Role-Playing Improves Speaking Proficiency Skills

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Abstract

The goal of this research is to determine whether the Role Play Technique may improve students' speaking skills, particularly in grade XI. The study was carried out at SMAN 1 Cisarua, Bandung Barat, with 34 students from grade XI Science-3 serving as the sample. This is a pre-experimental study. After 16 hours of treatment (two hours per meeting utilizing the Role Play technique), the students were given a pre-test and a post-test. After analyzing the data, it was discovered that there is a substantial difference in enhancing students' speaking skills following therapy with the Role Play Technique. Based on the interpretation of the data analyzed it was found that the p-value is 0.000 (Sig.) $\leq \alpha$ (0.05) then Ha is accepted and Ho is rejected. The pre-test score is 42,08 % and the post-test score is 62,6 %. And the gain is 0,377. It is recommended to keep motivating the students to use the role-play properly in the future to improve their English speaking skills.

Keywords: Speaking Skills, Role Play Technique, pre-experimental

Background of the study

English is regarded as an international language. Speaking in English is an important aspect of foreign language learning and instruction because it is an action used to communicate with others. Nowadays, practically every school requires the purpose of teaching speaking, which enhances students' communicative abilities, because students must be able to employ speaking skills in their daily lives.
Speaking is an interactive process of meaning construction that comprises information production, reception, and processing. Students should be able to communicate in English so that they can work together. To develop the ability to talk, teachers can focus on encouraging kids to speak up while they are involved in a speaking activity in the classroom. Speaking is one of the macro skills of languages that refers to the ability to carry out spoken communication activities such as conversations, dialogue, monologue, newscasting, and so on. (Hakim, 2016)

According to Fabio (2015), the concerns were discovered because pupils are not active in the practice of speaking because there are little opportunities to do so. Some issues made it challenging for the pupils to communicate in English. Shyness, lack of self-confidence, fear of others' judgment, laziness, and so on are examples. In every chat or discussion in the speaking lesson, they are generally passive. They are often bashful and

afraid to respond to the teacher's questions. This can happen if they are unconfident and lack motivation in every speaking activity. Students also appeared to use their first language the majority of the time, making little or no attempt to improve their English Speaking skills. They were also embarrassed to talk in front of their classmates, displaying anger, bother, and lack of participation.

According to Katemba (2016), Indonesians enjoy talking. Students will feel more confident if they can communicate interactively on a regular basis. The English instructor is the one who can make the classroom more interactive. Most teachers struggle with encouraging students to speak properly and confidently in class.

According to Fitriati (2016), in Indonesia, several evidence demonstrate that most students find it difficult to explain their ideas in English orally. Furthermore, Heriansyah (2012) discovered that students in the English Department make a lot of mistakes when speaking. Pronunciation faults (word stress and intonation) are among the mistakes.

Many ways have been used and developed to solve this challenge, and role play is one of them. Siregar (2017) defines interactive drama as a sort of deconstructed play that uses the Environmental Theatre paradigm of blending venues for audience and actor and blurs the line between the two. In interactive play, the performer serves as the audience. This type of Drama Techniques refers to activities that allow students to express their personalities, thoughts, and ideas rather than performing on a stage in front of an audience (Maley & Duff, 1982.) The researcher conducts this study based on past research on Role Play. Based on Hartatik's research in 2012, she concluded in her paper titled "Using Role-Play Method toward Improving Student's Speaking Achievement of Fifth-Grade Students in MI Sukerejo 02 Suruh in the Academic Year of 2011/2012" that using the Role Play method the samples can improve their speaking ability. However, the examples are from Elementary students. Suryani, L(2015) concluded in her research entitled "The Effectiveness of Role-play in Teaching Speaking" in the year 2015 that Role-play is effective in teaching speaking at the Junior High Level. That is why the researcher wishes to do a similar study with High School students as the subjects.

Literature Review

Speaking

Speaking is one of the four English Language skills, besides the other three are reading, listening, and writing taught in English Teaching. It is a complex skill that involves the knowledge of sounds, structures, vocabularies, and culture subsystems of language. It is also a mean of communication. (Mueller, 2016)

Pronunciation is the way for the students to produce clearer language when they are speaking. Pronunciation includes many aspects that include; articulation, rhythm, intonation, and phrasing and more peripherally even gesture, body language and eye contact. (Suska, 2018)

However, assessing speech is difficult since there are so many aspects that influence our perception of how well someone can speak a language, and we expect test results to be accurate and acceptable. As a result, it is critical to concentrate test or assess on speaking class since learners and teachers may measure how far they have progressed after learning to talk using the approach provided. (Louma, 2004). The oral test will assess pupils' speaking abilities.

Inhibition, having nothing to say, a lack of confidence or inconsistent involvement, and the usage of the native tongue are all examples of speaking issues. Students do not want to speak English because they are too shy to do so, they are afraid of making mistakes or having their friends laugh at them, and they are also anxious because they have not had many opportunities to speak or because the teacher always criticizes and corrects their mistakes immediately (Fauzan, 2014).

During the teaching and learning process, the researcher administers a battery of tests to assess the student's speaking skills. Grammar (the appropriate structure or grammar in structuring the dialogues to avoid misunderstanding), fluency (the speed and flow of the student's speech in executing the dialogues), vocabulary, pronunciation, and details are the scoring factors. Furthermore, comprehension refers to the student's knowledge of their dialogues.

Mueller (2016) poses that a speaking task is considered authentic and meaningful if it is carried out based on two characteristics:
1. Students are required to construct their responses rather than select from the ones presented
2. The task reflects the challenges faced in the real world. The Speaking task must reflect on what we face in our daily life.

