

THE EFFECT OF USING ROLE PLAYING STRATEGY ON STUDENTS' ACHIEVEMENT IN SPEAKING ENGLISH AT SMP MUHAMMADIYAH 01 MEDAN

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Abstrak

Penelitian ini berjudul "Pengaruh Penggunaan Role Playing strategi pada kemampuan Berbicara Bahasa Inggris di SMP Muhammadiyah 01 Medan. Penelitian ini ditunjuk untuk meningkatkan keberanian siswa untuk berbicara Bahasa Inggris menggunakan strategi "Role Playing". Kemudian cari upaya kepercayaan diri bagi siswa yang berbicara Bahasa Inggris melalui strategi "Bermain Peran". Terakhir untuk menciptakan manfaat "Role Playing" dalam mendukung pembelajaran bahasa Inggris di SMP Muhammadiyah 01 Medan. Penelitian ini menggunakan metode penelitian deskriptif kuantitatif dan kualitatif. Metode kuantitatif untuk menghitung nilai rata-rata hasil tes siswa, sedangkan kualitatif digunakan untuk menghitung hasil observasi kegiatan belajar siswa pada setiap siklusnya. Semuanya dijelaskan sesuai dengan fakta yang ditemukan di lapangan selama penelitian. Metode yang digunakan dalam pengumpulan data adalah metode eksperimen. Metode eksperimental adalah metode pengujian langsung pengaruh variabel terhadap variabel lain dan menguji hipotesis hubungan kausal. Teknik yang digunakan dalam metode ini, yaitu dengan membandingkan kelas yang mendapat perlakuan khusus dan kelas yang tidak mendapatkan perawatan.

Kata kunci: Keterampilan, Berbahasa Inggris, Strategi Bermain Peran

I. INTRODUCTION

Skills are dexterity or the ability to do things well and carefully. Speaking skills are one of four language skills that must be mastered by someone who is learning language skills in addition to writing, reading and listening. Speaking is the skill of conveying messages through oral. Speaking is the ability to express words in order to convey intentions, ideas, ideas, thoughts and feelings that are compiled and embodied according to the needs of listeners so that they can be understood by listeners. Speaking also one type of language skills oral variety is productive.

According to Henry Guntur Tarigan (2008) in the book Speaking explains that

speaking is a language skill that develops in the life of a child that is only preceded by listening skills, and at that time the ability to speak or say is learned. English language skills are not simple things that can be learned easily in a short time, because these skills are more than just knowledge about grammar and semantic rules, or the right teaching strategies and require a lot of practice and opportunity to speak. Speaking skills in English need to be mastered well because these skills are an indicator of one's success in learning English. Language itself has a basic form of speech or oral, so it is clear that language learning is essentially learning to communicate, and communication is speaking.

Based on the observations of researchers, the learning process carried out especially in learning English in aspects of speaking skills is still not optimal. It is seen from students who dare to express their opinions or ideas in group discussions are still very lacking. Many discussions are dominated by several students while others do not actively participate. This causes the purpose of group work to make all students active in speaking skills not achieved, and the expected value or results are not optimal.

To overcome this problem, the right learning model is needed, where in the teaching and learning process the teacher should provide sufficient opportunities for students to be actively involved in learning, because with this activity students can better understand, explore from the experience he gained with his activity. We know that with interactive learning various learning strategies emerge that can motivate students, one of which is the Cooperative Learning type of Role Playing.

Role playing is to dramatize the way people behave in a position that distinguishes their respective roles in an organization or group in society. In other words, the Role Playing learning model is a learning model by performing role playing in which there are rules, goals, and elements of pleasure in carrying out the teaching and learning process. Roles can be defined as a series of feelings, speech and actions, as a unique pattern of relationships shown by individuals to other individuals. The role played by the individual in his life is influenced by individual perceptions of himself and others. Therefore, to be able to play well, an understanding of personal roles and other people is needed. This understanding is not limited to actions, but on the determinants, namely

feelings, perceptions and attitudes. Role playing seeks to help individuals understand their own roles and the roles played by others while understanding the underlying feelings, attitudes and values.

The essence of learning role playing (Role Playing) lies in the emotional involvement of actors and observers in situations of real problems faced. Through role playing in learning, it is expected that students can: explore their feelings, obtain insight into attitudes, values, and perceptions, develop skills and attitudes in solving problems faced, and explore the core problems that are played in various ways.

