

The Effectiveness of Using the Role Play Method on Students' Speaking Skill at SMP Hutama Bekasi

*¹Uli Nur Abidah; ²Yon A.E; ³Lenny Solo

¹Universitas Panca Sakti Bekasi, Indonesia

²Universitas Panca Sakti Bekasi, Indonesia

³Universitas Panca Sakti Bekasi, Indonesia

*Corresponding email: ulinurabidah03042003@gmail.com

Article Data

Article History:

Received : 28 Mei 2025

Revised : 03 Juni 2025

Accepted : 07 Juli 2025

Published : 23 Juli 2025

Keywords:

effectiveness,
role play,
speaking skills

Abstract

This study aims to determine the effectiveness of using the role play method in improving students' speaking skills at SMP HUTAMA Bekasi in 2025. The research method used is a quantitative experiment with a purposive sampling technique. The research sample consisted of 54 7th-grade students, divided into two groups: a control class of 28 students and an experimental class of 26 students. The research data were collected through speaking tests given before and after treatment. Data analysis was conducted using SPSS version 27 software to test the difference in average speaking skill scores between the control class and the experimental class. The results showed that the average score of students' speaking skills in the experimental class increased significantly from 64.64 to 88.68 after the application of the role play method. The increase showed that the role play method made a positive contribution to the learning process of English speaking. Thus, it can be concluded that the use of the role play method is effective in improving the speaking skills of students of SMP HUTAMA Bekasi, especially in grade 7 students.

INTRODUCTION

Speaking skills is one of the important skills in English learning, because this skill reflects the extent to which students can express their thoughts, ideas, and feelings orally. According to Jalaluddin (2022), speaking skills is the ability to use English orally in daily communication fluently and confidently. This skill can be optimally developed when students are in a supportive environment, such as an English-speaking dormitory, which encourages them to actively interact and practically use English in various situations. In addition, there are other aspects needed in speaking skills which include cultural and social matters. These deal with the roles of participants, turn-taking, situations, and so on. Referring to it, teachers have played a vital role in developing the students' speaking skills. It can be done by exploring practices in line with simultaneous communications. Tarigan (2021) defines speaking skills as the ability to utter articulated sounds or words to express and convey thoughts, ideas, and feelings to others. According to Tsa'wanah, *et al.* (2024), speaking is defined as "an important language skill used to communicate, express views, and project identity". They

emphasize that speaking skills are essential for international mobility, higher education, and employment. Speaking skills had always been the most challenging skill among the pupils in language learning (Santhanasamy, 2022). They also discuss the complexity of speaking assessment, which involves various factors such as task features and effects (Silaban, 2024). This skill is not something that can be passed down through generations, even though basically everyone can speak naturally. However, formal presentation skills require a lot of practice and instruction. These difficulties are caused by various factors, namely internal from oneself and external from the environment.

Wahyuningsih (2020) states that investigating English speaking problems: Implications for speaking curriculum development in Indonesia. Based on observations of SMP Hutama Bekasi students, especially in grade 7, who still experience difficulties in speaking English, this can be caused by a lack of confidence in speaking English. students at SMP Hutama Bekasi do not dare to try to pronounce or speak English, for fear of mispronouncing English vocabulary. In addition to a lack of self-confidence, another factor that causes students at SMP Hutama Bekasi to experience difficulties in speaking English is the lack of opportunities to practice speaking English, as well as learning methods that are less varied and interactive.

Based on this, the researcher is interested in conducting research related to the ability of speaking skills and mastery of English among 7th-grade students of SMP Hutama Bekasi. Researchers want to know to extent of their ability to speak English. research is important to do to find out the differences in students' speaking skills at the beginning and after the research using the plier's method chosen by the researcher. The main purpose of this research is not only to find out their speaking ability, but also to find solutions to improve and develop their English-speaking skills. Thus, this research is expected to make a positive contribution to the development of English-speaking skills among students in the midst of the growing complexity of global dynamics.

METHODS

This research uses a quantitative approach with an experimental method. The quantitative approach is used because the data collected is in the form of numbers and is analyzed using statistics. The research was conducted at Hutama Bekasi Junior High School with a total of 56 students for 2 classes, namely the control class in class 7.1 and the experimental class in class 7.4.

The aspects assessed by researchers about speaking skills are in terms of pronunciation, grammar, vocabulary, fluency, and understanding. The score given is 20 for each aspect of the assessment, so that if all aspects are perfect, it will score 100. The information obtained as research data is analyzed through several stages, namely data collection, data presentation, and verification/conclusion.

Design

This research uses a quantitative approach, where data is collected and analyzed numerically. The aim is to reveal the influence between the variables studied. The population of this research was in grade 7 at SMP Hutama Bekasi. The samples taken in this study used a purposive sampling technique because the samples were not randomly selected, but used considerations in accordance with the research criteria. for this reason, the samples used were class 7.1 as the control class and class 7.4 as the experimental class.

