

The Effectiveness Of Role-Play Technique In Teaching Speaking at MTs Al-Hadari An-Nawawi Kubu Raya

Akhdan Naufal¹, Alvina Yolanda², Dewi Ismu Purwaningsih³

^{1,2,3} Faculty of Teacher Training And Education, Universitas Nahdlatul Ulama Kalimantan Barat, Kalimantan, Indonesia

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ABSTRAK

Penelitian ini bertujuan untuk mengetahui pengaruh Teknik Role-play dalam Pengajaran Berbicara. Desain penelitian yang digunakan adalah Dependent sample t-test, sedangkan metode penelitiannya adalah kuantitatif dengan teknik role-play sebagai variabel bebas (X) sedangkan pengajaran berbicara sebagai variabel terikat (Y). Partisipan dalam penelitian ini adalah seluruh siswa Mts Al-Hadari An-Nawawi Kubu Raya yang berjumlah 15 orang, data dalam penelitian ini dikumpulkan dengan menggunakan instrumen (tes lisan), kemudian dilakukan uji normalitas, uji homogenitas, dan statistik deskriptif untuk menilai persyaratan analisis data. Analisis uji-t dependen digunakan untuk menguji hipotesis dengan menggunakan bantuan perangkat lunak komputer melalui program SPSSc versi 22 for Windows. Berdasarkan hasil penelitian dan pembahasan, dapat ditarik simpulan sebagai berikut: Terdapat pengaruh penggunaan teknik role-play dalam pengajaran berbicara di Mts Al-Hadari An-Nawawi Kubu Raya. Hal ini ditunjukkan dengan hasil uji-t yaitu $t\text{-hitung} (-16,102) > t\text{-tabel} (1,761)$. Dengan tingkat signifikansi 0,05, hal ini menunjukkan bahwa terdapat pengaruh positif penggunaan teknik bermain peran dalam pengajaran berbicara, artinya H_a diterima dan H_o ditolak.

ABSTRACT

This study aims to determine the effect of Role-play Technique in Teaching Speaking. The research design used is a Dependent sample t-test, while the research method is quantitative with the role-play technique as the independent variable (X) while teaching speaking as the dependent variable (Y). The participants in this study were all 15 students of Mts Al-Hadari An-Nawawi Kubu Raya, the data in the study were collected using an instrument (oral test), and then normality test, homogeneity test, and descriptive statistics were used to evaluate the requirements of data analysis. The dependent t-test analysis was used to test the hypothesis using computer software assistance through the SPSSc version 22 for the Windows program. Based on the research findings and discussion, the following conclusions can be drawn: There is an effect of using role-play technique in teaching speaking in Mts Al-Hadari An-Nawawi Kubu Raya. This is indicated by the t-test result, which is $t\text{-count is } (-16.102) > t\text{-table } (1.761)$. With a significance level of 0.05. This shows that there is a positive effect of using role-play technique in teaching speaking, this means H_a is accepted and H_o is rejected.

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Corresponding Author:

Akhdan Naufal
Faculty of Teacher Training And Education, Universitas Nahdlatul Ulama Kalimantan Barat,
Kalimantan, Indonesia
Email: akhdannaufal08@gmail.com

1. INTRODUCTION

Language is an essential component of human existence and the most dependable means of communication for coexisting in a community. Everyday language use is a part of human existence. The significance of language in the entirety of human existence This is in line with Noermanzah in Mailani [1] who explains that language is a message that is usually conveyed in the form of expression as a means of communication in various specific activities. Bustomi In Mailani [1] said that practically all information and communication are built around language. Every country has unique cultures and personalities that influence everyday language use in communication. From the above explanation, we can conclude that language is a communication tool inherent in human life that is used daily to convey a message to the interlocutor, and every country has a unique culture and linguistic character. For example, the United Kingdom speaks English, the Malaysian state speaks Malay, and the Indonesian state speaks Indonesian.

