The Effectiveness of Using Role Play Technique to Improve Speaking Skill of 8th Grade Students of the Arsyad Islamic School

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Abstract
This study aims to see the improvement of students' speaking ability after using role play technique in English learning. Lack of confidence in speaking English is one of the factors that make it difficult for students to speak English. role play is one of the learning techniques that provides fun activities. The methodology of this study is one group pre-test post-test. The sample of this study is the eightth grade at Arsyad Islamic School which totalled 30 students. The data collection technique in this study was by conducting pre-test, treatment and post-test. Based on the data collected, the use of role play technique in learning English speaking is effective. This is proven by the following research results: the average score of speaking aspect in the pre-test was 73.86 and increased to 83.66 in the post-test. Therefore, it can be concluded that the use of role play technique is effective to improve the speaking skill of eightth students at Arsyad Islamic School.
Keywords: Speaking skill, Role play, Improvement

INTRODUCTION

English is a language that is used for international communication (Asramadhani & Murni, 2019). It cannot be denied that learning English is very important nowadays. Moreover, English is a global language. In this modern era, English also opens up opportunities and avenues to receive education from all corners of the world. For this reason, many people want to learn English, especially students. Learning English is the main goal that many students around the world need to achieve (Herman et al., 2020). However, there are still many students who do not understand or cannot learn English. Various things can be used as the reason why they still find it difficult to learn English, some of which are because they are not English speakers and also they are not used to learning English from childhood. In Indonesia, as a student who always learns with his mother tongue, it will still be very difficult to learn English. In order to have a good understanding of English, there are four basic skills that must be achieved by students, including reading, writing, listening, and speaking (Dzulhijjah et al., 2016). To ensure that someone has mastered and is fluent in English, it will be seen from their speech. During verbal communication, thoughts are openly expressed through speech. Speaking is one of the important factors of daily interaction, and the first impression of a person is often based on their speech (Bahardorfar & Omidvar, 2014). Speaking itself is a very important thing where people will communicate directly through speaking and also important in communicating and socializing with people in daily life. By having good speaking skills, students can convey their thoughts and feelings. Through speaking we can also express ourselves, give some information and show our emotions that exist inside us. In order to express these things through speaking, we need to understand what is being discussed, especially in terms of language. Therefore, practicing speaking is very important when learning a language.

Based on the researcher's experience as an intern teacher at the school, the researcher found problems in asking students to explain something in English. Most of them do not like to be asked to speak in English. When the researcher asked why, the students cited fear of failure, lack of confidence in their English pronunciation, and not knowing what to say due to their lack of English proficiency. As Al-Ghazali (2019) said when students are afraid of being wrong, they are probably more hesitant. In practicing English in a conversation or voice, phonological and grammatically required which is also difficult for students to learn. Speaking English as a foreign language is much more difficult than speaking our native language because of its different rules complex rules (Ahmed Al-Hassaani & Mahmood Qaid Al-Saalmi, 2022). Therefore, teachers are asked to use communicative teaching where students are involved in real communication. Teachers are asked to give their students confidence first, rather than demanding accuracy in language. In order to achieve this goal, teachers need to prepare appropriate learning strategies. Learning strategies that can make students feel confident in dialoguing in English. Teachers need to find learning strategies that also involve students to be active so that they not only receive but also take part in learning. Harmer (2001) also states that there are nine speaking activities that can be used in learning, i.e.: discussion, conversation, oral report, interview, questions and answers, pictures describing, giving instructions/descriptions/explanations, retelling story from oral and role play. Therefore, on this occasion, the researcher will try to use role play techniques in speaking learning activities.

Role play technique is a learning method where students are asked to play a role in a specified situation. Therefore, this role play activity, in addition to training students' speaking skills, can also lead to student creativity, which can create a classroom atmosphere that is not boring. In this technique, students are given directions by the teacher where they will develop their own dialog between them to create a problem situation. Role play technique is a powerful tool in teaching and learning as it offers holistic education in a multi-level experiential journey of discovery, expression, and mastery where all learners and teachers learn and grow together (Julius, K., & Osman, 2015). Based on this explanation, this study aims to find out whether the use of role play can improve students' speaking skills.

