

The Effect of Applying Role Play Technique on Students' Speaking Ability at Grade Ten of SMA Swasta HKBP Nommensen Pematangsiantar

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ABSTRACT

This study deals with the effect of applying the Role Play Technique on students' speaking ability at grade ten of SMA Swasta HKBP Nommensen Pematangsiantar. The purpose of this research is to determine how the Role Play technique affects the students' speaking ability in grade tenth at SMA Kampus HKBP Nommensen Pematangsiantar with a total sample of 46 people. This research was implemented using a quantitative design, using an experimental approach as a research method. To determine how the Role Play technique affects the students' speaking ability in grade tenth at SMA Swasta HKBP Nommensen Pematangsiantar, the T-test formula was used. From the test result, it is determined that the t-observed value is 4,23 and the t-table value is 2,015. If the t-observed > t-table, the alternative hypothesis, H_a , is acceptable. The score was calculated using a t-test with a degree of freedom of 44 ($df=N_x+N_y-2$), a level of significance of 0,05. The t-test calculation result indicated that the t-observed is greater than the t-table [$t\text{-obs}(4,23) > t\text{-table}(2,015)$ $\{\alpha=0,05\}$ with $df=44$], then the alternative hypothesis (H_s) is accepted. Therefore, this research showed that the Role Play technique affects the students' speaking ability at grade tenth of SMA Kampus HKBP Nommensen Pematangsiantar.

Keywords: Role Play Technique, Speaking Ability, Students

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INTRODUCTION

English as a foreign language has affected numerous elements of daily life in this nation. It has a huge influence on intellectual progress, advancement, and civilization, and it is utilized in industry and academia. People always communicate with one another every day. People use words to make others comprehend their intentions. When communicating with people from other nations, most people around the world utilize English, one of the international languages. As a result, most countries around the world, including Indonesia, implement English is taught and learned in various school systems. In Indonesian schools, English is a required subject. according to the national curriculum. It is taught from elementary school all the way through university.

Students master the four abilities of listening, speaking, reading, and writing in the English course. Since English as a foreign language in Indonesia has an important role in the improvement of almost every aspect of life, then speaking is an essential skill to master (Sitio, 2021). According to Scott and Ytreberg (2004) speaking is likely the most demanding skill for teachers to teach. They added that speakers talk in order to have some effect on their listeners. They also added that. Writing is a representation of language that is used to convey and explain ideas in a textual medium through the use of signs and symbols.

In order to communicate in English effectively and fluently, speaking is one of the critical abilities that students should be able to learn. Speaking involves interaction with one or more participants (Harmer, 2001:271). This indicates that good speaking necessitates a great deal of listening as well. Speaking is ubiquitous and has become incorporated into our everyday routines. The fourth skill, Speaking is the least challenging thing for students to develop, (listening, speaking, reading, and writing). Rees (2004) stated that speaking is fundamental to human communication. Additionally, Sitio & Rangkuti (2021) asserted that in order to speak English fluently, one needs to pay attention to several distinctive features that will lead to effective communication. Effective communication can help people interact with others because it is one of the fundamental aspects of human life (Herman, Sinurat & Sitio, 2019). Additionally, it is the act of sending and receiving ideas. The only way for pupils to learn how to communicate in the language is through classroom instruction. In reality, the teacher should cover topics like fluency, accuracy, pronunciation, and choosing the right words for the right expression when instructing speaking. Learning English is more than merely becoming familiar with its grammar and vocabulary; it also entails mastering the art of oral communication. Students engage in communication because they want to express their thoughts and emotions. There must be senders and receivers for this sharing in order to create a conversation; it cannot be done only in one way. On the other hand, kids who speak a variety of languages can communicate clearly even if their grammar and vocabulary are lacking. It implies that the teacher should focus heavily on enhancing student speech.

In line with the current study, speaking is more difficult to master than most people believe. Speaking came up frequently during teaching practice with SMA Swasta Kampus HKBP Nommensen Pematangsiantar pupils in grade ten. They still lacked much drive to communicate, and that was a fact. They still lacked a strong command of the English language's vocabulary and speaking proficiency. Additionally, they had trouble understanding some grammatical cues (such as conjunctions, subjects, and verbs) and had trouble understanding what they were talking about. Furthermore, because they disliked speaking and believed that speaking was difficult, children frequently struggled to retain any teachings they were taught.

