CAKRAWALA PENDIDIKAN

FORUM KOMUNIKASI ILMIAH DAN EKSPRESI KREATIF ILMU PENDIDIKAN

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Forum Komunikasi Ilmiah dan Ekspresi Kreatif Ilmu Pendidikan

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Penyunting menerima artikel yang belum pernah diterbitkan di media cetak yang lainnya. Syarat-syarat, format dan aturan tata tulis artikel dapat diperiksa pada *Petunjuk bagi Penulis* di sampul belakang dalam jurnal ini. Artikel yang masuk akan ditelaah oleh Tim Penyunting dan Mitra Bestari untuk dinilai kelayakannya. Tim akan melakukan perubahan tata letak dan tata bahasa yang diperlukan tanpa mengubah maksud dan isinya.

Petunjuk Penulisan Cakrawala Pendidikan

1. Artikel belum pernah diterbitkan di media cetak yang lainnya.
2. Artikel diketik dengan memperhatikan aturan tentang penggunaan tanda baca dan ejaan yang baik dan benar sesuai *Pedoman Umum Ejaan Bahasa Indonesia yang Disempurnakan (Depdikbud, 1987)*
3. Pengetikan Artikel dalam format Microsoft Word, ukuran kertas A4, spasi 1.5, jenis huruf *Times New Roman*; ukuran huruf 12. Dengan jumlah halaman; 10 – 20 halaman.
4. Artikel yang dimuat dalam Jurnal ini meliputi tulisan tentang hasil penelitian, gagasan konseptual, kajian dan aplikasi teori, tinjauan kepustakaan, dan tinjauan buku baru.
5. Artikel ditulis dalam bentuk esai, disertai judul sub bab (heading) masing-masing bagian, kecuali bagian pendahuluan yang disajikan tanpa judul sub bab. Peringkat judul sub bab dinyatakan dengan jenis huruf yang berbeda, letaknya rata tepi kiri halaman, dan tidak menggunakan nomor angka, sebagai berikut:

    PERINGKAT 1 (HURUF BESAR SEMUA TEBAL, RATA TEPI KIRI)
    Peringkat 2 (Huruf Besar-kecil Tebal, Rata Tepi Kiri)
    Peringkat 3 (Huruf Besar-kecil Tebal, Miring, Rata Tepi Kiri)

6. Artikel konseptual meliputi; (a) judul, (b) nama penulis, (c) abstrak dalam bahasa Indonesia dan Inggris (maksimal 200 kata), (d) kata kunci, (e) identitas penulis (tanpa gelar akademik), (f) pendahuluan yang berisi latar belakang dan tujuan atau ruang lingkup tulisan, (g) isi/pembahasan (terbagi atas sub-sub judul), (h) penutup, dan (i) daftar rujukan. Artikel hasil penelitian disajikan dengan sistematika: (a) judul, (b) nama-nama peneliti, (c) abstrak dalam bahasa Indonesia dan Inggris (maksimal 200 kata), (d) kata kunci, (e) identitas penulis (tanpa gelar akademik), (f) pendahuluan yang berisi pembahasan kepustakaan dan tujuan penelitian, (g) metode, (h) hasil, (i) pembahasan (j) kesimpulan dan saran, dan (k) daftar rujukan.
7. Daftar rujukan disajikan mengikuti tata cara seperti contoh berikut dan diurutkan secara alfabetis dan kronologis.

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8. Pengiriman Artikel via email ke hudaferi@gmail.com paling lambat 3 bulan sebelum bulan penerbitan.

