Original Article

The Effect of Role Play Toward Students' Speaking Skill (an Experiment Study at Grade XI IPA High School 1 Batang Anai, Padang Pariaman Regency, West Sumatera, Indonesia)

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ARTICLE INFO	ABSTRACT
	This research was aimed at knowing the effect of role play towards students' speaking skill. The experimental class was (XI IPA 1) and control class was (XI IPA 2). The experimental class was taught by Role Play while the control was taught by information gap. The total subject of this research were 62 students of Natural Science (IPA) High School 1 Batang Anai, Padang Pariaman Regency, West Sumatera, Indonesia, who were enrolled in the academic year 2013/2014. This research was experimental approach. The instruments applied here were observation sheet and speaking test. The finding showed that the mean score of experimental class was 21,42 and the mean score of control class was 20,48, it means the students who were taught through role play get better score in English Speaking skill than those who were taught through information gap. It can be concluded that role play gave significant effect on students' speaking skill. **Keywords**: role play, speaking skill, high school.

INTRODUCTION

Speaking is the important skill that must be mastered by the students. It involves a process of building and sharing meaning through the use of language orally. According to Bailey in Nunan (2003) that "speaking is the productive oral skill. It consists of producing systematic verbal utterances to convey meaning". Firstly, by learning speaking, the students will know the way to express language communicatively. Secondly, the students will learn how to express utterances meaningfully. Finally, it also leads them to make interaction in the society by using the language.

Based on Curriculum 2013 (The Role of Ministry Education and Culture 2013) curriculum aims to prepare the Indonesian have the ability to live as individual who has productive,

creative, innovative, affective personality and able to contribute to the society, nation, state, and world civilization. Therefore, the teachers must have the flexibility of time to develop a process-oriented learning into active student learning. Active student learning process takes longer than the delivery of the learning process because students need information to perform exercises observe, ask, associate, and communicate. The teachers develop learning process requires patience in waiting for the response of the students because they are lack in using. The main goal of the English language teaching in high school to improve the student's ability to speak English. In the speaking class, the students must be able to speak English. If the students have an inability to speak in English, they will get to difficult expressing their ideas in classroom activities. Therefore, students must have an ability to communicate and share their ideas, opinions and explanations in their classroom.

Meanwhile, based on the observation at the grade XI IPA high school 1 Batang Anai, Padang Pariaman Regency, West Sumatera, Indonesia consists of three classes: XI IPA1, XI IPA 2, and XI IPA3. This table shows the speaking mean score semester examination.

Table 1: The Percentage "Passed and Failed" Speaking Mean Score Semester Examination (English Teacher of High School 1 Batang Anai)

No	Class	% (percentage) (Mastery)	% (percentage) (Not Mastery)
1	XI IPA 1	78%	22%
2	XI IPA 2	79%	21%
3	XI IPA 3	80%	20%

The researcher found that the students speaking mean scores semester examination are under Criteria Standard Passing Grade 80. The percentage *"passed"* of XI IPA1=78 %, XI IPA 2=79 % and XI IPA 3=80 %. It means that the students' result of the test *"failed"*. From the data above it is known that the students have difficulties in speaking. There are some indications of students' failure in speaking.

Based on the researcher informal interview with an English teacher of high school 1 Batang Anai, Padang Pariaman Regency, West Sumatera, Indonesia, it was found that most of the students said that English is difficult subject. Therefore, they did not have motivation to study English. In addition, they had less vocabulary, less grammar, less pronunciation, less fluency, and less comprehension. This condition made them difficult to express their ideas, and they felt shy to speak.

