

FOSTERING STUDENTS' PRONUNCIATION IN SPEAKING SKILL THROUGH ROLE PLAY TECHNIQUE

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Abstract.

This Research is entitled “: Fostering Students’ Pronunciation in Speaking Skill Through Role Play Teachnique”. The aim of this research is to find whether role play technique can foster students’ pronunciation in speaking skill at the eight grade students of SMPN 1 Arjawinangun. In getting the data of students’ pronunciation. The writer used oral test. The writer test the students supra-segmental features of pronunciation included intonation, word stress, sentence stress, pitch and juncture. this research used quantitative research and used pre-experiment design. the score of students’ pre-test and post-test were analyzed by the formula of Sundayana (2015). The result showed that taccount score is higher than ttable score ($6.40 > 2.0433$). it means that whe writers’ hyphothesis (H1) is accepted. Therefore, the writer makes conclusion that role play can foster students’ pronunciation in speaking skill at the eight grade students’ of SMPN 1 Arjawinangun.

Key words : Pronunciation. Speaking skill, Role Play

Introduction

Speaking is one of the English skills. It is one of the productive skills in English because the speakers express their idea and opinion orally. When the speakers express their idea each other, it creates a communication which is the goal of speaking.

Many people cannot speak English Well. They think that speak English is not easy. Speaking is the one of the difficult skill of English. In line with Brown (2003:8), he stated that sometimes spoken language is not difficult to perform, but in some case it is not easy.

Based on the writer observation in SMPN 1 Cirebon (2016), the eighth grade students did not speak English well. The problem was they had incorrect pronunciation such as incorrect using stress and incorrect using intonation. It is in line with Sahentombage et al (2014:159), They found the same problem with the writer when they observed in SMPN 2 Kendahe. The students in SMPN 2 Kendahe had less understanding of basic pronunciation concepts. The cause of the pronunciation problem is the students seldom practice pronunciation in the school.

Pronunciation can be one of the important aspects in learning speaking. Chootharat, et al. (2016)

stated that pronunciation is one of the aspects to be comprehended in speaking in order to teach good effective communication. When the pronunciation wrong it might disturb listeners' the understanding of toward the messages.

In this paper, the writer used the role play technique to foster the students' pronunciation aspect in speaking skill. The writer thought by using role play technique could help the students to practice their pronunciation aspect in speaking skill because role play made students to practice their pronunciation in real dialogue context. The writer choose SMPN 1 Arjawinangun because this school is strategic place for the writer to do this research.

Based on the background of the study above, the writer formulates a question that can role play technique foster the students' pronunciation aspect in speaking skill at the eighth grade students of SMPN 1 Arjawinangun?

In this research, the writer also determine the objective of the study that is to know if role play technique can foster the students' pronunciation aspect in speaking skill at the eighth grade students of SMPN 1 Arjawinangun.

The Scope of the study was the pronunciation aspect of speaking skill. It is included accurate pronouncing sounds (Vowel, consonant, diphthong, triphthong, and cluster), word stress, sentence stress, intonation, pitch, juncture, weak forms and rhythm. And the study was focused on pitch, juncture, intonation, word stress and sentence stress.

Literary Review

Role Play Technique

Lansen-Freeman (2000:134) stated Role play is a technique which gives students opportunity to play role in different social context. In role play, the students pretend to become different people in social roles. Role play should be structural to give good result. The teacher should tell what will the students have to say or the teacher should give clues of role play such as roles, places and situations.

On the similiary, Ur (1996:131) stated role play is a technique in learning speaking that learners imagine themselves outside of the class. The learners should take themselves heart outside of the class based on the situation of the role play.

In addition, Brown (2003:174) stated role play is a technique which the activity of the students pretended to be someone. In role play the learners will play different role and pretended to be someone else.

Therefore, the writer made conclusion that role play is a technique while the learners play different roles and pretended to be someone else in learning speaking. Role play can make the students to

practice communication. It can be one of the suitable techniques to foster the students speaking skill partially pronunciation aspect.

Pronunciation Aspects

Pronunciation is one of the aspects required when people speak (Brown: 2003). Kenworthy (1987:9), explained that there are some important issues related of pronunciation such as pronouncing sounds, word stress, weak form, rhythm, intonation and sentence stress. Based on Hudson (2000), Dobrovolsky and Higgins (2001), Ladefoged (2006) cited in Chootharat, et al.(2016), pronunciation can break down into supra-segmental and segmental. Segmental features are vowel, consonant, cluster, diphthong, and triphthong. Supra-segmental features such as intonation, stress, pitch and juncture.

