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THE INFLUENCE OF ROLE-PLAY GAME ON STUDENTS' SPEAKING SKILL: A PRE-EXPERIMENTAL STUDY AT AN ISLAMIC JUNIOR HIGH SCHOOL

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Abstract

This research aims to investigate the influence of the role play game on student's speaking skill. The study used a pre-experimental design with single-group pretest and post-test combined with self-assessment to determine whether role-playing instruction had a beneficial or detrimental impact on students' speaking ability. The population were twenty-eight students with twelve male and sixteen female students from the ninth grade of an Islamic Junior High School in Indonesia. The research instruments included field notes and oral speaking assessments. The researcher treated students with role-playing to help them become more proficient speakers. The pre and post test results, along with Microsoft Excel 2019, were used to confirm the validity and reliability test initially. The average post-test score was greater than the pre-test score, according to the study findings. 55.21 was the average pre-test score, while 80.77 was the average post-test score. Pre-test and post-test averages showed variation in vocabulary mastery growth rates among the students. The t-test had a p-value (sig-2-tailed) of 0.00, which is less than 0.05. According to this result, Ha was accepted, and Ho was rejected. It can be concluded that the use of role-play and self-assessment at ninth grade of an Islamic Junior High School to teach speaking English has a positive influence to improves students' speaking mastery.

Keywords: Speaking Mastery; Role-playing; Speaking Self-assessment; Islamic Boarding School; Pre-Experimental Studies

INTRODUCTION

In international associations, the ability to speak English is essential to be able to participate in the wider world of work. Speaking skills are measured in terms of the ability to have conversations in language. Due to this reality, educators and parents believe that speaking is a skill that students and their offspring should acquire. Speaking is a productive skill which learners should develop to communicate fluently for expressing ideas, feelings, choices, and thoughts or human information that helps students to communicate with each other (Rao, 2018). This means students can express their logging and understand what others are saying. Acquiring knowledge of language does not end with memorizing grammar and vocabulary; rather, what matters most is understanding how teachers use language to communicate with students and help them comprehend the topics being discussed. Different

kinds of teaching methods will give opportunity to the students to speak up more fluency. Arham et al. (2016) stated that using role-playing strategies helps students become more confident and proficient speakers. Moreover, Osuafor (2017) identified that Role-playing teaching is a method that offers numerous benefits: Role playing can help students develop deeper knowledge and real-world concepts. It can also increase students' interest in learning and give them many opportunities to practice their language and social skills. Finally, role playing can help students develop positive social habits.

Study on improving English speaking in EFL students had been a topic of interest to many researchers because of the great potential of using different teaching methods in improving English language learning. Alzboun, et al (2017) examined the effect of role-playing strategies on the speaking ability of tenth grade Jordanian students of English as a foreign language (EFL). A total of 86 homogeneous participants were selected through a two-part random sampling technique at Lameece Secondary School for Girls in Amman, Jordan during the second semester of the 2016-2017 academic year. The results revealed that role-playing strategies had a significant effect on the five components of speaking skills with experimental group students. Rukmini (2018) studied the usefulness of simulation and play positions as a method of teaching dialogue to students with different levels of motivation. Based on the results of the study, it can be concluded that students benefit from the use of simulation methods and play positions to teach dialogue. Students' grades improved significantly, they were also indirectly motivated to engage in English dialogue and they gradually forgot about negative feelings such as shyness and lack of trust. Neupane (2019) explored the effectiveness of role play techniques in improving English speaking skills. The study population was grade X public school students from Lamjung district, Nepal. The results showed that there was a significant improvement in the speaking ability of the experimental group. It can be concluded that role play has a significant effect on students' speaking skills. Yusup (2020) investigated to what extent the role play technique, especially semi-scripted could improve students' speaking skill in English. The study's findings demonstrated that students' speaking abilities might be considerably enhanced and appropriately impacted by semi-scripted role play. In addition, by using semi-scripted role play, students were able to freely express their emotions and discover new avenues for their creativity, which helped prepare them for real-world situations. Although it has some similarities with previous studies that have been described, the novelty of this research was at the school background of *Pesantren* (Islamic Boarding School) students. The students played drama according to the role they played in the role-playing method used.

