

## **A Causal Study of Role Play Technique and Drilling Vocabulary to the Students' Speaking Ability**

Ayu Oktaviani<sup>1</sup>, Nurbianta<sup>2</sup>

<sup>1</sup>English Education Department, STIT Muhammadiyah Tanjung Redeb, East Kalimantan, Indonesia

<sup>2</sup>English Education Department, STIT Muhammadiyah Tanjung Redeb, East Kalimantan, Indonesia,

Corresponding author's E-mail : [ayuoktaviani019@gmail.com](mailto:ayuoktaviani019@gmail.com)

Corresponding author's E-mail: [ita\\_bianta@ymail.com](mailto:ita_bianta@ymail.com)

### *Abstract*

*In this era of Globalization, English Language is important for our lives. In fact, it is the second most spoken language in the world. Globalization made the use of English language more widen. The ability to speak and to write English property has been one essential benchmark skills in the professional world. The teacher can use some methods in teaching and learning process to help the students' understanding. In this research, the researcher used role play technique and drilling vocabulary to enhance speaking skill. This research problems were; (1) Is there any influence of role play technique to the students' speaking ability at SMA MUHAMMADIYAH TANJUNG REDEB?, (2) Is there any influence of drilling vocabulary to students' speaking ability at SMA MUHAMMADIYAH TANJUNG REDEB?, (3) Is there any influence of role play technique and drilling vocabulary to the students' speaking ability at SMA MUHAMMADIYAH TANJUNG REDEB?. The method of this research is partial correlation method, The statistic value performed in level good correlation among Role play technique and drilling vocabulary to the students' speaking ability during conducted for twelve at SMA Muhammadiyah Tanjung Redeb.*

**Keywords:** *Role Play, Vocabulary, Speaking*

### **Introduction**

It is know that fur macro skill of English are listening, speaking, reading, and writing. As one of the basic skill of English, speaking has an important role in language learning process. According to Heaton (1990) that speaking is the verbal use of language to communicate with others. (Coxhead: 2006) states that speaking is the most important skill in English language teaching to be mastered in school. Through speaking, students express their ideas, feelings and desires to others. In school, the student learns how to speak English easier because there are teachers and friends who can be their facilitators and pairs to practice English. So, speaking is ability of people to communicate with other people by using verbal language.

In this case, the students must study hard to master it and the teacher should create a good atmosphere in class. However, it is contrary to the real situation in class. Speaking activities do not work in class because many factors prevent students from speaking English with their

friends. They are afraid of making mistakes, of being laughed at by his or her friends and having lack of confidence in their ability. The students also think that learning English is not interesting, this is because the method or strategy that is used less attacks students learning has focus on the teachers and put the listener. Speaking is an activity used by someone to communicate with other. It takes place everywhere and has become part of our daily activities. When someone speaks, they interact and use the language to express their ideas, feeling and thought.

In some situations, speaking is used to give instructions or to get things done, for example, to describe things or someone, to complain about people's behavior, asking and giving services and others. In the teaching and learning process, the teachers give less attention to speaking. Therefore, if students do not learn how to speak or do not get any opportunities to speak in the language classroom, they may soon lose their interest in learning. Students, who do not develop strong oral skills during this time, will find it difficult to keep face with their peers in later years. Based on the characteristic of the problems, they can be solved by giving appropriate technique

To overcome this problem, the researchers tried to use the action learning strategy to improve student's speaking skills. Based on the descriptions above, the title of research study conducted was "The influence a role play technique and drilling vocabulary to the students' speaking ability at SMA MUHAMMADIYAH TANJUNG REDEB"

### **Related Literatures**

#### **a. Role Play**

Many experts have different opinions in defining role play. The following are some of the point of view about role play. Ur stated, "Role play is giving students a suitable topic provides interest and subject – matter for discussion, dividing them into groups improves the amount and quality of the verbal interaction". Here, the writer concludes that the students will communicate more freely if they have a role to hide behind.

According to Shaw et-al, "A role play is when students take the part of a particular person: a customer, a manager, a shop assistant, for example. As this person, they take part in a situation, acting out a conversation. It is unscripted, although general ideas about what they are going to say might be prepared beforehand. These might well come out of a text or a previous

context". It means that role play has number of possibilities for communication practice. Students are no longer limited to the kind of language used by learners in a classroom.

b. Vocabulary

Vocabulary is the collection of words that an individual knows (Linse,2005:121) in Webster Dictionary (1985:1073), vocabulary is define as a list or collection of words usually alphabetically arranged and explained or lexicon, stock of words use in language or by class, individual, etc. The writer has opinion that vocabulary is one aspect of language which is important in learning language because vocabulary carries meaning which is use in communication.

c. Speaking

Speaking skill, as the writer writes in the previous chapter is one of the basic language skills that has important role rather than other skills due to its significant and its use for communication. Bygate says, "Speaking is a skill which deserves attention every bit as much as literary skills, in both first and second language. It is the skill which the students are frequently judged. It is also the vehicle par excellent of social solidarity, of social ranking, of professional advancement and of business". It indicates that as one of the language skills, speaking should get the attention from teachers and learners because it plays the important role in our society.

