

## THE EXPERIMENTAL METHOD OF ROLE PLAYING IN ESL STUDENTS

**Resty Wahyuni<sup>1\*</sup>**

<sup>1</sup>Universitas Muhammadiyah Sumatera Utara

Jl. Kapten Mukhtar Basri No. 3 Medan

\*Email: [restywahyuni@umsu.ac.id](mailto:restywahyuni@umsu.ac.id)

### ABSTRACT

The objective of study was to find out role-playing method to improve student speaking. Design of research conducted a quasi-experimental. Instruments of research used test, namely post-test, pre-test and observation. Population of research was eight grade students of Sirajul Huda Junior High School, Indonesia. Sample of data taken from thirty students from the experimental class and the control class. The data collected from pre and post test was analyzed using IBM SPSS result of data was 72. The means 67 implications of research. Based on quantitative descriptive, this shows that the role playing method influences the progress of students' speaking achievement. Apart from data results, researchers also obtained results based on observations. This shows that students become active, confident, and fun after being taught using the role-play method and not only students but researchers can also solve problems in improving students' English speaking.

**Keyword: role-playing, speaking achievement**

### INTRODUCTION

Speaking is regarded as one of the most crucial abilities in language learning. It is the most crucial form of communication and is required for social engagement, academic accomplishment, and career growth. However, speaking is also regarded as one of the hardest abilities to acquire. This is because speaking requires a complicated collection of micro-skills to learn in order to communicate effectively and precisely. These micro-skills include pronunciation, intonation, grammar, vocabulary, and fluency. Furthermore, speaking necessitates not just linguistic knowledge but also social and cultural information, such as understanding when and how to use the appropriate language in various settings (Darancik, 2018). Learning to speak is a typical issue for language learners, including lower secondary school students. Many language learners experience anxiety, lack of confidence, and dread of making mistakes while speaking (Samsibar, 2018). As a result, it is critical to develop effective teaching approaches that assist students in overcoming these obstacles and improving their speaking abilities (Darancik, 2018). The purpose of this study is to determine whether role-playing games are an effective teaching approach for developing secondary school students' speaking skills. This article seeks to determine whether using role-playing games as a teaching approach can effectively improve upper secondary school students' speaking skills. This study expands on prior findings that show the potential benefits of role-playing in enhancing speaking skills (Idham, 2022).

The purpose of this study is to add to the current knowledge by investigating the efficacy of role-playing games for lower secondary pupils. Role-playing is a strategy in which students take on certain roles and engage in simulated conversations or scenarios (Abdessallam, 2023). By assuming diverse roles, students are encouraged to actively participate in the learning process and develop their speaking skills in a meaningful and interactive setting. This strategy allows students to utilize the target language in realistic circumstances, which improves their fluency, vocabulary, grammar, and pronunciation (Abdessallam, 2023). By investigating the effectiveness of role-playing as a teaching approach, this study hopes to provide significant insights and practical recommendations for language instructors and curriculum developers. The study's findings may help to build more effective teaching ways to improve upper secondary school students' speaking skills. Furthermore, the benefits of role-playing games in enhancing speaking abilities are supported by the studies (Ikhwanur, 2022) and (Rusman, 2020). These studies highlight the benefits of role-playing tactics for student enthusiasm, vocabulary development, and overall speaking ability. By actively participating in role-playing games, students can enhance their fluency, pronunciation, grammar, and vocabulary while also gaining confidence in expressing themselves in real-life settings. Given the difficulties that students have in mastering speaking skills and the possible benefits of role-playing games, this study seeks to evaluate the efficacy of employing role-playing games as a teaching approach to improve middle school students' speaking skills. By investigating the impact of role-playing on students' speaking skills, this work hopes to contribute to the development of effective teaching practices that can assist students in overcoming challenges and developing improved speaking skills.

In this research, there are related to the previous studies. Firstly, Puspitorini (2018), looked at the impact of using role play as an instructional strategy while teaching speaking. This study's findings suggest that role-playing games used in speaking lessons have an impact on students' speaking skills. The use of role-play to develop pupils' English-speaking abilities is encouraged. Secondly, Rifari Baron (2020) revealed that Zoom and Google Hangouts are the most popular video programs. While YouTube is an amazing web application for learning English, WhatsApp is the most user-friendly. It is possible to form a group there. The study sought to boost teachers' inventiveness while utilizing the online tool. Third, Gede Putra Kusuma (2020) suggest that using gamification for historical learning materials considerably improves students' learning motivation and success. Fourth, Vinza Hedi Satria (2021) role-playing game is designed to enhance online learning. It was found that the game that was created is able to make players feel comfortable while playing the designed educational game. Fifth, Manurung & Darmawati (2020), presenting the materials, modelling the three-step interview, conducting the interview in pairs, reversing roles, and sharing in groups improved students' pronunciation, proper use of the present tense, and suitable vocabulary. At last, Yusriati & Hasibuan (2019), preaching a single language pronunciation requires a lot of motivation. According to some research, someone motivated to learn a language can successfully project the language's pronunciation accurately, just like native speakers do.