Research Method

Research method

In this study, the writer used experimental research method. Based on Frankel et al. (2012: 11), “experimental research is a conclusive of scientific method that establishes the effect of the treatment.” The reason the writer used experimental because the writer wanted to know if the treatment gave effect of the students’ pronunciation focus on supra-segmental aspect in speaking skill by using role play technique. The data of the experimental research was quantitative data based on the students’ score in speaking test.

Research Design

The writer used pre-experimental design in this research. Nunan (1992:41) stated pre-experimental design was a research that have pre-test and post treatment test without control group. The result of Pre-test and Post-test was compared. The formula can be represented as:

Experimental

Note : A : Single Group of subjects which will be given a test

O1 : Pre-test

X : Treatment

O2 : Post-test

Research Instrument

There were two kinds of oral test in this research. In the pre-test, the students played role based on the writer.

The post-test was the same with the pre-test. The writer instructed the students to play role in front of the class based on the role play script of the writer.

Hypothesis Testing

According to the result of the data analysis, the writer got the result which t_{account} was 6.40 and t_{table} was 2.0423. The writer compared t_{table} and t_{account} to answer the hypothesis. The hypotheses of this research were:

H₁: Role play technique can foster the students' pronunciation in speaking skill at the eighth grade students of SMPN 1 Arjawinangun.

H₀: Role play technique can foster the students' pronunciation in speaking skill at the eighth grade students of SMPN 1 Arjawinangun.

From the criteria, if $-t_{\text{table}} < t_{\text{account}} < t_{\text{table}}$ H₀= accepted and H₁= rejected. It could give conclusion if there was significance difference between students' pronunciation score after being given treatment with role play or there was no significance different between students' pronunciation score after being given treatment.

In comparing t_{table} and t_{account} the writer got the criteria: $t_{\text{account}} > t_{\text{table}}$. The t_{table} and t_{account} value were $2.0433 < 6.40$. The result showed the positive significance. It meant that the alternative hypothesis H₁ was accepted. It could answer the hypothesis that there was significance different between students' pronunciation score after being given treatment with role play technique.

Therefore based on the result of the comparison between t_{table} and t_{account} value, the writer gave conclusion that eighth grade students' of SMPN 1 Arjawinangun pronunciation aspect in speaking skill were fostered after doing role play technique.

Discussion

In this research, the writer want to know if role play can foster the students' pronunciation aspect in speaking skill before and after treatment at the eighth grade students of SMPN 1 Arjawinangun. The writer taught two meeting for doing the treatment. Firstly, the writer gave pre-test to know the students' basic pronunciation. Lastly, the writer gave post-test to the students.

After and before treatment, some students' pronunciation aspects in speaking skill were fostered. It could be shown from the differences of the students' pronunciation score of pre and post test. There were some aspects which were fostered after taught by role play.

Intonation

In the pre-test, most of the students had score 3 in intonation aspect. The students used rising or falling intonation appropriately but intonation impedes understanding. The students could not distinguish rising and falling intonation. It made misunderstanding for the listeners.

On the other hand in the post-test, most of the students got score 5 in intonation score. The students could distinguish rising and falling intonation after taught by role play technique.

Therefore, role play technique could make students to distinguish the application of the students' intonation. Role play made the students to practice using intonation by practicing communication with different roles.

Word Stress

In the aspect of word stress of pre-test, most of the students got score 3. The students placed syllable of word stress sometimes misplace. The students mispronounce unstressed word such as pronound and modals.

In the post-test, several word stress aspect of the students were fostered. Although most of the students got score 3 but the number of the students who got score 3 was higher than pre-test. Several students could use stress correctly and seldom to give stress for unstressed words.

In conclusion, role play technique fostered students' word stress because the students practiced communication when should give syllable stress on the first and the last of the words or unstressed word.

Sentence stress

In the aspect of sentence stress in pre test. Most of the students got score 2, the students used sentence stress sometimes miss places in other keywords. Some of the students pronounced like a robot which made missplace of sentence stress key.

On the other hand in the post-test, most of the students got score 3. The average score of the sentence stress was higher than pre-test. Some students who pronounced like robot had known the word key in the sentence.

Therefore, role play made the students practice communication to know the key word. The students know the point of the sentence after practicing with role play.

Pitch

In pre-test, most of the students got score 3 in the pitch aspect. The students used level 2 or normal pitch appropriately. The students seldom used rising or dropping level of tone. It made the pitch constant without exspression.

In contrast, most of the students got score 4 in the pitch aspect in post-test. The score of pitch in the post-test was higher than pre-test. The students used rising and dropping pitch with expression when they play roles to play the roles deeply.