Daftar isi

THE EFFECTIVENESS OF ROLE-PLAY USING SPEAKING NOTEPAD TO TEN GRADE STUDENTS IN TEACHING SPEAKING

Annisa Rahmasari
annisarahmasari87@gmail.com
STKIP PGRI BLITAR

Wiwik Suryanti
kharistyawan@gmail.com

Abstrak : Penelitian ini merupakan penelitian eksperimental semu untuk menyelidiki apakah siswa yang diajar menggunakan *Role Play* dengan media *Speaking Notepad* mendapatkan prestasi yang lebih baik pada keterampilan berbicara daripada yang diajarkan dengan menggunakan metode konvensional. Subyek penelitian ini adalah siswa kelas X yang terdiri dari kelas X IPA 5 yang memiliki 35 siswa dan X IPS 2 yang memiliki 34 siswa. Data dikumpulkan melalui instrumen tes. Hasil penelitian menunjukkan bahwa menggunakan metode *Role Play* memberikan pencapaian berbicara yang lebih baik daripada menggunakan metode konvensional. Hal ini terbukti dari hasil ANCOVA. Asumsi persamaan varian tidak dilanggar karena nilai signifikan lebih besar dari 0,05. hasil tes antara efek subjek signifikan sebagai Data menunjukkan bahwa nilai signifikan kelompok adalah 0,001. Selain itu, *Estimate Marginal Means* untuk kelompok eksperimen adalah 78.466 dan 74.079 untuk kelompok kontrol.

Kata Kunci : *keefektifan, role play, speaking notepad,*
mengajar keterampilan berbicara bahasa Inggris

Abstract: This research was a quasi experimental research to investigate whether the students taught by Role Play with Speaking Notepad media gain better achievement on speaking skill than those taught by using conventional method. The subjects of this research were the students in the tenth grade students that consists of class X IPA 5 which has 35 students and X IPS 2 which has 34 students. Data were collected through tests instrument. The result showed that using Role Play method gives better achievement on speaking than using conventional method. It was proven from the output of ANCOVA.The assumption of equality of variance was not violated since the significant value was greater than 0.05. the result of the test between subject effects was significant as The data showed that the significant value of group was 0.001. additionally, the Estimate Marginal Means for the experimental group was 78.466 and 74.079 for the control group.

Key Words : *effectiveness, role play, speaking notepad, teaching English*

INTRODUCTION

English is a language widely used in the word. English has an important role in many aspects of life. English is very important and has many interrelationships with various aspects of life owned by human being. English is used in technology, education, science, career, and also as a

primary means in communication. In Indonesia, English Language, become foreign language, that should be able to be learned and mastered by students; it means this language becomes the main priority in teaching than the other foreign languages. The students must learn four basic skills, there are listening, speaking, reading, and writing. The four skills are all important. Listening and reading consider as passive or receptive skills whereas speaking and writing consider as passive or productive skills (Fachrurrazy : 2012). However, of all the four skills, but speaking become the most important than listening, reading, and writing.

One of language skills aspect which is very important in yielding creative, critical and smart future generation is speaking ability. By mastering speaking ability the students will be able to express their taught and feeling intelligently based on the situation and the context when they speak about the language. Speaking is one of the important skills that should be mastered by students in order to communicate in English fluently and clearly. Speaking involves interaction with one or more participants (Harmer, 2001:271).

Speaking is the ability to express something in a spoken language. It is simply concerning putting ideas into words to make other people grasp the message that is conveyed. Speaking is productive skill in the oral mode. It is like the other skills, is more complicated than it seems at first and involves more than just pronouncing words. According to Bashir (2011) "Many language learners regard speaking ability as the measure of knowing a language. These

learners define fluency as the ability to converse with other, much more than the ability to read, write, or comprehend oral language. They regard speaking as the most important skill they can acquire, and they asses their progress in term of their accomplishments in spoken communication. This means that effective speaking also involves a good deal of listening. Speaking takes place everywhere and had become parts of our daily activities. Speaking is the most difficult skills to be learned by students, among the four skills (listening, speaking, reading and writing).