English is now one of the most important foreign languages in the world. It is the lingua franca, the language of the world that has the most speakers Tamrin & Yanti [2]. It is reinforced by Crystal [3] statement that more than 100 countries, including China, Russia, Germany, Spain, Egypt, and Brazil, now teach English as a foreign language and that it is the most commonly taught language; in the majority of these nations, English is replacing other languages as the primary foreign language encountered in schools.. it can be said that learning English has become very important. Because English is the language that has the largest members of speakers, learning English can open up opportunities to communicate with people from

various countries. Especially for students in Indonesia, where English in Indonesia is an EFL (English Foreign Language).

Indonesia itself is a country with low English proficiency. This is reinforced by the data released by Set (2023) EF English Proficiency Index 2023 edition where Indonesia is ranked 79th out of 113 countries. With an EF EPI score of 473 where the score is included as low in the standard EF English proficiency index score. Students in Indonesia also have poor English speaking skills. Naiborhu [4] Said Several factors, including low student knowledge of the language, vocabulary that is still limited, lack of exposure to English in everyday situations, low student engagement with the language, subpar assignments, and inaccurate teaching methods, all contribute to students' poor English speaking abilities. English patterns and expressions are constantly introduced by teachers without appropriate contexts or situations, and they are not followed up with practice, application, or listening exercises. There is very little student interaction. Therefore, it is not ideal to improve English speaking abilities; instead, teachers must continue to look for solutions to the issue. A few learning strategies must be able to be used by teachers.

The goal of teaching a language is to make the learner able to communicate in it. The four basic skills of language are speaking, writing, listening, and reading. Thus, we must give students the language skills they require. Receptive and productive language skills are the two categories into which these abilities are frequently separated. While reading and listening are considered receptive skills, speaking and writing are considered productive skills Sen [5]. And speaking is one of the most important skills to learn. It is reinforced by statements. Wallace in Sen [5] says that the world's common language is now English. Since language is used for communication, speaking abilities are later given more

importance in language instruction. In teaching speaking some techniques can be used. Here are some techniques in speaking teaching that are shown by Kayi [6] there is Discussions, Role Play, Simulations, Information Gap, Brainstorming, Storytelling, Interviews, Story Completion, Reporting, Playing Cards, Picture Narrating, Picture Describing, Finding the Difference.

Roleplay becomes one of the most important speaking teaching techniques, allowing students to understand and feel the social context of being someone other than themselves. Roleplay also allows students to train their speaking skills with low anxiety as brown in A.A(2015) says role play allows some rehearsal time so that students can map out what they are going to say, and it has the effect of lowering anxiety as students can, even for a few moments, take on the persona of someone other than themselves. One of the advantages of role-play technique is that students can do prate speaking to develop more fun speaking skills this is reinforced by statements Ladousse in A.A(2015) says it is likely that the most important reason for using Role Play is that it is fun.

In a previous study conducted by Suryani (2015), the subject of the study was an 8th-grade student at the first secondary school in Subang. With 30 students, 13 male students and 17 female students. The results showed that Asymp.The sig value was .000, with the level of significance level was .05. The result was $\frac{.000}{2} = 0 < .05$ and it means that the significance value was lower than the significance level. In other word, the null hypothesis was rejected. Thus, role play was effective in teaching speaking.

The same is true of the previous research conducted by Afdillah [7], where the research subjects were students in the second grade of the first secondary school of state 244 north of Jakarta. With Class A for the experiment class and Class D for the controlled class. Each class consists of 28 students. This means the total population of the two classes is 56 students. The research shows the gained score obtained in the experimental class (208) is higher than the control class (58). The result of the calculation of the t-test shows that to is bigger than tt, to= 7.49 and tt = 2.00 It means the writer hypothesis H1 (there is a significant difference in teaching speaking by using role play technique to the second year of SMPN 244, is accepted). This result has answered that the use of role-play in teaching speaking is quite effective.

