THE EFFECT OF ROLE-PLAY METHOD IN ENGLISH SPEAKING SKILL OF M.TS. MUHAMMADIYAH NO.1 MEDAN STUDENTS ON GRADE VIII IN YEAR ACADEMIC 2016/2017

DAMPAK DARI METODE ROLE-PLAY DALAM KEMAMPUAN BERBICARA BAHASA INGGRIS DARI SISWA M.TS. MUHAMMADIYAH NO.1 DI KELAS VIII TAHUN AJARAN 2016/2017

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Absrak
Penelitian ini difokuskan terhadap keahlian berbicara para siswa M.Ts. Muhammadiyah kelas delapan karena penulis melihat bahwa kemampuan berbicara mereka masih terlalu rendah. *role-play* adalah sebuah kegiatan dalam kelas yang memberikan kesempatan kepada para siswa untuk mempraktekan bahasa tersebut. Dalam penelitian ini, penulis menggunakan desain penelitian *experimental* yang memerlukan tes awal dan tes akhir untuk mengetahui perkembangan mereka dalam berbicara. Dalam *experimental*, ada kelas control (kelas biasa) dan kelas *experimental*. Penulis harus membuat perlakuan (*treatment*) untuk kelas *experimental* sehingga dapat dilihat perkembangannya setelah melakukan perlakuan (*treatment*) sebelum mengambil tes akhir (*post-test*). Dalam penemuan data, penulis telah mendapatkan nilai tes awal dari kelas control dan kelas *experimental*; nilai rata-rata kelas kontrol adalah 60 dan kelas *experimental* adalah 63,47. Nilai rata-rata tes akhir; kelas control 65,21 dan kelas *experimental* 81, 73. Dalam tes awal, nilai terendah baik kelas control maupun kelas *experimental* adalah 50 dan nilai paling tinggi adalah 80. Dalam tes akhir, nilai paling rendah adalah masih 50 dan paling tinggi adalah 80, tapi dalam kelas *experimental,* nilai paling rendah adalah 70 dan nlai paling tinggi adalah 90. Nilai dari *t-test* adalah 5,41 dan itu artinya bahwa 5,41 lebih besar dari 2,66. Akhirnya, tes tersebut lebih tinggi daripada *t-table* untuk kedua tingkat pengaruhnya. (5.41>2.00 and 5.41>2.66).
Kata Kunci: kemampuan berbicara*, role-play,* kelas kontrol*,* kelas *experimental,* perlakuan *(treatment)*

Abstract
This study is focused on the speaking skill of M.Ts. Muhammadiyah students on grade VIII because the writer saw that their speaking skill is still so low. Role-Play is a classroom activity which gives the students the opportunity to practice the language. In this study, the writer used the experimental research design which it needs the pre-test and post-test to know their progress in speaking. In experimental, there are control class

(conventional class) and experimental class. The writer have to make the treatment for experimental class so that it can be seen their progress after doing the treatment before taking the post-test. In findings data, the writer has got the score of control and experimental classes' pre-test; the control class average score is 60 and the experimental class is 63, 47. The post-test score average, control class is 65,21 and experimental class is 81,73. In pre-test, the lowest score either in control class or experimental class is 50 and the highest is 80. In post-test, the lowest score is still 50 and the highest score is still 80 , but in experimental, the lowest score is 70 and the highest score is 90. The value of the t-test is 5.41 and it means that 5,41 > 2.66. Finally, the t-test is higher than t-table for both the significance level. (5.41>2.00 and 5.41>2.66).

Keyword: *speaking skill, role-play, control class, experimental class, treatment*

I. INTRODUCTION

1.1 Background

Language is system of sound symbol used by humans to communicate. The system of communication in speech and writing that is used by people of a particular country or area It means that language is so important in human life because it is impossible for the human to communicate in their life especially in their own society or the neighborhood.

In learning speaking skill, the students often find some problems. The problem frequently found is that their native language causes them difficult to use the foreign language. Other reason is because of least motivation to practice the second language in daily conversation. They are also shy and afraid to take part in the conversation. Many factors can cause the problem of the students speaking skills namely the students' interest, the material, and the media among others including the technique in teaching English. Many techniques can be applied including role play because many research findings say that this technique is effective to use in teaching speaking. Speaking is an interaction process between speaker and listener. In speaking, there is a process communication, which conveys message form, speaker to a listener. In speaking skill, the students have many difficulties to speak English well because they think that English language is not as communication language in Indonesia (as foreign language).

