

IMPROVING STUDENTS' SPEAKING ABILITY BY USING ROLE-PLAY AT PHARMACY MAJOR OF HEALTH POLYTECHNIC PALEMBANG

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ABSTRAK

The objectives of this study to identify whether the use of roleplay was effective to improve the students' speaking ability at Pharmacy Major of Health Polytechnic Palembang. The study applied experimental method and used non-equivalent control design. The population were 60 students of Pharmacy Poltekkes Kemenkes Palembang. They were grouped into two groups as the experimental and control group. The test was administered twice as pre-test and post-test. The results of the test were analyzed by using t-test through SPSS (Statistical Package for Social Sciences) program. The results of the study showed that there was a significant difference in speaking ability between the students of Pharmacy Poltekkes Kemenkes Palembang who were taught by using role-play and those who were not based on the independent sample t-test, and role-play has an effect to the student's ability.

Keyword: Role-play, speaking ability, teaching and learning activities

INTRODUCTION

In this global era, English is very important to communicate each other. People over the world need language to fulfill their needs especially English. Speaking English is most essential to be acquired. At present, the needs for speaking mastery in English has been dramatically increasing due to the strengthening position of English as language for international communication (Nazara, 2010). Indonesia as one of the developing country that uses English to support their business.

Based on English Proficiency index 2015, Indonesia has been ranked at level 32 in this world. It means Indonesia still have moderate proficiency in English. It is so far skill depend from another Asian country. In Indonesia, English is taught from the elementary school to the university. But in fact, only some students are able to speak fluently. The students in their classroom just listen to

the teachers who explain the lesson. There is no opportunity to improve their speaking ability. The teachers should be find a good technique to increase the students' speaking skill.

Considering the problems above, the writer chose the role-play simulation to help the students in speaking English. Role-play simulation is a form of experiential learning that allows you to "cover" the same sort of topics as you would in a lecture course while moving your students from passive to active learners (Paquette, 2012). The students interacted with friends to build the students' bravery and confidence. It is designed to develop their communication with others. They can practice together with happiness. Student can learn by using role play simulation to get the description about the real-life situation. To perform role-play, the students had to work in small groups and they must prepare the

scenario. The students memorized the script before performing. They rehearsed the dialogue with his friends. As the result, this research concerned to identify the effect of role play to improve students' speaking ability at Pharmacy Major of Health Polytechnic Palembang. This purpose of this study is to identify whether the use of role play is effective to improve the students' speaking ability at Pharmacy Major of Health Polytechnic Palembang.

RESEARCH METHOD

1. Research Design

This study conducts an experimental method. The writer used dependent and independent variable. To find out the significant effect of using role play in improving the students' speaking ability. This study implemented in the experimental class, while the students in control class were not given treatment at all. By using the mix group, we will be able to identify role play that can contribute the students' speaking ability. The following research design is:

O1	X	O2	E
O3		O4	C

O1 : pre-test in experimental group

O2: post-test in experimental group

O3 : pre-test in control group

O4 : post-test in control group

X : Treatment

E : Experiment

Class C : Control Class (Arikunto, 2006)

2. Population and Sample Size

Population of Study

According to Arikunto (2006) who defines that population is all of individual of subject research. There were 60 students studied English for Pharmacy. It

means the population of this study were 60 students of experimental research with control group pre-test and post test design. The validity was measured by using Pearson Product Moment Correlation Coefficient (two-tailed) and the reliability were done by Cronbach Alpha. The writer collected the data and began to find out the scores of the experimental group and control group obtained from the test. Then, the writer analyzed and interpreted all of the data obtained. The first step was finding out the raw-score of each group. The second step was finding out the main-score of group.

RESULT AND DISCUSSION

In this part, the writer describes the result of the tests, pre-test and post-test of experimental group, and the results of the questionnaires. The pre-test and post-test were given to both experimental and control groups. The pre-test was given before the writer conducted the treatment in the experimental group and the post-test was given after the writer conducted the treatment to the experimental group. The result of the test was presented in form of scores. The results of pre-test in the experimental group showed that the lowest score was 43 and the highest score was 80. The lowest score of post-test in the experimental group was 62 and the highest score was 88. (see appendix 9).

