



**THE EFFECT OF ROLE PLAY TECHNIQUE ON SPEAKING  
SKILL OF THE SECOND GRADE STUDENTS OF MTS  
MA'ARIF NU KOTA MALANG**

*SKRIPSI*

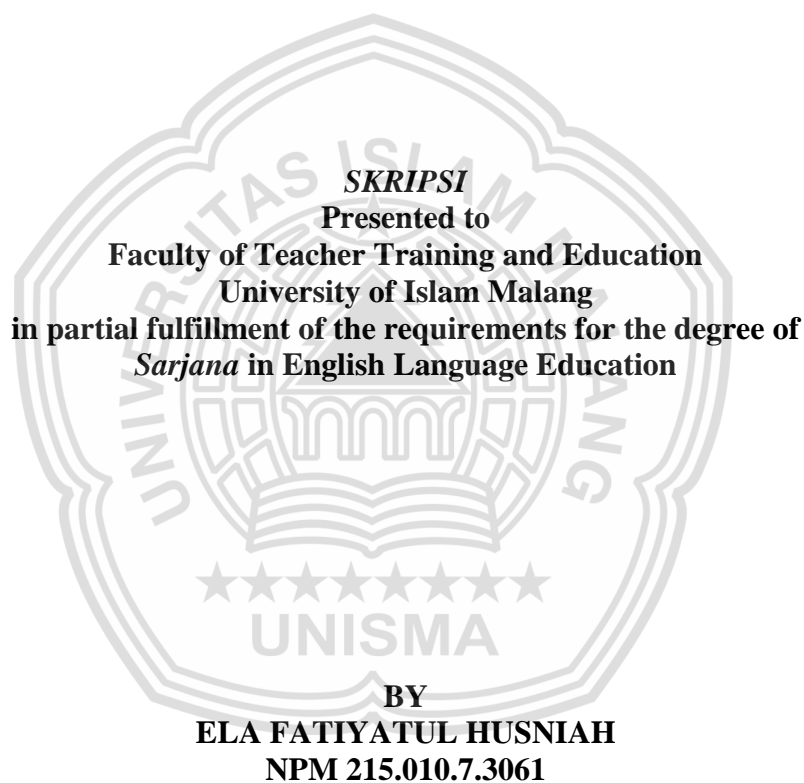
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NU KOTA MALANG**



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ABSTRAK

Kata kunci: teknik bermain peran, keterampilan berbicara, pra eksperimen

Keterampilan berbicara sulit dikuasai oleh siswa karena kurangnya kemampuan guru untuk meningkatkan kemampuan berbicara siswa. Bermain peran juga merupakan teknik yang membuat siswa bekerja berpasangan, saling mendukung dan membuat kelas lebih menarik serta mengurangi kebosanan siswa. Penelitian ini mencoba untuk mengetahui pengaruh teknik role play kepada siswa tingkat SMP di Indonesia sebagai pembelajar EFL yang menghadapi berbagai kendala dalam belajar dan berlatih berbicara dalam bahasa Inggris guna mencari pemecahan masalah dari kesulitan yang ditemukan dan cara untuk meningkatkan minat siswa dalam mempelajari keterampilan ini.

Desain penelitian sangat penting sebagai pedoman dalam melaksanakan penelitian karena desain penelitian yang tepat akan membantu peneliti untuk mendapatkan hasil penelitian yang baik dan menghindari kesalahan dalam proses penelitian. Dalam penelitian ini, peneliti menerapkan penelitian pra-eksperimental atau desain One-Group Pretest-Posttest design. Penelitian ini hanya menggunakan satu kelompok sebagai objek percobaan dan tes diberikan sebelum dan sesudah perlakuan. Populasi dalam penelitian ini adalah siswa kelas II MTs Ma'arif NU Kota Malang yang berjumlah 36 siswa dan kelas VIII B dengan sampel 10 siswa yang diobservasi dengan menggunakan cluster random sampling. Data yang diperoleh dihitung dengan menggunakan program IBM SPSS 20. Hasil dari SPSS untuk mengetahui apakah sebaran data normal, dan menggunakan uji-t sampel berpasangan untuk menganalisis pretest dan posttest peserta. Uji-t sampel berpasangan dirancang untuk membandingkan rata-rata pretest dan pascates.

