IMPROVING STUDENTS' SPEAKING ABILITY BY USING ROLE-PLAY TECHNIQUE AT SMP PANGERAN ANTASARI MEDAN

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ABSTRACT

This study aimed to determine how the student's skills to speak and respond to the Role Play method. 32 students in eighth grade at SMP Pangeran Antasari Medan were the study's subjects. This study employed quantitative descriptive research, gathering data through tests and questionnaires. The study collected data in two phases. The first involved a speaking test by script. The second is a questionnaire with 10 questions. The researcher calculated the test results by looking for an average value, which was then used as supporting data when analyzing questionnaire data using descriptive statistics. The test results revealed that students' ability to speak through Role Play achieved an average score of 77, with 62% of students answering "YES" and 38% answering "NO" to the Role Play questionnaire. In conclusion, the use of the Role Play method has been proven to enhance the student's speaking skills and get positive responses. In addition to improving students' speaking skills, the study's implications indirectly improved students' sense of cooperation with each other as well as their confidence.

Keywords: *speaking ability, role-play, improving*

INTRODUCTION

As social humans, humans constantly talk with others. Talking is an initial step in the interaction and communication process. It's the reason talking is so essential even more than talking English. Our children should make learning English a top priority in school. There are four English abilities. One of them is speaking ability, which is a skill or a way to communicate with those nearby. Our country doesn't speak English as our first language. Talking gives students a chance to enhance how they speak in both school and their personal lives. By speaking, they can improve their English and learn new words. It's supported by Jones (2009) that speech is a way to communicate, it's crucial that what you say gets across in the best method possible (Ramadhan & Yundayani, 2005). This point of view says that communicating is interaction. So, people are required to communicate their intended message in a manner that is as concise as feasible.

There are five sections for assessing speech that are usually known through the speech processes, which are; Articulation, Grammar, Vocabulary, Fluency, and Comprehension (Ramadhan & Yundayani, 2005). According to this view, talking is defined as interaction, the person who speaks needs to be able to talk what they want to talk most clearly. Harmer (2010) said that developing talking ability is essential for two primary causes. First, talking sessions give students a chance to practice their talking skills without risk in the classroom. Second, the assignment where children apply the knowledge they have to give responses to the teachers (Ramadhan & Yundayani, 2005).

Like communication, we can find speakers, listeners, messages, and feedback. Like other skills, speaking abilities require constant practice. Students learning languages are considered effective if they can talk to each other in other languages. This causes them to doubt themselves and prevents students from interacting with those who speak English.

Holt and Kysilka (2006) said that Role-Play helps students enhance their desired languages, get them to talk and connect with everybody, boost their ambition, and make the class more fun (Muhlasin et al., 2019). Role-play activities involve relationships between students and colleagues in the group, a sense of responsibility to hold a role, a feeling of collaboration to create a joint script, and so on. This Role-Play technique is effective in improving talking ability, seeing as it provides children with an understanding of emotions, motivations, and actions. In addition, the Role Play method can also build student confidence and learning will be more active if the student becomes the main object in the learning process. The researcher decided that the Role Play method is the most suitable method to be applied in improving student speaking ability. This was supported by Gower's (2005) statement that the Role Play method makes it easier for students to enhance their talking abilities, as they can select their position individually (Ramadhan & Yundayani, 2005). In addition, Hamzah (Zahro, Awalya & Hartati, 2018) also argues that through Role Play students can enhance their ability to recognize their feelings and the feelings of others (Minsyar & Yusup, 2018).

SMP Pangeran Antasari is one of the schools located in North Sumatra. This school uses the Merdeka Curriculum, which applies to the seventh and eighth-grade students of Pangeran Antasari. Even though they offer English courses, a lot of children are lacking in these lessons, particularly in talking ability. It's been confirmed by the teacher there. According to observations, students didn't want to talk in class because they weren't speaking English well. Students are having some trouble in learning talking ability, such as lack of vocabulary and lack of opportunity to practice their English pronunciation. Turk (2003) stated that many students were nervous about speaking and worried that they did not speak well (Lestari, 2020).

