

USING ROLE PLAY METHOD TO IMPROVE STUDENTS' SPEAKING SKILLS AT SENIOR HIGH SCHOOL

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ABSTRACT

ABSTRACT Ona Marta Iyarmasa, 2025. Using the Role Play Method to Improve Students' Speaking Skills at Senior High School (Supervised by Muliaty Ibrahim and

Abdul Malik Iskandar). This study aims to examine the effect of using the role play method on the speaking skills of eleventh-grade students at SMA Negeri 13 Makassar in the 2024/2025 academic year. The research design employed a quasi-experimental method with a quantitative approach. The study population consisted of 72 students divided into two classes: a control class and an experimental class. The research involved administering a pre-test and post-test, followed by four treatment sessions using the role play method. Data were collected through the pre-test and post-test, in which students' speaking performance scores were evaluated. The results showed that the average pre-test score of the control group was 63.00, increasing to 73.50 in the post-test. In the experimental group, the average pre-test score was 68.36, rising to 78.86 in the post-test. There was a significant difference in the mean scores of the experimental class, with an increase of 7.9 points after the treatment. The significance level was $0.000 < 0.05$, indicating that the null hypothesis (H_0) was rejected and the alternative hypothesis (H_1) was accepted. Based on these findings, it can be concluded that the use of the role play method significantly improved the speaking skills of eleventh-grade students (classes XI-5 and XI-6) at SMA Negeri 13 Makassar.

Keywords: Speaking Skills, Role Play Method

ABSTRAK

Ona Marta Iyarmasa, 2025, Using role play method to improve students' speaking skill at Senior High School. Dibimbing oleh Muliaty Ibrahim dan Abdul Malik Iskandar.

Penelitian ini bertujuan untuk mengetahui pengaruh penggunaan metode bermain peran terhadap kemampuan berbicara siswa kelas XI SMA Negeri 13 Makassar pada tahun ajaran 2024/2025. Desain penelitian ini menggunakan metode semu eksperimen dengan pendekatan kuantitatif. Populasi penelitian ini adalah 72 siswa yang terbagi menjadi dua kelas yaitu kelas kontrol dan kelas eksperimen. Penelitian ini menggunakan pre-test dan post-test, kemudian dilanjutkan dengan tindakan (treatment) empat kali pertemuan menggunakan metode Role Play.

Data penelitian ini diperoleh melalui pre-test dan post-test, dimana peneliti mengambil nilai performa berbicara siswa. Hasil penelitian menunjukkan bahwa

skor rata-rata pre-test siswa pada kelas kontrol adalah 63.00 dan post-test adalah 73.50, sedangkan nilai rata-rata pre-test pada kelas eksperimen adalah 68.36 dan post-test adalah 78.86. Terdapat perbedaan yang signifikan dari skor rata-rata pada kelas eksperimen. Nilai tersebut meningkat sebesar 7,9 setelah diberikan tindakan (treatment) dengan tingkat signifikansi $0,000 < 0,05$, maka H_0 ditolak dan H_1 diterima. Berdasarkan hasil penelitian ini dapat disimpulkan bahwa terdapat peningkatan kemampuan berbicara siswa dengan menggunakan metode bermain peran (role play) pada siswa kelas XI 5 dan XI 6 SMA Negeri 13 Makassar.

Kata Kunci: Kemampuan Berbicara, Metode Bermain Peran.

A. Introduction

Speaking is one of the most important skills to be developed and enhanced as a means of effective communication. One of the hardest parts of learning a language is thought to be speaking. It might be challenging for many language learners to express themselves orally. In general, they have trouble successfully expressing themselves in a foreign language. They cease communicating because they encounter mental barriers or are unable to find the right words and expressions. A solid command of spoken English is necessary in today's world of mass media (Leong & Ahmadi, 2017).

Speaking skills greatly influence the learning process. Good speaking skills help the students communicate in a way that is easy to understand and effective. The students become more confident when speaking in front of

others because they can convey ideas and opinions fluently, which eases the process of exchanging information.

Both in the workplace and in education, speaking is very important. Speaking skill is measured by the skill to speak a language, especially English. The purpose of learning to speak is to educate the students, to be able to communicate contextually and meaningfully. Speaking is a process interact, the way to express our ideas, we generally use speaking as a means of communication in daily life.

Based on the researcher's observation during the PPL conducted at SMA Negeri 13 Makassar, the researcher found that there was a problem with the students' speaking skills of the eleventh-grade students at SMA Negeri 13 Makassar, particularly those in grade eleven. The students have difficulties with the English subject. This was caused by some factors. First, the students have

anxiety and a lack of pronunciation. Second, the students have limited vocabulary. Lastly, the students' lack of self-confidence has limited their vocabulary. So, the students' speaking skills are very low.

