

The effect of role play method in teaching speaking for hotel staff

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Abstract

This study was aimed at finding out the effect of role play method in teaching speaking for hotel staff at Arsela Hotel Pangkalan Bun. A quasi-experimental design: the nonrandomized control group, the pretest-posttest design was applied in this study. The samples of the study were 14 participants. Two classes were used in this study. There were A as the experimental group and B as the control group. The research instrument used was a speaking test in the form of oral test. The data in the study were mainly gathered through the use of pretest and posttest. The data were analyzed by SPSS 16.0. The finding revealed that teaching speaking by using role play method for hotel staff at Arsela Hotel in Pangkalan Bun was effective. In the result showed that the t_{observed} was 3.565. It was higher than the t_{table} in the 5% (2.178) level of significance. The significance (2-tailed) was 0.004, it also lower than 0.05. It could be interpreted that H_a stating that role play method gives effect toward the foreign language learners' speaking score was accepted. In short, role play method was considered as an appropriate method to develop English speaking skill for hotel staff at Arsela Hotel Pangkalan Bun.

Keywords: Role Play Method, Teaching Speaking, Score

INTRODUCTION

Pangkalan Bun is the tourist destination in Kalimantan because one of Indonesian national park is located there. The park is famous for Orangutan conservation. It is named Tanjung Puting National Park. There are many tourists interested in visiting this place. They come from Indonesia and also from other countries. They come with many purposes such as vacation and doing a research.

This positive situation pushes the society to be proficient in the English language. The English language cannot be denied as the language of the world that can help the local people to interact with the foreigners from worldwide.

Moreover, the local people who will wait on them. Because of that, English is becoming a crucial tool for communication. English is used not only for academic purposes but also for social interaction, especially in the working world such as at the hotel.

When the hotel staffs have English proficient, it will be profitable for the hotel itself. Most of the foreigners will choose the hotel where can come up their expectations and needs. So, it will raise the income of the hotel.

It is not only the hotel staffs but also the owners of the hotels have an effect on improving English language ability for the staffs. The owners must support the staffs to learn English through providing a course or training in the flexible time beside their jobs at the hotel.

Among the four language skills, speaking skill is considerably visible skill (Ayunda, 2012). English speaking skill is used for many different purposes and situations. For examples, the hotel staffs, they are required to communicate in English when they meet the foreigners at the hotel area. They need to speak English related to their jobs such as receptionists, housekeepers, waiters, and waitress. Relevant to that, the need for English speaking skill practically becomes very important to support their jobs. Also, when they speak to other people, there will be a relationship among them and the relationship itself is communication (Simbolon, 2015, p. 73).

How to teach English as a foreign language especially speaking skill for the hotel staffs is a challenge for the tutors to look for the appropriate method or strategies. Because the ability to speak English as a foreign language well is very complex. Shumin in Richard and Renandya (2002, p. 204) states that speaking a language is especially difficult for foreign language learners because effective oral communication requires the ability to use the language appropriately in social interactions. Diversity in interaction involves not only verbal communication, but also paralinguistic elements of speech such as pitch, stress, and intonation. In addition, the nonlinguistic element such as gestures and body language/posture, facial expression, and so on may accompany speech or convey messages directly without any accompanying speech.

Appropriate teaching speaking method is one of the ways to help the foreign language learners to improve their speaking skill. There are five principles that particularly relevant to the teaching of beginners are: 1) Meaning, focus on meaningful and relevant language; 2) Interest, maintain interest through a variety of activities; 3) New language, avoid overloading learners with too much new language; 4) Understanding, provide plenty of

comprehensible input; and 5) Stress-free, create a friendly, safe, cooperative classroom environment (Nation, I. S. P & J Newton, 2009, p. 19).

Maria M. J., Eder. I. P., and Sandy, S. A. (2015, p. 31) explain that meaningful learning is a very effective way to learn English and any language is by using it for real communication purposes, not just carry out the classroom activities during the 60 minutes the class probably lasts. Beyond the typical transmission of a series of facts and concepts, students enjoy the opportunity to learn how to use the ideas in a real world setting.

Richard and Renandya (2002, p. 200) argue that the functions of spoken language are interactional and transactional. Being able to interact in a language is essential. Therefore, language instructors should provide learners with opportunities for meaningful communicative behavior about relevant topics by using learner-learner interaction as the key to teaching language for communication.

