



The Effect of Using Role-Play Method on Students' Speaking Skills in the Tenth Grade of SMA Pembangunan Laboratorium UNP

Farisyah Safitri¹, and Carbiriena Solusia²

^{1,2}Universitas Negeri Padang

Email : icafarisyah@gmail.com

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Abstract

Many students still struggle to adapt and lack the confidence to speak English at school. This study identified whether utilizing role-play to teach English enhances students' English speaking skills and whether the tenth-grade students of SMA Pembangunan Laboratorium UNP who were taught using the role-play method differed from those who were not. Purposive sampling was used in this study on the tenth-grade students in SMA Pembangunan Laboratorium UNP in the academic year 2022/2023. 30 X.E and 30 X.D students were sampled. This is the Experimental research by using semi-scripted role-play and a quantitative approach. In 8 Experimental Class meetings, the researcher implemented the role-play method. The researcher used SPSS 25 to evaluate the data after the treatment. $8,062 > 2,045$ indicated $t_{observation} > t_{table}$. The experimental group 2-tailed significance value was .000. The null hypothesis (H_0) is rejected and the alternative hypothesis (H_a) is accepted which states that the role-play method effectively improves the students' English Speaking skills. The second hypothesis data shows $t_{observation} > t_{table}$, with a ratio of $7,284 > 2,001$ and a 2-tailed significance value of 0.000. so, the null hypothesis (H_0) is rejected and the alternative hypothesis (H_a) is accepted, so there is a significant difference between the tenth-grade students' speaking skills with those who were taught using the role-play method and those who were taught without using the role-play method in SMA Pembangunan Laboratorium UNP.

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INTRODUCTION

Speaking is absolutely necessary for both picking up and passing on the English language as a second language. People are able to convey their messages to

others, communicate with other people, and express their thoughts and feelings when they speak. However, because both teaching and studying English present such formidable challenges, Geysler (2006) believes that real-time processing makes speaking one of the most challenging skills for ESL students to acquire. Students require time to plan what they will say or do. Formadon (2017) also says that the combination aspect of language like verbal and nonverbal and functional described that speaking skill is the most challenging skill than others for students. Therefore, fluent speaking skill in various situations is a central human need and a fundamental goal of education. According to Brown (2001), Speaking is the process of finding meaning through communication, which involves sending and receiving information. In the modern world, however, the objective of teaching speaking components should be to enhance students' communication skills. Communicating clearly and efficiently in a second language contributes to student success at school and in all life stages. Students will not be able to learn, be themselves, and conform to appropriate social and cultural rules in any communication scenario until they learn and express themselves in this manner. Speaking skills can be divided into formal and informal, which can be used in different life situations. Speaking informally is essential in talking to friends and family and helps us make emotional connections. Formal speeches, however, are necessary at work, during presentations, or in conversations with strangers. Formal languages are important because they make a good impression on people and help them communicate politely.

Formadon (2017) says that after considering the verbal, nonverbal, and functional components of language, it becomes clear that students face the greatest difficulty when attempting to improve their spoken communication skills. However, there are still many students who need help communicating in English at school. According to Nadzirotunnuha (2017), there are a lot of different things that could be causing students to have trouble speaking English. They require an increase in self-assurance regarding their capacity to communicate in English. They are nervous about making a blunder whenever they use the English language. According to Zhang (2009), speaking is a difficult skill for students to master, and students are unable to communicate orally in English. He also states that students need help to communicate orally in other languages. Aside from that, the student's command of the vocabulary could be improved, but other than that, they think there is nothing else to say. It is challenging for students to speak English fluently because they have less motivation to learn English, and their teacher needs to model fluent English speaking habits.

It is essential to incorporate an effective strategy into the overall learning process in the classroom if one wishes to see improvement in students' English speaking skills. The researcher suggests that one of the methods that are able to improve students' performance in speaking skills is the role-play method. This recommendation is based on the findings that were presented above. The students are able to have time to practice and prepare for their performance when the method of role-play is used. Additionally, the students develop the habit of speaking English as a result of this practice. Utilizing the role-play method is one strategy to improve English language proficiency. According to Altun (2015), role-playing allows students to practice with real-life experiences and asks them to act under specific

circumstances. It has been determined that the method of role-playing is appropriate for the process in classes that demand a significant amount of direct learning for future professional life. According to Pollard et al (2008), in role-play, students take on roles and discuss with everyone in the role. In addition, this activity can make passive learners become active learners because of the various activities that go into the active process. Subagiyo (2013) states that role-play can give potential players sensitivity toward the spontaneous external stimulus. For example, when the teacher uses the role-play method during the process of learning, the students will learn how to speak, behave and socialize. This method will help students adapt to speaking and make them accustomed to speaking in English.

