Role Play and Speaking Achievement of the Tenth Graders Based on Self Concept, Gender, and Grammar Mastery

Rizqy Khairunnisa[1]
Chuzaimah D. Diem[2]
chuzaidd@gmail.com
Soni Mirizon[3]
smirizon@gmail.com

Abstract: Role Play is an interesting strategy which gives a great benefit for many students. It can be used to encourage general oral fluency or to train students' speaking for specific situation. The objectives of this study were to find out whether or not there were significant interaction effects of Role Play and self-concept, gender, and grammar mastery on the tenth graders' speaking achievement. Factorial design was used in this study which involved two groups (experimental and control groups). Forty students were selected as the sample of this study and equally divided into experimental and control groups. The result showed that the experimental group had better improvement in speaking achievement than the control group which did not get any treatment using Role Play. However, there were no interaction effects between Role Play Technique and Self Concept, Gender, Grammar Mastery on the students' speaking achievement.

Keywords: *role play, speaking achievement, gender, self-concept, grammar mastery*

Abstrak: Role play adalah strategi yang menarik yang memberikan manfaat besar bagi banyak siswa. Role Play dapat digunakan untuk mendorong kefasihan secara umum atau untuk melatih siswa berkomunikasi dalam situasi yang lebih spesifik. Tujuan dari penelitian ini adalah untuk mengetahui ada atau tidaknya pengaruh interaksi yang signifikan antara role play dan konsep diri, gender, dan penguasaan tata bahasa terhadap pencapaian berbicara siswa kelas sepuluh. Penelitian ini menggunakan desain faktorial yang melibatkan empat puluh siswa dan dibagi ke dalam kelompok eksperimen dan kontrol. Hasilnya menunjukkan bahwa kelompok eksperimen mengalami peningkatan yang lebih baik dalam hal berbicara dari pada kelompok kontrol. Namun tidak ada efek interaksi antara tekhnik role play dan konsep diri, gender, dan penguasaan tata bahasa terhadap pencapaian berbicara siswa.

Kata-kata Kunci: *bermain peran, pencapaian berbicara, jenis kelamin, konsep diri, penguasaam tata bahasa*

---

[1] *Student of Sriwijaya University and Staff of Tokio Marine Jakarta*
[2][3] *Lecturers of Sriwijaya University, South Sumatra*

Speaking in a foreign language especially English represents one of the essential requirements of today's society. Richards (2008, p.19) states that the ability of speaking skills in English is a priority for many second-language or foreign-language learners. Consequently, there is now a growing tendency among Indonesian people as foreign-language learners to be able to communicate in English due to its importance.

In Indonesia, English is learned as a foreign language and a compulsory subject in high school up to university levels. Based on *Badan Standar Nasional Pendidikan* (2006), the aim of teaching English is to help students to be able to improve their speaking skill to reach the level of information literacy. In particular, the aim of teaching speaking is explained vividly in Standard Competence and Basic Competence of the 2013 Curriculum. For the tenth graders of senior high school, the aims of teaching speaking is to help students be able to express short functional text and simple essay in the form of certain text related to daily life context. Meanwhile, for the eleventh and twelfth graders, the aims of teaching speaking are to support the students to face the higher level of speaking tasks in higher education such as in a college and university. Thus, improving speaking skill is needed for the students in order to help them to get a better career or further education.

In general, Indonesian students still do not have good skill in English especially speaking skill. Although they have learned it for years from elementary school to university, the results are immensely varied. In some English classes there are few students who can speak the language fluently. A possible reason is the English classroom is too rigid. The students always sit and listen to the teacher emphasizing the structure of language rather than participating in activities that promote communication skills, or development of even basic oral ability. It is in line with Kayi (2006) who says that for many years, teaching speaking has been undervalued and English language teachers have continued to teach speaking just as a repetition of drills or memorization of dialogues. In addition, Paris, Hamsa, and Mahmudah (2015, p. 175) state that the implementation of teaching speaking skills and achievements only 24% declared inadequately. Thus, less-skilled students speaking skills speak for implementation by inadequate teachers.

Chamot (1993) explains that Asian students tend to be reluctant in speaking English in class as well as after class. They are also too shy and afraid to take part in the conversation. In addition, Saurik (2011) identifies that most of English students feel shy when they speak the language because they think they will make mistakes when they talk. They are also afraid of being laughed at by their peers. Those problems influence the students' speaking skill in the classroom. However, based on the observation and interview done by the writers to some senior high school students in Palembang, the problems of EFL learners were that they lack of vocabulary, confidence, and motivation in speaking class. They are shy to speak in front of the class and afraid of being laughed at. The speaking activities done by the students are commonly dialog practices, which are not interesting and challenging. The students only have to memorize their turns in the dialog. There is no real communication in the activity, so the ultimate goal of learning English is not reached. Besides, in learning English, the students have to use the language as if they are communicating in real life situation. The teaching and learning process should be meaningful.

The speaking problems above are probably related with the students' self concept towards speaking in English. According to Adebule (2014), self-concept is concerned with all that an individual thinks who he is, what he thinks, what he can do and how best he can do it. The study of Huili and Qiang (2007) shows that speaking skill is influenced by self concept. Based on their research with a participant of 32 non-English major sophomores from Dalian University of Technology showed that coherency, accuracy, and appropriacy referring to standards of Spoken English Test in College English Test (CET) have a strong relationship with self-concept. The Pearson correlation indexes are respectively $0.436 < 0.05$ for coherency, $0.426 < 0.05$ for accuracy, and $0.420 < 0.05$ for accuracy. They emphasize that this happens because English learning always begins with pronunciation. For instance, for those who can pronounce English words more clearly and accurately will have more confidence in learning English.