It is important to find the method that has meaningful learning which the learners can use the language as if they work, relevant language to their needs, make the learners do not bore in class, effective language which the learners can convey their thought by right expression in the right situation, the language is easy to be understood and friendly class environment.

Role play method is the method that gives chance to the learners to practice in real experience, they ask to act based on the certain situation. They use the effective language and the class is stress-free because they only interact with their friends.

Role play method can improve speaking ability not only verbal communication and paralinguistic elements but also nonlinguistic elements. Role-playing is a popular pedagogical activity in communicative language-teaching classes. Within constraints set forth by the guidelines, it frees students to be somewhat creative in their linguistic input. In some versions, role play allows some rehearsal time so that students can map out what they are going to say. And it has the effect of lowering anxieties as students can, even for a few moments, take on the persona of someone other than themselves. Harmer (2001, p. 92) points out that role play activities are those where students are asked to imagine that they are in different situations and act accordingly. Furthermore, Harmer (2002, p. 274) also states that role play can be used to encourage general oral fluency or to train students for specific situations especially where they are studying ESP. By using role play method, the foreign language learners like the hotel staffs develop both language skill and hotel staff skill directly. They can focus on their relevant language with their jobs at the hotel. They can interact

more with their friends without fear. Finally, in this study, the writer wants to find the effect of role play method in teaching speaking for hotel staffs at Arsela Hotel Pangkalan Bun Central Kalimantan.

METHOD

Related to the research design, Kerlinger (2006, p. 484) states that research design makes the researcher able to answer the research question as valid as, as objective as, as precise as and as efficient as possible. The research design is arranged and done based on full consideration in order to produce the empirical clue that has the strong relation to the research problem.

In this study, the writer used a quasi-experimental design: nonrandomized control group, pretest-posttest design. The use of this design, basically, because the problem of study in which the writer wanted to find the answer could be answered by using a quasi-experimental design because schedules and classes cannot be reorganized to accommodate the study.

Related to a quasi-experimental design, Ary, D., Lucy, C. J., Chris, S., and Asghar, R (2010, p. 316) state that the nonrandomized control group, the pretest-posttest design is one of the most widely used quasi-experimental designs in educational research. It does not permit random assignment of subjects to the experimental and control group.

The writer used the nonrandomized control group pretest-posttest design with a kind of treatment. There were two groups in this model, the control group and experimental group. Both of groups were given pre-test to measure the score of the foreign language learners before the treatment was given. The treatment was given to experimental group only. Post-test was given for both of groups to measure the score of the students after the treatment was given.

In this experiment, the writer taught the students directly. The writer determined the foreign language learners into two groups, experimental and control groups. Role play would be used for the experimental group only. The materials which were used for both groups were same.

There are two variables in this study. They are independent variable and dependent variable. An independent variable is an attribute or characteristic that influences or affects an outcome or dependent variable. A dependent variable is an attribute or characteristic that is dependent on or influenced by the independent variable (Creswell, 2008, p. 126). The independent variable of this study was using role play method and the dependent variable of this study was foreign language learners' speaking score.

The participants of the study were the hotel staffs at Arsela Hotel in 2017. They were divided into two classes. A class is as the experimental group and B class is as the control group.

The writer took place at Arsela Hotel Pangkalan Bun West Kotawaringin Central Kalimantan in 2017. The time of the study was July and September 2017. The writer used speaking test in the form of the oral test item. The materials being tested are about greeting, asking for well being, offering help, checking in, giving direction, asking someone to repeat, dealing with the request, and dining at the hotel. The writer measured the foreign language learners' speaking score. The writer examined their speaking from their accuracy and fluency. Ur (2009, p. 135) state that the scale of oral testing criteria as follows:

Table 1. The Scale of Oral Testing Criteria

Accuracy		Fluency	
Little or no language produced	1	Little or no communication	1
Poor vocabulary, mistake in basic grammar, may have very strong foreign accent	2	Very hesitant and brief utterances, sometimes difficult to understand	2
Adequate but not rich vocabulary, make obvious grammar mistakes, slight foreign accent	3	Get ideas across, but hesitantly and briefly	3
Good range of vocabulary, occasional grammar slips, slight foreign accent	4	Effective communication in short turns	4
Wide vocabulary appropriately used, virtually no grammar mistakes, native-like or slight foreign accent	5	Easy and effective communication, uses long turns	5

There are many techniques to collect the data. One of them is giving a test. There were two kinds of test in this study. They were pre-test and post-test. In this study, the writer did six procedures as follows.