Teaching Speaking

According to Brown (2001), the purpose of a language classroom is communicative competence. Communicative goals are best achieved by paying attention to language use rather than just usage, fluency rather than accuracy, authentic language and context, and the student's final demands. And the teacher must promote speaking as a communicative competency for the students..
Harmer (2012) states that teachers need do play several of different roles during the speaking activities, those are :
  a) As a prompter.
     ➔ Teachers should be able to assist pupils who become disoriented, can't think of what to say next or lose the fluency that the teacher expects of them. The teacher can assist them by making ideas without interfering with debates or forcing students to change positions. It will relieve students' aggravation when they reach a stalemate with a language or ideas.
  b) As a Participant.
     ➔ Teachers may want to take part in the discussion or role-play themselves. However, a teacher has to be careful that they do not participate too much.
  c) As a Feedback Provider
     ➔ The teacher may give feedback on the content of the activity and the language used directly after the students complete an activity or later at the end of a meeting.
Speaking ability encompasses not only language and turn-taking knowledge, but also all communication factors such as sense, culture, and discourse. One utterance will be appropriately translated if the listener understands the words, syntax, and meaning based on the context, allowing conversation to continue smoothly. The mechanics, function, and socio-cultural rules of the language being taught must all be considered by the teacher when planning a speaking class. The second area in which the teacher must be involved in the learning process is to improve the communicative ability of the learners, which is reflected in the syllabus - by using an appropriate method and approach in teaching. The teacher must

analyze speaking performance in order to see the progress of learning goals and to implement more beneficial teaching methods and tactics. Thornbury (2005a)

Speaking Assessment

In this research, the researcher tried to assess the effectiveness of Speaking Skills in some areas, such as, Fluency, Pronunciation and Accent, Vocabulary, Grammar and Details. The researcher explaine it one by one.

a) Fluency in speaking
➔ Fluency in a language means speaking easily, reasonably quickly and without having to stop and pause a lot. Good speakers communicate and get their message across smoothly, even though they may make mistakes. Communication is the most important part of speaking and it is important to communicate your ideas as naturally as possible. Be very clear about the message you want to communicate. (British Council, 2017)

b) Pronunciation and Accent in Speaking
Pronunciation is the way we pronounce sounds. So the way we move our mouth to make sounds. Many people want to either neutralize their accents or even perfect their spoken English as much as possible. Their goal is to improve their English accent as much as they can to sound more like native English speakers. (British Council, 2017).

c) Vocabulary
➔ A vocabulary is a set of familiar words within a person's language. A vocabulary, usually developed with age, serves as a useful and fundamental tool for communication and acquiring knowledge. Acquiring an extensive vocabulary is one of the largest challenges in learning a second language. A person's speaking vocabulary is all the words he or she uses in speech. It is likely to be a subset of the listening vocabulary. Due to the spontaneous nature of speech, words are often misused. This misuse – though slight and unintentional – may be compensated by facial expressions, tone of voice. It means, the range of vocabulary that the students have during their speaking time. (British Council, 2017).

d) Grammar
➔ English grammar is how meanings are encoded into wordings in the English language. This includes the structure of words, phrases, clauses, and sentences, right up to the structure of whole texts. In this research, grammar is used to assess the accuracy & variety of structures when the students are speaking in English. (British Council, 2017).

e) Details
➔ The details mentioned here are the details of the level of description when someone speaking in English. It means that whether they include the additional details about the ideas, or not, and if their information is completed or not. It means to give the other additional information about the speaking topic. (British Council, 2017).

Role Play

"Role" refers to the actor's part in the play (a person's task or obligation in an endeavor). "Play" refers to activities done for fun or recreation, such as stage theatre (Hornby, 1995). In this study, role-playing refers to the technique used in this research, in which students are instructed to practice the dialogue in front of the class.

Role-playing is one strategy that can be used to improve students' speaking skills. Role-playing encourages pupils to communicate in a specific situation in which they play a role. Students act and communicate in ways that reflect their future role (Arham R, 2016).

Role Play is a teaching strategy that allows students to engage all of their senses, interactions, feelings, and additional experiences while also broadening and stimulating their imagination. Students are encouraged to speak and communicate, even if they have low language skills, by employing nonverbal communication techniques such as body language, gestures, and facial expressions. One of the primary purposes of employing Role Play techniques in education is to create and improve social skills, hence increasing awareness of the art of making impressions and playing different parts. The impression we make in regular social life can be quite important. The way other people perceive us is mostly determined by our relationships and communication abilities. Role Playing techniques have the ability to assist us in practicing various ways of presenting ourselves in everyday life, allowing us to acquire and polish the necessary abilities. It is more difficult to shape and influence what others see in our performance or what others think of us in a target language context, owing to inhibitions created by potential language hurdles and faults in our target language expertise.

Role Play is a perfect tool for language learning. It plays a crucial role to make students participate in a more communicative context. The focus is thus on identifying with characters, enacting roles, and entering into the inner experience of imagination and fantasy. Based on the research of Suryani, L (2015), role play can be divided into two forms, scripted and unscripted role play. In details, those types of role-play activities are described as follows:

a. Scripted Role Play

Scripted role play involves interpreting either the textbook dialogue or speaking text in the form of speech. The main function of the text, after all, is to convey the meaning of language items in a memorable way. It will need good preparation.

b. Unscripted Role Play

In contrast to scripted role-play, the situations of unscripted role-play do not depend on textbooks. It is known as free role play or improvisation. The students themselves have to decide what language to use and how the conversation should be developed. To do this activity, no need good preparation from the teacher and students is really necessary. Based on the explanation above, there are some kinds of role play that can be used in the teaching and learning process.

This study uses scripted role-playing materials. Because this strategy will improve their speaking abilities in less time than the unscripted way. It means that the researcher will offer the students a script to deliver in class. The researcher will supply the script, which the students will utilize to do the role-play.

Role Play allows using language in real communicative surroundings for learners. It develops all linguistic skills, especially speaking fluency. What is more, it strengthens the motivation towards learning because activities are provided in a relaxed atmosphere, within fun and entertainment.

