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# The Effectiveness of Roleplay on Students' Speaking Skill

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**ABSTRACT**
Speaking skills are the ability to express thoughts, ideas, and emotions verbally. At SMAN 6 Kediri, it was found that class XI students faced challenges in developing these skills. This research aims to test the effectiveness of roleplay, which is a learning method in which students play certain roles in simulated real situations, as a strategy to improve students' speaking skills. This study uses a quantitative experimental approach involving class XI students for the 2023/2024 academic year as research subjects. Data was collected through pre-test and post-test to compare changes in speaking ability before and after implementing roleplay. Data analysis shows that there is a significant increase in students' speaking abilities after participating in the roleplay session. Roleplay has proven to be effective in improving students' speaking skills because it provides the opportunity to practice communication in a structured and relevant context. Therefore, the author provides recommendations to teachers to integrate roleplay in learning as part of a strategy that can enrich students' learning experiences in developing their speaking skills.

**Keywords:** effectiveness, roleplay, speaking

**ABSTRAK**
Keterampilan berbicara adalah kemampuan untuk mengungkapkan pikiran, gagasan, dan emosi secara lisan. Di SMAN 6 Kediri, ditemukan bahwa siswa kelas XI menghadapi tantangan dalam mengembangkan keterampilan ini. Penelitian ini bertujuan untuk menguji efektivitas roleplay, yaitu sebuah metode pembelajaran di mana siswa memainkan peran tertentu dalam simulasi situasi nyata, sebagai strategi untuk meningkatkan kemampuan berbicara siswa. Studi ini menggunakan pendekatan eksperimen kuantitatif dengan melibatkan siswa kelas XI tahun ajaran 2023/2024 sebagai subjek penelitian. Data dikumpulkan melalui pre-test dan post-test untuk membandingkan perubahan dalam kemampuan berbicara sebelum dan setelah penerapan roleplay. Analisis data menunjukkan adanya peningkatan yang signifikan dalam kemampuan berbicara siswa setelah mengikuti sesi roleplay. Roleplay terbukti efektif dalam meningkatkan keterampilan berbicara siswa karena memberikan kesempatan untuk berlatih komunikasi dalam konteks yang terstruktur dan relevan. Oleh karena itu penulis memberikan rekomendasi kepada guru untuk mengintegrasikan roleplay dalam pembelajaran sebagai bagian dari strategi yang dapat memperkaya pengalaman belajar siswa dalam mengembangkan kemampuan berbicara mereka.

**Kata Kunci:** efektivitas, permainan peran, berbicara

3 AGUSTUS 2024

SEMINAR NASIONAL PENDIDIKAN DAN PEMBELAJARAN KE-7

FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
UNIVERSITAS NUSANTARA PGRI KEDIRI

Transformasi Dunia Pendidikan dan Pengajaran
Menuju Indonesia Emas

2024 SEMDIKJAR 7

## INTRODUCTION

English is a mandatory subject in Indonesian secondary and high schools, emphasizing its global significance. Proficiency in English, especially speaking, is essential for success, allowing Indonesians to communicate internationally. The eleventh-grade curriculum focuses on three objectives: enhancing communicative competence, improving functional English, and developing communication skills for a globalized world. The main emphasis is on improving students' oral communication skills.

To improve students' communicative abilities, educators must create engaging and stimulating learning environments, employing instructional strategies that inspire confidence in using English. According to Candlin and Neil (2001), educators play a pivotal role in aligning their teaching styles with students' learning preferences to foster motivation and competence. The author's experience in teaching speaking at the senior high school level revealed challenges such as students' lack of proficiency, curiosity, and confidence, as well as infrequent practice of speaking skills. Research indicates role play is effective in improving speaking skills.

Roleplay is an educational and therapeutic method where individuals act out roles in specific scenarios to gain insights and practice dealing with various situations Blatner (2012). In the context of teaching speaking skills, it involves several key components: grammar, vocabulary, pronunciation, and fluency Brown (2004).

Research highlights roleplay as an effective pedagogical strategy for teaching speaking skills, as it engages students, enhances motivation, and promotes classroom interaction Littlewood (2002) & Brown (2004). Roleplay allows students to practice communication in various social contexts, reduces anxiety, and fosters creativity and empathy. Incorporating roleplay into the classroom can make learning enjoyable, increase student engagement, and address challenges in teaching oral communication. This method is anticipated to enhance students' proficiency in English and provide a dynamic and enriching learning experience.

