



THE USE OF ROLE PLAY TO IMPROVE STUDENTS' SPEAKING SKILL

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Abstract

The purpose of this study is to determine whether role play can improve students' speaking skills. The 25 students in grade 5 received treatments over 4 meetings using a one-group pretest-posttest approach. A pre-test is created before the treatment, and a post-test is created after the treatment, to help the students reach the goal. The minimum score of students in the first pre-test result is 60.00, and the maximum score is 80.00, with the mean score is 72.40. After conducting the pre-test, the researcher did the post-test with the result that the minimum score is 65.00, and the maximum score is 85.00, with the mean score is 75.20. The mean score in the post-test is discovered to be considerably higher than in the pre-test. If the significant 2-tailed value is lower than 0.05 it means there is a significant increase between pre-test and post-test because the significant 2-tailed is 0.02. This study used quantitative method. It implies that role play is successful in enhancing students' speaking skills.

Keywords: *Roleplay, speaking skill, communication, improvement, language*

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INTRODUCTION

In the modern era, interaction is essential for achievement in every field. The use of language in communication is common, without the use of language, ideal communication is not possible between people. In addition, people can't achieve their ambitions, goals, and purposes if they lack the ability to communicate effectively (Rao, 2019). According to Handayani (2018), the speaking problem come when students do not practice regularly in class and do not feel confident also the teacher's teaching technique may not be suitable for students. The teacher is the key of the process of learning, so they should be creative in choosing strategies for teaching to make the students easy to understand the knowledge. According to Arifin (2021), to create an interactive and pleasurable learning environment, teachers should always use instructional strategies that vary based on the skills of students. Additionally, what complicates matters is that some teachers continue to implement old techniques and procedures that don't provide the right setting for students to speak freely (Namaziandost & Nasri, 2019).

On the other hand, students' ability to speak English did not improve when they learned it just from a textbook. When students had to achieve their goals this situation was getting worse. However, most students lack the knowledge necessary to effectively communicate their thoughts. The goals of education are students' intellectual, moral, and social perspectives (Pratiwi & Ayu, 2020). Due to the intended objective, the implementation of an appropriate approach and strategy can enhance student skills and competencies (Negara, 2021). Students get the chance to demonstrate proper language functions in the roles and situations they are assigned through role play (Neupane, 2019). Speaking is important for teaching and learning languages. Students used to understand conversations and memorize events in the past, but now they need to learn how to express themselves. In any situation, they ought to follow by the rules of society and culture (Krebt, 2017).

Social interaction is based on speaking, for that, speaking skills should be taught in the classroom using an interactive approach. Be able to talk, express, or exchange ideas through language is known as speaking. It occurs everywhere and has established it into our daily lives. When someone speaks, they have a conversation and use language to convey their thoughts, feelings, and ideas. Through conversation, he or she also shares information to others (Bohari, 2020). Role play is one method used to teach speaking, role play is a technique for performing out certain ways to interact with others in real life situations (Suryani, 2015). Through role play, students can use English in a real-world setting and, as a result, develop their English-speaking abilities and, at the very least, apply the material they have learned and as a result, they are currently doing action research on various teaching methods that might be employed to aid students in developing their English-speaking abilities (Lahbibibi & Farhane, 2023).

According to Mas (2022) the ideal activity for encouraging students to use their English creatively would seem called role play. It tries to simulate a conversational context in which students might find themselves and provides an opportunity for practice and communication skill development. The teacher serves as both a mentor and a guide. The teacher offers advice regarding their role, setting, characters, and events (Sarwat, Hamza, & Wazeer, 2023). According to Dewi, Pratisti, & Prasetyaningrum (2019), the preparation stage, which involves the first step of identifying, describing offering the problem to the participants, and discussing the roleplay activities, is one of the key steps that must be taken to be considered in roleplay. At this point, participants were able to comprehend disruptive behavior in the classroom, experience what their fellow students feel when they are disturbed during class, and imagine what it would be like to be either a victim of disturbing behavior or a perpetrator. Before engaging in the role play, participants could learn more about empathy through the facilitator's explanation of its significance. Following the activity, the facilitator and participants talked about how well the participants understood disruptive conduct, empathy, and roleplaying.

According to Bawa (2020), the final step will be performance, where the session needs to be in a space with sufficient room for the participants to be close enough to comfortably speak with each other and the teacher. It supported by Asrifan (2022), the students learn by authentically using their imaginations during role play in the classroom. The chosen themes should be interesting to the pupils and suited to their grade (Krisdiana, Irawati, & Kadarisman, 2018). Students can improve their learning ability to become effective language users by using communication tools more meaningfully by playing the characters contained in a story. In the process of role play, students can have an active role in the learning process. Role play is not just playing time anymore but the time to study but at the same time students can play with creativity with classmates. If this is applied, it can change learning strategies from passive English to active English. In the end of the learning process using role play, students can better understand, improve speaking skills and achieve the goal of English learning. The researcher is interested in conducting this research at SDN 1 Campang Raya. This study uses a quantitative method to know the ability of the student's speaking skill.

RESEARCH METHOD

This research is intended to improve students' speaking skills using role play and to know student learning outcomes, especially in speaking skills through role play at SDN 1 Campang Raya. The appropriate method used in this research is one group pre-test post-test design by emphasizing students' speaking ability which can be improved by using role play techniques. The data collecting use test with the pre-test in the first also post-test in the last and the data can be seen in quantitative data.