However, before doing the research, the researcher searched for some relevant references. One of the studies published in 2020 entitled "Enhancing Children Speaking Ability Using Role-Play (An Action Study for the Eight of SMP

Negri 1 Pedongga)" this study proved to be successful with the conclusion that using Role-Play may help students get better at talking. Aside from improving students' speaking ability, this activity is enjoyable because it makes the children more active. After all, they may be anyone in any situation (Mariani et al., 2020).

Additionally, the next study published in 2022, is entitled "The Views of Children Regarding the Use of Role-Play in Enhancing English Speaking Ability". The researcher used questionnaires and interviews as data-gathering tools aimed at looking at the implementation and response of students to Role Play use in enhancing talking ability. This research shows that most students have a positive perception of Role Play use in class, as demonstrated by the overall statement category in the questionnaire (Kadafie, 2022).

Considering these key issues, the researcher found effective solutions for enhancing the talking skills of children at SMP Pangeran Antasari by using Role-Play techniques. This technique is thought to help students enhance their talking ability because it provides a different context that allows them to act in different roles in different situations. The researcher will also conduct a questionnaire with the students to find out the student's response to the Role Play method. Therefore, the author carried out the study "Improving Students' Speaking Ability By Using Role-Play Technique at SMP Pangeran Antasari."

According to the background, the researcher formulates the problem statement in question form as a starting point for this research. Difficulty in pronunciation and limited vocabulary are the main problems for students of SMP Pangeran Antasari. Then, the research questions are as follows:

1. How can the student's speaking skills be improved through Role-Play?
2. How is the student's response to the Role Play method?

These are the goals of this study:

1. To know whether the ability of students in speaking ability can be improved through Role Play;

2. To find out students' responses about improving speaking using the Role Play method.

This research will focus on the speaking components of accuracy and pronunciation.

The researcher hopes this research will be useful for:

1. For the author, to improve knowledge and insight into the methods of teaching the English language, especially techniques or easy ways to teach speaking ability;

2. For the teachers, with this research, the author hopes that information about methods of teaching speaking ability can be easily applied;

3. For the children, encourage students to speak English as often as possible so that they can improve their speaking ability.

RESEARCH METHOD

This study is entitled "Improving Students' Speaking Ability By Using Role Play Technique at SMP Pangeran Antasari." This study aims to enhance student's talking skills and to know students' responses to the Role Play method. This research is supported by Karman's (2008) research, which said that the use of Role-Play techniques can improve self-confidence and talking skills (CJ, 2018).

The design of this research is quantitative descriptive. Sugiyono (2013:147) states that "Descriptive analysis methods use statistics to examine data by describing the data that was gathered except to make a generic conclusion" (Stocks, 2016).

Based on classroom observations, the researcher decided to do a speaking test through conversation. Then, the researcher utilized a questionnaire to inquire about the student's response to the Role Play method.

This research will be conducted at the Pangeran Antasari High School, located at Veteran No. 1060/19, Helvetia, Labuhan Deli, and conducted on Mei 2024.

The participants of this study are VIII-2 children of SMP Pangeran Antasari. This class had 32 students, there are 17 females and 15 males.

Study tools are things that are used to collect, gather, and evaluate data on the study including interviews, observations, surveys, documentation, and tests. As stated by Sugiyono (2018:115), a study tool is a device used to record and rate phenomena (Rizki Athala Merlinva Putri et al., 2023). Furthermore, according to Sanjaya (2010:48), a study implementation is a device that is utilized to gather data or study facts (Pangestu, 2021). In this study, the author uses quantitative-descriptive research with observation, tests, and questionnaires as tools for data collection.

According to Riduwan (2010:51), "Methods of data collection are techniques or means that can be used by researchers to collect data" (Mutiara, 2015). According to Ghozali (2016:98), Data collection involves collecting information from various sources using methods such as observations, tests, and questionnaires (Khoiriah, 2022). The researcher conducted a speaking test before and after using the Role Play method to assess their speaking ability. The test focused on two components, namely pronunciation and accuracy.