1. Pre-test

The writer gave pre-test to experimental group and control group. Creswell (2008, p. 301) defines pre-test as a measure on some attribute or characteristic that assess for participants in an experiment before they receive a treatment. The pre-test was administered to find the foreign language learners' speaking ability before the treatment was given.

2. Treatment

The writer taught in both experimental and control group. In the experimental group, the writer taught speaking using role play method whereas in the control group the writer taught speaking without using role play method. The writer taught six meetings in each group.

3. Post-test

The writer gave post-test after treatment was given to the experimental group and control group. Creswell (2008, p. 301) states that a post-test is a measure of some attribute or characteristic that is assessed for participants in an experiment after treatment.

4. Scoring

The writer gave the score to every foreign language learners' speaking test in pre-test and post-test. The writer was not the only one who gave score to every foreign language learners' speaking test but also helped by another tutor to give the score.

5. Analysis of Data

The writer analyzed the obtained data from pre-test and post-test using spss 16.0

6. Interpretation and Conclusion

The writer interpreted the analysis result then concluded the activity of the study whether using role play method was effective in teaching speaking for hotel staffs or not and the significant difference in speaking ability between the students taught by using role play method and those who taught without using role play method at Arsela Hotel in 2017

The writer conducted inferential statistics as the data analysis technique. Creswell (2008, p. 190) says that inferential statistics is needed to compare two or more groups on the independent variable in terms of the

dependent variable. In line with the inferential statistics, the writer calculated the test of normality and hypothesis testing by SPSS 16.0.

FINDINGS AND DISCUSSION

The writer tested the data normality before determining the pattern of hypothesis testing. The writer used Shapiro-Wilk Test to test the data normality of pretest and posttest to both of groups. The results were as follow.

Table 2. Normality Distribution Test in Pretest of Control and Experimental Groups
 Tests of Normality

Group	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	Df	Sig.
Score Group A	.258	7	.174	.818	7	.062
Group B	.256	7	.182	.833	7	.086

a. Lilliefors Significance Correction

The table above showed that the probability values (Sig.) of pretest control and experimental groups are 0.062 and 0.086. The probability values were higher than the alpha level at 0.05 (two-tailed). It meant that the data in the pretest of control and experimental groups were normally distributed.

Table 3. Normality Distribution Test in Posttest of Control and Experimental Groups
 Tests of Normality

Group	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	Df	Sig.
Score Group A	.267	7	.140	.894	7	.294
Group B	.296	7	.063	.840	7	.099

a. Lilliefors Significance Correction

The table above also showed that the probability values (Sig.) of posttest control and experimental groups are 0.294 and 0.099. The probability values were higher than the alpha level at 0.05 (two-tailed). It meant that the data in the posttest of control and experimental groups were normally distributed.

Table 4. Paired Samples Test of Experimental Group
Paired Samples Test

		Paired Differences					T	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	pretest - posttest	-4.00000	.57735	.21822	-4.53396	-3.46604	-18.330	6	.000

Table 4 showed that the mean difference in paired sample test of the experimental group was -4.00000; mean of pretest (2.8571) – mean of posttest (6.8571). The table above also showed the significance (2-tailed) was 0.000. It was lower than the level of significance (0.05). Simply to put, if the significance (2-tailed) is lower than 0.05, there was completely different between pretest and posttest of experimental group after treatment. The comparison data between pretest and posttest of the experimental group indicated that the mean score is significantly different.

Table 5. Paired Samples Test of Control Group
Paired Samples Test

		Paired Differences					T	Df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	pretest - posttest	-2.85714	.37796	.14286	-3.20670	-2.50758	-20.000	6	.000

From the table above, it showed that the mean difference in paired sample test of the control group was -2.85714; mean of pretest (2.2857) – mean of posttest (5.1429). The table above also showed the significance (2-tailed) was

play method gives significant effect toward the foreign language learners' speaking score.

This statistical finding was suitable for the theories as stated. Role play method is a method that can improve not only verbal communication and paralinguistic elements but also nonlinguistic elements. Harmer (2001, p. 92) points out that role play activities are those where students are asked to imagine that they are in different situations and act accordingly. Furthermore, Harmer (2002, p. 274) also states that role play can be used to encourage general oral fluency or to train students for specific situations especially where they are studying ESP.