From the problems above, the researcher considers that strategy is needed to teach students who want to be better in learning English language. Therefore, the researcher is interested in using role play in teaching speaking. This is a good strategy to improve students' speaking skill by using role play strategy. Brown (2004: 174) stated that "role play is a popular pedagogical activity in communicative language teaching classes. Within constraints set forth by guidelines, it frees students to be some what creative in their lingustic output. In some versions, role play allow some rehearseal time so that students can map out what they are going to say". From this statement the teacher knows that using role play helps his students' to improve their speaking competence as well as their learning motivation. In integrated evaluation classroom context and daily activity based on their mother tongue without leaving English language learning context.

Based on the previous explanations, this research will try to apply the role play in teaching speaking toward students' speaking skill an experiment study at grade XI IPA High School 1 Batang Anai, Padang Pariaman Regency, West Sumatera, Indonesia.

RESEARCH METHOD

In this research the researcher does an experimental research. According to Gay and Airasian (2000) that experimental research is "the only type of research that can test hypothesis to establish cause and effect relationship". The researcher manipulates at least one

independent variable controls other relevant variables, and observes the effect one or more dependent variables. Related to this thesis compare two strategies in teaching speaking. They were role play and Information Gap. The result of this strategies was observed at the end of the research activity. The researcher wants to know the effect of role play toward students' speaking skill at grade XI IPA of high school 1 Batang Anai, Padang Pariaman regency, West Sumatera, Indonesia

Furthermore, Gay and Airasian (2000) suggest that the researcher has controlled over the selections and assignment of group to treatments. The manipulation of the independent variable is one characteristic that differentiate experiment research from other types of research. So, this research had two groups one group experimental and the rest is control group. The experimental group was taught through role play strategy and the control group was taught through Information Gap.

The larger group to which one hopes to apply the results is called the population (Fraenkel and Wallen, 1993). According to Arikunto (2010) a population is "a set (or collection) of all elements prosessing one or more attributes of interest". Related to the definition about population, the researcher chooses the grade XI IPA students of high School 1 Batang Anai, Padang Pariaman Regency, West Sumatera, Indonesia. because they have learnt about speaking subject especially Intensive course and English Course, of course they have done conversation

Sampling refers to "the process of selecting these individuals" Fraenkel and Wallen (1993). The purpose of sampling is to gain infomation about the larger population. According to Gay and Airasian (2000) sampling is "the process of selecting a number of individuals or a study in such a way that they represent the larger group from which they are selected". In this research the researcher used cluster sampling that "cluster sampling in which groups, not individuals, are randomly selected. Clusters can be communities, states, school districts and so on" Gay and Airasian (2009). The steps in cluster sampling are similar in random sampling except that the random selection of groups (clusters) is involvedBecause of there were two groups of grade XI (science and social), the researcher considered the group that would like to be sample. First, the number of students of science group was suitable with the type of the research. Second, science group often used kind of strategy in teaching and learning. Third, the curriculum administration at the location of the research allowed the researcher to do the research at science group. Then, the researcher used cluster random sampling. The instrumentation of this research focused on the data that will be collected. Instrument is tool to collect the data from the sample. The instrument in this research are observation and speaking test.

Validity of the instrument the post-test and the pre-test were arranged based on the curriculum and students's textbook. So, the instrument was assumed to have content validity. Validity is concerned with the appropriateness of the interpretation made from the test score. According to Gay and Airasian (2009:154) validity is "the most important characteristics of a test in measuring instrument". In other words, validity is whether a test can measure what to be measured. Beside that , the levels of material between the two techniques were the same. For measure validity of the speaking test the reseacher used SPSS program for windows version 17 and r-table. If the r-table < r-observed the test was valid with level significant = 0,05.

RESULTS

Based on the result of observation checklist that have done in experimental class, the observation checklist is filled by friend researcher. The researcher as the teacher have done appropriate with observation checklist when learning process by using role play. The reseacher as the teacher decides the teaching materials, uses authentic meaningful and material, selects the situation and create the dialogs, creates the activity that requires the

students to work together to achieve a purpose. The teacher also teach dialogue for role play, ask the students to practice the dialogue, gives the students a desire to communicate, gives the students opportunity to express personal feeling, ideas and opinion, provides supportive and dynamic classroom that make the students feel confident in using the language. Finally, the teacher evaluates and checks the students comprehension.