This research has a problem formulation as follows: How is the students' speaking skill before and after taught using role-play method? ; How are the students' behaviour when role-play method used in speaking class?. The purpose of this research is to find out the students speaking skill before and after being taught using roleplay method, and to describe how is the effectiveness of roleplay method in teaching speaking skills.

## METHOD

This research used quantitative with experimental method. Creswell (2021) defines experimental method as a structured approach in quantitative research where researchers investigate whether specific activities or materials have an impact on outcomes for participants.The time used by researchers for this research was carried out from the date the research permit was issued

over a period of approximately one month, starting from October 26 to November 16, 2023. The place where this research was conducted was at SMAN 6 Kediri, which is located at Jl. Ngasinan No.52, Rejomulyo, Kediri City, East Java 64129.

The population of this reserach is all of the students in the eleventh grade at SMAN 6 Kediri during the academic year 2023/2024, which totals 360 students. The writer chose XI-4 as the sample for this study, which included 25 of the 7 males and 18 females. The writer determines the research sample with experimental classes.

There were some procedures to collect the data such as: pre-test, treatment, post-test, and questionnaire. During the pre-test, students are assigned a task focusing on giving and defending opinions, using a picture as a prompt. They create dialogues of 10-15 lines and perform them in front of the class. The researcher evaluates their speaking skills based on pronunciation, grammar, vocabulary, and fluency.

After the pre-test, the researcher begins the treatment phase using the role-play method to improve speaking skills, focusing on the topic of "defending and giving opinion." Students are divided into groups to research a picture and then present their findings. The treatment involves three meetings: in the first meeting, the researcher introduces role-play, explaining its steps and the dialogue structure; the second meeting focuses on vocabulary and pronunciation through video analysis and practice; and the third meeting concentrates on grammar and fluency, correcting mistakes and practicing sentence construction.

In the post-test, students review the material learned during the treatment. They are given new pictures to create dialogues and record videos. The researcher assesses their speaking abilities, focusing on pronunciation, grammar, vocabulary, and fluency.

A questionnaire is designed to evaluate the effectiveness of the role-play method in enhancing speaking skills. It aims to understand the impact of role-play on various aspects of speaking abilities, providing a detailed basis for evaluating the success of this teaching method in English language education

The researcher used IBM SPSS Statistics Version 21 software to carry out data analysis. After obtaining data through the pretest and posttest, data analysis was then carried out to test the hypothesis.

## RESULT AND DISCUSSION

The research, analyzed using SPSS version 21, assessed the impact of role-play on eleventh-grade students' speaking abilities at SMAN 6 Kediri. The findings revealed a significant improvement in students' speaking skills due to role-play, which enhanced classroom engagement and increased students' interest and motivation. Role-play was particularly effective in improving students' speaking fluency and vocabulary. It provided a dynamic

SEMINAR NASIONAL PENDIDIKAN DAN PEMBELAJARAN KE-7

FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
UNIVERSITAS NUSANTARA PGRI KEDIRI

3 AGUSTUS 2024

2024 SEMDIKJAR 7

Transformasi Dunia Pendidikan dan Pengajaran
Menuju Indonesia Emas

and realistic context for practicing English, helping students speak more smoothly and naturally while expanding their vocabulary through practical use.

The effectiveness of role-play was further supported by questionnaire results, which indicated that students viewed role-play as an effective method for enhancing their speaking skills. The interactive nature of role-play activities not only facilitated the practical application and retention of new vocabulary but also reinforced its positive impact on both the content and process of teaching speaking.