**Method**

The method of this research is partial correlation method, specifically to find out whether vocabulary (i.e. independent variable/X1) and role play (i.e. control variable/X2) have correlation to the students' speaking ability (i.e. dependent variable/Y). This research administered by quantitative statistical tools. Meanwhile, the design of this research is a causal correlation.

In this study, the research took place in SMAMUHAMMADIYAH TANJUNG REDEB. In this time, the researcher introduced in front of class and taught the first grade students for meetings in this senior high school and the number of sample are 26 students.

Research instrument of this research will be done to measure the student performing's in role play, vocabulary mastery, and speaking ability. The researcher prepares the observation checklist for role play instrument, paper test to test students' vocabulary mastery, and rubric

checklist for measuring the students' speaking ability. In other hand, to solve the questions mentioned before, numerical data and non-numerical data are needed, so, in related with this research design, researcher conducted test and documentation. Several steps were done to get the data, there were normality test to measure the data distribution, homogeneity sample test, linearity and lastly finding partial correlation.

**Findings**

a. Normality

The normal distribution test was used to check whether the tests were normally distributed. The analysis used Kolmogorov-Smirnov formula through SPSS 22.0 for windows. It used significant criteria 0.05. The data was stated in normal distribution if significant point bigger than 5% or 0.05 (i.e.  $\alpha > 0.05$ ).

**Table 1. Tests of Normality**

	Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	Df	Sig.
SPEAKING	.234	27	.061	.929	27	.065
ROLE PLAY	.144	27	.156	.919	27	.073
VOCABULARY	.179	27	.086	.906	27	.091

a. Lilliefors Significance Correction

From the results above we see in the Kolmogorov-Smirnov column that the significance for all variables is greater than 0.05. It can be concluded that in the data of role play, vocabulary and speaking are normally distributed.

b. Homogeneity

The homogeneity of variance test was accomplished after conducted normal distribution test. Levene Statistic test on SPSS 22.0 for windows was employed to analyze the data and to find out the homogeneity of variance. To find samples variant were homogenous, the significant of the data must be higher than 0.05, and the output as shown the following table:

**Table 2 Test of Homogeneity of Variances**

	Levene Statistic	df1	df2	Sig.
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Pengaruh role play	2.887	5	19	.042
pengaruh vocabulary	2.865	9	23	.040

The level of significance in the test was established at 0.05. Moreover in table the Significant value was 0.42 for Role play and 0.40 for vocabulary, it is higher than the level of determined significance 0.05 (i.e.  $0.42 & 0.40 > 0.05$ ). The point in Levene Statistic show the smaller point is, the bigger homogeneity is. It draws a conclusion that the variances data is homogenous. Refer to the current finding, it can be concluded that the students were not vary, they almost have the same variant or homogenous.

c. Linearity

The linearity test aims to determine whether two variables have a linear or significant relationship. This test is usually used as a requirement in correlation analysis or linear regression. SPSS basic test using the *Test of Linearity* with a significance level of 0.05. Two variables are said to have a linear bias significance relationship. (*Linearity*) less than 0.05. The linearity finding of speaking skill and role playing technique as shown in table 3.

**Table 3 linearity of Speaking-Role play**

ANOVA Table			Sum of Squares	Df	Mean Square	F	Sig.
speaking * role play	Between Groups	(Combined) Linearity	34.467	7	4.924	1.085	.411
		Deviation from Linearity	6.794	1	6.794	1.498	.236
		Within Groups	27.673	6	4.612	1.017	.444
Total				86.200	19	4.537	
				120.667	26		

From the results of the above output it can be seen that the significance value in linearity is 0,444. Because the significance is less than 0.05, it can be concluded that between the Speaking and Role play variables there is a linear relationship.

Then to know the linearity finding of speaking skill and vocabulary-drill technique as shown in table 4. From the results on the table 4, the output can be seen that the significance

value in linearity is 0,526. Because the significance is less than 0.05, it can be concluded that between the speaking and vocabulary variables there is a linear relationship.

