

## THE EFFECT OF USING ROLE PLAYS TECHNIQUE AMONG ACCOUNTING STUDENTS' SPEAKING ACHIEVEMENT AT STIE MUHAMMADIYAH BERAU

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### Abstract

The objective of this research is to find out the effect of role play performance on accounting students' speaking achievement at STIE Muhammadiyah Berau. This research is an experimental research which consists of 20 collegians as sample. They were taught by using role play technique. The test given was in form of oral performance test. The samples were given pretest before treatment and posttest after treatment. The criteria of scoring were fluency, content and pronunciation. To know the effect of the role plays technique on the collegians' speaking achievement, t-test was used. The result shows that teaching speaking using role play technique gave positive effect to the students' speaking ability.

**Keywords:** role plays technique, speaking achievement, accounting students.

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### Introduction

English is used in many aspects of life such as economy, science, technology, education and many others. Therefore, many countries in the world put English into the list of subjects in their education program in public and private education. It is one way to improve their citizen ability of English. In Indonesia, English has been given since kindergarten up to university level. By having more knowledge about language skill we have much better chance of understanding and being understood and getting what we want and need from these around us.

The spread of science and technology all over the world, together with the globalization of the economy and the fact that the university world is becoming more international, has all helped to make the English language the current lingua franca of international communication. Despite the research carried out so far in the field, we still believe that much more ought to be conducted. As Orr (2002: 3) also points out:

"If systematic attention to actual needs continues to be its hallmark, ESP will

clearly advance further in its study of specialized English discourse and in its development of effective methodologies to teach it".

In the university, collegians will study pronunciation in speaking class. They should be aware how to pronounce words and can communicate English fluently. But in fact they still find difficulties, and usually find problem with pronunciation when they speak, read, or listen in learning. They have difficulties in pronunciation, some of them will not speak out because they are afraid and embarrassed making mistakes. They have problems to communicate their intention by using English to the interlocutor, because they do not have good pronunciation.

Harmer (2001: 269) states that the ability to speak fluently is not knowledge of language feature, but also the ability to process information and language 'on the spot'. When the learners are engaged in discussion, the purpose of speaking here may be to express opinions, to persuade someone about something or clarify information. In some situation, speaking is used to give instruction or to get things done, for

example, to describe someone, to complain about people's behavior, asking and giving service and others. One way to improve student's skill is the students have to be more active and confidence when they talk, it can be tried through role plays technique.

According to J. Basom 2005 role play is an art form that explores human conflict and tension. It generally takes the form of the story presented to an audience through dialogue and action. The story is conveyed by using the elements of the theatre: acting, costumes, props, scenery, lighting, music and sound. We implemented Role plays in learning English especially to improve the accounting students' speaking skill, the theme of the role play that will be applied was about job interview in theme accounting and officer. Based on it, the researcher give idea to using role plays as a teaching strategy. According Jenep (2010) and Sally Aston (2005) said that role plays is good strategy as an effective and valuable teaching because it's able to make the student active, well as in constructivist learning in the classroom and enhancing speaking development. Furthermore, as a pedagogical purpose role plays gave the students some benefits as follow (Basom, 2005): 1) To make student's confidence about their performs in front of class based on their ideas and abilities; 2) The students can be acting different character and situation; 3) The students can be active and can work together; 4) The students can be enjoy and fun when they play role plays.

According to Moghaddas and Ghafariniae (2012, p.29), "the application of role plays in English language classroom in two Iranian language centers provided to enhance language retention and greatly assisted language development". Then in their paper Moghaddas and Ghafariniae over

us some model of role plays can be used in classroom.

### **Problem of the Research**

The writer expected of the following formulations of the research problem:

1. What was the effect of using Role plays technique in teaching speaking skill to the accounting students of STIE Muhammadiyah Berau?
2. How was the improvement of students' speaking after teaching learning speaking through role plays technique?

