The Effect of Role Play Technique on Students Speaking Achievement at Senior High School Swasta Jambi Medan

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Abstract
This study deals with the effect of role play technique on students' speaking achievement. The objective of this research is to find out the effect of role play technique on students' speaking. This study is an experimental research. The population of this study is the student class of Senior High School Swasta Jambi Medan. The number of students was 120 students, 60 students are taken as the sample. The first group is experimental group which is taught by applying role play technique. While the second group is control group, it is taught without role play technique. oral test is used, pass the instrument forcollecting the data. These test consisted of two Epps, namely pre-test and posttest. As the result of the test, t-observed was 7.10 and t-table was 1.671 (p:005) the result of the data analysis show that the value of t-table 8.10 > 1.671(p:0.05).
Keywords: Role Play, English Speaking, and Senior High School Swasta Jambi Medan

1. Introduction
Background
Speaking is a form of communication, so its important that what you say conveyed in the most effective ways Jones (1989). The main of speaking as one of the basic language skill as an important role in communication through communication by using language, we can share our ideas and thought with other people in this sophisticated world we are demanded to be able to communicate not only by using our mother tongue but also by using foreign language. English is also very important for us, especially in the world of education and business world.

English has been the first foreign language taught formally in Indonesia for years. English has included as one of school subject since from Elementary School up to the University level. It is hoped that students can speak English well. Although it has been taught since elementary school, but they still can not speak English well.

Based on Educational Unit Education Curriculum, the standard competence of Senior High School on speaking is to express the meaning orally in both of interpersonal and transactional. Text formally as well as informally in the forms of recount, narrative, procedure, descriptive, news items, report, analytical exposition hortarory, exposition, spoof, explanation, discussion and review in the context of daily life. It is hoped that students can speak English well. In fact, most of the students find still difficulty in expressing their idea or opinion in the learning process, they are also less opportunity in practicing the target language.

Based on the writers observation in Senior High School Swasta Jambi Medan. The writer found students still have difficulties in English especially in part of speaking ability. Writer found that learning process in the classroom was directed to the students' ability in memorizing the information, their brain was forced to remember and to pile all the information without perceiving its function on the real life or in their daily life. For instances they were demand more memorization of structure-based dialogues.

On language subject, in the case English, the learning process was also not directed to develop their ability in the communication because language is learned as science not as a tool for communication. There are also fewer activities for the students in the learning process.

Teaching speaking at Senior High School in Indonesia is one of the main focuses in the English teaching. The principle of the teaching English is all processes of teaching should be communicative because the graduates of the students of Senior High School are directed to have like skill for communication to continue their study to the higher level. Therefore the English teacher should find out the effort on searching and creating a new model in presenting material, in order to increase the students' ability to speak English. Teacher also should give the students opportunities to practice speaking (Rivers as quoted by Sasmedi, 2003).

Role Play technique can improve students' speaking achievement. The excellences of Role Play technique are the keys to cope the problems of learning speaking English. In practising speaking English through role play technique, students are required to interact with other players by employing daily expressions in exchanging information and goods. for instance the expression of greeting, asking and offering help, asking and stating probability, asking and stating promise, giving judgement, and etc. Through this, the students are trained to create sentences by exploring the expressions which permit them to observe new vocabulary, the grammar used, and the natural English.

Rogers and Evans (2008) state that Role Play was vital and central of children's school experience because

it helped them to develop social skills, to cooperate with their peers, to interact with others and generally to improve their languange development. Role-Play was also seen as an ideal medium through which children could express their creativity and develop their imaginations. The 'added value' of role play was that it could be used to reinforce learning and was also popular activity for the children and one in which they could explore and express other aspects of their personalities.

2. Research of Methodology
Researh Design
This research was conducted by using the experimental design. Ross and Morrison (http://www.aect.org/edtch/38.pdf) state that the experimenter's interest in the effect of environmental change, referred to as 'treatments", demanded designs using standardized procedures to hold all conditions constant except the independent (experimental) variable. In other word, the researcher's interest in conducting this study to investigate the change of the student speaking achievement which is affected by using role play technique. However, to investigate the researcher has to give particular treatment with standardized procedures and to control the validity. The objective of the researcher is to investigate the effect of using Role Play technique on students speaking achievement.

This research required two groups of student namely experimental group and control group. Experimental group was treated with role play technique during learning speaking, whereas Control group was treated without Role Play technique. The research design can be seen in table 2.1.