In the teaching-learning process of speaking, there are many problems that faced by the foreign language learners. Ur (2009, p. 121) mentions four problems with speaking activities; they are 1) Inhibition. Unlike reading, writing and listening activities, speaking requires some degree of real-time exposure to an audience. Learners are often inhibited about trying to say things in a foreign language in the classroom: worried about making mistakes, fearful of criticism or losing face, or simply shy of the attention that their speech attracts; 2) Nothing to say. Learners complain that they cannot think of anything to say: they have no motive to express themselves beyond the guilty feeling that they should be speaking; 3) Low or uneven participation. Only one participant can talk at a time if he or she is to be heard, and in the large group, this means that each one will have only very little talking time. This problem is compounded by the tendency of some learners to dominate, while others speak very little or not at all; and 4) Mother-tongue use. In classes where all, or number of, the learners share the same mother tongue, they may tend to use it: because it is easier, because it feels unnatural to speak to one another in a foreign language, and because they feel less 'exposed' if they are speaking their mother tongue.

The teaching-learning process of speaking class is mostly dominated by the active foreign language learners. Apparently, sometimes the teachers are not aware of this situation can make the passive foreign language learners speak little or never speak at all and they have no chance to speak more.

Because of the reason above, it was important to try other better method in which could help the foreign language learners have the same chance to speak the foreign language. One of the methods the teacher or the tutor can do to solve some of the problems above was using role play method in speaking classroom. Role play method is one way to vary the spoken interaction that foreign language learners can experience the real situation such

as at the hotel. Ur (2009, p. 132) puts forward learners can be asked to perform the dialogue in different ways: in different moods (sad, happy, irritated, bored, for example); in different role-relationships (a parent and child, wife and husband, wheelchair patient and nurse, etc.).

Harmer (2002, p. 274) points out that many students derive benefit from simulation and role play. Students 'simulate' a real-life encounter (such as a business meeting, an encounter in an airplane cabin, or an interview). Simulation and role-play can be used to encourage general oral fluency, or train students for specific situations, especially where they are studying ESP. In line with that, in this study, the foreign language learners were asked to perform dialogues between hotel staff and the guest especially the foreigner based on the determined situation.

Ments classifies the use of role-playing in Cohen, L., Lawrence, M., and Keith, M (2000, p. 375) as 1) Developing sensitivity and awareness. Role-playing provides a means of exploring such stereotyping and developing a deeper understanding of the point of view and feelings of someone who finds herself in a particular role; 2) Experiencing the pressures which create roles. Role-playing provides study material for group members on the ways in which roles are created in; 3) Testing out for oneself possible modes of behavior. In effect, this is the rehearsal syndrome: the trying out in one's mind in advance of some new situation that one has to face. Role-playing can be used for a wide variety of situations where the subject, for one reason or another, needs to learn to cope with the rituals and conventions of social intercourse and to practice them so that they can be repeated under stress; and 4) Simulating a situation for others (and possibly oneself) to learn from.

In role play method, the foreign language learners not only learn the target language but also they behave as if they work at the hotel. They learn both the target language and the hotel staff behaviors at the same time directly. The foreign language learners get much chance to practice in the context of hotel staff and it will help them to habit the target language as the usual hotel staff behaviors.

The research findings supported the statement that role play method gives effect toward the foreign language learners' speaking score at the Arsela Hotel Pangkalan Bun Central Kalimantan. The effectiveness of role play method could be outlined as follows: First, role play method in teaching speaking for hotel staff was more appropriate because it gave the same chance to all foreign language learners to speak the target language. They could speak English as much as possible. Second, the foreign language learners would also have high

motivation to join the course because the classroom was in safe and friendly environment. When the classroom was in friendly environment, it would help every foreign language learner to be free from stress and anxiety. Third, the foreign language learners not only learn the target language but also directly behave as if they work at the hotel at the same time. Last, the role play method helped the foreign language learners to improve and practice the target language as effective as possible in their context at the hotel.

Teaching Speaking by Using Role Play Method for Hotel Staff

Of all the four skills (listening, speaking, reading and writing), speaking seems intuitively the most important: people who know a language are referred to as 'speakers' of that language, as if speaking included all other kinds of knowing: and many if not most foreign language learners are primarily interested in learning to speak. Classroom activities that develop learners' ability to express themselves through speech would, therefore, seem an important component of a language course. (Ur, 2009, p. 120).