Role playing strategies can increase student activity in learning. Learning strategies that are student-centered are learning activities that provide the widest opportunity for students to be involved in planning, implementing, and evaluating learning. This strategy emphasizes that students are role holders in the overall process of learning activities, while educators function to facilitate students in conducting learning activities. Student-centered learning strategies have several characteristics. This characteristic is that learning focuses on the activity of students, relatively high learning activities, educators only act as helpers (facilitators) of students in conducting learning activities, need adequate time (relatively long), and need support for complete learning facilities. Another feature is that this learning strategy will be suitable for advanced learning about concepts that have been studied before, and for solving problems faced together in life. Through the Role Playing learning model, students can practice to apply the principles of democracy. Class can be likened to a social life where students learn to

express opinions and respect the opinions of others. Several factors need to be considered in choosing the topic of problems in Role Playing to be adequate for students, including the age of students, socio-cultural background, complexity of the problem, sensitivity of topics that are raised as problems, and experiences of students in playing role. Factors that need to be considered in the use of participatory learning techniques are human factors, learning goals, learning materials, time and learning facilities and learning facilities.

1.1. Problem Formulation

Based on the background described above, the main problems in this study are:

- 1) What obstacles are faced in improving English speaking skills using the Role Playing strategy for Muhammadiyah Middle School students 01 Medan?
- 2) How can the Role Playing strategy improve English speaking skills in Muhammadiyah 01 Middle School students in Medan?

II. THEORY OF RESEARCH

Role-play can be defined and implemented in several ways (Rao and Stupans, 2012). The common denominator is that participants assume different roles in which behavior and events become starting points for making visible, and learning from, what happens in various situations. An example of a common definition of role-play is that of Sogunros (2004) “/.../as a learning activity in which participants act out a set of defined role behaviors or position with a view to acquiring desired experiences”. Sogunro (2004) also underlines that the deeper understanding achieved by role-play is mainly due to that the number of perspectives increase:

“/.../ role-playing encourages participants to view situations or problems from various perspectives other than their own.” According to Yardley-Matwiejczuk (1997), role-play describes activities where participants are involved in “as-if” situation, by way of simulated actions and circumstances. The participants are expected to act “as-if” specific conditions and situations exist, with different roles implying various types of behaviors, goals and arguing. The distinct role descriptions and prerequisites for those who take part are set up in the preparatory work of the role-play (Grysell and Winka, 2010).

Role-play underscores the element of interpretation, in addition to highlighting dilemmas and values, which may otherwise be difficult to elucidate and understand (see, for instance, Bryant and Darwin, 2004). Usually, role-playing is mentioned as a pedagogical method that raises the awareness of the effects and consequences of how we act and communicate during social interaction (e.g., Daly, Grove, Dorsch and Fisk, 2009). The method is often used in situations where attitudes and feelings are in focus, which, as Grysell and Winka (2010) argue: “Values and attitudes are visible to a greater degree through body language than through verbal language. In activities, feelings, values, and attitudes are visible and can be interpreted in words, and you can thus understand the context.” Moreover, role-play could also be used to develop skills in conflict resolution (Alkin and Christie, 2002).

Alkin and Christie (2002) describe role-play as a pedagogical method providing the opportunity for student-to-student and student-to-faculty partnerships in the classroom. They call the students the participants, and the instructors

of learning emphasizing that role playing is learning by doing in a safe environment, i.e. a classroom characterized by community sharing. Role-play makes certain demands of the teacher; though the learning effects are usually described as larger than the effort. Howell (1991, p. 75) expresses this as follows: "Whilst the preparation of a role-play may entail some extra thinking beyond the actual content of the topic, it is nevertheless well worthwhile in terms of student response and ongoing interest." However, the teacher must have a strategy and a clear purpose when choosing the type of role-play in order to get the most out of the role-playing at hand (Rao and Stupans, 2012).

In the literature, there are practical guidelines for teachers about how to set up and managerole-play (Howell, 1991; Nilsson and Waldemarson, 1988). The guidelines highlight the necessity of clarifying: Why use role-play? When to use role-play? How to organize role-play? It is also important that the teacher has strategies to deal with unexpected or difficult situations (Grysell and Winka, 2010c). For example, when students do not want to participate because they believe that the method is childish or unscientific, when students use an exaggerated demeanor, or when embarrassment or tensions between the participants is created. Such strategies can be developed by, for example, the teacher him-/herself, the role-play participants, or even learned from others by acting together with a more experienced instructor during the role-play session. Other advice in the literature suggests that the teacher should gradually become better acquainted with the method, and gain more experience before performing more profound and complex role-play.

III. METHOD OF RESEARCH

Based on the problems formulated in this study, this study uses quantitative and qualitative methods. Quantitative methods are used to calculate the average value of student test results, while qualitative is used to calculate the observation results of student learning activities in each cycle. Judging from the data and data sources needed in this study, this research is classified as field research because researchers are directly involved in the field to collect data needed in research.