### **Objective of Research**

1. To find out the effect of using role plays technique on accounting students' speaking achievement at STIE Muhammadiyah Berau?
2. To describe the improvement of student's speaking after learning speaking through role play technique.

### **Hypothesis**

There are two hypothesis in this study, they are Null hypothesis (Ho) says there is no significant effect of using role plays technique and Alternative (Ha) says there is significant effect of using role plays technique. To the answer the problem The writer should proposed Null Hypothesis (Ho) and Alternative (Ha) as follow:

1. Alternative hypothesis (Ha): "There is significant effect of using role plays technique on accounting students' speaking achievement at STIE Muhammadiyah Berau
2. Null hypothesis (Ho): "there is no significant effect of using role plays technique on accounting students' speaking achievement at STIE Muhammadiyah Berau.

## Theoretical Framework

### Definition of Speaking

The goal of speaking is to communicate efficiently. Learners should be able to make themselves understood, using their current proficiency. They should try to avoid confusion in the message due to faulty pronunciation, grammar, vocabulary, and to observe the social and cultural rules that apply in each communication.

In addition Chaney (1998) and Kayi (2006) adds that speaking is the process of building and sharing meaning through the use of verbal and non-verbal symbols in a variety of context.

Meanwhile, According to Harmer (2001:271-296), there are two elements of speaking, they are:

#### 1. Language Features

Among the elements necessary for spoken production (as opposed to the production of practice examples in language drills, for example

#### 2. Mental/social processing

If part of speaker's productive ability involves the knowledge of language skills such as those discussed above, success is also dependent upon the rapid processing skills that talking necessitates. (Harmer, 2001:270-271).

### Classroom Speaking Activities

Speaking should be taught in attractive and communicative activities. There are many types of classroom speaking activities.

Harmer (2001 : 348-352) states six classroom speaking activities they are ; acting from script, communication games, discussion, prepared talks, questionnaires, simulation and role play.

#### 1. Acting from script

Playing script and acting out the dialogue are two kinds of acting scripts that should be considered by the lecturer in the teaching and learning process. In the playing script, it is important for the students to teach it as real acting. The

role of the lecturer in this activity is as theatre directors, drawing attention to appropriate stress, intonation, and speed.

#### 2. Communication Games

Games are designed to provoke communication between students. The games are made based on the principle of the information gap so that one student has to talk to a partner order to solve a puzzle, draw a picture, put a thing in right order, or find similarities and differences between picture. Television and radio games, imported into the classroom, often provide good fluency activities.

#### 3. Discussion

Discussion is probably the most commonly used activity in the oral skills class. Here, the students are followed to express their real opinions. According to Harmer (2001:272) discussion range is divided into several stages from highly formal, whole-group stages event to informal small-group staged event to informal small-group interactions.

#### 4. Prepared talks

Students make a presentation on a topic of their own choice. Such talk is not designed for informal spontaneous conversations because they are prepared and more 'writing like'. However, if possible students should speak from notes rather than from a script.

#### 5. Questionnaires

Questionnaires are very useful because they ensure that the both questioner and respondent have something to say to each other. Students can design questionnaires on any topic that is appropriate. As they do so the lecturer can act resources, helping them in the design process. The result obtained from questionnaires can then form the basis for writing work, discussions, or prepared talks.

#### 6. Simulation and Role play

Simulation and role play can be used to encourage general oral Fluency. Or to train students for specific

situations. Students can act simulation as the or take on the role play of completely different character and express thoughts and feelings as they doing in the real world.

### **Role plays**

According to J. Basom 2005 Role plays is an art form that explores human conflict and tension. It generally takes the form of the story presented to an audience through dialogue and action. The story is conveyed by using the elements of the theatre: acting, costumes, props, scenery, lighting, music and sound.