There are three different kinds of role-play that can be used with the role-playing approach: unscripted, scripted, and fully scripted. (Neupane, 2019). Non-scripted role-play is a method that can help students build their creativity and thought. The students first engage in short dialogues appropriate to their level of language proficiency, and then they take their roles on the stage. The second one is a semi-scripted method; this type of method can be applied when the teacher selects the theme of the conversation in the book and gives an example of the conversation or script to be presented but the students will change the conversation with their creativity. However, in fully-scripted role play, the teacher will give the students script, and they should memorize their role.

Some studies have already proven that the role-play method effectively increases students' speaking skills in Secondary school. For example, Matanari (2022), entitled "Improving Students' Speaking Skill by Using Role Play Strategy in Virtual Class in SMP Negeri 2 Sumbul," shows that classroom activities can improve speaking skills using strategies such as discussion and role-play. There is also the study by Krebt (2017), entitled "The Effectiveness of Role Play Techniques in Teaching Speaking for EFL College Students" this study has shown that students in the experimental group at the University of Baghdad have improved their speaking skills after using role-play method in the class. Another reason based on student reaction is that most students find the role-play method enjoyable enough to be applied in the classroom.

METHOD

1. Research Design

In this study, a quantitative approach was taken to the experimental research. Gay et al. (2000) emphasize that an experimental study in a quantitative approach provides information about cause-effect outcomes. Experimental research can be proven obtained by comparing the pre and post-treatment states of the subjects in the experimental group (which is given the treatment) with those in the control group (which is not given treatment).

2. Population and Sample

Students in the tenth grade at SMA Pembangunan Laboratorium UNP during the 2022–2023 school year were included in the study. The researcher used purposive sampling for this study. The researcher chose 30 students from X.D. and 30 students from X.E. to take part in the study.

3. Instrumentation

In this study, the researcher employed both semi-scripted role-play and fictitious role-play. Because of this, the researcher gave students a short tale to read as a pre-test and a post-test, and two different kinds of fictional stories were used during treatment in class, the title is Cinderella and Jack and the Beanstalk. Furthermore, throughout the pre-test and post-test, a rubric score was used in this study to assess students' ability in speaking English. The scoring procedure was divided into seven groups based on the scoring procedure of Brown (2001) and Soto et al. (2018). They were Comprehension, fluency, pronunciation, vocabulary, grammar, confidence and Body language and Expression

4. Technique for Collecting the Data

In collecting data, the researcher divided the students into five groups. The first step was a pre-test, where the researcher asked the students for an oral test (role-play performance). The oral test score was broken down in the rubric assessment. The researcher gave the treatment of the role-play method in the experimental group for eight meetings. The next step was the Post-test in the last meeting, which was similar to the pre-test. After the pupils had already acquired the role-play method for speaking, the test was then administered to them.

a. Teaching Procedure

The researcher utilized the method of role-play in order to provide the treatment to the experimental group. The treatment process was to increase the speaking skill of tenth-grade students in SMA Pembangunan Laboratorium UNP. The researcher distributed the students into five groups. Then, the researcher gave the short story to each group. After the students read it, the researcher ensured they understood the story's plot. If the student still needed to get the plot, the researcher would help them retell the story and introduce the students to the short story's complex vocabulary and ask them to seek it in their dictionary. Afterward, the researcher guided the class in practicing paraphrasing by having them recast individual words into complete sentences and oral exchanges based on the story's themes and events. The researcher also taught them how to use facial expressions and gestures. Once the role-play had been performed, the researcher assigned the students and asked other groups to give comments and feedback for their friends who had performed by speaking English. At the end of the lesson, the researcher provided feedback and questioned students about any challenges they had with the role-play approach of teaching English.

5. Technique for Analyzing the Data

The purpose of this research was to determine whether or not the method of teaching English speaking through role-play is successful for students in the tenth grade of SMA Pembangunan Laboratorium UNP. To measure or analyze the data, the researcher used SPSS 25.

a. Validity of the test

The researcher consulted with a lecturer in the English Department of Universitas Negeri Padang regarding the validity of the instruments to be used in the research process.

b. Reliability of the test

In this study, the researcher uses Inter-rater reliability. There are two judgment experts, the English teacher at SMA Pembangunan Laboratorium UNP and the lecturer of Public Speaking at Politeknik Negeri Sriwijaya, to score the students' performance with the rating scale given. The researcher utilized SPSS 25 to determine whether the data was reliable. The researcher used the Intraclass Correlation Coefficient to analyze the result of pre-test and post-test data. The correlation value achieved in the experimental group's reliability test results was 0.978, whereas the correlation value obtained in the post-test score was 0.948. The pre-test correlation value found in the group control was 0.958, while the post-test value was 0.919. According to Fraenkel et al. (2013), the outcome of the reliability test should be more than 0.70 to demonstrate whether the data is reliable. Furthermore, the data shown above is reliable.

c. Normality of the Test

The normality test was performed on the Experimental and Control groups in SPSS 25 using the Skewness statistic calculation.