RESEARCH METHODS

The research method used is Quantitative Research with types of research including: pre-experimental, true experimental, factorial experimental and quasi experimental. This research uses pre-experimental research. Pre-experimental research is divided into three categories, namely one-shot case study, one-group pre-test-post-test and intact-group comparison. For the design in this study uses one-group pre-test-post-test, which is an experiment carry out on one group only. This design is measured by a pre-test conducted before treatment and a post-test conducted after treatment in learning. In this research, the pre-test used to determine the extent of students' speaking skill. Treatment used to help students improve their speaking skill. And the post-test used to determine the improvement of students' speaking skill after treatment. The population of this research is the first semester of the second year students of the Arsyad Islamic School is the 8th grade. The 8th grade only has 1 class with 30 students. The total population of this study is 30 students. The sample selection in this study uses nonprobability sampling technique, namely total sampling. In this technique the entire population used as a sample. Therefore, the sample of this study is all 8th grade students of the Arsyad Islamic School. In collecting data, the researcher used speaking tests on the pre-test and post-test. The pre-test will conducted by asking students to have a conversation with their partner in front of the class according to the given topic. Then the researcher recorded students when they started speaking. Treatment carried out by applying

the role-play technique to learning activities. In this process, the researcher explained what the role-play technique was and how it was applied. That way, students can recognize and understand how to learn using this role-play technique. In this application process, the researcher also assessed students' speaking skills, starting from their shortcomings to their progress. So that the researcher could find out and help students in the process of developing their speaking skills. The procedure of role-play technique in learning is based on procedure by Doff (1988). After the treatment completed, the researcher gave a post-test to students. The post-test is conducted to determine the effect of using the role-play technique can improve students' speaking skill. In this post-test, the same speaking test also carried out as the pre-test but with a different topic. After collecting the data, the researcher analyzed the data used statistical methods.

RESEARCH RESULTS AND DISCUSSION

This research was conducted at Arsyad Islamic School. The result of this study is to see if there is an improvement in speaking skill after learning using the role play technique. The result shows the students' speaking skill in English in several aspects, namely grammar, vocabulary, comprehension, fluency and pronunciation. The data was collected by giving speaking cue-card in the form of some vocabulary and situation to students in pairs in pre-test and post-test. And the material in this test is self description. The results of this study were assessed and analyzed by three raters to get more objective and valid results. Furthermore, the researcher used SPSS 25.00 to show the t-test results comparing the students' speaking skill scores in the pre-test and post-test. The following are the results of the research obtained.

Table 1. The Students' Average Score in Each Aspect of Speaking

Aspect of Speaking	Pre-test	Post-test	Difference Score
Grammar	68.67	78	9.33
Vocabulary	73.67	87.33	13.66
Comprehension	75	83	8
Fluency	77	85	8
Pronunciation	75	85	10
Average Total Score	**73.868**	**83.666**	**9.798**

In table 1, the average of each aspect increase in the post-test. The aspect that has the highest increase is vocabulary. In the pre-test, the vocabulary score was 73.67 then increased to 87.33 in the post-test, which has a difference of 13.66 points in the score difference. Furthermore, the lowest improvement is comprehension and fluency which both have a difference of 8 scores. In the pre-test, the comprehension score was 75 and in the post-test it increased to 83. For the fluency score, the pre-test had a score of 77 and increased to 85 in the post-test. In addition, there is grammar which has a score difference of 9.33, with a score in the pre-test of 68.67 and in the post-test of 78. Then, there is pronunciation which has a score difference of 10, with 75 in the pre-test score and 85 in the post-test. So overall it can be concluded that the use of role play in learning can improve students' speaking skill in each aspect.