**Table 4. Linearity of Speaking and Vocabulary**

			ANOVA Table				
			Sum of Squares	Df	Mean Square	F	Sig.
speaking	Between	(Combined)	17.910	5	3.582	.732	.607
* vocab	Groups	Linearity	1.820	1	1.820	.372	.548
		Deviation from Linearity	16.089	4	4.022	.822	.526
	Within	Groups		102.757	21	4.893	
	Total			120.667	26		

1. The Finding Influence of Role Play Technique to The Students' Speaking Ability at SMA MUHAMMADIYAH TANJUNG REDEB

The Finding Influence of Role Play Technique to The Students' Speaking Ability was analyzed by simple linear regression is presented in table 5. Simple linear regression analysis is a free linear relationship between one independent variable (X) and the dependent variable (Y).

This analysis is to determine the direction of the relationship between the independent variable (role play technique) and the dependent variable (students' speaking skill) whether positive or negative and to predict the value of the dependent variable asking for the value of the independent variable to increase the increase. Data used is usually interval or ratio scale.

**Table 5. Regression between role play and speaking**

		Coefficients <sup>a</sup>				
		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
Model		B	Std. Error	Beta		
1	(Constant)	63.821	9.799		6.513	.000
	role_play	.158	.130	.237	1.221	.233

a. Dependent Variable: speaking

$$Y = a + bX$$

$$Y = 63.821 + .158X$$

Constant of 63.821; This means that if the Role play ( $X_1$ ) is 0, then the Reading Comprehension value is positive, which is equal to 63.821. Role play variable regression coefficient ( $X_1$ ) of .158 means that if the student score increases by 1, then speaking ability (Y) will increase by .158. Positive coefficient means a positive relationship between Role play to students speaking ability. The value of T Count > T Table (1.221 > .158) then  $H_0$  is rejected, meaning that there is a significant.

2. The Finding Influence Drilling Vocabulary to Students' Speaking Ability at SMA MUHMAMMADIYAH TANJUNG REDEB

The Finding Influence of drilling vocabulary Technique to The Students' Speaking Ability was analyzed by simple linear regression is presented in table 6. Simple linear regression analysis is a free linear relationship between one independent variable (X) and the dependent variable (Y).

**Table 6. Regression Between Vocabulary and Speaking**

		<b>Coefficients<sup>a</sup></b>				
		Unstandardized Coefficients		Standardized Coefficients		
Model		B	Std. Error	Beta	T	Sig.
1	(Constant)	78.733	4.794		16.422	.000
	Vocab	-.044	.071	-.123	-.619	.542

a. Dependent Variable: speaking

$$Y = a + bX$$

$$Y = 78.733 + -0.44X$$

Constant of 78.733, this means that if the Role play ( $X_1$ ) is 0, then the Reading Comprehension value is positive, which is equal to 78.733. Vocabulary variable regression coefficient ( $X_1$ ) of -0.44 means that if the student score increases by 1, then speaking ability (Y) will increase by -044. Positive coefficient means a negative relationship between vocabularies to students speaking ability. The value of T Count > T Table (-.619 > -.044) then  $H_0$  is rejected, meaning that there is a significant.

3. The Finding of Role Play Technique and Drilling Vocabulary to Students' Speaking Ability at SMA MUHAMMADIYAH TANJUNG REDEB

**Table 7. Multiple linear regression analysis**

		<b>Coefficients<sup>a</sup></b>				
		Unstandardized		Standardized	t	Sig.
		Coefficients		Coefficients		
Model		B	Std. Error	Beta		
1	(Constant)	66.780	11.187		5.970	.000
	role_play	.155	.132	.233	1.181	.249
	Vocab	-.041	.071	-.113	-.575	.570

a. Dependent Variable: speaking

The regression equation is as follows:

$$Y' = a + b_1X_1 + b_2X_2$$

$$Y' = 66.780 + (155) X_1 + (041) X_2$$

The regression equation can be explained as follows:

- a. Constants of 66.780; meaning that if the Role Play used (X1) and Vocabulary Enhancement X2 value is 0, then Students' Speaking Ability (Y) 66.780.
- b. Role Play variable regression coefficient (X1) of 155 means that if other independent variables are fixed values and Role Play increase by 1%, then the variable students' reading comprehension will increase 155. Coefficient is positive, meaning that there is a positive relationship between Role Play on Students' speaking ability.
- c. Regression coefficient of variable vocabulary (X2) is 041; meaning that if the other independent variables are fixed and vocabulary enhancement increases by 1%, then the variable students' reading comprehension will increase 041. Positive coefficient means that there is a positive relationship between vocabulary enhancements on Students' speaking ability.

### Conclusion

Based on the analysis result of this research, the statistic value performed in level good correlation among role playing technique and drilling vocabulary to the students' speaking skill during conducted for first grade students at SMA MUHAMMADIYAH TANJUNG REDEB. It can be deduced that role playing technique and drilling vocabulary positively contribute and facilitate and help the students getting a confident in speaking about their opinion in English, and

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