Berdasarkan analisis penelitian didapatkan hasil t-value lebih dari t-tabel ( $5,056 > 0,7646$ ) yang mengindikasikan penolakan hipotesis nol. Nilai sig (2-tailed) adalah 0,001 yang berarti lebih kecil dari  $\alpha$  (0,01 bahwa  $0,001 < 0,01$ , oleh karena itu hipotesis nol seperti yang

disebutkan pada bab 1 (Tidak ada pengaruh role play terhadap kemampuan berbicara siswa kelas II di MTs Ma'arif NU Malang) ditolak. Jadi, terlihat jelas bahwa teknik role play memiliki pengaruh yang signifikan dalam meningkatkan kemampuan berbicara peserta didik.

Malang, 8<sup>th</sup> August 2020

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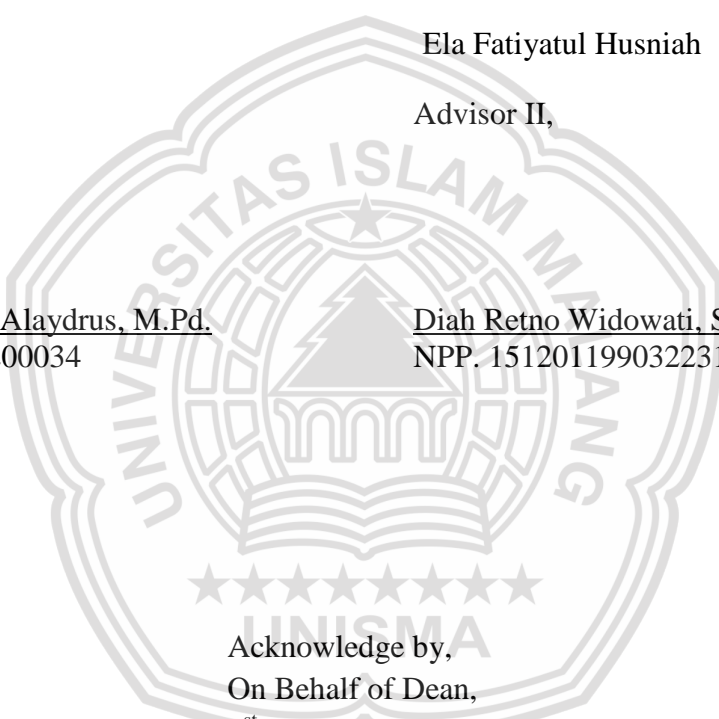
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**ABSTRACT**

**Key words:** role play technique, speaking skill, pre-experimental

Speaking skill is hard to be mastered by the students because of the lack of teachers' ability to improve students' speaking ability. Role play is also a technique that makes students work in pairs, supports one another and makes the class more interesting and reduces students' boredom. This study tried to figure out the effect of role play technique to students in junior high school level in Indonesia as EFL learners who face various obstacles in learning and practicing speaking in English in order to look for a problem-solving of the difficulties found and a way to boost the students' interest in learning this skill.

A research design is essential as the guide to carry out the study because the right research design will help the researcher to obtain the good result in the study and avoid errors in the research process. In the current study, the researcher applied pre-experimental research or One-Group Pretest-Posttest design. This research only use one group as the experiment object and the tests were given before and after the treatment. The population of this research was 36 students of second grade in MTs Ma'arif NU Kota Malang and VIII B class with 10 students as the sample to observe by using cluster random sampling. The data obtained were calculated by using IBM SPSS 20 program. The result from SPSS and finding out if the data distribution is normal, and employed paired sample t-test to analyze the pretest and posttest of the participants. The paired sample t-test is designed in order to compare the means of both pre-test and post-test.

Based on the research analysis, the result of t-value was more than t-table (5.056 > 0.7646) which indicated a rejection of the null hypothesis. The sig (2-tailed) of the data was 0.001 which means that it less than  $\alpha$  (0.01). Table 4.3 showed that

0.001<0.01, therefore the null hypothesis as mentioned in the chapter 1 (There is no effect of role play on the speaking ability of second grade students at MTs Ma'arif NU Malang) is rejected. So, it is clearly showed that role play technique full has a significant effect to improve the learners' speaking ability.

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## CHAPTER I

### INTRODUCTION

This chapter presents the discussion on the background of the study, statement of the problem, hypothesis, objectives of the study, significance of the study, scope and limitation of the study, and definition of key terms.

#### 1.1 Background of the Study

In teaching and learning spoken English in EFL countries, the techniques often collide between the necessity of universe communication and rote memorisation. Because our communicative approach is student-centered approach, the teacher must work as a facilitator to assist students develop English speaking mastery for a spread of purposes. Our teaching techniques are focused on increasing speaking English within the classroom, additionally because the pronunciation of words, and utilizing new vocabulary the maximum amount as possible. The classroom optimizes communication through a range of methods including classroom discussion, discussions, small-group conversations, group work, peer instruction, job enrichment and task-oriented activities.