According to Diem (1998, p.156), "self concept can be defined as a set of beliefs about oneself." Wahlstrom cited in Izzahand Rajab

(2010) states that self-concepts are developed through communication. Self-knowledge is not something we were born with; we have to obtain it by observing ourselves and by observing others' behaviour with respect to us. When we interact with other people, we present ourselves to them. Their responses to our messages either support or conflict with the self we have presented. Therefore, through the socialization and communication process that we have with the people around us especially the ones closest to us such as family, friends and teachers, we develop the overall understanding of who we are as individuals that eventually becomes our self-concept.

In this connection, the researchers also investigated the impact of gender on speaking skill. According to Ning and Zhang (2010, p.127), the term gender refers to "a set of qualities and behaviors expected from a female or male by society." Males and females are biologically different in terms of their mental abilities and their learning styles. These differences arise from the development of brain and also from higher order cortical functions (Keefe, 1982). Regarding lateralization, males are more left brain dominant than females (Banich, 1997). Some studies show that gender is also a factor which causes a gap on students' speaking skill. One of them has been conducted by Motallebzadeh and Nemtizadeh (2011). This study investigated the possible relationship between gender and oral performance of Iranian intermediate and upper intermediate EFL language learners. 429 adult students in six different institutions in Mashhad and Kerman participated in the study. Through a T-test, it was found out that females did better in oral performance than males. A study by Sundari (2014) also supported that female speakers are significantly more active and perform more speaking than the male one.

The ability to speak fluently and accurately is the standard to be called as a good foreign language speaker. Wang (2010) states that the term accurate commonly refers to a good and correct use of grammar. He said that mastering grammar is the foundation in the proficiency of a language and grammar teaching is an essential part of language teaching as well. It is due to the grammar that takes part in all language skills teaching and learning. Like other language components, such as vocabulary and pronunciation, grammar is also integrated to those four language skills (Er-

dem & Celik, 2011). Students need to have a good grammar foundation to communicate effectively in English (McKay, 1987). Agreeing to Thornburry (1999, p.15), grammar is the fundamental discourse machine generator in every language in general. Without good grammar competence, learners will never be certain of what to speak and how to speak which in the end it will result in a very halting speech. In addition, de Jong, Halderman, and Perfetti (2008) also points out that good grammar ability may lead to higher articulation rate and better fluency. In line with this, it can be summed up that speaking skill may also be affected by grammar. A student can be a good language student if he can communicate with his partner well without finding any confusing utterances. A good communication in English shows that the students have mastered an English Grammar well.

Speaking activities in the classroom should engage the students to get involved, so they experience how to use the target language. While in the actual implementation in the classroom, the activities do not really help the students to speak up. The activities are monotonous and not communicative. The students often find themselves lost and bored when learning English because of this. To help the students improve their speaking skills, the teacher should implement interesting, engaging and challenging activities.

Hammer (2001) states that role play technique gives a great benefit for many students. It can be used to encourage general oral fluency or to train students for specific situation. When students are doing simulations, they simulate a real life encountered as if they were doing so in the real world. They act out the simulations as themselves or take a completely different character and express thoughts and feelings they do not necessarily share. In addition, Kayi (2006) states that Role Plays and simulations have many advantages. First, beside role play and simulations entertain the students, they also motivate the students. Second, they increase the self-confidence of hesitant students because in role play and simulation activities they will have different roles and do not have to speak for themselves which means that they do not have to take the same responsibility. Huang (2008) states that role play is really a worthwhile learning experience for both the students and the teacher. Not only can students have more opportunities to "act" and

"interact" with their peers trying to use the English language, but also students' English speaking, listening, and comprehension will improve. Role play lightens up the atmospheres and brings liveliness in the classes. Students learn to use the language in a more realistic and practical way. Thus, they can become more aware of the usefulness and practicality of English.

Based on the review of the literature done by the experts above, this research deals with the effectiveness of the role play technique on the students in learning English, especially speaking and increasing their self-concept, gender and grammar mastery.

METHOD
Research Design
The researchers used an experimental method by applying factorial design. Most designs involved only one single independent variable. In factorial design, two or more independent variables are involved (McMillan & Schumacher, 2010). In addition, Fraenkel and Wallen (1990, p. 245) state that it is essentially a modification of either the posttest-only control group or pretest-posttest control group design, which permits the investigation of additional independent variable and it allows a researcher to study the interaction of independent variable with one or more other variables, sometimes called moderate variable.

During the experiment, the researchers taught the experimental group three times in a week with the time of allocation 90 minutes per meeting. The topics of the materials were taken from the students' English book and the process of teaching and learning was conducted for 24 meetings which were held out of the regular class hours. Meanwhile, the control group which was taught speaking and discussion in their regular classes by using conventional method, was also given the same speaking test as the experimental group.

Population and Samples of the Study
The population of this study was the tenth-grade students of SMA Negeri 1 Palembang. There were eleven classes (6 Natural Science and 5 Social Science) of tenth grade students consisting of 40 students. A number of 440 students from the Natural Sciences and Social Sciences Classes were taken as the population of the study.

Two criteria were used in selecting the sample from the population: (1) the students were taught by the same teacher, and (2) the students were selected from three levels of self-concept (high and low), grammar mastery (high and low) and gender of the samples. In this case, there were 4 classes that had the same teacher: X MIA 1, X MIA 2, X MIA 3, and X MIA 4. Those classes were given the self-concept questionnaire and grammar mastery test to measure the levels of students' self-concept and grammar mastery.