Role Play technique in teaching speaking will carry out the basic concept of drama with influential elements that build a play, and then it is manifested into a strategy in classroom interaction for language learning. By applying the Role Play technique in classroom activities, it accommodates the implementation of students' speaking skills which can be shown by communicative competence. The progress of students speaking skills can be indicated by students'" accent, grammar, vocabulary, fluency and comprehension improvement. As a natural art, full of expression (act and speak) – Role Play which then manifested into a technique in teaching speaking, is a good way in improving the speaking

skill of SMAN 1 Cisarua Bandung students because this technique provides emotional inclusion which helps the student to overcome their problems in expressing ideas. By reading, discussing and analyzing the given Scripts automatically the students will enrich their vocabulary – lack of vocabulary is the most barrier to student confidence in speaking English.

Sehriban Dundar (2013) stated the nine types of drama activities(drama and language games, role play, improvisation, simulations, mime, skits, froze image building, scriptwriting and readers theatre) in which they are seen as an ideal way to bring the grammar, pronunciation and speaking skills together in a course where the focus is on fluency. Thus, drama is considered a powerful language-teaching tool. And in this research, we will focus on the Role Play Technique. Role Play bridges the gap between course-book dialogues and natural usage, and can also help to bridge a similar gap between the classroom and real-life situations by providing insights into how to handle tricky situations

Based on the explanation provided that speaking is one of the skills that students must have. The students hesitate to speak English because they are afraid of making mistakes when they try to speak English. To analyze the problems that make students get some difficulties speaking in English, the researcher has done classroom observation.

Unfortunately, although individuals obtain English training for many years in schools, they are not fluent enough to communicate. Some of them are not able to produce even some simple sentences. They are not able to describe experiences and events and give explanations for opinions and plans whilst traveling in the area where the language is spoken. Thus extended activities in the form of drama, games, role play, and simulation are vital in developing the communicative ability and oral skills of learners.

This Research was conducted based on a specific research question, which is : **" Is there any significant difference using role- play technique in improving student's speaking skills?"**

The researcher tried to find out whether the Role Play technique can improve the English Speaking Ability in grade XI students in SMAN 1 Cisarua Bandung

The researcher constructed the following hypothesis:

Null Hypothesis (Ho)

There is no significant difference using role-play technique in improving student's speaking skills

Alternative Hypothesis (Ha)

There is a significant difference using role-play technique in improving student's speaking skills

Methodology

The research method used by the Researcher in this study is Pre Experimental Research. Because The researcher would like to find out whether the Role Play technique does improve the English Speaking Ability of the grade XI Students or not. The data analyzed quantitatively using SPSS 24.

The research design used in this study was pre-experimental design with one group pretest-posttest design. According to Phakiti (2014); cited by Randy (2017), the pre-experimental design is an exploration regarding making inferences about the relationship between an independent variable and a dependent variable. There is no randomization in a pre-experiment. In this study, the pretest is given at the beginning of the study to know the ability

of the respondent before giving treatment and the posttest in the last meeting of the study to know the differences with the result from the pretest

Population and Sample

The population of the research is Grade XI of Senior High School students in Bandung. The research sample is taken from 34 Students of grade XI of SMAN 1 Cisarua Bandung. The sampling technique that was used in this research is purposive sampling, choosing respondents based on the teacher's recommendation.

Research Instrument

The research instrument truly determined the result of the research activity. Therefore, the instrument used in this study are as follow:

1. **Voice Recorder**

→ The Researcher uses a voice Recorder to record and transcribe the speech by the students in the Pre and Post Test. The recorder that used by the Researcher is Sony **ICD UX-553**. It featured two microphones with decent stereo imaging, the ICD-UX533 records at a high bit rate and has a good noise reduction filter. It's also the smallest device we tested – at just 1.44 x 3.99 inches, it's only slightly bigger than most flash drives. Before recording, the researcher can choose from five audio-quality formats: LPCM 44.1kHz/16-bit, MP3 192kbps, MP3 128kbps, MP3 48kbps (mono) and MP3 8kbps (mono), has 4 GB storage and 30 hours battery life.

Figure 2   Audio Recorder

2. **Video Recorder**

For each treatment, the researcher also records the video of each group's performance. So, for each meeting, the researcher can give input and feedback to the students about their progress. The Researcher uses her own Canon DLSR Camera EOS 1300D KIT (EF S18 – 55 IS II) as a device for the video recorder with it features 18 Mega Pixel APS-C CMOS sensor & Digic 4+, 9 point AF with 1 centre cross-type AF Point, and Standard ISO 100 – 6400

(expandable to 12800).
Figure 3 Video Recorder

3. **Speaking Assessment**

In this study, the technique utilized to test students' speaking ability was employing speech for a topic, in which the students were asked to answer some questions given by the Researchers about various themes.

The assessment was performed twice during this study. The first time was during the pretest, and the second time was during the posttest. The speaking evaluation sheet comprises five areas of assessed speaking ability. (Vocabulary, Grammar, and Details). Each aspect has its criteria with a scale of 1-5 (Brown, 2004). It can be seen on tables 1

Table 1. Speaking Rubric Sheet

	Fluency	Pronunciation and accent	Vocabulary	Grammar	Details
5	Smooth and fluid speech; few to no hesitations; no attempts to search for words; volume is excellent.	Pronunciation is excellent; good effort at accent	Excellent control of language features; a wide range of well-chosen vocabulary	Accuracy & variety of grammatical structures	Excellent level of description; additional details beyond the required
4	Smooth and fluid speech; few hesitations; a slight search for words; inaudible word or two.	Pronunciation is good; good effort at accent	Good language control; good range of relatively well-chosen vocabulary	Some errors in grammatical structures possibly caused by attempt to include a variety.	Good level of description; all required information included
3	Speech is relatively smooth; some hesitation and unevenness caused by rephrasing and searching for words; volume wavers.	Pronunciation is good; Some effort at accent, but is definitely non-native	Adequate language control; vocabulary range is lacking	Frequent grammatical errors that do not obscure meaning; little variety in structures	Adequate description; some additional details should be provided
2	Speech is frequently hesitant with some sentences left uncompleted; volume very soft.	Pronunciation is okay; No effort towards a native accent	Weak language control; basic vocabulary choice with some words clearly lacking	Frequent grammatical errors even in simple structures that at times	Description lacks some critical details that make it difficult for the listener to
1	Speech is slow, hesitant & strained except for short memorized phrases; difficult to perceive continuity in speech; inaudible.	Pronunciation is lacking and hard to understand; No effort towards a native accent	Weak language control; vocabulary that is used does not match the task	Frequent grammatical errors even in simple structures; meaning is obscured	Description is so lacking that the listener cannot understand

(Brown, 2004)

Instrument
In this study, a pre-test and post-test are employed, which is a set of questions concerning various themes in daily life delivered by the researcher. In this study, the researcher gave a speaking test in the Pilot test from a higher level, which is grade XII, and it was utilized for the pre-test and post-test and give the questions for the respondent to answer verbally. The researcher recorded and transcribed the respondents' conversations. The questions on the Pre-test and Post-test were identical.

