

THE EFFECT OF ROLE PLAY TOWARDS THE STUDENTS' PUBLIC SPEAKING COMPETENCE

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ABSTRACT

This research was an experimental research which was aimed at finding out the difference of the students' score before and after being taught by using role play. The subject of the study was the fourth semester students of English Education Study Program at UNIKA with the total number of the students was 17 students. The data was collected by conducting pre test and post test. The students' performances were assessed by using public speaking competence rubric for speeches and they were analysed by applying t test formula. The research result showed that t_{count} of role play was 11.1, while t_{table} was 2.92. It can be concluded from the statistics that $t_{\text{count}} > t_{\text{table}}$ which shows the significant difference of the students' public speaking competence after being taught by using role play. Based on the findings, it is suggested that teachers use role play in teaching speaking to encourage students participating more actively in the classroom.

Keywords: *Role Play, Public Speaking Competence*

INTRODUCTION

Speaking has been included in the educational plan for English teaching in universities in the past years. However, the percentage of time devoted to activities in which students can communicate with each other in English remains small in classes. A limited time to practice speaking English affects the students' public speaking skill. Lack of confidence and being afraid of grammatical mistakes are considered to be the most problems encountered by the students in public speaking.

Public speaking is commonly found in daily life in such situations where a preacher gives sermon, a teacher gives lectures, a student presents information to a class and people give speech for having a new house, getting married and so forth. The purpose of giving a speech in public speaking itself is to persuade, inform and entertain.

One of the characteristics of speech in everyday life is that speech is spontaneous. It means that people do not plan ahead of time what they are going to say. This is not similar to public speaking which occurs in formal situations, such as when a person is asked to give a speech, and then he plans and organizes his speech. This is one of the differences between public speaking and conversation

As a matter of fact, public speaking is close to our daily life. People enjoy public

speaking when listening to Friday speech at mosque, Sunday service speech at church, political campaign speech, presidential speech and so forth. Those public speakers build public opinion with their impressive public speaking skills. In this case, lecturers and teachers are called as public speakers as well when delivering instructions to the learners.

Whitman and Boase (1983: 296) state that the functions of public speaking are to attract attention, entertain, inform, inquire, persuade, convince, stimulate, denounce, impress, warn, arouse, instruct, explore, move and confuse. Furthermore, Lucas (1992: 5) states that the three major goals of public speaking are to persuade, to inform and to entertain. The public speakers persuade people to do something one feels is right, inform people about things they do not know and entertain people as well as make them feel happy and good about themselves. Those functions are similar to the functions of teachers in class.

One of the major concerns of students in any speech class is stage fright. Many people who converse easily in all kinds of everyday situations become frightened at the idea of standing before a group to make a speech. Lucas (1992: 10) mentions that there was a survey conducted in 1973 in America that asked more than 2,500 Americans to list their greatest fears.

To the surprise of researcher, the largest number of people, 41 percent listed speaking before a group among their greatest fears. By contrast, only 18 percent included death as one of their greatest fears. Amazing as it may seem, many Americans appear to consider public speaking more frightening than death.

The fourth semester students of English Education study program at UNIKA learn the skills to speak English fluently and take opportunities to talk in classes, especially in public speaking class. They are prepared by skills needed in English public speaking related to their future career as English teachers. The purpose of mastering the public speaking competence are not only to equip themselves as a teacher when delivering instructions to the students but also to prepare themselves for a job talk or interview as well as to prepare themselves for a class presentation. In fact, most of the students were still afraid of talking or giving speech in English in front of public. Based on the survey, the students' biggest fear was afraid of grammar mistakes and pronunciation errors.

In relation to the situation, the researcher is interested to make a research on the effect of role-play method towards the students' public speaking competence. A role-play is a communicative activity in which the learners are given a task to complete. In order to ensure a lively and unpredictable course of the activity, the learners are told who they are, what their opinions are and what they know that is unknown to the others (Aleksandra, 1990: 5). Through role playing the learners can practice their oral skill and by doing so they can overcome the stage fright or nervousness during public speaking.