Based on the preliminary observation at one of the third grade of Islamic junior high schools in Indonesia, the students still lacked vocabulary, and when interviewed the English teacher about the reasons why the students in this class did not want to speak. The English teacher said, "There is a shortage of vocabulary mastery among students, and when someone lacks vocabulary mastery, their speaking abilities also suffer as a result." This comment demonstrates that their teachers are aware of how little vocabulary their students know, and that if they know less, they will be less competent speakers. And problems were found that English teachers teach English using traditional and monotonous strategies where teachers read dialogues that have been written on student textbooks. Then the teacher exemplifies it by reading the dialogue aloud in front of the class. After reading it, the teacher instructs students to repeat it until the whole dialogue is read. This strategy can also lead to other problems such as limited vocabulary that makes students unwilling to say anything in class and feel bored. Finally, the students could not speak English boldly and correctly. Therefore, this study conducted to know the effect of role play in improving speaking skills for third

grade junior high school students in the school that the researchers chose. The research was guided by a pivotal question: does role play game influence on students' speaking skill?

METHOD

Quantitative method design was used because it deals with numerical data that can be statistically collected and analyzed (Creswell, 2012, p.141). The Pre-Experimental Design was used to obtain preliminary information on the formulation of problems in the study. This study's research design was a pre-experiment with a single group pretest-posttest methodology. This design was chosen because researchers wanted to know the effect of role play techniques on all students in the class before and after treatment. The research was conducted at one of the Islamic Boarding Schools in Indonesia. The study population was grading 3 junior high school students containing 99 students in five classes in the 2022-2023 academic year. The sampling participants were 28 students from one class with an age range of fourteen to fifteen years, consisting of 10 male students and 12 female students. All the participants had the right to withdraw during the research with formal confirmation. Pseudonym used to collect the participants' research data.

The researchers used speaking tests as a research instrument to see the effectiveness of teaching speaking using role play. The oral speaking tests were conducted to students on the pre-test and post-test at the first meeting and the last meeting. The oral speaking tests used to measure the effectiveness of using role play in teaching speaking. Researchers used descriptive statistics to organize and analyze numerical research data, in order to facilitate the process of data analysis, provide an overview of data distribution, and provide a general description of variables in the study. After the test results were obtained, they were processed and examined using the T-test formula's statistical calculation with significance levels of 5% and 1%. The statistical sample data test was calculated by using Microsoft Excel 2019.

RESULTS AND DISCUSSIONS

Results

The findings include validity and reliability test results, pre-test post-test results, treatment process, pre-test post-test descriptive analysis results, normality test results, and t-test results. All results and discussions show that role play has an impact on students' speaking learning. To gauge the extent of the students' speaking proficiency, a pre-test was administered on Saturday, August 13, 2023, in class 3A. The test was taken by every student, and the outcomes were as follows.

Table 1. The Result of Pre-Test

No	Name	Gender	Class	Pre-Test result
1	AEMP	M	3A	50
2	FS	M	3A	50
3	GCK	M	3A	57
4	MFRN	M	3A	75
5	MYAF	M	3A	62
6	MAAA	M	3A	45
7	MENR	M	3A	47
8	MFI	M	3A	58
9	MFTA	M	3A	52

10	MNS	M	3A	45
11	RGF	M	3A	63
12	RFN	M	3A	52
13	ATYP	F	3A	50
14	AFT	F	3A	40
15	AGEJ	F	3A	65
16	AZ	F	3A	57
17	AZPP	F	3A	73
18	AZS	F	3A	57
19	CA	F	3A	52
20	CZD	F	3A	48
21	GAG	F	3A	47
22	NA	F	3A	48
23	RRA	F	3A	55
24	SDW	F	3A	60
25	SNA	F	3A	62
26	SSR	F	3A	52
27	ZSA	F	3A	66
28	ZMM	F	3A	60

Source: Author's data 2023

An explanation of the students' pre-test scores was given in Table 1. From the 28 students in total, 12 were male and 16 were female. Microsoft Excel used to determine the average, maximum, minimum, and sum of the student grades using the following data:

Table 2. The Calculating of Pre-Test

Sum	1546
Mean	55,21429
Min	40
Max	75

The average student pre-test score was 55.21 with a total of 1.546. Pre-test scores ranged from 40 to 75, with 75 being the highest score. After the test was completed, the researcher gave a score for each student's score category. Sugiyono (2010, p. 276) lists the classification of students' grade as follows:

Table 3. Classification of Students' Score

No	Reliability Coefficient	Grade	Explanation
1	0.800-1.00	A	Very High
2	0.600-0.799	B	High
3	0.400-0.599	C	Sufficient

4	0.200-0.399	D	Low
5	0.00-0.199	E	Very Low

In order to demonstrate the effectiveness of the students' scores, the pre-test score classification had been given in terms of frequency and percentage using the current value data (table 3). The grade-level accomplishment was shown in the table below:

Table 4. Students' Pre-Test Score Percentage

Value	Grade	Level of Achievement	Frequency	Percentages
80-100	A	Very good	0	0%
60-79	B	Good	9	32%
40-59	C	Enough	19	68%
20-39	D	Less	0	0%
<19	E	Fail	0	0%
Total			28	100%

Source: Author's data 2023

The researcher found that 19 students (68%) were in a fair position and 9 students (32%) were in a good situation based on the data above (table 4) with score classification. The score data above showed that students' overall speaking mastery was still lacking. After teaching students how to communicate through role-playing techniques, they were given a post-test. The post-test took place on Thursday, August 10, 2023. 28 samples from an Islamic junior high school's class 3A were used by the researcher. Table 5 provided an explanation of the students' post-test results, with a total of 28 students, 12 were male and 16 were female. Microsoft Excel used to determine the average, maximum, minimum, and sum of the post-test results for the students using the following data:

Table 5. The Calculating of Post Test

Sum	2262
Mean	80,77
Min	67
Max	90

Table 5 showed that 28 students' post-test results added up to 2262 with an average of 80.77. With 23-point discrepancy in scores, the highest pre-test score was 90 and the lowest was 67. The table 6 displayed the post-test results for the students.

Table 6. The Result of Post-Test

No	Name	Gender	Class	Post Test Result
1	AEMP	M	3A	81
2	FS	M	3A	67
3	GCK	M	3A	81

4	MFRN	M	3A	90
5	MYAF	M	3A	82
6	MAAA	M	3A	82
7	MENR	M	3A	80
8	MFI	M	3A	85
9	MFTA	M	3A	84
10	MNS	M	3A	78
11	RGF	M	3A	90
12	RFN	M	3A	81
13	ATYP	F	3A	81
14	AFT	F	3A	79
15	AGEJ	F	3A	82
16	AZ	F	3A	70
17	AZPP	F	3A	77
18	AZS	F	3A	83
19	CA	F	3A	82
20	CZD	F	3A	79
21	GAG	F	3A	79
22	NA	F	3A	80
23	RRA	F	3A	82
24	SDW	F	3A	80
25	SNA	F	3A	90
26	SSR	F	3A	79
27	ZSA	F	3A	81
28	ZMM	F	3A	78

Source: Author's data 2023

Table 7 displayed the score classification as follows:

Table 7. The Classification of Post-Test Score

Value	Grade	Level of Achievement	Frequency	%	
80	100	A	Very good	19	68%
60	79,9	B	Good	9	32%
40	59,9	C	Enough	0	0%
20	39,9	D	Less	0	0%
0	19,9	E	Fail	0	0%
Total			28	100%	

Source: Author's data 2023

According to the data above (table 7) with score classification, no students got bad or fair grades. Nine students or 32% of the total were in a good position, and 19 students or 68% of the total were awarded a very good level at the top level. After receiving repeated instruction, the students demonstrated mastery of speaking, according to score data.

