



## Using Role Play Technique to Improve Students Speaking Skill at the Eighth Grade of SMPN 7 Bukittinggi

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### ABSTRACT

The purpose of this research was to know whether using the role play technique can improve the students' speaking skill. The researcher had done in SMPN 7 Bukittinggi at VIII.7 class. The problems in this research was caused by several factors. The first problem, most of the students were still awkward in speaking, the only spoke when the teacher asked them. The second problem, the lack of opportunities for students to speak when learning English in the class. The third problem, the students were less excited or less encouraged enough to participated in the speaking learned process. To obtain the research data the writer conducted the observation and test. It was found that there was a significant effect of using role play technique toward students speaking skill. It is proven that role play techniques can improve students' speaking skills. Where student scores increased further from cycle 1 to cycle 2. From the preliminary research it can be seen that the average student score is 60,00. After carrying out actions in cycle 1 the average value increased, namely 72.25 and in cycle 2 it increased again to 91,00. It can be concluded that all the students enjoy with the role play technique. Moreover, they admitted that their speaking skill improve.

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## INTRODUCTION

Speaking is one of the important skills that students need to master to communicate fluently and clearly in English. Because by mastering speaking skills students can convey various kinds of information (facts, events, ideas, responses, and so on). They can also express wishes and desires, as well as express various kinds of feelings. In addition, by mastering speaking skills they can communicate and interact more widely, creating more global connectivity and networks. Thus, there are several reasons why speaking skills are important for students to master.

There are several definition of speaking by experts. Harmer (2001) defined that speaking as an interaction with one or more people. This means that effective speaking

also includes a lot of listening, understanding how the other participants are feeling, and knowing how linguistically to take turns or allow others to do so. Meanwhile, Richards (2008) defined that speaking as exploring ideas, getting something done, figuring out certain parts of the world, or simply being together. In other words, when learners can speak accurately or fluently, it facilitates communication and helps them explore ideas. Thus, it is possible to infer that speaking is a process of contact between one or more individuals in which they express themselves, receive ideas, and achieve something verbally (Pratama, 2023).

There are some techniques for teaching speaking skill that might aid students in improving their speaking skill. One technique is communicative language teaching (CLT). Brown (2007) defined that communicative language teaching (CLT) as an approach to language teaching methodology that emphasizes authenticity, interaction, student-centered learning, task-based activities, and communication for the real world, meaningful purposes. Examples of implementing communicative language teaching such as teaching speaking by using role play technique, teaching speaking by using task-based instruction, teaching speaking by using discussion, etc.

Brown (2004) said that role-playing is a popular pedagogical activity in communicative language-teaching classes. On the other hand, role play gives students some rehearsal time, allowing them to prepare out what they will say ahead of time. Furthermore, it lowers anxiety levels because student can, ever for a brief period assume the person of someone other than their own. Meanwhile Harmer (2007) said that role play simulates the actual world in the same manner, but the students are assigned specific roles - they are taught who they are and frequently what they believe about a certain issue. They must talk and behave from their new character's perspective. Thus, it can be concluded role play is a speaking technique where learners participate either as themselves or as someone else in a specific situation.

There are several experts who state that role play can improve students' speaking skills. Arham et al. (2016) stated that the implementation of role-play technique improves students' both in speaking ability and self-confidence. Meanwhile, Gower (2005) stated that role play make students easier to improve speaking skill because they could choose their own way to speak by choose role first. It means, the role play technique suitable to improve the students' speaking skill.