The researchers used a ready-made self-concept questionnaire and grammar mastery test to see whether or not the students have the high and low levels of self-concept and grammar mastery. Five students for each level of self-concept questionnaire and grammar mastery were taken randomly. Then, they were divided into two groups using lottery. Those who got odd numbers were taken as the experimental group and those who got even numbers were taken as the control group. Thus, there were 20 students in the experimental group, and 20 students in the control group.

Technique for Collecting the Data
Speaking Test
In this research, an oral test was given to the experimental and control group at the beginning and at the end of the treatment. The aim of the oral test was to see the students' speaking achievement. There were two tests given to the students: pretest and posttest. Pre-test was given to the students before giving treatment while posttest after the treatment. In scoring the students' speaking ability, the researchers used rubric made by Hughes (1989) because this rubric was more detailed and cover all components of speaking such as accent, grammar, vocabulary, fluency, and comprehension. In analyzing the result of speaking test, two raters were involved to score the students' speaking test. In this speaking test students were scored based on the rubric adopted from Hughes (1989).

Self-Concept Test
In measuring students' self-concept, the researchers used the Self-Description Questionnaire (SDQ), which was developed by Marsh to measure seven dimensions of self-concept derived from Shavelson's hierarchical model in Shavelson, Hubner, and Stanton (1976).

This self-concept test consisted of 76 multiple choice items which assessed four areas of non-academic self-concept (physical ability, physical appearance, relationships with peers, and relationships with parents), and three areas of academic self-concept (reading, mathematics, and all school subjects). Thus, the seven scales reflect an individual's self-ratings in various areas of self-concept. The student responded to these questions by choosing one of the five following responses: (1) false, (2) mostly false, (3) sometimes false/sometimes true, (4) mostly true, and (5) true. In analyzing the data, the researchers calculated the raw scores and divided the results of students' self-concept into two levels, high and low category.

Grammar Mastery Test

To determine the students' grammar mastery, the researchers used ECCE (Examination for the Certificate of Competency in English) test. This test was developed by University of Michigan (2006). The ECCE is a standardized high-intermediate level of English as a foreign language (EFL) examination. Since the ECCE tests consist of four skill areas, i.e, speaking, listening, grammar, vocabulary, reading and writing, the researchers only took grammar test to measure students' grammar mastery. There were 35 multiple choice questions used in this grammar mastery test. The data were analyzed by calculating the raw scores and dividing the results of students' grammar mastery into two levels, high and low category.

Validity and Reliability of the Test

To determine the validity of the speaking test, content validity was used to make sure that the content of speaking test is relevant with the objective of the study and syllabus for the tenth-grade students. Seven people were involved in validating the test; they were 2 English lecturers and 5 English teachers. A rubric consisting of five aspects--instruction, topic, time allocation, content and rubric--was evaluated. The result of expert judgments showed that the rubric was appropriate. In brief, the speaking test was valid and appropriate to collect the data

Corrected Total Item Correlations conducted to get the validity of each item from self-concept questionnaire and grammar mastery. The validity of each item was computed by SPSS program. In order for the data to be valid, r_{count} should be higher than r_{table}. The validity of two questionnaires was checked quantitatively by trying them out to the students who had the same level as the sample. The result of the self-concept questionnaire showed that all the questions were valid which got score higher than r_{table} 0.445. Meanwhile for the grammar mastery test, from 35 questions of critical thinking test there were 5 invalid items which got below r_{table} 0.445 (number 2, 10, 15, 18, 25) and there were 30 valid items.

The researchers used Inter-rater reliability for the speaking test. The test was administered once with two independent raters who were involved in scoring the speaking test. Inter rater reliability for the speaking test was obtained through the following procedures: (1) two raters' scored the test based on the recordings and rubric, (2) the scores were calculated using Pearson Product Moment correlation. The result showed that the coefficient were 0.833. Since the coefficient were higher than 0.70, the speaking test was considered reliable.

The internal consistency reliability of the self-concept questionnaire and grammar mastery test were also analysed using Cronbach's Alpha Formula. It was found that the reliability coefficient of the self-concept questionnaire was 0.984 and of the grammar mastery was .955 which meant both were reliable.

Technique for Analyzing the Data

Paired sample t-test and independent sample t-test were used in analyzing the data of this study. Paired sample t-test was used to distinguish the average score of speaking test gained by both experimental and control group in the pretest and posttest, and independent sample t-test was used to measure the mean difference between the experimental and control group. If the value of t-obtained was higher than the critical value of t-table at significance level 0.05, the null hypotheses were rejected. On the other hand, if the values of t-obtained were lower that the value of t-table, the null hypotheses was accepted.

Two-way Anova was also used to investigate the interaction between dependent variable and independent variables. Before analyzing all the data obtained, the normality and the homogeneity of the speaking test were analyzed. The normality was calculated using Kolmogorov-Smirnov and the homogeneity assessed by using Levene test. Then,

the Statistical Package for the Social Science (SPSS 21) was used to calculate all the data obtained in this study.

FINDINGS
Results of Speaking Test in Both Groups
Both experimental and control groups were given the pretest and posttest to know their speaking achievement. The pretest was given to both groups before the treatment in the experimental group while the posttest was given to both groups after the treatment in the experimental group. The following was the score distribution of speaking achievement in both groups.

