



The Effect of Using Role-Playing Technique on Students' Speaking Ability

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Abstract

This study discusses the role-playing technique's effect on students' speaking ability at SMAN 1 Jalancagak. The formulation of this study aims to determine the significant effects and differences in students' speaking ability between the experimental class and the control class. The study was conducted on eleventh-grade students of SMAN 1 Jalancagak in the second semester of the 2022-2023 academic year. The research design was a sequential explanatory mix-method study. The sampling technique used in this study was cluster random sampling with a nonequivalent control group design pattern. The sample in this study was divided into two groups of 35 students in each class. Pretest and post-test were given to both classes. The independent sample t-test (sig.2-tailed) value was ($0.000 < 0.05$), which indicates a difference in students' speaking abilities between the experimental class and the control class. The t-test result was higher than the t-table ($7.712 > 1.999$), indicating a significant effect of the role-playing technique on students' speaking ability. It can be concluded that H_0 is accepted. Finally, questionnaires and interviews were used with qualitative data analysis to investigate students' responses to the learning methods and techniques as additional data. The results showed that the student's responses to the role-playing technique in the experimental class were better than the PPP (Presentation, Practice, Production) method used in the control class.

Keywords: Role-playing technique, speaking, students' speaking ability.

INTRODUCTION

Speaking is one of the most crucial abilities to achieve when learning a language. Speaking abilities play a crucial part in social aspects and the dissemination of knowledge, the acquisition of employment, and the development of connections in the workplace. Through the ability to speak, humans can socialize with others. Speaking is the most crucial of the four language abilities for effective communication in today's interconnected world. Due to the widespread use of English worldwide, students must learn the language's communication abilities to succeed in their particular industries (Rao,

2019). Speaking is vital in education as an essential skill that must be mastered in English. The world of education is required to direct, assist, and hone students in improving their skills. Education has an important role in developing students' talents. Speaking can be honed in the learning process as one of the basic skills that are important to be mastered.

The teacher has an important role in livening the atmosphere and making the class engaging and interactive. Students must be able to play an active role because speaking activities must involve students and teachers. Due to the value of speaking, English teachers either teach speaking or incorporate speaking activities into every course subject to improve students' speaking abilities (Azlina et al., 2015). However, there are many obstacles to its implementation. Often speaking, activities do not run effectively and are not interactive due to several factors that influence them. Students are often afraid of making mistakes in speaking and prefer silence because of the lack of vocabulary mastery, so it is difficult to make complete sentences, and what is most often encountered is the need for more confidence in students to speak English. Due to these obstacles, students lose interest in learning English. Many students choose to be listeners instead of actively participating in speaking activities. Students assume that learning English is difficult and boring. Even if students have more interest and enough self-confidence, these challenges can be passed well. Monotonous learning activities that cannot provoke student interest can also be one of the causes. The teacher needs to change the atmosphere of the classroom atmosphere that makes students actively involved is needed in speaking activities. Teachers must be creative in designing the learning process.

Currently, many interesting learning methods and techniques make the class more interactive. The researcher suggests a role-playing technique for speaking activities. Students will be given instructions to act as someone else. Students can act as presenters, public figures, politicians, artists, and others according to their wishes. According to Balak et al. (2022), role-playing is one of the best methods for encouraging students to talk. In role-playing exercises, for instance, a teacher assigns a role and allows students to act as police officers, doctors, security guards, and so on by giving them scenarios. Students' interpersonal skills can be developed very effectively with the help of this strategy. Heinrich (2018, p. 3) defines Role-playing as a dramatic variation of performance. Humans have a remarkable propensity for achievement. The actor focuses on a specific behavior that he has chosen. In particular circumstances, the actor says and acts in ways we might not otherwise. The actor occasionally taps into our potential and unleashes abilities that astound and surprise us and others. Performance is always characterized by increased activity. The student's knowledge of speaking techniques may be increased by role-playing exercises in speaking instruction. Students will be able to communicate their thoughts and emotions.

Additionally, they will find it simple to learn English as a universal language for intercultural dialogue. Role-playing can be characterized as a simulation or an action emulating a character as student play acting as someone else in the actual world. Students participate in role-playing as a teaching method, speaking and acting following their roles. The role-playing method has various benefits that can assist in resolving students' speech difficulties (Pinatih, 2021).

