THE EFFECT OF ROLE PLAY STRATEGY ON STUDENTS' SPEAKING ABILITY AT EIGHTH GRADE OF SMP NEGERI 9 PEMATANGSIANTAR

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ABSTRACT

The objective of this research was to find the effect of role play strategy on students' speaking ability at eighth grade of SMP Negeri 9 Pematangsiantar.This research was conducted at SMP Negeri 9 Pematangsiantar with method of this research used quantitative methhod with true experimental method. Population of this research was eighth grade students and sample of this research was two class of eighth grade divide into control and experimental class that consist of 64 students. The technique of collecting data was pre-test and post-test. The technique of analyzing data was use SPSS version 21.0. The result of this test. If the t_{count} value is higher than the t_{table} at the significance level 0.05 and the degree fredoom (df) N-1, thus the alternative hypothesis (Ha) was accepted and null hypothesis (H_o) is rejected. The researcher found that t_{count} 4.50 > t_{table} 1.66 at significance level 0.05 with the degrees of fredoom (df) (32-1=31) for each class so the degrees of freedom is 62. It means that Ho is rejected and Ha is accepted.Using role play strategy is able to develop the students' speaking ability at the eighth grade students of Smp Negeri 9 Pematangsiantar. It can be seen in the result of the analysis data which shows that there is a significant progress between the students' speaking ability before and after the researcher given the trearment. The score in experimental class is more significant increase than in control class because of the researcher give the treatment

Keywords :Role Play, Strategy, Speaking

INTRODUCTION

In daily life we use language, Language is a tool or system used by humans to convey information either verbally or not verbal or in a signs. Without language human can notget well interaction. That is why the role of the language among people in this life is very important to express our emotions. According to Brown (2005:5) language is used for communication. People use language to communicate with other people in order to deliver thoughts and feelings. While Sapir (19261 : 8) Language is a purely human non instinctive method of communicating ideas, emotions, and desires by means of a system of voluntarily produced symbols. Then Wibowo (2001 : 3) defined that language is a system of symbols that are meaningful and articulate sound or tool, which are arbitrary and conventional and used as a means of communicating by a group of human beings to give birth to feelings and thoughts. The human who communicates to one each other orally is called speaking.

English is one of the languages. English is an international language which has an important role for all people to be able to speak with other people from various countries.. In Indonesia English is taught from basic school until higher education. In teaching English we should teach speaking. Speaking is humans ability to express their ideas, thoughts through words. According to Fulcher (2003 : 24) stated that speaking is the verbal use of language to communicate with others.WhileMaxom (2002 : 303) stated that speaking is the most important skill in English language teaching to be mastered in school. Through speaking, students express their ideas, feelings and desires to others

Finally the researcher concluded that speaking is very important in part of language learning. The ability to communicate English clearly and fluent contributes to the success of the learner in school. Therefore the researcher interest to do a research with a good strategy to make students can speak well. Therefore study is entilted " The Effect of Role Playing Strategy on Students' Speaking Ability at Eighth Grade of SMP Negeri 9 Pematangsiantar.

The Problem of Research

Referring to the background of this research, the write formulates the problem of this research."What is the effect of Role Playing Strategy on students speaking ability at SMP Negeri 9 Pematangsiantar.

The Objective of Research

Based on the formulation of the problem previous the objective of the research is to find out the effect of role playing strategy on students speaking ability at SMP Negeri 9 Pematangsiantar.

REVIEW OF LITERATURE

The Definition of Teaching

Teaching is a process to transfer the knowledge and the materials to the students by using some some methods that are suitable with the matter in the learning process. According to Frimpong (1990: 10) defined teaching as the process whereby a teacher imparts knowledge, skills, attitudes and values to a learner or group of learners in a way that respects the intellectual integrity and capacity of the learners with the aim of changing the behaviour of the learner(s)'.

Speaking

Speaking is one of four basic skill in English and have to be mastered by students in learning English and its important to be developed. Speaking is productive skill of language learning. It involves communicative performance, and other important elements, such as, pronunciation, intonation, grammar, vocabulary, etc. They should be taught in any language learning to make the learners able to use the target language to communicate. According Johnson and Morrow (1981: 70) state that speaking which is popular with term 'oral communication', is an activity involving two or more people in which hearers and speakers have to react to what they hear and make their contributions at a speed of a high level.It means that speaking is an activity of two or more people. They have to interact one each other. By giving the reaction the speaker it called as the oral communication.

Components of Speaking

Speaking is not something that can be conveyed easily, there are some compenents of speaking who make speaker have good speaking skiil. According to Nunan (1999 : 226), there are two main aspects of speaking skill; accuracy and fluency. Accuracy means that the speakers are required to use the correct vocabulary, grammar, and pronunciation. While, fluency means that the speakers are required to be able to keep going when speaking spontaneously. However, it does not mean that the speakers speak so fast because sometimes pausing is important.

The Difficulties in Speaking

According to Brown (2001: 270-271) suggests some causes that make speaking difficult as follows:

1. Clustering
   Fluent speech is phrasal, not word by word. Learners can organize their output both cognitively and physically (in breath groups) through such clustering.
2. Redundancy
   The speaker has an opportunity to make meaning clearer through the redundancy of language. Learners can capitalize on this feature of spoken language.
3. Reduced Forms
   Contractions, elisions, reduced vowels, etc., all form special problems teaching spoken English. Students who don't learn colloquial contractions can sometimes develop a stilted, bookish quality of speaking that in turn stigmatizes them
4. Performance Variables
   One of the advantages of spoken language is that the process of thinking as you speak allows you to manifest a certain number of performance hesitation, pauses, backtracking, and corrections. Learners can actually be taught how to pause and hesitate.
5. Colloquial Language
   Make sure your students are reasonably well acquainted with the words, idioms, and phrases of colloquial language and that they get practice in producing these forms.
6. Rate of Delivery
   Another salient characteristic of fluency is rate of delivery. One of your tasks in teaching spoken English is to help learners achieve an acceptable speed along with other attributes of fluency.

