

THE INFLUENCES OF ROLE PLAY TECHNIQUE AND SPEAKING CONFIDENCE TOWARDS STUDENTS' SPEAKING ABILITY

Ria Maya Lestari Manurung¹⁾, Destia Dwi Mulyani^{2)*}, Kuntum Trilestari³⁾,
Putra Pratama⁴⁾

^{1),2),3),4)} English Education Study Program, Faculty of Teacher, Training and Education.
Universitas Tamansiswa Palembang, Indonesia.

riamayalm@gmail.com ¹⁾, destia@unitaspalembang.ac.id ^{2)*}, kuntum@unitaspalembang.ac.id ³⁾,
putra_p@unitaspalembang.ac.id ⁴⁾

Abstract

The study focuses on role-playing effect together with speaking confidence to students' speaking skills. A factorial research design was employed, with data collected through questionnaires and speaking tests. A paired sample t-test, an independent sample t-test, and two-way ANOVA were used to analyze the data. Some findings revealed, first, the role-playing technique significantly influenced the speaking ability of eleventh-grade students, distinguishing between those with high and low speaking confidence. Second, a notable difference in how well students could speak based on whether they were taught using role play or not. Lastly, the study found significant interaction effects between role play application and students' speaking confidence in speaking, indicating that both factors play a crucial part for enhancing ability to speak.

Keywords: *role-play technique, speaking confidence, ability to speak*

©Pendidikan Bahasa Inggris FKIP UM Palembang
DOI: <https://doi.org/10.32502/ecj.v10i2.10939>

Introduction

Language serves as a medium for human communication, both spoken and written. According to Hornsby (1989:736), it involves the utilization of words in a methodical and customary fashion constitutes the essence of linguistic structure. In today's global era, communication has become in the class of the greatest essential features in social interaction. Deprived of effective statement, individuals from different nations would struggle to understand one another, whether in spoken or written form. This highlights the need for good communication skills among people from various countries. As a result, the necessity to acquire a global language has increased, with English being one of the most significant and influential languages worldwide.

In general, Indonesians still struggle with English proficiency, particularly in speaking. Despite learning English for years from elementary school to university the Outcomes vary greatly. In certain English language

education setting, a small proportion of students demonstrate fluency. One of the causes was rigid nature of English language instruction, where students primarily attend and hear the teacher focus on language structure than engaging in activities that the enhancement of communication skill and basic oral proficiency is a primary objective. According to the 2015 English First- Proficiency Index (EF-EPI), 70 countries was rank based on communication proficiency, particularly speaking skills, Indonesia ranks 32nd with a moderate proficiency level and an EF-EPI score of 52.91. In contrast, Sweden holds the highest rank was 70.94, whereas Libya got the lowest rank with a score of 37.86. According to National Education Standard Agency or Badan Standar Nasional Pendidikan (2006), students learning English are expected to use the language as a means of communication, both verbally and in writing. This implies that their speaking and writing skills need to be enhanced. Writing and speaking, as productive

skills, are essential to learn and overcome. In the context of foreign language education programs, students are deemed successful when they demonstrate proficiency in both written and spoken forms of language.

The ability to speak, as the productive skill of a language, considered the most commonly used in various contexts. According to Torky (2006:13), speaking is a skill that enables learners to interact with someone for a specific intent or to provide ideas, goals, desires, and viewpoints. Moreover, individuals proficient were often called "speakers" of that language. Torky's perspective high lights that mastering speaking skills is the ultimate goal of language learning.

When learning speaking skills, students often encounter difficulties. One common challenge was interfering of native language, making it hard for them effectively in using a new language. The lack of motivation causes lack of practice. Baldwin (2011: 5) furthermore, told that *"speaking in front of people is one of the more common phobias that students encounter and feeling shyness make their mind go blank or that they will forget what to say."* Some aspects were often felt shy when speaking in front of the class, primarily due to their fear of making mistakes. Saurik (2011:1) stated that most English learners experience shyness when speaking because they worry about making errors. Additionally, they fear being laughed at by their peers. These challenges significantly impact their ability to speak in class. To overcome problem faced, teacher should motivate and inspire students using spoken English especially two main problems were identified in learning speaking skills. The first was students' lack of confidence in speaking class, and the second was their limited creativity in developing speaking abilities. Several factors contributed to

these issues, one of which was teacher's teaching strategies. Teacher primarily instructed students to perform scripted dialogues from their text books in front of the class rather than encouraging them to create their own dialogues. As a result, students had minimal opportunities to enhance their speaking skills through original expression.