Based on the teaching experienced at VIII.7 class of SMPN 7 Bukittinggi on 15 August and 22 August 2023, the teacher found some problems. The first problem, most of the students were still awkward in speaking, the only spoke when the teacher asked them. The second problem, the lack of opportunities for students to speak when learning English in the class. The third problem, the students were less excited or less encouraged enough to participated in the speaking learned process. As a result, they require an engaging technique to encourage them to speak English. In this research, the

researcher used role play technique to improve students speaking skill in learning speaking with material "Asking and Giving Opinion and Likes and Dislikes". Because the role play technique have many advantages such as role play helps students improve their speaking skill, role play could increase the students' motivation in learning speaking, role play give opportunity the students to speak in front of the class, etc. Based on the above explanation, the teacher was interested in conducting the research entitled, "Using Role Play Technique To Improve Students' Speaking Skill At The Eighth Grade of SMPN 7 Bukittinggi".

## **RESEARCH METHODE**

This design of this research was a classroom action research (CAR). The teacher and the observer (another teacher) collaborated to perform classroom action research. Another teacher acting as a research observer to watch and monitor the course of instructional activities and the learning process in the classroom. The subjects of the research were students in class VIII.7 at SMPN 7 Bukittinggi. This research were conduct in two cycles to solve the problems discovered in the teaching and learning process based on the observation and test

The teacher used classroom action research to help students improve their speaking skills through role play technique. The teacher conducts study with the materials "Asking and Giving Opinions and Likes and Dislikes used role-play technique. Data were collected by observation and test in each cycle. The teacher was doing observations to collect data regarding how the teacher method used role play to develop the students' speaking skills, and the teacher was doing tests in each cycle to assess students' speaking skills in each cycle.

The research method consists of planning, action, observing, and reflect. First, in the planning stage, the teacher identified the challenges that occurred in studying English in class VIII.7. Then the teacher was analyze the problem. After finishing analyzing the problem, then the teacher make an action plan that will be carry out to solve the problem. Starting from making a Teaching Module for cycle 1 and cycle 2 to making questions for the test that will be carry out. Second, carrying out the learning process is equivalent to doing the anticipated action. This learning exercise seeks to develop students' speaking abilities in class VIII.7 at SMPN 7 Bukittinggi. The research was carried out in two cycles. Third, in the observing, the observer was observed the students and the teacher during the learning speaking through role play technique at VIII.7 class of SMPN 7 Bukittinggi. Fourth, reflection were be held at the end of each cycle. In this activity the researcher and observer discussed the observation sheets that were carried out and held discussions about the deficiencies that existed in the learning that had been carried out.

## RESULT AND DISCUSSION

### Findings

#### Implementation of Cycle 1 Action

#### Meeting 1 (19 September 2023)

In the meeting 1, the teacher do pre - test for the students' of VIII.7 class at SMPN 7 Bukittinggi.

**Table 1.**

**The Students' Learning Result of Pre Test**

No	Student's Name	Score	Criteria	KKTP
1.	Abdul Azis	52*	Enough	Failed
2.	Afrizal	68*	Enough	Failed
3.	Asyifa Humaira	64*	Enough	Failed
4.	Audie Putri	60*	Enough	Failed
5.	Candra Laurensius Manik	80	Good	Passed
6.	Daffa Kurnia Ilahi	56*	Enough	Failed
7.	Ega Mutia Sani	72*	Good	Passed
8.	Faizatul Khairani	76	Good	Passed
9.	Fetdro Yunanda	48*	Less	Failed
10.	Gyta Khairunissa	56*	Enough	Failed
11.	Harly Mardiani Edwina	52*	Less	Failed
12.	Hidayathul Kamil	72*	Good	Failed
13.	Ilham Dhi Chandra	48*	Less	Failed
14.	Imron Malik	56*	Enough	Failed
15.	Kezio Akira	60*	Enough	Failed
16.	Khairil Hafizh	64*	Enough	Failed
17.	Kheisya Hendriafitri	60*	Enough	Failed
18.	M. Rifki Julio Pratama	28*	Less	Failed
19.	Mazaya Khanza Azkia	76	Good	Passed
20.	Muhammad alviansyah	48*	Less	Failed
21.	Muhammad Arif Rahman Hakim	40*	Less	Failed
22.	Muhammad Irfan	40*	Less	Failed
23.	Muhammad Zidan	76	Good	Passed
24.	Nabila Luthfi Aurelia	52*	Less	Failed
25.	Nicky Ridho Sonatha	36*	Less	Failed
26.	Nur Asmi Virmawati	80	Good	Passed
27.	Panji Siddiq	64*	Enough	Failed
28.	Rahmad Afdhal	76	Good	Passed