The writer is interested in *Role-Play* Method Teaching Effects in this research because many Junior High School (Madrasah Tsanawiyah) students can not speak English in the reality so *Role-Play* method is so suitable and effective to make the students speak English more actively because the students can be divided in a small group so that they are expected to give their opinions or responds about the assignment or tasks which are given by their teacher in the class. They have to do what the teacher gives in teaching-learning process. Then they also have a role in the process of English learning in speaking skill. They need any practices to assist them in developing their speaking ability. Many techniques can be applied including *role-play* because it encourages the students be actively participating in teaching learning process. This technique also gives the students an opportunity to practice communicating in different social roles. Therefore, the researcher would like to conduct a study about the *effect of Role Play Method in* speaking skill of the Madrasah Tsanawiyah Swasta Muhammadiyah 01 Medan students on Grade VII in Academic 2016-2017.

1.2 Problem of the Study

Based on the background of the

study, the researcher's problem in this study is: "*Does the Role-Play Method have an effect significantly to the students' speaking skill of Madrasah Tsanawiyah Swasta Muhammadiyah 01 Medan on Grade VIII in Academic 2016-2017?*"

1.3 The Hypotheses of the Study

The hypotheses of this study can be described:

H0: There is no significant effect of Role-Play to the students' speaking skill of Madrasah Tsanawiyah (M.Ts.) Swasta Muhammadiyah 01 Medan on Grade VIII in Academic 2016-2017.

Ha :There is significant effect of Role-Play to the students' speaking skill of Madrasah Tsanawiyah (M.Ts.) Swasta Muhammadiyah 01 Medan on Grade VIII in Academic 2016-2017

1.4 Theoretical Framework

1.4.1 Speaking Skill

The definition of speaking is to express or communicate opinions, feelings, ideas, etc, by or as talking and it involves the activities in the part of the speaker as psychological, physiological (articulator) and physical (acoustic) stages.[1]

Speaking is the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts (A. L. Chaney and T. L. Burke:1998).

While another expert, Theodore Huebner (1960:5) said that Language is essentially speech, and speech is basically communication by sounds and according to him, speaking is a skill used by someone in daily life communication whether at school or outside. The skill is acquired by much repetition; it primarily a neuromuscular and not an intellectual process. It consists of competence in sending and receiving messages.

From the some experts' explanations above, speaking is to communicate the opinions, feelings, ideas, or other things as a communication language that is always used by human in their daily life communication either in their formal life or in their informal life. So all of things are pronounced or expressed by human and it can be verbal or non verbal symbols which they use in the life.

1.4.2 Role Play

Scrivener (2005: 155) states that in role-play, learners are usually given some information about a role" (e.g. a person or a job title). These are often printed on role cards". Learners take a little preparation time and then meet up with other students to act out small scenes using their own ideas, as well as any ideas and information from the role cards. A simple role card could do nothing more than name the role e.g. mother, detective or alternatively they could offer guidance as to what to do rather than the role itself, e.g. buy a train ticket to Brighton.

Scrivener also has it that role cards have an important function, thus, thanks to them learners are equipped with crucial information about their roles. Guidelines put on such cards help students in conveying important facts about their characters to be played and also make the speakers feel more secure, as basic clues are included on paper. The weaker learners may base their utterances only on a card, while the strong ones find role cards as prompts. A good set of role cards is frequently designed so that the participants may have different points of view and obvious disagreements (Scrivener 2005: 156). This author of the book also inclines that students need an appropriate amount of time to prepare ideas and language before playing their roles. What is more, he says that learners not only use the ideas put on role cards, but also try to add any language they possess.

a. Role-Play and Simulation

Harmer (2012: 121) stated that the simulation as "a chance to rehearse real-

life encounters. For example, we can move the classroom furniture so that we represent a station office with a ticket window." This situation requires playing a role of a passenger and a travel clerk, so one learner likewise in a role-playing, must take on a role of somebody else. As presented above, the distinction is not clear and it could be only proposed that in role-plays students are cast roles of different characters, whereas in simulations players do not take any roles and play themselves in real-life situations.

