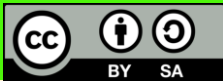# THE ROLE PLAY TECHNIQUE TO IMPROVEMENT THE STUDENT'S SPEAKING SKILL FOR THE 8th GRADE STUDENTS AT SMPN 1 BLANGPIDIE ACEH BARAT DAYA

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ARTICLE INFO	ABSTRACT
	The research was conducted to the effectiveness of role-play in improving students' speaking skills SMPN 1 Blangpidie Aceh Barat Daya, and increasing their motivation by utilizing this role-play technique. This research was influenced by students' perception that speaking skills are one of the most challenging aspects of learning English. The study employed a quantitative descriptive research method. Data analysis was conducted using a paired t-test. The results indicate that students have benefited from using the role play technique. The success of using role play in the classroom was obtained from exposure to real data statistical calculation of t-test 4.37 and t-table value 2. 093. Roleplay improved student motivation and is also effective in improving students' speaking skills in class.

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INTRODUCTION

The English language is considered necessary for foreign languages in Indonesia. Therefore, English has been taught since elementary school (Auliyati et al., 2021; Indriyani & Lailatul, 2022; Maduwu, 2016) Almost all junior high schools have made English language learning mandatory (Asrifan et al., 2019). Therefore, English is appropriate for all educational levels. In school, English instruction should go beyond theoretical knowledge; students should also develop practical skills to use the language effectively for communication. (Jaelani & Widad, 2017). In the world of education, almost all material references use English. Even tools and applications support study students on computers and laptops set up to use English. Therefore, English must be mastered actively, especially speaking skills. According (Hidayat & Zahara, 2016; Zuraidah et al., 2020) to ensure students master English well, students need to know four things: reading, speaking, listening, and writing.

One essential skill in communication is practical speaking. It enables us to interact with others; every word helps us exchange ideas and information. (Balak et al., 2022; Neupane, 2019). In the English language, students should attain proficiency in speaking skills to effectively convey the meaning and intent of their conversations to their listeners. According to (Pinatih, 2021; Ristianisa, 2021), speaking activities are significant for students to communicate politely and effectively. The purpose of speaking skills is to communicate (Satap & Pandang, 2021). This ability allows people to express their thoughts, feelings, and emotions to others. In everyday social situations, professional situations, or public speaking, Good public speaking skills enable people to express themselves, disseminate information, build relationships, inspire, educate, and influence others. According (Rochman, 2014) Speaking is the most essential part of learning English. Speaking is a crucial component of teaching and learning English. As students become proficient in English, their ability to communicate effectively in class improves. Furthermore, speaking skills allow individuals to articulate their thoughts, feelings and desires orally and in writing (Amelia & Fitriani, 2022)

In the classroom, many students are reluctant to speak English during the teaching and learning process due to embarrassment and anxiety about potential ridicule from their classmates. The students also feel they do not have enough confidence to speak in front of the class, and they struggle with limited vocabulary and fluency. To address this issue, students need to build a strong English vocabulary. A teacher could change the right method and be more effective in teaching speaking skills to students. An effective method is important for students to overcome their speaking issues. Teachers need to utilize effective classroom strategies to enhance students' motivation to study using innovative methods. Teachers are essential to the learning process, so they must be innovative in selecting teaching strategies to ensure students can quickly grasp the material (Puspitaningrum et al., 2019; Sari & Hamzah, 2023). With the ability to speak, students will feel more comfortable with the application of new methods from the teacher.

One of these activities is the role-play technique. According to (Suyenny et al., 2017), in role-playing, students work in pairs or groups and set learning goals that participants want to achieve. Role-play uses applications and serves teaching materials with real-life situations that involve students' daily activities. Through role-play, teachers try to show relationships between students by collaborating and discussing so that teachers can explore emotions, attitudes, values, and various problem-solving strategies (Paudi, 2020). According to (Zulfitri & Harahap, 2019), role-play can develop students' imagination and appreciation for role-play with living and non-living objects. In carrying out the role-play, students can simulate situations using materials provided by educators in the class. According to (Fizriani, 2022; Suyenny et al., 2017), role play is presented in certain situations so that students can communicate with each other in English. Using this role-play technique, students are directly involved in the learning process in the English language classroom (Syehma Bahtiar & Yovita Suryarini, 2019). By using role-play techniques, students become more active than the teacher. Students will assume assigned roles to collaborate with their peers. (Erasma et al., 2013) Role-

play fosters imagination and creativity, allowing students to practice new language and behavioral skills in a supportive environment. It can generate the motivation needed for everyday learning. According to (Mustika et al., 2018), in role-play, the teacher gives the material to the students, and they can change it. When students adapt the provided teaching materials, it enhances comprehension and empowers them to define their roles more effectively. In a previous study according to (Amelia & Fitriani, 2022) Educators can employ role-play games to aid students in enhancing their speaking skills and to motivate them to learn the English language. These matters because game roles help give students with trouble speaking freedom. Using role-play to learn English is an opportunity for students to practice English in class, proven to be very effective in improving English language skills (Iman et al., 2021). Using role-play makes speaking and learning activities more exciting and fun (Rosdiana, 2023)

Based on the case above, the research aims to assess the effectiveness of the role-play method in enhancing students' speaking skills in English classes and boosting their self-confidence. The researcher intends to conduct a study titled "Role-Play Method to Improve Speaking Skills of Grade VII Students at SMPN 1 Blangpidie".