29.	Raisha Oktaviani	76	Good	Passed
30.	Rosariana Sihotang	56*	Enough	Failed
31.	Ulan Efga Putri	52*	Less	Failed
32.	Yazid Zinedine Zidane	76	Good	Passed
	Totally Score	1920		
	Lowest Score	28		
	Highest Score	80		
	Average	60,00		

Based on the results of pre-test, it can be determined that the total average score earned by students 60.00 out of 32 students. The presentation of student scores that meet the KKTP is 25%. Meanwhile, the presentation of student scores below the KKTP is 75%. In the table there are 32 students, none of whom got very good scores. 8 students or 25% got good scores while 12 students or 37,5% got enough scores. And 12 students, or 37.5% got less scores. As a result, teacher are attempting to improve students' learning outcomes by utilizing role-playing technique to enhance their speaking abilities. So that student grades can reach the Criteria for Achieving Learning Goals (KKTP).

**Meeting 2 (26 September 2023)**

The implementation of cycle 1 includes planning, action, observing and reflect. The implementation of cycle 1 actions is the implementation of planning, which is also accompanied by observation and the results become material for reflection which is the result of cycle 1.

Based on observations, the teacher's performance in the teaching and learning process in the classroom is good. It is shown by how the teacher manages the class, and consistent in achieving all of the phases of mastering the application of the role play technique that has been created and deliberated previously inside the learning system. Furthermore, students' behavior in learning activities carried out by the teacher within the classroom is visible. It got into proven from students' behavior while studying. Students pay greater attention and actively engage in a number of learning processes inside the classroom utilizing the teacher's role play technique.

Furthermore, based on observations of students' actions during learning activities, it is possible to infer that the outcomes of student activity observation are quite good. Students are more excited in taking part in increasing their knowledge. Associated with the students' response, a few students nonetheless attention of the teacher's explanation. Some of then additionally practice with their group. However, the coaching and mastering interest occurred enthusiastically even a few students are seeking do not hobby.

Next, regarding the students' engagement, it ended a few developments than previously applying the role play technique. Some students participate in the dialogue, discussion, and delivering oral performance. Their speech and fluency have improved compared to previously. Except that their confidence in speaking has risen, they still require some practice.

**Meeting 3 (3 Oktober 2023)**

At meeting 3, the teacher conducts post test 1 about the material "Asking and Giving Opinions". The table below shows student learning results for asking and giving opinions on information using role play techniques:

**Table 2.**  
**The Students Learning Result of Post-Test 1**

No	Student's Name	Score	Criteria	KKTP
1.	Abdul Azis	60	Enough	Failed
2.	Afrizal	76	Good	Passed
3.	Asyifa Humaira	76	Good	Passed
4.	Audie Putri	76	Good	Passed
5.	Candra Laurensius Manik	88	Very Good	Passed
6.	Daffa Kurnia Ilahi	60	Enough	Failed
7.	Ega Mutia Sani	84	Good	Passed
8.	Faizatul Khairani	76	Good	Passed
9.	Fetro Yunanda	60	Enough	Failed
10.	Gyta Khairunissa	76	Good	Passed
11.	Harly Mardiani Edwina	54	Less	Failed
12.	Hidayathul Kamil	76	Good	Passed
13.	Ilham Dhi Chandra	60	Enough	Failed
14.	Imron Malik	76	Good	Passed
15.	Kezio Akira	76	Good	Passed
16.	Khairil Hafizh	76	Good	Passed
17.	Kheisya Hendriafitri	76	Good	Passed
18.	M. Rifki Julio Pratama	60	Enough	Failed
19.	Mazaya Khanza Azkia	80	Good	Passed
20.	Muhammad alviansyah	54	Less	Failed
21.	Muhammad Arif Rahman Hakim	54	Less	Failed
22.	Muhammad Irfan	60	Enough	Failed
23.	Muhammad Zidan	88	Very Good	Passed

