

The Effectiveness Of Role-Play In Improving Grade Seven Students' English Speaking Skills at SMP N 3 Tareran

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Received: 28 Maret 2025

Accepted: 18 April 2025

Published: 22 April 2025

Abstract: Speaking is one of the essential skills in learning a language, as it plays a crucial role in effective communication. However, many students face challenges in developing their speaking skills, such as lack of confidence, limited vocabulary, and insufficient opportunities for practice. As a result, researchers and educators are increasingly using role-play method as a tool for teaching foreign language. The purpose of this study is to investigate the effectiveness of the role-play method in improving students' speaking skill. This study was delimited on the teaching speaking skills using role-play method at the seven grade of SMP Negeri 3 Tareran. This study was conducted using quantitative method. Furthermore, the design of this study was pre-experimental with one group pretest dan posttest, which consisted 16 students were the subject of this study. The result of this study showed that the mean score in the posttest was higher (80.44) than mean score of pretest (50.19). Based on the result, it can be concluded that the use of role-play can improve students' speaking skills.

Keywords: *Improving, Role-play, Speaking skill, EFYL.*

INTRODUCTION

In language learning, speaking is considered a critical skill as it directly reflects a learner's ability to communicate effectively in real-life situations. Speaking encompasses various essential components, including fluency, accuracy, pronunciation, vocabulary, and coherence (J. Richards, 2006). When learning English, developing strong speaking skills is vital because it allows learners to express their thoughts, emotions, and ideas clearly and confidently (Brown, 2004).

According to (Maru & Wongkar, 2023), In Indonesia, mastering spoken English is frequently perceived as the most challenging aspect, primarily because of its intricate components such as pronunciation, sentence structure, discourse, and socio-cultural context (Maru & Wongkar, 2023). The ability to speak proficiently in English not only fosters greater interaction but also builds learners' confidence and encourages active participation in conversations (Ur, 2012). However, many English learners face challenges in this area, such as hesitation, anxiety, and limited vocabulary (Liando, et al. 2024). These difficulties can hinder their progress and diminish their motivation to continue learning (MacIntyre & Gardner, 1991). The importance of English, requires students to be able to improve their ability to speak English (Liando, et al. 2017). To improve students' mastery of English, teachers should be able to strive so that students can master and understand English. That's why teachers must have a variety of knowledge about interesting approaches, methods, techniques and media to use for teaching (Rorimpandey, 2019). Effective teaching methods, such as role-play and interactive activities, have shown promise in addressing these challenges (Liando, et al. 2023). By engaging learners in dynamic and contextually relevant scenarios, these techniques help build their speaking skills in an enjoyable and supportive environment. Thus, focusing on speaking in English language education is crucial, as it equips learners with the practical abilities they need to participate in diverse social, academic, and professional contexts with greater confidence and competence.

Speaking is one of the essential skills in learning a language, as it plays a crucial role in effective communication (J. Richards, 2006) . However, many students face challenges in developing their speaking skills, such as lack of confidence, limited vocabulary, and insufficient opportunities for practice. Consequently, there is a need for effective teaching methods that can enhance students' speaking achievement (Nunan, 2003). One promising approach to improving speaking skills is the use of role-play activities (Thornbury, 2005). Role-play is a teaching technique that involves students acting out real-life situations or scenarios, allowing them to practice their language skills in a more engaging and interactive way (Kalin, 2018). By immersing

themselves in simulated situations, students can develop their fluency, pronunciation, and ability to communicate ideas effectively.

The role-play technique has become increasingly popular in language learning, especially in teaching speaking skills (Bygate, 1987). Role-play involves placing students in simulated real-life scenarios where they assume different roles and use language authentically within a context (Harmer, 2007). This technique is known to provide a safe and encouraging environment for learners to practice speaking, allowing them to experiment with vocabulary, grammar, and pronunciation without fear of judgment or making mistakes (Larsen-Freeman, 2000). According to (Kodotchigova, 2002), role-play enables students to experience authentic communication, helping them understand cultural nuances, social norms, and appropriate language use in various situations. By practicing in these structured yet flexible settings, learners build their confidence and fluency in the target language, as they must navigate interactions and respond to spontaneous cues from their peers.