Definition of role plays education is uses as art of form role plays as an educational pedagogy for students for all ages. It incorporates elements of an actors' training to facilitate the students' physical, social, emotional, and cognitive development. It is a multisensory mode learning designed to Increase awareness of self (mind and body) and other (collaborations and empathy).

- 1) Improve creativity and clarity in communication of verbal and nonverbal ideas.
- 2) Deepen understanding of human behavior, motivation, diversity, culture, and history.

### **Using Role plays to Improve the Student Speaking Ability**

There is an increasing body of research investigating the role of role plays in teaching and learning. The existing role plays literature suggests that role plays offers several opportunities for educators to promote learning and development. For example, role plays allows participants to be engaged, motivated, empowered, and active agents of learning (Jenep, 2010:55) and to do so, students have to be aware of the situation as a whole, that is to say, not only do they need to be

aware of where the action takes place, but also, of the roles speakers take on, how they feel, what they already know, etc. And here is where role plays comes into our foreign language class.

Learning speaking skills using role playing techniques with two actions prove to improve speaking skills. There are several advantages the use of role plays as evidenced by Jenep (2010) includes:

- 1) Role plays techniques improve the skills of speaking of this aspect.
- 2) Role plays techniques improve speaking skills aspects of language, and
- 3) To improve speaking skills aspects of performance.

Furthermore, students can motivate to speak especially, when they are interaction with friends. And they have some opportunities to speak up well. In this case, role plays is a good medium to help students.

### **Advantages and disadvantages in the Using Role plays in language learning**

#### **1) Advantages**

There are many reasons as to why we should use role plays activities in the Classroom

Doing role plays activities can help communication, motivation, speaking skills, team work, and building up confidence among other factors.

Let us have look at each of these factors:

- a) Communication is improved because they have to use the language to communicate the idea of the play or dialogue they are reading.
- b) The children are motivated because it is something different from what they do every day.
- c) Speaking skills are improved because they need to make use of good diction in order to be

understood and they pay attention to intonation as well.

- d) As far as a team work is concerned, it is important to work together for the realization of one goal, the performance as a group. Nothing works if one wants to show off; we should all have the same goal in mind. So there is a need to help the others, to rehearse together and try to help the weaker member of the group. At the same time this helps builds up their confidence as learners and they are motivated so we have a complete circle and positive feedback.

## 2) Disadvantages

Some lecturers consider that there are too many drawbacks as regards using role plays. For example they argue that it can take too much time, causes embarrassment, they can be afraid of being mocked by the students or they may feel that they lose control of the class.

### I. Procedure to Teach Role plays

The procedure of teaching speaking is divided into three main phases: pre-teaching activities, whilst-teaching activities and post-teaching activities.

#### 1) Pre-teaching activity

Pre-teaching activity is the activity at beginning of the class that is used to give students background. According to Angela (2006, p.10) the purpose of pre-teaching activities is to help students to focus their mind on lesson by giving some interesting teaching materials in the process of teaching and learning activities. There are some procedures of pre-teaching activities. First the lecturer greets the student's; next the lecturer checks the student's attendance.

#### 2) Whilst Teaching Activities

This activity is a second procedure after pre-teaching. Before doing the steps, the lecturer gives explanation of role plays. There are several steps as follow:

- a. The lecturer makes some group of 4 students
- b. The lecturer gives some ideas of the theme that will be performed in front of class.
- c. After that the student's may choose their own role and have to memorize the script of dialogue.
- d. The lecturer asks the student's to practice role plays with their group in front of class with limit 8 minutes.
- e. The lecturer pays attention to note student's error pronunciation, stresses and expression.

### Method of Research

#### The Research Approach

In this Research, the researcher uses the form of quantitative approach to analyze the data. Quantitative approach recommends the researcher should make distance and be independent to object being research, that is pre-experimental design. The type of the this research is pre-experimental research method by using one group pre-test and post-test design because the researcher wanted to investigate the effectiveness Role plays in teaching speaking.