The instrument pre-test was pilot tested to the higher level, which is grade XII of Senior High School, in which they had already learned about speaking abilities in the previous semester before being employed in this research. The researcher uses the anatest to analyze the results of the instrument testing. Several assessments have been performed to determine whether the test is feasible to employ.

1. Validity
Validity is intended to find out whether the instrument test is appropriate to be used in this research or not.

The validity of the data was categorized based on the criteria used in the Table 3.8 below.

Table 2. Criteria of Validity Questions

Rxy	Interpretation
≤ 0	Not Valid
0.00 – 0.20	Very Low
0.20 – 0.40	Low
0.40 – 0.60	Moderate
0.60 – 0.80	High
0.80 – 1.00	Very high

After administering the Pilot Test, was found that questions number 1, 2, and 8 seem very high significance. It was valued more than 0.80, so the researcher decided to take out those 3 questions and went with the 10 questions for the Pre-Test. The Validity of the Pilot Test Data will be shown in Table 3.9

Table 3. Validity Data

Questions Number	Coefficient Correlation	Validity Information	Questions Information
1	0,880	Very Easy	Very Significant
2	0,875	Easy	Very Significant
3	0,882	Moderate	Very Significant
4	0,870	Moderate	Very Significant
5	0,903	Moderate	Very Significant
6	0,940	Moderate	Very Significant
7	0,829	Moderate	Very Significant

8	0,890	Easy	Very Significant
9	0,833	Moderate	Very Significant
10	0,873	Moderate	Very Significant
11	0,813	Moderate	Very Significant
12	0,897	Moderate	Very Significant
13	0,893	Moderate	Very Significant

2. Reliability

According to Hoover (2016) Test reliability refers to the degree to which a test is consistent and stable in measuring what it is intended to measure. Most simply put, a test is reliable if it is consistent within itself and across time. If a test is <u>not</u> valid, then reliability is moot. In other words, if a test is not valid there is no point in discussing reliability because test validity is required before reliability can be considered in any meaningful way. Likewise, if a test is not reliable it is also not valid.

Procedures of Data Gathering

In gathering the data, the researcher has used the following steps :

1. **Preparation Stage**
   During this preparation, the researcher conducted a preliminary study to gain an understanding of the research sample. The researcher next prepares the research instrument, a lesson plan for eight meetings, obtains a letter of research ethics, and locates a school where the research will be conducted.

2. **Data Collection**

a. Conducting the Pilot Test
The pilot test was conducted to the higher level which is grade XII Perguruan Advent Salemba Jakarta for 2 hours with 13 questions provided by the Researcher. The students will answer the questions given by the Researcher
. **b. Conducting Pretest**
The pretest was given before the treatment being implemented to know the prior ability of the students in speaking. The test was in the form of 10 questions that had been pilot tested before and valid. The students came one by one to the front of the class, then they answered all of the questions given by the researcher, and the researcher recorded their answer, transcribed it then put in the criteria of grading.
c. Giving Treatment
The researcher used the Role Play technique to improve the students' speaking ability. The treatment was held for 8 meetings to one sample group for around 2 months in the grade XI Science 3 of SMAN 1 Cisarua students.
d. Treatment Procedure
After preparation is ready, the procedures in the classroom every meeting had been conducted as follows:
Allocation Time: 80 minutes (2 x 40 minutes)

1. The Researcher introduced the speaking skills and the objective of the lesson for certain days.
2. The Researcher divided the class into pairs and gave each group a Scripts for their Role Play
3. The Researcher played audio of their Scripts around 2 times and asked the student to listen carefully, especially to the words that might be new to them

4. Then the Researcher gave time for the students to ask about the characters/ roles in the scripts to them, and help them understand how to act it out
5. The Researcher asked the students to practice in their group for their role, with the correct expression and pronunciation.
6. Each group performed in front of the class for around 5 minutes for every group, and the Researcher recorded in the video for each performance.
7. The Researcher shares some of the group recording videos before the end of the class, so they can review it by themselves.
8. The Researcher gave a short comments and advice for their role-play action.

e. Conducting Posttest
After giving the treatment, the students had been given the Post-test to know the improvement of the students' speaking ability after using the Role Play Technique. It is the same format with the Pre Test Treatment, which is answered all of those questions asked by the researcher. Then the researcher recorded their speeches, transcribed it and grading their performance.

Hypotheses Testing
Hypotheses Testing is made to answer the research question. In this study, SPSS was used by the researcher to calculate the result of hypotheses testing which is a one-sample t-test. Below is the criteria:
If p-value (Sig.) $\leq \alpha$ (0.05) then Ha is accepted and Ho is rejected. It means that there is a significant difference using the role-play technique in student's speaking ability.
If p-value (Sig.) $\geq \alpha$ (0.05) then Ho is accepted and Ha is rejected. It means there is no significant difference using the role-play technique in student's speaking ability. (Randy, 2017)

Findings & Discussion

Description of Student's Speaking Achievement

The treatment was administered to one grade XI class in SMAN 1 Cisarua, which is XI Science 3, as the experimental group, in order to answer the research question, "Is there any significant difference using role-play technique in improving student's speaking ability?"
The class has 34 pupils, 18 of whom are male and 16 of whom are female. SPSS 24 was used to calculate the data collected from the students' Pre and Post Tests. Table 4 shows that the student's speaking abilities improved after receiving the Role Play Treatment.