Studies have shown that role-play not only enhances learners' language skills but also reduces their anxiety, which is a common barrier to effective language learning. For instance, (Huang & Shan, 2008) found that role-play activities significantly decreased students' speaking anxiety while increasing their motivation and willingness to participate in class. This interactive approach helps students improve essential components of speaking, such as pronunciation, intonation, and fluency, by engaging them in practical conversations that mimic real-world situations. In addition, (Atas, 2015) argues that role-play provides students with the opportunity to practice language in meaningful, contextualized ways, which is more beneficial than traditional, grammar-focused methods of instruction.

Role-play activities can take many forms, such as scripted dialogues, open-ended scenarios, and problem-solving tasks. In scripted role-plays, students follow a provided script, which is useful for practicing specific vocabulary and structures. Open-ended scenarios, on the other hand, encourage learners to improvise their responses, making the interaction more dynamic and similar to real-life conversation. Problem-solving tasks are particularly valuable for advanced learners, as they require

negotiation, persuasion, and critical thinking skills (Taguchi, 2011). These variations in role-play activities allow instructors to tailor their lessons to different skill levels, ensuring that each student can benefit from the exercise.

Role-play is considered a learner-centered technique that emphasizes active participation, engagement, and personal responsibility in language learning. By assuming different roles and interacting with others, students can practice language in a way that is both meaningful and enjoyable. As (J. C. Richards, 2006) points out, techniques like role-play align well with communicative language teaching (CLT) principles, as they provide learners with opportunities to develop communicative competence—the ability to use language effectively and appropriately in various contexts. The role-play technique is thus highly effective in fostering a practical and holistic approach to language learning, preparing students for real-life communication outside the classroom.

Several studies have highlighted the potential benefits of using role-play in language learning. For instance, a study by (Huang & Shan, 2008) found that role-play activities significantly improved students' speaking performance and reduced their anxiety levels. Similarly, (Atas, 2015) reported that students who engaged in role-play activities demonstrated better speaking skills and increased motivation compared to those who received traditional instruction.

Despite the promising potential of role-play, its effectiveness in improving students' speaking skill may vary depending on factors such as the design of the role-play activities, the level of student engagement, and the overall implementation strategy. Therefore, further research is needed to examine the effectiveness of role-play in specific educational contexts and to explore students' perceptions and responses to this teaching method.

RESEARCH METHOD

Based on the purpose of the study, namely "The Effectiveness of the Role-Play to Improve Students' Speaking Skill", This study was employ a quantitative research design, specifically a pre-experimental design with a pretest-posttest one-group design at SMPN

3 Tareran. The subject of this study was class 7A, consisting of 16 students. This design compared students learning achievement before and after treatment through pre and post-test results. (Sugiyono, 2015) proposed the design as follows:

Pretest	Treatment	Posttest
T1	X	T2

The data analysis this study is the quantitative data from the speaking skill tests (pre-test and post-test) was analyzed using SPSS methods to address the research questions and hypotheses by calculating the pre-test and post-test score.

Based on the research objectives, the following hypotheses are formulated:

H_0 (Null Hypothesis): There is no significant improvement difference in students' speaking skills scores before and after using role-play method.

H_a (Alternative Hypothesis): There is a significant improvement difference in students' speaking skills score after using role-play method.

The hypothesis was tested at a 5% significance level ($\alpha = 0.05$). If $p < 0.05$, the null hypothesis will be rejected, indicating that role-play significantly improve students' speaking skills.

FINDINGS

This chapter presented the result of reasearch there were two data obtained in this research the score of pre-test (T1) and the score of post-test (T2). The pre-test (T1) was given before teaching students' using role-play method and the post-test (T2) was given after treatment.