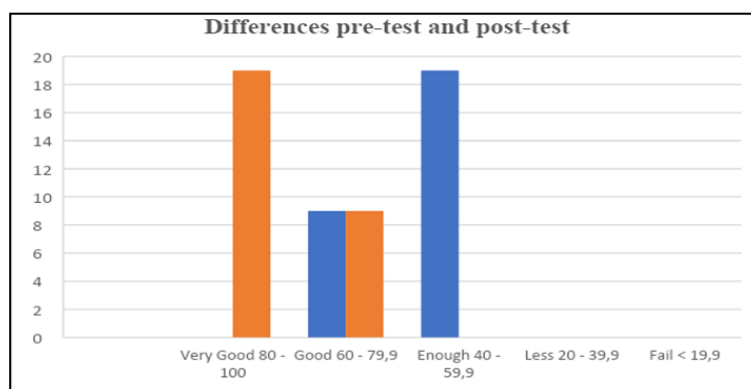


Figure 1 The Differences of Students' Speaking Mastery in Pre-Test and Post-Test

The frequency of the student pre and post test results was shown in Figure 1. Nine students were classified as falling within the good category, with scores ranging from 60 to 79, while nineteen students were classified as about the fair category, with scores ranging from 40 to 59. Meanwhile, in the post test there were 19 students in the class who had the highest excellent classification, which ranged from 80 to 100. There were no students who were classified as failed or fair on the post-test. Nine students were classified as good, with scores ranging from 60 to 79.

Additionally, after employing role play as a speaking learning technique, the students' proficiency in speaking had improved, as seen by an increase in scores in Figure 1. This is demonstrated by the frequency of the students' speaking results from the pre-test and the post-test. In the sufficient classification, there was a decrease of 19 students who received a score between 40 and 59; nine students shared a score between 60 and 79 in the good classification; and there was a significant increase in the very good classification from 19 students who received a score between 80 and 100. To put it briefly, the findings indicated that the student's achievement had improved. It can be said that role-playing as a teaching technique can improve students' speaking English.

Hypothesis Testing

To ascertain whether the researcher's theory is accepted, hypothesis testing was done. Using an Excel application to compare the average pre-test and post-test scores, the study's hypothesis was statistically assessed, with significance set at $p < 0.05$.

Table 8. The Result of T-test

T-Test: Paired Two Sample for Means		
	<i>Pre-Test Result</i>	<i>Post Test Result</i>
Mean	55,21428571	80,77380952
Variance	72,43797766	24,06628454
Observations	28	28
Pearson Correlation	0,350110553	
Hypothesized Mean Difference	0	
Df	27	
t Stat	-16,490269	
P(T<=t) one-tail	0,0000	
t Critical one-tail	1,7033	

P(T<=t) two-tail	0,0000	
t Critical two-tail	2,0518	

Table 8 depicted clear that the T test generated significant results; at the 0.05 significance level ($0.00 < 0.05$), the P-value (2-tailed) = 0.00. With a significance level of 5%, the data indicated that there were 27 degrees of freedom. The computed t value was $2.0518 > t$ table 1.703. This indicated that the computed t value was higher than the t table, which suggested that the null hypothesis (H_0) is rejected and the alternative hypothesis (H_a) put forth in this study is accepted. Based on these findings, it is concluded that using role play as a teaching technique for English speaking has significantly increased students' speaking mastery. Respond to the problem formulation "Does role-play games affect students' speaking abilities?" The research result indicated that teaching speaking to the students through role-play has a positive effect on their speaking abilities.

Discussion

This study mentioned students' unattractiveness in learning English, especially speaking mastery. Students find it difficult to retain speaking because they become bored easily, which is partly due to the teacher's repeated teaching methods. As the problem is known, the researcher used role play as a media in teaching speaking. Christopher, Candlin, and Mercer (2001, p. 168) they reported that "the task of the teacher is to match his teaching style and the learner's learning style with the ordinance". This means that teacher has a significant position in the educational success of students and teacher was obliged to decide on teaching styles that can build motivation to improve students' skills, especially in speaking. Arham et al., (2016) stated that the application of role-playing techniques improves students' speaking skills and self-confidence. Researcher later found that teaching speaking through role play as a media significantly improved students' speaking achievement, lowered their speaking anxiety, boosted their imagination and creativity, and helped them achieve their speaking goals. These factors, along with the selection of learning resources, raise a crucial query, namely "Is there a positive or negative impact on students' speaking learning after being taught using role play?"

In light of the study's findings, the first results were seen in students' pre-test scores before the researcher gave treatment. The pre-test average was 55.21 indicating a low performance level. Subsequently, the researcher opted for role play as a teaching technique. The score obtained by the students after doing the role play increased to 80.77 from the post-test average. More precisely, the researcher examined the significance levels of the pre- and post-tests to determine whether the implementation of role play had a substantial impact on the students' ability to communicate. The t-test showed that the significance level of the students' improvement was 0.00, i.e., less than 0.05. As a result, the alternative hypothesis (H_a) is that there is a considerable improvement in students' speaking achievement after being taught through role-playing and the use of speaking self-assessment.