Table 4. RECAPITULATION TABLE

STUDENTS	PRE TEST	Pre Test (%)	POST TEST	Post Test (%)	GAIN
S1	135	54%	200	80%	,565217
S2	91	36,4	174	69,6%	,522013
S3	89	35,6%	100	40%	,068323
S4	83	33,2%	150	60%	,401198
S5	90	36%	168	67,2%	,487500
S6	216	86,4%	245	98%	,852941
S7	110	44%	130	52%	,142857
S8	148	59,2%	232	92,8%	,823529

S9	111	44,4%	113	45,2%	,014388
S10	104	41,6%	150	60%	,315068
S11	221	88,4%	250	100%	1,000000
S12	92	36,8%	141	56,4%	,310127
S13	100	40%	180	28,8%	,533333
S14	82	32,8%	180	72%	,583333
S15	111	44,4%	175	70%	,460432
S16	150	60%	123	49,2%	-,270000
S17	98	39,2%	111	44,4%	,085526
S18	156	62,4%	188	75,2%	,340426
S19	105	42%	158	63,2%	,365517
S20	115	46%	185	74%	,518519
S21	102	40,8%	132	52,8%	,202703
S22	83	33,2%	131	52,4%	,287425
S23	50	20%	150	60%	,500000
S24	83	33,2%	106	42,4%	,137725
S25	100	40%	177	70,8%	,513333
S26	75	30%	120	48%	,257143
S27	82	32,8%	171	68,4%	,529762
S28	72	28,8%	151	60,4%	,443820
S29	75	30%	159	63,6%	,480000
S30	50	20%	170	68%	,600000
S31	150	60%	132	52,8%	-,180000
S32	75	30%	150	60%	,428571
S33	123	49,2%	150	60%	,212598
S34	50	20%	180	72%	,650000
MEAN	105,2059	42,08 %	159,7647	62,6 %	,377000
St. Dev	39,70557		36,54060		
Maximum	221	88,4%	250	100%	

From Table 4. we can see that the mean of the pre-test was 42,08 and the mean of the post-test was 62,6. And the gain calculated from both pre-test and post-test was 0,3770.

This is the improvement finding from some of the samples that were collected before and after the treatment.

Pre-test transcribed conversation of S1
(R = Researcher, S = Student)

S : *Hello my name is Dennis Erlangga Maulana*
R : *Can you stay in the Dormitory?*
S : *Mmm.. I think.. mm I cant stay in the dormitory*
R : *Why?*
S : *Because mmm.. they. They have their own rules here.*
R : *What store do you like most in the Department Store?*
S : *Ahh.. I like visit toooo.. Sport station, because I'm Basketball player*
R : *Do you prefer go to Travel Agent or buy online for airline tickets?*
S : *Mmm, I prefer to go online because its.. its more easy and simple*
R : *Do you have any experience in a coffee shop?*
S : *Ahh. No.. Because ahh I don't like go to coffee shop.*
R : *What do you want to take in the university after graduate from High School?*
S : *Ahh. I want to continue my study to Indonesian Education University in FPOK*
R : *Okay. What do you think about the Televison Show nowadays?*
S : *Ahh, I,,ahh,, apa itu gak nonton.. I don't watch TV.*

R : *Is it more efficient to shop in the Department Store than in the Market?*
S : *Ahh.. Yes because.. Ahh because we can, we can get anything what We need.*
R : *What do you think about hospital?*
S : *Ahh. I think hospital is clean, is , is quiet, and, and apa ya. Ok.*
R : *What is the benefit to have saving account in the Bank?*
S : *Ahh. I can save my money and, ..*
R : *What do you think about airport service?*
S : *I think airport service is very busy.*
R : *Okay, Thank you.*

Based on the transcription above, the student still lacks comprehension of speaking skills. He still could not use the gap filler, a lot of pauses, and was only able to provide simple sentences, could not expand the answer, and a lot of grammatical errors.

Here below is the score he got from the pre-test based on the criteria from Table 5. (Speaking rubric sheet)

S1

Table 5. (Speaking rubric sheet)

NO	QUESTIONS	CATEGORY					TOTAL
		F	P	V	G	D	
1	What do you want to take in the university after graduate from High School	2	4	3	2	2	13
2	Can you stay in a Dormitory?	3	4	3	2	3	15
3	What do you think about hospital?	3	3	3	2	2	13
4	What store do you like most in the Department store?	3	4	3	3	3	16
5	Is it more efficient to shop in the Department Store than in a market?	2	2	3	3	3	13
6	Do you prefer go to Travel Agent or buy online for Airline ticket?	2	3	3	3	2	13
7	What do you Think about Airport Service?	2	2	3	3	2	12
8	What is the benefit to have a saving account in the Bank?	3	2	3	3	3	14
9	Do you have any experience in a coffee Shop?	2	3	3	2	3	13
10	What do you think about the Television Show nowadays?	3	3	3	2	2	13
	TOTAL	25	30	30	25	25	135

Note : F = Fluency, P = Pronunciation, V = Vocabulary, G = Grammar, D = Details

After giving the Role Play treatment, the student has a significant improvement as it shown from the transcription and the score below.

