Good, and Poor score) into 2 groups.
b. Then, the writer uses a coin to choose experiment class and control class. The writer asks each group to choose one side of the coin.
c. Then, one side of the coin which comes first will be the experimental class.

D. Research Variable

In this research, the researcher uses two variables, they are independent variable (X)

and dependent variable (Y). Independent variable is Role Play and Dependent variable is student's ability in speaking English.

a. Definition of concept

Role play is a technique in teaching and learning process. Role play technique can help the students to understand and comprehend words and vocabularies. The teaching and learning activities will be enjoyable. English speaking is the important thing for the students, because it is one of the four language skills. And of course with English speaking, students are able to communicate to other people.

b. Definition of operational

There are two main variables in this research;

1. Independent variable is teaching technique Role play acquired from primer and seconded data. The primer data required and collected directly by doing role play in order to practice the students in speaking English. And the seconded data acquired through the library, there are some literary which correlated to the object of the research.

2. Dependent variable is English Speaking ability. English speaking is the ability to communicate orally

The contents mastery tested are:

a. Students are able to understand and recognize new words and some new vocabularies

b. Students are able to distinguished and choosing words in using of verbs, subject, nouns, and also adjectives.

In this research, the writer used Experimental Design, according to the fact, and the data detailed and collected to solve the problem that will be an object research. In this research the writer use two groups, they are A which consist of 30 students as an experiment class, in this class writer gives them a speaking test after using Role play technique, and another class is B as a control class. In this class, the writer gives a speaking test without using Role play before. The data from this research is collected by giving the final test for each group. Each group has a same allocated time and the same test, the different thing is just the Role play itself, where the experiment test uses Role play technique to help them in speaking English before doing the test, and the control class does not use Role play before doing the test.

E. Research Instrument

The instrument which is used in this research is a test to the sample class. The testing of second language speaking is a relatively new field, even within the young discipline of applied linguistics. Among the reasons for this, we can list the ephemeral nature of speech, the relative lack of interest in the spoken language shown by pre-1970s linguists, and the difficulty of devising objective assessment criteria. Glenn Fulcher's book *Testing Second Language Speaking*, a new addition to the Pearson Longman series *Applied Linguistics and Language Study*, documents the short history of testing spoken English and provides abundant information about the current methodology of testing speaking.

Fulcher does not go into much detail about the recent research concerning trade-offs of this kind, but he does succeed in conveying the main points about the difficulty of defining speech, and the problems this poses for the tester. Ultimately, he concludes that "the purpose of testing second language speaking is similar to that of a driving test. According to Fulcher (2003) Harlow: Pearson Longman" The purpose of a speaking test is to collect evidence in a systematic way (through elicitation techniques or tasks) that will support an inference about the construct as we define it from the summary of the evidence (the 'score')". We will also be interested in the learner's ability to perform in a range of situations much wider than those that can be sampled during the test" (p. 47). To provide a

valid speaking test, it is necessary to capture the relevant aspects of speaking on the one hand, and prevent interference in the score from irrelevant factors, on the other.

In this study the researcher uses a multiple choice test as the instrument of the research. Because by using a multiple choice test which consists of some dialogue on it and multiple choice answers, the researcher is able to do the scoring correctly.

F. Validity Test

The test based on the validity (content validity) that is material that includes the aspect of cognitive *Taxonomy bloom*, C1 (Knowledge), C2 (Understanding), C3 (Application). These are the latticework or blue print of research instrument:

No	The Purpose of Specific Studies	Domains	The Number of Questions
1.	Students are able to comprehending dialog involving reservation and prices	C2	2,3,4,6,11,13,16,23, 24,31,36,37,43,44,45
2.	Students are able to use the correct structure. Future perfect and present tense	C3	1,5,8,9,15,10,18, 21,22,26,32,33,34,39 40,41,42,
3.	Students are able to use the relevant vocabulary in order to answer the question correctly	C1	7,12,14,17,19,20,25, 27,28,29,30,35,38

G. Reliability Test

Reliability is instrument to show is reliable to collect the data, because that instrument is valid (Suharsimi, 1997, p. 183) with symbol "r" and counted with KR-21 for the objective test.

$$\left[\frac{K}{K-1} \right] \left[1 - \frac{M(K-M)}{K \cdot S^2 T} \right]$$

K = Total valid score
M = Mean
$S^2 T$ = Total variant

H. Discrimination Index

This test is to find out an instrument to distinguishing the students who have high ability and poor ability.

$$D = \frac{BA - BB}{\frac{1}{2} n}$$

D = Discrimination Index
BA = Upper Group
BB = Lower Group
n = Number of students
Classification table of discrimination power as follow:

D =   0.05 – 0.20   Poor
D =   0.21 – 0.40   Satisfactory
D =   0.41 – 0.70   Good
D =   0.71 – 1.00   Excellent

After analyzing the instrument by using the difficulty index and discrimination index there are some valid instruments.