Likewise supported by Susanti (2007), which examined the impact of utilizing role play on the speaking abilities of junior high school students, role-playing offers several substantial advantages in enhancing students' English-speaking skills. It is an interactive and enjoyable instructional technique that can positively influence the learning process. It is further backed up by Juvrianto (2018) discovered that teaching speaking using role play techniques elevated student speaking proficiency, During the conducted role-playing sessions, students actively engaged in discussions, utilized learned vocabulary, and practiced direct

communication in English. This immersive role-playing experience allowed students to feel comfortable expressing their thoughts and ideas in English. They acquired the ability to use contextually relevant phrases, thus enhancing their speaking skills through an enjoyable and interactive approach. With consistent involvement in these role-playing activities, students developed confidence in using English in everyday situations and witnessed improvements in their overall speaking proficiency, indicating that there is a significant positive effect of using role play on students speaking mastery. This aligns with Toyib & Safi'i's theory (2018, p. 78) endorsing role-play's engaging nature in classrooms, fostering enjoyable learning and effective language mastery. Both role-play techniques and speaking self-assessment prove beneficial in developing speaking proficiency, expanding language comprehension, and encouraging active involvement in language learning. According to Brown and Abeywickrama (2010, p. 184-185), "The importance of self-assessment in speaking skills cannot be overlooked. It gives students the ability to reflect on their strengths and weaknesses, identify areas where they can grow, and plan steps for personal improvement".

The studies collectively support the significant enhancement of speaking abilities through role-playing. Specifically, this study focused on the students performing in role-play settings alongside varying speaking self-assessment tasks in treatment sessions and showed noticeable improvements in students' speaking skills before and after treatment. Nevertheless, the students' lack of confidence and limited vocabularies were still becoming their issues while role-playing. This approach of teaching speaking through role-playing, combined with speaking self-assessment, was found practical and advantageous in an Islamic junior high school context.

CONCLUSION

The researcher drew the following conclusions based on the facts and discussion from the previous chapter role-playing makes speaking activities and learning more enjoyable and engaging. It particularly aids reticent students and those grappling with conversation by granting them freedom. Moreover, it is enjoyable, and most students acknowledge that pleasure contributes to enhanced learning. Role-playing enhances the classroom's vibrancy and activity level. Students participate voluntarily; the teacher does not coerce them. Role-playing enhances students' motivation to study and facilitates comprehension of English lessons. However, students' lack of confidence and inadequate language are their biggest problems while role-playing. Integrating various speaking self-assessment tasks during each treatment session allows for the evaluation of the collective positive impact of these completed treatments on improving speaking skills.

Considering to the study findings and discussion, the researcher would like to deliver some recommendation for the teachers. It has been demonstrated that teaching students to speak through role play improves their speaking proficiency. Teacher can create an engaging and fascinating learning environment for their students by implementing role-playing and speaking self-assessment activities. Additionally, teacher can suggest diverse story genres for role-playing as a means of diversifying teaching techniques. It is possible to increase the students' learning outcomes and encourage the students' participation in the learning process by teaching language in a style that is enjoyable, easy to comprehend, and relaxed. And for Students, incorporating role play into teaching can assist students in speaking, which can sometimes be challenging for the students to articulate. Role-playing aids students in learning by allowing them to practice pronouncing words and sentences accurately, aiding in information retention. Furthermore, diverse speaking self-assessment methods also enhance students' drive to learn speaking. Additionally, employing role play

with varied speaking self-assessment methods heightens students' eagerness to learn speaking skills. Consequently, given the well-recognized benefits, employing role play with diverse speaking self-assessment techniques in speaking instruction could assist students in becoming more proficient speakers. And for further research, this study is centered on developing speaking skills. Thus, future researchers have the option to use role-playing as a teaching and incorporate speaking self-assessment for other learning competencies. Further researchers can explore diverse strategies to improve students' speaking abilities. Moreover, the researcher suggests utilizing role-play techniques to enhance speaking skills and integrating speaking self-assessment within projects aimed at refining students' speaking proficiency.

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