



## THE INFLUENCE OF THE ROLE PLAY METHOD IN TEACHING ENGLISH SPEAKING SKILL TO THE TENTH GRADE STUDENTS AT SMA NEGERI 4 PALEMBANG

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### ABSTRACT

This research aimed to assess the impact of the Role-play method in teaching English speaking skill to tenth-grade students at SMA Negeri 4 Palembang. The research method was used a pre-test and post-test one-group design. The population and sample were consist of 292 students from all tenth-grade classes. The researcher selected one class, namely class ten F, consisting of 32 students. After several learning sessions using the role-play method, students were given a post-test to assess the improvement in their speaking skill. The test was used an oral test. The pre-test and post-test assessments were conducted by two raters to ensure the objectivity of the results. The collected data were analyzed using the paired t-test hypothesis testing technique. The inter-rater reliability results for the pre-test were 0.95, indicating that the test was reliable. The inter-rater reliability results for the post-test were 0.99, and the paired t-test calculation result was 24.032. The analysis results showed a significant influence in students speaking skills after the implementation of the Role-play method, as indicated by the significant difference between the pre-test and post-test scores. This research concluded that the role-play method was effective in improving the English speaking skills of tenth-grade students at SMA Negeri 4 Palembang.

*Keyword: influence, Role Play, Speaking Skill*

### 1. INTRODUCTION

English is employed by individuals globally as their primary means of communication to foster connections with one another it is utilized worldwide. According to (Henry et al., 2020), English is the foreign language which has been taught in formal school, one of the begin from junior high school number one as much university. According to (Rojas &

Villafuerte, 2018), English has become the most important language in this world is a fact that cannot be denied and all of human in world that using language. When we learn a language, there are four skills that we need for complete communication. The four language skills that students must know in English are speaking, listening, reading, and writing skills. They are regarded as a productive skill, of the four

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essential skill is speaking skill to be most important.

Speaking skill are defined as the skills which allow us to communicate effectively. They give us the ability to convey information verbally and in a way that the listener can understand. speaking was one of the most important things that could influence students to improve their speaking skills (Henry et al., 2020). As stated by (Chaney in Jendeya, 2011:28), speaking is one of the important skills that students should master to communicate in English fluently and clearly. Speaking is one of the skills in English language to express opinions, comment, and disagree with others if their opinions do not align with ours, as well as the ability to ask and answer question. Currently, many students still lack adequate speaking skills, requiring proper learning techniques or method to help enhance their speaking skills. One suitable method to enhance

their speaking skills is by using the Role play method.

Role play is a strategy to learn speaking English easily. The students can express their abilities in speaking English. According to (Si, 2011), “role play is a popular pedagogical activity in communicative language-teaching classes”. It makes the students free to be someone based on their creativity linguistic input. In line with (Harisma & Nasution, 2020), also states that role play activities are important in the teaching of speaking because they allow the students to practice communicating in the different social contexts and target language. They can maintain their character and increase their ability to communicate with others. It is a technique used in language learning to visualize and practice different ways of handling a situation. In this method, each participant takes on a role play or acts and reacts to situation and other participants in the exercise.

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Therefore, it could be concludes that role play facilitates students in enhancing their speaking skills as they can independently choose their speaking style by selecting a role beforehand. The teaching goal of speaking is similar to the objective of role-playing techniques, which is communication. This means that role-playing can be applied in speaking instruction and can assist students.

Based on the researcher teaching experience, some students often feel embarrassed and fearful to speak English, both in class and in their daily lives. According to their English teacher, this is due to a lack of practice and unfamiliarity with using English. Additionally, students are rarely exposed to real-life situations that require the use of English, so they are not accustomed to using the language in everyday contexts. By using the role play method, this research aims to provide insights into the effectiveness of students in developing their speaking skills.

Considering these reasons, the researcher is interested in conducting research with the title "**The Influence of the Role Play Method in Teaching English Speaking Skill to Tenth Grade Students at Sma Negeri 4 Palembang**".

**2. RESEARCH METHOD**

In the context of research, According to (Made, 2024), stated that variables are characteristics, quantities or qualities that can be measured or counted. Variables are also commonly referred to as data items. In research, there were two variables to be discussed, as follows: The independent variable (X) in this research was the Role Play method and the dependent variable (Y) in this research was students English Speaking Skill.