RESEARCH METHOD

This research employs a quantitative approach. It utilizes a descriptive quantitative design featuring one group with both a pre-test and a post-test. Quantitative descriptive research involves describing, studying, and explaining phenomena as observed, using numerical data to conclude (Ali et al., 2022; Jayusman et al., 2020; Sulistyawati et al., 2022). This design had a pre-test before the teaching process in class. This way, the treatment results can be determined accurately because they can be compared with the conditions before the treatment (Rosdiana, 2023). This design has two measurements of the learning outcomes of grade VIII students. The initial assessment (pre-test) evaluates students' speaking skills before implementing the treatment or applying role-play techniques. The second measurement (Post-test) is carried out to obtain student learning outcomes after role play is used.

The research was conducted at SMPN 1 Blangpidie Aceh Barat Daya. The population in this study were VIII grade students in SMPN 1 Blangpidie Aceh Barat Daya. This research focused on 8-A grades as the sample, where there were 20 students in this class. In this research, simple random sampling is used. Simple sampling is "a simple and common sampling method where samples are selected from units using the same selection method for each unit for each design" (Arieska & Herdiani, 2018; Noor & Golzar, 2022). Furthermore, the oral test obtains data on students' speaking skills. From the researchers' discussion, the questions and material to be discussed are about invitations, in this case, accepting and rejecting an invitation. Samples and materials are taken from the relevant internet regarding giving opinions.

This way, the treatment results can be determined accurately because they can be compared with the conditions before the treatment (Rosdiana, 2023). This design has two measurements of the learning outcomes of grade VIII-A students. The first treatment (pre-test) is carried out to assess students' speaking skills before treatment or before applying role-play techniques. The second measurement (Post-test) is carried out to obtain student learning outcomes after role-play is applied. The researcher used a t-test paired with two mean to analyze the data.

RESULT AND DISCUSSION
Result of Data Observation from Pretest and Posttest

The pretest and posttest results indicate changes in students' speaking skills using the role-play technique. Speaking skills improved from the pretest before the treatment to the posttest after the treatment. The findings demonstrate that implementing role-play in class VII-A at SMPN 1 Blangpidie, Aceh Barat Daya, effectively enhanced students' speaking skills.

Table 1. Paired Sample Statistics

	Mean	N	Std. Deviation	Std. Error Mean
Pretest	36.79	14	9.11	2.44
Post test	69.65	14	7.714	2.06

The data presented above in Table 1 shows the results of the pretest and posttest of grade VII-A students. The mean score on the pretest was 36.79, while the posttest average was 69.65. The difference in average scores reveals a significant improvement in the student's scores after receiving role-play treatment in class VII-A. The pretest's standard deviation of 9.11 signifies that the data points are spread around the pretest mean with an average deviation of 9.11. Similarly, the standard deviation of 7.714 for the posttest signifies that the data points deviate from the posttest mean by an average of 7. 714. Higher standard deviations in the posttest indicate that the values on the posttest have a more significant variation than those on the pretest. In other words, the posttest data is more diffuse and significant. The average standard error for the pretest is 2.44, and for the posttest, it is 2.06. It shows how accurately the mean estimates the value of the population.

Table 2. Paired Samples Correlations

	N	Correlation	Sig.
Pretest & Post-test	14	0.858	0.000

Table 2 indicates a correlation coefficient of 0.858 between pretest and posttest scores, indicating a strong positive relationship. The significant p-value of 0.000 suggests that the correlation between pretest and posttest scores is statistically significant at 0.05. This means we can be sure that the relationship between the pretest and the posttest is not due to chance.

Table 3. Paired Samples Test

Paired Differences	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		t	df	Sig. (2-tailed)
				Lower	Upper			
Pretest-Post test	-32.8571	4.404	1.177	-35.3987	-30.3155	-26.224	13	

The table above shows the results of paired differences analysis between pretest and post-test. The mean difference between the pretest and post-test was 32.85, which shows an average increase of 20 points after treatment. The standard deviation from the difference is 4.404, indicating the variation in scores between the pretest and post-test. The standard error shows an average difference of 1,177, which shows how accurately the mean difference estimates the value of the difference in the population. The confidence interval for the difference ranges between -32.8571 and -30.3155. Since this interval does not include 0, it shows that the mean difference is statistically significant. At the same time, the t-test value is -26.224. This high t-value indicates that the difference between pretest and post-test is statistically significant. The degrees of freedom for this test are 13. This is usually calculated as the number of observation pairs minus one (n-1), where n is the number of pairs (student 14). The significance value indicates 0.000, and since this value is much smaller than 0.05, it suggests that there is a difference between the pretest and post-test.