Post-test transcribed conversation of S1
(R = Researcher, S = Student)
S : *Hello my name Dennis Erlangga Maulana I am from XII Science 3*
R : *What do you want to take in the university after graduated from High school?*

S	:	*I want to take sport education, in UPI.*
R	:	*Can you stay in the Dormitory?*
S	:	*No because I think the dormitory has many rules*
R	:	*What do you think about the hospital?*
S	:	*I think hospital is very clean, safety and comfort*
R	:	*What store do you like most in the Department store?*
S	:	*I like go to sport station because I am a basketball player.*
R	:	*Is it more efficient to shop in the department store than in the Market?*
S	:	*I think in the department store more efficient because I can buy Anything that I need*
R	:	*Do you prefer to go to travel Agent or Buy Online Ticket?*
S	:	*I prefer go to buy online because its more simple and efficient*
R	:	*What do you think about airport Service?*
S	:	*I think airport service is very busy and many people*
R	:	*What is the benefit to have saving account in the Bank?*
S	:	*uhh saving account in the bank is the safest place to save our money*
R	:	*Do you have any experiences in the coffee shop?*
S	:	*uhh I don't like to go to coffee shop because its more expensive*
R	:	*What do you think about the television show nowadays?*
S	:	*Uhh some television shows nowadays is bad for education*
R	:	*Thank You.*

Table 6. And the Post Test score

NO	QUESTIONS	CATEGORY					TOTAL
		F	P	V	G	D	
1	What do you want to take in the university after graduate from High School	4	4	4	4	4	20
2	Can you stay in a Dormitory?	4	4	4	4	4	20
3	What do you think about hospital?	4	4	4	4	4	20
4	What store do you like most in the Department store?	4	4	4	3	4	20
5	Is it more efficient to shop in the Department Store than in a market?	4	4	4	3	4	20
6	Do you prefer go to Travel Agent or buy online for Airline ticket?	4	4	4	4	4	20
7	What do you Think about Airport Service?	4	4	4	4	4	20
8	What is the benefit to have a saving account in the Bank?	4	4	4	4	4	20
9	Do you have any experience in a coffee Shop?	4	4	4	4	4	20
10	What do you think about the Television Show nowadays?	4	4	4	4	4	20
	TOTAL	40	40	40	40	40	200

Note : F = Fluency, P = Pronunciation, V = Vocabulary, G = Grammar, D = Details
Pre-test transcribed conversation of S27

(R = Researcher, S = Student)

| S | : | *Hello my name is Annisa Rizki Nurhidayanti* |
| R | : | *Can you stay in the Dormitory?* |

S : Yes I can because I can meet my friend everytime
R : What do you think about the hospital?
S : I like hospital because hospital care many people
R : What store do you like most in the Department store?
S : Book store, because I can buy many books
R : Do you prefer to go to travel Agent or Buy Online Ticket?
S : Buy online because its can efficient my time
R : Is it more efficient to shop in the department store than in the Market?
S : Market
R : What do you want to take in the university after graduated from high school?
S : I want to .. I want to.. I want to Institute Technology 10 November
R : What do you think about airport Service?
S : I think good
R : What is the benefit to have saving account in the Bank?
S : I can save my money
R : Do you have any experiences in the coffee shop?
S : I never go to coffee shop
R : What do you think about the television show nowadays?
S : last week I never watching television

Table 7. The Pretest score

NO	QUESTIONS	CATEGORY					TOTAL
		F	P	V	G	D	
1	What do you want to take in the university after graduate from High School	3	2	2	2	2	11
2	Can you stay in a Dormitory?	2	2	2	1	2	9
3	What do you think about hospital?	1	2	1	2	2	8
4	What store do you like most in the Department store?	3	1	1	1	2	8
5	Is it more efficient to shop in the Department Store than in a market?	2	1	1	2	2	8
6	Do you prefer go to Travel Agent or buy online for Airline ticket?	1	1	1	2	1	6
7	What do you Think about Airport Service?	3	2	2	2	1	10
8	What is the benefit to have a saving account in the Bank?	2	2	2	1	1	8
9	Do you have any experience in a coffee Shop?	1	2	2	1	1	7
10	What do you think about the Television Show nowadays?	2	1	2	1	1	7
	TOTAL	20	16	16	15	15	82

Note : F = Fluency, P = Pronunciation, V = Vocabulary, G = Grammar, D = Details

She is one of the lower score average before the treatment was given. And here below is the post-test score and transcription.

S : Hello my name is Annisa Rizki from XII Science 3

R	:	*What do you want to take in the university after graduated from high School?*
S	:	*insha Allah I want continue Padjajaran University Education*
R	:	*Can you stay in the Dormitory?*
S	:	*yes because im independent*
R	:	*What do you think about the hospital?*
S	:	*hospital is where the person is sick*
R	:	*What store do you like most in the Department store?*
S	:	*Drug Store and clothing store*
R	:	*Is it more efficient to shop in the department store than in the Market?*
S	:	*yes because more clean*
R	:	*Do you prefer to go to travel Agent or Buy Online Ticket?*
S	:	*online because its so easy*
R	:	*What do you think about airport Service?*
S	:	*airport service is a good service because priority passenger comfort*
R	:	*What is the benefit to have saving account in the Bank?*
S	:	*can saving a money*
R	:	*Do you have any experiences in the coffee shop?*
S	:	*yes its enjoy to hangout because I like coffee*
R	:	*What do you think about the television show nowadays?*
S	:	*because so boring*
R	:	*Thank You.*

Table 8. post-test score

NO	QUESTIONS	CATEGORY					TOTAL
		F	P	V	G	D	
1	What do you want to take in the university after graduate from High School	3	3	4	3	3	16
2	Can you stay in a Dormitory?	4	3	3	3	3	16
3	What do you think about hospital?	4	3	4	4	3	18
4	What store do you like most in the Department store?	4	3	4	4	3	18
5	Is it more efficient to shop in the Department Store than in a market?	4	3	3	3	3	16
6	Do you prefer go to Travel Agent or buy online for Airline ticket?	4	4	4	4	3	19
7	What do you Think about Airport Service?	4	3	4	3	3	17
8	What is the benefit to have a saving account in the Bank?	4	3	4	3	3	17
9	Do you have any experience in a coffee Shop?	4	3	4	3	3	17
10	What do you think about the Television Show nowadays?	4	3	4	3	3	17
	TOTAL	39	31	38	33	30	171

Note : F = Fluency, P = Pronunciation, V = Vocabulary, G = Grammar, D = Details

There are high improvement from pre-test only gain 82 to 171 points after the treatment was given. Here are another example of the improvement of the sample.

