THE EFFECTIVENESS OF USING VIDEO AND ROLE PLAY
IN TEACHING SPEAKING

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Abstract

This research is aimed at (1) to find out the effectiveness of using role play to develop the students' speaking skill (2) to find out the effectiveness of using video to develop the students' speaking skill (3) to find out which one is more effective between the use of role play and video in teaching speaking. This research used quasy experimental research. It was conducted in ten meetings for each classes at Politeknik Negeri Ujung Pandang Makassar. 12 students for video class and 12 students for role play class. The instruments used in collecting the data was speaking test. In calculating the data, the researcher used SPSS Program version 20. The findings of this research show that (1) using role play is effective in developing the students' speaking skill. It was proven by the significant difference between the students' mean score of pretest and posttest. the mean score of the students in the pretest was 4.1 and the mean score of posttest was 9.5. The t test was 11.19. (2) Using video is effective in developing the students' speaking skill. It was proven by there was a significant difference between the students' mean score of pretest and posttest. the mean score of the students pretest was 4.1 and the mean score of posttest was 9.5. The t test was 10.72. (3). Based on statistic analysis, it shows that using role is more effective than video in teaching speaking. The t test result of role play is greater than t test of video class. (11.19 >10.72)
Keywords: Video, Role Play, Speaking.

INTRODUCTION

Speaking skill is one of the main points to master English because it is required to communicate ideas, opinion, and comments to other people in conversational situation. In addition, speaking is one of language skills that must be taught to the students at school. Most of the student can write words, but they cannot speak English well in front of the class. It cannot be denied than in reality most of the teachers teaching oral English to develop the students' oral skill but the content of the material they construct is focused on the grammatical ,mastery rather than improving the low competence in teaching oral English itself. Consequently, the students have the negative attitudes and passive motivation in learning English. They get frustrated and confuse because they difficult to apply the language in oral communication. Furthermore, in teaching speaking, the teacher should apply the appropriate method which can stimulate the students to

talk. Then, one of the techniques in learning speaking is through role play. Through role play activities a teacher gives the chances to the students to practice their speaking skill.

Harmer (1991:53) stated that role play is an exercise in which student behave in the way that student else behave in a particular situation, especially to help student learning something. In addition, role play can help the students to develop their self-confidence and also appropriate for students because it cannot make them boring and they absolutely enjoy the material.

In defining role play, Byrne (1976:78) gave comments that role play is a part of drama activity. In details, he described that there are three terms to cover the drama activities. They are mime (mimicry-memorization), role play and simulation. He distinguished the terms as follows:

1. Mime, the participants perform actions without using words (although as we shall see, this activity leads naturally on to talk).
2. Role play, the participant interact either as themselves in imaginary situations.
3. Simulation, this involves role play as defined above. However, for this activity the participants normally discuss a problem of some kind with some setting that has been defined for them. Both role play and simulation are commonly used in foreign language classes to facilitate communicative competence.

Ladousse (1992:45) states that whereas mime seems more appropriate as a language game. It is performing actions without using words. For instance, if someone mimes and action, the others try to guess what it is. Another definition is stated by Budden in British Council.Teaching English (BBC) on her article with the title role play, she said that role-play is any speaking activity when you either put yourself into somebody else's shoes, or when you stay in your own shoes but put yourself into an imaginary situation. What is meant by imaginary people is that students can become anyone they like for a short time. For example, the students can be the president, the queen, a millionaire, and pop star the choice is endless. In addition, students can also take on the opinions of someone else.' for and against' debates can be used and the class can be split into those who are expressing views in favors' and those who are against the theme. Furthermore functional language for a multitude of scenarios can be activated and practiced

through role play in imaginary situations. 'At the restaurant', 'checking in at the airport',' looking for lost property' are all possible role-play.

From the explanation above, the writer views that role play is a technique which involves fantasy o imagination to be someone else or to be ourselves in a specific situation for a while, improvising dialogue and creating a real world in scenario. It aims at the students to encourage thinking and creativity, lets students develop and practice new language and behavioral skills in a relatively non-threatening setting, and can create the motivation and involvement necessary for learning to occur.

Another thing that can be used in teaching speaking is video. Video is one of technology tool that can increase the students' motivation in learning. Many of the studies have emphasized technology as a medium for enhancing classroom teaching. This study will incorporate similar concepts. In general, the term technology shall represent relatively new electronic media such as computers, video, and the associated hardware, networks, and software that enable them to function. This is what most people have in mind when they discuss the use of technology in schools (Mehlinger & Powers, 2002:65). Most teachers accept technology in the classroom as a combination of both traditional media such as OHP, slide, and videotape and new media including information and communication technology.