Table 2.1.
Research Design

Group	Pre-test	Treatment	Post-test
Experimental	√	Role Play Technique	√
Control	√	Without Role Play√	√

Population and Sample
In accordance with the research that I have done at the seventh grade students of Senior High School Swasta Jambi Medan, there are four parallel classes, X/A, X/B, X/C, and X/D. The total number of population is 120 students which consists of 30 students for each class. The total of sample is 60 students, taken from two classes namely X/A (30 students) and X/B (30 students). X/A was the experimental class and X/B was control class.

Instrument for Collecting Data
In this study the kind of the data is quantitative data, the kind of the test isoral test. The oral test was conducted in both groups: Experimental and Control group.

Variable of the Research
Variable is an object of the research or that becomes point of the research (Arikunto, 2013). In this study there are two variable namely Dependent variable and Independent variable. Dependent Variable is the presume effect in an experimental study. Independent Variableis the presumed cause in an experimental study.

The Procedure of the Research
The data were collected by pre-test and post-test in form of oral test. The students' speaking achievement was the item to be measured. In short, the procedure of the research is designed into three steps: pre-test, treatment, and post-test.

Pre-Test
Pre-test refers to the test before the treatment. Pre-test was given to both groups, experimental and control group, the pre-test is oral test. Pre-test was done to examine the students' ability in speaking English. The purpose of the pre-test was to collect the data of student score in speaking English before treatment was given.

The pre-test required two separate rooms. The first room was for conducting the oral test where all the students are being tested. The second room was for the rest of the students waiting for their turn.

Data and Data Analysis
Data
The data were collected from both pre-test and post-test measuring students' speaking achievement. The instrument used in collecting the data is oral presentation test.

The data were collected for two groups of sample, namely the experimental and control group. The experimental group was a group that taught by using Role Play Technique while the control group was taught without Role Play Technique. Pre-test was administrated to both of groups. Treatment by using Role Play Technique only was given to the experimental group. Post-test was given to the both of groups to see the differences of the students. The result of the test could be seen in table 2.2.

Table 2.2.
The Result of Experimental Group

No	Students' (Initial Name)	Pre-Test (y1)	Post-Test (y2)
1.	A	61	78
2.	B	45	70
3.	C	40	65
4.	D	65	85
5.	E	70	88
6.	F	65	70
7.	G	65	85
8.	H	60	72
9.	I	40	65
10.	J	35	65
11.	K	60	79
12.	L	70	90
13.	M	40	70
14.	N	68	85
15.	O	38	65
16.	P	60	85
17.	Q	70	90
18.	R	56	70
19.	S	39	75
20.	T	53	85
21	U	60	79
22	V	64	80
23	W	40	65
24	X	65	70
25	Y	57	78
26	Z	52	75
27	A1	70	80
28	B1	58	70
29	C1	40	71
30	D1	40	65
	Total	1646	2270
	Mean	54,87	75,67

From the table above, it has shown that in experimental group the total score in pre-test is 1.646 and the mean score is 54.87. The lowest score for pre-test is 35 and the highest is 70. While in post-test, the total score is 2270 and the mean score is 75.67. The lowest score is 60 and the highest is 90.

Table 2.3.
The Result of Control Group

No	Students' (Initial Name)	Pre-Test (y1)	Post-Test (y2)
1.	AS	40	50
2.	AS	45	55
3.	AKM	43	44
4.	AL	45	50
5.	BB	40	47
6.	BGS	45	50
7.	BMT	42	52
8.	BT	41	73
9.	DSS	40	45
10.	EMS	45	69
11.	FEM	40	47
12.	FRMS	43	45
13.	HP	40	55
14.	HES	50	55
15.	IMS	40	45
16.	IM	50	55
17.	JHB	60	60
18.	JMEM	45	50
19.	JB	40	48
20.	JB	43	45
21.	MEN	45	45
22.	MS	71	75
23.	MRS	45	58
24.	PFIN	50	50
25.	RDS	40	48
26.	RDH	65	73
27.	RDH	65	65
28.	SB	60	65
29	TASS	40	45
30	TSS	45	45
	Total	**1403**	**1609**
	Mean	**46,77**	**53,63**

From the table above, it has shown that in control group the total score in pre-test is 1.403 and the mean score is 46,77. The lowest score for pre-test is 40 and the highest is 71. While in post-test, the total score is 1.609 and the mean score is 53.63. The lowest score is 44 and the highest is 75.