Data Collection

Data collection techniques used in this research are pretest, posttest, and distributing questionnaires to find out students' responses using the methods used in the process of students' speaking skills. Pretest is used to determine the initial ability of students to speak English. The posttest

is the final test to determine the improvement of students in learning English after being given treatment using methods during the study.

Data Analysis

After the data is collected, the data is then analyzed by scoring classification of the entire amount of the five aspects of speaking skill assessment. after scoring classification is determined by determining the frequency to see the average difference between the control and experimental classes for the pre-test and post-test results. normality and homogeneity tests are also carried out using SPSS 27, and then calculations using an independent sample T-test to determine the effectiveness of the method used to improve students' speaking skills. The calculating questionnaires or responses from students using validity tests and reliability tests.

RESULT AND DISCUSSION

Result

Researchers have successfully conducted speaking skills test activities involving 56 students divided into 2 classes, namely 28 control classes and 28 experimental classes. researchers used an experimental class in class 7.4 by doing a pre-test and then giving treatment using the learning method used to improve students' speaking skills, and after giving treatment, the experimental class took a post-test for the final results.

Based on the results of pre- and post-tests, controlled class and experimental class, researchers can assess the initial and final abilities of students' speaking skills with a total of 56 students. The results can be seen in the table below:

Table 1. The Results of Pretest Controlled Class

No	PRONOUN CATION	GRAMMAR	VOCAB ULARY	FLUENCY	COMPREHE NSION	AVEREGE
1	65	70	75	70	65	68
2	70	65	65	65	70	67
3	75	75	75	60	65	70
4	60	60	65	65	60	62
5	70	74	70	70	60	69
6	75	75	75	65	65	71
7	75	75	75	75	65	73
8	70	65	70	70	60	69
9	65	70	70	65	65	67
10	75	70	75	60	60	68
11	80	75	75	80	75	77
12	80	80	75	70	70	75
13	75	65	75	75	70	72
14	70	60	60	65	75	66
15	60	65	60	60	55	60
16	55	50	55	55	60	55
17	50	50	50	50	50	50
18	55	50	50	55	55	53
19	60	55	60	50	50	55
20	65	70	70	70	75	70
21	75	75	75	75	75	75
22	80	80	75	80	75	78
23	75	70	70	70	65	70
24	65	70	65	65	65	66
25	50	55	55	50	50	52
26	50	50	50	45	45	38
27	55	55	50	55	55	54
28	50	45	45	50	45	47

Table 2. The Results of Post-test Controlled Class

No	PRONOUN CATION	GRAMMAR	VOCAB ULARY	FLUENCY	COMPREHE NSION	AVEREGE
1	50	50	55	50	55	52
2	60	65	60	60	55	60
3	65	60	65	60	60	65
4	50	55	50	60	65	56
5	60	65	65	65	70	65
6	65	65	70	75	75	70
7	80	75	75	70	75	75
8	70	60	70	70	75	69
9	65	65	60	65	70	65
10	55	60	65	60	60	60
11	80	75	75	80	75	77
12	75	75	70	75	75	74
13	80	75	70	65	65	71
14	75	70	65	75	60	69
15	65	65	60	75	75	68
16	80	75	75	70	75	75
17	80	75	80	80	80	79
18	60	50	50	50	55	53
19	65	60	65	60	65	63
20	70	75	70	65	65	69
21	75	75	75	75	75	75
22	80	80	75	80	80	79
23	80	80	80	80	80	80
24	80	75	70	75	80	76
25	55	50	60	60	65	58
26	55	50	50	50	55	52
27	50	50	55	50	55	52
28	50	50	50	55	50	51

Table 3. The Results of Pretest Experimental Class

NO	PRONOUN CATION	GRAMMAR	VOCAB ULARY	FLUENCY	COMPREHE NSION	AVEREGE
1	70	65	70	75	70	70
2	65	70	70	65	70	68
3	60	50	50	50	55	53
4	75	70	75	70	65	71
5	60	65	60	75	75	58
6	75	75	75	75	75	75
7	70	65	70	65	65	67
8	50	55	55	50	50	52
9	80	75	80	75	75	77
10	50	50	50	55	50	51
11	75	70	75	75	70	73
12	55	50	50	50	50	51
13	65	50	65	55	65	60
14	60	55	65	65	70	63
15	70	60	55	75	75	67
16	50	50	50	45	45	38
17	80	65	70	80	70	73
18	80	80	75	80	75	78
19	55	50	55	50	50	52
20	70	65	60	65	60	64
21	75	70	70	75	75	73
22	75	70	75	75	75	74
23	80	85	85	80	80	82