Table 1. The Score Distribution of Speaking Achievement of Both Groups`

Score Interval	Level Category	Control Group						Experimental Group					
		Pretest			Posttest			Pretest			Posttest		
		N	%	Mean	N	%	Mean	N	%	Mean	N	%	Mean
21-25	Very Good	-	-		2	10		-	-		5	25	
16-20	Good	3	15		8	40		1	5		8	40	
11-15	Average	11	55	13.25	9	45	16.55	13	65	11.85	7	35	17.78
6-10	Poor	5	25		1	5		5	25		-	-	
1-5	Very Poor	1	5		-	-		1	5		-	-	

The results of the speaking achievement in the pretest in the control group showed that the highest score was 18 and the lowest score was 6. There was 1 student (5%) in good category, 11 students (55%) in average category, 5 students (25%) in poor category, and 1 student (5%) in very poor category. Therefore, the mean score of the pretest in the control group was 13.25 and the standard deviation was 3.12. In the posttest of control group, the lowest score was 10 and the highest score was 25. From Table 1 above, it can be seen that there was 1 student (5%) in poor category, 9 students (45%) in average category, 8 students (40%) in good category, and 2 students (10%) in very good category. The mean score of the pretest in the control group was 16.55 and the standard deviation was 3.80.

The results of the speaking achievement in the pretest in the experimental group showed that the highest score was 18 and the lowest score was 6. There was 1 student (5%) in very poor category, 5 students (25%) in poor category, 13 students (65%) in average category, and 1 student (5%) good category. Therefore, the mean score of the pretest in the experimental group was 11.85. In the posttest of experimental group, the lowest score was 12 and the highest score was 25. From Table 1 above, it can be seen that there were 5 students (25%) in very good category, 8 students (40%) in good category, and 7 (35%) students in average category. The mean score

of the posttest in the experimental group was 17.78.

Based on the mean score of both groups, it could be understood that the students in the experimental group had better improvement in speaking than those in the control group.

Results of Self-Concept Test
To find out the students' self-concept level, the researchers gave the samples students the questionnaire and classified the scores based on the level categories (low and high). The score distribution could be seen as follows.

Table 2. The Score Distribution of Self-concept Test

Score Interval	Level Category	N	%	SD	**Mean**
<189	Negative	51	42,5		
>190	Positive	69	57,5	57.46	231.3
	Total	120	100		

Based on Table 2, the mean score of self-concept of all students was 231.3 and the standard deviation was 57.46. From 120 students, 51 students (42.5%) were in the low level of self-concept, and 69 students (57.5%) were in high level of self-concept.

The students were chosen randomly by taking 10 students for each level and divided them into two groups. Each level consisted of 5 male and 5 female students. Therefore, in each group, there were 10 students (50%) who had high level of self-concept and 10 students (50%) who had low level of self-concept with the mean score in the experimental group was 224.1 and standard deviation was 68.41. Meanwhile, the mean score of self-concept test in the control group was 222.35 with the standard deviation was 53.17.

Results of Grammar Mastery Test

To find out the students' grammar mastery level, the sample students were given grammar test and classified the scores based on the level categories (low and high). See Table 3.

Table 3. The Score Distribution of Grammar Mastery Test

Score Interval	Level Category	N	%	SD	**Mean**
<49	Low	56	46,66		
>50	High	64	53,34	15.20	55.92
	Total	120	100		

Based on Table 3, the mean score of self-concept of all students was 55.92 and the standard deviation was 15.20. From 120 students, 56 students (46.66%) were in the low level of grammar mastery and 64 students (53.34%) were in high level of grammar mastery.

In order to take the students as the sample, they were chosen randomly by taking 10 students for each level and divided them into two groups; each level consisted of 5 male and 5 female students. Therefore, in each group, there were 10 students who had high level of grammar mastery and 10 students who had low level of grammar mastery with the mean score in the experimental group was 57.52. Meanwhile, the mean score of self-concept test in the control group was 53.37.

Statistical Analysis

The statistical analyses include the normality and homogeneity of the tests, the statistical analysis of both experimental and control groups by using paired and independent samples t-test, and the regression analysis.

Normality and Homogeneity Test

The normality and homogeneity of the tests were calculated before analyzing the data in the control and experimental groups. Kolmogorov-Smirnov test was used to find out the normality of the score distribution while to know whether or not the data were homogeneous, Levene statistic was used.

The results of normality tests using Kolmogorov-Smirnov (see Table 4) for both experimental and control groups showed that the significance value was higher than 0.05. The normality test results showed that the significance value of the control group was 0.200 for the pretest and posttest and the results of experimental group were 0.200 and 0.065 for the pretest and posttest. Thus, it can be concluded that the score distribution of both groups was normal.

Table 4. Summary of Normality Tests in Experimental and Control Groups

Groups	Scores	Kolmogorov-Smirnov		
		Statistic	Df	Sig.
Control	Pretest	.119	20	.200
	Posttest	.132	20	.200
Experimental	Pretest	.115	20	.200
	Posttest	.187	20	.065

Furthermore, the homogeneity of the data was determined by Levene's statistic. If the p-value was higher than 0.05, the distribution of the data are considered homogeneous. See Table 5.

Table 5. Summary of Homogeneity in Experimental and Control Groups

Groups		Sig.
Control	Pretest-Posttest	.603
Experimental	Pretest-Posttest	.444
Control-Experimental	Pretest-Pretest	.456
Control-Experimental	Posttest-Posttest	.650

Table 5 shows the significance value of the pretest and posttest in the control group was 0.603 and the pretest and posttest in the experimental group was 0.444. Besides, the result of the pretest in the control and experimental group was 0.456, while the posttest of the both groups was 0.650. Thus the data

from both groups were homogeneous.

The Statistical Analysis of Independent Sample T-test

The results of the posttest in both groups were analyzed using independent sample t-test. Table 6 presents the summary of the comparison of groups.