Data Analysis

The writer used Role Play Technique in this research. Role Play Technique is one of teaching strategies as a tool to increase the students' speaking achievement. Role Play Technique can make the students active when learning English in the classroom.

Before the strategy was applied for experimental group, the writer gave the students in the experimental group pre-test to see their ability. The next step was applied by using Role Play Technique to this group. After applied the strategy, the writer gave the students post-test to see whether their ability in English grammar would be affected by the technique. The result of the post test by the students in experimental group can be shown in the following tables.

Table 2.4.
The Calculation of Experimental Group

No	Students' (Initial Name)	Pre-Test (y1)	Post-Test (y2)	Deviation (d)	Square deviation (d)^2
1.	ATS	61	78	17	289
2.	AIS	45	70	25	625
3.	ARS	40	65	25	625
4.	DJSP	65	85	20	400
5.	GOA	70	88	18	324
6.	HM	65	70	5	25
7.	IH	65	85	20	400
8.	IH	60	72	12	144
9.	JZ	40	65	25	625
10	JES	35	65	30	900
11	LMZ	60	79	19	289
12	LYM	70	90	20	400
13	LS	40	70	30	900
14	MS	68	85	17	289
15	NRMS	38	65	27	729
16	NSA	60	85	25	625
17	PM	70	90	20	400
18	PFS	56	70	14	196
19	RMM	39	75	36	1296
20	RS	53	85	32	1024
21	RLM	60	79	19	361
22	RH	64	80	16	256
23	RS	40	65	25	625
24	RL	65	70	5	25
25	RS	57	78	21	441
26	SGTS	52	75	23	529
27	SNS	70	80	10	100
28	SBL	58	70	12	144
29	ST	40	71	31	961
30	SA	40	65	25	625
	Total	**1646**	**2270**	**624**	**14572**
	Mean	**54,87**	**75,67**	**20,80**	**485,73**

$$Mx = \frac{\sum D}{N}$$
$$= \frac{624}{30}$$
$$= 20.80$$

Mean of deviation of the experimental group is 20,80. It means that the deviation is high. This group was taught by using Role Play Technique. The result of the post-test by the students in control group can be shown in the following table.

Table 2.5.
The Calculation of Control Group

No	Students' (Initial Name)	Pre-Test (y1)	Post-Test (y2)	Deviation	Squared Deviation $(dx)^2$
1.	AS	40	50	10	100
2.	AS	45	55	10	100
3.	AKM	43	44	1	1
4.	AL	45	50	5	25
5.	BB	40	47	7	49
6.	BGS	45	50	5	25
7.	BMT	42	52	10	100
8.	BT	41	73	32	1024
9.	DSS	40	45	5	25
10.	EMS	45	69	24	576
11.	FEM	40	47	7	49
12.	FRMS	43	45	2	4
13.	HP	40	55	15	225
14.	HES	50	55	5	25
15.	IMS	40	45	5	25
16.	IM	50	55	5	25
17.	JHB	60	60	0	0
18.	JMEM	45	50	5	25
19.	JB	40	48	8	64
20.	JB	43	45	2	4
21	MEN	45	45	0	0
22	MS	71	75	4	16
23	MRS	45	58	13	169
24	PFIN	50	50	0	0
25	RDS	40	48	8	64
26	RDH	65	73	8	64
27	RDH	65	65	0	0
28	SB	60	65	5	25
29	TASS	40	45	5	25
30	TSS	45	45	0	0
	Total	**1403**	**1609**	**206**	**2834**
	Mean	**46,77**	**53,63**	**6,87**	**94,47**

$$My = \frac{\sum D}{N}$$
$$= \frac{206}{30}$$
$$= 6.87$$

Mean of the deviation in control group is 6,87. It means that the deviation is low. This group was taught without Role Play Techniqueon.