This study involved 25 students in grade 5 at SDN 1 Campang Raya. The research was conducted pre-test with the rules the students make a group consist of 4 students and then the researcher give the instruction of the situation to perform use role play, then teaching and explaining the material, and last post-test. The post-test did it same with the pre-test. For the treatment, the

researcher gave the material first about the short dialogue. Then, give examples of simple role plays that students can do according to their abilities, such as dialogue between friends when they get to know each other. For the pre-test and post-test, students are given slightly different situations, such as role play in a restaurant, market, and etc.

FINDINGS AND DISCUSSION

After conducting the research at SDN 1 Campang Raya the researcher found if students feel happy and interested with role play as a method of learning English. The research was conducted by 25 students in level elementary school of 5 grade. The research was done in 4 weeks. First week did the pre-test of their skill of speaking of that material like roleplay in the school. For the second week the researcher teach about introduction and simple dialog for training in the class. In the third meeting the researcher ask the students to practice of role play. The students were divided into 6 groups with 5 students in each group. They did roleplay as guests and waiters in the restaurant. Last, in the fourth meeting the students do the post-test of material given at the pre-test with a role play method.

Table 1. Descriptive Statistics

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Pretest	25	60.00	80.00	72.40	6.14410
Posttest	25	65.00	85.00	75.20	6.37050
Valid N (listwise)	25				

Based on the table above, the results of 25 students who conducted the research are the minimum score of students in the first pre-test result is 60.00, and the maximum score is 80.00, with the mean score is 72.40. After conducting the pre-test, the researcher did the post-test after the treatment with the result that the minimum score is 65.00, and the maximum score is 85.00, with the mean score is 75.20.

Table 2. The Result of Pretest

Pretest				
	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 60	2	8.0	8.0	8.0
65	4	16.0	16.0	24.0
70	3	12.0	12.0	36.0
75	10	40.0	40.0	76.0
80	6	24.0	24.0	100.0
Total	25	100.0	100.0	

Based on the second table above, the students who took the pre-test are 25 students. The students got scores ranging from 60.00 until 80.00, there were 2 students who received a score of 60, four students got score of 65, four students got score of 70, ten students got score of 75, five students got score of 80.

Table 3. The Result of Posttest

Posttest					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	65	4	16.0	16.0	16.0
	70	4	16.0	16.0	32.0
	75	6	24.0	24.0	56.0
	80	7	28.0	28.0	84.0
	85	4	16.0	16.0	100.0
	Total	25	100.0	100.0	

Based on the third table above, the students who took the post-test are 25 students. The students got scores ranging from 65.00 to 85.00, there were 4 students who received a score of 65, four students got a score of 70, seven students got a score of 75, seven students got a score of 80, three students got a score of 85.

Table 4. The Paired Samples Test

	Paired Differences					t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pair 1 Pretest - Posttest	-2.80000	4.10284	.82057	-4.49357	-1.10643	-3.412	24	.002

In the fourth table, that rule is if the significant 2 tailed value is lower than 0.05 it means there is a significant increase between pretest and posttest because significant 2 tailed is 0.02, so this research got an increase between pretest and posttest of using roleplay.

It supported by Ernawati (2023), the findings indicated that learning is progressing more quickly. The students' enthusiasm and their increased orderliness during the learning sessions are signs of improvement. One of the growing and continuous teaching strategies in early childhood education is role-playing. Based on Lahiya, Hasini, Mamonto, & Mokodenseho (2022) role-playing is now quite simple for students to integrate into their learning process. Each students can take inspiration from the role played by a variety of characters. According to Kumaran (2017), the findings that respondents believed that role play helped them communicate in authentic settings, therefore has a significant impact on students' lives.

CONCLUSION

Students often find the problem when learn how to speak in English. Lack of motivation to use the target language in everyday speech is a common issue. The students are too scared and afraid to take part of speaking in the class. The enthusiasm of the students, the lesson topic, and media, among other things, as well as the method of teaching English, can all contribute to problems with the students' speaking abilities. Role play is one of several approaches that can be used because several studies indicate that it is efficient to teach speaking. Role play is simulation or role playing from a story or a condition to communicate something, it aims to train students in dealing with real situations, practicing language practice verbally intensively, and provide opportunities for students to develop communication skills.

Students can improve their learning ability to become effective language users by using communication tools more meaningfully by playing the characters contained in a story. In the process of role play, students can have an active role in the learning process. This study involved 25 students in grade 5 at SDN 1 Campang Raya. The research was conducted from the first meeting is pre-test, 2 meetings to conducted treatment used role play as method, and the last meeting followed by post-test. It can be concluded that in the first pre-test the result is 60.00, and the maximum score is 80.00, with the mean score is 72.40. After conducting the pre-test, the researcher did the post-test after the treatment with the result that the minimum score is 65.00, and the maximum score is 85.00, with the mean score is 75.20.

From the research found that there is a significant increase between pretest and posttest because significant 2 tailed is 0.02, so this research got an increase score between pretest and posttest of using roleplay. Due to the natural way that language occurs, role play is helpful for learning a foreign language. Through these activities, students increase their enthusiasm and self-confidence, which motivates them to perform better in their foreign language studies. Role play instructs learners in vocabulary and common language. These are important components that students need to improve their communication skills. It can be said that role play helps students' speaking abilities. After conducting this research, the researcher sees if this research can increase the score of English skill of students especially from the data found of the result between pretest and posttest of using roleplay.

As a result of this study, this method can anticipated for teachers and schools to be able when create educational activities which can give benefit for students, and for future researchers will be able to produce better studies and find solutions to issues relating to educational issues that are common in both the academic and social world. The researcher realize if this research still needs a lot of improvement, so that in the future the role play method will be very effective to use for improving students' speaking skills.

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