Table 2. Paired Samples Statistics

Paired Samples Statistics					
		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	post test	55,7778	30	8,21238	1,49937
	pre test	49,2437	30	9,45390	1,72604

Table 2 shows that the mean score of the pre-test is 49.24 and the mean score of the post-test is 55.77. The difference in mean difference between pre-test and post-test is 6.53. The table also shows the standard deviation and standard error of the mean. Standard deviation is the distribution of data in a sample to see how far or how close the data values are to the mean, while the standard error of the mean is a measure of the error value used to measure the level of accuracy of the mean. In the pre-test, the standard deviation and standard error of the mean were 9.45 and 1.72. And in the post-test, the standard deviation and standard error of the mean are 8.21 and 1.49.

Table 3. Paired Samples Test

Paired Samples Test								
		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	post test - pre test	6,53411	3,13882	,57307	5,36206	7,70616	11,402	29	,000

Table 3 shows that the result of the t-test is 11.403. Meanwhile, the result of the t-table is 2.045. Therefore, the t-test result is higher than the t-table result. In that sense, it can be concluded that there is a significant difference between the pre-test and post-test in the form of an increase in the score on the post-test after treatment. It means that the alternative hypothesis in this study, "Using role play techniques can improve the speaking skills of 8th grade students of the arsyad islamic school" is accepted and the null hypothesis is rejected.

Discussion

According to the results, the lowest score in the pre-test and post-test results is 'grammar'. The reason for the low score in this aspect is that students are still confused with the complex structure of English. This is also due to the fact that students are still unfamiliar with English. The arrangement of words that is very different from their mother tongue makes them often mistaken in putting the word structure. Meanwhile, the highest score in the pre-test and post-test results is 'vocabulary'. Most of the students already know a lot of vocabulary in English because they are used to hearing some words when participating in learning in English, for example some vocabulary in greetings and self-introduction. From these results it can be concluded that students are not used to speaking practice. The students are only used to reading and memorizing what is in the textbook and during the teaching and learning process. Because there is an increase in students' speaking ability in each aspect of English, therefore the alternative hypothesis in this study, "Using role play technique is effective to improve speaking skill of 8th grade students of the Arsyad Islamic School" is accepted and the null hypothesis, "Using role play technique is not effective to improve speaking skill of 8th grade students of the Arsyad Islamic School" is rejected.

The results of this study are in line with previous research with the title *The Effect Of Role Play Technique On The Speaking Ability Of The Third Year Students Of SMPN 14 Pekanbaru"* conducted by Citra Keumalahayati (2018). She stated that she used oral test dialog in the pre-test and post-test to obtain data on the speaking ability of third year students at SMPN 14 Pekanbaru. After comparing the data results before and after treatment, it can be concluded in her finding that role play is an effective method in learning speaking. In addition, Margani (2023) conducted a study entitled *"The Use of Role Play to Improve Students Transactional and Interpersonal Speaking Skill at The Eight Grade Of Darul Aitam Khalid and*

Sarah Islamic Boarding School". To collect data, she used Class Action Research, It consists of two cycles in each cycle contains four phases, acting, observing, and reflecting. Based on the research findings, she stated that The use of role play can improve students' transactional and interpersonal speaking skills.

CONCLUSION

Based on the research results from the previous chapter, it can be seen that the mean score of speaking aspect in the pre-test was 73.86 and increased to 83.66 in the post-test. In addition, the data results also show that the t-test score (11.403) is higher than the t-table score (2.045) which means that the alternative hypothesis is accepted. Therefore, it can be concluded that using role play technique is effective to improve speaking skill of 8th grade student of the Arsyad Islamic School. In addition, the results of this study can also conclude that the use of role play can be an alternative technique in learning speaking in the future. For this reason, the formulation of the problem in this study is answered that the use of role play technique is effective to improve the speaking skill of 8th grade students of the Arsyad Islamic School.

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