Table 2. Result of Normality Test

Group	Variable	N Statistic	Skewness		
			Statistic	Std. Error	Ratio
Experimental Group	Pre-test	30	-0.249	0.427	-0.5
Control Group	Pre-test	30	0.870	0.427	2.0
	Valid N (listwise)	30			

The normality test was performed on both the experimental and control groups. According to Ghozali (2016), the skewness value of the data shows normal when the skewness ratio values are between -2 and 2. The skewness ratio of the experimental group's pre-test score was -0.5, while the control group's pre-test score was 2.0. Based on the statistics shown above, it is possible to conclude that all of the data were regularly distributed.

d. Homogeneity of the Test

The homogeneity test was followed by the calculation of SPSS 25 employing Levene statistics to the Experimental and Control groups.

Table 3. The Result of Homogeneity Test

Group	Levene Statistic	Sig
EG-CG	Pre-test	4.770 .033

Based on the data presented above, the p-values for the two groups in the experimental and control group pre-test were less than 0.05. This indicates that these groupings were not homogeneous. However, according to Pagano (2012), if the number of samples or participants is equal to or larger than 30, moderate departures from normality and/or homogeneity of variance allow the t-test for independent groups to be utilized without substantial error.

e. Hypothesis Test

First Hypothesis

The researcher was going to compare the effectiveness speaking skill for the Experimental group by using the role-play method. Both the pre-test and the post-test were used to compile the data. The researcher used paired sample t-test in SPSS 25 to compute the data.

Second Hypothesis

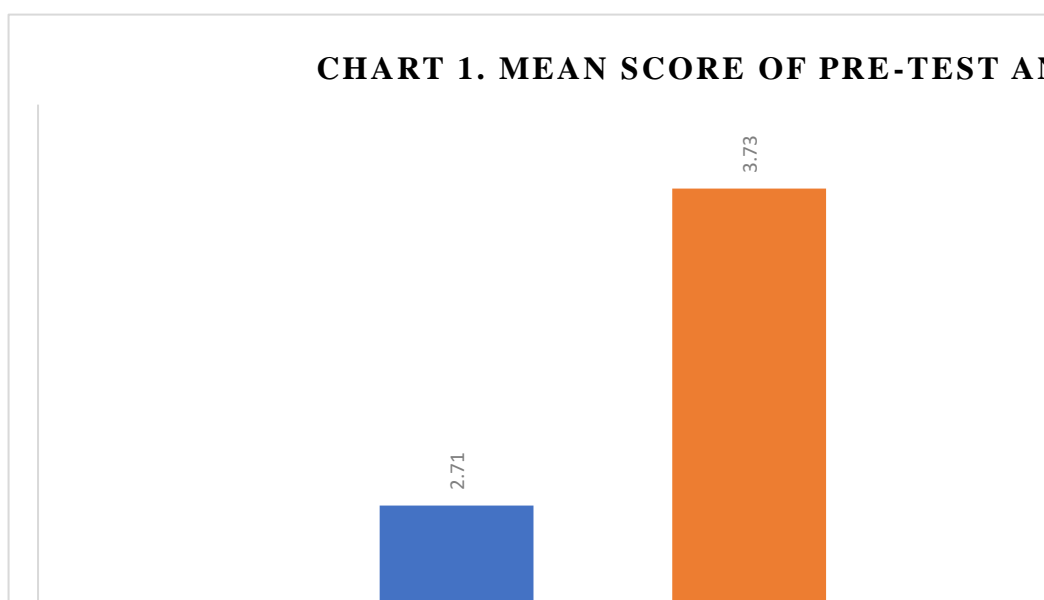
The researcher also compared the post-test result of the experimental group with the control group using the independent sample t-test in the SPSS. This comparison aimed to see if there was a significant difference between role-play methods in teaching speaking compared to learning using conventional methods.

