

THE USE OF ROLE PLAY TOWARD THE IMPROVEMENT OF THE FIRST-SEMESTER STUDENTS' SPEAKING SKILLS IN BUSINESS ADMINISTRATION MAJOR AT MANADO STATE POLYTECHNIC

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ABSTRACT

The objective of this research was to find out the effectiveness of Role play toward the improvement of students speaking skills majoring in Business Administration at Manado State Polytechnic. This research employed a quasi-experimental namely non-equivalent control group design with pre-test and post-test. There were two variables in this research; the independent variable (role play) and the dependent variable (students' speaking skills). The population of this research was first-semester students majoring in Business Administration which consist of 55 students. The sample of this research consisted of 40 students taken by using a purposive sampling technique, 20 students from IAB1 as the experimental class and 20 students from IAB2 as the control class. Pre-test and post-test were used as the instrument in this research. The data explained that there was a significant difference between the students' post-test in the experimental class and post-test in the control class. The mean score of the post-test (77) in the experimental class was higher than the mean score on the post-test (65) in the control class. The standard deviation on the post-test is (10,43) in the experimental class and the standard deviation of the post-test in the control class is (11,12). Based on the finding and discussion of the research, the researcher concluded that role play was effective to improve students' speaking skills.

Keywords: *Role play, improvement, speaking skill*

A. BACKGROUND

Speaking is one of the four basic language skills: listening, writing, reading, and speaking (Afrisal, 2015). It shows that speaking is part of learning English. Speaking is required to master to be able to communicate in spoken discourse. Richards in Kurnia (2015) explained that one of the main characteristics of the approach is language teaching begins with the spoken language. Based on that statement, it shows that in learning

English, speaking is the most needed skill. Speaking might influence communication in real life because when someone makes an error in speaking, it will lead to misunderstanding.

In the teaching and learning process, students should be given some opportunities to practice a target language and produce it in spoken form. They can practice the language in dialogs, monologs, discussions, games, or role plays. Moreover, students must speak fluently in English and pronounce phonemes correctly, use appropriate stress and intonation patterns, and speak in connected speech and different genres and situations.

The students need suitable and fun techniques in speaking activities that actively engage students, and provide relevant and contextual topics and learning experiences in their life. Therefore, researchers apply the technique of role-play in teaching speaking to Business Administration students at Manado State Polytechnic.

The researcher chooses role play for teaching speaking to bring a technique of learning that is not monotonous for students, to engage all students to participate in learning activities, and to improve the frequency of using English in learning activities. Working in this strategy, it is not only speaking skills that can be improved, but also it will simultaneously give a positive impact on the student's vocabulary, pronunciation, and listening skills.

Based on the previous background, the researcher formulated the problem statements as follows "Is the Business Administration students' speaking achievement improved significantly by applying role play?"

The researcher's hypothesis was H_a : The students' speaking achievement is significantly improved by applying role play for the students majoring in Business Administration at Manado State Polytechnic.

B. LITERATURE REVIEW

There are some reviews of related research finding from the previous researcher, as follows:

Arifin (2021) stated that the role-playing method can give a positive impression on students during the teaching and learning process. It might be caused by during the

teaching process the student trying to be another person in another version and playing the role. Karomat and Xadicha (2021) stated:

Role play is a very important technique in teaching speaking because it allows students to practice communicating in different social contexts and different social roles. In addition, it also allows students to be creative and put themselves in another person's place for a while. The role play would seem to be the ideal activity in which students could use their English creatively and it aims to stimulate a conversation situation in which students might find themselves and allow them to practice and develop their communication skills.

It shows how important role play is in teaching activities which bring the students to be another person to practice their English during the teaching activities. Karomat and Xadicha (2021) also stated that Adopting Role plays as a teaching technique in the teaching and learning process of English learners encourages these students to learn, achieve, explore, and simulate their creativity, imagination, and personal likes. Arham, Yassi, and Arafah (2016) on their research also found several uses of role-play in speaking class. They explained role play show that it is designed to improve students' speaking performance significantly.

Based on Anjaniputra's (2013) on his research about the strategies for teaching speaking. He investigated several strategies that are effective to improve students' speaking performance, those are cooperative activities, creative tasks, role play, and drilling. In this research, role play reveals positive attitude from the students. Role play also helped the students to speak, as well as students' spoken language production whose participation was emphasized.

C. RESEARCH METHOD

In this research, the researcher applied a quasi-experiment design, exactly a Non-equivalent Control Group Design that involved two groups of classes. Charles, C.M. in Latief (2013) stated that it is not possible to select the sample randomly out of all the population students. In this design select one of the classes into the experimental group and the other one into the control group. There was a treatment for the experimental group and a control treatment for the control group.

This research consists of two variables, dependent and independent variables. Independent variable (X) is a variable that influences another variable to achieve the researcher's expectation. In this research, the independent variable is role play. The

dependent variable (Y) is the result that expects through implement of the independent variable. In this research, the dependent variable is students' speaking English.

The population of this research was the first-semester students of Business Administration consisted of 55 students. The sample of the research consisted of 40 students taken by using a purposive sampling technique, 20 students from 1AB1 as the experimental class and 20 students from 1AB2 as the control class.