In relation to the issues, it is presumable that the issues are brought on by the teacher, who either instructs the students using ineffective techniques or does not instruct them at all, i.e., she merely applies the conventional techniques. In this study, the researcher provides speaking instruction through role-playing to help students convey their satisfaction more effectively when speaking. In a role-playing lesson about communication, one of the sorts of public communication is the expression of happiness. Students who are happy exhibit it more actively by engaging in conversation with other students and working in groups. There will be students participating in this activity. The pupils must be given a clear explanation of the topic under discussion.

Speaking is taught effectively through the Role Play Technique, it gives students an opportunity to practice communication in different social contexts and indifferent societal positions. Additionally, that enables pupils to participate and temporarily put themselves in another person's shoes. The role-playing technique involves placing the students in situations in pairs or groups in order to teach speaking. This entails pairing up two or more students and providing them with handouts so they can read and study them before taking them. In addition to that, there are several previous related researches used to support this research. They use the same technique as this research does. They are namely Zainal (2010), Sumpana (2010), and Krebt (2017). Their findings show that Role Play is effective and appropriate to be used in improving students' achievement in speaking. In light of the aforementioned reasoning, the researcher is interested in undertaking a study titled "The Effect of Role Play on the Students' Speaking Ability at Grade Eight of SMA Kampus HKBP Nommensen Pematangsiantar". Based on the empirical reason above, the researcher is interested in conducting a study entitled 'The Effect of Role Play on Students' Speaking Ability at Grade Ten of SMA Swasta Kampus Nommensen.

METHODS

This research was a quantitative design occupying a quasi-experimental approach. According to Creswell (2008), quantitative research is a means for testing objective theories by examining the relationship among variables. These variables could be calculated, often with tools, and the resulting numerical data can be examined statistically. The data were taken by using the experimental design since the present research seeks to control all other variables that might influence the dependent variable. Therefore, it is methodologically appropriate to be applied in order to collect and analyze the data. The variable that is modified is known as the predictor variable or the experimental treatment. The variable being observed and measured is called the dependent variable (Sitio, 2021). Thus, the following the research design is displayed in the following table. In the present research, the population was the grade ten students of SMA Swasta Kampus HKBP Nommensen Pematangsiantar consisting of 8 classes. They are X-1 (31), X-2 (33), X-3 (34), X-4 (23), X-5 (23), X-6 (34), X-7 (30), and X-8 (31) where the amount is 240 students overall.

The instrument of this research was a test. According to Ary (2010: 201), a test is a set of stimuli presented to an individual in order to elicit responses on the basis of which a numerical score can be assigned; scoring the test, validity and reliability of the test. the technique of collecting data was used pre-test, treatment, and post-test. In the technique of analyzing data this plays a significant role in the research process. To determine whether or whether the students' speaking comprehension skills that are taught via role play are successful, the data from the pre-and post-test will be statistically examined.

After gathering the data, the researcher examines the data by doing the subsequent actions:

1. Finding the mean score of each group

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

(Hatch & Farhady, 1982: 59)

2. Finding standard deviation of each group

$$S = \frac{\sqrt{\sum d^2}}{N-1}$$

(Hatch & Farhady, 1982: 59)

3. Finding standard error of difference of mean

$$SE (\chi e - \chi c) = \sqrt{\left(\frac{se}{\sqrt{N1}}\right)^2 + \left(\frac{sc}{\sqrt{N2}}\right)^2}$$

(Hatch & Farhady, 1982: 112)

4. Testing Hypothesis

$$t_{test} = \frac{\bar{X}e - \bar{X}c}{SE (\chi e - \chi c)}$$

(Hatch & Farhady, 1982: 111).