I. Difficulty Index

To identify the difficulty questions, medium, and easy are using this pattern by Suharsimi (1993:210).

$$TK 1 = \frac{BA + BB}{n}$$

BA = Upper Group
BB = Lower Group
n = Number of Students

An instrument is good if that instrument is not too difficult and not too easy, with degree of difficulty:

P: 0.00 – 0.30 Difficult
P: 0.30 – 0.70 Medium
P: 0.70 – 1.00 Easy

J. Data Analysis

After the data collected was considered valid and reliable, the next steps are conducting a data analysis. To examine two variables, the writer used ANOVA- test. Some steps are done to analysis as follow:

a. sums of squares total (SST)

$$\sum X^2 tot = \sum X^2 - \frac{(\sum X^2)}{N}$$

b. Sums of squares between (SSB)

$$\sum X^2 SSB = \frac{(\sum X1)^2}{} + \frac{(\sum X)^2}{} - (\sum X)^2$$

n1   n2   N

c. Sums of square within

$\sum X^2 SSW = \sum X^2 tot - \sum X^2 SSB$

d. Table of ANOVA

e. The value of F-ratio and the critical value of F- table in table significant level 0.05

K. Technique of Data Interpretation

Technique of data interpretation such as follow:

Ha : There is significant the effect Role Play to the English speaking for students

Ho : There is no significant the effect of Role Play to English speaking for students

The writer used table t with significant 0.05 and the degree of freedom formula as follow:

df = n -2

Notes:

df = degree of freedom

N = number of students

Ho: Lo< L table

Ha: Lo> L table

If Lo< L table so, hypothesis Null is accepted and if Lo>L table so, Hypothesis alternative is accepted.

L.Statistical Hypothesis

The hypothesis, if Ho is refused and Ha is accepted, there is an influence on those variables. In other hand, if Ho is accepted and ha is refused, there is no any influence on those variables.

IV. DISCUSSION

A. Result of the Research

The result from data collection and data analyses are presented in this chapter to answer the research questions addressed in the present study. This chapter illustrates the following section: (a) Data Descriptive statistics for Role Play and English Speaking; (b) the influence of Role Play for Students in Speaking English.

B. Data Description

Result of the test Role Play technique

Table 4.1 Result of the Research

DATA DESCRIPTION	RESULT
Number of Item	30 test
Number of Sample	30
Score Range	3.3-8.6
Total Score	173.0
Average	5.77
Standard Deviation	1.615
Square of Deviation	2.615

It has found that data acquired from the result of Role Play technique with the value 3.3 − 8.6 with average 5.77, standard deviation 1.615, square of deviation 2.615, number of item 30, and number of sample 30.

Result of the test Speaking

Table 4.2 Result of the Research

DATA DESCRIPTION	RESULT
Number of Item	30 test
Number of Sample	30
Score Range	3.0
Total Score	3.0 – 7.3
Average	5.12
Standard Deviation	1.47
Square of Deviation	2.17

It has found that data acquired from the result of Speaking with the value 3.0 − 7.3 with average 5.12, standard deviation 1.47, square of deviation 2.17, number of item 30, and number of sample 30.

C. Test of Analysis

1. Test of Normality

The test of normality uses Lilifors test. The test uses to know whether the data normal or not. The test is done in group X and Y. the result of Lilifors test as follow:

Table 4.3 the result of Normality Test

Class	N	Lo = count L	L- table	x	Conclusion
X	30	0.1119	0.161	0.05	Normal
Y	30	0.0664	0.161	0.05	Normal

Base on the result of normality test above, it can be concluded that Ho is accepted because Lo in variable X and Y is smaller than L-table.

D. The Test of Hypothesis

After the data collected was considered valid and reliable, the next steps are conducting a data analysis. To examine two variables, the writer used ANOVA- test. Some steps are done to analyze as follow:

Table 4.4

Variance Source	Sums of squares	Degree of Freedom	Mean of Squares	F
Sums of Squares Between	6.2	K-1 (2 − 1) = 1	6.2/1 = 6.2	
Sums of Squares Within	60.32	N- K (60 − 2) = 58	60.32/58 =1.04	6.2/1.04 = 5.96
Sums of Squares Total	66.52	59		

The value of F – ratio and the critical value of F- table in table significant level 0.05. Because on data analysis that "ANOVA" is 4.01 and r-count is 5.96, it means that Ho which stated is Fo > t table (5.96 > 4.01) so, Hypothesis alternative is accepted.

E. Interpretation the Result of Research

Based on data analysis that "ANOVA" and r-table with level of significant 0.05 or 5% is 4.01 So, F-count > r-table or 5.96 > 4.01 It means that Ho, which stated there is Fo > t table, Hypothesis alternative is accepted. In other side, research hypothesis (Ha) that states there is an Influence and Dependent variable is speaking on the first grade in the majority of Secretary of SMK N 51 Jakarta, is accepted.

V. CONCLUSION

This study is conducted on SMK USWATUN HASANAH Jakarta by using 30 students per each class at the first grade majority in Secretary Class in academic 2007-2008. The result of data analysis through ANOVA table got r-count is 5.96 > r-table is 4.01. The normality test of X variable is 0.111 < r-table is 0.161, the normality test for Y variable is 0.066 < r-table is 0.161. From the result above it can be concluded that Ho is accepted, it means that it has normal distribution. The reliability test of X variable is r-count is 0.848 > r-table is 0.361, the reliability test of Y variable r-count is 0.885 > r-table is 0.3.61. So, that the hypothesis Ha is accepted and Ho is rejected. Therefore, it can be conclude that there is an influence of Role Play on students' ability in speaking English.

It is hoped that this researcher will provide a valuable insight into students' English learning by using Role Play. The finding of the present study showed that Role Play respectively significant for students in English speaking ability. To make students enjoy their learning speaking, and enhance their motivation in producing new vocabulary and motivate them to speak with their own words.

The study of this Role Play for students in speaking English by students' activity and good teaching implementation of teacher in English Classroom setting, will be enhanced students' speaking. And it is should be utilized deepest from respective students.

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