Based on the results of independent samples t-test, the value of t-obtained in the posttest between both experimental and con-trol groups was 3.203 with the significance value was 0.03. It means that there was a significant difference in speaking between the students who were taught by using Role Play and those who were not. Besides, all aspects showed the significance. It means that the students in the experimental group got a significant improvement in their speaking achievement.

Table 6. Summary Independent Samples t-test of Speaking Achievement

| | Levene's Test for Equality of Variances | | t-test for Equality of Means | | | | | | |
| | F | Sig. | T | Df | Sig. (2-tailed) | Mean Difference | Std. Error Difference | 95% Confidence Interval of the Difference | |
								Lower	Upper
Speaking Score	2.769	.104	3.203	38	.003	1.23	1.015	1.196	5.304
			3.203	32.890	.003	1.23	1.015	1.185	5.315
Accent	1.495	.229	3.106	38	.004	.750	.241	.261	1.239
			3.106	33.855	.004	.750	.241	.259	1.241
Grammar	3.369	.074	2.611	38	.013	.650	.249	.146	1.154
			2.611	30.115	.014	.650	.249	.142	1.158
Vocabulary	2.056	.160	3.241	38	.002	.750	.231	.282	1.218
			3.241	33.720	.003	.750	.231	.280	1.220
Fluency	2.877	.098	3.130	38	.003	.700	.224	.247	1.153
			3.130	31.539	.004	.700	.224	.244	1.156
Comprehension	1.030	.317	2.342	38	.024	.550	.235	.075	1.025
			2.342	35.591	.025	.550	.235	.074	1.026

Furthermore, all aspects showed the significant contributions in the speaking achievement. The following is the summary of the stepwise regression analysis of the students' speaking achievement.

Table 7. Summary of Regression Analysis of Students' Speaking Achievement

Speaking Aspects	R	R Square	Sig. F Change
Accent	.912	.832	.000
Grammar	.929	.863	.000
Vocabulary	.909	.825	.000
Fluency	.913	.833	.000
Comprehension	.914	.835	.000

Interaction Effect of Role Play and Self-Concept on the Tenth Graders' Speaking Achievement

Two-way ANOVA was used to find out the interaction of the role play technique and self-concept on students' speaking achievement. Table 8 shows the summary of Two-way ANOVA.

Based on Table 8, the result of test between-subjects effect indicates that the significance value of (RPgp*Sc) was 0.135. It can be said that there was no significant interaction effect of Role Play technique and Self-Concept on the students' speaking achievement since it was higher than 0.05 (Sig. value = 0.135 > 0.05). Besides, all aspects showed that there was no significant interaction effect of Role Play and Self-

Concept on the students' speaking achievement.

Furthermore, in analyzing the significant differences in speaking achievement among the levels of self-concept (High and Low), t-test was used. The results of speaking achievement of both groups among the levels of critical thinking can be seen in Table 8.

Table 8. Summary of Two-way ANOVA

Aspects of Speaking	Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Speaking Total	RPgp*SC	9.025	1	9.025	2.332	.135
Accent	RPgp*SC	.225	1	.225	.628	.433
Grammar	RPgp*SC	1.225	1	1.225	3.903	.056
Vocabulary	RPgp*SC	.625	1	.625	2.103	.156
Fluency	RPgp*SC	.400	1	.400	1.180	.285
Comprehension	RPgp*SC	.225	1	.225	.835	.367

Table 9. Summary of Students Speaking Achievement among levels on Self-Concept

Aspects of Speaking	High-Low	
	Mean differences	Sig (2-tailed)
Speaking $_{Total}$ Experimental Group	5.800	.000
Comprehension	1.000	.003
Fluency	1.400	.000
Vocabulary	1.200	.000
Pronunciation	1.000	.005
Grammar	1.200	.000
Speaking $_{Total}$ Control Group	3.900	.000
Comprehension	.800	.001
Fluency	.700	.002
Vocabulary	.700	.004
Pronunciation	.600	.006
Grammar	.900	.000

Table 9 shows the results in the control group and experimental group. There were significant differences in speaking achievement between students who had high and low Self-Concept taught by using Role Play technique. Furthermore, all the aspects of speaking ability in both group showed significant differences in speaking achievement between students who had high and low Self-Concept taught by using Role Play technique.

Interaction Effect of Role Play and Gender on Tenth Graders' Speaking Achievement

Two-way ANOVA was used to find out the interaction of the role play technique and gender on students' speaking achievement. See Table 10.

In addition, in analyzing the significant differences in speaking achievement among the gender (male and female) students t-test was used. The results of the speaking achievement of both groups among male and female students can be seen on Table 11 below.

Table 10. Summary of Two-way ANOVA

Aspects of Speaking	Source	Type III Sum of Squares	Df	Mean Square	F	Sig.
Speaking Total	RPgp*Gender	.625	1	.625	.059	.810
Accent	RPgp*Gender	.025	1	.025	.041	.841
Grammar	RPgp* Gender	.025	1	.025	.038	.846
Vocabulary	RPgp* Gender	.025	1	.025	.044	.834
Fluency	RPgp* Gender	.000	1	.000	.000	1.000
Comprehension	RPgp* Gender	3.025	1	3.025	6.521	.015

Table 11. Summary of Students' Speaking Achievement based on Gender

Aspects of Speaking	Male – Female	
	Mean differences	Sig (2-tailed)
Speaking Total Experimental Group	.200	.908
Comprehension	-.100	.809
Fluency	.000	1.000
Vocabulary	.000	1.000
Pronunciation	.000	1.000
Grammar	-.200	.605
Speaking Total Control Group	-.300	.796
Comprehension	.000	1.000
Fluency	-.100	.696
Vocabulary	-.100	.714
Pronunciation	.000	1.000
Grammar	.100	.737

From Table 11, no significant difference in speaking achievement between male and female students both who were taught by using Role Play technique and who were not. Further, all the aspects of speaking ability in both groups also show no significant difference in their speaking achievement based on gender.