**METHOD**

This research employs a quantitative approach through a similar experimental investigation with pre-and posttests. It is in line with D. Weiss (2005), who states, "a large-scale creep and quantitative technique is used to investigate questions that can best be answered through aggregation and statistical analysis of information that is in the numerical form." Before treatment, the researcher administered a pretest in the category. The researcher evaluated each student's speaking abilities in five areas (comprehension, fluency, vocabulary, pronunciation, and grammar). In the experimental category, the researcher also used a task game strategy to train speaking skills. Finally, the researcher administered a posttest to see whether the task game technique was effective in teaching speaking in the experimental category.

**Table 3. 1 The Process of Experimental Research**

Groups	Pre-test	Treatment	Post-test
Experimental Group	✓	Applying Role- Play Method	✓
Control Group	✓	Applying Conversation Method	✓

The study was done at Sirajul Huda Junior High School, which is located on Jalan Masjid/Ahmad Sebayang Number 44. The study lasted one month, and the researcher had three pretest and three post-test sessions with three subjects to assess the validity of the role-playing method's usefulness in teaching speaking. The population of this study is first-grade pupils at Sirajul Huda Junior High School, who are taught in two parallel classrooms, VIII-1 and VIII-2. Each class will include 30 students. So there are a total of 60 students.

**Table 3. 2 The Population and Sample**

No.	The Classes	Population	Sample	Group
1.	VIII 1	30 Students	30 Students	Control
2.	VIII 2	30 Students	30 Students	Experimental
Total Number		60 Students	60 Students	

Then, the researcher employed the instrument of the research, including observation, questionnaire, and test. The following of the research instrument:

1. Observation sheets. In this case, the author employed unstructured observation to gather information regarding the current state of teaching and learning activities. During the learning exercise, the author took observational notes on the circumstances in the classroom.
2. Questionnaire. It includes five closed questions. It was used to clarify students' perspectives after using the game in the learning process. It was collected to back up the data.
3. Test. The test used in this study was pre-test and post-test. To know students' existing knowledge of speaking ability, the writer gave oral test to the students. Because the

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test is oral test, the writer divided the score into five criteria, which were the scores of Pronunciation, grammar, vocabulary, fluency, and comprehension.

In addition to, data obtained before and after the test were analyzed with IBM SPSS Statistics 20. Several data tests were conducted using IBM SPSS Statistics 20. First, the normality test was applied to the experimental class's pre-test and post-test results. Because the data is class 24, this test should be used to ensure the distribution is normal. The normality test determines whether the collected data is regularly distributed or not. In this situation, "well distributed" means that the results varied from lowest to highest prior to and after testing. The homogeneity test was then applied to the class data. This exam demonstrates that the experimental class's abilities are equal, namely their speaking ability. The function used to test homogeneity is one-way ANOVA, which produces level statistical findings. An independent samples t-test was then used to evaluate the hypothesis. This is done because each sample will receive a distinct treatment. This feature is intended to determine whether the use of role-playing games has a significant impact on developing pupils' speaking skills.

### RESULTS

The research found the result of pre-test and post-test from 30 students as samples. The researcher collected all pre-test and post-test results within three days and compared them. Tables 4.7 and 4.8 show the total scores and average test results, respectively, while Table 4.9 displays the comparative results.

#### The accumulation score and mean of pre-test

**Table 3. 3 The Accumulation Score and Mean of Pre-Test**

No	Pre-test 1	Pre-test 2	Pre-test 3	Total
1	40	48	56	144
2	40	52	56	148
3	44	48	60	152
4	44	52	56	152
5	44	52	56	152
6	44	52	60	156
7	40	48	56	144
8	40	48	60	148
9	40	52	56	148
10	44	48	60	152
11	44	52	60	152

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12	40	48	56	144
13	44	48	60	152
14	44	52	60	156
15	40	52	60	152
16	44	48	56	148
17	48	52	56	156
18	40	48	60	148
19	40	48	60	148
20	40	52	56	148
21	40	52	60	148
22	44	52	56	152
23	44	48	60	148
24	40	48	56	144
25	40	52	56	148
26	44	48	60	152
27	44	52	56	152
28	44	48	60	152
29	44	48	56	152
30	40	52	60	152
N=30	TOTAL			4500
	MEAN			150

The accumulation score and mean of post-test score

**Table 3. 4 The Accumulation Score and Mean of Post-Test Score**

No	Post-test 1	Post-test 2	Post-test 3	Total
1	48	56	64	168
2	48	56	64	168
3	48	56	72	176
4	48	56	64	168