b. The organization of a role-play activity

Harmer (2012: 178) said that the educator has to be convicted that role-play is an exciting technique to use and has many benefits. If the teacher is not enthusiastic about the play, the students will not as well. Any teaching sequence necessitates three vital elements: the engage stage, study stage and activate stage. In the first phase – the engage stage, the teacher's task is to attract and keep learners" attention and interest in a lesson. Students" minds have to be involved and emotionally connected with a lesson, for example by a pleasant situation or a nice picture. Then, learners need to study the new language; it may be grammar or vocabulary exercises. Having known the new item, students are given a possibility to activate both the new language and the language they have known. Learners do it when they speak freely. Having been engaged, being presented the new language and having practiced it, learners try to activate it. Budden (2004) has stated that equally importantly, reality can help to bring role-play to life. For instance, when playing the role of a waiter and a customer, learners might be asked to do or bring to a class menus and aprons. These simple props may make the whole process more memorable for the class. The author also has it that rearranging the furniture helps with playing the roles. She gives an example of playing the roles of a travel

agent and a customer where in order to make it more real, students may even leave the room and then enter by knocking at the door. One desk may be put in the centre of a classroom to pretend a travel agency, too.

c. Pair work and group work as patterns of classroom interaction in role-play.

Richards and Bohlke (2011: 17) stated that as there is no teacher control and students work on their own, they may talk in their mother tongue rather than in the target language. Group-based learning is used on a large scale in many forms of teaching. Altering the classroom interaction is important because it prevents learners from getting bored when working still on their own. There is also a greater opportunity of different opinions and varied involvements than in pair work, and it encourages learner's autonomy by allowing students to make their own choices within the group, without being told what to do. Similarly to a pair work, group work is likely to be an interaction pattern which is typical of full of noise (Harmer 2001: 117).

d. The teacher's roles in role-play

Having analyzed the definition of role-play, the organization of such an activity, its advantages and also the notion of pair and group work, another very important issue has to be explained, namely, the teacher"s role in a role-play activity. One of the teacher's function is being a facilitator. As learners practise role-play they may discover that they lack words or phrases (Budden 2004).

2.3 Procedures of Role-Play
a. Prepare class for role-play

. . Present an artificial problem, situation or event that represents some aspect of reality. . . Define the problem, situation and roles clearly.

b. Give

clear instructions.

.
Determine whether role plays will be carried out using student volunteers in front of the class (the teacher may or may not play a role), in partnerships or small groups with every student playing a role, or in small groups with role-players and observers.   .
Divide students into groups, if appropriate, use small group activities.   . Model the skill with a scripted role play.

.   Suggest including a few-minute time limit; and the opportunity to perform more than one skill practice.

c. Act out role-plays.

. Students follow the procedure outlined by the teacher to act out role

plays.   . Unless the teacher is playing a role, it is helpful to walk around the room and observe how students are experiencing the role play and offer coaching to students who are stuck.   d.

Discussion (small group and whole class)

. Begin by allowing players to communicate feelings experienced during the role play.   . Have students identify sexual health skills that were demonstrated during the role play.   . Determine actions that strengthen or weaken these skills (i.e. body language).   . Discuss how this role play is or isn't similar to real life.   . Identify ways of in real life situations.[2]

2. Research Method

2.1 Research Design

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[2] Internet. http://www.google.com.// Role-Play Procedures in Teaching Method. Instructional Method teaching sexualhealth.ca Teacher Portal.htm Copyrights. Alberta Health Services 2002-2016, accessed on March 2016

This research was conducted in all samples Groups, Pre – test – post – test design. The design generally regarded as the most sophisticated research methods for testing hypotheses. This design was assigned to the experimental and control groups by all samples method and they were given a pre-test on the dependent variable. The treatment was introduced only to the experimental subjects for a specified time, after which the groups were measured on the dependent variable. The average difference between the pre-test and post-test was found for each group and then these arrange the difference scores were compared a certain whether the experimental treatment produced a greater change than the control situation. The significant of the difference in average changed (found when the average change for the control group was subtracted from the average change for the experimental group was determined by an appropriate statistical test, such as F test.

Table 3.1: Groups, Pre-Test and Post-Test Design

Group	Pre−Test	Independent Variables	Post-Test
Experimental G_1	Y1	Treated by Role-Play	Y2
Control Group	Y1	Conventional Teaching	Y2

2.2 Population and Sample

This research is conducted at M.Ts. Swasta Muhammadiyah No. 1 Medan students on Jl. Darussalam no.05 Medan. The students have to be able to have skill and ability both in other subjects and English. It is one of qualification of students before they graduate from their study. The students that are put as the population of this research where those students in the seventh grade of 2016/2017 academic year. The total

population of the students who are used in this experiment was three classes; on the other hand, there were about 46 students in seventh grade class that would not be selected by using randomized technique. 23 (twenty three) students were done experimental group of treatment and 23 (twenty three) students were control group (they were not done treatment).