In the questionnaire, there are 10 questions given by the researcher to the students SMP Pangeran Antasari Medan, in which the questions cover the students' understanding after using the Role Play method in improving speaking ability.

The process of gathering data in this action research each step can be described as follows:

1. Observation, in this step researcher obtains data related to research problems and research objects, as well as records important events while employing the Role-Play method;

2. Test, the researcher does a speaking test through Pre-Test and Post-Test. Then, the test results are used to support data collection within the questionnaire;

3. Questionnaire, the researcher uses questionnaires as a research tool to collect data obtained by providing or disseminating a list of questions or statements to the object of research in the hope of giving answers to the list of such questions;

The researcher use quantitative descriptive methods for collecting data. Nana Sudjana (1996:35) said the descriptive study approaches with a quantitative perspective are employed to depict or clarify current occurrences in a relevant number (Tiara Putri Hartanti, 2022). According to Muchson 2017, Descriptive statistics deals with ways of gathering, summarizing, and presenting data to obtain more comprehensible information (Fahada et al., 2024). This quantitative descriptive research aims to improve and analyze student speaking skills through the Role Play method. In this research, the researcher performs observations, tests, questionnaires, and documentation as data collection instruments. Researcher perform tests and questionnaires to analyze the data. Then, the test results are calculated using an average formula with the minimum standard (KKM) at SMP Pangeran Antasari Medan is 75. The results test are used as supporting data for the researcher in analyzing questionnaire data.

$$\text{Mean} = \frac{\text{Total student's score}}{\text{Total Students}}$$

FINDING AND DISCUSSION

Finding

This chapter presented the findings and discussions aimed at clarifying the results of the research conducted at SMP Pangeran Antasari Medan on improving children's talking skills implemented by the Role-Play method. The researcher tried to convey the results obtained from the research process. The success of this research is due to the data collected, which was obtained through tests as supporting data in the questionnaire given to the students of SMP Pangeran Antasari Medan. Drawing conclusions from the results of the research and analyzing the

distributed questionnaires contribute to a comprehensive understanding of the efficiency of the Role-Play method in improving the students' talking ability.

Table. 1 Summary of the Pre-Test Results

Statistic	Pronunciation	Accuracy	Score
Highest	80	80	80
Lowest	60	65	62
Average	72	72	72

Table 1 shows the summary of the Pre-Test Results, speaking practice is done one by one with the topic "Introducing Yourself", with a focus on pronunciation and accuracy, the average score is only 72 while KKM is 75.

Table. 2 Summary of the Post-Test Results

Statistic	Pronunciation	Accuracy	Score
Highest	88	85	86
Lowest	65	71	68
Average	78	77	77

Table 2 displays the summary of the Post-Test Results. In this step, the speaking practice is done in groups with the topic "Homework", with a focus on pronunciation and accuracy. The test results in Table 2 proved to reach an average score of 77. According to the Pre-Test and Post-Test results, there is an improvement in students understanding after intervention using Role Play. It can be inferred from the increased highest, lowest, and mean scores. This means the Role-Play method is successful in enhancing the talking ability of children at SMP Pangeran Antasari Medan. This is concluded from increased values on the Pre-Test and Post-Test. Therefore, the researcher can utilize the results to reinforce the data collection process in the questionnaire.