Table 1. The Scores of Students' Pretest and Posttest

Student	Pretest (T1)	Posttest (T2)
AS	42	74
DM	47	78
ET	50	80
FR	55	85
GR	60	88
IK	45	75
JK	48	79
JT	50	81

LD	52	83
MK	58	87
PK	40	69
RK	44	72
VT	53	82
VK	61	89
YL	49	77
NM	65	93

Based on the table 1 above, the frequency of pretest score are classified as follows : seven students scored 40-49, six students scored 50-59, and three students scored 60-65 which shows that students' speaking skills are still weak. It is concluded that students' speaking skills needs to be improved.

Moreover, the frequency of posttest score are classified as follows: one student scored 69, six students scored 70-79, eight students scored 80-89, and one student scored 93. This result show an increase in the students' speaking skills.

Not only that, based on the table 1, by applying the SPSS program, the mean and median of the students' score are as follows:

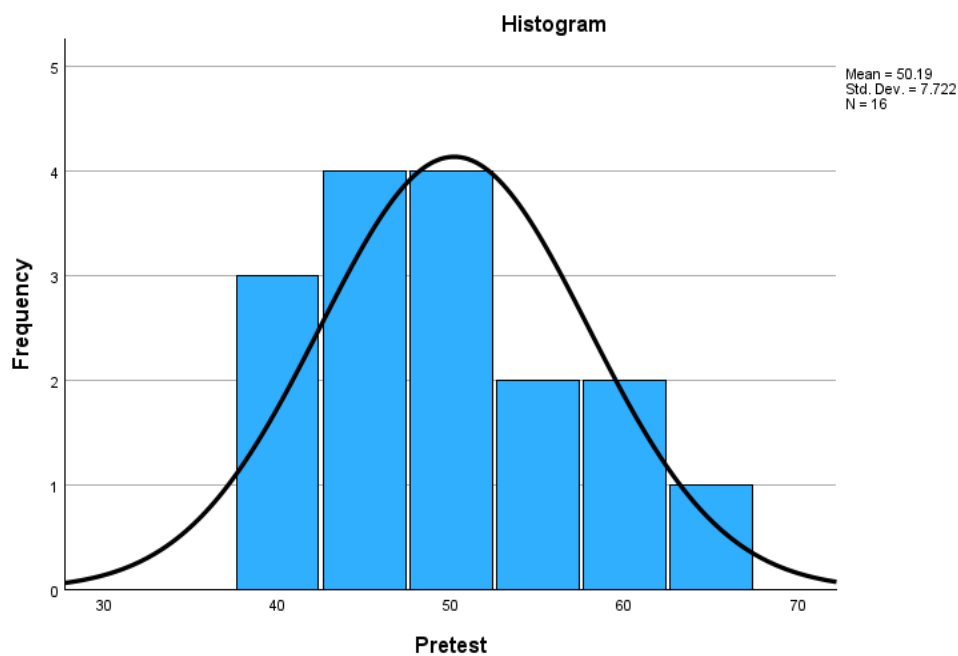
Table 2. The Calculation of The Mean and Median of The Students' Score.