RESULT AND DISCUSSION

1. Result

a. Data Description

The mean score of the student's assessment during the pre-test was 2.71, with the highest student's score being 3.80, whereas the score of the post-test was 3.73, with the highest being 4.60. The pre-test means score was 2.41, with the highest student score of 3.93. Furthermore, the mean post-test result was 2.59, with the highest student score being 3.71. According to the information shown above, the results of the students who were taught English speaking skills through the role-play approach showed significantly higher scores than those of the students in the control group who were not taught through the role-play method. The following graphic provides a visual representation of this comparison:



b. Hypothesis Test

First Hypothesis

Table 4. The Paired t-test Analysis Result

Score Interval	Experimental Group		
	Pre-test	Post-test	Paired t-test
Mean	2.7133	3.726	
SD	.89123	.71368	
Std. Error Mean	.16272	.13030	
Df			29
t-table			2.045
t-obtained			8.062
Sig.			.000

According to a paired t-test of experimental group student results, we can conclude that $t_{\text{observation}} > t_{\text{table}}$. Therefore, one can reach the conclusion that the alternative hypothesis (H_a) is accepted. The null hypothesis (H_0) is rejected, and it showed that the role-play method in teaching English effectively improves the students' English Speaking skills in the tenth-grade students of SMA Pembangunan Laboratorium UNP.

Second Hypothesis

Table 5. Independent Sample t-test Analysis Result

Score Interval	Experimental Group	Control Group	Independent Sample t-test
	Post-test	Post-test	
Mean	3.726	2.591	
SD	.71368	.46806	
Std. Error Mean	.13030	.08546	
df			58
t-table			2.001
t-obtained			7.284
Sig.			.000

According to the findings of the independent sample t-test, the collected data showed that $t_{\text{observation}}$ was significantly higher than t_{table} . The conclusion that can be drawn from this is that the alternative hypothesis (H_a) is accepted rather than the null hypothesis (H_0). Therefore, there is a large gap between the speaking skill of students taught by the method of role-play and those pupils who are taught without role-play.

2. Discussion

Based on the above result, the mean score of the experimental group on the post-test was higher than the score of the control group. The paired t-test of the pre-test and post-test for the experimental group showed that $8,062 > 2,045$, where $t_{\text{observation}} > t_{\text{table}}$, with a p-value of 0.000. The information above showed that there were significance differences between how the experimental group students learned before and after the role-play method was used to teach them. Students in the tenth

grade at SMA Pembangunan Laboratorium UNP can speak English better thanks to the role-play method of teaching English.

The study of the independent sample t-test comparing the post-test experimental group and the control group revealed that $t_{\text{observation}}$ (t_o) was 7,284 with a 2-tailed significance level of 0.000. Therefore, $t_{\text{observation}}$ is more than t_{table} , with a ratio of 7,284 to 2,001. The statistics indicate that there is a significant difference in the improvement of speaking skills between the tenth-grade students of SMA Pembangunan Laboratorium UNP who are taught using the role-play method and those who are taught without using the role-play method in the control group.

The students in the experimental group achieved significantly higher levels of success than their counterparts in the control group. During the process of learning in the experimental group utilizing the role-play method, the students were able to express themselves and felt comfortable discussing, asking questions, and even performing in front of the class. It was consistent with the theory of Pollard et al. (2008) that, during role-play, students assume roles and converse with others in the same role. Due to the active process's activities, this activity could also transform passive learners into active learners. The role-play method also helped students in the experimental group to improve their speaking skill. They learned how to speak English without fear of making mistakes, consistent with Subagiyo's (2013) theory that role-play can give potential players sensitivity to spontaneous external stimuli. This method will help students adapt to speaking and familiarize them with English.

Comparable to the findings of previous research conducted by Matanari (2022) entitled "Improving Students' Speaking Skill by Using Role Play Strategy in Virtual Class in SMP Negeri 2 Sumbul," the results of this study demonstrated a statistically significant disparity between the students' numerical performance. Students' public speaking skills can be boosted by including role-playing exercises into the school curriculum. Students' self-assurance in using English was greatly boosted by the role-play.

CONCLUSION

. These results led the researcher to the conclusion that the role-play method is an excellent way to boost students' English speaking skill among 10th graders at SMA Pembangunan Laboratorium UNP. The SMA Pembangunan Laboratorium UNP tenth-graders who were educated using the role-play method and those who were not showed a marked improvement in their speaking abilities. This study has useful implications for educators interested in using role-playing activities to boost their students' comfort levels in using English in the classroom. In this study, the researcher employed a semi-scripted role-play method to help students overcome issues with their self-confidence when speaking English. Throughout the student's education, the researcher observed that the student was motivated to learn and was openly conversing in English with their classmates.

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