Interaction Effect of Role Play and Grammar Mastery on the Tenth Graders' Speaking Achievement

Two-way ANOVA was used to find out the interaction of the role play technique and grammar mastery on students' speaking achievement. Table 12 shows the summary of Two-way ANOVA.

Based on Table 12, the result of the test between-subjects effect indicated that the significance value of (RPgp*GM) was 0.135. It can be said that there was no significant interaction effect of Role Play technique and Grammar Mastery on the students' speaking achievement since it was higher than 0.05 (Sig. value = 0.135 > 0.05). Then all aspects also showed no significant interaction effect of Role Play technique and Grammar Mastery on the students' speaking achievement.

Additionally, in analyzing the significant differences in speaking achievement among the levels of grammar mastery (High and Low), again t-test was used. The results of the speaking achievement of both groups among the levels of grammar mastery based on gender can be seen in Table 13 below.

Table 12. Summary of Two-way ANOVA

Aspects of Speaking	Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Speaking Total	RPgp*GM	9.025	1	9.025	2.332	.135
Accent	RPgp*GM	.225	1	.225	.628	.433
Grammar	RPgp*GM	1.225	1	1.225	3.903	.056
Vocabulary	RPgp*GM	.625	1	.625	2.103	.156
Fluency	RPgp*GM	.400	1	.400	1.180	.285
Comprehension	RPgp*GM	.225	1	.225	.835	.367

From Table 13, the results show that there was a significant difference between males and females in speaking achievement between students who have high and low Grammar Mastery taught by using Role Play technique. Furthermore, all the aspects except Grammar of students' speaking ability also showed significant differences between students who had high and low grammar mastery.

Interaction Effect of Role Play and Self Concept, Gender, Grammar Mastery on the Tenth Graders' Speaking Achievement

Two-way ANOVA was used to find out the interaction of Role Play technique and grammar mastery on students' speaking achievement. Table 14 shows the summary

of Two-way ANOVA.

Table 13. Summary of Students' Speaking Achievement among the Levels of Grammar Mastery (high vs. low) Based on Gender

Aspects of Speaking	Male – Female	
	Mean differences	Sig (2-tailed)
Speaking$_{Total}$ between Both Groups	3.350	.002
Comprehension	.750	.004
Fluency	.650	.014
Vocabulary	.750	.003
Pronunciation	.700	.004
Grammar	.550	0.25 NS

Based on Table 14 above, the result of test between-subjects effect indicated that the significance value of (RPgp*SCGenGM) was 0.693. It can be said that there was no significant interaction effect of Role Play technique and Self-concept, Gender, Grammar Mastery on the students' speaking achievement since it was higher than 0.05 (Sig. value=0.693>0.05). Besides, all aspects showed that there were no significant interaction effects of Role Play Technique and Self

Concept, Gender, Grammar Mastery on the students' speaking achievement.

DISCUSSION

Based on the findings, some interpretation can be made. Role Play is a technique which provides lots of opportunities to practice and develop students' speaking skill. Role play activities encouraged them to learn many things such as, fluency, vocabulary, pronunciation and accuracy. By playing some roles, the students were motivated to speak independently, creatively and meaningfully. It is in line with Lodousse (2004, p. 7) who states that role play is a communicative technique that can improve students' speaking achievement, can promote interaction in the classroom, can increase motivation, can encourage peer learning and sharing the responsibility for learning between teacher and students.

From the results, it could be seen that the students in the experimental group performed well in all aspects. It might be caused by the treatment using the Role Play technique. Role Play is an important activity in the communicative approach because Role Play activities give the students a lot of opportunities to communicate in different social contexts which can develop the students' fluency in the target language, promotes the students to interact with others in the classroom,

Table 14. Summary of Two-way ANOVA

Aspects of Speaking	Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Speaking Total	RPgp*SCGenGM	18.675	5	3.735	.610	.693
Accent	RPgp*SCGenGM	.475	5	.095	.214	.956
Grammar	RPgp*SCGenGM	2.475	5	.495	1.160	.334
Vocabulary	RPgp*SCGenGM	1.275	5	.255	.660	.654
Fluency	RPgp*SCGenGM	.800	5	.160	.398	.849
Comprehension	RPgp*SCGenGM	5	.135	.364	.872	5

and increase motivation and makes the teaching-learning process more enjoyable. It is in line with Richard (1998, p. 308) who states that the objective of Role Play is to stimulate a conversation situation in which students might find themselves and give them an opportunity to practice and develop communication skills. Role Play is a flexible learning activity which has a wide scope for variation and imagination.

This study also investigated self-concept as the moderator variable. Based on the result of the two-way ANOVA analysis, there was no significant interaction effect between the strategy and the self-concept. It could be seen from its significance value which was higher than 0.05. However, this also might be caused by the main researcher who only gave the self-concept test in order to see the students' level of self-concept. Self-concept

refers to the totality of a complex, organized, and dynamic system of learned beliefs, attitudes and opinions that each person holds to be true about his or her personal existence. According to Claes, Lacourse, Bouchard, and Perucchini (2003), it is easy to assess a student's academic performance through the grade achieved in tests and examinations. However, assessing a student's self-concept which involves feelings and perceptions of an individual is much more subjective and thus a more difficult task. In addition Yahya and Ramli (2009) state that there are numerous factors that influence a student's self-concept. One of these factors is their teachers and the student's role model. The Ministry of Education should therefore be more stringent when drawing up the criteria for the selection of trainee teachers. Thus only the trainee teachers who possess positive self-concept are accepted. The criteria for the level of self-concept can be determined by administering the self-concept test. Although results may not be a hundred percent accurate, it is invaluable when selecting the ideal candidate. Thus, it could be said that teachers should pay more attention to help students develop their positive self-concept.