Each student's score improved in the post-test compared to the pre-test. The highest score in the pre-test was 75, while the lowest was 43.75. In the post-test, scores increased, with the highest reaching 100 and the lowest 62.5. The Paired Samples Test revealed a mean difference of 27.25 between the pre-test and post-test scores, with a standard deviation of 7.41 and a standard error of 1.48. The t-score was higher than t-table both in the level of significance 1% (18,381> 2,797) and 5% (18,381 > 2,064). It means the Ho was rejected and the Ha was with significant level. There was significant difference between pre-test and post-test score.
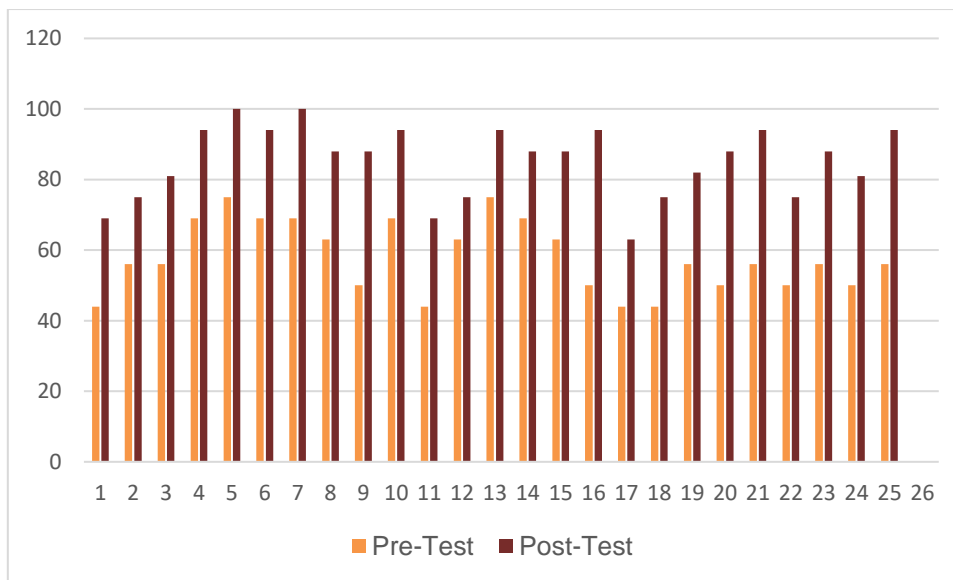
Based on a questionnaire of 25 students participating in role-play activities, a significant majority found role-play beneficial for improving their confidence and English-speaking skills, with 29.76% strongly agreeing and 57.94% agreeing that it enhances their language abilities. However, 9.52% disagreed and 2.78% strongly disagreed, primarily due to challenges with speaking fluency and shyness, which led to stuttering or slower speech. Despite these issues, students remain enthusiastic about role-play, recognizing its potential benefits. Shyness is expected to decrease with more practice, and continued support from educators can help students overcome fears associated with English as a foreign language. Overall, while challenges exist, role-play is a valuable method for developing speaking skills and boosting confidence in English.

| Table 1. The T-score of Pre-test and Post-test Paired Samples Test | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| | Paired Differences | | | | | | | |
| | Mean | Std. Deviation | Std. Error Mean | 95% Confidence Interval of the Difference | | T | Df | Sig. (2-tailed) |
| | | | | Lower | Upper | | | |

**SEMINAR NASIONAL PENDIDIKAN DAN PEMBELAJARAN KE-7**

FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
UNIVERSITAS NUSANTARA PGRI KEDIRI

**3 AGUSTUS 2024**

**2024**  **SEMDIKJAR 7**

Transformasi Dunia Pendidikan dan Pengajaran
Menuju Indonesia Emas

| Pair 1 | PRE_TEST - POST_TEST | -27.25000 | 7.41269 | 1.48254 | -30.30981 | -24.19019 | -18.381 | 24 | .000 |
|---|---|---|---|---|---|---|---|---|---|