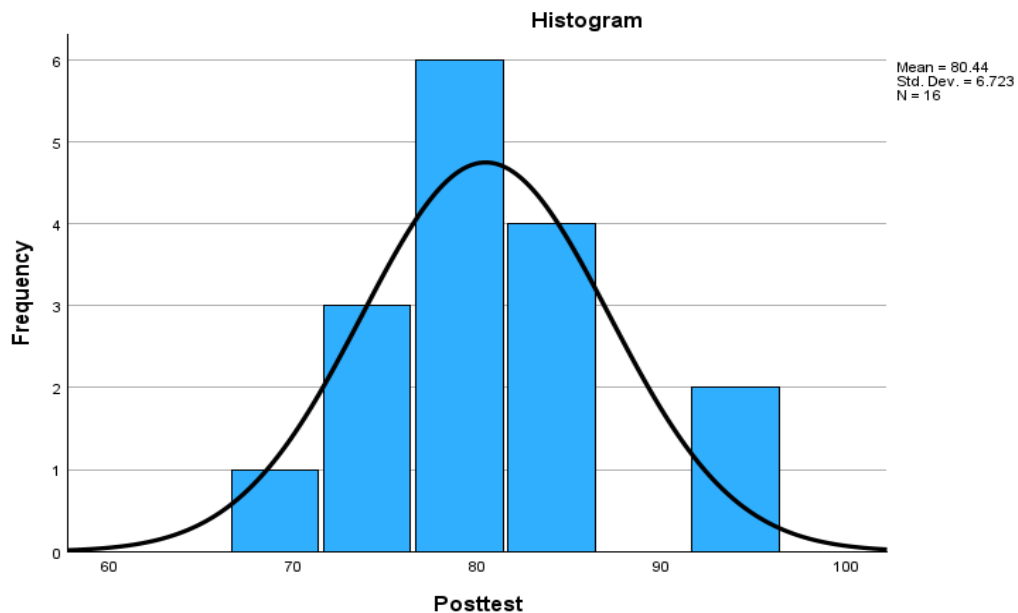
Statistics		Pretest	Posttest
N	Valid	16	16
	Missing	0	0
Mean		50.19	80.44
Median		50.00	80.00
Std. Deviation		7.722	6.723
Minimum		40	69
Maximum		65	93

According to the data above, it shows that there were sixteen students who have taken the test. Not only that, table 2 presented in the result of pretest and posttest. In

the pretest, the lowest score was 40, the highest score was 65, mean value was 50.19, and the median value is 50.00. While in the posttest, the lowest score was 69, the highest score was 93, mean value was 80.44, and the median value is 80.00. This means that there is an increase in student scores before and after being given treatment. where after being given treatment through the use of role-play in speaking skills, there is an increase in the score.

Furthermore based on table 1 and 2, the students' score in the pretest and posttest can also be seen in the histogram below:





➤ Testing of Data Normality

The researcher then looked at the normality of the data using the following formula:

Table 3. Normality Test of Pretest and Posttest Using SPSS

Tests of Normality						
	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Pretest	.144	16	.200*	.942	16	.372
Posttest	.151	16	.200*	.956	16	.593

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

From the results of the normality test in this research, the significance value of the normality of the Shapiro-Wilk pretest was 0.372 and posttest was 0.593. Therefore, the pretest and posttest significant score are more than 0.05. It means the data is normality distributed.

➤ Hypothesis Test Using Paired Sample T-test by Using SPSS Program

The results of the data analysis of the students' pre- and post-test results are shown in the following table:

Table 4. Paired Sample Statistics of Pretest and Posttest

		Paired Samples Statistics			
		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pretest	50.19	16	7.722	1.930
	Posttest	80.44	16	6.723	1.681

Based on the data the result of pretest and posttest using SPSS Program t-test shows that mean score pretest was 50.19 and the mean score of post-test was 80.44. The standard deviation and mean error for the pretest were 7.722 and 1.930. The standard deviation was 6.723 and the mean error 1.681 for the post-test. The mean result indicate that there is a difference between the means of the pre-test and post-test. It is feasible to determine that there was an increase because the mean value of the post-test was higher than the pre-test.

Table 5. Paired Sample Correlation by Using SPSS Program

Paired Samples Correlations						
				Significance		
			N	Correlation	One-Sided p	Two-Sided p
Pair 1	Pretest & Posttest	16		.615	.006	.011

The table above shows the correlation between the two pretest and posttest scores, and

it is clear that the two scores have a 0.615 and sig 0.011 correlation. In relation to how decisions based on achieving probability are interpreted, in particular :

If sig > 0,05, means H_a is accepted

If sig < 0,05, then H_o is rejected

The previous table shows that sig 0.011 is less than 0.05, which means that H_a is

accepted and H_0 is rejected. The pretest and posttest scores thus show a strong correlation.

