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## THE EFFECTIVENESS OF USING ROLE PLAY STRATEGY TO TEACH SPEAKING

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**Abstract:** This study intends to ascertain whether students' speaking abilities have improved both before and after being instructed utilizing a role-playing technique. A pre-experimental design is employed. This study was carried out at SMPN 1 Jombang. Students in class VIII-A at SMPN 1 Jombang during the academic year 2022–2023 served as the study's samples. Through SPSS V.25, the researcher ran a t-test to assess the data. Pre-test and post-test scores were obtained by the researcher after data collection. The average pre-test score was 43.91, while the average post-test score was 52.08. The researcher then used the t test to assess the data, with a Sig. (2-tailed) result lower than 0.05.  $H_0$  is seen as acceptable, it can be said. Several conclusions were drawn from the data analysis, including that there were considerable variations between students and that the students' speaking abilities before and after employing a role-playing technique for instruction were still less obvious. Before and after employing role-playing techniques to teach speaking abilities. Thus, it can be said that the role-playing technique works well for enhancing speaking abilities in SMPN 1 Jombang pupils in class VIII-A.

**Keywords:** *Effectiveness, Pre-experimental Research Design, Role Play Strategy, Speaking*

### INTRODUCTION

As an international language. English makes a strong contribution to our daily life. Mastering English is not an easy thing. The students need to be trained intensively. Someone who's earlier learn a language, the better he masters that language. Fatimatuzzahro (2015), states that the learning a language can strengthen as a habit. The more they practice English, the better they will master English.

According to Basit (2019), human beings need to communicate in order to survive. Making use of language An important part of expressing a goal between people is through communication. It is not sufficient for students to acquire words, phrases, and grammatical

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rules if they want to produce language in their daily conversation or for interaction with others in English because language is essential for communicating. Therefore, it is recommended that everyone develop their speaking abilities. so that they have effective communication Writing is one of the most crucial talents to master when learning English because it is both an academic skill and a skill that can be applied to any vocation. One of the fundamental abilities that every student needs to acquire is writing (Huy, 2015). Students are required to communicate their ideas in writing. In order for readers to grasp their work, they must explain their original ideas. The most challenging and complex language abilities to learn are regarded to be written language skills. To come up with ideas, words, sentences, paragraphs, and composition for writing, one must work hard.

Speaking is one of the English language talents or abilities, according to Muzammil (2015), that allows us to express our thoughts, make comments, reject the viewpoints of others if they differ from our own, as well as ask and respond to inquiries. There are currently a lot of study program students enrolled in English education who do not yet have good speaking abilities sufficient to demand the proper method or technique of learning that can help them develop their speaking skills.

Based on the researcher's interview with an English teacher at SMPN 1 Jombang, the researcher came to the conclusion that many students still find it challenging to practice speaking, particularly in speaking English, in English-related classes. The lack of enthusiasm in pupils' English classes is one of the barriers to their ability to communicate in English. This lack of student interest is caused because the learning process taught by the teacher feels monotonous. This makes students bored so that students' lack of interest in English lessons. Since then, many teachers, especially English teachers, have had to create interesting classes with several techniques, methods, and materials to encourage the success of language skills learning activities, especially speaking. This makes a variety of strategies possible. Teachers might utilize role-playing techniques to help students talk more clearly. The playing role will provide opportunities for students to practice speaking in different social roles, so it is very important to use this strategy in the teaching process of speaking.

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## LITERATURE REVIEW

According to Neupane (2019), speaking is one of the basic abilities in English that students can use to interact with others and accomplish a variety of objectives. By speaking, students can convey or clarify their opinions, ideas, and visual emphasis. The most used dialect talent by students talking. By speaking, students can express their considerations and arrange words into phrases/sentences related to the subject. Speaking can require students to create a specific dialect focus such as linguistic use, articulation or lexicon, and be able to understand why, when and how to create a dialect.

Speaking abilities are exceptionally critical for understudies in learning a moment dialect or remote dialect to communicate in way of life. Ukhrowi (2022) states that composing in a outside dialect is troublesome for understudies. Writing requires a prepare of considering where students have to be. think of thoughts to form extraordinary writings and stories. Understudies who cannot uncover the things they need to specific can make them troublesome to communicate with other individuals and will result in a terrible relationship.

According to Parura (2022), it is very difficult to talk in a foreign language. To speak in a foreign language, a student must grasp the language's sound system, have practically instant access to the right vocabulary, and be able to put words together comprehensibly with little hesitation. To preserve goodwill or to meet their communication objectives, they must also be able to grasp what is being said to them and respond properly.