After conducting a massive literature review, several studies related to this topic were taken. There are some of the studies used as references. One of them is done by conducted by CJ (2018), with the title "Improving The Students' Speaking Ability Through Role Play Method" This research was conducted at SMAN 3 Parepare. Students were

given role-play treatment to find out the increase in students speaking skills. The research design is quasi-experimental. The results of this study found that the average pretest score was lower than the post-test. The pretest score was 49.34, and the post-test was 71.304. That means H0 in this study is rejected. Students who were treated with Role-Play performed better than those who were told to use conventional methods. The other relevant study conducted by Balak et al. (2022) titled "Increasing Students' Speaking Ability through Role Play Technique". This study involved ten eighth-grade students of SMP Anugrah Tondano. The tests used in this study were pretest and post-test. The role-play test is in the form of dialogue. The results show the results of the post-test (76) and the results of the pretest (45). The post-test gets a higher score, showing that the role-play technique is quite effective in speaking activities. The role-play technique makes students more relaxed and quickly adapt to learning public speaking. The classroom atmosphere generated by the role-play technique is to make all students actively involved in learning.

Based on the background of the research, the researcher is interested in doing the research titled "The Effect of Role-Playing Technique on Students' Speaking Ability". The study aims to examine the effect and the difference of role-playing techniques on students' speaking ability.

METHODS

Research Design

This study was mix method study integrating quantitative and qualitative data. Creswell (2009) stated that the sequential explanatory strategy is a prominent mixed methods design style that frequently appeals to researchers with solid quantitative inclinations. It is defined by a first phase of quantitative data gathering and analysis, followed by a second phase of qualitative data collection and analysis, which expands on the findings of the quantitative results. The quantitative data is given more weight, and the data are mixed when the first quantitative findings influence the secondary qualitative data collection. The two types of data are thus distinct yet linked.



Figure 1. Sequential explanatory design (a).

In addition, the quantitative data design in this study was quasi-experimental. Quasi-experiment is a type of experimental research that involves grouping people voluntarily rather than randomly (Creswell, 2009). The research pattern used in this study was a nonequivalent control group design. This pattern involved two groups, namely the experimental group and the control group.

Table 1. Nonequivalent control group design.

Group	Pretest	Treatment	Pos-test
Experiment (Role-play technique)	O1	X	O2
Control	O3	-	O4

The experimental group was given learning using a specific approach (X), and the control group was given learning using an approach commonly used in schools (-). These two groups were randomly selected and then given a pretest and post-test. Only one group, namely the experimental group, was given treatment (X). The group that was not given the (X) was the control group.

Participants

The sampling technique used in this research was cluster random sampling. Cluster random sampling is the determination of sampling when the object under study or the data source is comprehensive. To determine which sample to use can be taken, the sample is based on a specific population area. Cluster random sampling was used in two stages. Namely, the first stage determines the sample area, and the second stage determines the individual by sampling (Sugiyono, 2011, p. 83). the experimental and control classes of this study consist of 35 students.

Data Collection

The length of time spent in this research was ten weeks. The pretest and post-test were conducted to obtain the data using an oral test. The researcher obtained the pretest data at the first meeting. The post-test was carried out at the last meeting after the researcher gave treatment to the experimental class for five meetings. The data pretest and post-test data were analyzed by using SPSS 26.

After the post-test was carried out, the researcher distributed questionnaires to all students in the experimental and control classes. The researcher also conducted semi-structured interviews with six randomly selected students from the experimental and control classes. It means just three students from each class who participated in the interview.

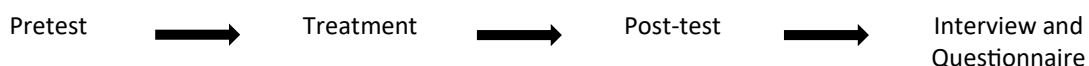


Figure 2. The procedure of data collection.