Table 6. Paired Sample Test by Using SPSS Program

		Paired Samples Test								
		Paired Differences			95% Confidence Interval of the Difference		t	df	Significance	
		Mean	Std. Deviation	Std. Error Mean	Lower	Upper			One-Sided p	Two-Sided p
Pair 1	Pretest - Posttest	-30.250	6.403	1.601	-33.662	-26.838	-18.897	15	<,001	<,001

Table 6 shows that the p-value is less than 0.05 ($0.001 < 0.05$). Therefore, it can be concluded that using role-play as a method improving students' speaking skills and that there is sufficient data to refute hypothesis 0.001.

DISCUSSION

As evidenced by the research background, role-play method were employed in this study to solve the issue of students' lack of speaking skill and to provide teachers with a method reference tool to aid in improving their students' speaking skill. Following multiple rounds of data analysis, the research's conclusions align with earlier studies' findings that role-play method can improve students' speaking skills.

The aim of the research is to investigate the effectiveness of the role-play method in improving students' speaking skill. This research was conducted in 8 meetings, the first meeting is for the pre-test, the second until the seventh meeting for the treatment and the eight meeting for the post-test. The researcher was carry out a pre-test to determine the students' speaking skill to find out the initial ability of each students. Futhermore, the researcher was given a treatment for students based on the pre-test and this treatment was make sure students was upgrade their speaking skills and after that the post-test was given to students again to assess their speaking skill after given the treatment using role-play, this is done to make sure the data has collecting to researcher for evaluated.

After the researcher applied the role-play method in teaching speaking skills, the researcher obtained data. Based on the research findings, the Paired Samples Statistics output data shows that the pre-test and post-test means increased from 50.19 to 80.44. The variance of the sample is computed using the standard deviation. The standard deviation of the pre-test is $7.722 < 50.19$, while the standard deviation of the post-test is $6.723 < 80.44$. The mean is not homogeneous when the standard deviation is higher, but it is homogeneous when the standard deviation is lower. The homogeneity of the pre- and post-test standard deviations suggests that the averages of the study's sample populations are nearly the same.

Based on the output data from the normality test, the pretest score has a significance value of 0.372 and the posttest score has a significance value of 0.593. It is possible to conclude that the data is normality distributed because the significance values for the pretest and posttest are both greater than 0.05.

Table 5 (paired sample correlations) shows the correlation between the two pretest and posttest scores. It is clear that the correlation value between the pretest and posttest is 0.615 and sig 0.011. Regarding the interpretation of choices predicated on attaining probability, specifically:

If sig > 0,05 then, H_a is accepted

If sig < 0,05 then, H_o is rejected

Since sig 0.011 is less than 0.05, as shown in Table 5, means H_o is rejected and H_a is accepted. Thus, it can be said that the pretest and posttest scores have a strong correlation.

The paired sample test in Table 6 indicates that the p-value is less than 0.05 ($0.001 < 0.05$). As a result, there is sufficient data to support the rejection of the null hypothesis and the conclusion that using role-play as a method can improve students' speaking skills. This is in accordance with the theory on the application of role-play in speaking learning said by Vygotsky, L. S. (1978) that role-play effectively enhances students' speaking skills by providing a supportive environment for practicing language in contextually relevant settings.

CONCLUSION

Based on the findings of the research titled "The Effectiveness of Role-Play in Improving Grade Seven Students' English Speaking Skills at SMPN 3 Tareran", it can be concluded that role-play is an effective method for enhancing students' speaking abilities. The results of the normality test using Shapiro-Wilk show that both the pretest (0.372) and posttest (0.593) scores are normally distributed. Furthermore, the paired sample test yielded a significance value of 0.001, indicating a significant difference between students' speaking skills before and after the implementation of role-play activities. This means that role-play had a positive impact on improving students' English-speaking skills. The improvement observed supports the integration of interactive and communicative strategies in language classrooms. Thus, role-play proves to be a beneficial approach in fostering students' confidence and fluency in speaking English.

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