The research method used is an experiment, this study directly examines the effect of a variable on other variables and tests the hypothesis of a causal relationship. Researchers choose the type of experimental research with the aim to examine whether there is a causal relationship from something that is imposed on the object under study. How to compare classes that get special treatment and classes that do not get treatment. Data collection can be done in 4 four) ways, namely: 1). Descriptive Analysis is the presentation of data made by summarizing the data obtained from the pre-test and post-test in both the experimental and control classes, 2) Categorization Criteria The score used in this study is the attitude scale score on the observation sheet. Data analysis for attitude scale can be done on all part of the instrument and analysis. Analysis of attitude scale data in this study was conducted to measure students' attitudes during the learning process. 3). Test Requirements, 4). Test the Hypothesis here, namely the data tested is the difference in the average value of the pre-test or post-test or final test. The technique used by researchers to test hypotheses is to use the t-test (t-test).

IV. DISCUSSION

4.1. Speaking

Tarigan (1990) defines that speaking is a language skill that is developed in child life, which is produced by listening skill, and at that period speaking skill is learned. Based on Competence Based Curriculum speaking is one of the four basic competences that the students should gain well. It has an important role in communication. Speaking can find in spoken cycle especially in Joint Construction of Text stage (Departmen Pendidikan Nasional, 2004). In carrying out speaking, students face some difficulties one of them is about language its self. In fact, most of students get difficulties to speak even though they have a lot of vocabularies and have written them well. The problems are afraid for students to make mistakes. When someone speaks to other person, there will be a relationship. The relationship itself is communication. Furthermore, Wilson (1983) defines speaking as development of the relationship between speaker and listener. Speaking ability is the students' ability in expressing their ideas orally which is represented by the scores of speaking. Speaking is only an oral trail of abilities that it got from structure and vocabulary, Freeman (in Risnadedi, 2001: 56-57) stated that speaking ability more complex and difficult than people assume, and speaking study like study other cases in study of language, naturalize many case to language teachers.

4.2. Values of Role Playing

Role playing can be used with students of most ages. The complexity of the role situations must be minimized in using the method with children. But if we keep it simple for their limited attention spans, role playing can be used

even in teaching preschoolers. Role playing allows people to make mistakes in a nonthreatening environment. They can test several solutions to very realistic problems, and the application is immediate. It also fulfills some of the very basic principles of the teaching-learning process such as learner involvement and intrinsic motivation. A positive climate often results in which one can see himself as others see him. The involvement of the role playing participants can create both an emotional and intellectual attachment to the subject matter at hand. If a skillful teacher has accurately matched the problem situation to the needs of his group, the solving of realistic life problems can be expected.

4.3. Role Playing Strategy

According to Dananjaya (2013) role play is an activity in learning process which is the student should not be worry, because in this role play activity, the real situation of live will be create. This activity differ with drama, the duration is very short. The teacher only gives short scenario and the students feel free to modify or improve the situation and character. Role-playing clearly promotes effective interpersonal relations and social transactions among participants. "In order for a simulation to occur the participants must accept the duties and responsibilities of their roles and functions, and do the best they can in the situation in which they find themselves" (Tompkins in Diyah, 2002). To fulfill their role responsibilities, students must relate to others in the simulation, utilizing effective social skills. Role play can improve learners' speaking skills in any situation, and helps learners to interact. As for the shy learners, role play helps by

providing a mask, where learners with difficulty in conversation are liberated. In addition, it is fun and most learners will agree that enjoyment leads to better learning.

4.4. Role Play Procedure in the Classroom

There are six major steps in the procedure (Huang: 2008):

1) Decide on the Teaching Materials

The teacher must decide which teaching materials will be used for role play activities. The teaching materials can be taken from text books or non-textbook teaching materials such as picture books, story books, readers, play-scripts, comic strips, movies, cartoons and pictures. The material is selected ahead of time by the teacher. The teacher can also create his or her own authentic teaching materials for role play activities. The teaching materials should be decided based on students' level and interests, teaching objectives and appropriateness for teaching

2) Select Situations and Create Dialogs

Then a situation or situations to be role played should be selected. For every role plays situation, dialogs should be provided (by the teaching materials or by the teacher) or created by the students themselves.

3) Teach the Dialogs for Role Plays

The teacher needs to teach the vocabulary, sentences, and dialogs necessary for the role play situations. The teacher needs to make sure the students know how to use the vocabulary sentences and dialogs prior to doing the role play activities, otherwise, the teacher should allow students to ask how to say the words they want to say.