According to Ur (1996:117), there are many factors that cause difficulty in speaking, they are as follows: inhibition, nothing to say, low or uneven participation and mother tongue. In addition, Raba'ah (2005:15) pointed out that there are many factors that cause difficulties in speaking English. Some of these factors are related to the learners themselves, the teaching strategies, the curriculum, and the environment. For example, many learners lack the necessary vocabulary to get their meaning across, and consequently, they cannot keep the interaction going. Inadequate strategic competence and communication competence can be another reason as well for not being able to keep the interaction going. The native language is the most influential factor affecting a learner's speaking. Brown, (2000:284) states, "If you are familiar with the sound system of learner's native language, you will be better able to diagnose student difficulties". Brown, (2000:284) argues that remind the students are older, that "*the younger, the better*" is a myth. It is because,

in fact, every step of age has its own characteristic that sometime has a potency to be a problem in teaching speaking.

To overcome this situation there is an effective way that teaching speaking skill can be done through some various activities that can promote speaking skill. We can choose one of language teaching activities that are suitable with the level of our students. One of them is by using role play activity as a technique in the teaching and learning process. Role Play is very important in the teaching speaking because it gives students an opportunity to practice communicating in different social context and in different social roles. In addition, it also allows students to be creative and to put themselves in another person's place for a while.

Role play technique is the way to teach speaking by setting up the students in the situations in pairs of groups. This mean putting two or more students together and giving them a handout sheet, which they can, first, read and study, talking time to look-up unknown word and asking their friends about meanings and pronunciation. Then, give them little more time to practice speaking with everybody in the room reading loud to get a feel for the role they will be playing and get used to the word sounds, phrases and rhythm of the language.

According to Kusnierek (2015) "Role Play activities range from highly-controlled guided conversations at one end of the scale, to improvised drama activities at the other; from simple rehearsed dialogue performance, to highly complex simulated scenarios." Role play method is method that can help student to speak English carefully . With role play method students can conversation or dialog with another students. To help role play method students need good application to help them study a pronunciation and fluency their dialog. The correct software application for this method is Speaking Notepad software application .

Speaking Notepad is text-to-speech program with many interesting features, that can be of great help for people who spend long hours in front of the computer reading e-mails, e-books, and all sorts of texts. Basically, this program can read aloud any piece of text from the most widely used formats, to clipboard content, making use of a wide number of voices compliant with SAPI4 and SAPI5 standards. Speaking notepad is handy text editor with powerful text-to-speech capabilities. Speaking Notepad will read your TXT, RTF, DOC, HTML, and PDF documents with SAPI4 and SAPI5-compliant high quality voices, different speech and pitches, read clipboard content, record texts into WAV, MP3 and WMA files and even read every word or sentence you are typing. That means you can control your typing aurally without looking fixedly at your monitor.

Based on the background of the study above, the researcher is interested to investigate whether the Role play with speaking Notepad is better than using conventional teaching. Therefore, the researcher formulated her study with the title "The Effectiveness of Role-play using Speaking notepad to the Tenth Grade Students in Teaching Speaking**".**

ROLE PLAY USING SPEAKING NOTEPAD

Ur stated "Role play is used to refer to all sorts of activities where learners imagine themselves in a situation outside classroom, sometimes playing the role of someone other than themselves, and using language appropriately to the new context." Based on the definition above, role play is a method to play the role of others character in any kinds of situations.

According to Kusnierek (2015) "role play activities range from highly-controlled guided conversations at one end of the scale, to improvised drama activities at the other; from simple rehearsed dialogue performance, to highly complex simulated scenarios." Role play method is method that can help student to speak English carefully . With role play method students can conversation or dialog with another students.

From the explanations above, the role play is a technique which involves fantasy or imagination to be someone else or to be ourselves in a specific situation for a while, improvising dialogue and creating a real world scenario. It aims at the students to encourage their thinking and creativity, to develop and train the students of a new language and behavioral skills in relatively nonthreatening setting, and to create the motivation of the students in speaking.

Speaking notepad is handy text editor with powerful text-to-speech capabilities. Speaking Notepad will read your TXT, RTF, DOC, HTML, and PDF documents with SAPI4 and SAPI5-compliant high quality voices, different speech and pitches, read clipboard content, record texts into WAV, MP3 and WMA files and even read every word or sentence you are typing. That means you can control your typing aurally without looking fixedly at your monitor. Speaking Notepad is designed for those who value swift commodity in work combined with fascinating abilities and an interface which will delight your eyes. It will definitely become your best friends.