This study was conducted at STIE Muhammadiyah Tanjung Redeb located on Murjani II Street, Berau. The subjects were the first semester of accounting students of STIE Muhammadiyah Tanjung Redeb. Therefore, the researcher chooses class B with 20 students' as sample to observe, there are 10 male and 10 female. The researcher

made 5 groups consist of 4 students' in one group.

### **The Technique of Sampling**

According to Hadi ( 2000 : 75 ) stated that sampling means a technique of taking sample or a kind of ways used to get sample of the population".The sampling technique used in this study is simple random sampling, which is a type of probability sampling techniques. According Sugiyono (2009: 82) Simple random sampling is a sampling technique that takes a sample of the population are members conducted randomly without regard to strata that exist in the population. By using simple random sampling technique, the prospective respondents were all students in the class. Only 20 students were taken as samples.

### **Method of Collecting Data**

For collecting data that was needed, the writer was used some methods of data collection, they are:

#### **1. Oral/performance test**

The oral test was designed for the purpose of the study to test the subjects' speaking achievement since such a test is one of the most suitable tools for measuring the oral communicative skill.

Arikunto (2006:223) said that the research is classified as fact, opinion and ability or skill. The oral test was developed by the researcher to be used as Pre-test and Post-test. To measure a basic skill or an achievement it needs a test. The pre-test was conducted to know score of students' speaking achievement before treatments. As for the post-test, it was used to investigate the effectiveness of role plays performance among students' speaking achievement.

#### **2. Documentation**

This way is conducted in collect data from a group of people who taken out as sample. By taking the picture or record it when students are learning, and

through academic Such as the name of respondents, the students' English value, total of students', administration staff,campus facilities, and all the data that researcher needs. Arikunto (2006:231), said that beside the others technique, document was used to get the supporting data from notes, transcript, books, newspaper or magazines, etc.

### **The Research Procedure**

The procedure of this research used the oral test as speaking or performance test which is done twice. Firstly, the students are tested before giving treatment discussion method that is called pre-test. Secondly, the post-test that is given to the students after giving a treatment by using the role plays performance. This research consists of three steps that was applied in teaching learning process. They are pre-test, treatment, and post-test.

#### **1. Pre - test**

Pre-test was administered before treatment that was given to know how far the students speaking skill especially for the material would be taught by the lecturer in this research. Before doing treatment, the students had given oral test as pre-test.

#### **2. Treatment**

After giving pre-test, the researcher had given the treatment four times each meeting is 50 minutes.

Here is the script of role plays in theme job interview for accounting students (class B) at STIE MuhammadiyahTanjungRedeb below.

- A: Why do you want this job?  
 B: First of all, I like meeting people and getting people to work together as a team. And then, I like travelling and using my languages. I really want to work for this organization. It has an excellent reputation.  
 A: Do you have any special skills?

- B: I'm fluent in German and French. I get on well with people. I'm also good at managing people and getting them to achieve results together. I love organizing events for clients, and I think I'm very good at that.
- A: What did you learn from your last job?
- B: I improved my marketing skills and learned to work well in a team.
- A: And what mistakes have you made?
- B: Well, I'm not really patient with people who don't meet deadlines
- A: Well, what kind of people do you work well with.
- B: As a team leader, I have to work with all kinds of people. But the people I like best are those who work hard and are reliable.
- A: What are your interests?
- B: I have lots of different interests. As I said before, I like travelling and discovering new cultures. I also like aerobics and skiing.
- A: What about the future? Where do you want to be in ten years' time?
- B: I want to be working in an international company as its marketing manager.
- A: Do you have any questions for us.
- A: If I get the job, when would you like me to start.

### 3. Post-test

The lecturer gave the posttest to the students after giving the treatments. The next type of the posttest was also in the form of oral production test. The test was administered to investigate whether the Role plays method could improve the students' speaking skill.