Public speaking can not be separated from communication. Communication has traditionally been seen as verbal or non-verbal (Ikhsan et al.2012). All forms of communication require a sender, a message, and an intended recipient. Communication requires that all parties have an area of communicative commonality. There are auditory means, such as speech, song, and tone of voice, and there are nonverbal means, such as body language, sign language, paralinguistic, touch, eye contact, through media, i.e., pictures, graphics and sound, and writing. According to Harmer (2001: 247-250), the major aspects of nonverbal communication that will affect the outcome of one speech are:

a. Personal appearance

A number of studies have confirmed that personal appearance plays an important role in speechmaking. Although the force of your speech can sometimes overcome a poor impression created by personal appearance, the odds are against it. Regardless of the speaking situation, you should try to evoke a favorable first impression that is likely to make listeners more receptive to what you say.

b. Bodily Action

As important as how you act during the speech is what you do just before you begin and after you finish. As you rise to speak, try to appear calm, poised, and confident, despite the butterflies in your stomach. When you reach the lectern, do not lean on it, and do not rush into your speech. Give yourself time to get set. Arrange your notes just the way you want them. Stand quietly as you wait to make sure the audience is paying attention. Establish eye contact with your listeners. Then should you start to talk.

c. Gestures

Adroit gestures can add to the impact of a speech, but there is nothing to the popular notion that public speakers must have a vast repertoire of graceful gestures. Whatever gestures you make should not draw attention to themselves and distract from your message. They should appear natural and spontaneous, help to clarify or reinforce your ideas, and be suited to the audience and occasion.

d. Eye contact

The eyeball itself expresses no emotion. Manipulating the eyeball and the areas of the face around it, especially the upper eyelids and the eyebrow, we are able to convey an intricate array of nonverbal messages. The quickest way to establish a communicative bond with your listeners is to look them in the eye, personally and pleasantly. Avoiding their gaze is one of the surest ways to lose them.

Nonverbal communication is another vital factor in delivery. Posture, personal appearance, facial expression, bodily movement, gestures and eye contact all affect the way listeners respond to the speakers. In conclusion, the successful of one speech depends on the effectiveness of the use of the nonverbal communication.

Public speaking itself is the process or act of performing a presentation (a speech) focused around an individual directly speaking to a live audience in a structured, deliberate manner in order to inform, influence, or entertain them. It is

commonly understood as the formal, face to face talking of a single person to a group of listeners (Wikipedia). In other words, public speaking is a skill that someone should master in delivering the message to the public.

A common fear of public speaking is called glossophobia or popularly known as stage fright, this state of response by many beginners confuse with normal nerves and anxiety with a genuine phobia. Many people fear to speak publicly. This is because, like so many creatures, humans are gregarious, they keep together in their own group but public speaking involves standing conspicuously apart from the group, which to many seems unnatural and can make the speaker uncomfortable and anxious.

In relation to this, Lucas (1992:10) mentions that American listed speaking before a group among their greatest fears. They were worried about stage fright. He explained further that nervousness during speaking in public is normal.

According to Lucas (1992:12), there are techniques for dealing with nervousness, namely:

- Think positively. Visualize yourself giving a strong, effective speech. Confidence is mostly the well-known power of positive thinking. You can do it, you usually can do it.
- Be at your physically and mentally. A good night's sleep will serve you better.
- Concentrate on communicating with your audience rather than worrying about your nervousness.
- Take a couple of deep breaths before you start to speak. It really does help to get a healthy dose of oxygen into your system.
- Work especially hard on your introduction. A good introduction will build your confidence for the rest of your speech.
- Make eye contact with members of your audience. Remember they are individual people, not a blur of faces.
- Use visual aids. They create interest, draw attention away from you and make you feel less self-conscious.

The techniques that have been mentioned can help the speaker to overcome the stage fright or nervousness during public speaking.

Public speaking and conversation have similarities and differences. In many ways, public speaking requires the same skills used in ordinary conversation. However, they are not

identical. Public speaking and conversation are different for some points.

Some similarities between daily conversation and public speaking are:

- a. Organizing your thoughts logically
Both of public speaking and conversation require the speaker to organize his thoughts logically.
- b. Tailoring your message to your audience
Public speaking and conversation has purpose, namely to deliver message to his audience.
- c. Telling a story for maximum impact
The speaker of public speaking and conversation build up his story, adjusting his words and tone of voice to get the best effect or impact on his audience.
- d. Adapting to listener feedback
Whenever talking to with someone, the speakers are aware of that person's various reactions- verbal, facial and physical.