METHOD
Design

This study applied a quasi-experimental design by using nonrandomized or equivalent control group pre-test and post-test since the goal of the study was to investigate the effectiveness of certain method. The design is used because of the limitation of time and school regulation. According to Ary (2001) The research design is quasi-experimental research applying non-randomized pretest-posttest control group design. This research is due to find out the effect of two teaching methods, Role Play method and Memorizing in the teaching and learning process of speaking skill.

Subjects, Variables, Data, Instruments, and Material

The subjects of the research of this study were the students in the first grade of SMA Negeri 1 Garum that consists of two classes, class X IPA 5 and X IPS 2. Class X IPA 5 consists of 35 students and class IPS 2 consists of 34 students. The sample used in this study is non-random sampling. The researcher took two classes as sample of study. The two classes measured by using homogeneous test. There were class IPA 5

and IPS 2. Class IPA 5 was the held an experimental class and IPS 2 was the control class.

There are two variables in this study. First, the independent variable here is the hot seat and the memorizing strategy whereas the dependent variable in this study is the students achivement presented by their scores at the end of treatment using those two teaching strategy. The data were taken from observation, interview the English teacher and also pre tests and post tests. The oral test was divided into pre-test and post-test as the instruments of this study. Because the test is oral test, the writer was divided the score into five criteria based on the scoring procedure of oral, after measure of the groups). Further he said that the scores on pretest are treated as a covariate to control for pre existing differences between groups. ANCOVA is also handy when random assignment of subjects to the different groups is impossible, but existing groups are used. As these groups may differ on a number of different attributes, ANCOVA can be used in an attempt to reduce some of these differences (Stevens, cited in Pallamt, 2000). In order to gain accurate and correct data, the researcher had calculated the data by using SPSS for window version.

RESULTS AND DISCUSSION

Before conducting an ANCOVA, the researcher has done 2 assumptions testing's those are: a) testing of linearity to see whether there is linear relationship between posttest as the dependent variable and pretest as covariate and b) testing the

which are the scores of completion task, pronunciation, grammar, fluency, and effort. The materials used in this experimental study are taken from: Students' Worksheet English, BSE. Because the materials were available, fitted the topic, and suitable with the curriculum.

Method of Analyzing Data

Non-randomized pretest-posttest control group design is used in this research. Therefore, the researcher applies ANCOVA formula to prove the hypothesis as suggested by Pallant (2000). He stated that ANCOVA can be used when you have two group pretest / posttest designs (e.g., comparing the impact of two different interventions before and

homogeneity of regression slopes. the reseacher generated scatter plots to find the linearity. it shows the linear (straight-line) relationship for each group and not a curvilinear relationship, so, it could be said that the assumption of the linearity is not violate
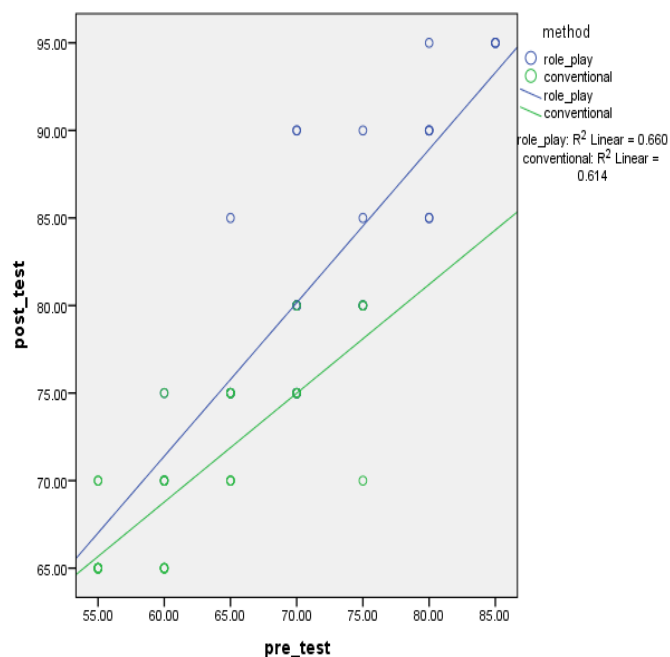
Tests of Between-Subjects Effects