24.	Nabila Luthfi Aurelia	76	Good	Passed
25.	Nicky Ridho Sonatha	54	Less	Failed
26.	Nur Asmi Virmawati	88	Very Good	Passed
27.	Panji Siddiq	76	Good	Passed
28.	Rahmad Afdhal	80	Good	Passed
29.	Raisha Oktaviani	80	Good	Passed
30.	Rosariana Sihotang	76	Good	Passed
31.	Ulan Efga Putri	76	Good	Passed
32.	Yazid Zinedine Zidane	84	Good	Passed
	Totally Score	2312		
	Lowest Score	54		
	Highest Score	88		
	Average	72,25		

Based on the preceding data, it can be inferred that the total average score earned by students 72.25 out of 32 students. The presentation of student scores that meet the KKTP is 68,75%. Meanwhile, the presentation of student scores below the KKTP is 31,25%. From this table, it can also be seen that student success is greater when compared with the initial score (students daily test/pre-test). Because out of 32 students, 3 students or 10% of students earned very excellent scores, 19 students or 59% of students got good scores, 6 students or 19% got enough scores, and 4 students or 12% got lower scores.

The teacher examined the outcome of implementing the activity. Based on the results of the post-test, the presentation of student scores that meet the KKTP is 68,75%. Meanwhile, the presentation of student scores below the KKTP is 31,25%. Instead, the teachers were content enough since their attempts to increase students' speaking skills had improved, as seen by the score they received, even if not all of the goals had been met yet. Aside than that, the students appeared to assimilate the content effortlessly through role play. Based on the reflection step above, greater effort must be made to develop students' speaking skills through role play. This endeavor was completed in the following lesson plan of cycle 2.

## Implementation of Cycle 2 Action

### Meeting 1 (10 Oktober 2023)

The implementation of cycle 2 includes planning, action, observing and reflect. The implementation of cycle 2 actions is the implementation of planning, which is also accompanied by observation and the results become material for reflection which is the result of cycle 2.

Based on the observation, it can be inferred that the teacher's performance is extremely good when carrying out learning activities in the classroom. It is demonstrated by the teacher's control over the class and consistency in carrying out all the phases of the learning activities utilizing the role play technique that has been prepared and planned in advance in the learning process. Aside from that, the behavior of students in learning activities carried out by the teacher in the classroom. It was shown by student behavior while learning. Students pay greater attention and actively participate in a series of learning activities in the classroom employing the role play technique carried out by the teacher.

Furthermore, based on observations of students' actions during learning activities, it is possible to infer that the outcomes of student activity observation are quite good. Students are actively participating in getting to know. In response to the students' reactions, all of the students take notice of the teacher's explanation. Each of them also performs with their ensemble. All of them practice with their group. The teaching and learning activity occurred in an enthusiastic manner.

Next, there was some improvement in student involvement compared to before the role play technique was used. All students participated in discussions and give oral presentations (perform). Their pronunciation and fluency were better than previously. Furthermore, their level of confidence in speaking has improved.