Therefore, role play technique made the students used expression which made the pitch level tone better. The students used dropping and rising tone of pitch level because the students used emotion when they played roles deeply.

Juncture

In the pre-test, most of the students got score 3 in juncture aspect. Some of the students miss place juncture or sometimes uses no juncture in some sentences. The students pronounce fastly that made error some juncture.

On the other hand in the post-test, most of the students got score 4 in juncture aspect. The score was higher than pre-test. Some students were not rushed again after taught with role play.

Therefore, when the students play role and play deeply the students were enjoyed with the roles. they did not pronounce fastly which made error of juncture.

In addition, the writer assumed that there were some reasons of the students' pronunciation problems before treatment. Firstly, the students were shy. When the students were shy, it made error some aspect such as intonation, pitch, word stress and sentence stress. The students felt doubt when they pronounced incorectly.

Secondly, the students were rush. When the students were rush, it made juncture aspect of pronunciation. The students made the listener misunderstanding because the students pronounced fastly.

Lastly, the writer assumed that the students had less understanding of pronunciation. The problems was in line with Sahentombage et al (2014:159). They stated that the students seldom practice pronouncing words or sentences. It made the students do mistakes of pronunciation.

In the treatment process, the students were taught with role play technique. The students play roles deeply with emotion. Brown (2013:174) stated that in role play, the students play roles and practice communication in real situation. Because the students play roles deeply, the students had better communication in speaking skill included stress, pitch, juncture and intonation in pronunciation aspect. The students felt that they play diferent character the real character of their selve had changed.

The most aspect which was fostered because of role play was intonation. The students had better understanding how to use appropriate intonation. The

students understood when they should use falling and rising intonation because in treatment process the writer gave the example and practice with the students.

On the other aspects, some of the students had better score. The students had better stress, pitch, and juncture because the students play roles with emotion based on the roles. Chootharat, et al. (2016) stated that the students had good pronunciation when they play roles deeply in the dialogue of speech.

On the other hand, some students still had mispronunciation because they could not play roles deeply such as they still pronounced like robot on stress aspect, they still used constant pitch without rising or dropping tone and some students were still rush which made juncture sometimes error.

In scoring process, the score of the pre-test and post-test was different. The mean of the pre-test was 65 and the mean of the post-test was 75.5. It means the score of the post-test was better than the pre-test score. Some of supra-segmental feature aspects of the students were fostered by role play.

Based on the data analysing and hypothesis testing, the t_{account} was 6.40 and the t_{table} was 2.0423.

According to the criteria $-t_{\text{table}} < t_{\text{account}} < t_{\text{table}}$ $H_0 =$ accepted and $H_1 =$ rejected, the t_{account} value was higher than t_{table} value ($6.40 > 2.0423$). It can be concluded the $H_1 =$ accepted and $H_0 =$ rejected. It meant there was significance difference between students' pronunciation score after being taught by role play.

Therefore, based on the result of this research and some previous studies, the writer gave conclusion that role play can foster the students' pronunciation aspect in speaking skill. The statement was in line with Yassi et.al (2016:239) who stated that role play gave stimulus to the students to practice communication of speaking skill included practicing pronunciation. Role play can be one of the alternative techniques to foster students speaking skill included pronunciation and it can be alternative techniques to teach speaking skill. In addition, the statement is in line with Harmer (2007) cited in Suryani, he stated that role play is one of the alternative technique to make the students practice good communication in speaking skill included pronunciation. In line with Brown (2003:174) stated role play can be good activity when the students pretended to be someone else to practice communication and to develop the students' speaking skill included pronunciation.

Conclusion

This research was concerned with the fostering students' pronunciation aspect in speaking skill focus on Supra-segmental features. The purpose of this research was to find out if Role play technique can

foster the students' pronunciation aspect in speaking skill at the eighth grade students of SMPN 1 Arjawinangun.

Based on the research findings and discussion, role play technique gave effect for the students' pronunciation for several aspects. They are intonation, word stress, sentence stress, pitch and juncture. in intonation aspect, Some students can distinguish falling and rising intonation in sentence. In word stress and sentence stress, some students can understand the point of the words and the syllable of the stress. For pitch and juncture aspect, the students used emotion during play roles, it could make the students enjoy and could prohibit students pronounce rush.

Therefore, according to the calculation of the score, the mean of pre-test was 65 and the mean of the post-test is 75.6. In this research, there was significance difference between students' pronunciation score before and after being taught by role play technique. It can be seen from the value of t_{account} is higher than t_{table} ($6.40 > 2.0433$). It can be proven that role play technique can foster students' pronunciation aspect in speaking skill focus on supra-segmental features at the eighth grade students of SMPN 1 Arjawinangun

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239-241.