

The Effect Of Role Play On The Students' Public Speaking Skill

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ABSTRACT

Public speaking is became one of the goals of Indonesia's teaching and learning. The students are expected to master verbal and non-verbal communication of public speaking skill to make them able to speak well but the students have several difficulties that are faced in learning public speaking. In this case, the teacher must have ability to solve the students' problems. This research was aimed to find out whether role play technique has the significant effect on the students' public speaking skill or not. This research was conducted at Cerdas Murni Islamic Senior High School. The method of this research used quantitative quasi-experimental research by using pre-test and post-test design. The researcher was divided two classes into an experimental class and a control class. The researcher was chosen XI MIPA - 1 and XI MIPA - 2 as the sample. The data were collected through analyzing the students' pre-test and post-test scores. Based on the data, the mean score of post-test was 72.38 in experimental class and 72.4 in control class. Then, the data calculated by using t-test and it was showed that t_{ratio} was 0.13 and degree of freedom (df) was 69 whereas t_{table} on the significance degree of 5% was 1.66. As the result, t_{ratio} was lower than t_{table} . It could be concluded that role play was not effective on students' public speaking skill.

Kata Kunci

Public Speaking, Role Play, Experimental Research

INTRODUCTION

Language is so important in human life where it is a way of expressing the ideas or opinions of a person to other people to build social interaction and communication. Allah SWT mentioned the importance of language in Qur'an, Surah Al - Baqarah verse 31.

Meaning: And He taught Adam the nature of all things; then He placed them before the angels, and said: "Tell me the nature of these if you are right."
(Al - Baqarah 2: 31)

وَعَلَّمَ آدَمَ الْأَسْمَاءَ كُلَّهَا ثُمَّ عَرَضَهُمْ عَلَى الْمَلَائِكَةِ فَقَالَ
أَنْبِئُونِي بِأَسْمَاءِ هَؤُلَاءِ إِنْ كُنْتُمْ صَادِقِينَ ﴿٣١﴾

In the above verse, it is revealed that the first thing Allah taught Adam was language, to convey his mind then Adam could name objects with

language symbols. People can think well because they have language. Without language, human cannot communicate their knowledge to others.

Learning a language as well as learning English is very important in this time of globalization because English as a global language has become one of the compulsory subjects in senior and junior high school, and even elementary school. The main aim of people learning English is to be able to communicate with other people worldwide in English fluently.

The students in school are expected to be able to master the language skills in learning English, especially public speaking skill. Public speaking is became one of the goals of teaching and learning in Indonesia. To be able to speak, the students should master the components of public speaking, such as: verbal and non-verbal communication. But students had many problems in public speaking. They cannot speak English well because their vocabulary was weak, so they were not confident and felt shy if they asked to speak in front of class.

In this case, the teacher must have ability to solve the students' problem. A teacher is required certain techniques to apply it to the students where the students can motivate themselves to increase their knowledge and ability to solve their problems. One of the techniques to enhance their speaking skill is Role Play.

Role play is one technique in teaching speaking where it is very important because it gives the students opportunity to be thinking creative where they put themselves in another person's role to practice communicating speaking during their limited class time. Qing (2011: 37) mentioned "Role play is defined as the projection in real life situations with social activities". In role play, the students are expected to put their language skills into practice by playing in front of the class in a given situation. In this technique, the students received scripts from a teacher then they will bring those scripts into a speech as same as well.

The use of role play is encouraged the students' ability in public speaking. It is investing the bravery of students to practice their public speaking. According to Nikitina (2011: 10), public speaking is a process, an act and an art of making a speech before an audience. It means very likely to impose their ability and bravery in speech. Whereas in speech, it teach the students to pursue, compel, and convert. Speech is a part of public speaking where Nordquist (2019) said that speech is a system of communication that uses spoken words (or sound symbols). It needs their ability to be brave to speak in the very first place.

According to Kudooski (2013), there are some types of speech that can be used to encourage public speaking, such as: informative speech, persuasive speech, ceremonial speech, demonstrative speech, motivational speech, and

extemporaneous or impromptu speech. All of them are basic types of speech. Besides them, there are other types of speech, namely: debate and broadcasting. In this research, the researcher will concentrate on motivational speech.