### Data Analysis

The Paired sample t-test was employed to determine the increase in the speaking scores gained after the implementation of role plays technique on SPSS Version 20. Data obtained

through the pre-test and post-test were analyze using descriptive and statistics of mean. Some steps as follow:

- Researcher calculated the student score.
- Researcher calculated the students score and then compares it.
- The instrument of this research was oral production test. The researcher asks the question to the student's one by one. There three components used to analyze Oral Test.

**Table 1.** Classifying Score

No	Descriptions	Qualification
1	Very good	86< 100
2	Good	71< 85
3	Fair	56<70
4	Poor	41<55
5	Very Poor	<40

### Criteria of Testing Hypothesis

The researcher had used one tailed hypothesis with  $\alpha = 0.05$ . The researcher formulates the statistical as follows:

Ho:  $t\text{-value} \leq t\text{-table}$

Ha:  $t\text{-value} \geq t\text{-table}$

The following criteria had used to test a researcher hypothesis:

- The hypothesis had accepted if the t-value is higher than the t-critical table. It means that the using of role plays technique among accounting students' have the positive effect to the students' speaking achievement at STIE MuhammadiyahBerauon academic year 2015/2016.
- The null hypothesis had accepted if the t-table (critical) is higher than the t-value. It means that role plays technique does not effective to the students' speaking achievement of the first semester accounting students of STIE MuhammadiyahBerau on academic year 2015/2016.

## Research Result And Analysis

### Research Result

The results the study is obtained through the speaking oral test using role plays technique of the first semester of accounting students' at STIE Muhammadiyah Tanjung Redeb on academic year 2014/2015, which was presented below:

### The Score Distribution of the Results of the Pre-test and Post-test

**Table 2.** Students' Pre-test Score

Students' Respondent	Pre-Test Score	Remark
1	60	Fair
2	70	Fair
3	60	Fair
4	65	Fair
5	70	Fair
6	65	Fair
7	75	Good
8	70	Fair
9	60	Fair
10	60	Fair
11	65	Fair
12	65	Fair
13	65	Fair
14	60	Fair
15	65	Fair
16	60	Fair
17	60	Fair
18	75	Good
19	65	Fair
20	70	Fair

Based on the table 4.1 below about the oral speaking pre-test without doing a treatment using role plays method, it was obtained the lowest score was 60 with frequency was 7, score 65 was 7, score 70 was 4, and the highest score 75 was 2.

After the students were taught by treatment in teaching speaking using role plays technique, it was obtained the score of the post-test for the lowest score was 60 in fair level, with frequency was 1. The highest score was 85 in good level with the frequency was 1.

Then the fair level score was 70 with frequency 2, the good level for

score 75 was 8, score 77 was 1, score 80 was 7.

The table below showed the result of students' score. It was included the students scores in qualification.

**Table 3.** Table of Students' Post-test Score

Students' Respondent	Pre-Test Score	Remark
1	75	Good
2	80	Good
3	75	Good
4	70	Fair
5	80	Good
6	85	Good
7	75	Good
8	80	Good
9	75	Good
10	70	Fair
11	60	Fair
12	80	Good
13	75	Good
14	75	Good
15	75	Fair
16	75	Fair
17	80	Good
18	80	Good
19	77	Good
20	80	Good
<b>Total</b>	<b>1.522</b>	

**Table 3.** Students' Scale Score

No	Descriptions	Qualification
1	Very good	86 < 100
2	Good	71 < 85
3	Fair	56 < 70
4	Poor	41 < 55
5	Very Poor	< 40

From the table above, the lowest score of Pre-test was 60 and the highest score was 75. Where the lowest score of post-test was 65 and the highest score was 85. It means that Role plays can increase their speaking achievement

### Data Analysis

In this research, the researcher use paired sample T-test formula, analysis paired sample t-test is a procedure used to compare the average of two variables in one group. It means this analysis is also useful for conducted



tests on two sample related or two paired sample.