Richard (2002: 200) stated that speaking a language is difficult for foreign language learners because effective oral communication requires the ability to use the language appropriately in social interaction. In addition, speaking is used for many different purposes and each purpose involves different skill. For example, speaking is used to make social contact with people, when we engage in discussion with someone. In other hand, the purpose may be to seek or express opinions or to describe thing to complain about people's behavior. In other view, speaking is fundamentally act. Speaker talks in other to have some effects on their listeners. They assert things to change their state of knowledge. They ask them question to get them to provide information.

They request things to get them to do things for them and they promise, warn, explain to effect them in still other ways. The nature of the speech act

should therefore play a control role in process of speech production, speaker begin with the intention on effecting their listeners in a particular way. And they select and utter a sentence they will bring just this effect. Research has also thrown considerable light on the complexity of spoken interaction in either a first or second language.

Speaking ability is known as oral skill that play essential role in human interaction and communication when people communication their ideas and feeling to others. Widdowson in Saenab (2007: 7) describes that to deal so far with the concept of oral skills. There are definitions given by linguistics as follows:

1. Oral skill is what people say, how to say it, and where that speakers and listeners are, to express what they are feel at the moment and the listening and understanding in other to gives response.
2. When the teacher tell a story to the students in learning and teaching process in the classroom. It is the reality of oral skill. In this case, they focus on what the teacher says, what they have in their mind and the student as listener keeps listening to it.
3. Oral skill is the language expressed from mouth. He continues that when the student or language user are involved in conversation activities.

One way of getting student to speak in different social context and to assume varied social roles is to use role-play activities in the classroom. Role-plays can be performed from prepared scripts, created from a set of prompt and expression or written using and consolidation knowledge gained from instruction or discussion of the speech act and its variations prior to the role plays themselves, because socio cultural are so crucial in the production of speech acts, it is suggested that discourse rating task, in which students rate dialogues or scenarios on various continua of formality and the like, can raise awareness about language and can help transfer this knowledge to production activities such as role plays. Besides, the social interaction activities, on the others hand, also requires the learner to pay more attention to the establishment and maintenance of social relationship, mean while, two things can be added to this description. Firstly, the teacher could make the role-play a whole-class activity by having all the students act out a public meeting with many speakers. Secondly, not all role-play a party

situation, for example, all you might need to do is set the party scene and then tell students to go either as themselves or as a living or dead person they would like to be role play is more than just play-acting. It offers chances for rehearsal and engagement that some others activities fail to give. (Ismail, 2008:14)

Technology integration has gained attention from researchers to uncover its contribution to promote learning (Chuo, 2004:22; Harrell, 1998:98; Prpinwong, 2008:34; Siekmann 1999:25; Wang, 2006:47; Zhang, 2007:98) According to Pierson (1999:128), technology integration is teachers utilizing content and technological and pedagogical expertise for the benefit of students, learning. Saye (1998:76) stated that technology integration can create a more empowering classroom environment. Hadley and Sheingold (1993:124) stated that technology integration serves some benefits: (a) engaging students in active learning; (b) relying less on whole-group instruction; (c) encouraging more independent and self-motivated learning.

Jonassen (1995:120) states that technology integration engages students in knowledge construction, conversation, articulation, collaboration, and reflection. Further, Docsader (2002:128) cited Al – Rabiey suggests some important reasons for technology integration into teaching and learning: (a) more depth into the content area curriculum; (b) students are motivated by technology; (c) students are able to move beyond knowledge and comprehension to application and analysis of information; (d) students learn where to find information in an information rich world; (e) technology skills are taught in isolation; (f) students can develop various technology skills as part of their learning process; and (g) there is an intrinsic need to learn technology in the information age.

Technology plays a significant role in the transformation of classroom. There are significantly different uses of technology for instruction. There are some technologies are usually applied in classroom such as overhead projector, slide projector, radio, tape recorder, television, digital camera, and internet (Daud, 2000:7)

METHOD

In conducting this research, the researcher applied pre-experimental design with two group pretest-posttest design. The researcher used cluster random sampling in choosing sample by drawing. The total sample was 24 students for each experimental class. 12 students for video class and 12 students for role play class. 12 students were students of Politeknik Negeri Ujung Pandang Makassar

FINDINGS

The findings of the research were showed to describe the result of the data that analyzed statistically and tabulating of data in both video and role play classes. It comprised of the students' score in pre-test and post-test, the mean score and standard deviation of the students' pre-test and post-test.