Speaking a dialect can be a skill, thus it can be extremely difficult for teachers to equip their pupils to speak English both inside and outside of the classroom, according to Shalehah (2021), who claims that English is one of the essential subjects that instructors should teach. Teachers have to learn how to administer a course because they must ensure that students participate in class activities, which is crucial given that most public schools in Indonesia sometimes have large class sizes.

Based on the aforementioned views, it can be said that speaking is one of the language skills, which are actions involving two or more people that include oral expression or communication of opinions, thoughts, and ideas. Content, organization, grammar, pronunciation, and fluency are the speaking aspect skills (Junaidi, 2011).

According to Nuzula (2018), role playing can be a classroom activity that allows students the chance to practice their language skills, behavior expectations, and any real props they might need outside of the classroom. As a result, students would be exposed to a variety of

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situations where they would act out roles as either themselves or other people, and they would need to speak in a dialect that is appropriate for the situation and social context in which they are acting.

## **METHOD**

Pre-experimental research design is a key component of the experimental research approach used in this study. The focus of pre-experimental designs is on group or classroom learning that has an experimental outcome (for instance, class alone). All eighth grade students at SMPN 1 Jombang, which has eight courses totaling six classes, make up the population for this study.

The sample for this study was VIII A, which consisted of 30 students from SMPN 1 Jombang Grade VIII in the academic year 2022–2023, 16 of whom are boys and 14 of whom are girls. The researcher selected VIII A because, in the opinion of the English teacher who was instructing the class, VIII A had a mediocre level of English competence. This class is the appropriate one to be the subject of the investigation, in the opinion of the English teacher. The researcher thus makes use of a sample from class VIII A.

The teacher will ask each student to speak in turn during an oral test or speaking test, which the researcher will utilize as a tool for gathering data. Because this study is quantitative, the researcher will utilize statistical method to analyze the data. Data from the pretest and posttest are used. The test will be administered orally both before and after the lesson utilizing the role-playing strategy. The researcher divided the answer into four categories before calculating the test results for the pupils. Fluency, pronunciation, and vocabulary are important factors.

In order to determine whether or not the test questions can be utilized to gauge the aptitude of class VIII A pupils, this is necessary. The test can be used in the study process once the researchers have results showing that it is legitimate. Records from the pretest and posttest have been compiled, and mean, median, and mode descriptive statistics have been used to calculate them. The next step is to use a paired sample t-test to assess the pretest and posttest findings if the researcher determines that the mean results of the pretest and posttest are different. However, the researcher first computes the results of the pretest and posttest using the normality test before analyzing the findings of the pretest and posttest using the paired sample t-test. For the calculations, researchers use SPSS version 25.

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## **FINDINGS AND DISCUSSION**

### **Findings**

#### **1. Students' Speaking Skill Before Being Taught Using Role Play Strategy**

The purpose of a pre-test is to gauge a student's speaking ability before using a role-playing technique to help them. A brief verbal description served as the pretest in this study, which was conducted by researchers. However, prior to administering the Class VIII A pretest. To check if the wording used in the pretest questions could be understood or not, the researcher first ran a readability test on Class VIII B. All pupils chose "yes" in the offered column after the readability exam, which revealed the outcome. This indicates that test questions that are utilized as pre- and post-tests can be considered to be appropriate. The appendix readability test results contain an example of an additional readability test. The pre-test had a range of scores, with 54,1 being the highest and 29,1 being the lowest. The pre-test has an overall score of 1141. It is clear that the student's speaking ability was still mediocre prior to the treatment.

#### **2. Students' Speaking Skill After Being Taught Using Role Play Strategy**

The post-test took place on Friday, August 19, 2022. According to the researcher's post-test findings, class VIII A students' speaking abilities have improved, particularly in the areas of fluency, pronunciation, and vocabulary. According to the aforementioned data, there were a total of 26 students. It demonstrates that 52,08 is the post-test mean. The highest post-test score was 62,5, while the lowest pre-test score was 33.33. The post-test's overall score is 1354. It is clear from the student's score that his or her comprehension of the information given after treatment is improving. This understanding is determined by three factors: vocabulary, pronunciation fluency, and pronunciation accuracy.