To make the calculation easier, the whole calculation performed with SPSS 20 for windows. After getting the scores of the student on pre-test and post-test, the data were statistically computed to find the correlation between the pre-test and post-test. The table below is the statistic of the computation result between pre-test and the post-test of this research with the subject was the first semester accounting students at STIE Muhammadiyah Tanjung Redeb Berau on academic year 2015/2016.

### 1) The Result of Paired Sample Correlations

Paired Samples Correlations			
Test	N	Correlation	sig.
Pre Test & Post Test	20	0,494	0,027

Based on the computation Result Table 4.5 above, it was obtained the significance of the correlation of the using role plays method to the students' speaking achievement of the first semester accounting students at STIE Muhammadiyah Tanjung Redeb was 0,494 and Sig. or probability was 0,027. Because Sig. is lower than the level of significance ( $0,027 < 0,05$ ). It means there is a positive correlations between pre-test and post-test on sample of group.

According to Sugiyono (2010:257), here the researcher showed the interpretation of the level correlation.

The result of correlation is 0,494 it showed the level was on the "enough" category level. It can assumed that the using of role plays performance have effect to students' speaking achievement at the first semester accounting students of STIE MuhammadiyahTg. Redeb.

On the table of the result of computing SPSS program, it found that the mean of the post-test was bigger than

the mean of the pre-test where  $76,10 > 65,25$ . It means that the score before the student get treatment were having significance increase after the role plays was used to teach speaking achievement.

### Result of Paired Sample Test

From the result of paired sample test that the t value obtained was 11.078 higher than t - table 1.729, it showed that "Role plays technique" that was applied by the researcher was effective in students' speaking achievement.

### Hypothesis Testing

In the hypothesis testing the researcher calculate compare of the pre-test and post-test with the t-table. If the value of the t-test was higher than the t-table, the null hypothesis ( $H_0$ ) was rejected and the alternative hypothesis ( $H_a$ ) was accepted. And, if the value of the t-test was lower than t-table the null hypothesis ( $H_0$ ) was accepted and the alternative hypothesis ( $H_a$ ) was rejected.

Based on t-table "t" Standard of significant 0,05 with  $df=19$ , got 1,729. From the result above, the researcher gives interpretations that t-table (tt) is smaller than t value  $1,729 \leq 11,078$ .

The result of the research indicates that the alternative hypothesis ( $H_a$ ) that "The effect of role plays performance among students' speaking achievement at the first semester accounting students of STIE Muhammadiyah Tanjung Redeb" was accepted and the null hypothesis was rejected.

### Conclusion and Suggestions

The last discussion of this study is formed by a conclusion and some suggestions that could be presented for improving and maintaining of the issue being investigated in this study.

## Conclusion

1. The Average score speaking skill before is 65.25 and after using role plays performance method is 76,10. So that there is improvement before using role plays performance and after.
2. Based on the result of t-test value analysis show 11,078. Then it is compared With the figure on t-table got 1,729. It is proved by the t-test value students' achievement that is 11,078 which greater than t-table are  $1,729 \leq 12,078$ . So that speaking by using role playstechnique as technique really effective to increase the students' speaking achievement.

## Suggestion

In accordance to the conclusion above were drawn some suggested related to this research. It expected that the research would be useful for English lecturer, the students, the researcher, and the institution education. They were as follow:

1. Lecturer should find good an interesting strategy to make the students active in speaking class.
2. Lecturer should not focus with course book, and they should develop it to become conclusion above e an interesting material for the students.
3. The lecturer should be making conversation orally to students with role playing or role plays; the students' could learn more about more vocabularies, phrases, and pronunciation.
4. The students' should have good preparation, when they were playing the role plays. They should be more discipline in time in order that the teaching learning process using role plays could start and finish on time. They should not be noisy when they were memorized the dialogue before

doing role plays. And they should often practice the English conversation with their friend's after doing role plays in order to be more effective in speaking English.

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