RESULTS

This study used an experimental design with students who were randomly assigned to pre-test-post-test control groups. First-year students at SMA Swasta HKBP Nommensen Pematangsiantar made up the population that was there. The randomized sample taken was class X-5 as the experimental group and X-4 as the control group. Pre-test and post-test tasks were evenly divided between the two groups, and only the experimental group consented to interventions. The same test was administered to both groups.

Table 1. Pre and Post-test Scores in Experimental Group

No.	Students Initial Name	Pre-test	Post test
1.	CS	80	90
2.	PS	70	90
3.	LH	70	80
4.	FS	80	80
5.	RIS	60	70
6.	KMP	60	90
7.	PM	50	90
8.	YS	50	70
9.	GH	60	80

No.	Students Initial Name	Pre-test	Post test
10.	RL	60	90
11.	ES	50	70
12.	YH	60	90
13.	RS	50	80
14.	YGS	70	80
15.	AD	70	80
16.	NP	70	90
17.	LS	80	90
18.	EDS	70	80
19.	CHS	60	60
20.	APS	70	80
21.	LH	60	80
22.	JS	50	80
23.	FS	60	90
Total		1460	1880
Mean		63.47	81.73

For instance, Table 4.1 showed how well the experimental group's pupils were able to understand narrative texts throughout the pre-and post-test. The data shows that the outcomes are as follows: the pre-overall test score was 1460. Here, it can be computed that they received an average score of 63.47, the highest score is 80 and the lowest score is 50. Then, in the post-test, the total score was 1880 where the average score was 81.73, the highest score was 90 and the lowest was 70.

Table 2. Pre and Post-test Scores in Control Group

No.	Students Initial Name	Pre-test	Post test
1.	CP	60	70
2.	RH	70	70
3.	SP	70	70
4.	ARS	80	70
5.	HH	50	70
6.	RP	60	60
7.	RR	50	70
8.	TS	50	70
9.	KM	60	70
10.	RS	50	60
11.	LR	50	60
12.	FT	50	70
13.	RA	50	60
14.	RSM	70	70
15.	FR	80	70
16.	GC	60	70
17.	RCG	70	70
18.	WN	60	80
19.	IDH	60	50
20.	CLS	70	70

No.	Students Initial Name	Pre-test	Post test
21.	TS	60	50
22.	PSM	50	50
23.	KT	50	60
	Total	1380	1510
	Mean	60	65.65

In particular, Table 2 shows the results of the speaking ability of the students in the control group throughout the pre-and post-tests for narrative texts. It is clear from the data that the outcomes are as follows: 1380 was the pre-overall test score. Here, the average score (mean) they received may be computed to be 60, the highest score 80 and the lowest score is 50. Then, in the post-test, the total score was 1510 where the average score was 65.65, the highest score was 80 and the lowest score was 50.

Data Analysis by Using T-Test

The data shows that there were variations in pre-test and post-test scores between the experimental group and the control group. The T-test formula was used to analyze the data in order to determine the significant differences in using the Role Play Technique in the speaking test.

Table 3. The Calculation of Experimental Group

No	Students Initial Name	Pre-test x1	Post test x2	Deviation n d=x2-x1	Square of Deviation d ²	dx=d-mx	dx ²
1.	CS	80	90	10	100	-8.26	68
2.	PS	70	90	20	400	1.74	3
3.	LH	70	80	10	100	-8.26	68
4.	FS	80	80	0	0	-18.26	333
5.	RIS	60	70	10	100	-8.26	68
6.	KMP	60	90	30	900	11.74	138
7.	PM	50	90	40	1600	21.74	473
8.	YS	50	70	20	400	1.74	3
9.	GH	60	80	20	400	1.74	3
10.	RL	60	90	30	900	11.74	138
11.	ES	50	70	20	400	1.74	3
12.	YH	60	90	30	900	11.74	138
13.	RS	50	80	30	900	11.74	138
14.	YGS	70	80	10	100	-8.26	68
15.	AD	70	80	10	100	-8.26	68
16.	NP	70	90	20	400	1.74	3
17.	LS	80	90	10	100	-8.26	68
18.	EDS	70	80	10	100	-8.26	68
19.	CHS	60	60	0	0	-18.26	333
20.	APS	70	80	10	100	-8.26	68
21.	LH	60	80	20	400	1.74	3

