A Role Play Method in Increasing Speaking Skill at SMA N 1 Weleri Kendal Academic Year 2023/2024

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Abstract

This final project is based on research that looked at how role-playing helped students become more effective speakers. The study's major goal was to compare the speaking scores of students before and after using the role-play approach to see whether there were any variations in those results.

Prior to the role play therapy (pre-test), students took a speaking exam as part of this research, which was then recorded and graded. The researcher then used role playing in the classroom as a teaching strategy at the next meeting. Students were once again given a speaking exam after therapy (post-test) at the next meeting, which was then recorded and evaluated.

The outcomes revealed that after the role-playing therapy, the pupils' speaking scores dramatically improved. Students are urged to speak English more actively and teachers are encouraged to be more innovative. When doing comparable research, the next researcher may refer to this study as precedent.

 Keywords: role play method; increasing; speaking skill.

Introduction

   In addition to English, language is used to enhance communication with other people. English is an important topic to master since it is used for international communication. English studies should include speaking, reading, writing, and listening. It is essential to acquire the skill of speaking, especially in today's international society. Unfortunately, speaking education has not been able to greatly improve student speaking in Indonesian institutions, especially in high schools. One of the many instructional methods, especially in speaking, that is considered to help students improve their speaking talents is role play. The researcher will carry out the following tasks for this investigation:

> 1.The students' speaking skills before using the role-playing approach during in-class training.
> 2. The students' improved speaking abilities after getting education in the classroom using the role-playing method.
> 3. Can you tell whether the pupils' speaking skills have changed after employing the role-playing approach to teach them?

To address the problem statement, the researcher used a quantitative pre-experimental. The researcher used a pre-test to gauge the pupils' speaking abilities before introducing the role-play method. After the role-playing-based education, the researcher used a post-test to assess how much the students' speaking abilities had improved.

Literature Review
Previous study

A few examples of past research that provided the framework or acted as an inspiration for this inquiry include the following: A Pre-Experimental Study at the Islamic Junior High School Soebono Mantofani Jombang-Ciputat, "Using Role Play in Teaching Speaking," 2007's Ayu Diyah Harni Susanti. Jakarta State Islamic University's Syarif Hidayatullah Faculty of Tarbiyah and Teacher Training. This research found that speaking test results that were taught via role-playing performed better. When role-playing is utilized to improve speaking and educational activities, students become more interested and motivated to learn.

The title of Azhariyah 2006's SMA Negeri 12 Takengon is Application of the Role Playing Method in Improving Speaking Skills and the Quality of English Learning. The assessment rubric's evaluation criteria are applied in this study. add a cap on the assessment as well. From this study, it is also reasonable to infer that students' willingness and confidence to speak out during class discussions or presentations has enhanced their speaking skills.

Role-playing Can Improve Students' Communication Skills by Doni Sudibyo Wibowo Indra Muhlasin The Muhammadiyah Sorong University According to the study's findings, teaching children speaking skills via role-playing activities may be beneficial. Evidence is provided by the fact that the experimental class's mean grade is higher than the control class's. A substantial difference between the pretest and posttest was also shown by the t-test findings. By using the role-playing approach in the classroom, students' vocabulary and speaking abilities both increase.

Pre-reading exercises in the eighth grade of SMPN 4 Belawa Kab Wajo, Nurjannah Jufri 2018, to enhance students' reading comprehension. Pre-test and post-test evaluations were employed in this study, and the researchers evaluated the pre-test and post-test average values to assess if there had been a significant change in value after therapy. Although this study has different treatment and cautious aspects, the data processing may be used as a reference since the problem formulation is almost same.

Method
Research design

In their examination, researchers used pre-experimental quantitative methods. Researchers will examine the test results from students' pre-tests, which were completed before to the usage of the role-play technique, and post-tests, which were completed after it was. Researchers will also distribute questionnaires to students.

The study's participants were class 12 students in Science 3 SMA N 1 at Weleri Kendal, which has a total of 36 students—26 female students and 10 male students.

The procedures for conducting this study were as follows:

1. Coming up with the speaking subject "Offering Something" for the pre-test that was pertinent to the lesson plan.

2. The student was then given the aforementioned subject by the instructor prior to the start of the pre-test. After the pre-test is over, each student is given 3 to 5 minutes for penilitiation.
3. The role-playing approach of education is currently being used in all classrooms by all students. Each kelompok contains an entire siswa, which is turned into a complete siswa.
4. The participant has 10 minutes to be ready for the broadcast of the conversation. Each group was given an estimate of the remaining time, which was 5 minutes, once the talk was over.
5. The students retook the post-test in the fourth session. If the language is comparable to the pre-test language.