An operational definition is a definition that makes the variables being studied active in relation to the measurement of those variables. An active definition allows an abstract concept to be transformed into operations, thereby facilitating the researcher in performing measurements. The operational definitions in this research were: (1) Influence is something that gave an effect or result. In this research the word 'influence' refers to the effect of the role play method in English speaking skill, (2) Speaking skill is the ability of an individual to convey ideas, opinions, or information orally in a clear, effective, and persuasive manner to others or an audience. This ability is an essential aspect of interpersonal communication,

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both in professional, academic, and social contexts. Speaking skill can be developed through various methods, such as regular practice, attending speaking courses or training, expanding vocabulary, listening to speeches or presentations from skilled speakers, and receiving feedback from others to continually improve oneself. Good speaking skills not only impact interpersonal communication but also contribute to success in various areas of life, including career, education, and social relationships, (3) Role play is a learning method that involves simulation or role play where students act out or express opinions in specific situations. The goal of this role play is to provide students with the opportunity to practice their speaking skills in the influence language within a context that is more natural and closer to real-life situations.

Population refers to the entire set of elements that will be the subject of inference/generalization. The elements of the population are all the subjects to be measured, which are the units under investigation. In this case, the population is the generalization area consisting of objects/subjects with specific quantities and characteristics determined by the researcher to be studied and then conclusions drawn from. The population in this study consists of high school students from SMA Negeri 4 Palembang, totaling 32 students who are actively participating in English learning in class ten F at SMA Negeri 4 Palembang.

In quantitative research, a sample is a portion of the population and its characteristics. When a population is large and it is impossible to study the entire population, perhaps due to limitations in resources, workforce, or time, research can use a sample from that population. Insights

gained from the sample can be applied to the population. Therefore, the sample taken from the population must be truly representative. If all members are present, the sample size is determined by the number of samples. Based on the above description, the sampling method used in this study involves 32 students from SMA Negeri 4 Palembang.

The research method used in this research is the experimental method, as this approach can yield good results and meet expectations. The basis for applying the experimental method is the implementation of experiments with a pre-test (before treatment) and a post-test (after treatment) using the role-play method. Therefore, the experimental method is the best way to investigate cause-and-effect relationships. According to (Hasan Alwi, 2005), the experimental method is a systematic and planned experiment to prove the validity of a theory.

### 3. RESEARCH AND DISCUSSION

In relation to be result of the research, it could be concluded that the influence of the role play method in teaching English speaking skill to the tenth grade students at SMA Negeri 4 Palembang was effective. Role play method could help the students English speaking. It could be seen from the average scores in the post test (71,2) was highest that the average score in pre-test. The average score in the pre-test was 41,2 and the score of reliability 0,95 and the average score in the post test was 71.2 and the score of reliability 0,99.

There was significant difference between students score in pre-test and those in the post-test. The total score in the

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pre-test was 1319 and the average score of the pre-test was 41.2, The total score of the post-test was 2272 and average score of the post-test was 71,2 the significant level was 5% (0.05) and degree of freedom (df) was 31(32-1). The critical value of t-table for one tailed test was 1,696 and the result of t-count was 24,032.

Based on criteria of testing hypotheses, to accept the alternative hypothesis (Ha). The paired sample t-test should be equal or exceed (1,696). The 32 students were taken as the sample of this research. The result of the paired sample t-test calculation was 24,032, where the value of t-table 1,696 significance level 5%, with df 31 (32-1). Therefore t-count was higher than t-table, it could be concluded that null hypothesis (Ho) was rejected and consequently, the alternative hypothesis (Ha) was accepted.

It could be said that the use role play method in teaching English speaking skill to the tenth grade students at SMA Negeri 4 Palembang enabled, to get better score in speaking. It means that teaching English speaking skill by using role play method could increase the students speaking skill. In other words, the result of this study indicated that the influence of the role play method in teaching English speaking skill to the tenth grade students at SMA Negeri 4 Palembang was effective.

**4. CONCLUSION**

From the result of this research, it could be concluded that using role play method in teaching English speaking skill could influence the students English speaking skill to the tenth grade students at SMA Negeri 4 Palembang in academic years 2023/2024.

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