Data Analysis

Quantitative Data Analysis

Quantitative data was obtained from the results of the pretest and post-test of control and experimental class students. The test was carried out to get exact numbers for students' initial and final speaking abilities. The scores that have been obtained must be interpreted into several categories to measure the exact level of students' speaking ability. For this reason, a scoring rubric is needed to categorize each student's speaking abilities. The scoring rubric can be seen as follow:

Table 2. Scoring rubric.

<i>Score</i>	<i>Category</i>
81-100	Very Good
61-80	Good
41-60	Fair
21-40	Poor
0-20	Very Poor

Source: Arikunto (2010)

The researcher divided the speaking assessment into five components to obtain the test scores. The components are Pronunciation, Grammar, Vocabulary, Fluency, and Grammar. Each component item has a range of values, as on table 3 below:

Table 3. Speaking components rubric.

<i>Speaking Aspects</i>	<i>Score</i>				
Pronunciation	1	2	3	4	5
Grammar	1	2	3	4	5
Vocabulary	1	2	3	4	5
Fluency	1	2	3	4	5
Grammar	1	2	3	4	5

Normality Test

The distribution is considered normal if the significance level is $\alpha = 0.05$ or $(Sig) > 0.005$. The normality test formula can be calculated using IBM SPSS 26

Homogeneity Test

The homogeneity test was performed to determine whether the data of the experimental class and the control class were homogeneous or not. According to Levene's test, data were considered homogeneous with a significance level of $\alpha = 0.05$ or $(Sig) > 0.05$.

T-test

According to Sudjiono (2009, p. 346), the t-test is used to investigate whether there is a significant effect of the values in the experimental and control classes. This research uses an independent sample t-test. An Independent sample t-test was used to determine whether there was a difference in mean between two different groups that were unrelated. The Independent sample t-test formula can be seen as follow:

$$t = \frac{\bar{x}_1 - \bar{x}_2}{\sqrt{\left[\frac{\sum x_1^2 + \sum x_2^2}{n_1 + n_2 - 2} \right] \left[\frac{1}{n_1} + \frac{1}{n_2} \right]}}$$

- t = Coefficient t
- \bar{x} = The mean of each sample
- n = Number of cases in each sample
- $\sum x^2$ = Number of deviations to the power of two
(Arikunto, 2010, p. 349)

The criteria of significant value to the hypothesis:

- a. H_a is accepted if $Sig. (2-tailed) < 0.05$
- b. H_o is accepted if $Sig. (2-tailed) > 0.05$

Qualitative Data Analysis

Qualitative data was obtained from the questionnaire results and semi-structured control and experimental class interviews. The data is processed through three stages as follows:

Data Reduction

According to Sugiyono (2012), as cited in Mulyati (2021), Shortening, selecting the most important ones, focusing on the specified subject, and eliminating pointless plans are all examples of data minimization. By condensing the data, it has supplied and made a clearer picture of what the researcher discovered. In order to reduce the amount of data in this study, extraneous information from questionnaires and interviews was removed.

Data Presentation

Data presentation may take the shape of essays, flowcharts, categorizations, or other formats. The researcher considered the analysis based on the data by giving the data. The questionnaire's results have been described in detail in the essay format. In addition to writing an essay, the researcher transcribed and described the results of the interview data. The questionnaire data is analyzed by percentage with a maximum number of 100% in line with (Arifin, 2021). However, this study integrated the data description with the open-ended results. It means the description considered students' opinions in the open-ended questions.

Conclusion

After presenting the evidence, the last stage is to conclude everything that has been investigated. In other words, the researcher would clarify the real significance of the information gathering.

RESULTS AND DISCUSSION

Quantitative Data Results

To classify the pretest and post-test results obtained in the experimental and control classes, the researcher used IBM SPSS 26. The results of the tests can be seen as follow:

Table 4. Descriptive statistic of the experimental class.

	<i>N</i>	<i>Min</i>	<i>Max</i>	<i>Sum</i>	<i>Mean</i>	<i>Std. Deviation</i>
Pretest	35	36	80	2092	59.77	9.098
Post-test	35	52	96	2648	75.66	9.864
Valid N (listwise)		35				

From Table 4, the results showed that the minimum pretest score was 36 and the maximum score was 80, while the minimum score in the post-test was 52 and the maximum score was nearly to the perfect score was 96. The sum of the pretest scores was 2092, while the sum of the post-test scores was 2648.