This study introduces the role-play technique as an alternative approach to teaching speaking. Freeman (2000:134) emphasizes that role-play was essential to create Communicative Language Teaching (CLT) as it permits students develop the ability to communicate in a variety of roles and social framework. Similarly, one of strategies for teaching than can enhancing students' spoken articulacy or even preparing particular situation that might be faced by students is role-play (Harmer, 2007). Additionally, Ladousse (2004:7) mentions, a communicative strategy that improves students' speaking ability by fostering classroom interaction and increasing motivation is called role-play. Role play also promotes peer learning and encourages shared responsibility of teacher and students while teaching and learning process.

Both the writer's investigation above, shows that the role play technique is the main one in use perhaps in many schools. It is considered economical technique of giving oral practice in EFL. From the fact explained above, the writers referring effectiveness role-play method, traditional teaching method, self- confidence on students' ability to speak. Based on findings of the investigation, it can be inferred that several factors contributed to the students' difficulties in English. One of the barriers was fewer creative teachers in developing students' speaking skills. Teachers did not develop the dialogue material available in the text book in the teaching speaking. The lack of teaching

technique and passive students in process of learning also affected students' achievement of English score. The students' lack presence in the classroom and their lack of vocabularies caused their speaking getting worse. Furthermore, students felt shy and hesitant to participate in English conversations. Given the various challenges impacting students' performance in English, it focused in examining effects of role-play method, traditional methods, students' confidence in ability to speak. The writers expected that it would be very useful for teachers to overcome problem during process of teaching. Besides that, it was expected for students that they would improve their speaking ability and be more motivated in learning speaking. Furthermore, hopefully this writer would enlarge knowledge for the writer and the readers in doing educational research.

LITERATURE REVIEW

Role-Play

Richard (2006:19), a classroom activity which gives the students the opportunity to practice the language, the aspect of role play behavior, and the actual roles he may need outside the classroom is role-play. Next, Lodousse (2004:7) mention role-play is a communicative technique that can improve students' speaking achievement, can promote interaction in the classroom, can increase motivation, can encourage peer learning and sharing the responsibility for learning between teacher and students. According to Nation et al. (1998:21), there are several explanations that while teaching speaking teacher should use role-play. Fact, role-play enables a broader various of linguistic function and variations for emerging typically happened while process of learning. Additionally, it facilitates the exploration of cultural aspects, particularly appropriate

behaviors in specific situations, such as accepting food or drinks. Furthermore, role play enhances engagement in activities and ensures student participation by assigning different roles. Lastly, it allows for repetition of speaking exercises while maintaining variety, making practice more dynamic. Based on these reasons, primary goal of role-play was for enhancing communication skills.

Self-Confidence

Dorney (2005:211) explains that self-esteem and self-confidence have a very strong bond because both self-esteem and self-confidence focus on one's ability as an individual. Basically, it is a psychological and social phenomenon where individuals assess them selves based on certain values, leading to various emotional states.

In line with this, Al-Hebaish (2012:61) mentions factor that most influence students' desire to involve in oral language activities is self-confidence where strong self-confidence contributes to effective communication. Conversely, A lack of self-confidence can make it hard to communicate well. Also, if language learners think they are not good at the target language, it can make them less confident. But if they are confident, it can help them do better.

Based on the significance of self-confidence, language instructors are advised to prioritize fostering their students' confidence by establishing a supportive classroom atmosphere. This environment should encourage students for not fear in speaking and involving during learning process. Teachers are able to assist students in identifying self-anxieties and developing strategies to overcome. Additionally, students are able to think positively while challenging negative beliefs and perceptions.

Speaking Ability

According to Kayi (2006: 1), a process to form and convey meaning of various form through verbal and non-verbal symbols is called speaking (Kayi,2006:1).

While, Hornsby (1987: 827) mentions, speaking makes a language in a regular, not signing, to state view, wishes etc or an act of spoken man. Further, Brown (2001: 271), language form and function become the main focus in speaking skill, where form focus on language use based on patterns, structures, vocabulary, and linguistic elements. And it is expected that students can master the language orally according to structure, content, and place.