The result of both pre-test and post-test in the experimental and control groups were analyzed by using t-test. The analysis was done by using SPSS (Statistical Package for Social Science) program. The analysis consist of: (1) the analysis of paired sample t-test of experimental group, (2) the analysis of paired sample t-test of control group, (3)

the gain analysis of experimental and control group, (4) the effect of speaking.

Before the treatment, students' mean score 58.13 and after the treatment had been conducted, the students' mean score was 71.56. (see appendix 13) The output showed that since 0.00 was lower than alpha value 0.05, it was inferred that there was a significant difference in speaking ability before and after they were taught by using role-play in the experimental group.

The mean score of post-test in the experimental group was 71.56 and the means core of post-test in the control group was 66.86. The table of independent samples t-test that since 0.008 was lower than alpha value 0.05 it means there was a significant different between the two groups (see appendix 16). This confirms that the students in the experimental group made better ability in speaking if compared to those of students in the control group after the treatment was given. It was also strengthened by the difference in mean score. The post-test score in the experimental group was better than those of the control group.

By using effect size calculators, the cohen's d was 0.7062 and effect size $r=0.3329$. it was higher than 0.5. It means that the role-play technique had an effect influencing speaking ability. This confirms that the students in the experimental group made better ability in speaking if compared to those of the students in the control group after the treatment was given.

Interpretations

Based on the results of the study, some interpretation can be drawn. First, the results of paired sample t-test of

speaking achievement in experimental group showed that there was a significant difference in paires sample t-test. In pre-test, it was dominated by poor categories, but after interventions, it was spread out in excellent, very good, good categories and small percentage in fair category. The findings of the data showed that there were progress from the total scores of pre-test to post-test of experimental group. The increases can be seen from the mean scores of experimental group. The increasing can be seen from the mean scores of experimental after pre-test and post-test. More over there was a significant difference in speaking ability between two sets of the experimental groups.

Second, the results of Independent Sample t-test of speaking ability showed that there was a significant difference in independent sample t-test. The finding of the data showed that there were progress from the total scores of pre-test to post-test of both experimental and control groups. The development can be seen from the mean scores of both experimental and control groups after pre-test and post-test. More over there was a significant difference in speaking ability between these two groups. The students in the experimental got a significant progress. It means role-play can increase the speaking ability of the experimental group.

Third, by using effect size calculation, the data from Independent Sample t-test were calculated to find the effect size of speaking to the student's ability. There was an effect of speaking in the experimental group. The students in the experimental group got a better progress in speaking ability than those of

the students in the control group.

Finally, it can be interpreted that role-play technique contributed to students' progress. It can be seen from students' results. The students in the experimental group got better ability if compared to the students in the control group.

CONCLUSIONS

According to results of the analyses and interpretation in the previous chapter, several conclusions can be drawn.

First, there was a significant difference in speaking ability between before and after the students of Pharmacy Poltekkes Kemenkes Palembang were taught by the role-play technique. The students who after taught by the role-play technique got a better achievement than those of the students who before taught by using it.

Second, there was a significant difference in speaking ability between the students of Pharmacy Poltekkes Kemenkes Palembang who were taught by the role-play technique and those who were not. The students who were taught by the role-play technique got a better ability than those of students who were not taught by using it.

Third, the role-play has good effect in increasing student's speaking ability. The students who were in the experimental group applied the role-play technique during the process of speaking. It increased the student's ability. The following suggestions are offered to the English lecturers to find

suitable techniques, methods, or approaches in teaching speaking in order to increase student's speaking ability. The lecturers could use what the writer propose disrole-play technique. The students must increase their vocabulary in order can speak well and must practice a lot in speaking both in the classroom and outside.

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