**THE EFFECTIVENESS OF ROLE PLAY METHOD FOR IMPROVING THE SPEAKING SKILL OF THE EIHGHT GRADE STUDENT’SOF SMP MUHAMMADIYAH PURWOREJO IN THE ACADEMIC YEAR 2012 / 2013**

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**Abstract**

The objective of the research is to find role play can improve the students’ speaking ability.This research is conducted on may 20th, 27th 2013 and June 3th, 10th 2013. And the subject of this research is eighth grade students of SMP Muhammadiyah of Purworejo. The researcher took two classes as sample. Class 8thA as an experimental class and class 8th B as a control group. Each class has 30 students. This research includes quantitative research and the design of this research is quasi-experimental research with paradigm pre-test--post-test control group. Considering the type of this research, the researcher uses t-test to find the significance of the method. This research uses *polled variance* as t-test pattern. And the technical sampling of this research is *Random Simple Sampling*. This research is divided into three sections, they are: pre-test, treatment and post-test. This research present two analyses, they are: descriptive test involves mean, median, mode, range, Variance and Standard Deviation and inferential test involves normality test, homogeneity test, and t-test or Hypothesis test.The result of normality test shows that the distribution of the data is normal so it can be concluded that this research is parametric. And the result of homogeneity test shows that the both group (experimental and control) is homogenous. The result of t-test shows that t value is higher than t table (5.32>2.00) ;thus, it can be concluded that Ha is accepted, it means that the use of role-play is effective to improve students’ speaking ability the 8th grade students of SMP Muhammadiyah of Purworejo.

Keyword: Key word: effectiveness, role-play method, improving, speaking ability,

1. Background of the Study

There are language skill and language function. The language skills are listening, speaking, reading, and writing. Foreign languages are vocabulary, spelling pronunciation and structure. All of language skill and language function have relation between one to others.Most students have problem in speaking especially in the English class. It can be more stressful when they are expected to speak in the second language before the fluency is achieved. In the early stage, the teacher forces learners to break the silent period before they are ready and they have to use aspects of language that they have not yet subconsciously acquired. As a result, learners will show poor speaking performance because they are not competence in using the target language. A student who believes that one must never say speaking most of time .Indeed, some learners prefer keep quiet during English lesson because they are reluctant to speak English. In order to overcome this problem, teachers should make learning context less stressful for student and use suitable teaching methods that can help learners to minimize their anxiety feelings in second language classroom. Every learner has their own strategies to solve it. Strategies used by learner s to express their thoughts when they lack knowledge of the target language rules. Language uses a word and combination of words either in spoken or written from to create the meaning. In this case, the writer will concern in the role play method for improving student in speaking skill.

1. Research Method

Method is a style of conducting a research work which is determined by the nature of the problem (Singh, 2006:99).In this case, the researcher explains the method which is used in this research. It covers type of the research, research design, place and time of the research, variable of the research, participants, research instrument, the procedure of collecting the data, and technique of analyzingdata.

It is the simplest method to collect the data. The steps in conducting this research are:pre test, treatment and post test. Pre-Testwas conducted in the beginning of the experiment, in the first meeting of the experiment. It was done to know the speaking ability before they get the treatment. The pre-test that the researcher used consists of a dialogue. Treatment, the researcher give explain more about role play and give differences between role play and drama. After the teacher explain it , theresearcher gives example in front of the class and asks three or four student to help her to give an example for the student in role play, all of the student make a conversation by themselves and proper of the theme after that the student practice in front of the class without text.Post-Testwas conducted after giving the treatments to the students or at the end of the experiment. It was done to know the speaking ability of the students after they get the treatment.The post-test that the researcher used consists of 10 themes.The result from the both testwere compared and averaged. In taking the score of the students, the researcher took the mean score of each student. The mean score of each student was the research data.

1. Finding Research And Discussion

The data were collected after doing a research for four meetings to in the VIIIA and VIIIB of SMP MuhammadiyahPurworejo which became the participant in this research. The participants consist of two classes; they were experimental Class and control class, VIIIA as the experimental class and VIIIB as the control class in this research. Each class consists of 30 students.