7. Stress, Rhythm, and Intonation
   This is the most important characteristic of English pronunciation. The stress-timed rhythm of spoken English and its intonation patterns conveyimportant messages.
8. Interaction
   Learning to produce waves of language in a vacuum – without interlocutor – would rob speaking skill of its richest component: the creativity of conversational negotiation.

The Assessment of Speaking
Role Playing Strategy

According to Bailey and Nunan (2004 : 52) A role-play is a speaking activity in which the students take the part of other people and interact using the characteristics of those people (for instance, age, gender, occupation, and so on). Or the students can be themselves enacting a novel situation. Often a role-play includes a particular communicative task, such as negotiating a purchase, solving a problem, making a reservation, getting information, and so on. Role-plays can be excellent procedures for helping students learn and practice important speech acts, vocabulary, and grammatical structures.

The Procedures of Applying Role Playing

There are procedures or steps to apply Role Play method. Livingstone calls it Role-Play Check List. There is "Role-Play Check List" according to Livingstone (1983: 171):

1. Selection.
   A Role play cannot be successful unless it has been chosen with the level, needs, and interests of the students in mind.
2. Preparation
   There are some preparations that you have to prepare, if you want to play a role-play. There are the teacher"s pre-class preparation include Linguistic preparation, Situational and cultural preparation and Factual preparation.
3. The class's pre-role play preparation,
   We have to prepare a class for the role-play. The students have to make a class as same as the real situation base on the story.
4. The role play
   It is include The organisation, the role of the teacher and Time.
5. Follow-up
   It is include Immediate follow-up and Long-term follow-up.

From the explanation above, the researcher argue that role play is appropriate activities and a good strategy in teaching English exactly in speaking ability.

METHODOLOGY OF RESEARCH
Research Design

In this study the researcher used Quantitative Research. According to Creswell (2014 :32) stated that quantitative research is an approach for testing objective theories by examining the relationship among variables. These variables, in turn, can be measured, typically on instruments, so that numbered data can be analyzed using statistical procedures. The final written report has a set structure consisting of introduction, literature and theory, methods, results, and discussion. The method of this research is experimental research. Aaccording Richards (2005:100) states that an experimental method is an approach to educational research in which the ide a of hypothesis is tested or verified by setting up situation in which relationship between different subjects or variables can be determined.

The Technique of Analyzing Data

The researcher calculating the frequency and normality of the test by using SPSS version 21.0. The steps that we must do in program SPSS 21.0 are find out the frequency, statistic table, test of normality, the homogeneity and the last is hypothesis.

THE RESULT OF RESEARCH

The findings in pre test of control class the total of score is 1821, the data is valid 100% with total of students are 32 and followed by mean 56.90, standard deviation 5.53 the lowest score is 43 and the highest score is 66, the test is normal with   sig 0.49 > 0.05. Then the findings of post test score in control class the total is 2277, the data is valid with total of students 32 students, followed by mean 71.15, standart deviation 3.39, the lowest score is 66 and the highest score is 80.

Meanwhile the research findings in pre-test of experimental class, the total score is 1973, the data is valid 100% with the total of students are 32 students. Followed by mean is 61.63 , standart deviation is 6.28 with the lowest score is 50 and the highest score is 79, the test is normal with   sign 0.52 > 0.05. furthermore the findings in post test of experimental class is valid also with the total students are 32 and the total score is 2418, the mean is 75.62 and the standart deviation is 4.10 with the lowest score is 69 and the highest score is 84. The test is normal with the   sig 0.95 > 0.05.

From the research findings above, it can be conclude that all of the test is valid and normal, but in control class the score is lowest and than experimental class. The mark of students in experimental class is better than students in control class, it can be seen from the highest score is obtained by the students in experimental class.

CONCLUSION AND SUGGESTION
Conlusion

Using role play strategy is able to develop the students' speaking ability at the eighth grade students of Smp Negeri 9 Pematangsiantar. It can be seen in the result of the analysis data which shows that there is a significant progress between the students' speaking ability before and after the researcher given the trearment. The score in experimental class is more significant increase than in control class because of the researcher give the treatment. And the t_{count}(4.50) is higher than t_{table} (1.66) at the significance level 0.05 with the degrees of freedom 62 it means that Ho is rejected and Ha is accepted.

Suggestion

In this research, researcher wants to give suggestion as follow :

1. For Students
    To increase the ability in speaking English they must have good confidence to convey what is in their minds, and also should try and practice to speak English everyday in daily life and make English become second language so it can help them to speak English fluently .

2. For English Teacher
    To learn about role playing strategy deeply to increase students motivation and confidence to speak English in learning process. This research can be advantages with English teacher.

3. For Other Researcher
    To the next researcher who wants research about role playing strategy can add reference about this research so that not find more than many theories from here.

4. For Readers
    For the readers who want to get a little knowledge about role playing strategy, the researcher hopes that this research can help the readers in answering the question which come to their mind. The researcher thinks that using role play is a better way to develop students motivation in speaking English.

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