To improve the students' speaking skills in senior high school, role play is a very effective method. The role play method is one of the interesting and effective learning methods to improve senior high school students' speaking skills. Based on (Rohmah et al., 2025) Affective, cognitive, and behavioral learning outcomes have all been successfully attained through the use of the role play method. In this method, the students will act as certain characters and simulate certain situations in real life.

Role play is a learning activity where the students act like other people and play a role in a particular situation according to the script they create. The students are asked to mimic the actual circumstances with various tasks from each understudy. Since English is not widely spoken in some countries, EFL educators can use role play strategies. Also, the students find it easier to ask questions

and offer ideas while role playing because they are doing it legitimately.

According to Elisa, (2019) Role play can help teachers extend the classroom over time and provide a context for language to be used naturally. The classroom world expands to include the outside world, providing opportunities for the students to express themselves in more open ways and expanding feeling knowledge. Researchers have found that role play is very effective in improving the students' speaking skills.

Role play makes students interested and actively involved in the teaching and learning process. Role play will make speaking and learning activities more fun and interesting. This is due to the fact that role play encourages shy the students to speak up when they are given the opportunity to do so. The students who have difficulty speaking are liberated.

B. Research Methodology

This research used a quantitative approach as a type of quasi-experimental research. The quantitative approach had several characteristics that were used to determine certain research problems,

such as tendency and description statements, hypotheses, statistical data collection, term structure, and evaluation criteria that are measurable, objective, and free from researcher bias.

Therefore, the purpose of this research is to find the causes and consequences of the two variables. The independent variable, represented by X, is the role-play method, and the dependent variable, represented by Y, is speaking skill. In addition, the students were divided into experimental and control class.

C. Findings and Discussion

The findings of this research are to know the significance of using the role play method to improve the speaking skills score, which was gained from the test conducted in the pre-test and post-test. To make the result clear, the researcher also provided a comparison to show the differences between students' scores in the experimental class and the control class.

Tabel 1 : The statistict results pretest and posttest control and experimental class.

Eksperimenal Class		
N	Pretest	Posttest

36	Mea n	Std.Deviti on	Mea n	Std.Deviti on
	68.36	6.770	78.86	7.983

Kelas Kontrol				
N	Pretest		Posttest	
	Mea n	Std.Deviti on	Mea n	Std.Deviti on
36	63	8.007	73.50	7.233

Table 1 showed that the data of the experimental and control classes consisted of 36 students, the total of all data, which was divided with the number of data points determined as the mean pre-test score from the experimental class was 68.36 and Std. deviation score was 6.770, and from the control class was 63.00 and Std. deviation 8.007. Then the total of all data which was divided with the number of data, determined as the mean post-test score from the experimental class, was 78.86 and Std. The deviation score was 7.983, and from the control class was 73.50 and Std. The deviation

score was 7.233.

This research suggests that using Role play to teach speaking skills at the school level effectively motivates students and promotes their academic achievement. Moreover, teachers must be prepared and provide immediate feedback on students' performance to help them improve and build confidence as learners. The teacher's role was to guide and facilitate the role-play activities, providing feedback and support as needed (Yu, 2022).

E. Conclusion

Using the role-play method provides an effective and engaging approach to the improvement of English language skills. With a focus on meaningful language use in authentic contexts, Role role-play method helps students develop all aspects of their speaking skills,

including vocabulary, grammar, comprehension, fluency, and pronunciation, and also increases student self-confidence.

The students of the eleventh grade at SMA Negeri 13 Makassar. They were interested learn speaking by using Role role-play method. It made the class more active and less boring. After the treatment in the experimental class, the students found it easier to understand how to share and talk about themselves, used the correct vocabulary, used grammar, and were more correct in the way of pronunciation of vocabulary, and most importantly, they are no longer embarrassed when they talk about themselves using English.

Students, The role-play method transformed the classroom into a dynamic and engaging environment, allowing students to practice speaking in real-life scenarios that mirrored authentic settings. This method incorporated a range of interactive exercises, such as presentations, conversations, and scenario-based activities, which not only enhanced language skills but also made learning enjoyable. To help students overcome speaking anxiety and build confidence, strategies such as

advanced preparation, peer support, and positive feedback were employed. By working with encouraging friends or practicing in a low-stakes environment, students gradually became more comfortable and proficient in their speaking skills.

Teachers, presented statistics and testimonials that showcased the significant benefits of role-play in enhancing students' speaking skills, outperforming traditional teaching methods. Additionally, they offered guidance on designing and implementing role-play activities tailored to diverse learning styles and proficiency levels, ensuring an inclusive and effective learning experience.

Readers, Acknowledge any potential challenges of the role-play method, such as requiring more teacher planning or adapting to a student-centred approach. Briefly mention potential areas for further research on role role-play method, such as its effectiveness in different language learning contexts or for specific student populations.

Maintain a positive and encouraging tone, emphasizing the potential of role play method to improve the speaking skills and

motivation for language learning of senior high school students (Atrianus Toni, 2024).

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