The role-playing technique affected students' learning outcomes in the experimental class after being taught using the role-playing technique. This can be seen because the post-test scores significantly improved from the pretest. To present the percentage of the data specifically, it can be seen in table 5.

Table 5. The frequency of pretest of the experimental class.

Score	Category	Pretest		Post-test	
		Frequency	Percent	Frequency	Percent
81 – 100	Very Good	0	0%	10	28,6%
61 – 80	Good	15	42,9%	21	60%
41 – 60	Fair	19	54,3%	4	11,4%
21 – 40	Poor	1	2,8%	0	0%
0 – 20	Very Poor	0	0%	0	0%
Total		35	100%	35	100%

Based on Table 5, which includes the pretest result, shows that there was 0% of students got the range of scores in the excellent category. Meanwhile, 42,9% of students were in the good category, and 54,3% dominated the fair category. The last there was 2,8%, was in the poor category. The pretest results show that the students' speaking ability in the experimental class dominated the fair category.

Meanwhile, in the post-test result it shows there were 28,6% of students got the range of scores in the excellent category, meanwhile 60% of students dominated the range of scores in the good category, and the last 11,4% of students with obtained a range of scores in the fair category. It can be concluded that the results of the post-test show that the students' speaking ability in the experimental class has improved significantly because the good category dominated the scores obtained by students in the post-test.

Table 6. Descriptive statistic of the control class.

	N	Min	Max	Sum	Mean	Std. Deviation
Pretest	35	28	76	1916	54.74	9.739
Post-test	35	32	80	2012	57.49	9.850
Valid N (listwise)	35					

Table 6 shows that the minimum pretest score was 28 and the maximum score was 76, while the minimum score in the post-test was 32 and the maximum score was 80. The sum of the pretest scores was 1916, while the sum of the post-test scores was 2012.

There is no significant effect on student learning outcomes using PPP (Presentation, Practice, Production) method. This can be seen because the pretest and post-test scores did not significantly increase. The percentage of the data can be seen in Table 7.

Table 7. The frequency of pretest and posttest in the control class.

Score	Category	Pretest		Post-test	
		Frequency	Percent	Frequency	Percent
81 – 100	Very Good	0	0%	0	0%
61 – 80	Good	8	22,9%	11	31,4%
41 – 60	Fair	24	68,5%	21	60%
21 – 40	Poor	3	8,6%	3	8,6%
0 – 20	Very Poor	0	0%	0	0%
Total		35	100%	35	35

Table 7 shows that 22,9% of students got a range of scores in the excellent category, 68.5% of students dominated the range of scores in the fair category, and the last 8,6% with a range of scores in the poor category. The pretest results show that students'

speaking ability in the control class is the same as in the experimental class in the fair category.

Based on the post-test results, 31,4% of students got a range of scores in the excellent category, while 60% of students dominated the range of scores in the fair category and the last 8,6% in the poor category. It can be concluded that the results of the pretest show that the speaking ability of students in control did not get a significant increase in scores, which means it is still in the fair categorization.

Table 8. The normality of pretest and posttest.

Class	Kolmogorov-Smirnov			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Pretest Experimental Class	.121	35	.200	.971	35	.460
Pretest of Control Class	.114	35	.200	.967	35	.365
Post-test Experimental Class	.130	35	.141	.974	35	.559
Post-test of Control Class	.117	35	.200	.972	35	.501

The results of the normality pretest and post-test in Table 8 show that the Sig. from the pretest and post-test in the experimental and control class was >0.05 . Both classes' pretest and post-test scores were normally distributed.

Table 9. Independent sample test.

t-test for Equality of Means							
	T	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
						Lower	Upper
assumed	7.712	68	.000	18.171	2.356	13.470	22.873
not assumed	7.712	68.000	.000	18.171	2.356	13.470	22.873

Table 9 shows the value of Sig. (2-tailed) was 0.000, which is accepted, and H_0 is rejected. There is a significant mean score difference between the experimental and control classes.