4) Have Students Practice the Role Plays

Students can practice in pairs or in small groups. After they have played their own roles a few times, have them exchange roles. That way, students can play different roles and practice all of the lines in the role play. When students are confident enough to demonstrate or perform in front of the class, the teacher can ask them to do so for their classmates.

5) Have Students Modify the Situations and Dialogs

Once students have finished and become familiar with an original role play situation, they can modify the situations and/or dialogs to create a variation of the original role play.

6) Evaluate and Check Students' Comprehension

Finally, the teacher shall evaluate the effectiveness of the role play activities and check if students have successfully comprehended the meanings of the vocabulary, sentences and dialogs. There are several ways to do student evaluations. Students can be given oral and listening tests relating to the role plays. Example oral tests can include the following.

1. Students are asked to answer some simple questions relating to the role plays.
2. Students are asked to reenact the role plays.
3. Students are asked to translate the role plays into their native language.

V. DATA ANALYSIS

The researcher has listed the marks of pre-test and post-test of experimental group in the table above. The result showed that the sum of pre-test ($\sum X$) is 2100 while the sum of post-

test ($\sum Y$) is 2292. After getting the sum of pre-test ($\sum X$) and post-test ($\sum Y$) then the researcher squares the score of pre-test and post-test that shown in rows of X^2 and Y^2 . Then the result shows that the sum of pre-test ($\sum X^2$) is 126566 and sum of post-test ($\sum Y^2$) is 150552. While, the sum of multiplication of X and Y ($\sum XY$) is 137830. The data shows that the achievement of the students in post test is higher than in pre-test. The data have been analyzed by using t-test formula. It means to approve the hypothesis from the analysis of the data (see Appendix 9), the calculation showed that:

$$\begin{aligned} Ma &= 6.42 & da^2 &= 260.6 \\ Mb &= 5.82 & db^2 &= 280.9 \end{aligned}$$

Where:

t = Total Score

Ma = Mean of experimental group

Mb = Mean of control group

da² = Standard deviation of experimental group

db² = Standard deviation of control group

Na = Total number samples of experimental group

Nb = Total number samples of control group

$$t = \frac{Ma - Mb}{\sqrt{\left(\frac{da^2 + db^2}{na + nb - 2}\right)\left(\frac{1}{na} + \frac{1}{nb}\right)}}$$

$$t = \frac{6.42 - 5.82}{\sqrt{\left(\frac{260.6 + 280.9}{35 + 35 - 2}\right)\left(\frac{1}{35} + \frac{1}{35}\right)}}$$

$$t = \frac{0.6}{\sqrt{\left(\frac{54.15}{35 + 35 - 2}\right)\left(\frac{1}{35} + \frac{1}{35}\right)}}$$

$$t = \frac{0.6}{\sqrt{\left(\frac{54.15}{68}\right)\left(\frac{2}{35}\right)}}$$

$$t = \frac{0.6}{\sqrt{(7.963)(0.057)}}$$

$$t = \frac{0.6}{\sqrt{0.4453}}$$

$$t = \frac{0.6}{0.212}$$

$$t = 2.83$$

The mean of post-test was 68.77 and the mean of pre-test was 65.4. It means that students were taught applying role playing were better than students who were taught without applying role playing. The result of computing of t-test shows that t-observed was higher than t-table (t-obs = 2.83 > t-table = 1.994) at the level of significance of $\alpha = 0.05$ and degree of freedom (df) is 68.

The result of calculating t-test showed that t-obs was higher than t-table (t-obs = 2.83 > t-table = 1.994). It means that using role playing has a significant effect on students' achievement in speaking English at grade SMP Muhammadiyah 01 Medan, and the result of computation by using t-test showed that t-observed (t-obs) was higher than t-table (2.83 > 1.994), so alternative hypothesis was accepted, and the null hypothesis was rejected.

The data shows that role playing has significantly affected on students' speaking achievement. It was happen because students got some ideas to speak. When the students speaking sometimes they have problems because of their content of the composition is not relevant to the topic, the ideas are not clearly stated, the ideas and sentences are not well organized, after using role playing strategy.

VI. CONCLUSION

The researcher finds out that teaching speaking English by role playing more significant than without applying role playing. Because applying role playing makes the students more active, motivation and enjoying in

learning because they can explore their ideas and share with their ideas. The researcher found that the students of experimental group (applying role playing) have higher score than score of control group (without applying role playing). It can be seen from average of experimental group is 68.77 and in control group is 65.4 The result of t-test = 2.83 while t-table = 1,994 at df =68 (Na+Nb-2) and at the level of significant $\alpha = 0,05$ it is proved that the alternative hypothesis (Ha) is accepted, while the null hypothesis (Ho) is rejected.

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