Pre-test transcribed conversation of S11 (R = Researcher, S = Student)

S	:	*Okay my name is Dewi Hajar Rahmawati Ali. Im from uhh XII Science 3*
R	:	*Can you stay in the Dormitory?*
S	:	*Yes of course, because im students dormitory now.*
R	:	*What do you think about the hospital?*
S	:	*Hospital is a place or the destinations if we getting sick.*
R	:	*Is it more efficient to shop in the department store than in the Market?*
S	:	*Yes of course because we can find everything that we need easily.*
R	:	*What do you think about airport Service?*
S	:	*Actually its good enough, but I don't know hows the best service it Is.*
R	:	*What do you want to take in the university after graduated from High school?*
S	:	*International Relation at Indonesian University.*
R	:	*Why?*
S	:	*Because I like public speaking, Economic, Politics, etc.*
R	:	*What is the benefit to have a saving account in the Bank?*
S	:	*Uhh, we can save the money at the bank without worrying the money Will lost for example.*
R	:	*Do you have any experiences in the coffee shop?*
S	:	*Uhh, Yes I have we can gether fresh idea and we can enjoy the Coffee freely, etc*
R	:	*What do you think about the television show nowadays?*
S	:	*The television show nowadays is breaking Indonesian culture in the World.*
R	:	*What store do you like most in the Department store?*
S	:	*Clothing and Make Up store.*
R	:	*Why?*
S	:	*Because I like make up and fashion actually.*
R	:	*Do you prefer to go to travel Agent or Buy Online Ticket?*
S	:	*I wont choose both of them because I'll buy it directly in the Airport.*
R	:	*Thank You*
S	:	*Youre welcome*

Table. 9. pre-test score

NO	QUESTIONS	CATEGORY					TOTAL
		F	P	V	G	D	
1	What do you want to take in the university after graduate from High School	4	5	5	5	5	24
2	Can you stay in a Dormitory?	5	5	5	4	4	23
3	What do you think about hospital?	4	5	5	5	4	23
4	What store do you like most in the Department store?	4	5	5	5	4	23

5	Is it more efficient to shop in the Department Store than in a market?	4	5	5	5	5	24
6	Do you prefer go to Travel Agent or buy online for Airline ticket?	3	4	5	5	4	21
7	What do you Think about Airport Service?	4	5	4	4	4	21
8	What is the benefit to have a saving account in the Bank?	3	4	4	5	4	20
9	Do you have any experience in a coffee Shop?	4	4	4	4	5	21
10	What do you think about the Television Show nowadays?	4	5	4	4	4	21
	TOTAL	39	47	46	46	43	221

Note : F = Fluency, P = Pronunciation, V = Vocabulary, G = Grammar, D = Details
She is one of the student that can gain the perfect score in the post-test. Here is the

transcription and the post test score :

S : Hello my name is Dewi Hajar Rahmawati Ali and im from XII Science 3 of CIsarua Senior High School

R : What do you want to take in the university after graduated from High school?

S : after graduate from high school, I'll take International Relation of Indonesian University. Because why? Because first, I like Economics, I want talking about politics, I want talking about Social. Beside that, Ive read a book which talking about Indonesian people in other country Which get sexual harassment and nobody can help. So I wanna be a Diplomat to help them to solve their problem.

R : Can you stay in the Dormitory?

S : Of course yes I can. Because since I was junior high school, im Staying In the dormitory until right now. So I can uhh make my self follow all Of the rules in the dormitory.

R : What do you think about the hospital?

S : the hospital is a place that will be a destination if we are getting a ' sick. Beside that, hospital is a place which cares about the health of people.

R : What store do you like most in the Department store?

S : I think I like clothing store, because I like fashion actually, and then I Like make up store. Yes, I like make up.

R : Is it more efficient to shop in the department store than in the market?

S : yes it is. Because the department store we can find the things that We Need easier in the department store, than in the market. Because in the Department store always separate by the store in that place. For Example. From the gate, if we turn right, all of the things from the Right side is clothing store. That's for example. And if I turn left, all of The things in the left side is food store. For example.

R : Do you prefer to go to travel Agent or Buy Online Ticket?

S : Im so sorry I won't choose booth of them. Because I would rather

to		*Directly in the airport because its easier than other choice.*
R	*:*	*What do you think about airport Service?*
S	*:*	*actually the real answer is I don't know how the best services is, in the Airport, because im not airport worker, so I don't know the best service, But uhh according to my experience, the airport service are very good, Especially in Indonesia*
R	*:*	*What is the benefit to have saving account in the Bank?*
S	*:*	*of course we can save the money without worrying the money will lost.*
R	*:*	*Do you have any experiences in the coffee shop?*
S	*:*	*Yes of course. I have uhh I have uuh gone to the coffee shop and there I can get so many fresh ideas and I can enjoy the coffee, fill it as Much As I want.*
R	*:*	*What do you think about the television show nowadays?*
S	*:*	*of course according to my opinion, according to the things that seen By me in the television nowadays, is talking about the things that Can break Indonesian norm, but this is only my perspectives, I don't Know what is the real.*
R	*:*	*Thank You.*

Table 10. post-test score

NO	QUESTIONS	CATEGORY					TOTAL
		F	P	V	G	D	
1	What do you want to take in the university after graduate from High School	5	5	5	5	5	25
2	Can you stay in a Dormitory?	5	5	5	5	5	25
3	What do you think about hospital?	5	5	5	5	5	25
4	What store do you like most in the Department store?	5	5	5	5	5	25
5	Is it more efficient to shop in the Department Store than in a market?	5	5	5	5	5	25
6	Do you prefer go to Travel Agent or buy online for Airline ticket?	5	5	5	5	5	25
7	What do you Think about Airport Service?	5	5	5	5	5	25
8	What is the benefit to have a saving account in the Bank?	5	5	5	5	5	25
9	Do you have any experience in a coffee Shop?	5	5	5	5	5	25
10	What do you think about the Television Show nowadays?	5	5	5	5	5	25
	TOTAL	50	50	50	50	50	250

Note : F = Fluency, P = Pronunciation, V = Vocabulary, G = Grammar, D = Details

Student's speaking ability in SMAN 1 Cisarua Grade XI Science 3 are improved after using the Role Play technique shown in table 4.2 below, which is the average gain for speaking skill improvement is 0,377000. According to Randy (2017), if $0,30 < G \leq 0,70$ it means that the improvement of students' performance after pretest and post-test is moderate. Since the $0,30 < 0,377000$, it can conclude that all the students speaking skill are improved.