Speaking achievement among the students who had low and high levels of self-concept was also analyzed in order to know their significant differences through t-test. The results in the control group and experimental group showed that there were significant differences in speaking achievement between students who had high and low Self-concept taught by using Role Play technique. Furthermore, all aspects of speaking ability in both group showed significant differences in speaking achievement between students who had high and low Self-concept taught by using Role Play technique. Fitriani (2007) states that students with poor or negative self-concept have the tendencies to feel to be unwanted and rejected by people around them. As the result, negative self-concept will create the unsecure feeling and make them to be dependent toward others. Moreover, students who struggle with learning are assumed to have a poor self-concept. On the other hand, students with positive self-concept feel more independent, secure, confident, and capable to perceive that they are secured by other people. These make them more creative, free, and able to tolerate tension, especially in their academic life. As the result, they would likely succeed is school as well in society.

Next, the interaction effect of role play and gender was also investigated. Based on the result of the two-way ANOVA analysis, there was no significant interaction effect between the technique and gender. It could be seen from its significance value which was higher than 0.05. The results of t-test also showed that there were significant differences in speaking achievement between male and female students by using Role Play technique. Koosha et al (2001) state that "both male and female are exposed to the same materials, the same methods and are usually taught by the same teachers". Therefore, it could be said that male and female have same capability in learning.

Then, the statistical analysis of interaction effect of Role Play and grammar mastery showed that there was no significant interaction effect of Role Play technique and grammar mastery on the students' speaking achievement. According to Zhou (2017), grammar is one of the three elements that make up the language system, and it is also a difficult point in the English teaching. For a long time, English grammar has been a difficult and hot issue in English teaching and has been a headache for many teachers and learners of English. In the high school stage, English teaching with grammar as the key link takes up a great deal of time for teachers and students, but the effect is not obvious. The grammar studies in the past focused more on the teaching of teachers, but not much on the learners. Thus, it can be said that grammar is an explicit component which is needed a long time to teach.

Last, the results in both groups also showed that there were significant differences in speaking achievement between students who had high and low grammar mastery taught by using Role Play technique. Wang (2010) states that the term accurate commonly refers to a good and correct use of grammar. He said that mastering grammar is the foundation in the proficiency of a language and grammar teaching is an essential part of language teaching, as well. Students need to have a good grammar foundation to communicate effectively in English (McKay, 1987). it can be sum up that a good communication in English showed that the students have mastered well an English Grammar.

CONCLUSIONS AND SUGGESTIONS
Conclusions

Several conclusions could be drawn based on the findings of this study. First, the Role Play technique was effective to enhance students' speaking achievement of the tenth graders of SMA Negeri 1 Palembang in academic year 2018/2019. It could be seen from the improvement they got after the intervention. The data showed that the Role Play technique had successfully encouraged students to have better speaking achievement than those who were not taught by using this technique. Second, there were no interaction effect between the technique used and the self-concept. It could be seen from the significance value which was higher than 0.05. It indicated that there was no correlation between the Role Play and self-concept.

Third, there were significant differences among the levels of students' self-concept and the speaking achievement since the significance values were lower than 0.05. Further, all the aspects of speaking ability in both groups showed significant differences in speaking achievement between students who had high and low Self-concept taught by using Role Play technique. Forth, there were no interaction effect between Role Play technique and the gender. It could be seen from the significance value which was higher than 0.05. It indicated that there was no correlation between the Role Play and gender. Fifth, that there was also no significant difference in speaking achievement between male and female students taught by using Role Play technique. Other, all the aspects of speaking ability in both group showed no significant difference in speaking achievement between male and female students taught by using Role Play technique.

Sixth, there was no interaction effect between Role Play technique and the grammar mastery. It could be seen from the significance value which was lower than 0.05. It indicated that there was no correlation between the Role Play and grammar mastery. Seventh, there were significant differences among the levels of students' grammar mastery and the speaking achievement since the significance values were lower than 0.05. Further, all the aspects of speaking ability in both group showed significant differences in speaking achievement between students who had high and low achievement.

The last, there was no interaction effect between Role Play technique and self-concept, gender, grammar mastery on the students' speaking achievement. It could be seen from the significance value which was higher than 0.05. It indicated that there was no correlation between the Role Play technique and self-concept, gender, grammar mastery on the students' speaking achievement.

Suggestions

Based on the conclusions above, some suggestions are offered to EFL teachers, students and also the future researchers. For EFL teachers, they should consider the development of students' speaking skill as one of the goal in the teaching process. They have to prepare additional teaching materials for the students in order to make a good atmosphere and make students more active while learning English. They should also use a variety teaching technique to support their teaching and learning activity. Role play can be one of teaching technique to improve the students' speaking ability.

For students, they have to be more active in learning English, for example, they can do extra activities to improve their ability in English. They should improve their speaking skill by having more practice in order to have better skill. They should also upgrade their other language skills.

For other researchers who are interested in conducting similar study, it is suggested that they find out the other moderator variables such as self confidence and speaking motivation that may interact with the speaking strategy toward speaking achievement.

REFERENCES
Adebule, S.O (2014). Self-concept and academic performance in mathematics among secondary school students in Ekiti–State. *Scholars Journal of Engineering and Technology (SJET), 2*(3), 348-351. Retrieved from http://saspublisher.com/wp-content/uploads/2014/04/SJET23A348-351.pdf.