In addition, it can be seen the mean difference value was 18.171 (75.66 - 57.49). It was also found in the 95% confidence interval of the difference column showed that the lower was 13.470 and the upper was 22.873. The researcher also calculated the t-test and t-table. If the $t\text{-test} > t\text{-table}$, then H_a is accepted. Meanwhile, if the $t\text{-test} < t\text{-table}$, then H_0 is accepted. The t-test value in the column was 7.712. The researcher was also calculated the t-table of 68 df formula in Excel; the result was 1.999 ($7.712 > 1.999$). It means H_a is accepted, and the role-playing technique has a significant effect on students' speaking ability.

Qualitative Data Results

Qualitative data analysis was used to investigate students' responses about the experimental class's role-play technique and the control class's PPP (Presentation, Practice, Production) method. The close-open-ended questionnaire was used to obtain students' responses. In addition, there was also interview data to obtain more specific and in-depth results. The summary of interview data has also been summarized by the researcher below.

Students' Responses about Speaking Difficulties

Based on the questionnaire results, both the experimental and control classes experienced difficulties in reciting vocabulary, which greatly affected their confidence in speaking. Meanwhile, limited vocabulary and lack of understanding of grammar are also the causes.

Students' Response to Role-Playing Techniques and PPP Method

Most experimental class students considered technical role-play interesting because it was considered less monotonous and more practical. However, students thought that role-play might be appropriate for some materials, so it would only be effective if applied to all materials. Materials suitable for role-play are interactive and practical materials. Meanwhile, most control class students thought that the PPP (Presentation, Practice, Production) method could have been more exciting and more varied, so students were not interested in actively participating in learning activities. Most control class students also disagreed that the PPP method had to be used frequently.

Semi-structured interviews were conducted with six students involved. The participant involved in each class were three students in the experimental class and three students in the control class. Based on the interview results, most of the students experience problems with their pronunciation, which then influences students' self-confidence in speaking. At the same time, the rest had difficulties with grammar and vocabulary.

In the experimental class, the role-playing technique gave an excellent impression to the experimental class. As many as three students from the experimental class who participated in the interview felt a good atmosphere and fun excitement when learning with role-playing techniques. Role-play gives a fresh and unique impression of learning, as stated by student 1:

Sangat menikmati karena mungkin baru pertama kali ada aktivitas kaya gitu.

[I really enjoyed it because maybe it was the first time there was such a prosperous activity.]

This shows that role-play is rarely used in learning practice even though students are enthusiastic enough to take part in learning with role-play techniques. In addition, role-play is also considered more effective in getting or luring students into learning because it is considered less monotonous. This was expressed by student 3:

Menurut saya ya, saya enjoy terhadap suasananya karena tidak monoton dan role-play bisa menjadi jalan bagi siswa untuk lebih terlibat terhadap aktivitas pembelajaran.

[I think yes, I enjoyed the atmosphere because it is not monotonous, and role-play can be a way for students to be more involved in learning activities]

Role-play was also entertaining in itself, according to the experimental students, because the class atmosphere became more fun and challenging, especially when seeing other friends or groups appear as other people with their creativity. This was expressed by student 1:

Pasti, saya merasa senang sambil kaya memotivasi untuk bermain peran dengan sangat baik, uji mental juga dan menantang meranin sebagai oranglain, kaya kemarin ada yang jadi polisi ada yang jadi tukang bakso bener-bener mengejutkan gitu.

[Of course, I felt happy its motivated me to do my best of being someone's role. As a mental test and challenging someone else to play the role, like yesterday someone who became a police officer and someone who became a meatball seller was amazed].

In contrast to the role-play in the experimental class, implementing the PPP method in the control class did not receive a good impression of the control class's learning enthusiasm. Students initially enjoyed it, but over time, the control class students felt bored with this presentation method, this was expressed by student 5:

Aku pas pertama-tama sih enjoy terus kesini-kesini presentasi terus akhirnya jadi kaya bosan juga, dan temen-temen pas saya presentasi malah ngerjain tugas mereka masing-masing buat presentasi juga, jadi kaya cuek.

[At first, I just enjoyed and then presentations repeated, and I finally got bored, and when I was doing the presentation, my friends were doing their assignments for presentations too, so it is like they were ignorant].