Table. 3 The Results of the Questionnaire

No.	Name	Statements Agree	Statements Disagree	Percentage Agree (%)
1.	AS	6	4	60%
2.	BK	5	5	50%
3.	CE	6	4	60%
4.	CR	7	3	70%
5.	CD	5	5	50%
6.	DP	7	3	70%
7.	FH	7	3	70%
8.	FA	9	1	90%
9.	GH	6	4	60%
10.	HL	6	4	60%
11.	IA	6	4	60%
12.	II	6	4	60%
13.	KM	9	1	90%
14.	KA	6	4	60%
15.	MK	5	5	50%
16.	MS	8	2	80%
17.	MD	4	6	40%
18.	MS	6	4	60%
19.	NA	5	5	50%
20.	PE	3	7	70%
21.	RH	5	5	50%
22.	RW	6	4	60%
23.	RS	8	2	80%
24.	SP	7	3	70%
25.	SU	7	3	70%
26.	SK	7	3	70%

27.	SS	6	4	60%
28.	ST	5	5	50%
29.	TA	4	6	40%
30.	WA	7	3	70%
31.	YN	6	4	60%
32.	YL	7	3	70%

Next in Table 3, discuss the results of the questions asked to the students. In total, 32 students of SMP Pangeran Antasari were identified with the initials AS, BK, CE, CR, CD, DP, FH, FA, GH, HL, IA, II, KM, KA, MK, MS, MD, MS, NA, PE, RH, RW, RS, SP, SU, SK, SS, ST, TA, WA, YN, and YL participated in answering 10 questions presented in the form of a questionnaire. We can calculate the percentage of student answers using the formula: P = F/N x 100%.

Table. 4 Percentage of Student Response

No.	Statement	Yes	No
1.	Have you used the role-play method before to improve your speaking ability?	25%	75%
2.	Do you often use the role-play method in practicing speaking ability?	22%	78%
3.	Do you find it more enjoyable to learn speaking ability after applying the role-play method?	88%	12%
4.	Do you think role-play is the best method for you to imagine the subject?	78%	22%
5.	Do you feel that role play has improved your speaking accuracy?	84%	16%
6.	Do you feel excited about the play session?	88%	12%
7.	Does the topic relate to real-life scenarios?	66%	34%

8.	Do you feel that you can speak freely using the role-play method?	72%	28%
9.	Did the role-play method help you improve your speaking ability?	72%	28%
10.	Do you have any recommendations or suggestions to improve the efficiency of using the role-play method in enhancing student's talking ability?	22%	78%
Average		**62%**	**38%**

Table 4 presents as a percentage for each question answered by the eighth-grade high school students of SMP Pangeran Antasari Medan. Of the 10 questions asked, the following is the explanation:

1. Have you used the role play method before to improve your speaking ability?
   25% of students answered "YES" and 75% said "NO" which means that most previous students have never used the Role Play method;

2. Do you often use the role-play method in practicing speaking ability?
   22% of students answered "YES" and 78% said "NO" which means most students didn't often use the Role Play method;

3. Do you find it more enjoyable to learn speaking ability after applying the role-play method?
   88% of students answered "YES" and 12% said "NO" which means almost all students enjoy the learning process of teaching the speaking ability using Role Play;

4. Do you think role-play is the best method for you to imagine the subject?
   78% of students answered "YES" and 22% said "NO" which means Role Play succeeded in making students imagine and play a subject;

5. Do you feel that role play has improved your speaking accuracy?
   84% of students answered "YES" and 16% of students replied "NO" which means Role Play improved student speaking accuracy;

6. Do you feel excited about the role-play session?

88% of students answered "YES" and 12% said "NO" which means most students felt more interested in learning using the Role Play method;

7. Is the topic related to real-life scenarios?

66% of students answered "Yes" and 34% said "No" which means the script used in the Role Play method is almost related to their daily lives;

8. Do you feel that you can speak freely using the role-play method?

72% of students answered "YES" and 28% said "NO" which means Role Play makes students more confident and free to speak;

9. Does the role-play method help you improve your speaking ability?

72% of students answered "YES" and 28% said "NO" which means most students agreed that Role-Play enhanced their talking ability;

10. Do you have any recommendations or suggestions to improve the efficiency of using the role-play method in enhancing students' talking ability?

22% answered "YES" and 78% said "NO" which means students have no advice or input on the efficiency of the Role-Play technique;

Based on the analysis of the data in Table 4, 62% of students answered "YES", while 38% replied "NO". In summary, the utilization of the Role-Play technique has demonstrated a positive impact on enhancing the talking skills of the eighth-grade high school students of SMP Pangeran Antasari Medan. This belief is further demonstrated in question number 9, where 72% of students answered "YES" when asked about the enhancement of their talking abilities after applying the Role-Play method.