The data analysis was classified into two. They were descriptive analysis and inferential analysis.

1. Descriptive analysis consists of Mean and Standard of Deviation, Median and Mode, Range (the highest score and the lowest score). Table of Descriptive Analysis of the Students’ in speaking skill using role play method .

Table of Descriptive Analysis of the Students’ in speaking skill using role play method

**In experimental class**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Source** | **H** | **L** | **R** | **M** | **Me** | **Mo** | **SD** |
| Pre-test | 78 | 56 | 22 | 66,73 | 68 | 68 | 5,29 |
| Post-test | 88 | 72 | 16 | 80,46 | 80 | 80 | 3,33 |

Table of Descriptive Analysis of the Students’ in speaking skill using role play method

**In the control class**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Source** | **H** | **L** | **R** | **M** | **Me** | **Mo** | **SD** |
| Pre-test | 70 | 60 | 10 | 64,76 | 65 | 68 | 3,87 |
| Post-test | 84 | 70 | 14 | 74,03 | 74 | 75 | 3,11 |

1. . Inferential analysis.

The inferential statistics was focused to answer the question of the formulation of the problem, which was whether or not there was a significant difference before the students taught by role play and after they taught by role play for improving student in speaking skill. The statistics used in this research was the test of normality and the test of hypothesis.

Based on the computation above, it is known that the value of pre-test is 0.00 and the value of post-test is 0.00. The values of normality test of both pre-test and post-test (Asymp Sig. (2-tailed)) are lower than 0.05. It means that the data is abnormal.

Table 4.7The Summary of Normality Test

Based on SPSS One-Sample Kolmogorov-Smirnov Test

| **Test Statistics** | | |
| --- | --- | --- |
|  | Pre\_test | Post\_test |
| 1 | 26.533a | 34.800b |
| Df | 7 | 8 |
| Asymp. Sig. | .000 | .000 |
| a. 8 cells (100.0%) have expected frequencies less than 5. The minimum expected cell frequency is 3.8. | | |
| b. 9 cells (100.0%) have expected frequencies less than 5. The minimum expected cell frequency is 3.3. | | |

## Based on the computation above, it is known that the value of pre-test is 0.00 and the value of post-test is 0.00. The values of normality test of both pre-test and post-test (Asymp Sig. (2-tailed)) are lower than 0.05. It means that the data is abnormal. Test of Homogeneity of Variance

The test of homogeneity is aimed at knowing whether or not the score of one group have homogeneous variance with the scores of the other group. The researcher uses F test. Statistically, if the value of F obtained is lower than the value of F table, it means that the variance of two samples is homogeneous. The formula is:

= 1.98

From the computation, the value of F is 1.98. Then, it is compared with the value of F table with df of numerator (30 – 1 = 29) and df of denominator (30 – 1 = 29). Based on the table on F table, it is known that at the F value on the significant level 0.05 is 1.98. Because F obtained is higher than the value of F table (1.340<1.84), it means that the variance of two sample is heterogeneous.

Test of Hypothesis

The hypothesis of this study, states that:

Ha: There is significant influence of role play method for improving the speaking skill of the eighth-grade students’ of SMP Muhammadiyah Purworejo in the academic year of 2012/2013.

Ho: There is no significant influence of role play method for improving the speaking skill of the eighth-grade students’ of SMP Muhammadiyah Purworejo in the academic year of 2012/2013.

Considering the computational above, the result of t is 5.32 and the t table is 2.00. It can be shown that t value is higher than t table (5.32>2.00). Thus, it can be concluded that Ha is accepted. It means the use of role-play is effective for improving students’ speaking ability with signification 5%.

1. Conclusions

The conclusion that can be drawn is there is a significant influence of role play method for improving the speaking Skill of the eighth grade Students of SMP Muhammadiyah Purworejo in the academic year of 2012/2013. Based on the hypothesis testing by using Microsoft excel computation manual in chapter IV, with significance value of treatments 5%, it means that Ho is rejected and Ha is accepted, because T value is higher than T table (5.32>2.00).

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