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5	48	56	68	172
6	48	56	64	168
7	44	56	64	164
8	48	56	64	168
9	48	56	64	168
10	48	56	72	176
11	48	52	68	168
12	48	56	64	168
13	48	56	68	172
14	48	56	72	176
15	44	56	68	168
16	48	56	68	172
17	48	56	72	176
18	48	56	64	168
19	48	52	68	168
20	48	56	72	176
21	48	56	64	168
22	48	52	64	164
23	48	56	64	168
24	48	56	68	172
25	48	56	64	168
26	48	56	72	176
27	48	56	68	172
28	48	56	64	168
29	44	56	72	172
30	48	56	72	176

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N=30	TOTAL	5112
	MEAN	170, 4

### The comparison score of pre-test and post-test

The explanation of the symbols in the table are:

X: Pre-test result

Y: Post-test result

**Table 3. 5 The Comparison Score of Pre-Test and Post-Test**

No	(X)	(Y)	D=(X-Y)	D <sup>2</sup> =(X-Y) <sup>2</sup>
1	144	168	-24	576
2	148	168	-20	400
3	152	176	-24	576
4	152	168	-16	256
5	152	172	-20	400
6	156	168	-12	144
7	144	164	-20	400
8	148	168	-20	400
9	148	168	-20	400
10	152	176	-24	576
11	152	168	-16	256
12	144	168	-24	576
13	152	172	-20	400
14	156	176	-20	400
15	152	168	-16	256
16	148	172	-24	576
17	156	176	-20	400
18	148	168	-20	400
19	148	168	-20	400

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20	148	176	-28	784
21	148	168	-20	400
22	152	164	-12	144
23	148	168	-20	400
24	144	172	-28	784
25	148	168	-20	400
26	152	176	-24	576
27	152	172	-20	400
28	152	168	-16	256
29	152	172	-20	400
30	152	176	-24	576
$\sum X = 4500$		$\sum Y = 5112$		$\sum D = -612$
				$\sum D^2 = 12912$

When evaluating the data, researchers attempted to determine the standard difference ( $SD_D$ ) using the formula: To calculate the average difference (MD) between variables X and Y, researchers utilize the formula: After obtaining an  $SD_D = 20,25$ , the researcher estimated the standard error or mean of difference (SEMD) between variables X and Y: The final calculation is to obtain the results of the t-observation ( $t_o$ ) test using the formula: The result -8.83 indicates that there is a difference in degrees up to -8.38; whatever the minus point is, it does not imply that it is negative. To complete the research results, the researcher calculated the degrees of freedom (df) using the following formula:

$$df = N - 1$$

$$df = 30 - 1$$

$$df = 29$$

$df = 30$  (see table of t values for the 5% and 1% significance levels), for the 5% significance level = 2.042, for the 1% significance level = 2.750 the result is  $2.042 < 8.83 > 2.750$  The results of data analysis using the formula above show a coefficient of 8.83. This means that role playing has meaning after being used to teach speaking.

The coefficient resulted from examining the data prior to and after testing using the t-test formula. This means that employing the role-playing method to teach speaking becomes more significant. The calculation results show that the t-observation value ( $t_o$ ) is 5.66, and the degrees of freedom (df) are 29 (obtained from  $N-1$ ) ( $30-1=29$ ). The researchers applied significance levels of 5% and 1%. The significance table shows that df is 31, and the 5% and 1% significance levels are 2.042 and 2.750, respectively. The results obtained when compared to each significance threshold value are  $2.042 < 8.83 > 2.750$ .

**DISCUSSION**

Based on data analysis, it is clear that students' scores in speaking courses taught utilizing the role-playing method at Sirajul Huda Middle School improved. This suggests that the role-playing strategy for learning to talk was effective. This is comparable to prior research (Nurlaila: 2023), which found that giving engaging English learning activities helped students improve their English skills. The outcomes of executing service activities suggest that the role-play method is effective at enhancing students' motivation to learn English.

**CONCLUSION**

This study has proven that the students' speaking achievement before using role-play method is low because the students still feel unconfident when having conversation with some friends in front of the class. However, that the students' speaking achievement after using role-play method is better. The students are more active and confident when having conversation with some friends in front of the class. Besides that, the role-playing strategy is effective in helping pupils improve their speaking skills. These answers are based on the findings of the student's post-test, which the author submitted. The role-play approach can make the teaching and learning process more fun and fascinating because all students, both confident and shy, appreciate and are interested in playing the role. They performed the role together. Furthermore, the researcher would like to make recommendations for English teachers to consider when adopting role-playing techniques in speaking sessions. Technology must be engaging in the teaching and learning process so that students enjoy it. The role-playing method can be an effective teaching and learning tool, particularly for improving students' speaking skills; this method needs long time so teachers should manage the time before using the method to the class so that it can be effective for students; and teachers should prepare all of the concept maximally so that the scenario can run well.

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