Student 5 revealed that the atmosphere generated by class presentations tends to make other students focus on their respective assignments rather than paying attention to the group speaking in front of the class. Slightly different from student five, student six revealed that the presentation method was sometimes fun when getting into a cooperative group but not when only a few students could be invited to work together. This was expressed by student 6 as follows:

Senengnya kalau dapat temen yang bisa diajak kerjasama tapi kadang gak seneng kalau dapet temen yang gabisa diajak kerjasama dan gikut tugas ngelimpahin semua tugasnya ke saya kalau itu gak seneng.

[It is nice when you get friends you can work with, but sometimes you are not happy when you get friends you cannot work with and do not take part in the task of handing over all the tasks to me it that is not fun]

In conclusion, most students in the experimental class thought they felt more enthusiastic, enjoyed and challenged when role-play was implemented. Meanwhile, the control class students did not feel very enthusiastic. Most students thought the PPP method had yet to get all students involved in learning.

The effect of Role-Playing Technique in Experimental Class and PPP method in Control Class on Students' Speaking Abilities.

The response obtained by technical role-playing from the experimental class was quite good, role-play became a space for students to improve and improve their speaking skills. Role-play allows students to practice their speaking skills, including vocabulary pronunciation. This was expressed by student one:

Jadi banyak-banyak berlatih bagaimana melafalkan atau mengucapkan kosakata dengan mencari di internet, atau ke guru dan teman. Jadi saya banyak mendapat pengetahuan yang lebih juga.

[So a lot of practice on pronouncing vocabulary through the internet or by asking a teacher or friend, so I got a lot of more knowledge too].

The demand to perform optimally in portraying other people is a challenge for students to continue to practice and improve their speaking skills by asking lots of questions of their group mates and the teacher. In addition, role-play was also considered effective for increasing student vocabulary because it was considered more inclined towards practice than theory, as stated by the following student 3:

Menurut pendapat saya role-play bisa meningkatkan kemampuan speaking siswa karena dalam mempelajari bahasa kita harus banyak melakukan praktik dibandingkan dengan hanya membaca buku saja.

[In my opinion role-play can improve students' speaking abilities because in learning language, we have to do a lot of practice rather than just reading books].

In the control class, PPP also had little effect in improving students' speaking skills, with a note that when the presentation activity was repeated. This was explained by student 6:

Membantu karena setelah presentasi berkali-kali kemampuan berbicara sedikit lebih baik dan lebih lancar.

[It helps because after doing presentations for several times my speaking ability is a little better and more fluent].

In line with that, student 4 also thought that the PPP method helped improve speaking ability, student 4 explained as follows:

Iya karena ketika presentasi itu suka dikoreksi kosakata yang salah nya oleh guru, jadi disitulah speaking saya terus berkembang atau meningkat.

[Yes, because during presentations, I got evaluated by the teacher if there any wrong vocabulary, that is where my speaking ability continues to develop or improve].

In conclusion, role-play can improve the speaking skills of experimental class students, through exercises that carried out before group performances, students take the initiative to improve their pronunciation and add new vocabulary. Meanwhile, the PPP method was also considered helpful in the control class if the teacher corrected what students said in the presentation.

The problem of Role-Playing Technique and PPP (Presentation, Practice, Production) on its implementation.

For the role-playing technique in the experimental class, the obstacles encountered were that lack of time for preparation was insufficient, and the classroom was relatively

small, restricting students' movement during the role-play performance. This was conveyed by student 1:

Waktu persiapan yang sebentar mungkin karena waktu pembelajaran juga yang terbatas terus ruangan kelas yang relative kecil membuat penampilannya tidak leluasa.

[The short preparation time may be due to the limited learning time and the relatively small classroom which limited the performance movement].

On the other hand, in the case of the PPP method in the control class, the problem encountered by the control class is the lack of cooperation from the members of the group, the lack of time to prepare the presentation materials and the fact that the students do not want to listen and focus. In contrast, the other group do their presentation. In addition, many students still need laptops and limited projectors. This was submitted by Student 6:

Anggota kelompok susah diajak kerjasama, laptop dan proyektor kadang ngga ada, itu aja sih bu.

[Group members were challenging to work with, laptops and projectors were sometimes unavailable].