No	Students Initial Name	Pre- test x1	Post test x2	Deviation n d=x2-x1	Square of Deviation d ²	dx=d- mx	dx ²
22.	JS	50	80	30	900	11.74	138
23.	FS	60	90	30	900	11.74	138
	Total	1460	1880	420	10200	0.02	2530.4 3
	Mean	63.47	81.73	18.26	443.47	0.0008	110.01

Table 4. The Calculation of Control Group

N o	Students Initial Name	Pre- test y1	Post test y2	Deviation d=y2-y1	Square of Deviation d ²	dy=d- my	dy ²
1.	CP	60	70	10	100	4.35	19
2.	RH	70	70	0	0	-5.65	32
3.	SP	70	70	0	0	-5.65	32
4.	ARS	80	70	-10	100	-15.65	245
5.	HH	50	70	20	400	14.35	206
6.	RP	60	60	0	0	-5.65	32
7.	RR	50	70	20	400	14.35	206
8.	TS	50	70	20	400	14.35	206
9.	KM	60	70	10	100	4.35	19
10.	RS	50	60	10	100	4.35	19
11.	LR	50	60	10	100	4.35	19
12.	FT	50	70	20	400	14.35	206
13.	RA	50	60	10	100	4.35	19
14.	RSM	70	70	0	0	-5.65	32
15.	FR	80	70	-10	100	-15.65	245
16.	GC	60	70	10	100	4.35	19
17.	RCG	70	70	0	0	-5.65	32
18.	WN	60	80	20	400	14.35	206
19.	IDH	60	50	-10	100	-15.65	245
20.	CLS	70	70	0	0	-5.65	32
21.	TS	60	50	-10	100	-15.65	245
22.	PSM	50	50	0	0	-5.65	32
23.	KT	50	60	10	100	4.35	19
	Total	1380	1510	130	3100	0.05	2367
	Mean	60	65.65	5.65	134.78	0.0021	103

Using the t-test formula above, it is determined that the t-observed value is 4.23 and the t-table value is 2.01. The t-observe (2,015; $\alpha = 0.05$; df: $N_x + N_y - 2 = 44$) is larger than the t-table. It signifies that the students' speaking talents are considerably impacted by the use of the Role Play Technique.

Research Findings

According to the data analysis, the two scores of the experimental and control groups were

distinct. The experimental group's post-test mean score was greater than the control group's ($81.73 > 65.65$). The differences, however, were examined using the t-test. The t-test computation revealed that at $\alpha = 0.05$, $df = 44$, the t-observed value (4.23) was greater than the t-table value (2,015). The discrepancies show that the Role Play Technique has an influence on the speaking exam, particularly in terms of speaking ability. The study finds that the role-play approach was proven by students' speaking abilities.

DISCUSSION

Based on the results of the researcher's study of students at SMA Swasta HKBP Nommensen Pematangsiantar, it was discovered that there was an improvement in students' speaking test scores after they had been taught using the Role Play Technique. This was in contrast to the results of students in the experimental class, and the pre-test and post-test results were taken before and after the treatment. However, after using the Role Play Technique, the elements that affect a student's score stayed the same or even decreased: personal indifference, a lack of interest in what was being taught, and the notion that the subject matter was unimportant. Due to their speaking practice through Role Play, the majority of students' scores improved overall.

CONCLUSIONS

Based on the findings of the research in the previous chapter, the result can be drawn as:

1. The students' speaking proficiency score prior to instruction of using the Conventional Technique is low because the mean of the total score of the students is only 63.47, where the mean is the average score obtained from the total of the score for all students divided by the total number of students.
2. The students' speaking score after being taught using the Role Play Technique is good since the mean of the total score of the students is 81.73, where the mean is the average score obtained from the total of the score for the entire class divided by the complete class of students.

Finally, based on the explanation above, it means that the null hypothesis (H_0) is rejected and the alternative hypothesis (H_a) is accepted. So, the Role Play Technique can enhance the students' speaking abilities specifically in the first grade at senior high school.

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