2.3 The Instruments of Data Collection

An instrument is very useful in this research because the instrument is used as a facility in this research by the researcher. In this study, the instrument is teacher made test.

a. Validity

The topics and cognitive processes must be sampled in proportion to their emphasis in the entire content universe. In this case the researcher considers the *Role-Play* as the beginning point of making test.

b. Reliability

The reliability of characteristics of a good test refers to the consistency of the measurement. To obtain the reliability of test, the researcher used Kuder Richardson's Formula, as the following formula

$$r = \frac{K}{K-1}\left[1 - \frac{M(K-M)}{KxS}\right]$$

Notes: K is the number of question

M is the mean of the test score

S is the standard deviation

2.4 The Procedure of Data Collection

a. Pre-Test
b. Treatment
c. Post-Test

2.5 Technique of Analyzing Data

The groups were expected through chance alone under a true null hypothesis. The data analyzed by applying t-test, finally, the significant of the sum, the t-test and t-table was compared with the degree of freedom (df) of the test, the t-test as follow (Arikunto,2006)

$$t = \frac{M_x - M_y}{\sqrt{\left(\frac{\sum x^2 + \sum y^2}{N_x + N_Y - 2}\right)\left(\frac{1}{N_x} + \frac{1}{N_y}\right)}}$$

Where: Mx= Mean of experimental group

My = Mean of control group

X^2 = The deviation score of experimental group

Y^2 =The devation score of control group

Nx =The total sample of experimental group

Ny = The total sample of control group

3 Data Findings and Discussions
3.4 Findings

After doing the research, the writer has found some findings and to find out whether or not the influence of Jigsaw, research to test the hypothesis with the t test analysis of differences in average test score of the control class and experimental class at a significant level of 0.05 (95%), provided that if t count greater than the t-table, so Ho is rejected, otherwise accepted Ha. Based on t test result indicate that learning is Jigsaw is one effective method as an approach in writing. The result of these findings has been demonstrated from the result of t-test. T- test value is higher than the value of t-tables for both the significance level. (6,45> 2.00 and 6,45> 2.66).

Table 3.1 The Results of the Pre-test and Post-test and X Value of the Control Group

NO	NILAI (SCORE)		T2 – T1
	TES – AWAL (PRE-TEST) (T1)	TEST AKHIR (POST-TEST) (T2)	(X)

No	T1	T2	X
1	60	70	10
2	70	70	0
3	70	70	0
4	80	70	10
5	50	70	20
6	60	60	0
7	50	70	20
8	50	70	20
9	60	70	10
10	50	60	10
11	50	60	10
12	50	70	20
13	50	60	10
14	70	70	0
15	80	70	-10
16	60	70	10
17	70	70	0
18	60	80	20
19	60	50	-10
20	70	60	-10
21	60	50	-10
22	50	50	0
23	50	60	10
	TOTAL		130

Note:
T_1 = The score of pre-test
T_2 = The score of post-test
X = The number of the score of $T_2 - T_1$
M = $\frac{X}{n}$ = $\frac{130}{23}$ = **5,90**

In the table 3.1, it shows that some students have progress in their scores and a few students do not have the differences (same scores either in Pre-Test or Post-Test).

Table 3.2 The Results of the Pre-test and Post-test and X Value of the Experimental Group

NO	NILAI (SCORE)		T2 − T1
	TES – AWAL (PRE-TEST) (T1)	TEST AKHIR (POST-TEST) (T2)	(X)
1	80	90	10
2	70	90	20
3	70	80	10
4	80	80	0

No	T1	T2	X
5	60	70	10
6	60	90	30
7	50	90	40
8	50	70	20
9	60	80	20
10	60	90	30
11	50	70	20
12	60	90	30
13	50	80	30
14	70	80	10
15	70	80	10
16	70	90	20
17	80	90	10
18	70	80	10
19	60	60	0
20	70	80	10
21	60	80	20
22	50	80	30
23	60	90	30
	TOTAL		420

Note:
T_1 = The score of pre-test
T_2 = The score of post-test
X = The number of the score of $T_2 - T_1$
M = $\frac{X}{n}$ = $\frac{420}{23}$ = **18,26**

Based on the table 4.2 above, it shows that the differences are between Pre-Test and Post-Test scores in the *experimental class*. In the Pre-Test, the lowest score is 50 and the highest score is 80, but in Post-test, the lowest score is 70 and the highest score is 90. In this Post-Test, some students have the progress in their score to be much better until the score is 90.