Research Method

In research, the writers used factorial design where the effect of the treatment to students' achievement, for controlling all other aspects that might affect that outcome (Creswell & Creswell, 2018). According to Fraenkel, Wallen and Hyun (2012) this type of research design allows to study an additional variable. It's similar to the posttest only control group or pretest-posttest control group design called moderate variables (p.277). The design involved two groups they are experiment group and control group. Both groups were administered both test in pre and post, though only experimental group was given a treatment. Diagram factorial design is as follows:

Table 1. The Diagram of Factorial Design

Experimental Group	O1	X	Y1	O2
			Y2	
Control Group	O3	-	Y1	O4
			Y2	

(Fraenkel, Wallen, & Hyun, 2012)

Where:

- O1 : Pre-test in the experimental group
- O2 : Post-test in the experimental group
- O3 : Pre-test in the control group

- O4 : Post-test in the control group
- X : role-play method to experimental
- : Not treatment to the control group
- Y1 : Low self-confidence
- Y2 : High self-confidence

There were eleven classes of SMA Negeri 22 Palembang and 40 students each class. The population where the total numbers of students were 440. For the sample of this research were chosen by using two stages of random sampling, 40 students. By using this way, the groups and individuals were selected randomly. On the first stage of this study, cluster random sampling was used by the writers where subjects were chosen in group or cluster. The writers distribute questionnaire to three classes who taught by the same teacher. The questionnaire results were analyzed and categorized into two groups: high and low self-confidence. Next stage, the writers used simple random sampling. A specific number of students from each cluster were randomly selected through a lottery control and experimental group was formed. As a result, each group consisted of 40 students, with 20 having high self-confidence and remaining 20 having low self-confidence. In collecting data, the writer used both tests and questionnaires. Both experimental and control groups were given spoken test at the beginning and after treatment. Spoken test was given to evaluate students' ability to speak. Pre-test was administered before treatment, while a post-test was given afterward. Meanwhile, questionnaire was given to measure students' self-confidence in language learning. It consisted of 20 statements related to the value of self-confidence such as students' learning experience, their ambition to achieve their ability in communication. The writer used self-confidence questionnaire that was adopted from Amrina (2014: 59-60)

This study conducted 10 meetings including pre-test and post-test activities. Teaching procedure for the experimental group consists of three steps; pre activities, whilst-activities and post-activities.

Findings and Discussion

T-test and two-way ANOVA were used to analyze the data. In this study, all analysis variances were conducted to figure whether a significance difference was found or not. Before analyzing data obtained, normality test and homogeneity test were steered first using SPSS data were analyzed. there were two kinds of data that was analyzed. The first was the questionnaires and the second was the data of the pretests and the post tests.

The normality test was conducted to assess whether sample was taken in a normal spread populace. To analyze normality, self- confidence questionnaire together with speaking test data were collected. The Kolmogorov-Smirnov statistical test was employed to ascertain whether data followed a normal distribution. Data were deemed to follow a normal distribution if the p-value exceed significance level $\alpha = 0.05$.

Homogeneity test was used to see the variances of different population swerve equal. To see whether the data obtained are homogeneous or not. Levene Statistic was used. The data considered homogeneous when p-value was higher than significance level $\alpha=0.05$.

In analyzing students 'self-confidence, the writer used questionnaire adopted from Amrina (2014: 59-60). There were 20 questions with the scale of 1 to 5 for each question. The result of the students' response on self-confidence analyzed to determine kinds of self-confidence students had. Kear et al (2000:23) mentioned that the students who gained score approximately 70 to

bellow, it determined as low self-confidence. While if it is pointed from the score 70 to above, it determined as high self-confidence.

Two raters were asked to analyzed and scored students' speaking performance. They assessed the speaking test using a rubric adapted from Hughes (1989). There were 5 points in speaking with the scale 1 to 6. To see the significant of the influence of role-play method and traditional teaching method towards students 'speaking ability, the writers used paired sample T-test.

To assess whether the implementation of role=play had significant effect on students' speaking ability, as well as traditional teaching method effect on speaking skills on eleventh graders at SMA Negeri 22 Palembang, paired sample t-tests were conducted to analyze a set of data. The statistical significance of the results was determined by comparing the p-values with the predefined significance level of $\alpha = 0.05$. In this particular instance, the observed results indicated a rejection of the null hypothesis (H_0) and acceptance of the alternative hypothesis (H_a).

An independent sample t-test was conducted to determine whether eleventh graders' ability to speak were affected by role- play method application and traditional teaching method. The results were deemed statistically significant if the p-value was less than the significance level of $\alpha=0.05$. In such instances, the alternative hypothesis (H_a) was supported, and the null hypothesis (H_0) was rejected.

A two-way ANOVA test was used in this study to determine whether there was a significant difference between the two sample mean score.

This analysis on variance aimed to assess whether a significant difference existed between two level of self confidence. We said the results were significant if the p- value was lower than

the significance level of $\alpha = 0.05$. In this case, it was accepted the alternative hypothesis (H_a), while rejected the null hypothesis (H_o).