The speakers in casual conversation do all these things many times without thinking about them. They already possess these communication skills. All of these are among the most important skills the speaker need for public speaking. Most people who communicate well in daily talk can learn to communicate just as well as in public speaking.

Despite their many similarities, public speaking and everyday conversation are not identical. Three major differences between conversation and public speaking (Lucas 1992: 9) are:

- a. Public speaking is more highly structured.
It usually imposes strict time limitations on the speaker. In most cases, the situation does not allow listeners to interrupt with questions or commentary. The speaker must accomplish his or her purpose in the speech itself. In preparing the speech, the speaker must anticipate questions that might arise in the minds of listeners and answer them. Consequently, public speaking demands much more detailed planning and preparation than ordinary conversation.
- b. Public speaking requires more formal language
Slang, jargon and bad grammar have little place in public speeches. Listeners usually react negatively to speakers who do not elevate and polish their language when addressing an audience. A speech is supposed to be "special".
- c. Public speaking requires a different method of delivery

When conversing informally, most people talk quietly, interject stock phrases such as “you know” and “I mean”, adopt a casual posture, and use what are called vocalized pauses. Effective public speakers, however, adjust their voices to be heard clearly throughout the audience. They assumed a more erect posture and avoid distracting mannerism and verbal habits.

Role play is commonly used in speaking class. Gower et al (2005:105) stated that 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 previously. These might well come out of a text or a previous context. In other words, through role-play method, the students take part or act out as other person based on what the teachers asked them to be or to do. It might be as a seller, a preacher, a host, a teacher and so on.

Meanwhile, Revell (1994: 60-61) defined role play as an individual spontaneous behaviour reacting to others in a hypothetical situation. The essential core of the activity is understanding the situation of another person, and to do this well the ‘player’ needs to come to grips with the other participants’ roles, not just his own. It can be said that in role play, a player is given basic information about who he is, what he is like and what he wants to do.

Simulation and role-play can be used to encourage general oral fluency, or to train students for specific situations especially where they are studying ESP (Harmer, 2001:274). Learning English speaking for public speaking is considered as English for Specific Purposes. Based on this fact, the role-play method is suitable to be used in English public speaking class since the students learn and take a part in one situation to improve their fluency.

Reasons for using role-play

There are many reasons why teachers should use role-play method in teaching speaking as viewed by Nation and Thomas (1998: 21). Those are:

- a. Role play allows a wider range of language functions and language varieties to occur than would normally occur within a classroom.
- b. Role play allows exploration of cultural issues, in particular, appropriate ways to behave in certain situations such as when being offered food or drink.

c. Role-play can add interest to an activity and by distributing roles can ensure participation in an activity.

d. Role-play can result in repetition of speaking activity by providing a change.

Thus, role play method can stimulate and engage the students to participate actively in speaking class, especially public speaking class.

Ladousse (1997:13) views that there are several types of role in role play:

- a. The first is the roles which correspond to a real need in the students’ lives. In this category, it involves such roles as doctors dealing with patients, or salesman travelling abroad.
- b. The second type of role is the students play themselves in a variety of situations, which may or may not have direct experience. The example, which include in this category is a customer complaining or a passenger asking for information.
- c. The third type is a type that few students will ever experience directly themselves, but it is easy to play because the teachers have such fast indirect experience of them. The television journalist is a good example of this type and it is very useful kind of role taken from real life.
- d. The last type is fantasy roles, which are fictitious, imaginary, and possible even absurd.

RESEARCH METHOD

This research deals with descriptive quantitative research. According to Ary (1979: 237), experimental design refers to the conceptual framework within which the experiment is conducted which serves two functions: (1) It establishes the conditions for the comparisons required by the hypothesis of the experiment and (2) it enables the experimenter through statistical analysis of the data to make a meaningful interpretation of the results of the study. Since the goal of the study is to determine the relationship between an independent variable and a dependent variable within a population where the subjects measured before and after a treatment, the experimental design is used in the study.