Analyzing the Data by Using t-test Formula

T-test formula was used to test the hypothesis. From the data, it was obtained that:

$$t = \frac{Mx - My}{\sqrt{\left\{\frac{Dx^2 + Dy^2}{Nx^2 + Ny - 2}\right\}\left\{\frac{1}{Nx} + \frac{1}{Ny}\right\}}}$$

Where:
T   = the effect
Mx = mean of experimental class
My = mean of control class
Dx^2 = the deviation square of experimental class
Dy^2 = the deviation square of control class

Nx   = the sample of experimental class
Ny   = the sample of control class The calculation showed that
Mx   = 20.80   My = 6.87
Nx   = 30   Ny = 30
dx^2 = 1646 dy^2 = 1403

$$t = \frac{Mx - My}{\sqrt{\left\{\frac{dx^2 + dy^2}{Nx^2 + Ny - 2}\right\}\left\{\frac{1}{Nx} + \frac{1}{Ny}\right\}}}$$

$$t = \frac{20.80 - 6.87}{\sqrt{\left\{\frac{(1646+1403)}{(30+30)-2}\right\}\left(\frac{1}{30} + \frac{1}{30}\right)}}$$

$$t = \frac{13.93}{\sqrt{\left\{\frac{3049}{58}\right\}\left\{\frac{2}{60}\right\}}}$$

$$t = \frac{13.93}{\sqrt{\{52.57\}\{0.03\}}}$$

$$t = \frac{13.93}{\sqrt{1.75}}$$

$$t = \frac{13.93}{1.32}$$

$$t = \mathbf{10.55}$$

Testing Hypothesis

Testing Hypothesis is done to find out whether it was rejected or accepted. There are rules of testing hypothesis, if t-observed > t-table, the alternative hypothesis (Ha) is accepted and null hypothesis (Ho) is rejected. And if t-observed < t-table the alternative hypothesis (Ha) is rejected and null hypothesis (Ho) is accepted.

    In this study the calculation of t-table in degree freedom (df) 60 at the significant level (α) 0.05 is 1.671, while t-observe was obtained from t-test formula with degree freedom (df) at significance level (α) 0.05 is 10.55. It showed that t-observe > t-table, 10.55 > 1.671. From the result above, it shows that Ha is accepted and Ho is rejected. It canbeconcluded that Role Play Technique affect on the students' speaking achievement.

3. Discussion

There were 60 students as the sample in the experimental and control groups. Each consists of 30 students. The writer choose this population because based on the writer's observation it was found that most of the students have minimum skill in learning English especially when the writer persuade them to speak English. Based on my observation, many students in Senior High School not interest to study English subject. It also happened on grade seventh students of Senior High School Swasta Jambi Medan. Their ability in English subject is lack. Actually they need a new learning style in teaching learning process.

Research Finding

The result of the study indicated that teachers of English might be familiar with Role Play Technique on students' speaking achievement. Besides, the English teachers who are teaching English may use this information to develop a good skills in listening, speaking, reading, and writing.

    In conducting the research, the writer found some experience problems from the students during the teaching and learning process, namely:
1.   The students have difficulty in speaking English. To solve this, the writer taught them in treatment.
2.   In the middle of teaching and learning process, some of students were not interested in that lesson. To solve this, the writer gave the students motivation and jokes to build students spirit in the class.

    The data obtained from the score were the result of the experimental and control class. From the total score pre-test of the experimental class (1.646) and the total score pre-test of the control class (1.403) can be concluded that the achievement of both group was the same. After getting the treatment (taught Role Play Technique), the total score post-test of the experimental (2.330) was higher than the total score post-test of the control class (1.679) which did not get the treatment. It can be said that teaching Role Play Tecnique gave positive effect on the students' speaking achievement.

    The result of computing the t-test shows that t-observed (calculated) was higher than t-table (to = 10,55 >

1.671). It can be concluded that alternative hypothesis was accepted. It means that there was a significant effect of teaching Role Play technique on the students' speaking achievement. In order words, the alternative hypothesis (Ha) is accepted and the null hypothesis (Ho) is rejected. It means that, this research can be used as one of the alternatives in teaching-learning process, especially to improve the students' speaking achievement.

4. Conclusion

The result of this research shows that Role Play Technique significantly affect to improve the students' speaking achievement. It can be seen at the conclusion of this thesis that is:

1. There is affect positive of using role play technique to improves students' speaking achievement of the first grade students of Senior High School Swasta Jambi Medan. It show by means of pre-test and post-test in experimental group and control group. The mean score got from the experimental group (54,87) and the control group (46,77). It means the alternative hypothesis (Ha) is accepted and null hypothesis (Ho) is rejected. Thus it can be concluded that using role play technique significantly effects on the students' speaking achievement. It shown by the result of calculation of the t-test. The result of the t-test calculation shows that t observed value (10.55) is higher than t table value (1.671).

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