This research was conducted on first-semester students majoring in Business Administration in November-December 2022. It was held in an English class with the theme of occupation.

In the experimental class, the researcher divided the students into several groups, then gave them the topic of occupation. Afterward, students discussed the topic with their classmates and used the role-play method to practice in class, allowing students to take on their roles. Unlike the control group, they were given the same topics but used the class presentation method. So that at the end of the study, it can be shown the differences in the use of role-play with conventional methods.

D. FINDING AND DISCUSSION

The result of this research implies that the student's scores were much higher after the treatment in the experimental class using role play. The performance of the students' speaking skills improved by using role-play, the students in the experimental class showed improvement more than the control class. Most of them were good and had excellent scores. The use of role-play in speaking activities was surely beneficial to improve the student's speaking ability.

The analysis of the mean score gap in the post-test between the experimental and control class ensured that the strategy was effective. The mean score of the experimental class was 77 and 65 for the control class. It means the gap between the students' scores in the experimental and control class was 12. The explanation of the gap between the two classes indicated that the experimental class showed higher improvement than the control class.

1. The Classification of Students' Pre-test Scores in Experimental and Control Class
Table 1 The distribution of frequency and percentage score of experimental class score in the pre-test

No	Classification	Score	Frequency	Percentage
1	Excellent	86 - 100	0	0
2	Very good	76 - 85	0	0
3	Good	66 - 75	5	25%
4	Average	66 - 75	7	35%
5	Poor	36 - 55	8	40%
6	Very poor	0 - 35	0	0%
Total			20	100%

The table above shows the rate percentage score of experimental class in the pre-test from 20 students, there were 5 (25%) students obtained good score and others were under of it.

Table 2 The distribution of frequency and percentage score of control class score in the pre-test

No	Classification	Score	Frequency	Percentage
1	Excellent	86 - 100	0	0
2	Very good	76 - 85	2	10%
3	Good	66 - 75	3	15%
4	Average	66 - 75	7	35%
5	Poor	36 - 55	8	40%
6	Very poor	0 - 35	0	0
Total			20	100%

The table shows the rate percentage score of control class in the pre- test from 20 students, there were 2 (10%) students obtained very good score but most of the students obtained poor score.

2. The Classification of Students' Post-test Scores in Experimental and Control Class

Table 3 The distribution of frequency and percentage score of experimental class score in the post-test

No	Classification	Score	Frequency	Percentage
1	Excellent	86 - 100	5	25%
2	Very good	76 - 85	9	45%
3	Good	66 - 75	3	15%
4	Average	66 - 75	3	15%
5	Poor	36 - 55	0	0
6	Very poor	0 - 35	0	0
Total			20	100%

The table explains the students' score were increase, most of the students (45%) were in a Very Good Score and there were 5 (25%) students obtained excellent score.

Table 4 The distribution of frequency and percentage score of control class score in the post-test

No	Classification	Score	Frequency	Percentage
1	Excellent	86 - 100	0	5%
2	Very good	76 - 85	2	10%
3	Good	66 - 75	9	45%
4	Average	66 - 75	4	20%
5	Poor	36 - 55	5	25%
6	Very poor	0 - 35	0	0
Total			20	100%

The table shows that none of the students obtained excellent score, 2 (10%) students in very good score and 9 (45%) students in a good score and under of it.

Table 5 The mean score and standard deviation of experimental class and control class in the Pre-test and the Post-Test

Class	Pre-test		Post-test	
	Mean score	Standard Deviation	Mean score	Standard Deviation
Experimental	61	9, 29	77	10, 43
Control	61, 45	11, 13	65	11, 12

The table above shows that, the mean and the standard deviation of the experimental and the control class in a pre-test and post-test.

The result above concluded that the rate percentage in the post-test for the experimental class was higher than the rate percentage of the control class. Although for both of the class improved.

Role play influenced the first-semester students' speaking skills in some aspects, such as role-play has simple rules that generate a wide range of complex interactions. It showed that role play built classroom interaction among students. It created a good condition where interaction between students is established smoothly according to their respective roles. It makes them learn to be new people and in new situations. In the role-play method, they play a new role in a new environment so they can learn new vocabulary related to it. The new vocabulary they get can help them speak more fluently in certain situations. This strategy involved ways taught to the students how to be good speakers or listeners.

In summary, the researcher asserted that the role-playing strategy is one of the various methods that are useful in teaching speaking. Some points make role-play in teaching speaking effectively were: every student had a chance to practice in class, to provide class interaction, to use English more than Indonesian during classroom activities, to allow them to learn new roles and environments or communities, to allow them to learn from peers, to involve in critical thinking.

E. CONCLUSSION AND SUGGESTION

Teaching speaking by using role play to the first-semester students of Business Administration at Manado State Polytechnic was improved significantly. It means that the research hypothesis (Ha) was accepted. It helps the students to increase the way they speak in front of many people and a new version of themselves in communities.

Considering the conclusion above, the researcher puts some suggestions as follows;

1. Role play is suggested to be used by teachers as an appropriate strategy in teaching speaking.
2. Role play is a way to organize medium-to large-group students that promotes student engagement and can be used to model small-group activities, as the researcher found in the implementation of this strategy.

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