Table 11. Table of pre-test, post-test, standard deviation and gain

	Sample Group	
	Mean	Standard Deviation
Pre -Test	42,08	39,70557
Post – Test	62,6	36,54060
Gain	0,377000	

Based on the description above, the mean score in the pre-test is 42,08 and the Standard Deviation is 39,70557. After giving the Role Play treatment it has improved in the Post Test with a mean score of 62,6 with Gain Score 0,377000 and the Standard Deviation in the Post Test is 36,54060. From all 34 students who have given the treatment, the average gain of Pretest-Posttest is 0,377000. It can be interpreted as Moderate Improvement.

One Sample T-Test

If p-value (Sig.) $\leq \alpha$ (0.05) then Ha is accepted and Ho is rejected. It means that Role Play techniques do improve the English Speaking Ability of Grade XI Students. If p-value (Sig.) $\geq \alpha$ (0.05) then Ho is accepted and Ha is rejected. It means that the Role Play Technique does not improve the English Speaking Ability of grade XI Students.

Table 12. The One Sample Test

	T	df	Sig. (2-tailed)	Mean Difference	95% Confidence Internal of the Difference	
					Lower	Upper
PRE TEST	15,911	34	,000	42,08	91,76862	118,64315
POST TEST	26,256	34	,000	62,6	147,39855	172,13088

(data taken from SPSS)

Discussion of the Research Finding

The result of the study above that showed in Table 7. that the Role Play technique does improve the English Speaking Ability of the grade XI Students.

Since it was proved from the Gain value from the Pre-test to Post-test, it can be concluded that the Role Play technique is an effective technique that can improve the English speaking ability of the students. By analyzing the transcription data, it can be seen and concluded that there are differences between student speaking skills before and after giving the treatment. Before treatment, they had the difficulty to speak fluently, most of them will pause between the sentences. They have a lot of grammatical error in structure, and they also have the difficulties to explain and expand the sentences in detail.

For example, when the researcher asked them about "can you stay in the dormitory?" before the Role Play treatment, most of them only answer with "Yes" or "No". Without explaining the reason. But after the treatment given to them, when they were asked the same question, they can answer it with reason and explain it in detail like, "No, because I don't like the rules in the dormitory, so I cannot be free do what I want" or "Yes, I can because I like to be independent far from my parents and home".

It can be concluded that they have a slight high improvement in their Speaking Ability. In the fluency column it can be interpreted as "able to speak smooth and fluid; only a few hesitations; a slight search for words; inaudible word only one or two". In the Pronunciation and Accent column, it can be interpreted as "Pronunciation is good; Some effort at accent, still non-native". In the Vocabulary Column, it can be interpreted as "Good language control; Good range of relatively well-chosen

vocabulary". In the Grammar Column, it can be interpreted as "Some errors in grammatical structures possibly caused by an attempt to include a variety". And in the Details Column can be interpreted as "Good level of Description; All required and important information included". Most of them After the Role Play treatment can achieve 4 out of 5 points in every column in each question.

In the Data of the Pretest, the total Grading is 100% right for 10 questions and 5 columns for each question. According to the result, none of them can achieve the perfect score. The highest score in the Pre-test was 86,4 %, and the lowest score was 20%. The Mean average in the Pre-test Data was 42,08. While in the Post-test, there is 1 student can achieve the perfect score, which is 100%. And the lowest score for the Post-test data was 28,8%. The mean Average for the Post-test Data was 62,6.

But there are only Moderate to low improvement because of some factors. Not all the students from the samples taken, dare to speak. So, when they are given the questions, they will just answer yes or no, without adding more details. And some of the students also didn't have any interest in English, so some of them skip from the classroom during the treatment that affected the average result of the research.

It is also related to some of the related studies that were done before. Based on the study of Hartatik in 2012 in her graduating paper which entitled "Using Role-Play Method toward improving student's Speaking Achievement of the fifth grade students in MI Sukerejo 02 Suruh in the Academic Year of 2011/2012" she concluded that after using the Role Play method the samples can improve their speaking ability.

From the other study by Lilis Suryani in her research entitled "The Effectiveness of role-play in teaching speaking" in the year of 2015 she also concluded that Role play is effective in teaching speaking in the Junior High Level.
So, this study can give a definite answer to "does role play technique improve English speaking ability of grade XI students?" The answer to this is yes, based on the finding on this study Role-Play improves English speaking ability.

Conclusion
From this research, the conclusion that can be drawn are following:
The Role Play Technique is an effective technique in Improving the Student's Speaking Ability. It was known in the Research that the Hypothesis testing showed there is improvement of the Grade XI Student's Speaking Ability. So the role-play technique is one of the techniques that can be considered in teaching to improve the English Speaking Ability.
From the Researcher Point of view, it was found that the grade XI Students of SMAN 1 Cisarua can speak comprehensively, as long as they are motivated and equipped to practice and they have the willingness to learn and broaden their knowledge of English Speaking if they are stimulated

Recommendations
The Researcher want to give some recommendations after conducting the research and concluding the research result, since the result of this study showed that the Role Play Technique does improve the English Speaking Ability of Grade XI Students for the Future Researcher, English Major Students, the English Teacher and for everyone who wants to improve their English Speaking Ability.
According to the research result, this Role Play Technique are one of technique that can be considered to improve the English Speaking Ability because the students were excited and not bored in the classroom. They were motivated to learn more and they can also improve their confidence toward English Speaking. The researcher do not know the result if it will be given in the different samples, but according to the previous research also about the Role Play Technique it is suitable to be used for the Senior High School Students.

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