Table 1. The mean score and standard deviation of the students in the pretest and the posttest video

	Pretest	Posttest
Mean	4.1	9.5
Standard dev.	1.02	1.24
Max	43	64
Min	21	37

The table 1 shows the mean score of the students pretest was 4.1 and the mean score of posttest was 9.5. Standard deviation of pretest was 1.02 and the standard deviation of posttest was 1.24.

Table 2. The mean score and standard deviation of the students in the pretest and the posttest role play

	Pretest	Posttest
Mean	4.08	9.5
Standard dev.	0.79	1.38
Max	43	64
Min	21	37

The table 2 shows the mean score of the students pretest was 4.08 and the mean score of posttest was 9.5. Standard deviation of pretest was 0.79 and the standard deviation of posttest was 1.38.

The hypothesis was tested by using inferential statistics. In this case, the researcher used t-test (testing of significance) for paired sample t-test, that is, a test to know the significance difference between the result of students' mean score in pretest and posttest.

Assuming that the level of significance (α) = 0.05, the only thing which is needed; the degree of freedom (df) = N − 1, where N = 12, then the t-test is 10.72 P is 0.00

From the analysis, the researcher concluded that there was a significant difference between pretest and posttest in enhancing the students' speaking ability through video as a media to deliver speaking learning material. The result of statistical analysis for level of significance (p=0.05) with degree of freedom (df)= N-1, where (N) = 12, df = 11. The probability value was smaller than α (0.00<0.05). it indicated that the alternative hypothesis (H1) was accepted and the null hypothesis (H0) was rejected. It means that video is effective in enhancing the students' speaking ability.

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Assuming that the level of significance (α) = 0.05, the only thing which is needed; the degree of freedom (df) = N − 1, where N = 12, then the t-test is 11.19 P is 0.00. From the analysis, the researcher concluded that there was a significant difference between pretest and posttest in enhancing the students' speaking ability through role play as a media to deliver speaking learning material. The result of statistical analysis for level of significance (p=0.05) with degree of freedom (df)= N-1, where (N) = 12, df = 11. The probability value was smaller than α (0.00<0.05). it indicated that the alternative hypothesis (H1) was accepted and the null hypothesis (H0) was rejected. It means that role play is effective in enhancing the students' speaking ability.   The comparison of the effectiveness of video class and role play can be seen in following table:

Table 3. Comparison between the Effectiveness of Video class and Role Play class

Treatments	t result

Video class	10.72
Role Play	11.19

The table 3 shows that role play is higher than video class, (11.19 >10.72), it indicates that role play is more effective than video use in teaching speaking.

There are some techniques that can be used to teach speaking but the researcher using only compare both video and role play strategy, moreover the application of role play has a little bit better than video in improving students' ability in speaking. Based on the data collected, using both video and role play strategy in teaching speaking can enhance the students' speaking skill toward three components focused: accuracy, fluency and comprehensibility. It was proved by students' score on each components focused. In both video and role play, all students' score was enhanced for each component after conducting treatments.

This research about was speaking. It is found that speaking is difficult for students at Politeknik Negeri Ujung Pandang Makassar before treatment. Then based on the result of this research, it is found that both role play and video are effective and can increase the students' ability in speaking. This study is supported by the Harmer (1991:53) stated that role play is an exercise in which student behave in the way that student else behave in a particular situation, especially to help student learning something. In addition, role play can help the students to develop their self-confidence and also appropriate for students because it cannot make them boring and they absolutely enjoy the material.

The result of this research shows that video is effective in teaching speaking at Politeknik Negeri Ujung Pandang Makassar. It is because video is one of technology tool that can increase the students' motivation in learning. Many of the studies have emphasized technology as a medium for enhancing classroom teaching. This study will incorporate similar concepts. In general, the term technology shall represent relatively new electronic media such as computers, video, and the associated hardware, networks, and software that enable them to function. This is what most people have in mind when they discuss the use of technology in schools (Mehlinger & Powers, 2002:65). Most teachers accept technology in the classroom as a combination of both traditional media such as OHP, slide, and videotape and new media including information and

communication technology. In addition, focusing on the learning and teaching process.

CONCLUSION

(1) using role play is effective in developing the students' speaking skill. It was proven by the significant difference between the students' mean score of pretest and posttest. the mean score of the students in the pretest was 4.1 and the mean score of posttest was 9.5. The t test was 11.19. (2) Using video is effective in developing the students' speaking skill. It was proven by there was a significant difference between the students' mean score of pretest and posttest. the mean score of the students pretest was 4.1 and the mean score of posttest was 9.5. The t test was 10.72. (3). Based on statistic analysis, it shows that using role is more effective than video in teaching speaking. The t test result of role play is greater than t test of video class. (11.19 >10.72)

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