#### **3. The Significant Difference Between the Students' Speaking Skill Before And After Being Taught Using Role Play**

The purpose of the following study is to determine whether adopting role-playing techniques to teach speaking skills to class VIII students makes a meaningful difference. The researchers used the SPSS V.25 and the paired sample t-test technique to evaluate the data using an SMPN 1 Jombang. Pre-test scores on average were 43,91, while post-test scores on average were 53,08. Pretest median value was 45,83; posttest median value was 53,08. Pretest mode value was 50, while posttest value was 58. The pretest's minimum value was 29,17, and the post-test's minimum value was 33,33. The pretest's maximum score was 54,17, while the post-test's maximum score was 62,50. based upon The students'

post-test scores were greater than their pre-test scores, as shown in the descriptive statistics table. Normal values are calculated after the descriptive analysis. To determine if the data was normal or not, the researcher performed a normality test. The data is considered normal if it displays more than 0,05. It may be inferred from the preceding table that the residual value has a normal distribution because the significant value of the normality test is  $0.058 > 0.05$ . The results indicate that the mean pre-test and post-test scores were (8,17), standard deviation was (12,38), and the mean standard error was (2,42). While the higher difference (3,16), the lower difference (13,17). The t test's findings were (3,36), with a df of 25 and a significance level of 0.002.

The outcome of the t test, which compares the t count with the t table, yields a score of 2,060 for 5% standard significance and 2,787 for 1% standard significance, where  $df = 25$ . With  $t_0 = 3.36$ , the null hypothesis is rejected because it exceeds the t table (in this example, the minus symbol is discarded at a conventional significance level of 5% and at a significant level of 1%). When adopting a role-playing method, there is a considerable average difference between the outcomes of the pretest and posttest. Thus, it can be concluded that teaching speaking to class VIII A students at SMPN 1 Jombang is effective when role-playing is used.

## Discussion

Students' lack of confidence in their ability to speak English is one of the factors contributing to their poor speaking abilities. This is a result of students' fear of making mistakes. In order to increase pupils' self-confidence, the researchers used a role-playing technique. There were three phases of the research. The first step was conducting a speaking proficiency exam on students before to treatment using a role-playing technique. The second was to treat students by using role-playing techniques. And in the third, after therapy, a post-test was administered to the pupils in order to assess their speaking abilities. We can infer from the results that the students' pre-test mean was 43.91. This demonstrates the students' poor oral communication skills. In order to treat kids utilizing a role-playing method, researchers performed study. Due to their lack of motivation in learning English, students' speaking abilities are lacking.

According to the results, the accuracy structure of 26 students' pre-test mean scores ranged from 43.91 to 52.08 on the post-test. The total number from the pretest's 1141 to the posttest's 1354 was likewise obtained by the researcher. The findings of the pupils'

pretest and posttest demonstrate a difference. Students become active, cooperative with their friends, and like learning when teachers use role-playing techniques. The growth in students' speaking abilities demonstrates this. According to the learning outcomes, students' grades improved as a result of the role-playing technique.

According to the results, the accuracy structure of 25 students' pre-test mean scores ranged from 43.91 to 52.08 on the post-test. This investigation discovered that the p-value (0.002) at the significance level (0.05) was (0.000.05) and that the  $t\text{-value} > t\text{-table}$  ( $3.364 > 2.060$ ). This demonstrates the difference between speaking test scores obtained before and after role-playing-based instruction. Based on hypothesis testing, the alternative hypothesis ( $H_a$ ) is accepted and the null hypothesis ( $H_0$ ) is disproved. Students' speaking abilities can be improved by adopting role-playing techniques when teaching speaking. Students that adopt the role-playing technique are engaged in their education and enjoy speaking up during class.

## **CONCLUSION AND SUGGESTION**

### **Conclusions**

The purpose of this study was to determine whether adopting role-playing techniques to teach speaking in SMPN 1 Jombang's VIII A class made a discernible effect. The researchers came to the following conclusion after explaining the data presentation and analysis are as follows: the students' speaking ability before being taught using role playing was low, then, became high after being taught using role playing. Meanwhile, there was a significant difference between the students' speaking ability before and after being taught using role playing.

### **Suggestions**

Based on the research findings above, the researchers would like to give suggestions to the teacher, the school and the future researcher. Thus, the researchers suggest that the teacher should keep utilizing role play as a method of instruction that might aid in the delivery of the subject. Meanwhile, the school should consider to provide many kinds of strategy to support the teacher and student in learning and teaching activity. Then, it is hopefully that this research can be used to be additional reference for the next researcher with different framework, design and discussion in the future.

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