Students Response

YES NO
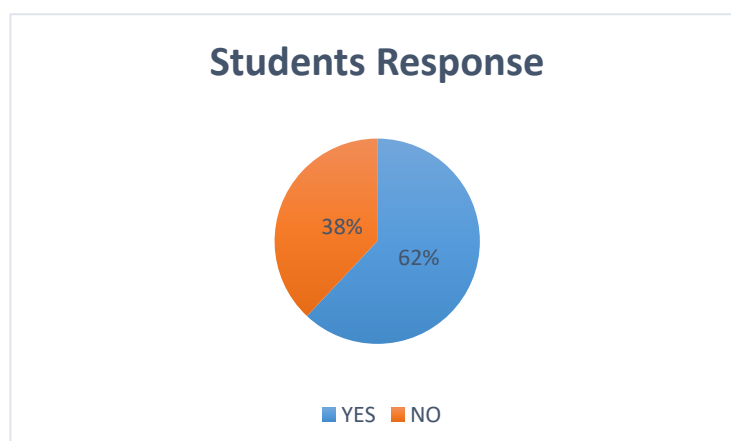
Above is a visual representation of the findings in Table 4. This diagram gives a clearer picture of the percentage distribution of answers from the eighth-grade students SMP Pangeran Antasari Medan, showing that 62% of students answered "YES" represented by half a blue circle. In contrast, 38% of students responded with "NO" illustrated by an orange circle.

Discussions

The findings are related to a study conducted by (Mariani et al., 2020) who conducted a study of students' ability to speak through Role Play. Two aspects, namely pronunciation and accuracy, contribute to the assessment process. Besides being able to improve student speaking skills, this activity is also fun because the utilization of Role-Play in class makes the class live because children are participants, and they can be whoever or in any situation they want. Another study conducted by (Kadafie, 2022) showed that most students had positive responses related to the use of Role Play in class, as shown by the overall statement category in the questionnaire. Further research (Elfajri & Tiarina, 2022) concluded that students' ability to speak through Role Play techniques is at a mean stage. Especially, the comprehending gets the biggest rate (63%) it's the best score. Other parts, i.e., lexicon (60%), at the best score too, then articulation (57%), proficiency (52%), and syntax (55%), are at the mean score.

According to the findings, it was concluded that the speaking ability of students SMP Pangeran Antasari Medan was at an average level. It's shown with an average score of 77. This study assessed students' speaking ability by using two components: pronunciation and accuracy. In addition, it was supported by the questionnaire results that 62% of students responded well about the implementation of Role-Play in enhancing talking ability. Gower (2005) backed up

this finding, asserting that Role-Play helps children improve their talking ability, as they can pick up their part individually (Ramadhan & Yundayani, 2005). Furthermore, Ur (2019) said that Role-Play gives children a theme to discuss and divides them into a team to improve conversational relationships (Ramadhan & Yundayani, 2005).

CONCLUSIONS AND SUGGESTIONS

Conclusions

The results of this study are to help students enhance and analyze the speaking ability of children SMP Pangeran Antasari Medan through the Role Play method. The research concludes with the following findings, the average student's value on the aspect of pronunciation and accuracy is 77, which proves that the student's speaking ability is improved after applying the Role-Play technique. Then, based on the analysis of the questionnaire, as much as 62% of students Pangeran Antasari Medan, agree Role-Play method is successful in enhancing the ability to speak.

Suggestions

It's not just the curriculum that makes a teacher successful, more importantly, it depends on how teachers present lessons and use various techniques to make classes more lively and fun. Role-play as a talking practice is a good way to help students enhance their talking skills, and since researchers have done research in high school, it is suggested that other researchers can do this research at another level, like senior high school, that has a different characteristics from junior high school.

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