Speaking skill is difficult to be mastered by the scholars due to the dearth of teachers' ability to boost students' speaking ability. Besides, many teachers use local language and Bahasa once they teach English in the classroom. Many teachers often simply teach speaking by reading some dialogs and telling their students to learn and



engage in other dialogues. Such approaches will deliberately allow scholars not to speak English and believe that learning English is not exciting.

In fact, most students still have difficulties when speaking English. It might be due to some causes including; First, too afraid to take apart in the head-to-head. In other word, the students' problem are lack with their self-confident. Second, clumsy in speaking, in other word students just speak when they are instructed by the teacher. Third, unenthusiastic and uncourageous enough to be involved in the learning process of speaking. An attractive technique are needed to stimulate students speaking skill.

Because of these problems, the reseacher have to search out a good method in teaching and refine the students' speaking skill. The researcher chooses role play technique to solve the student's problem in speaking. Since by doing role play, students get a chance in practicing communication skill in various contexts and social roles, so the students' oral performance will be improved.

Role play technique can also make students work in pairs, supports each other and makes an interesting class and reduces boredom. This study tried to figure out the effect of role play technique to students in junior high school level in Indonesia as EFL learners who face various obstacles in learning and practicing speaking in English in order to look for a problem-solving of the difficulties found and a way to boost the students' interest in learning this skill.

## 1.2 Research Problem

Based on the background study discussed previously, the research problem is stated as follows:

“Is there any effect of role play technique on the students’ speaking ability at second grade students of *MTs Ma'arif NU Kota Malang*?”

### 1.3 The Objective of the Study

In accordance with the research problem proposed above, this study is aimed to find out whether there is any effect or not by the role play on the students speaking mastery at second grade students of *MTs Ma'arif NU Kota Malang*.

### 1.4 Hypotheses of Study

This research is to find out whether there is any effect or not by the role play technique, so two hypotheses are proposed, Alternative Hypotheses ( $H_1$ ) and Null Hypotheses ( $H_0$ ).

1. Alternative Hypotheses ( $H_1$ )

Role play technique improves the students’ speaking mastery at second grade students of *MTs Ma'arif NU Kota Malang*.

2. Null Hypotheses ( $H_0$ )

Role play technique does not enhance the students’ speaking ability at second grade students of *MTs Ma'arif NU Kota Malang*.

### 1.5 Significance of the Study

The significance of the study will be presented in to two aspects below, theoretically and practically.

Theoretical, it has been mentioned before in the above discussion that role play is one of the activities to promote speaking. Through role play activities the students learn how to express ideas, opinions, or feeling to others by using words or sounds of articulation. Practical, 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.

### **1.6 Scope and Limitation of the Study**

This research focused on the effect of role play on students' speaking ability. It used one class at second grade students of *MTs Ma'arif NU Kota Malang* the academic year 2019/2020. The instrument was taken from certified sources. For the validity, trusted experts checked the instrument.

This research limits the problems only based on indicators which are served by the curriculum, in which it appropriates of students need. The genre of the text also out of the sequences of curriculum, because it should be taught in second semester.

### **1.7 Definitions of Key Terms**

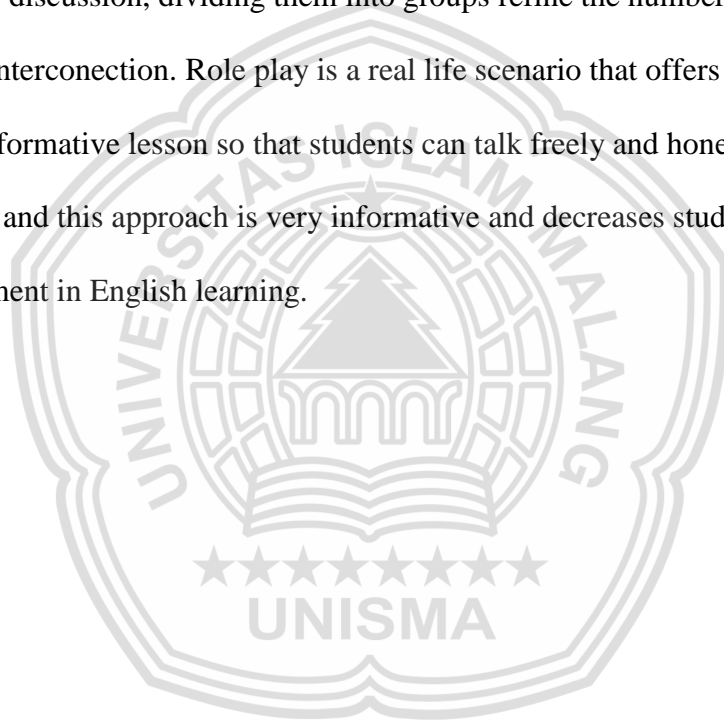
In order to clarify the key terms used in the study, some definitions are put forward:

1. Speaking Ability

The ability of second grade students of *MTs Ma'arif NU Kota Malang* to speak English as a foreign language in the class. It is measured by some indicators such as pronunciation, vocabulary, fluency, grammar, and comprehension.

## 2. Role Play

Role play is giving students an appropriate topic supply interest and subject material for discussion, dividing them into groups refine the number and quality of the verbal interconnection. Role play is a real life scenario that offers the most effective informative lesson so that students can talk freely and honestly at the front of the class and this approach is very informative and decreases students' disappointment in English learning.



## CHAPTER V

### CONCLUSION AND SUGGESTIONS

This chapter presents the conclusion and the suggestions of the study. The researcher elaborated the conclusion of this study according to the finding and the discussion of the research. Moreover, the researcher suggested some recommendations related to this study for the teacher, students, and the further researcher.

#### 5.1 Conclusion

The use of role play technique in speaking class indicated a positive impact on students' speaking ability in MTsN Al-Ma'arif NU Malang. The result of paired sample t-test showed a significant difference between the 10 students of second-grade before and after practiced speaking through role play. From the t-test can be seen that the result  $5.056 > 0.7646$  which means that the t value  $>$  t table with the sig-2-tailed was 0.001 it can be defined that it was less than 0.01 and can be determined that the probability of the error result was only 0.1% and less than 1%. Therefore, the null hypothesis as mentioned in the chapter 1 (There is no effect of role play on the speaking ability of second grade students at MTs Ma'arif NU Malang) is rejected. So, it is clearly showed that role play technique full has a significant effect to improve the learners' speaking ability.



The finding of this study was in line and strengthened the previous researches (Oradee, 2012 and Aliakbari and Jamalvandi, 2010) which found that teaching speaking using role play technique affected the EFL learners' speaking ability since it facilitates all of the students to practice speaking in English actively in a fair portion. No one only becomes listener. The worries that commonly come from lack of confidence and less preparation also knowledge in speaking English that is usually happened to most of EFL learners can be washed away by training speaking skill through role play technique. The given role play script will allow the learners to enrich their vocabulary that arranged in proper grammatical structure and practice to speak it up to support their communicative approach.

Students can also practice to communicate in different social contexts and different social roles by playing various roles in which might support learners' who are lack confidence to express themselves in speaking. In addition, students will learn new vocabulary related to the social contexts and roles that are brought along with the plot story of the role play, so there will be a chance for them to apply the vocabulary in their future communication needs.

To sum up, the use of role play as a technique to overcome EFL learners' difficulties in learning speaking is highly recommended considering the significant positive effect that was indicated in this study. Besides, this technique also boosts learners' interest, confidence, preparation, and speaking comprehension in a fun way.

## 5.2 Suggestions

According to the research result, there are some suggestions that can be mentioned related to the utilizing of role play technique to enhance the students' speaking ability.

### 1. For English Teachers

This research is expected to be an overview to develop the technique in teaching speaking. The use of role play technique is already proven to decrease the students' anxiety or lack of confidence in speaking English and it can improve the students' comprehension and preparation to speak by reading the role play script. Besides, using role play technique can provide a proper field for the students to speak up in class since every student will get their own role and dialogue.

### 2. For English Learners

This research hopefully can motivate the learners to train their speaking ability. By reading the role play script, students can learn new vocabulary, train their pronunciation, and learn about grammatical structure independently in a fun way. Role playing can also support them to express themselves better and get rid of worry and fear of making mistakes because whatever they speak is based on the script.

### 3. For the Next Researchers

Further research is required to enhance and expand the use of role-play strategies in teaching EFL learners speaking skills. As the options, the next research needs to compare the participants under different level of education to find out the



effect of role play technique to each participant's condition. As an alternative, the next researcher can compare the participants' speaking ability using different kinds of stories used for role play. The last but not the least, the next researcher might to vary the technique of role play to apply such as direct role play show or recorded role play show to compare students' confidence in expressing their speaking ability.





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