Previous research conducted by Zuraidah (2020) where the research subjects were 10 8th-grade students of SMP Negeri 6 Padangsidimpuan. The method used in this research is the descriptive qualitative method. The results of this study say that the Role Play method can improve students' speaking skills, especially in pronunciation. Here are some student responses to the Role Play method: Reduce nervousness, Less difficulty because it is done together, and be Closer to friends. However this study also shows the shortcomings of using role-play techniques in teaching speaking, Zuraidah (2020) says that some students are still lazy, and not interested in speaking in English. Then, the students had been active in the learning process but they still needed some ways to increase their vocabulary, because without vocabulary they cannot speak English fluently.

From the exposure of previous research from Suryani (2015), A.A (2015), Zuraidah (2020). It can be said that the three researches have results where role-play is effectively used for teaching speaking. But the use of role-play in teaching speaking also has shortcomings, as said by Zuraidah (2020) There are still students who are lazy, have no interest in speaking English, and still lack mastery of vocabulary. For this reason, researchers want to find out more about whether role-play is effective in teaching speaking.

2. METHOD

2.1 Research Design

In this study, researchers used quantitative research, namely pre-experimental by applying one group pretest-posttest design. Latief [8] Says "The effectiveness of the instructional treatment is measured by comparing the average score of the pretest and the post-test.". Researchers used a pre-

experimental method to optimize time efficiency. One group will be taken from classes Mts Al-Hadari An-Nawawi Kubu Raya. In this study, researchers want to know whether the role play technique is effectively used for teaching speaking for grade eight. In this study, there are two meetings. Each meeting will be carried out according to the lesson plan made by the researcher on the existing curriculum. The description of the research design is as follows. Sugiyono (2010, p.75).

2.2 Population and Sampling

This study's population was students from Mts Al-Hadari An-Nawawi Kubu Raya. There are 2 classes in grade eight. Researchers used Purposive sampling. The researcher use purposive sampling because the researcher want to determine the sample based on the criteria that were adjusted to the Madrasah Tsanawiyah regulations. namely, male students cannot be in one room with female students.. There are 15 students as a sample.

Meanwhile, the writer chose MTS Al Hadari An Nawawi as the research location based on the results of observations made by the writer during Teach at the school. The Researcher found several problems with students' need for more interest in learning English. This was because learning English was less attractive, and students still needed to learn more vocabulary in English. Therefore, Reasearcher are interested in conducting this research to find out whether the use of role-play techniques in teaching speaking is effective or not.

2.3 Research Instrument

In this study, researchers used tests as research instruments to see whether the role-play technique is effective in teaching speaking. Researchers will give oral tests to students where oral tests will be carried out in the pre-test and post-test. For the assessment of the oral test, researchers used the oral test assessment from Brown (2002, p.172). As follows.

2.4 Data Analysis

The final step is the data analysis technique. This step's objective is to organize and analyze data on the eighth-grade speaking abilities of students of Mts Al-Hadari An-Nawawi Kubu Raya. In this instance, the researcher counted the data to provide an answer to the problem statement. And I tried to test the hypothesis of this research. The data must meet the assumption that they are normally distributed before the hypothesis can be tested. The normality test is used to determine whether or not the data that are being examined are representative of the population or distribution. After it is known that the data is normally distributed, the T-test can be carried out, namely the dependent T-test

Dependent T-test According to Wisda Miftakhul'Ulum [9] The dependent t-test compares the means of two groups that are paired with one another. Examples A sample that has the same subject but has undergone two distinct measurements that is, measurements taken before and after receiving a treatment is referred to as a paired sample. The data gleaned from the pretest and posttest instrument results, both before and after the role-play technique, will be utilized to test the hypothesis put forth through data presentation or to provide answers to the research questions. The purpose of this hypothesis test analysis is to prove whether or not there is a specific effect of role-play technique in teaching speaking with a significant level of 0.05. It can also use t-count and t-table where if t-count is greater than t-table then H_0 is rejected and H_a is accepted otherwise if t-count is smaller than t-table then H_0 is accepted and H_a is rejected, to demonstrate whether or not role-play technique has a particular, noteworthy impact on speaking instruction.