### Meeting 2 (17 Oktober 2023)

At meeting 2 the teacher conducts the post test 2 about the material "Likes and Dislikes". Student Learning Results in Likes and Dislikes material using Role Play Techniques can be seen in the table below:

**Table 3.**  
**The Students Learning Result of Post-Test 2**

No	Student's Name	Score	Criteria	KKTP
1.	Abdul Azis	76	Good	Passed
2.	Afrizal	92	Very Good	Passed
3.	Asyifa Humaira	92	Very Good	Passed
4.	Audie Putri	92	Very Good	Passed
5.	Candra Laurensius Manik	100	Very Good	Passed
6.	Daffa Kurnia Ilahi	80	Good	Passed
7.	Ega Mutia Sani	100	Very Good	Passed



8.	Faizatul Khairani	96	Very Good	Passed
9.	Fetdro Yunanda	88	Very Good	Passed
10.	Gyta Khairunissa	96	Very Good	Passed
11.	Harly Mardiani Edwina	80	Good	Passed
12.	Hidayathul Kamil	96	Very Good	Passed
13.	Ilham Dhi Chandra	84	Good	Passed
14.	Imron Malik	88	Very Good	Passed
15.	Kezio Akira	92	Very Good	Passed
16.	Khairil Hafizh	88	Very Good	Passed
17.	Kheisya Hendriafitri	88	Very Good	Passed
18.	M. Rifki Julio Pratama	76	Good	Passed
19.	Mazaya Khanza Azkia	100	Very Good	Passed
20.	Muhammad alviansyah	84	Good	Passed
21.	Muhammad Arif Rahman Hakim	80	Good	Passed
22.	Muhammad Irfan	88	Very Good	Passed
23.	Muhammad Zidan	100	Very Good	Passed
24.	Nabila Luthfi Aurelia	96	Very Good	Passed
25.	Nicky Ridho Sonatha	84	Good	Passed
26.	Nur Asmi Virmawati	100	Very Good	Passed
27.	Panji Siddiq	96	Very Good	Passed
28.	Rahmad Afdhal	92	Very Good	Passed
29.	Raisha Oktaviani	100	Very Good	Passed
30.	Rosariana Sihotang	96	Very Good	Passed
31.	Ulan Efga Putri	92	Very Good	Passed
32.	Yazid Zinedine Zidane	100	Very Good	Passed
	Totally Score	2912		
	Lowest Score	76		
	Highest Score	100		

Average	91,00
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Based on the information in the table above, it is possible to deduce that the total average score received by students was 91.00 out of 32. Where all students score higher than the criteria completeness minimum (KKTP) in the post-test cycle 2. This table also shows that student achievement is larger than the score in cycle 2 (post test 2). The student scores that meet the KKTP in cycle 2 are more than in cycle 1. Because out of 32 students there were 24 students or 75% of students got very good scores, 8 students or

25% of students got good scores, and there are no more students who have enough and less scores.

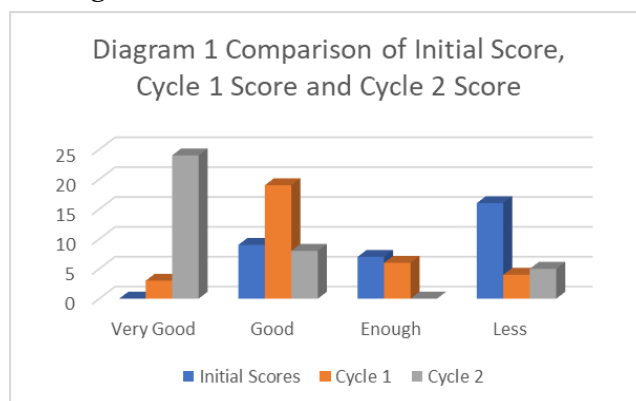
The findings of observations on the Likes and Dislikes learning action utilizing Role Play Technique in cycle 2, the first and second meetings, revealed an increase in student learning outcomes when compared to the scores in cycle I. After discussion and collaboration with the observer, it was discovered that success had been achieved as expected, so the teacher stopped the classroom action research only until cycle 2.

**Discussion**

Based on the daily test at the third meeting in cycle 1, it appears that student learning outcomes have improved compared to the initial score on students' daily tests (pre-test), which averaged 60%. Meanwhile, the average daily test score in cycle 1 (post-test 1) was 72.25%. However, this success does not yet classically describe the unsatisfactory grades obtained by students. For this reason, the teacher tries to continue the classroom action research in cycle 2.