The population of this research was the the fourth semester students of English Education Study Program at UNIKA consisted of one class. The total number of the students from the class was 17 students. All of students were taken as the sample of the research. The samples were taken from the fourth semester students of English Education Study Program at UNIKA due to these reasons:

- the students were considered for having an adequate learning experience, especially about speaking,
- the researcher was teaching speaking subject to the class. In line with this, the result of this research can significantly contribute to improving the students' public speaking competence.

This research was carried out for 2 (two) months. The place of the study was in the class of the fourth semester students of English Education Study Program at UNIKA in academic year of 2015/ 2016. The instruments of collecting data in this study were pre test and post test. The rubrics for public speaking used in both of the tests were the same. The pre test was done before implementing the role play. Meanwhile, the post test was implemented after using the role play. The rating scores of public speaking competence were categorized into content and delivery, consisted of 10 items which is scored from 1 to 5 as shown in the following table:

Content

1	States the purpose	5	4	3	2	1
2	Organizes the content	5	4	3	2	1
3	Supports ideas	5	4	3	2	1
4	Incorporates stories and examples	5	4	3	2	1
5	Summarizes the main idea(s)	5	4	3	2	1

Delivery

6	Demonstrates awareness of listener's needs	5	4	3	2	1
7	Speaks clearly with appropriate vocabulary and information	5	4	3	2	1
8	Uses tone, speed and volume as tools	5	4	3	2	1
9	Demonstrates complexity of vocabulary and thought	5	4	3	2	1
10	Appears comfortable with audience	5	4	3	2	1

Explanation of Public Speaking Rubric

Content

1. States the purpose.

Points Criteria

5	The purpose is clear and captures the listener's attention
3	The purpose is apparent
1	The purpose is not evident

2. Organizes the content.

5	The purpose is organized logically with fluid transitions to capture and hold the listener's attention throughout the entire presentation.
3	The organization of the content is congruent; transitions are evident.
1	The content lacks organization; transitions are abrupt and distracting

3. Supports ideas.

5	Important details add to the interest and depth of the presentation; details work to connect the listener to the speech.
3	The speaker provides the basic details necessary for the listener to understand the premise of the presentation.
1	The majority of ideas are unsupported by additional information or explanation.

4. Incorporates stories and examples.

5	Relevant examples or stories work to interest the listener and further develop main ideas.
3	Stories and examples obviously relate to the content of the speech.
1	Stories and examples are missing or unrelated.

5. Summarize(s) the main ideas.

5	The conclusion unites the important points of the presentation and encourages future discussion.
3	The conclusion summarizes the main ideas.
1	The speech ends without a summary.

Delivery

6. Demonstrates awareness of listener's needs.

5	The choice of language, examples, and aids work together to heighten the listener's interest and connection to the topic.
3	The speaker's word choices, explanations, and enthusiasm are appropriate for the topic and for each point; appropriate aid are incorporated.
1	The presentation is interesting.

7. Speaks clearly with appropriate vocabulary and information.

5	The vocabulary is descriptive and accurate, engaging the listener through imagery.
3	The vocabulary provides clarity and avoids confusion.
1	The vocabulary is awkward or inappropriate for the topic, making the speaker difficult to understand.

8. Uses tone, speed and volume as tools.

5	The speaker manipulates tone, speed, and volume, using these tools to emphasize important ideas and hold the listener's attention.
3	The speaker avoids distracting vocal fillers or physical mannerisms and uses adequate speed and volume throughout the presentation.
1	Vocal fillers are present throughout the presentation. Speed and volume are inappropriate for the presentation.

9. Demonstrates complexity of thought and vocabulary.

5	Variation of sentence structure and word choice works to keep the listener interested and provides multiple examples and descriptions.
3	Sentence structure and word choice are varied to avoid monotony of tone and repetition of ideas.
1	Sentence structure and word choice are monotonous and uninteresting.

10. Appears comfortable with audience.

5	Eye contact, interaction with aids, and physical gestures demonstrate the speaker's energy and interest, guiding the listener through the presentation.
3	Eye contact, interaction with aids, and physical gestures are natural and fluid.
1	Eye contact with the audience is lacking. Gestures are missing or awkward. The speaker depends heavily on the written speech or notes.