2.5 Research Procedure

The stages taken in this study by the experimental method include Determining the population, determining the sample, carrying out a pre-test or initial test, providing treatment, carrying out a post-

test or final test, compiling data on pre-test and post-test results, processing data, analyzing the data, drawing conclusions.

3. RESULT AND DISCUSSION

3.1 Finding

The findings in this study are elaborated based on the following research questions “Is there statistically a significant effect of role-play technique in teaching speaking?”

3.1.1 Descriptive Statistic

Statistical descriptiveness is one of the tests carried out before carrying out normality and dependent sample tests.

Table 1. Descriptive Statistic

	N	Range	Min	Max	Sum	Mean	Std. Mean	Std. Deviation	Variance
Pre-Test	15	20	35	55	715	47.67	1.609	6.230	38.810
Post-Test	15	25	50	75	975	65.00	1.690	6.547	42.857
Valid N (listwis)	15								

From the descriptive table above, it can be seen that there are 15 samples (N) in the pretest and posttest. In the pretest, the minimum score is 35 and the maximum score is 55 with a mean of 47.67 and a range of 20. Thus, the standard mean of the pretest is 1,609 and the standard deviation is 6. 230 which results in a variance of 38.810. while in the posttest the minimum score is 50 and the maximum score is 75 with an mean of 65.00 and a range of 25. Thus, the standard mean of the posttest is 1.690 and the standard deviation is 6.547 which results in a variance of 42.857.

3.1.2 Test of Normality

To ascertain whether the student value data contributed normally and satisfied the requirements of the dependent sample test that was to be conducted, the normality test was performed.

Table 2. Test of Normality

Shapiro-Wilk		
Statistic	df	Sig.
.908	15	.126
.925	15	.231

From the pretest and posttest are shown the df value of the fifteen data. Because the sample used by researchers is 15, the normality test refers to Shapiro-Wilk. According to Shapiro-Wilk results, which

show a statistical score of 0.908 on the pretest and 0.925 on the posttest, and the sig of the pre-test is 0.126 while the post-test is 0.231. It can be concluded that the 15 data are normally distributed.

3.1.3 Test of Homogeneity of Variance

To find out whether the data is homogeneous or not, a test of homogeneity of variance is carried out.

Table 3. Test of Homogeneity of Variance
 Test Of Homogeneity Of Variance

		Levane Statistic	df1	df2	Sig.
Nilaisiswa	Based on mean	.120	1	28	.732
	Based on median	.045	1	28	.834
	Based on the median with adjusted of	.045	1	27.944	.834
	Based on trimmed mean	.073	1	28	.790

From the data above, it can be seen that the significance of Levene's test for equality of variances of $0.790 > 0.05$ means that the data is homogeneous.

3.1.4 Dependent Sample Test

This section is the last section where the final test is carried out to analyze the research questions and research hypotheses used in this study.

Table 4. Dependent Sample Test

Paired Differences								
95% Confidence Interval of the Difference								
	Mean	Std. Deviation	Std. Error Mean	Lower	Upper	t	df	Sig. (2 tailed)
Pretest-Posttest	-17.333	4.169	1.076	-19.642	-15.025	-16.102	14	.000

In the table above, it can be seen that there is a mean difference between the pretest and posttest where the mean of the pretest is 47.67 while the mean of the posttest is 65.00. From the comparison of the average results of the pretest and posttest, there is a difference in the mean value of -17.333. Furthermore, there is a difference in the 95% confidence interval of the difference between the lower and upper parts which ranges from -15.025 to -19.642. In addition, the significance value (2-tailed) of $0.000 < 0.05$ indicates a significant difference between the pretest and posttest, and the significance of Levene's test for equality of variances of $0.790 > 0.05$ means that the data is homogeneous. The conclusion from the dependent sample test shows a significance value of $0.000 < 0.005$. Likewise, if

calculated by t-count and t-table, the t-count value, which is -16.102, is known to be negative based on the table above. The pre-test mean is lower than the post-test mean, which is why the t-count is negative. Therefore, the t-count is positive in this case. so the t-count is 16.102. and the t-table is known based on the df value of 14 with a significant level of 0.05, it is known that the t-table is 1.761. from this, it can be seen that the t-count is $16.102 > t\text{-table } 1.761$. Which means that H_0 is rejected and H_A is accepted. This shows that there is an effect of treatment before and after using the role-play technique in teaching speaking.