Result of Data from Questionnaire Related to Student Motivation

Table 4. Motivation Score Based on Pre-test and Post-test

No	Name	Pre-test Score	Post-test Score	Change
1	K	20	60	40
2	NA	35	70	35
3	ARH	45	80	35
4	DDA	50	80	30
5	OL	35	70	35
6	SH	35	60	25
7	HP	45	75	30
8	YH	50	80	30
9	SSF	40	75	35
10	S	25	60	35
11	AHAA	40	70	30

12	KR	25	65	40
13	L	35	70	35
14	RJ	35	60	25
	Average	36,79	69,65	32,86

Table 4 indicates the increase in students' motivation after giving treatment with the role-play technique. The pretest results range from 20 to 50, with an average score of 36.79. This suggests that student's motivation before the treatment was low. Meanwhile, the post-test scores range from 60 to 80, averaging 69.65. There was a significant improvement in each student's motivation score, with an average of 32.86 points. It indicates that the role-play technique at SMPN 1 Blangpidie Aceh Barat Daya effectively enhances students' motivation in class VIII-A.

Based on the analysis above, the role-play technique has been shown to enhance students' speaking skills significantly. This is evident from the average scores of students' speaking abilities at SMPN 1 Blangpidie, Aceh Barat Daya, in class VIII-A. before and after being given role-play treatment. The results of the analysis show that the pretest score is lower and the posters are higher. The pretest is given before the role-play treatment, while the posttest is given after the role-play treatment. Therefore, it can be accurately seen with the data analyzed by the researcher, namely with an average pretest score of 36.79 while the average posttest score is 69.65. A t-test score of - 26.224 with a high t-test score shows the contrast between the pretest and posttest. This researcher's analysis shows that this technique's role play effectively improves students' speaking skills in English classes. Meanwhile, the student motivation questionnaire data with the role-play method taken from the same subject based on the pretest and posttest calculations was also declared high. This is supported by the average score change among students, 32.86 points. This reflects a substantial increase, and many students saw improvements ranging from 30 to 40 points.

Therefore, the high number of student posttests that prove the effectiveness of the implementation of roles in the classroom is in line with research conducted by (Alawiyah & Efransyah, 2024), which states that learning with role-play techniques is declared effective in improving students' speaking skills. This is indicated by a P value of 0.143, more significant than 0.05, suggesting it falls within the typical range considered for statistical significance. Then, according to (Karmila, 2023), based on the data obtained, this role-play technique can improve students' speaking skills, starting from 20% to reaching the highest 75% after treatment. (Makrifah et al., 2020) Said that there is an influence in the application of role-play techniques to improve speaking skills in students. Therefore, teachers should consider this role-play technique so that it can be applied to student learning.

In this study, the researcher observed the effectiveness of role-play in enhancing students' speaking skills and examined students' motivation and confidence in using role-play during English learning, particularly in speaking activities. The success of role plays in increasing student motivation aligns with the research conducted (Samsibar & Naro, 2018).

This is evidenced by the t-test analysis data of 4.37 and the t-table value of 2.093, which shows the effectiveness of role plays in increasing student motivation. (Abdul et al., 2020) This is supported by the results of the data analysis, where the t-test value obtained was 4.37, which exceeds the critical t-value of 2.093. This indicates a significant improvement attributed to role-play in enhancing students' motivation to learn English, particularly their speaking skills.

Based on the collected data, students who engaged in role-playing activities showed a notable improvement in their speaking skills. They can communicate well and use various words to convey their messages. Good communication skills allow them to clearly explain their ideas and thoughts and choose words appropriate for the situation and the person they speak to. Their ability to use many types of words allows them to adapt their language, making the conveyed message more engaging and accessible for others to understand. This skill demonstrates their ability to speak and write fluently and flexibly, which is helpful in various communication situations. Role-play is effective for enhancing students' speaking skills and refining their ability to understand and respond appropriately, which is crucial for effective communication in real-world situations. The study's results also show that this role technique has a very positive impact on speaking skills. The active participation required by this approach enhances students' critical thinking and innovation skills. Additionally, role-playing provides learning opportunities that help students understand and use language in various real-life situations, essential for regaining fluency and confidence. This method also dramatically increases student effectiveness. By combining fun and creativity, role-playing can reduce the anxiety often accompanying speaking a foreign language and improve students' motivation to learn. The social interaction during the class's teaching and learning process also strengthens students' motivation by helping students and providing feedback.

CONCLUSION

Based on data from the research, the role-play technique can significantly increase student motivation and effectively improve students' speaking skills, especially in learning English. This can be seen from the post-test scores of 69.65 and the pretest scores of 36.79. This is quite a significant increase after the role-play treatment. Also, the t-test value obtained was 4.37, which exceeds the t-table value of 2.093, which shows statistical significance. So, Role-play effectively improves students' speaking skills and increases motivation to learn English in class VIII-A at SMP Negeri 1 Blangpidie, Southwest Aceh.

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