Dependent Variable: post_test

Source	Type III Sum of Squares	Df	Mean Square	F	Sig.
Corrected Model	4213.230[a]	3	1404.410	99.292	.000
Intercept	391.200	1	391.200	27.658	.000
Method	24.803	1	24.803	1.754	.190
pre_test	1577.611	1	1577.611	111.537	.000
method * pre_test	**45.628**	**1**	**45.628**	**3.226**	**.077**
Error	919.379	65	14.144		
Total	406875.000	69			
Corrected Total	5132.609	68			

a. R Squared = .821 (Adjusted R Squared = .813)

Testing the homogeneity of regression slopes is used to evaluate the interaction between the covariate and the factor (independent variable) in the prediction of the dependent variable. In accordance with the above data taken from METHOD*PRE_TEST, the significant value is 0.077 which is greater than 0.05. It is proved that the assumption of homogeneity of regression slope is not violated. Based on this finding ANCOVA analysis can be proceeded.

Levene's Test of Equality of Error Variances[a]

Dependent Variable: post_test

F	df1	df2	Sig.
2.779	1	67	.100

Tests the null hypothesis that the error variance of the dependent variable is equal across groups.

a. Design: Intercept + pre_test + method

Levene's Test equality of error Variances is used to check whether or not the assumption of equality of variance is violated the variances are homogenous, or the assumption of equality of variances is not violated. Because the significance value is 0.100 which is greater than 0.05.

Tests of Between-Subjects Effects

Dependent Variable: post_test

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	4167.602[a]	2	2083.801	142.518	.000
Intercept	391.741	1	391.741	26.792	.000
pre_test	1626.401	1	1626.401	111.235	.000
method	202.669	1	202.669	13.861	.000
Error	965.007	66	14.621		
Total	406875.000	69			
Corrected Total	5132.609	68			

a. R Squared = .812 (Adjusted R Squared = .806)

Pallant (2000) states: If the significance value is less than 0.05, than the method (Paired Reading and conventional method) differ significantly. Table 4.4 shows the result of the analysis indicate that, F (66) = F 13.861   P 0.000 < 0.05. therefore, the experimental and control groups were significantly different and the result of analysis indicated that the null hypothesis saying that both methods (Role Play with Speaking Notepad and Grammatical Translation Method) are equal, should be rejected

Method

Dependent Variable: post_test

method	Mean	Std. Error	95% Confidence Interval	
			Lower Bound	Upper Bound
role_play	78.466[a]	.741	76.986	79.945
conventional	74.079[a]	.754	72.573	75.585

a. Covariates appearing in the model are evaluated at the following values: pre_test = 67.3913.

The prompt assessed the differences between the adjusted means for two groups, which are reported in the Estimated Marginal means table as 78.466 for the students who taught usi method, and 74.079 for the students taught using Grammatical Translation Method (GTM). Based on the research that has been done by the researcher and some previous studies, it can be concluded that using Role Play method gives better achievement on speaking than using conventional method. It proved that the students who were taught by Role Play method with Speaking Notepad gain better achievement on speaking skill than students who were taught by using conventional method.

CONCLUSION

Based on the result, the students in experimental group who were taught by using Role Play with Speaking Notepad gain better achievement in speaking skill than the students in control group who were taught by using conventional method. Considering the advantages that students can get from learning advanced grammar through song lyrics analysis, it is recommended that English teachers can adopt and adapt this technique as one of alternative techniques in the classroom. Other researchers are also suggested to improve students' English proficiency by using songs in teaching other skill**.**

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