The observation checklists for the students, found that the students have worked together to achieve purpose. The students more feel convidence in using the language and the students active in teaching and learning process.

Related to this study, it was found that role play gave good effect to grade XI IPA students of high school I Batang Anai, Padang Pariaman Regency, West Sumatera, Indonesia. This information could be seen on the research finding from the role play class that the mean score on pre-test was 18,84 and post-test was 21,42 . It means that there were 2,58 raised up from pre test.

DISCUSSIONS

The result of the data analysis showed that the students who were taught through role play got better result than the students who were taught through information gap. It is caused by the strategy that is used. Role play give the opportunity to the students to explore their ability to be more active in teaching and learning process. The students have the chance for stimulate their speaking skill and they can easy for perform in the front of the class. In other words, role play help the students to improve their speaking skill.

The finding of this study also strengthen the result of previous studies conducted by Steven C. Blank (2000) the result showed that the role play can improve students' performance when used in appropriate situation. Lawarn and Jitpanat (2013) found that the effectiveness of drama-based role play combined with STAD on students' speaking skills, motivation, and self-esteem in the experimental group. The study concludes with recommendations for the integration of the blended drama-based and cooperative learning to improve students' speaking skills and affective involvement. In addition, Roshanak (2013) also found the use of psychodrama (role- play) technique can improve speaking ability of EFL students. The study also revealed that the students were extremely satisfied with this technique. It enables the students to formulate their turns and give them a better opportunity to improve their English speaking. The result of those studies revealed that the role play technique is effective technique to be used to improve students' speaking skill.

The statements above was supported role play is one of technique in teaching speaking communicatively. As it is stated by Hedge (2000) that a number of advantages have been claimed for role-play as a fluency activity if it is performed in pairs or groups rather than one group acting in front of the class. The students choose the role they want to play

Role play is like a drama so, in this research, the students were very interested to do this activity. They could arrange the situation and the setting of their role. Some of them also could give facial expression like sadness, happiness, or dissapointment.

Role play can also give better effect to the students' speaking skill. It can help the students to speak more fluently. It motivates students to speak. The slow students who were not brave to speak in unusual class could speak in his role. But generally, there is not enough time for the students to practice in the classroom. So, the teacher can give them time to practice at home, then they are asked to play their role on the next meeting. According to Jannah (2011) Role play is very important in teaching speaking because it gives students in opportunity to practice communicating in different social context and in different social roles. It also allows students to be creative and to put themselves in another person's for a while.

According to Adolfo (2011) propose to adapt the role-play trying to overcome obstacles like its exclusive association with fantasy games or its demand of social skills. He have chosen the role of a maintenance technician, a relevant job profile for engineering graduates.

The interaction is based on email exchange, and the instructor is included in the simulation to guide the activity development and the achievement of the learning objectives. In this paper, our experience with this methodology, its implementation, results and student feedback are presented. In addition from Qing (2011), he found for Increasing cross-cultural contact has highlighted the necessity for enhanced effective cross-cultural communication, and it becomes the most important task for an English teacher to help students develop communicative competence. As a type of communicative activity, role play is a very valuable method to help learners to interact and provide them an opportunity to practice in the target language context. His paper addresses the issue of role play in the college audio-visual class, its purpose is to suggest that the application of role plays could increase students' intercultural awareness and help them develop overall communicative competence.

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CONCLUSION

Based on the research finding of the research that was done for grade XI IPA students at high school 1 Batang Anai, Padang Pariaman regency, West Sumatera, Indonesia it can be concluded that role play gave significant effect on students' speaking skill. It can be seen from mean score 21.42 of experiment class and mean score 20.48 of control class. The students' mean score of experiment class who were taught by role play was higher than students' mean score who were taught by information gap.

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