From the explanation above, it can be concluded that for the role-play technique in the experimental class, the constraints experienced by students were limited time and the ineffectiveness of the classroom. Meanwhile, for the PPP method in the control class, the obstacle encountered was the lack of contribution or awareness of each student in preparing for their presentation performance, the lack of preparation time, and the facilities owned by the school, especially projectors, are the main obstacles.

Discussion

As previously explained, the data obtained was analyzed with several tests. The first was the normality test. The results of the two classes' pretest and post-test normality tests are >0.05 , which means that the pretest and post-test data were normally distributed.

The researcher conducted an independent sample t-test and t-table value at the hypothesis test. The results of the independent sample t-test ($0.000 < 0.05$) indicate a significant difference between students' learning outcomes in the experimental and control classes. The results of the t value were also higher than the t-table value ($7.712 > 1.999$), meaning H_0 is accepted and H_a is rejected. There is a significant effect of using role-playing techniques on students' speaking ability.

Several studies became the reference for this study such as CJ (2018) showed that the post-test was higher than the pretest, namely with a pretest score was 49.34 and a post-test of 71.30 in line with the results obtained in this study which both showed an increase in students' speaking ability with the pretest score 59,77, and post-test was 75,66.

The last data was conducted from the questionnaire and semi-structured interview. The result shows that most students experience pronunciation problems that affect their confidence level in showing their speaking abilities. Monotonous learning methods or techniques are also considered to be an obstacle to showing their speaking skills because

students feel they are not involved or actively provoked. Students are less involved in the delivery of the curriculum, which is still concentrated on the teacher. If the learning environment is not controlled, it will lead to boredom and a lack of interest in learning in class, affecting how well students learn and whether they meet the KKM (Curtis et al., 2016).

For this reason, exciting and more practical learning techniques were needed that are suitable for improving speaking skills. Based on the previous study conducted by Alzboun et al. (2017), The results showed that as they progressed through the role-play speaking exercises, the learners' language production increased, and their fluency improved throughout the course, as did their motivation to learn and speak English. It is similar to the results of the interview in the experimental class showed that role-play received a positive response from the experimental class, who felt that role-play could improve students' speaking abilities. This was because the experimental class students felt motivated to perform their roles better than the other groups, so they did a lot of vocabulary and pronunciation exercises before performing. It is similar to the previous study conducted by Bhatti (2021) through questionnaires that show that role-play can help increase elementary school students' courage to practice speaking. Most of the experimental class students also thought that role-play could make the atmosphere fun, and students felt entertained in learning. It was also found in Balak et al. (2022) that the role-playing technique was effective in speaking activities and made students more relaxed.

CONCLUSION

The aim of this study is to gather empirical data regarding the impact of role-playing techniques on students' speaking abilities. To answer the hypothesis of this study, the researcher analyzed the data obtained with independent sample t-test and t-value. The independent sample t-test sig. (2- tailed) value was ($0.000 < 0.05$). It means H_0 is accepted because of the Sig. (2- tailed) was lower than 0.05. It can be stated there is a difference in students' speaking ability between the experimental class and the control class. In addition, the t-test and t-table was also calculated to find out whether there is a significant effect of the role-playing technique on students' speaking ability or not. The result showed that the t-test was higher than the t-table ($7.712 > 1.999$). It means there is a significant effect of using the role-playing technique on students' speaking ability. Based on the results of the hypothesis test, it can be concluded that H_0 is accepted, and H_a is rejected.

The last research formulation was answered by the results of questionnaires and interviews through three stages of qualitative data analysis, namely data reduction, data display, and conclusions. From the results of the qualitative data, it was found that almost all of the students had difficulties in speaking because they did not understand and learn how to pronounce the correct vocabulary. As a result, their limited knowledge of vocabulary pronunciation makes them not confident in speaking. Experimental class students who were given role-play treatment responded that role-play could improve their speaking skills because it required them to always practice with their group. Control class students with the PPP method also showed the same response, but in the implementation of the role-play, the students of the experimental class called it very fun, while PPP was monotonous. Another finding is that role-play makes students responsible for playing their roles well, while in PPP only a few students are responsible for

completing group assignments. It can be concluded that role-play gets more positive responses than PPP.

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