Banich, M.T. (1997). *Neuropsychology: The neural bases of mental function.* Boston, MA: Houghton-Mifflin.

Badan Standar Nasional Pendidikan. (2006) Standar Isi. Badan Standar Nasional Pendidikan: Jakarta, Indonesia.

Chamot, A. (1993). Students' responses to learning strategy instruction in the foreign language classroom. *Foreign Language*

Annals, _26_(3), 308-321.

Claes, M., Lacourse, E., Bouchard, C., & Perucchini, P. (2003). Parental practices in late adolescence, a comparison of three countries: Canada, France, and Italy. _Journal of Adolescence_, 26, 387-399.

De Jong, N., & Halderman, L. K., &Perfetti, C. A. (2008). Fostering fluency in second language learning. Retrieved from www. learnlab.org/research/wiki/index.php/ Fostering_fluencyinsecondlanguagelearning.

Diem, C. D. (1998). Teacher self-concept and teacher effectiveness as perceived by teachers of English and students of senior high school. _Jurnal Ilmu Pendidikan,_ 5(3), 154-166.

Erdem, I., & Celik, M. 2011. International periodical for the languages, literature and history of Turkish or Turkic _1_(6), 1030-1041.

Fitriani, E. (2007). The correlation between self-concept and reading comprehension of students of private university. (Graduate Thesis, Sriwijaya University, Palembang).

Fraenkel, J. R., & Wallen, N. E. (1990). How to design and evaluate research in education (7th ed.). New York, NY: McGraw-Hill, Inc.

Harmer, J. (2001). _The practice of English language teaching_. London, UK: Longman Pearson Education.

Huang, I. Y. (2008). Role play for ESL/EFL children in the English classroom: _The Internet TESL Journal, 14_(2). Retrieved from http://iteslj.org/Techniques/Huang-RolePlay.html

Huili, W., & Qiang, L. (2007). Self-concept and its correlation with English study. _CELEA Journal_, _30_(6). Retrieved from www. celea.org.cn/teic/76/08031202.pdf

Hughes , A. (1989). Testing for language teachers. Cambridge, UK: Cambridge University Press.

Izzah, A., & Rajab, A. (2010). Self-concept and communication skills: A focus among UTM final year TESL students. (Fakulti Pendidikan, Universiti Teknologi Malaysia). Retrieved from eprints.utm. my/10504/1/SELF.pdf

Kayi, H. (2006). Teaching speaking: Activities to promote speaking in a second language: _The Internet TESL Journal,12_(11). Retrieved from http://iteslj.org/Techniques/Kayi-Teaching Speaking.html

Keefe, J. W. (1982). Assessing student learning styles: An overview. In J. W. Keefe (Ed), _Student learning styles and brain behavior._ Reston, VA: National Association of Secondary School Principals

Koosha, B., Ketabi, S., & Kassaian, Z. (2011). The effects of self-esteem, age and gender on the speaking skills of intermediate university EFL learners. _Theory and Practice in Language Studies,1_(10), 1328-1337.

Lodousse, G., P. (2004). _Role play_. Oxford, UK: Oxford University Press. Retrieved from http://books.google.co.id

McKay, S. (1987). _Teaching grammar: Form, function and technique._ Englewood Cliffs, NJ: Prentice-Hall.

McMillan, J. H., & Schumacher, S. (2010). _Research in education: Evidence based inquiry._ New York, NY: Pearson.

Motallebzadeh, K., & Nematizadeh, S. (2011). Does gender play a role in the assessment of oral proficiency?: _English Language Teaching, 4_(4). Retrieved form http://dx. doi.org/10.5539/ elt.v4n4p165

Ning, H., Dai, X., & Zhang, F., 2010. On gender difference in English language and its causes. _Asian Social Science,2_(6). Retrieved from http://citeseerx.ist. psu.edu/viewdoc/download?doi= 10.1.1.833.4986&rep=rep1&type=pdf.

Paris, S, I., Hamsa, A., & Mahmudah. (2015). Discourse mastery based on Indonesian language teaching skills of the second grade students in senior high school, Pangkep regency._Journal of Language Teaching and Research, 6_(1), 172-178. Retrieved from

Richard, J., C. (1998). _Teaching in action: Case studies from second language classroom._ Reston, VA: TESOL.

Richards, J. C. (2008). _Teaching listening and speaking._ New York, NY: Cambridge University Press.

Saurik. (2011). _Learning English the easy way_. Retrieved from http://guides.wikirut. com

Shavelson, R. J., Hubner, J. L., & Stanton, G. C. (1976). Self-concept: Validation of construct interpretations. _Review of Educational Research_, _46_(3), 407-441. Retrieved from https://doi. org/10.3102/00346543046003407

Sundari, H. (2014). The effect of speaking self-efficiacy and gender in speaking activities. _Bahasa & Sastra, 2_(14). Retrieved from https://media.neliti.com/media/pub-

lications/119396-EN-the-effect-of-speak-ing-self-efficacy-and.pdf

Thornburry, S. (1999). *How to teach grammar.* Edinburgh, TA: Pearson Education Limited

Wang, F. (2010). The necessity of grammar teaching. *English Language Teaching, 2*(2). Retrieved from https://files.eric.ed.gov/fulltext/EJ1081617.pdf.

Yahya, A., & Ramli, J. (2009). The relationship between self-concept and communication skills towards academic achievement among secondary school students in Johor Bahru. *International Journal of Psychological Studies*, *1*(2), 26-34.

Zhou, Z. (2017). The investigation of the English grammar learning strategy of high school students in China. *Theory and Practice in Language Studies, 7*(12), 1243-1248.