**Graphic 1. The Pre-Test and Post-Test Comparison Each Students**
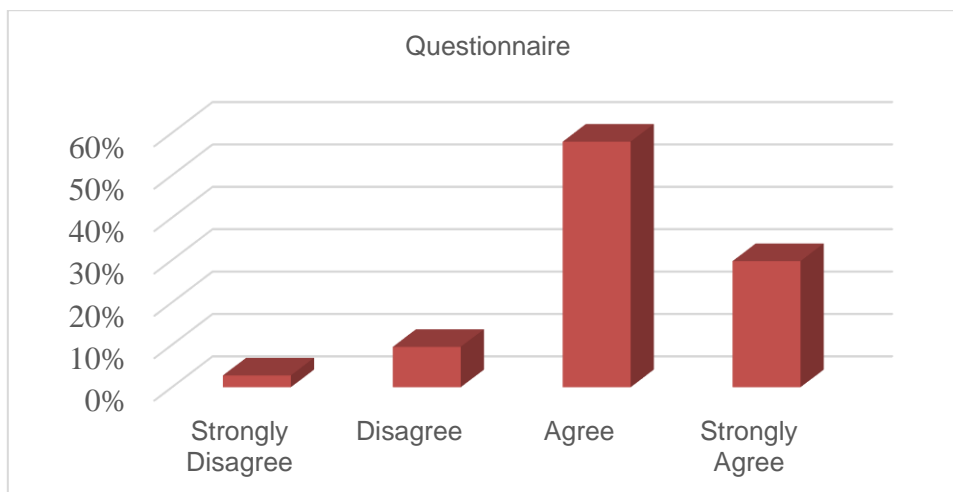


**Graphic 2. Questionnaire Result**

From the data analysis above it can be conclude that there was significant effect between roleplay and students' speaking ability. The use of roleplay in classroom could be guiding the students' activities in interesting way. Roleplay also make a particularly powerful contribution both the content and the process of teaching especially contribute to interest and motivation. The analysis revealed notable improvements in two key aspects of students' speaking abilities: vocabulary and fluency.

**SEMINAR NASIONAL PENDIDIKAN DAN PEMBELAJARAN KE-7**

FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
UNIVERSITAS NUSANTARA PGRI KEDIRI

**3 AGUSTUS 2024**

**2024** **SEMDIKJAR 7**

Transformasi Dunia Pendidikan dan Pengajaran
Menuju Indonesia Emas

This result is also supported by previous research conducted by Sari (2016) and Budiman (2014), indicating that integrating role-play exercises effectively enhances students' speaking skills. Sari's study, conducted with first-grade students at SMPN 251 Jakarta Timur, demonstrated significant improvement in speaking abilities through active student engagement, as evidenced by qualitative and quantitative data analysis. Similarly, Budiman's research with third-grade students at Daarul Ma'arif Junior High School corroborated these findings, highlighting increased motivation and proficiency in spoken English. Both studies utilized a Classroom Action Research (CAR) approach, unlike the current study, which employs an experimental methodology with second-grade students. This research aims to build upon these insights to further validate the efficacy of the Role Play approach in enhancing speaking skills among junior high school students, affirming that role-play is an effective method for improving students' speaking abilities.

## CONCLUSION AND SUGGESTIONS

From this research, it can be concluded that speaking is a critical productive skill that students must master to effectively articulate ideas and share information orally. The primary aim of the research was to enhance students' pronunciation, vocabulary, fluency, and grammar in speaking. The role-play method employed in teaching speaking proved highly effective in capturing students' interest and motivating them to improve their English speaking skills.

This study, conducted at SMAN 6 Kediri, demonstrated that role-play significantly impacted the speaking abilities of eleventh-grade students. Notable improvements in vocabulary, grammar, fluency, and pronunciation were observed from the pre-test to the post-test. Statistical analysis using the t-test confirmed the substantial effect of role-play on students' speaking skills. A questionnaire was designed to evaluate the effectiveness of the role-play method, aiming to understand its impact on various aspects of speaking abilities and providing a detailed basis for evaluating the success of this teaching method in English language education.

Enhancements were observed across all aspects of speaking, with particularly significant improvements in vocabulary and fluency, directly attributed to role-play activities. Therefore, role-play emerged as a valuable tool for promoting vocabulary acquisition and fluency development in students' spoken English. The research underscores the effectiveness of role-play as a method to enhance speaking skills among eleventh-grade students, particularly at SMAN 6 Kediri, highlighting its pivotal role in improving students' speaking performance and fostering overall engagement and proficiency in English.

Based on the findings, the researcher provides valuable suggestions for English teachers, students, and future researchers. For teachers, utilizing role-play in teaching speaking can effectively capture students' interest and

enhance their motivation to study English, making learning enjoyable and facilitating the absorption of material. For students, embracing role-play activities can significantly improve speaking skills, boost confidence, and enhance pronunciation and quick thinking in English. For researchers, more in-depth studies are encouraged to explore the use of role-play in teaching speaking skills across various educational contexts, aiming to develop effective and scientifically proven teaching strategies that can significantly contribute to improving students' English language achievement.

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