Pre-test and Post-test Result for Students' Speaking Ability

Experimental group

Pretest results for eleventh graders with high self-confidence revealed if minimum score was 20, whereas maximum was 27. The mean score was 23.85, with df (deviation standard) was 1.694. Additionally, median was 24.00, and the most frequently occurring score (mode) was also 24. Meanwhile, statistical calculation after treatment test score of high self-confidence from experimental group showed results for teaching speaking ability to high self-confidence students using role play showed the minimum was 25, whereas the maximum was 28, mean score was 26.55, with a mode of 26 and a median of 26.00, df (deviation standard) scores 0.826. The percentage analysis of students' pretest and post-test results for those with high self-confidence indicated that all students (100%) fell into the good category in the pretest. However, in the post-test, 5% of students remained in the good category, while 95% improved to the very good category in the experimental group.

The pretest results in experimental group for speaking ability among low self-confidence students showed 17 was the minimum score, and 20 was the maximum, where 18.20 was its mean score, and 0.768 was df (deviation standard) also median was 18.85, and the mode was 20. Meanwhile, the statistical analysis of the post-test scores for low self-confidence students in the experimental group revealed, 16 was the minimum score, while 20 was the maximum, its mean score increased up to 18.85, with a mode of 20, a median of 19.00, and standard deviation

of 1.182 for the post-test results afterward given a role-play technique.

Percentage analysis results for low self-confidence students both in pre- and post-test indicated that all students (100%) remained as average category in both assessments.

Control group

High self-confidence category of students in speaking pre-test got 16 as the minimum score, 27 was the maximum score, with it means 21.80, median was 20.75, and mode was 22, where df (standard deviation) was 2.858. Meanwhile in the post test, minimum score was 18, 24 was maximum, with its means 21.15, median was 21, mode was 23, and df (deviation standard) was 1.814.

Percentage analysis in high self-confidence category of speaking ability indicated, none of students fell into very poor or poor categories. Instead, 35% were in the average category, 55% were in the good category, and 10% were in the very good category. Meanwhile, the post-test percentage analysis showed that average and good category were 50% students.

In low self-confidence category, result of pre-test indicated 18 was minimum score, whereas 25 was maximum score, with its mean 21.20, with a median of 21.00, a mode of 21, and a standard deviation of 1.963. Meanwhile, the post-test results revealed 17 was minimum score, 23 was maximum score,

20.00 was its mean, 20.00 was median, 22 was mode, and 1.947 was df. Percentage analysis of the pre-test results in low self-confidence category of students in the control group showed that none of the students fell into the very good, poor, or very poor categories. Instead, 45% were in the average category, while 55% were in the good category. Similarly, results of post-test revealed that 45% students remained as

good category, while 55% were in the average category, and with none of students were in very good, poor and very poor category.

Normality and Homogeneity Test Result

Kolmogorov-Smirnov normality test was used, both pre- and post-test results in experimental group were 0.200. Meanwhile, in control group, pre- and post-test results were 0.162 with 0.200, correspondingly. Meanwhile all significance levels were more than prerequisite level of 0.05, result were classified as normally distributed.

Similarly, result of self-confidence questionnaire for normality test showed that the significance values for students with low and high confidence in speaking were 0.200 and 0.062.

As these values exceeded the 0.05 threshold, all scores were considered to follow normal distribution. Therefore, data was determined as normal distribution.

Homogeneity test

In this study, data of students' speaking ability data for this study were homogeneous since the significant score is higher than prerequisite level 0.05 (0.708). For self-confidence questionnaire, it was found that the data were homogeneous since the significant score of the self-confidence questionnaire were 0.108.

The Analysis Paired Sample T-test

The paired sample T-test was utilized in assess significant changes on student' ability to speak before and after role play technique was used. Additionally, to determine the differences in students' speaking ability before and after receiving instruction through the traditional teaching method. The results of the analysis indicated there was significant increase in students' ability to speak after a role play technique was used, demonstrating its

effectiveness in enhancing their speaking skills.

The Analysis of Independent Sample T-test

For evaluating differences between experimental group and control group in speaking ability, independent sample t-test was used, as well as to examine students with high and low self-confidence category difference in ability to speak. The analysis indicated A substantial discrepancy in the degree of proficiency in verbal communication was observed between two distinct groups of students: those who were instructed through the utilization of the role-play technique and those who were not. This suggests that implementing role play was more effective in enhancing speaking skills within the experimental group.