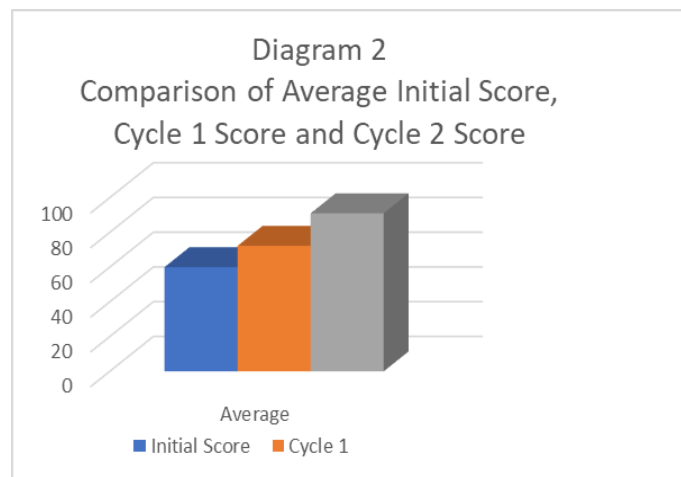
Based on the test results and observations made by observers, it is apparent that the activities of instructors and students have grown compared to the results and activities of students in cycle 1. The actions of teacher demonstrate that the implementation of learning has begun to acquire extremely high qualities; both teachers and students participate has grown, as evidenced by the student learning outcomes in cycle 2, which indicate extremely high results.

From the results of research carried out in cycle 1 and cycle 2 on the Role Play technique, which was carried out in 5 meetings, there was very good improvement. According to the previous cycle statistics, the use of Role Play technique in English learning for students in class VIII 7 of SMPN 7 Bukittinggi went well and as planned. This can be seen in the diagram below:



Based on the diagram above, it is possible to deduce that in the initial data, none of the 32 students had very excellent scores; in cycle 1, 3 students or 10% of students received very good scores; and in cycle 2, 24 students or 75% of students received very good scores. In the original statistics, students who earned good results were 9 students or 28%, while in cycle one, 19 students or 59% of students achieved good scores, and in

cycle two, 8 students or 25% of students got good ratings. Students who got enough scores in the initial data were 7 students or 22% got enough scores, in cycle 1 there were 6 students or 19% got enough scores, and in cycle 2 there were no students who got enough scores. Students who got less scores in the initial data were 16 students or 50% got less scores, in cycle 1 there were 4 students or 12% got less scores, while in cycle 2 there were no more students who got less scores.



Based on initial data (pre-test), cycle 1 data (post-test 1), and cycle 2 data (post-test 2), students' English learning outcomes improved after using the Role Play technique in class VIII 7 pupils at SMP Negeri 7 Bukittinggi.

The results above show that the Role Play technique can help students enhance their English learning outcomes. The early results show that the average student score is 60%. After carried out actions in cycle 1 the average value increased, namely 72.25% and in cycle 2 it increased again to 91%. Thus, the researcher ended the research at the end of cycle 2 because it was considered that the research had been successful.

## CONCLUSION

Based on statistics, study findings, and discussions on initiatives to enhance students' English learning outcomes using Role Play learning strategies, the following conclusions might be drawn. First, the Role Play technique can improve students' English speaking learning results in class VIII.7 at SMP Negeri 7 Bukittinggi in 2023/2024. Second, role-playing strategies are student-centered. Students become more self-sufficient, creative, and engaged in learning. So that students learn confidence speaking English in front of the class. Third, student speaking learning outcomes in learning English with the material Asking and Giving Opinions and Likes and Dislikes in class VIII.7 of SMP Negeri 7 Bukittinggi increased. The average learning outcome in the initial data was 60%, increased in cycle 1 to 72.25% and in cycle 2 the average learning outcome was 91%.

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