3.2 Discussion

The research conducted by the researchers showed positive results where the role-play technique was proven to improve students' speaking skills. While research conduct by Zuraidah (2020) shows the opposite, the shortcomings of teaching speaking through role-play technique. That certain pupils are still indolent and uninterested in using English for communication. Despite their active participation in the learning process, the students still required assistance in expanding their vocabulary, as a lack of vocabulary hinders their ability to speak English fluently. It can be said that students are still lacking in participation and lack of confidence in using English so that it affects the student learning process.

In line with Zuridah, Sunardii says that there are a number of weaknesses in this method. For example, noisy classrooms make it difficult to maintain classroom order. In addition, fear of making mistakes and lack of self-confidence can cause students not to engage in class activities. These weaknesses make role-play techniques difficult to carry out.

The same as the two studies above, Sarifuddin [10] also found that the shortcomings in the application of role-play techniques. There are some students who are not confident in using English. They are also very poor in vocabulary. This makes it difficult for teachers to apply role-play techniques.

Meanwhile according to Afdillah [7] shows that role play technique is a highly effective teaching tool for speaking has been addressed by the outcome. The speaking and learning exercise is made more engaging and entertaining by the use of the role-play technique. The reason for this is that role-play technique giving shy students a chance to feel liberated from their awkward conversational situations. It is also enjoyable and most students will concur that better learning results from enjoyment. Role-play technique helps students understand the material more easily and with greater motivation.

As well as Akmal [11] who says students can express their sentences in any game and freely speak based on their roles as classmates, the Role-Play learning and teaching method has a significant impact on students' ability to speak English. If they are unsure of the expressions to use, they can ask the teacher or their friends.

This is in line with Neupane [12] Students can easily perform in front of the class and have opportunities to enhance their speaking abilities. Role-play technique gives students the opportunity to express personal feelings, ideas and opinions, provides a supportive and dynamic classroom where students feel confident in using language and students remain active in the teaching and learning process.

Student self-confidence can be a factor that influences the student learning process. According to a study that conduct by Akbari [13] students who are confident in themselves perform better both inside and outside of the classroom. Students that possess self-confidence are more likely to participate more actively in class, enjoy learning, experience less test anxiety, be more motivated to pursue their goals, become more at ease with their teacher and peers, and ultimately feel more comfortable sharing their ideas and experiences.

It is certain that it is the students' confidence gained through the role-play technique that students obtain better results than before they do the role-play technique. Role-play techniques provide a supportive and dynamic classroom that makes students more free to express themselves without pressure. It is also what makes the research conducted by researchers show results where role-play

techniques are effective for improving students' speaking skills. where students are so active in participating without any nervousness in using foreign languages.

4. CONCLUSION

Based on the results of the research conduct by the researcher, after discussing and analyzing the data, the researcher conclude that the role-play technique is effective on teaching student speaking. This is prove after conducting research at Mts Al-Hadari An-Nawawi Kubu Raya. By using a dependent sample T-test with the results where the average score of students' pre-test is 47.67 and the score of students' post-test is 65.00. From the average comparison, it can be see that students after treatment have a higher average score than before treatment. With a significant result of $0.000 < 0.005$ and t-count (-16.102) > t-table (1.761). This proves that H_0 is rejected and H_a is accepted. Therefore, it can be conclude that the role-play technique is effective in teaching speaking at Mts Al-Hadari An-Nawawi Kubu Raya.

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