Finding and Discussion

The findings in this study are based on pre-test scores (before being given treatment) and post-test scores (after being given treatment). Untuk mencari rata-rata nilai pre-test dan post-test dirumuskan sebagai berikut:

1. Scoring the students' answer

The study's methodology was based on Brown H.D. speaking research, in which each of the six components was given a maximum of five points. The highest score for each student was obtained by multiplying this number by six and then dividing the result by three.

2. Finding out the mean score of pre-test and post-test will use the following formula:

$$X = \frac{\sum X}{N}$$

Where:

X = mean

$\sum$ = total score

3. Type equation here.N = total number of sample

    a) Mean pre-test:

$$X = \frac{\sum X}{N} = \frac{201{,}4}{36} = 5{,}60$$

    b) Mean post-test:

$$X = \frac{\sum X}{N} = \frac{262{,}3}{36} = 7{,}28$$

4. Findng out the standard deviation:

$$SD = \sqrt{\frac{SS}{N-1}} \text{ where } SS = \sum X_1{}^2 - \frac{(\sum X_1)^2}{N}$$

$$SS = \sum X_1{}^2 - \frac{(\sum X_1)^2}{N} = 1160,76 - \frac{(201,4)^2}{36}$$

$$= 1160,76 - \frac{40.561,96}{36} = 1160,76 - 1126,72 = 34,04$$

$$SD = \sqrt{\frac{34,04}{36-1}} = \sqrt{\frac{34,04}{35}} = \sqrt{0,972} = 0,986 \text{ (Standard deviation pret-test)}$$

$$SS = \sum X_2{}^2 - \frac{(\sum X_2)^2}{N} = 1943,41 - \frac{(262,3)^2}{36}$$

$$= 1943,41 - \frac{68801,29}{36} = 1943,41 - 1911,14 = 32,27$$

$$SD = \sqrt{\frac{32,27}{36-1}} = \sqrt{\frac{32,27}{35}} = \sqrt{0,922} = 0,960 \text{ (Standard deviation post-test)}$$

1. Total score and mean of students' pre-test:

Total Score Pre-Test	Mean Pre-test
201,4	5,60

2. Total score and mean of students' post-test:

Total Score Post-test	Mean Post-Test
262,3	7,28

3. Standard deviation pre-test and standard deviation post-test

Standar Deviation Pre-Test	Standar Deviation Post-Test
0,98617	0,96010

Hypothesis testing
The result of the t test is 4,12, which shows that it has a greater value than the value of the table (1,68 27,975), which has a value of 1,68 for the level of significant p (5%) and df = 35. Because of this, after receiving therapy, the pupils' speaking abilities using the role-play approach have considerably improved. The alternative hypothesis (H1) is accepted and the null hypothesis (H0) is rejected, indicating that the role-playing technique enhances speaking abilities. At class 12 math, three students were in SMA N 1 Weleri.

Conclusion

According to the discussion in the preceding chapter, the findings indicated a beneficial effect on the students' speaking abilities. The goal of this study was to determine if the role play approach enhances speaking abilities, hence it was classified as a pre-experimental research design.Therefore, quantitative research is used in this work. The role-play approach was able to enhance students' speaking abilities, according to data analysis, which had a degree of freedom (df) of 35 and a significance of 5%. The mean score before the test was 5,60, with a standard deviation (SD) of 0,98, while the mean score after the exam was 7,28, with an SD of 0,96.

The pre-test mean score was 5,60, and the post-test mean score increased to 7,28 based on the findings as described above. Next, the t-test (27, 975) outperformed the table (1, 68). This shows that the alternative hypotheses (Ha) are accepted and the null hypothesis (H0) is rejected. It implies that the role technique might aid pupils in improving their speaking abilities.

Suggestion

Based on the result of the researcher, the researcher would to offer some suggestions, there are:
1. For the teacher: Teachers are required to be able to provide students different ways to study English in class by using cutting-edge teaching strategies to create a lively and engaging environment for English-speaking learning for students. The third recommendation is for instructors to exercise greater patience when students are learning to talk, which naturally consumes time and effort.
2. For students: It is anticipated that students will be more eager to talk in English, more motivated to learn the language, and less self-conscious about making errors.
3. For the researcher: This study may be used as a model by other researchers who want to carry out similar research in the future.

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