Ur (2009, p. 120) also mentions characteristics of a successful speaking activity are: 1) Learners talk a lot. As much as possible of the period of time allotted to the activity is in fact occupied by learner talk. This may seem obvious, but often most time is taken up with teacher talk or pauses; 2) Participation is even. Classroom discussion is not dominated by a minority of talkative participants: all get a chance to speak, and contributions are fairly evenly distributed; 3) Motivation is high. Learners are eager to speak: because they are interested in the topic and have something new to say about it, or because they want to contribute to achieving a task objective; and 4) Language is of an acceptable level. Learners express themselves in utterances that are relevant, easily comprehensible to each other, and of an acceptable level of language accuracy.

In fact, in the speaking English classroom, deliberately, dominated by the talkative foreign language learners and the teachers or the tutors. Not all the foreign language learners have the same chance to speak. They decide to be silent and listen to the talkative one. This makes unbalanced chance to speak and harms the passive foreign language learners.

Teaching speaking by using role play method solves this problem. In role play method, foreign language learners have the same opportunity to speak. They have own roles and alternate each other.

Table 7. Teaching Learning Activities by Using Role Play Method

No.	Steps	Tutor's Activities	Students' Activities
1.	Pre Activity	<ol style="list-style-type: none"> 1. Greeting 2. Preparation (checking the presence list) 3. Giving direction of the learning process 	<ol style="list-style-type: none"> 1. Responding the tutor's greeting 2. The foreign language learners prepare their stationery 3. The foreign language learners pay attention to the tutor.
2.	While Activity	<ol style="list-style-type: none"> 1. The tutor gives the list of expression and the dialogue. 2. The tutor reads and explains the list of expression and the dialogue 3. The tutor gives chance to other foreign language learners to answer the questions. 4. The tutor ensures the answer by giving more explanation. 5. The tutor divides the foreign language learners into three groups. 6. The tutor gives the task to each group to do role play. 7. The tutor calls the groups in turn. 8. The tutor gives feedback to the role play activity and gives chance to the foreign language to ask. 9. The tutor answers the question. 	<ol style="list-style-type: none"> 1. The foreign language learners pay attention to the list of expression and the dialogue. 2. The foreign language learners pay attention and give questions for the tutor. 3. One of the foreign language learners answers the questions. 4. The foreign language learners pay attention to the tutor. 5. The foreign language learners sit in their own group. 6. The foreign language learners prepare their group to do role play. 7. The group does the role play as the staff and the quest in turn. 8. The foreign language learners pay attention to the tutor and give the question. 9. The foreign language learners pay attention.
3.	Post	<ol style="list-style-type: none"> 1. Conclusion 	<ol style="list-style-type: none"> 1. One of the foreign language

Activity	2. Motivate the foreign language learners to use the expression in their daily activity at the hotel.	learners concludes the material
	3. Closing	2. The foreign language learners pay attention to the tutor. 3. Closing

CONCLUSION

Role Play method is approved as an effective method to teach speaking skill especially for the foreign language learners who have specific purposes such as hotel staff. The foreign language learners who taught by role play method showed significant improvement in their speaking score on the posttest. It is supported by the result of the independent sample test using SPSS 16.0. It was found the $t_{observed}$ (3.565). It was higher than the t_{table} in the 5% (2.178) level of significance. The significance (2-tailed) was 0.004, it also lower than 0.05. It meant that H_a stating that role play method gives effect toward the foreign language learners' speaking score was accepted and H_o stating that role play method does not give effect toward the foreign language learners' speaking score was rejected in the 5% level of significance. The material of the role-play that the foreign language learners learn should be in the context of their need. The role that the foreign language learners should be familiar with their activities at the Hotel. All in all, role play method is one of appropriate method to increase the foreign language learners' speaking score who have specific purposes.

In line with the conclusion, the writer would like to propose the following suggestions that hopefully would be great to use for the foreign language learners, the teachers, and the researchers. Three suggestions were proposed in the study.

For the foreign language learners, when they used the role play method, they can both improve their target language and their behaviors as if they work. Finally, it can help them to develop two things at the same time.

For the teachers, it was no doubt that role play method could be used to teach speaking. Therefore, it was recommended that the teacher could motivate and train the foreign language learners through applying role play method in the classroom.

For the researchers, this study was a quasi-experimental design with applying role play method that was experimented its effectiveness toward the foreign language learners. For other researchers who would like to conduct the

study related to the speaking, there were many other method and techniques to be discussed.

This study was focused on the foreign language learners especially on the hotel staff at Arsela hotel. It was possible for other researchers to conduct the same study as the writer conducted with the different place and participants. The result of such study hopefully could verify the present study and could find the newest finding of teaching speaking method and strategies.

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Author's Brief CV

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