Two-way ANOVA was utilized in analyses interface effects between role-play, students' self-confidence, and their speaking ability. The analysis revealed that the significance score was below 0.05 (0.000), indicating a substantial interaction between the teaching method and pedagogical strategy is observed and self-confidence in influencing students' speaking ability.

Additionally, the test results showed A substantial discrepancy in oral proficiency is evident among students with high and low self-confidence when role play was used, as the significance score was 0.000, which is lower than 0.05.

Conclusion

In conclusion, the role play technique had given a big effect on eleventh-graders' speaking performance at SMA N 22 Palembang. Additionally, a notable interface impact on the use of role play and students' speaking confidence in enhancing their speaking skills Based on these findings, teachers should prioritize the development of

students' speaking abilities as a key objective in learning process. Teachers need to make supplementary teaching supplies to create an attractive education setting to reassure students to be more active in English lessons. Furthermore, both teachers and students should take a dynamic and innovative role while teaching and learning process on support language acquisition effectively.

Reference

- Al-Hebaish, S. M. (2012). The correlation between general self-confidence and academic achievement in oral presentation course. *Theory and Practice in Language Studies*, 2(1). Retrieved from <http://www.academypublication.com/issues/past/tpls/vol02/01/108.pdf>
- Badan Standar Nasional Pendidikan. (2006). *Standar kompetensi dan standar isi SMA/MA*. Jakarta: Departemen Pendidikan Nasional.
- Baldwin, C. (2011). *How to overcome shyness during oral presentation*. Retrieved from <http://www.ehow.com>
- Brown, H. D. (2001). *Teaching by principles: An interactive approach to language pedagogy*. New York: Pearson Education.
- Creswell, J. W., & Creswell, J. D. (2018). *Research design: Qualitative, quantitative, and mixed methods approaches* (5th ed.). Los Angeles: SAGE Publications, Inc.
- Dörnyei, Z. (2005). *The psychology of the language learner: Individual differences in second language acquisition*. Mahwah, NJ: Lawrence Erlbaum Associates.
- Education First. (2015). *English proficiency index*. Retrieved from <http://www.ef.co.id/epi/download/s/>
- Fraenkel, J. R., Wallen, N. E., & Hyun, H. H. (2012). *How to design and evaluate research in education* (8th ed.). New York, NY: McGraw-Hill Education.
- Freeman, D. (1986). *Techniques and principles in language teaching*. London: Longman.
- Harmer, J. (2007). *The practice of English language teaching* (3rd ed.). Cambridge: Longman.
- Heaton, J. B. (1990). *Classroom testing*. New York: Longman.
- Hughes, A. (1989). *Testing for language teachers*. Cambridge: Cambridge University Press.
- Hornsby, A. S. (1998). *Oxford advanced learner's dictionary*. Oxford: Oxford University Press.
- Kayi, H. (2006). Teaching speaking: Activities to promote speaking in a second language. Retrieved from <http://iteslj.org/Techniques/Kayi-TeachingSpeaking.html>
- Ladousse, G. P. (2004). *Role play*. Oxford: Oxford University Press. Retrieved from <http://books.google.co.id>
- Nation, I. S. P., & Thomas, G. I. (1988). *Communication activities*. Wellington: University of Wellington.
- Rahimi, R., & Safarpour, S. (2012). The effect of using role play on Iranian EFL learners' speaking ability. *International Journal of Language Learning and Applied Linguistics World*, 1(3).
- Richards, J. C. (2006). *Communicative language teaching today*. Cambridge: Cambridge University Press.
- Ropradit, S. (2011). Using scripted and non-scripted role plays to improve English speaking

- performance of hotel engineering staff.
- Rivers, W. M. (1981). *Teaching foreign-language skills* (2nd ed.). Chicago: University of Chicago Press.
- Sari, N. P. (2011). *Improving students' speaking ability by using role play*. Bachelor's thesis, Syarif Hidayatullah State Islamic University, Jakarta.
- Saurik. (2011). *Learning English the easy way*. Retrieved from <http://guides.wikirut.com>
- Torky, S. A. (2006). *The effectiveness of a task-based instruction program in developing the English language speaking skills of secondary stage students*.
- Tuckman, B. W. (1978). *Conducting educational research* (2nd ed.). New York, NY: Harcourt Brace Jovanovich, Inc.
- Ur, P. (1996). *A course in language teaching*. Cambridge: Cambridge University Press.
- Zulkifri. (2010). *The effect of role play technique toward twelfth grade students' speaking achievement at SMK Negeri 6 Palembang*. Postgraduate thesis, University of Sriwijaya, Palembang.