3.3 Table 4.8. Result of Post-Test Experimental Class and Control Class

No	X	Y	X	Y	x^2	y^2
1	90	70	-2,6	-2	6,76	4
2	90	70	-2,6	-2	6,76	4
3	8	7	-	-	6,7	1

	X	Y	x	y	x²	y²
	0	0	2,6	12	6	44
4	80	70	7,4	-2	54,76	4
5	70	70	-2,6	-2	6,76	4
6	90	60	-2,6	-12	6,76	144
7	90	70	-2,6	-2	6,76	4
8	70	70	7,4	18	54,76	324
9	80	70	7,4	8	54,76	64
10	90	60	7,4	8	54,76	64
11	70	60	-12,6	-12	158,76	144
12	90	70	17,4	8	302,76	64
13	80	60	-2,6	8	6,76	64
14	80	70	-2,6	-2	6,76	4
15	80	70	7,4	-2	54,76	4
16	90	70	17,4	8	302,76	64
17	90	70	17,4	18	302,76	324
18	80	80	-12,6	8	158,76	64
19	60	50	-2,6	-12	6,76	144
20	80	60	-2,6	-2	6,76	4
21	80	50	7,4	-2	54,76	4
22	80	50	17,4	-2	302,76	4
23	90	60	7,4	-12	54,76	144
	ΣX **1880**	ΣY **1500**			ΣX^2 **3266,8**	ΣY^2 **18800**
	$\bar{X}$ = *81,73*	$\bar{Y}$ = *65,21*				

From the above table, the average students in the experimental class is:

$$\bar{X} = \frac{\Sigma x}{N}$$

$$\bar{X} = \frac{1880}{23} = \mathit{81.73}$$

The data above show that the average student in the control class are:

$$\bar{Y} = \frac{\Sigma Y}{N}$$

$$\bar{X} = \frac{1500}{23} = 65.21$$

3.5 Hypothesis Testing

Furthermore, based on the above table, the data are analyzed to prove the presence or absence of the influence of using jigsaw with students' skill to speak. To test the hypothesis of the students in control class and experimental class at the significant level of 0,05.

Based on the above table, then :

$\bar{X}$ = 81.73

$\bar{Y}$ = 65.21

$\sum X^2$ = 3266.8

$\sum Y^2$ = 1880

NX = 23

NY=23

$$t = \frac{M_x - M_y}{\sqrt{\left(\frac{\sum x^2 + \sum y^2}{N_X + N_Y - 2}\right)\left(\frac{1}{N_x} + \frac{1}{N_y}\right)}}$$

$$t = \frac{81.73 - 65.21}{\sqrt{\left\{\frac{3266.8 + 1880}{23 + 23 - 2}\right\}\left(\frac{1}{23} + \frac{1}{23}\right)}}$$

$$t = \frac{16.52}{\sqrt{\left(\frac{5146.8}{44}\right)\left(\frac{2}{23}\right)}}$$

$$t = \frac{16.52}{\sqrt{(116.9)(0.08)}}$$

$$t = \frac{16.52}{\sqrt{9.35}} = \frac{16.52}{3.05}$$

t = 5.41

After obtaining the value of the t-test is 5.41, the authors consult the t-table at level 0.05 (5%) and significant level of 0.01 (1%). The value of the t-table at level 5% is 2.00 and the 1% level is 2.66. This means that the t-test value is higher than the value of both those levels.

So based on data analysis, followed by testing the hypothesis, it was found that the treatment given to the experimental class is to provide jigsaw model, have a significant effect on students' skills in speaking.

This means, the result of the experimental class is better than the control class. This suggests that learning is one effective method as an approach to speaking skills in English. The result of these findings has been demonstrated from the result of t-test. T-test value is higher than the value of t-tables for both the significance level. (5.41>2.00 and 5.41>2.66).

4. Conclusion

a.

he speaking skill is one of four skills in English education which the role-play is one of communicative teaching methods and it is so suitable in English teaching because the students participate directly in the role-play which has been prepared based on the syllabus of English subject on the grade VIII.

b.

he experimental research is one of good research design to know the progress of students' speaking skill because the writer has got the data from the students' test directly, either in pre-test or in post-test. The writer also did the treatment especially in experimental class to know the students' skill after doing the treatment.

c.

n the data findings, the writer has found the control (conventional) class and experimental class that the progress of control class did not have good progress in their score test either in pre-test or in post-test, but in experimental class, the writer found better progress in speaking skill because the experimental class has got the treatment and then the post-test score is better than the pre-test.

d.

his study is teaching the speaking skill, the result of these findings has been demonstrated from the result of t-test. T-test value is higher than the value of t-tables for both the significance level. (5.41>2.00 and 5.41>2.66).

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