24	75	70	75	75	80	75
25	70	60	70	75	75	70
26	50	50	50	55	50	51
27	80	65	70	75	65	71
28	70	60	65	60	65	64

Table 4. The Results of Post-test Experimental Class

NO	PRONOUN CATION	GRAMMAR	VOCAB ULARY	FLUENCY	COMPREHE NSION	AVEREGE
1	95	95	95	95	95	95
2	90	75	75	90	85	83
3	80	85	85	80	85	83
4	95	90	95	90	95	93
5	75	70	75	85	85	78
6	80	85	80	95	95	87
7	85	80	85	90	85	85
8	95	95	95	95	95	95
9	95	95	95	95	90	94
10	95	95	95	95	95	95
11	95	90	95	95	95	92
12	85	85	85	85	80	84
13	75	75	75	75	75	75
14	95	95	95	95	95	95
15	90	80	85	85	90	86
16	85	85	85	85	90	86
17	96	96	96	96	96	96
18	95	80	95	95	95	92
19	95	90	95	95	95	94
20	95	90	95	95	95	94
21	80	80	85	80	80	82
22	85	80	80	95	95	87
23	95	95	95	95	95	95
24	95	95	95	95	90	94
25	95	80	85	95	95	90
26	90	80	80	80	85	83
27	95	95	95	95	95	95
28	95	95	95	95	95	95

from the table above, it can be seen the average of the control class and the experimental class using the histogram below:

Figure 1. Histogram of Pretest Controlled Class

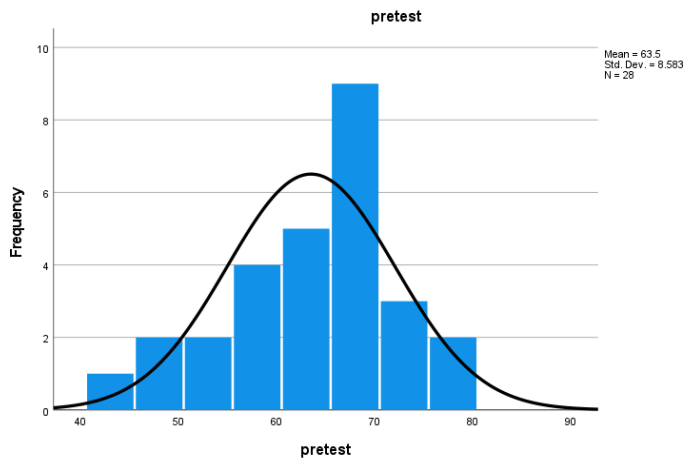


Figure 2. Histogram of Post-test Controlled Class

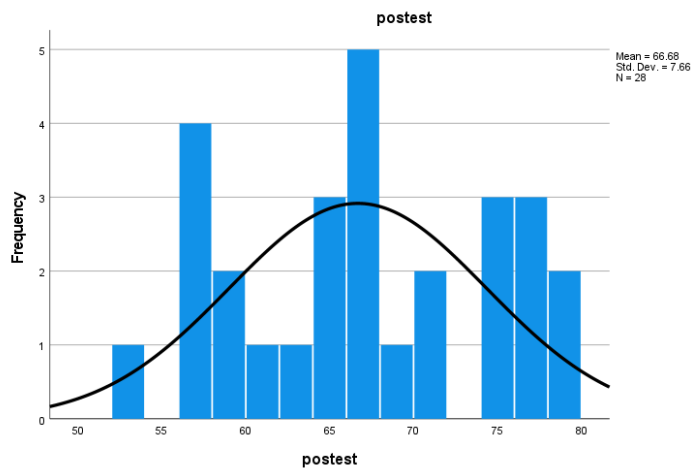


Figure 3. Histogram of Pretest Experimental Class

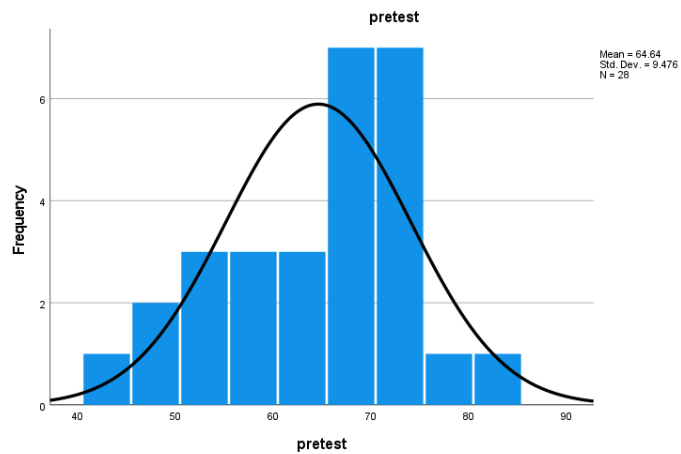
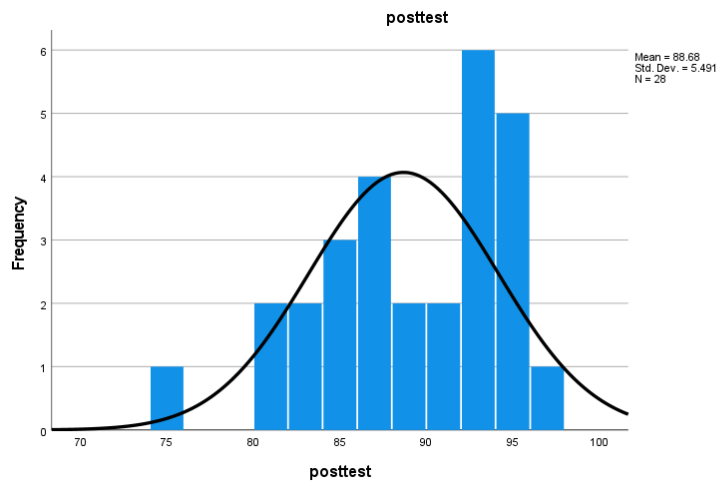


Figure 4. Histogram of Post-test Experimental Class



Discussion

The discussion in this study comprehensively outlines how the application of the role play method significantly contributes to the improvement of the speaking skills of grade 7 students of SMP Hutama Bekasi, where the results of data analysis from the pre-test and post-test in the control class and experimental class show a significant difference in the average speaking skill score between the two groups. The experimental class treated with the role play method experienced a higher increase than the control class using conventional learning methods.

Thus indicating that the role play method is effective in stimulating students' courage, confidence, and active participation in English speaking practices, as supported by the findings of Jalaluddin (2022) who states that speaking skills can develop optimally in an environment that supports active interaction, and in line with the opinion of Santhanasamy (2022), who asserts that speaking skills are the most challenging skills in language learning and require practice and innovative instructional approaches to overcome internal barriers, such as lack of self-confidence, and external, such as limited practice opportunities. This is also reflected in the results of the researcher's observations of Hutama Bekasi Junior High School students, who tend to be reluctant to speak for fear of mispronunciation and lack of variety in learning methods, so that the students are reluctant to speak.

CONCLUSION

In conclusion, the research "The effectiveness of using the role play method on students' speaking skills at SMP HUTAMA BEKASI" has shown a significant and useful improvement in the English learning process, especially in the speaking skills of seventh-grade students. The initial average result in the control class pre-test was 63.65, and the control class post-test results were 66.68. For the experimental class in class 7.4, the average was 64.64, then there was an increase after treatment using the role play method, namely, the average to 88.68. These results provide an increase where the KKM is 75. Then the results of the independent sample T-test are 0.000. These results are below 0.05 or <0.05 , which means that the role play method is effective in improving speaking skills at SMP Hutama Bekasi. These results clearly show that the application of the role play method can improve students' speaking skills in communication. The use of the role play method is very appropriate to be applied because role play is dynamic and interesting, thus allowing students to be active in the learning process and encouraging the development of students' speaking skills.

REFERENCE

- Brown, H. D. (2021). *Teaching by Principles: An Interactive Approach to Language Pedagogy (4th ed.)*. Pearson Education.
- Jalaluddin, J. (2022). Improving Indonesian Students' Speaking Skills Through English Dormitory. *Nusantara Hasana Journal*, 2(6), 76–82. Retrieved from <https://nusantarahasanajournal.com/index.php/nhj/article/view/573>
- Santhanasamy, C. & Yunus, M. D. (2022). The Flipped Learning and Blendspace to Improve Pupils' Speaking Skills. Retrieved Mei 31, 2025, from <https://www.frontiersin.org/journals/psychology/articles/10.3389/fpsyg.2022.866270/full>
- Silaban, N. A. (2024). Keterampilan Berbicara Dalam Bahasa Lisan Bagi Mahasiswa. *JEDR: Indonesian Journal of Education and Development Research*, E-ISSN: 3025-2393 P-ISSN: 3025-2385, Vol. 2 No. 1 Januari 2024, 225-230.
- Tarigan, H. G. (2021). *Keterampilan Berbicara: Teori dan Praktik*. Pacitan: STKIP Pacitan Repository.
- Tsa'wanah, S., Yon A.E., Solo, L. (2024). Improving Students' Speaking Proficiency Through Task-Based Language Teaching. *ERFA Journal*, Vol. 1, No. 1, pp. 109-1191.
- Wahyuningsih, S., & Afandi, M. (2020). Investigating English speaking problems: Implications for speaking curriculum development in Indonesia. *European Journal of Educational Research*, 9(3), 967-977. <https://doi.org/10.12973/eu-jer.9.3.967>