Unfortunately, the students cannot study in the school because the corona pandemic is still existed in the world for time. They should study at their own home. Online school made lack of their motivation to study than face-to-face. Sometimes, they also felt depressed as a result of this situation. Therefore, the researcher wants to get back their spirit of studying, especially studying English. Based on the researcher's point of view, many students exactly have their own role models to motivate them in studying.

The teacher will supply the material which is clear information. The students will practice their public speaking skill in a way they give their best of motivational speech. Their motivational speech may be a speech where it may be the motivating of others or even themselves. The students will deliver their speeches not as they do, but as others roles. Thus, the researcher entitled the research on **"The Effect of Role Play on the Students' Public Speaking Skill"**.

RESEARCH METHOD

Research design refers to the strategy to integrate the different components of research projects in cohesive and coherence way. According to Creswell (2014), research design is the overall plan for connecting the conceptual research problem to the pertinent and achievable research. It is an inquiry which provides specific direction for procedures in a research.

In this research, the researcher uses a quantitative research. As William (2011) stated that "Quantitative research involves the collection of data so that information can be quantified and subjected to statistical treatment in order to support or refute alternative knowledge claims".

This research was conducted in quantitative quasi-experimental research by using pre-test and post-test design. This design is assigned to the experimental and control group. The treatment is introduced only to the experimental group for several meeting. In conducting this research, the researcher wants to know whether the role play technique has the effect on public speaking skill of senior high school students.

There are two groups in this research namely experimental group and control group. The experimental group is the class which received the treatment by using role play, while the control group is a class which is not received any treatment.

Table 1.
Research Design

Group		Treatment	
Experimental Group	Pre-test	Treated by Role Play	Post-test
Control Group	Pre-test	Conventional Teaching	Post-test

RESEARCH RESULT AND DISCUSSION

The data of this research were analyzed by using t-test to measure students' public speaking skill before and after the treatment. The students participated two tests, there are pre-test and post-test. Pre-test was given at the first meeting before the treatment took place. On the contrary, post-test was given in the last meeting after all treatments were done. The researcher took two classes as the sample, they were XI MIPA 1 as the experimental class and XI MIPA 2 as the control class. The result of the students' scores could be seen in the following tables.

The Result of Experimental Class Test

The test result showed that the average pre-test score is 64.83, while the average post-test score is 72.38. Based on the table above, it is known that the highest score is 82 and the lowest is 52 in experimental class. In post-test, the highest score is 90 and the lowest is 60.

The Result of Control Class Test

The table above showed the mean score of students' pre-test in control class is 64.28 and the post-test score is 72.4. From the table above indicated the highest score of pre-test is 78 and the lowest is 56. Meanwhile, the highest score of post-test is 88 and the lowest is 66.

The Difference Scores of Experimental and Control Class

After finding the differences between pre-test and post-test in experimental class, the standard deviation of experimental class formula as follows:

$$S_D = \sqrt{\frac{\sum X^2 - \frac{(\sum X)^2}{n}}{N - 1}}$$

$$S_D = \sqrt{\frac{2400 - \frac{(272)^2}{36}}{36 - 1}}$$

$$S_D = \sqrt{\frac{2400 - 2055.11}{35}}$$

$$S_D = \sqrt{\frac{344.89}{35}}$$

$$S_D = \sqrt{9.85}$$

$$S_D = 3.13$$

Therefore, the mean difference divided by the standard deviation by using the following formula:

$$d = \frac{\bar{X}_d}{S_D}$$

$$d = \frac{7.56}{3.13}$$

$$d = 2.41$$

After finding the differences between pre-test and post-test in control class, the standard deviation of control class formula as follows:

$$S_D = \sqrt{\frac{\sum X^2 - \frac{(\sum X)^2}{n}}{N - 1}}$$

$$S_D = \sqrt{\frac{2784 - \frac{(284)^2}{35}}{35 - 1}}$$

$$S_D = \sqrt{\frac{2784 - 2304.45}{34}}$$

$$S_D = \sqrt{\frac{479.55}{35}}$$

$$S_D = \sqrt{14.10}$$

$$S_D = 3.75$$

Therefore, the mean difference of the standard deviation by using the following formula:

$$d = \frac{\bar{X}_d}{S_D}$$

$$d = \frac{8.11}{3.75}$$

$$d = 2.16$$

Hypothesis Test

After getting the score of standard deviation, the researcher would like to measure whether the using of role play is effective in teaching public speaking at Senior High School of Cerdas Murni Islamic School. The researcher decided to compare the result of t_{ratio} with t_{table} to approve the hypothesis that the

researcher has decided in the chapter one. Furthermore, the next step is calculating the standard error of the test which formulated as follows:

$$s_{x^1-x^2} = \sqrt{\frac{\sum x_1^2 + \sum x_2^2}{n_1 + n_2 - 2} \left(\frac{1}{n_1} + \frac{1}{n_2} \right)}$$

$$s_{x^1-x^2} = \sqrt{\frac{2400 + 2784}{36 + 35 - 2} \left(\frac{1}{36} + \frac{1}{35} \right)}$$

$$s_{x^1-x^2} = \sqrt{\frac{5184}{69} (0.027 + 0.028)}$$

$$s_{x^1-x^2} = \sqrt{(75.13)(0.055)}$$

$$s_{x^1-x^2} = \sqrt{4.13}$$

$$s_{x^1-x^2} = 2.03$$

Then, the result of $t_{\text{ratio}} (t)$ calculated with t -test formula as follows:

$$t = \frac{\bar{X}_1 - \bar{X}_2}{s_{x_1-x_2}}$$

$$t = \frac{68.61 - 68.34}{2.03}$$

$$t = \frac{0.27}{2.03}$$

$$t = 0.13$$

To examine the $t_{\text{ratio}} (t)$ by determining degree of freedom (df) with the formula:

$$df = n_1 + n_2 - 2$$

$$df = 36 + 35 - 2$$

$$df = 69$$

Hypothesis in this research used t_{table} in significant level of $\alpha = 0.05$. Based on t_{table} list, the table of distribution table at 69 as degree of freedom (df) was 1.66. In this study, the value of $t_{\text{ratio}} (t)$ the writer gained 0.13. From the calculation above, it can be proven that the result of comparison between t_{ratio} and t_{table} that is: $0.13 < 1.66 = t_{\text{ratio}} < t_{\text{table}}$. If the t_{ratio} had been less than t_{table} , we could be concluded that H_0 was accepted and H_a was rejected.

Discussion

The research was conducted to find out the significant effect of role play on students' public speaking skill. The researcher had pre-test at the first meeting and post-test in the last meeting for experimental and control class with the same oral test. The mean of experimental class in pre-test was 64.83 and in post-test was 72.38. On the other hand, the mean score of control class

was 64.28 in pre-test and 72.4 in post-test. The range of both class on pre-test and post-test scores were actually quite different slightly.

Furthermore, based on the data analysis above, the researcher found the important point which related to the problem of the research. The problem was "Does role play technique significantly affect on the students' public speaking skill at Senior High School of Cerdas Murni Islamic School?". It was proved by calculating the score of hypothesis test that showed t_{ratio} and t_{table} that is $0.13 < 1.66 = t_{ratio} < t_{table}$. The researcher used t-test formula in the significance degree of 5% or 0.05 to do the best result. The data showed that the null hypothesis (H_0) is accepted and alternative hypothesis (H_a) is rejected. Thus, it could be concluded that the result of the research showed that the using of role play in teaching public speaking was not effective for the eleventh grade students of Senior High School of Cerdas Murni Islamic School.

CONCLUSION

The researcher concluded that role play technique has not significant effect on students' public speaking skill. It can be seen from the gained score that is obtained in the experimental class. Although, the mean score of experimental class was higher than control class but the result of calculation of t-test showed that t_{ratio} was smaller than t_{table} , $t_{ratio} = 0.13$ and $t_{table} = 1.66$. It means the null hypothesis (there is no significant effect of role play on students' public speaking skill) was retained.

This result has answered the research question that the use of role play on students' public speaking skill is not effective. It is because the students felt burden when they should play as other roles. Online school for a long time made they felt shy when the teacher asked them to perform like in front of many people because they are used to study alone without people. Therefore, they got some problems, such as lack of confidence and lack of body language which makes they could not deliver the speech properly as same as the speaker they got. However, they more enjoyed when they brought the speech as their own styles.

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