In analysing the data, the researcher finds out the mean and the difference of the pre test and post test. The mean of gain between post test and pre test can be calculated by using the following formula:

$$Md = \frac{\sum d}{n}$$

Furthermore, to find out if there is a difference after applying the role play the researcher used the *t* test formula:

$$t = \frac{Md}{\sqrt{\frac{\sum d^2 - \frac{(\sum d)^2}{n}}{n(n-1)}}$$

Md = the mean of gain between pre test and post test

d = the gain of post test score towards pre test of each subject

n = the number of subject

The research hypothesis

Based on the theoretical framework explained previously, the research hypothesis can be formulated as follows:

1. The role play significantly affect the students' public speaking competence.
2. There is a significant difference before and after using the role play method towards the students' public speaking competence.

The statistics hypothesis can be formulated as follows:

Ho: there is no significant effect of role play towards the students' public speaking competence.

Ha: there is a significant effect of role play towards the students' public speaking competence.

Statistic test :

Ho : b = 0 Ha : b ≠ 0

in which : b = koefisien regression

- Test criteria : Ho is declined if X^2 count > X^2 table

Ho is accepted if X^2 count <

X^2 table

DATA AND DATA ANALYSIS

The data used in this research were the students' public speaking competence after having been taught by using role playing. The following table shows the students' score in pre test and post test, and the gain.

Student	Skor		Gain (d) y-x	d ²
	Pre test (x)	Post test (y)		
1	76	88	12	144
2	50	84	34	1156
3	40	64	24	576
4	74	92	18	324
5	58	68	10	100
6	70	92	22	484
7	58	88	30	900
8	54	80	26	676
9	56	72	16	256
10	38	74	36	1296
11	46	80	34	1156
12	66	92	26	676
13	62	70	8	64
14	42	64	22	484
15	52	76	24	576
16	50	70	20	400
17	32	66	34	1156
Total	924	1320	396	10424
Mean	54.35	77.65	23.3	

The table indicates that there are 17 students as the subject of the study. All of the students score show improvement from pre test. It can also be seen that the mean of students' score in pre test was 54.35, while the mean of students' score in post test was 77.65. In other words, the mean of the students' score in post test improved from 54.35 into 77.65 in post test.

The table also indicates that the total gain between post test and pre test was 396. The mean of gain between post test and pre test was obtained by dividing the total of the gain and the number of the subject. Then, it was obtained that the mean of gain was 23.3. Furthermore, to find out if there is a difference after applying role play method, the researcher used the *t* test formula:

$$t = \frac{Md}{\sqrt{\frac{\sum d^2 - \frac{(\sum d)^2}{n}}{n(n-1)}}$$

Md = the mean of gain between pre test and post test

d = the gain of post test score towards pre test of each subject

n = the number of subject

Therefore, the result of the t test is as follows:

$$t = \frac{23,3}{\sqrt{\frac{10424 - \frac{396^2}{17}}{17(17-1)}}}$$

= 11.1 So, $t_{count} = 11.1$

The statistics shows that the t count of role playing 11.1. The criteria of assessment from the t test is if $t_{count} < t_{table}$, it means that there is no significant difference meanwhile if $t_{count} > t_{table}$, it means that there is a significant difference.

The level of bigness is obtained by $n-1$. So that, $(db) = 17-1 = 16$ with level of significance $(\alpha) = 0.01$. Then, it is obtained that $t_{table} = 2.92$. So, it can be said that $t_{count} = 11.1 > t_{table} = 2.92$. Since the score of $t_{count} > t_{table}$, it can be concluded that there is a significant difference between the pre test and post test of role playing.

CONCLUSION

Based on the data, some conclusions can be drawn as follows:

1. There is a significant difference before and after using the role play method towards the students' public speaking competence. It can be seen by comparing the mean of the students' score in pre test and post test. Furthermore, the score of $t_{count} > t_{table}$, which indicates the significant difference.
2. The significant difference between the pre test and post test of role playing shows that the role play can improve the students' competence in public speaking.
3. The role play significantly affects the students' public speaking competence. It means that teachers or lecturers may use role play in English classes, especially speaking classes to motivate the students speaking in English.

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